Arts and Science Courses in English

HUSTEP Courses (Lottery & Core) Syllabus

2025 Fall Semester

*Click the Course Name to jump to its syllabus

Course Number	Course Name	Instructor	Class Period
027053	Imperial Russian History: From Peter to Petrograd	WOLFF David	Wed.3
027054	Christianity in Japan	LA FAY Michelle	Mon.5
027055	Hokkaido: Then and Now	LA FAY Michelle	Thu.5
027056	The Truth of Human Language Syntax	OKU Satoshi	Thu.4
027057	Sustainability Studies beyond Hollywood Film (2025)	SEANAHA Eijun	Wed.3
027058	The Economics of Biodiversity	XIE Zijin	Mon.5
027059	Classical Mechanics II	SALAK Dragan	Fri.3
027060	Exercise in Introductory Complex Function	DAS Arindam	Thu.2
027061	Exercise in Introductory Fourier Analysis	SALAK Dragan	Thu.2
027062	Introduction to Design Thinking	SUZUKI Hisao	Thu.5
027063	Introductory Complex Function	DAS Arindam	Thu.1
027064	Introductory Fourier Analysis	SALAK Dragan	Thu.1
027065	Quantum Mechanics I	DAS Arindam	Wed.1
027066	Seminar in Mechanics II	SALAK Dragan	Fri.4
027067	Seminar in Quantum Mechanics I	DAS Arindam	Wed.2
027068	Seminar in Statistical Mechanics I	DAS Arindam	Mon.2
027069	Statistical Mechanics I	DAS Arindam	Mon.1

027070	General Biology II	FORTUNATO Helena	Thu.1
027071 ★	Chemistry and English for Life Science	SWAMY Mahadeva M. M.	Mon.1, Wed.1
027072	History of Geology	PYTHON Marie	Tue.1
027073	International Projects	TAKANO Shinei	Tue.2
027074	Ecology and Evolution	ARAKI Hitoshi	Thu.4
027075	Introduction to Marine Science	BOWER John Richard	Tue.3
027076	Scientific literacy: An introduction to science and scientific thinking	BOWER John Richard	Tue.1
027077	Field Bioscience in the Northern Biosphere	HOSHINO Yoichiro	Wed.5
027078	Analyzing the Language of Mysticism	RICHARDSON Peter	Mon.2
027079	Understanding play: Multidisciplinary perspectives	MARTIN Paul	Wed.2
027080	Language Science in Manga, Anime and Beyond	HARA Yurie	Tue.1
027081	Understanding Religious Experience	RICHARDSON Peter	Tue.2
027082	Popular Music & Society	SPICER Paul	Tue.5
027083 ☆	Understanding play: Multidisciplinary perspectives	MARTIN Paul	Thu.3
027084 ☆	Understanding play: Multidisciplinary perspectives	MARTIN Paul	Fri.5
027085 ◆	Game studies: first-person shooters	ROBB Nigel Godfrey Ian	Fri.1
027086	Media Translation	KLASSEN D. Marshall	Fri.1
027087	Indigenous Peoples and Education 2025 II	GAYMAN Jeffry Joseph	Wed.4
027088	Introduction to Japanese Studies I (History)	BULL Jonathan	Mon.3
027089	Hokkaido, Sakhalin and Japanese empire in the Far North,c.1900 to 2000	BULL Jonathan	Thu.3

027090	Japanese Politics	IWAMI Tadashi	Wed.5
027091	Political Economy of Japan and East Asia	SASADA Hironori	Tue.5
027092	Health and Illness in Japan	COOK Emma	Tue.1
027093	Multiculturality in Hokkaido and Japan	COOK Emma	Wed.4
027094	Introduction to Japanese Studies II (Culture)	KLIEN Susanne	Mon.4
027095	Society II (Readings)	KLIEN Susanne	Wed.3
027096	Material Markets: Readings in Financial History	SCHILTZ Michael	Tue.5
027097	Japanese History (Theory & Practice) II	SCHILTZ Michael	Mon.5
027098	Integrated Science I	SUN Yu	Tue.1
027099	Science and Technology in History	SINGH Prerna	Wed.1
027100	Immigrants and society	XIAO Lan	Mon.5
027101	Music Psychology	ADACHI Mayumi	Tue.5
027102	Experiencing Japan: Culture Shock and Society	XIAO Lan	Mon.4
027103 ◇	Caught in a mosh: Understanding crowd responses to 'extreme' music	LETSON James	Tue.3
027104 ◎	Learning from the field: Ethnography theory and practice	LETSON James	Wed.4
027105 ◎	Learning from the field: Ethnography theory and practice	LETSON James	Thu.3
027106 ◎	Learning from the field: Ethnography theory and practice	LETSON James	Thu.4
027107 ◇	Caught in a mosh: Understanding crowd responses to 'extreme' music	LETSON James	Fri.2
027108	Film Language & Culture	SPICER Paul	Mon.5
027109 ◆	Game studies: first-person shooters	ROBB Nigel Godfrey Ian	Wed.1

027110	Current Events in Language and Culture	"KLASSEN D. Marshall	Wed.1

Notes:

★027071: Chemistry and English for Life Science has two classes a week. You are required to be able to attend both classes.

☆027083 & 027084: Understanding play: Multidisciplinary perspectives are the same contents, just the Course day/period difference please choose either one of them.

◆027085 & 027109: Game studies: first-person shooters are the same contents, just the Course day/period difference please choose either one of them.

◇027103 & 027107 : Caught in a mosh: Understanding crowd responses to 'extreme music are the same contents, just the Course day/period difference, please choose either one of them.

◎027104, 027105 & 027107: Learning from the field: Ethnography theory and practice are the same contents, just the Course day/period difference, please choose one of them.

※**Fall Quarter only** (2 months long)

027060 Exercise in Introductory Complex Function

027063 Introductory Complex Function

027071 Chemistry and English for Life Science

027074 Ecology and Evolution

※**Winter Quarter only** (2 months long)

027061 Exercise in Introductory Fourier Analysis

027064 Introductory Fourier Analysis

Course Name	**Imperial Russian History from Peter to Petrograd**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	5000	**Course Number**	027053
Instructor(s) (Institution)	WOLFF DAVID（ウルフ　ディビッド）		
Course Objectives	This course is an introduction to Modern Russian History for students whose main goal is to gain an overview of different varieties of historical approaches to Russia, while strengthening their English-language skills. Readings will be in English, averaging 10 pages per week. Discussions will also be in English.		
Course Goals	Improve knowledge of Russia and Russian history Improve written, oral and aural skills in English		
Course Schedule	WEEK 1. The Conversion of Russia. Culture and Myth 2. Peter the Great：Individuals in History 3. Decembrists：Groups in History 4. Russian Nationalism：Ideas in History 5. The Crimean War and Eastward Expansion 6. Peasants, Agriculture and the Great Reform 7. Witte, Industry and Historical Imperatives 8. Urban History 9. Russo-Chinese Relations 10. Russo-Japanese Relations 11. Terrorism and the Revolutionary Movement 12. Revolution or Revolutions? 13-15 Student Presentations		
Homework	Readings must be completed before class each week.		
Grading System	Students will write a short paper (2-3　pages) and make a brief oral presentation (10 minutes). Students who already have very strong or native English skills will be expected to do more. Class participation is also required.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Christianity in Japan**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027054
Instructor(s) (Institution)	LA FAY MICHELLE KAY（ラフェイ　ミシェル　ケイ）		
Course Objectives	Students learn how Japanese in the Meiji and Taisho eras became Protestant Christians and gain an understanding of the concepts they developed and the challenges they faced. Students see these aspects through the writers' eyes. Students identify how and in what areas these Protestant Christians influenced Japanese society.		
Course Goals	1. Students read firsthand accounts of Meiji and Taisho Christians and gain general knowledge about their lives and thoughts. 2. Students discern patterns and commonalities in their experiences. 3. Students formulate ideas on how these thinkers integrated Christianity and Japanese culture/society/life.		
Course Schedule	Week 1: Let's get acquainted! Class expectations and outline Weeks 2 and 3: Introduction of Protestant Christianity Week 4: Protestant Christianity Grafted onto Bushido Week 5: Protestant Christianity in Hokkaido: Sapporo Band Week 6: St. Nikolai and the Russian Orthodox Church in Japan Week 7: Identity and Struggles of Japanese Protestants Weeks 8-14: Student group projects/discussions: Students form groups, choose a topic related to Japanese Protestant Christianity, find a way to present the information to the class. Topics include but are not limited to: education, equality for marginalized groups, pacifism, nationalism, art, music, Christianity in current Japan society Week 15: Wrap-up session and self-evaluation		
Homework	Students will be expected to actively participate in weekly discussion. Readings and project preparation will be done outside of class.		
Grading System	Group work/projects: 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	**Hokkaido: Then and Now**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027055
Instructor(s) (Institution)	LA FAY MICHELLE KAY（ラフェイ　ミシェル　ケイ）		
Course Objectives	This course provides students with a broad overview of Hokkaido in both the past (Meiji and Taisho eras) and today. Students will examine foreign and domestic factors that shaped the education and life-styles of students at Sapporo Agricultural College. Students will look at the change in Hokkaido over the years.		
Course Goals	1. Through firsthand accounts, students look at Hokkaido's history. 2. Students gain new viewpoints about life in Hokkaido during the Meiji and Taisho eras. 3. Students compare aspects of Hokkaido's history with similar aspects today.		
Course Schedule	Week 1　Let's get acquainted! Class outline and expectations. Week 2　Outside Influence on Hokkaido and at Sapporo Agricultural College (SAC) and people of SAC Week 3　Introduction to the Botanic Garden and the Hokkaido University Museum Weeks 4 and 5 Individual student presentations about the Botanic Garden and the Hokkaido University Museum Weeks 6-13 Short student group projects: Students will form groups and choose a topic. Projects must include both "then and now" elements. Possible topics include but are not limited to Ainu, nature/environment, wildlife, weather, agriculture, fisheries, transportation, tourism, food culture, architecture/urban planning. Week 14 The Future of Hokkaido: What do you see? Week 15　Wrap-up session and self-evaluation		
Homework	There will be discussions every week. Students will be expected to actively express their opinions in the discussion. Reading, research, and preparation for projects will be done outside class.		
Grading System	Individual student presentations: 25% Group projects 75%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	**The Truth of Human Language Syntax**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	3000	**Course Number**	027056
Instructor(s) (Institution)	OKU Satoshi（奥　聡）		
Course Objectives	Recent (bio-)linguistic research has revealed many interesting properties of "sentence-building mechanisms" (i.e., syntax) of human language. The purpose of this course is to learn some important basics of human language syntax in the framework of the current generative enterprise, with special reference to Japanese, English (and other languages which the participant students are native speakers of), as well as the comparison of these languages. Another important objective in this course is to learn, through pair/group work, how interesting and significant it is to exchange opinions and appreciate other participants' perspectives, especially when they are different from your own. To learn how to write short essays (summarizing text paragraphs and expressing your opinions) is another objective of the course.		
Course Goals	The students will understand some foundations of syntactic study of language, and will eventually appreciate how fascinating our knowledge of language is. Also the students will understand how interesting and significant it is to exchange opinions and appreciate other participants' perspectives, especially when they are different from your own. To learn how to write short essays (summarizing text paragraphs and expressing your opinions) is another important goal of the course.		
Course Schedule	This is a joint course of "English Linguistics (英語学) " (Department of Humanities and Human Sciences), HUSTEP, Arts and Science Courses in English (国際交流科目), and Modern Japanese Studies Program (現代日本学プログラム). All aspects of the course (lecture, class discussion, class work, homework) are conducted exclusively in English. Students are requested to actively participate in class activities. Course Schedule is roughly the following (subject to adjustment) Week 1: General Introduction: From "complex visible" to "simple invisible" Week 2: Structure dependency: From "non-existence thesis" to "existence thesis" (knowledge of language is "real") Week 3 - Week 6: Find patterns and try to account for them -- From description to explanation Week 7 - Week 10: Long distance dependency (Move and Binding) -- From "local" to "global" Week 11- Week 13: How to supply "missing" information (pro-forms and ellipsis) -- From "invisible" to "understandable" Week 14 - Week 15: Wrap up and General Summary		
Homework	Students will have reading assignments and homework assignments every week, which are important review of the previous class and the preview/preparation for the next class meeting.		
Grading System	Grading is based on homework assignments 50%, participation in class discussion/activities 30%, and a short term paper 20%.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	1. Students to take this course are supposed to have English proficiency of TOEFL (paper-based) score 530 (or equivalent in other standard English proficiency tests) or above. 2. This is an interactive course, setting much importance to students' participation/contribution to class discussion, pair work, and group work. Thus, students to take this course are required to be ready and willing to participate in class discussion.		

Course Name	**Sustainability Studies beyond Hollywood Film (2025)**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	3000	**Course Number**	027057
Instructor(s) (Institution)	SENAHA Eijun（瀬名波　栄潤）		
Course Objectives	The emphasis of this course is placed on achievement of comprehension skills to understand global issues raised in UNDESD (United Nations Decade of Education for Sustainable Development) and SDGs (Sustainable Development Goals) and its application to the real world.		
Course Goals	These skills will enable you to intellectually participate in the issues that involve our world. English is the only language used in this class, so non-native speakers of English need to be ready for this language prerequisite.		
Course Schedule	After we analyze a Hollywood film (TBA), we will be divided by teams based on the SD topic(s), study real world by doing a survey/research, meeting people, and visiting offices for better understanding of what is happening, so we can find solution(s) for the better world. Each team will have four presentations; proposal, film analysis, reality analysis, and suggestion/solution. Details will be announced in the first class meeting. Tentative Schedule: 1. Introduction: Course Policy and Schedule & “Sustainable Development” as well as the HU COE (Center for Open Education) video. Film: TBA 2. Film continued. 3. Film continued and discussion. 4. Team-making. “Proposal Format” distributed. 5. Presentations 1: Project Proposals and Planning (Name of the group, list of members, chosen SD topic, reason, methods, goal/hypothesis, etc.) 6. Project in Progress by Team and Q&A 7. Presentations 2: Film Analysis 8. Project in Progress by Team and Q&A 9. Project in Progress by Team and Q &A 10. Presentations 3: Reality Analysis 11. Project in Progress by Team and Q&A 12. Presentations 4: Solutions & Suggestions 13. Project in Progress by Team and Q&A 14. Final Presentations I: 15. Final Presentations II and Semester Review 16. Spare Day		
Homework	Read handouts for each class meeting and work on individual/group projects		
Grading System	Presentations 1-4: 40 % (10%x4) Final Presentation: 30 % Final PPT, including Product(s) if any (needs a letter of consent by those who collaborated projects) : 20 % Class Performance: 10 %		
Textbooks / Reading List			
Websites	https://ocw.hokudai.ac.jp/faculty/		
Website of Laboratory	http://senaha-hokudai.sakura.ne.jp/index.html		
Additional Information	HUSTEP/MJSP students are expected to register "国際交流科目.” Students who are to obtain teaching license need to register "欧米言語文化論.” They cannot register both at the same time. Please visit HU OCW (http://ocw.hokudai.ac.jp/field/field05/english-and-american-literature-2015/) to experience what we do in the final presentations. English is the only language used in this course.		

Course Name	**The Economics of Biodiversity**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027058
Instructor(s) (Institution)	Xie Zijin（謝　子晋）		
Course Objectives	Through the study of economics literature related to biodiversity conservation, this course aims to achieve the following objectives: Understand the fundamental role of biodiversity and natural resources in economic development; Explore sustainable ways to use biodiversity resources and analyze how to achieve both biodiversity conservation and economic development; Introduce economic thinking.		
Course Goals	Acquire foundational knowledge of the relationship between biodiversity conservation and economic development. Acquire knowledge of international conservation policies, and be able to evaluate these policies from an economic theory perspective.		
Course Schedule	Students will read assigned reading materials and make classroom presentations. The lecturer will supplement the classes with explanations of economic theories and related topics. Each class will feature two (or more) student presentations, depending on the total number of enrolled students. Participants are expected to complete the assigned readings before class discussions. Week-by-Week Plan: Week 1: Introduction Week 2: Preparation: how to prepare a presentation handout and structure the presentation Week 3: Presentation topics and scheduling Weeks 4-14: Presentation and discussions Week 15: Summary of course		
Homework	All students are required to give at least one presentation. Presenters are required to read the assigned literature materials and prepare a handout to share with classmates before the class begins.		
Grading System	- Presentation content - Presentation materials - Participation in class discussions		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	The number of presentations will be adjusted according to the total number of students.		

Course Name	**Classical Mechanics II**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027059
Instructor(s) (Institution)	SALAK Dragan		
Course Objectives	The second part of the two-semester course on classical mechanics begins with calculus of variations and learning how to apply the Euler-Lagrange equation. Lagrangian mechanics, its application in various coordinate systems, and conservation laws, are covered. The students will then learn how to solve problems on coupled oscillators using Lagrange's equations and linear algebra. This is followed by an introduction to Hamiltonian mechanics, a formulation of classical mechanics based on the Hamiltonian and Hamilton's equations. The phase space, Liouville's theorem, and the Poisson bracket are introduced. The students will be exposed to various topics from the potential theory (Poisson's equation), collisions, fluid dynamics (continuity equation), and wave mechanics (wave equation).		
Course Goals	Acquire knowledge and skills to - apply Lagrangian formalism (Euler-Lagrange equation) to mechanics problems - solve coupled-oscillator problems - apply Hamiltonian formalism (Hamilton's equations) to mechanics problems - use the Poisson equation to solve problems in Newton's theory of gravitation - apply the continuity equation - use the wave equation		
Course Schedule	- Calculus of variations - Lagrangian and Lagrange's equations - Conservation laws in Lagrangian mechanics - Coupled oscillators - Techniques of solving coupled oscillators - Hamiltonian and Hamilton's equations - Hamilton's equations in n-dimensions; Poisson bracket - Phase-space orbits and Liouville's theorem - Potential and Poisson's equation - Virial theorem - Collisions - Fluid mechanics - Wave equation - Wave mechanics		
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			
Websites	https://sites.google.com/site/draganspage/teaching/mechanics-ii		
Website of Laboratory			
Additional Information	Students must register both lectures and seminar.		

Course Name	**Exercise in Introductory Complex Function**		
Semester, Year	Fall Term	**Number of Credits**	1Credit
Course level	2000	**Course Number**	027060
Instructor(s) (Institution)	ARINDAM Das		
Course Objectives	The main objective of this course is to familiarize students with the complex analysis that are essential for solving advanced problems in theoretical physics.		
Course Goals	The course is an introduction to the complex function. The course deals with complex numbers and complex plane, analytic functions, Cauchy-Riemann equations, complex integration, Cauchy's integral formula, power series and Laurent series, zeros and singularities, and residue theory with the Cauchy residue theorem.		
Course Schedule	Complex Variables and Functions Analytic function Taylor and Laurent Series Singularities Calculus of Residues 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			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	**Exercise in Introductory Fourier Analysis**		
Semester, Year	Winter Term	**Number of Credits**	1Credit
Course level	2000	**Course Number**	027061
Instructor(s) (Institution)	SALAK Dragan		
Course Objectives	Fourier analysis covers a wide range of mathematical concepts and techniques that are extensively used in science and engineering. In this course, we'll start from the basics – the Fourier series, as a tool to expand periodic functions. The students will then learn the Fourier transform and how to calculate it for various functions that are often encountered in physics and engineering. One such function is the Dirac delta function to which one lecture is devoted. Other topics include convolution, cross-correlation, and autocorrelation, concepts closely related to Fourier transform in practical applications (e.g., convolution theorem).		
Course Goals	Students will acquire skills to: - expand basic functions in Fourier series - calculate Fourier transforms - calculate convolution and autocorrelation - use the Dirac delta function - apply the convolution theorem and other Fourier transform theorems		
Course Schedule	- Introduction to Fourier series - Fourier series in complex form - Fourier transform - Convolution, cross-correlation, and autocorrelation - Dirac delta function - Fourier transform theorems - Laplace transform		
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 50% - exam 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students must register for both lecture ("Introductory Fourier Analysis") and seminar ("Exercise in Introductory Fourier Analysis"). Note that an understanding of mathematics is vital for the course. This includes differentiation, integration, trigonometry, exponential functions, and complex numbers.		

Course Name	**Introduction to Design Thinking**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027062
Instructor(s) (Institution)	SUZUKI Hisao（鈴木　久男）		
Course Objectives	We are now living in a society called Society 5.0, which emphasizes the ability to create new value based on creativity. This is also an important factor to become a researcher in the future. Design Thinking is not for design but it is a systematic approach for creative thinking, which is essentially important for your future research. You will learn how design thinking works for finding problems and finding solutions.		
Course Goals	Students will be able to 1. describe design thinking. 2.apply design thinking in life. 3. describe the various approach to design thinking. 4. describe the mindset of design thinking. 5. explain the concept of empathy.		
Course Schedule	You will experience the design thinking through various activities in this course. The details will be announced in each class.		
Homework	Group activities outside classes will be required.		
Grading System	You will be evaluated not by your knowledge level but by your performance. Because of the group activities, the participation of the class is extremely important. (You cannot skip the classes more than three times.)		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://www.sci.hokudai.ac.jp/grp/hep/web/suzuki_e.html		
Additional Information	Face-to-face classes are the basis of the program. But in a snowstorm, the class will be switched to a remote class.		

Course Name	**Introductory Complex Function**		
Semester, Year	Fall Term	**Number of Credits**	1Credit
Course level	2000	**Course Number**	027063
Instructor(s) (Institution)	ARINDAM Das		
Course Objectives	The main objective of this course is to familiarize students with the complex analysis that are essential for solving advanced problems in theoretical physics.		
Course Goals	The course is an introduction to the complex function. The course deals with complex numbers and complex plane, analytic functions, Cauchy-Riemann equations, complex integration, Cauchy's integral formula, power series and Laurent series, zeros and singularities, and residue theory with the Cauchy residue theorem.		
Course Schedule	Complex Variables and Functions Analytic function Taylor and Laurent Series Singularities Calculus of Residues 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			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	**Introductory Fourier Analysis**		
Semester, Year	Winter Term	**Number of Credits**	1Credit
Course level	2000	**Course Number**	027064
Instructor(s) (Institution)	SALAK Dragan		
Course Objectives	Fourier analysis covers a wide range of mathematical concepts and techniques that are extensively used in science and engineering. In this course, we'll start from the basics – the Fourier series, as a tool to expand periodic functions. The students will then learn the Fourier transform and how to calculate it for various functions that are often encountered in physics and engineering. One such function is the Dirac delta function to which one lecture is devoted. Other topics include convolution, cross-correlation, and autocorrelation, concepts closely related to Fourier transform in practical applications (e.g., convolution theorem).		
Course Goals	Students will acquire skills to: - expand basic functions in Fourier series - calculate Fourier transforms - calculate convolution and autocorrelation - use the Dirac delta function - apply the convolution theorem and other Fourier transform theorems		
Course Schedule	- Introduction to Fourier series - Fourier series in complex form - Fourier transform - Convolution, cross-correlation, and autocorrelation - Dirac delta function - Fourier transform theorems - Laplace transform		
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 50% - exam 50%		
Textbooks / Reading List			
Websites	https://sites.google.com/site/draganspage/teaching/fourier-analysis		
Website of Laboratory			
Additional Information	Students must register for both lecture ("Introductory Fourier Analysis") and seminar ("Exercise in Introductory Fourier Analysis"). Note that an understanding of mathematics is vital for the course. This includes differentiation, integration, trigonometry, exponential functions, and complex numbers.		

Course Name	**Quantum Mechanics I**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027065
Instructor(s) (Institution)	ARINDAM Das		
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 lecture we briefly look back on the birth of quantum theory and then learn the fundamental principles of quantum mechanics such as Schrödinger equation, operator and wave function space and apply it to simple systems to solve the Schrödinger equation and the physical meaning. Finally we learn about symmetry, conservation law, angular momentum.		
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 solve the Schrodinger equation for various potentials and to understand the result. (3) To understand the system of quantum mechanics such as operators and wave function space. (4) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.		
Course Schedule	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 solve the Schrodinger equation for various potentials and to understand the result. (3) To understand the system of quantum mechanics such as operators and wave function space. (4) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.		
Homework	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 Mechanics II**		
Semester, Year	2nd semester	**Number of Credits**	1Credit
Course level	2000	**Course Number**	027066
Instructor(s) (Institution)	SALAK Dragan		
Course Objectives	The second part of the two-semester course on classical mechanics begins with calculus of variations and learning how to apply the Euler-Lagrange equation. Lagrangian mechanics, its application in various coordinate systems, and conservation laws, are covered. The students will then learn how to solve problems on coupled oscillators using Lagrange's equations and linear algebra. This is followed by an introduction to Hamiltonian mechanics, a formulation of classical mechanics based on the Hamiltonian and Hamilton's equations. The phase space, Liouville's theorem, and the Poisson bracket are introduced. The students will be exposed to various topics from the potential theory (Poisson's equation), collisions, fluid dynamics (continuity equation), and wave mechanics (wave equation).		
Course Goals	Acquire knowledge and skills to - apply Lagrangian formalism (Euler-Lagrange equation) to mechanics problems - solve coupled-oscillator problems - apply Hamiltonian formalism (Hamilton's equations) to mechanics problems - use the Poisson equation to solve problems in Newton's theory of gravitation - apply the continuity equation - use the wave equation		
Course Schedule	- Calculus of variations - Lagrangian and Lagrange's equations - Conservation laws in Lagrangian mechanics - Coupled oscillators - Techniques of solving coupled oscillators - Hamiltonian and Hamilton's equations - Hamilton's equations in n-dimensions; Poisson bracket - Phase-space orbits and Liouville's theorem - Potential and Poisson's equation - Virial theorem - Collisions - Fluid mechanics - Wave equation - Wave mechanics		
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			
Websites			
Website of Laboratory			
Additional Information	Students must register for both lectures and seminar.		

Course Name	**Seminar in Quantum Mechanics I**		
Semester, Year	2nd semester	**Number of Credits**	1Credit
Course level	2000	**Course Number**	027067
Instructor(s) (Institution)	ARINDAM Das		
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 lecture we briefly look back on the birth of quantum theory and then learn the fundamental principles of quantum mechanics such as Schrödinger equation, operator and wave function space and apply it to simple systems to solve the Schrödinger equation and the physical meaning. Finally we learn about symmetry, conservation law, angular momentum.		
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 solve the Schrodinger equation for various potentials and to understand the result. (3) To understand the system of quantum mechanics such as operators and wave function space. (4) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.		
Course Schedule	1. The birth of quantum theory 2. Schrödinger equation 3. One-dimensional quantum system 4. Operators and wave function space 5. Schrödinger equation in a central force field 6. Angular momentum and its representation		
Homework	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 Statistical Mechanics I**		
Semester, Year	2nd semester	**Number of Credits**	1Credit
Course level	2000	**Course Number**	027068
Instructor(s) (Institution)	ARINDAM Das		
Course Objectives	The objective of statistical physics is understanding the behaviour of matter on the basis of its microscopic structure and of the microscopic laws of nature.		
Course Goals	To obtain a basic understanding of the key concepts of thermal physics like entropy, especially the use and basic applications of equilibrium statistical mechanics and elementary thermodynamics in problems of pedagogical and practical importance.		
Course Schedule	1. Thermal Equilibrium; The ideal gas; Equipartition of energy 2. Heat and Work; Compression work 3. Heat capacities; Rates of processes 4. Two-state systems; The Einstein model of a solid; Interacting systems 5. Large systems; The ideal gas 6. Entropy 7. Temperature; Entropy and Heat 8. Paramagnetism; Mechanical equilibrium and pressure 9. Diffusive equilibrium and Chemical potential; Summary and a look ahead 10. Heat engines; Refrigerators 11. Real heat engines; Real refrigerators 12. Free energy as available work and as a force toward equilibrium 13. Phase transformations of pure substances; Phase transformations of mixtures 14. Dilute solutions; Chemical equilibrium 15. Final exam Small Category Code Small Category Title and basics) Middle Category Code Middle Category Title		
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			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	**Statistical Mechanics I**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027069
Instructor(s) (Institution)	ARINDAM Das		
Course Objectives	The objective of statistical physics is understanding the behaviour of matter on the basis of its microscopic structure and of the microscopic laws of nature.		
Course Goals	To obtain a basic understanding of the key concepts of thermal physics like entropy, especially the use and basic applications of equilibrium statistical mechanics and elementary thermodynamics in problems of pedagogical and practical importance.		
Course Schedule	1. Thermal Equilibrium; The ideal gas; Equipartition of energy 2. Heat and Work; Compression work 3. Heat capacities; Rates of processes 4. Two-state systems; The Einstein model of a solid; Interacting systems 5. Large systems; The ideal gas 6. Entropy 7. Temperature; Entropy and Heat 8. Paramagnetism; Mechanical equilibrium and pressure 9. Diffusive equilibrium and Chemical potential; Summary and a look ahead 10. Heat engines; Refrigerators 11. Real heat engines; Real refrigerators 12. Free energy as available work and as a force toward equilibrium 13. Phase transformations of pure substances; Phase transformations of mixtures 14. Dilute solutions; Chemical equilibrium 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			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	**General Biology II**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027070
Instructor(s) (Institution)	Maria Helena Fortunato Martins		
Course Objectives	Understand the basic principles of evolution Understand Darwinian evolution and its modern extensions Understand the purpose and process of systematics Understand know how to formulate a hypothesis of evolutionary relationship Be familiar with the six kingdom system of classification Be familiar with the biological diversity within the prokaryotes Understand the purpose and process of systematics Be familiar with the diversity, function and importance of viruses and Bacteria Be familiar with the basic structure, diversity and function of Fungi Understand the evolutionary origin of vascular plants Recognize and understand the structure and function of seedless plants Recognize and understand the structure and function of seed plants (Gymnosperms and Angiosperms) Understand how plants regulate growth and development Be familiar with the evolutionary origin and diversity of animals Recognize invertebrate and vertebrate body plans Understand animal homeostasis Understand the principles of animal behavior, learning and communication Be familiar with the ecological principles and processes that influence living systems Understand ecosystems dynamics and regulation Be familiar with the actual biodiversity crisis, its causes and probable outcomes Understand the basic conservation principles		
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 Origin of Species & The History of Life on Earth - Ch. 24 &25 Week 2 Phylogeny and the Tree of Life - Ch. 26 Week 3 Bacteria & Archaea - Ch. 27 Week 4 Protists - Ch. 28 Week 5 Fungi - Ch. 31 Week 6 Overview of Green Plants (1)- Ch. 29 Week 7 Overview of Green Plants (2)- Ch. 29 Week 8 Plant Form and Function - Ch. 35 Week 9 Plant Reproduction - Ch. 30 Week 10 Overview of Animal Diversity 1 - Ch. 32 Week 11 Overview of Animal Diversity 2 - Ch. 33 Week 12 Overview of Animal Diversity 3 - Ch. 33 Week 13 Overview of Animal Diversity 4 - Ch. 34 Week 14 Introduction to Ecology and the Biosphere - Ch. 52 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: compare (schematic) animal body plans; compare (schematic) reproduction in seed and seedless plants; bring examples of anima		
Grading System	Grades will be based on the numeric average of attendance (10%), homework + research essays (30%), short daily quizzes + mid term exam (35%) and final comprehensive exam (25%). Grades are based not on relative performance evaluation, but on absolute eval		

Textbooks / Reading List	
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	**Chemistry and English for Life Science**		
Semester, Year	Fall Term	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027071
Instructor(s) (Institution)	MAKANAHALLI MADEGOWDA MAHADEVA SWAMY （MAKANAHALLI MADEGOWDA MAHADEVA SWAMY）		
Course Objectives	Science communication is mostly delivered using English as an international common language and most non-native English speakers have had difficulties communicating their scientific findings to the world. This course is designed to help students mitigate these difficulties, and improve their oral and written science communication skills in English.		
Course Goals	The main goals of this course are for students to: 1. Learn the fundamentals of Organic Chemistry, in English. 2. Be able to answer organic chemistry problems and explain them in English.		
Course Schedule	Students will be assigned questions from Bruce's Organic Chemistry Chapters 1-6 (especially Chapters 3-6) in advance. During the class, students should write the answers on the board and explain them in English.		
Homework	All students need to prepare for the assigned problems from Bruce's Organic Chemistry textbook (Chapters 3 to 6). During the lecture, please write your answers on the board and explain them in English.		
Grading System	Attendance, solving problems/explanations, and exam (total 100%)		
Textbooks / Reading List	Organic Chemistry, 7th editionPaula Y. BruicePeason20129.789332519e+12		
Websites	https://www.organic-chemistry.org/ https://www.chem-station.com/		
Website of Laboratory	https://altair.sci.hokudai.ac.jp/infchb/		
Additional Information			

Course Name	**History of Geology**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027072
Instructor(s) (Institution)	Marie PYTHON		
Course Objectives	This course provides an introduction to new research fields in the Earth and Planetary Science.		
Course Goals	The attainment objective of this course is to learn how to find important research subjects in Earth and Planetary Science and to discuss how to solve such problems. In addition, students are expected to learn the effective and impressive presentation with a PC projector, proposing their own idea and inducing new ideas in class.		
Course Schedule	1. Each group determines a subject to be solved in Earth and planetary science. 2. Each group considers and finds an approach to solve the problem. 3. Each group gives a presentation, all students in class discuss it. 4. Submission of reports are planned as necessary.		
Homework	Only learning in class; though some homework might be needed depending on the situation.		
Grading System	Grading will be done based on contribution to the research work and group discussion, presentation, participation in the class discussion and report.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**International Project**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027073
Instructor(s) (Institution)	TAKANO Shinei（髙野　伸栄）		
Course Objectives	The students are to learn the significance of international project in civil engineering, the difference from domestic project and the expected internationalization of civil engineers through practical examples of international projects for planning, design, construction and conservation of infrastructures as well as internationalization of standards, education and research in civil engineering.		
Course Goals	1. Understand the significance of international projects in civil engineering. 2. Understand the difference between international and domestic projects. 3. Understand the necessary international characteristics for civil engineers.		
Course Schedule	Week 1) Infrastructure and International Project: Learn characteristics of international project in civil engineering and its role. Weeks 2 to 16) Planning, Design, Construction and Conservation of Infrastructures and Practical Examples: Learn characteristics of planning, design, construction and conservation of infrastructures, code drafting and education/research in international projects by comparing those in domestic projects.		
Homework	The students are suggested to learn by themselves using the handouts distributed at classes for one to two hours for each class. The students are also required to do in-class exercises for a short time and take-home exercises for a couple of hours in ord		
Grading System	[Points for Evaluation] The evaluation is conducted in terms of all of three points shown in the above Course Goal. [Criteria for Evaluation] The full mark is 100%. The full mark will be given to the student who satisfies all of three points in the ab		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	About five instructors share classes. The course is taught in English but the material is prepared in both English and Japanese. The course is registered for HUSTEP and International Exchange.		

Course Name	**Ecology and Evolution**		
Semester, Year	Fall Term	**Number of Credits**	1Credit
Course level	5000	**Course Number**	027074
Instructor(s) (Institution)	ARAKI Hitoshi（荒木　仁志）		
Course Objectives	In this course, we learn concepts and techniques of ecology, evolution and conservation through profound discussions on peer-reviewed papers in scientific journals.		
Course Goals	1. Understand the concepts of ecology, evolution and conservation 2. Evaluate scientific manuscript critically 3. Summarize peer-reviewed papers and give presentations for discussion 4. Lead and contribute to scientific discussions		
Course Schedule	We assign a discussion leader for each paper of interest. The discussion leader will summarize the paper at the beginning of each course, followed by discussions over the paper. The scientific papers include ecology, evolution and conservation. The study species may include not only animals but also plants and micro-organisms.		
Homework	Read the paper thoroughly in advance and prepare for discussion. Each member is expected to provide some idea(e.g. questions, critics, better methods) to the discussion each time.		
Grading System	Contribution to the open discussion（70%) and strategy for leading the discussion（30%） are evaluated. No final exam.		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://animalecologystaff.wixsite.com/hgs-lae/en		
Additional Information			

Course Name	**Introduction to Marine Science**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027075
Instructor(s) (Institution)	BOWER John Richard（バウア・ジョン・リチャード）		
Course Objectives	Science is a way of learning about the cosmos and our place in it. The aim of this course is to help students acquire the scientific knowledge needed to be scientifically literate in order to better understand public issues. A background in science is not required to enroll in the course. Student involvement will be important. You will not be asked to listen and remember facts. Rather you will be expected to analyze, understand, and evaluate evidence and conclusions. Students will be encouraged to provide regular input on how they are experiencing the course throughout the semester.		
Course Goals	Skills that students will develop include the following: 1) Thinking critically and understanding the scientific method 2) Forming well balanced and logical scientific arguments 3) Differentiating and discriminating science from pseudoscience, fake science and bad science 4) Becoming scientifically literate, and being able to critically evaluate information in the mainstream and social media, as well as everyday life		
Course Schedule	This year (2025) will be the first time I have taught this course, so the course schedule is not set. During the first half of the course, I will give lectures on topics related to scientific literacy, including causality, critical thinking, data visualization, pseudoscience, selection bias, and scientific methods. During the second half we will focus on group discussion on scientific topics of interest selected by the students.		
Homework	The course will involve lectures and small-group discussions in the classroom, as well as investigating topics and writing reports outside of class. Students will also get experience preparing and giving oral presentations in English.		
Grading System	To evaluate your progress in reaching the course goals (and to provide you with feedback on your learning), I will use the following: 1) Written reports (報告書), 35% each of final grade 2) Oral presentations (発表), 35% of final grade 3) Attendance (出席), 3		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. Students who, for whatever reason, plagiarize any part of their report will receive a zero for the assignment. International students are welcome to enroll in the course, but should understand that most students in the course will be Japanese undergraduate students, so the lectures will be aimed at students with intermediate levels of English ability.		

Course Name	**Scientific literacy: An introduction to science and scientific thinking**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027076
Instructor(s) (Institution)	BOWER John Richard（バウア・ジョン・リチャード）		
Course Objectives	Science is a way of learning about the cosmos and our place in it. The aim of this course is to help students acquire the scientific knowledge needed to be scientifically literate in order to better understand public issues. A background in science is not required to enroll in the course. Student involvement will be important. You will not be asked to listen and remember facts. Rather you will be expected to analyze, understand, and evaluate evidence and conclusions. Students will be encouraged to provide regular input on how they are experiencing the course throughout the semester.		
Course Goals	Skills that students will develop include the following: 1) Thinking critically and understanding the scientific method 2) Forming well balanced and logical scientific arguments 3) Differentiating and discriminating science from pseudoscience, fake science and bad science 4) Becoming scientifically literate, and being able to critically evaluate information in the mainstream and social media, as well as everyday life		
Course Schedule	This year (2025) will be the first time I have taught this course, so the course schedule is not set. During the first half of the course, I will give lectures on topics related to scientific literacy, including causality, critical thinking, data visualization, pseudoscience, selection bias, and scientific methods. During the second half we will focus on group discussion on scientific topics of interest selected by the students.		
Homework	The course will involve lectures and small-group discussions in the classroom, as well as investigating topics and writing reports outside of class. Students will also get experience preparing and giving oral presentations in English.		
Grading System	To evaluate your progress in reaching the course goals (and to provide you with feedback on your learning), I will use the following: 1) Written reports (報告書), 35% each of final grade 2) Oral presentations (発表), 35% of final grade 3) Attendance (出席), 3		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. Students who, for whatever reason, plagiarize any part of their report will receive a zero for the assignment. International students are welcome to enroll in the course, but should understand that most students in the course will be Japanese undergraduate students, so the lectures will be aimed at students with intermediate levels of English ability.		

Course Name	**Field Bioscience in the Northern Biosphere**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027077
Instructor(s) (Institution)	HOSHINO Yoichiro（星野　洋一郎）		
Course Objectives	To understand the field sciences on ecosystem conservation, sustainable bioproduction, biodiversity, and material cycling in a wide variety of fields including forest, farm, and aquatic environments, and to learn the most advanced field science in each research field.		
Course Goals	To understand both comfortable lives of human due to the rapid progress of scientific technology and serious problems of the global environment, to learn the new subject of field science to solve the problems of bioproduction against global ecosystem conservation, and then to profit for a better understanding of human activity in harmony with natural environments in the global ecosystem.		
Course Schedule	Introduction of Field Bioscience in the Northern Biosphere (Y. Hoshino) Small fruit production and utilization of wild genetic resources Utilization of plant genetic resources： Filed tour (Y. Hoshino) Utilization of cover crops for sustainable crop production (T. Hirata) Life on Snow and Ice (J. Uetake) Carbon cycle in northern forests (K. Takagi) Endangered plant conservation in botanic gardens (K. Nakamura) Taxonomy, morphology and phylogeny of Angiosperm (T. Azuma) Potential of Grass-fed cattle and Application of Epigenetics in Beef Production (T. Gotoh) An introduction to phycology (C. Nagasato) Creation of kelp forest and resource management of kelp (N. Yotsukura) Fish migration (S. Hagihara) Visualization of Marin bioresources (K. Minami) An introduction to cephalopods (J. Yamamoto) An Introduction to biologing (K. Miyashita) Potential of IoT and Space Technology Application in Beef Production (T. Gotoh)		
Homework	Preferable to carry out preparations and reviews of each lecture using appropriate books and lecture materials.		
Grading System	Attendance rate must be over 60%. Each lecturer evaluated the reports. The evaluation is based on the participation in class (50%), and reports (50%).		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	The lectures may be provided by the online system. The procedures of the lectures will be decided by the number of students and the status of BCP level.		

Course Name	**Analyzing the Language of Mysticism**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027078
Instructor(s) (Institution)	Peter Richardson（リチャードソン　ピーター）		
Course Objectives	The aim of this course is to introduce students to the study of mysticism. This will involve first introducing students to what mysticism is and how it is approached by different researchers, then exposing students to some key readings in mysticism followed by a discussion of their significance. Finally, there will be a focus on some of the key elements of mysticism, such as unity, non-dualism, and reversed agency.		
Course Goals	The goals of the course include: [1] Developing the ability to understand and discuss the advantages and disadvantages of different approaches to studying mysticism. [2] Improving reading skills through the comprehension of texts related to mysticism. [3] Being able to critically evaluate the key elements of mysticism and relate them to one's own beliefs about the nature of reality.		
Course Schedule	This is a provisional outline of the course content. Week 1: Introduction to the Course Week 2: Katz and Hick and Social Constructionism Week 3: Stace, Zahner, Hood, and the Common Core View Week 4: An Introduction to Christianity, Christian Mysticism, and Buddhism Week 5: Medieval Mysticism: Readings from Eckhart Week 6: Readings from Sufi Islam Week 7: Readings from Contemporary Christian Mystical Texts Week 8: Midterm Test + Review Week 9: Readings from Contemporary Buddhist Texts Week 10: Agency in Contemporary Mystical Texts Week 11: The Concepts of Unity and Oneness in Contemporary Mystical Texts Week 12: Contemporary Christian and Buddhist Mystics in Dialogue, Part 1 Week 13: Contemporary Christian and Buddhist Mystics in Dialogue, Part 2 Week 14: Final Presentations Week 15: Final Test + Review of the Course		
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 ap		
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	**Understanding play: Multidisciplinary perspectives**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027079
Instructor(s) (Institution)	Paul John Martin		
Course Objectives	Play is a central feature of human life. It has been studied by psychologists, cultural historians, sociologists, philosophers and literary theorists. Therefore, to fully understand play, we need to take a multidisciplinary approach, combining the insights from these different academic fields. In this course, students will read short texts by scholars and researchers studying play in these different fields. They will listen to lectures unpacking these texts and engage in classroom discussions to better understand and engage with these texts.		
Course Goals	By the end of the course, students should be able: To understand and explain what play is, both in human and non-human animals To understand, explain and compare different theories of play. To discuss the role or function of play in human society and culture. To read and discuss short academic texts on play. To write short reflective reports on theories of play. To communicate more confidently through English when discussing ideas.		
Course Schedule	1: Introduction 2:　Defining play 3: Animal play 4: Childhood 5: Education 6: Sociology 7: Philosophy 8: Psychology 9: Quiz 10: Literature 11: Music and art 12: Toys and games 13: Sport 14: Play spaces 1 15: Play spaces 2 16: 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 ap		
Grading System	Active participation in class sessions, as measured by contributions to in-class discussions: 15% 3 learning reflection reports (approx 200 words each): 15% Multiple choice quiz on theories, concepts and history of play: 35% Final individual student pr		
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	**Language Science in Manga, Anime and Beyond**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027080
Instructor(s) (Institution)	HARA Yurie（原　由理枝）		
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 specifi		
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	**Understanding Religious Experience**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027081
Instructor(s) (Institution)	Peter Richardson（リチャードソン　ピーター）		
Course Objectives	The aim of this course is to provide an outline of a new framework for understanding religious experience. Each part of the framework will be introduced using evidence from relevant studies, religious texts, or academic presentations. Students will be exposed to various fields of study from animal behavior and evolutionary biology to cognitive linguistics and religious studies.		
Course Goals	The goals of the course include: [1] Improving students' abilities to understand and discuss a range of text types and media. [2] Developing students' abilities to critically evaluate new ideas and actively look for strengths and weaknesses in complex arguments. [3] Encouraging students to develop their own original ideas and points of view in addition to being able to clearly articulate those ideas to others.		
Course Schedule	Below is a provisional outline of the topics covered during this course. Week 1: Introduction to the course Week 2: Are humans unique? Rational intention in animal communication Week 3: Are humans unique? Joint and collective intention Week 4: Examples of the Source Path Goal schema in religious language Week 5: Image schema attenuation: The strange case of the suicidal penguin Week 6: The joint source path goal schema: Conversations with spirits at four o'clock in the morning Week 7: Image schema attenuation and the joint source path goal schema in Zen Buddhist and Christian Evangelical Testimonials Week 8: Test and review of the course. Week 9: An Introduction to Conceptual Blending Week 10: Blending and the Crucial Role of Paradox in Religious Language (Case Study: Responsibility and Predestination in Protestant Reformed Evangelicalism) Week 11: John 3:16, Zen Buddhism, and Adyashanti Week 12: The Cloud of Unknowing, Christian mysticism, and Cynthia Bourgeault Week 13: Tying up the loose ends 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 ap		
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	**Popular Music and Society**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027082
Instructor(s) (Institution)	Spicer PAUL		
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 approp
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	**Understanding play: Multidisciplinary perspectives**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027083
Instructor(s) (Institution)	Paul John Martin		
Course Objectives	Play is a central feature of human life. It has been studied by psychologists, cultural historians, sociologists, philosophers and literary theorists. Therefore, to fully understand play, we need to take a multidisciplinary approach, combining the insights from these different academic fields. In this course, students will read short texts by scholars and researchers studying play in these different fields. They will listen to lectures unpacking these texts and engage in classroom discussions to better understand and engage with these texts.		
Course Goals	By the end of the course, students should be able: To understand and explain what play is, both in human and non-human animals To understand, explain and compare different theories of play. To discuss the role or function of play in human society and culture. To read and discuss short academic texts on play. To write short reflective reports on theories of play. To communicate more confidently through English when discussing ideas.		
Course Schedule	1: Introduction 2: Defining play 3: Animal play 4: Childhood 5: Education 6: Sociology 7: Philosophy 8: Psychology 9: Quiz 10: Literature 11: Music and art 12: Toys and games 13: Sport 14: Play spaces 1 15: Play spaces 2 16: 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 ap		
Grading System	Active participation in class sessions, as measured by contributions to in-class discussions: 15% 3 learning reflection reports (approx 200 words each): 15% Multiple choice quiz on theories, concepts and history of play: 35% Final individual student pr		
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	**Understanding play: Multidisciplinary perspectives**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027084
Instructor(s) (Institution)	Paul John Martin		
Course Objectives	Play is a central feature of human life. It has been studied by psychologists, cultural historians, sociologists, philosophers and literary theorists. Therefore, to fully understand play, we need to take a multidisciplinary approach, combining the insights from these different academic fields. In this course, students will read short texts by scholars and researchers studying play in these different fields. They will listen to lectures unpacking these texts and engage in classroom discussions to better understand and engage with these texts.		
Course Goals	By the end of the course, students should be able: To understand and explain what play is, both in human and non-human animals To understand, explain and compare different theories of play. To discuss the role or function of play in human society and culture. To read and discuss short academic texts on play. To write short reflective reports on theories of play. To communicate more confidently through English when discussing ideas.		
Course Schedule	1: Introduction 2: Defining play 3: Animal play 4: Childhood 5: Education 6: Sociology 7: Philosophy 8: Psychology 9: Quiz 10: Literature 11: Music and art 12: Toys and games 13: Sport 14: Play spaces 1 15: Play spaces 2 16: 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 ap		
Grading System	Active participation in class sessions, as measured by contributions to in-class discussions: 15% 3 learning reflection reports (approx 200 words each): 15% Multiple choice quiz on theories, concepts and history of play: 35% Final individual student pr		
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	**Game studies: first-person shooters**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027085
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN（ロブ　ナイジェル　ゴッドフリー　イアン）		
Course Objectives	Originating in the 1990s, first-person shooter games now constitute an enormous global market, with popular titles such as Call of Duty: Modern Warfare 2 selling tens of millions of copies. These games have a rich history and significant cultural impact. However, media outlets and politicians have expressed concerns about such games, citing for example, negative effects of first-person shooter games on players, and their potential connection to tragic events such as the Columbine shootings. In this course, students will be introduced to research on first-person shooters from both the humanities and psychological sciences.		
Course Goals	By the end of this course, students should be able to: 1. Understand the history, development, and cultural impact of first-person shooters 2. Understand the potential effects of first-person shooters on players 3. Critically analyze first-person shooters using a variety of methods from game studies		
Course Schedule	This course will use face-to-face and online classes. Face-to-face classes: weeks 1, 2, 4, 6, 8, 10, 11, 14, 15 Online classes: weeks 3, 5, 7, 9, 12, 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 ap		
Grading System	50% participation 50% video essay 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	**Media Translation**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027086
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET		
Course Objectives	MEDIA TRANSLATION 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 Services and Globalization Practices 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		
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 directi		
Grading System	Grading System Course Credit Requirements: 1. Complete both the Midterm and Final Exam 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading: Participation (20%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Indigenous Peoples and Education 2025 II**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027087
Instructor(s) (Institution)	Jeffry Joseph GAYMAN		
Course Objectives	The purpose of this course is to deepen students' intercultural understanding through focusing on the topic of education as it relates to Indigenous Peoples and their aspirations and needs. Students will be introduced to the unique position of Indigenous Peoples in world history, general issues of Indigenous peoples as related to cultural transmission and education, and Indigenous responses to the educational challenges that they face. The course will use a variety of media including books, newspaper articles, interviews, video, film, You Tube, as well as actual Indigenous educational materials, in order to allow students to experience Indigenous society and culture and its issues in a firsthand way. Students will be given ample opportunities in class to discuss their own culture and experiences as related to the course topics, and thus extend their analytical and critical thinking skills and improve their oral and written skills of persuasion and critical commentary.		
Course Goals	○ To understand the unique position of Indigenous Peoples in world history, and through doing so to gain a deeper understanding of the relation between majority and minority peoples. ○ To critically reflect on the role of the environment, and of education, in cultural transmission and maintenance, and to become aware of the special needs of Indigenous peoples with regard to education. ○ To increase cultural sensitivity. ○ To critically reflect on power relations in society. ○ To increase knowledge and awareness of Indigenous peoples lives, issues and values, with a focus on the Indigenous Peoples of Aotearoa/New Zealand, Alaska, Hawaii, Scandinavia/the Nordic countries, and Japan. ○ To critically reflect on the relation between language, culture and identity, and on how we acquire and transmit our Native as well as second languages.		
Course Schedule	Week 1 Native Knowledge Systems Week 2 Native Knowledge Systems CONT Stories and the Oral Tradition Week 3 Native Knowledge Systems CONT Stories and the Oral Tradition Week 4 Review and Discussion Week 5 Colonialism, Imperialism and 'Indigenous Peoples' Week 6 The Nation-State and Schooling/Assimilatory Education Week 7 Language Shift and Loss of Tradition Week 8 "Culturally-Responsive Education"and The Indigenous Response to Mainstream Education Week 9 Saami Educational Initiatives Week 10 The Hawaiian Education Initiative Week 11 The Maori Education Initiative Week 12 Alaska Native Education Week 13 The World Indigenous Peoples' Conference on Education / Indigenous Higher Education Week 14 The Ainu People, Cultural Transmission and Education I Week 15 The Ainu People, Cultural Transmission and Education II		
Homework	Students will be expected to positively do preparation for and review of lesson material. The instructor will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as		
Grading System	In-Class Participation (40%), Oral Presentations (20%), Journal/Final Paper (40%) Participation and Preparation (40%) Students who positively participate in class discussions and are well prepared for class with examples and/or questions regarding the		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://researchmap.jp/483/		
Additional Information	This course is open only to students with an Advanced English ability (a score of 500 or higher on the TOEFL-ITP), and will be also offered as a code-shared subject of the"International Exchange Program".		

Course Name	**Introduction to Japanese Studies I (History)**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	3000	**Course Number**	027088
Instructor(s) (Institution)	BULL JONATHAN EDWARD		
Course Objectives	This course is an introduction to the history of Japan from the middle of the 19th century to the end of the Cold War (c.1990). The course will examine what 'becoming modern' meant for a cast of characters including the elite bureaucrat, the local politician, the mid-level office worker and the tenant farmer. We will examine political, economic, social and cultural changes, primarily by reading the work of various historians writing in English. In addition to the above historical content, the course will also introduce you to some of the methods historians have used to analyse Japanese history such as Marxism, modernization theory and 'People's History'. Finally, there will be frequent opportunities to learn historians' core skills of analysing academic history and constructing an argument.		
Course Goals	1) To analyse Japanese history from approximately 1850 to the end of the Cold War in the 1990s. 2) To evaluate secondary sources (books and articles by professional historians) by writing summaries and critiques. 3) To create an end-of-term presentation paper in response to an important historical question. 4) To collaborate with your peers.		
Course Schedule	Week 1 - Introduction Week 2 - Designing the nation Week 3 - Disputing the state Week 4 - Boosting industry Week 5 - Constructing empire Week 6 - Reaching the end of Meiji Week 7 - Life in modern times Week 8 - Democracy in Taishō Japan? Week 9 - Shōwa Japan as a fascist state? Week 10 - Japan fights a Total War Week 11 - The beginnings of the Cold War World Week 12 - Japan as a miracle economy? Week 13 - Transforming society Week 14 - Settling the political Week 15 - Japan's place in the world		
Homework	Each week's class will require you to read approximately 30 to 40 pages (in English) and to prepare a homework assignment. Further details will be provided at the start of term.		
Grading System	Participation (classwork tasks) = 30% Participation (reflection comment) = 30% In-class presentation = 20% End of term assessment = 20%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	NOTE: Information in this online syllabus is subject to change once I know who is taking the class. A full syllabus will be provided at the start of term.		

Course Name	**Hokkaido, Sakhalin and Japanese empire in the Far North, c. 1900 to 2000**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	3000	**Course Number**	027089
Instructor(s) (Institution)	BULL JONATHAN EDWARD		
Course Objectives	After the Meiji Restoration in 1868 Japan's new leaders envisaged making Hokkaido into a modern settler colony. Japanese who migrated found themselves in a land with a long history of interaction between settlers from Honshu and the indigenous Ainu. Settler colonialism changed the pattern of interaction once again and became a model for Japanese imperial expansion elsewhere, including to Sakhalin Island (Karafuto) at the start of the twentieth century. Why has the 'Far North' of the Japanese empire received less interest than Japan's other colonies such as Korea and Taiwan? In what ways might historical research about Japanese settler colonialism in Hokkaido and Karafuto (Sakhalin) enable researchers to rethink the history of modern Japan? How useful is the descriptor 'Far North'? What other ways of thinking about the region might be possible? These are some of the questions that we will address in the course.		
Course Goals	These objectives are what you should be able to do by the end of the course: 1) You should be able to compare the expansion of the Japanese Empire in the Far North to its expansion elsewhere from 1870 to 1945. 2) You should be able to examine the causes and effects of Japanese settler colonialism to Hokkaido and Karafuto. 3) You should be able to examine the impact of the Asia-Pacific War (1937-1945) on Hokkaido and Karafuto. 4) You should be able to propose a piece of research about a historical subject connected to the content of the course.		
Course Schedule	Week 1 – Introductions Week 2 – Bordering the empire's far north Week 3 – Chinese migrants in 19th century Hokkaido Week 4 – Hokkaido as Japan's settler colonial model Week 5 – Museum field trip (to be confirmed) Week 6 – Colonial Karafuto Week 7 – Forced labour in the Far North Week 8 – Making Karafuto identity Week 9 – NHK Documentary – 'Unwitting Combatants' Week 10 – From Karafuto to Sakhalin Week 11 – Memory and the legacies of the Japanese Empire (part 1) Week 12 – Memory and the legacies of the Japanese Empire (part 2) Week 13 – End of course review Week 14 – Student presentations Week 15 – Student presentations		
Homework	There will be a weekly reading assignment for most weeks. This will usually involve reading between 30 to 40 pages in English.		
Grading System	In-class tasks (60%) End of term assignment(40%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Please note that the information in this syllabus is provisional. A full syllabus will be provided at the start of the course.		

Course Name	**Japanese Politics**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	3000	**Course Number**	027090
Instructor(s) (Institution)	IWAMI Tadashi（石見　禎）		
Course Objectives	This course introduces students to a wide range of issues, events and problems related to the political institutions of modern Japan . In particular, it employs a multi-faceted framework known as PESTLE when students learn the contents of modern Japan. PESTLE allows them to understand and analyse various issues from multidimensional perspectives.		
Course Goals	By the end of the course, students are expected to achieve the following course objectives: 1. Understand and describe current issues related to modern Japan 2. Analyse the current issues of Japan by applying the PESTLE framework 3. Evaluate and display the outcomes of their learning by writing a report and delivering an in-class presentation		
Course Schedule	Week 1 Introduction to Japanese Studies: Political Economy / Japanese Politics Week 2 Think, Pair, Share Japanese Studies Week 3 PESTLE Approach to Japanese Studies Week 4 Why Japan Matters: Politics, Economy and its Global Role Week 5 Politics in Japan I: An Overview Week 6 Politics in Japan II: Japan's Political Executive Branches Week 7 Politics in Japan III: Key Characteristics of Political Parties: LDP I Week 8 Politics in Japan IV: Key Characteristics of Political Parties: LDPII and Other Parties Week 9 Learning Academic and Research Skills Specific to Japanese Studies Week 10 Conducting Research on Japan Week 11 Learning Presentation Skills Week 12 In-class Presentation and Peer Review I Week 13 In-class Presentation and Peer Review II Week 14 In-class Presentation and Peer Review III Week 15 Review and Wrapping-up the Semester		
Homework	Read the reading materials before coming to the lecture every week		
Grading System	Research Presentation 40% Research Report 40% Class Discussion 20%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	The lecture schedule is subject to change.		

Course Name	**Political Economy of Japan and East Asia**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027091
Instructor(s) (Institution)	SASADA Hironori（佐々田　博教）		
Course Objectives	This course will explore political economy of East Asian countries including Japan, South Korea, Taiwan, and China. The course consists of two parts. The first part analyzes similarities and differences in the developmental paths and the systems of political economy in Japan, South Korea, Taiwan, and China. It also reviews existing studies on East Asian political economy. The second part examines the recent development in the economic relations among those countries focusing on such areas as trade, finance, and regional integration.		
Course Goals	This course places emphasis on interaction among the instructor and students in class, and students are expected to actively participate class discussion.		
Course Schedule	Week 1: Guidance Week 2: Overview of Asian Economy and Explanations for the “Asian Miracle” Week 3: Political economy of Japan (1) The bureaucracy Week 4: Political economy of Japan (2) Industrial policies Week 5: Political economy of Japan (3) Corporate systems Week 6: Political economy of South Korea (1) Week 7: Political economy of South Korea (2) Week 8: Midterm Exam Week 9: Political economy of Taiwan Week 10: Political economy of China (1) Week 11: Political economy of China (2) Week 12: Economic relations in East Asia (1) 1990s: Regionalism Week 13: Economic relations in East Asia (2) 1990s: The Asian financial crisis Week 14: Economic relations in East Asia (3) 2000s: Free trade agreements and TPP Week 15: Economic relations in East Asia (4) 2010s: Development assistance Week 16: Final exam		
Homework	Finish 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	https://sites.google.com/view/hirosasada		
Website of Laboratory	Google Classroom: iyit6mx5		
Additional Information	The lecture schedule is subject to change.		

Course Name	**Health and Illness in Japan**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027092
Instructor(s) (Institution)	Emma Cook（クック　エマ）		
Course Objectives	This course, drawing on work done in medical and cultural anthropology, explores conceptions of health and illness in Japanese society. Through a variety of readings, we will explore approaches to the body, health, and illness both theoretically and empirically. Questions we will ask include, what constitutes health, well-being, and illness? How are these are formulated and understood within Japanese society? How does culture influence understandings and experiences of health and illness?		
Course Goals	By the end of the course students will: 1. Have an understanding of the ways that health and illness are conceptualized within Japanese society 2. Have knowledge of some of the main debates in medical anthropology, especially within the Japanese context 3. Be able to compare and contrast different approaches to the understanding of the body and illness and critically analyse the cultural construction of medical knowledge and its application.		
Course Schedule	1. Introductions 2. Approaches to the Body/Health and Illness 3. Traditional Medicine and Biomedicine 4. Patient Knowledge: Alternative Medicine and Biomedicine 5. Dis(ability) 6. Mental Health 7. Reflection Essay 8. A Disability of the Soul: Schizophrenia 9. Obesity and the Monitoring of Bodies: 10. Food, Health and Risk 11. Aging and Health 12. Organ donation 13. Student Presentations 14. Student Presentations 15. Student Presentations		
Homework	Each week students will be expected to read at least one article (20-30 pages) and to send in a discussion question based on the reading that they want to discuss as a class.		
Grading System	Discussion Questions: 20% Essay: 40% Presentation: 40%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Please note that this syllabus is subject to change. The full syllabus, including the required reading, will be available on Google Classroom at the start of the course.		

Course Name	**Multiculturality in Hokkaido and Japan**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027093
Instructor(s) (Institution)	Emma Cook（クック　エマ）		
Course Objectives	This course explores multiculturalism and minorities in Japan. Guest lecturers will also be invited to present on various aspects of multiculturalism in the Japanese context.		
Course Goals	Students will: 1. Gain an introductory theoretical understanding of minorities, ethnicity, race, identities, and multiculturalism in Japan 2. Gain knowledge of the lives and practices of indigenous peoples and minorities in the Japanese context.		
Course Schedule	1. Introduction: Minorities and Multiculturalism 2. Ethnicity and Race 3. Multiculturalism and Japan 4. The Ainu 5. Okinawa and Ryukyuans 6. Zainichi Koreans 7. Reflection Essay 8. Guest Lecture 9. Guest Lecture 10. Nikkei Brazilians 11. 'Hāfu' or 'Double' 12. Student Presentations 13. Student Presentations 14. Student Presentations 15. Moving Beyond Multiculturalism?		
Homework	Weekly readings are assigned and students must submit a discussion question based on the reading each week.		
Grading System	Discussion Questions: 20% Reflection Essay: 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		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	A good command of English is recommended. Please note that the course schedule, topics, 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 Classroom page of this course.		

Course Name	**Introduction to Japanese Studies II (Culture)**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	2000	**Course Number**	027094
Instructor(s) (Institution)	SUSANNE Klien		
Course Objectives	This course examines current issues in modern Japanese culture with a focus on sociocultural anthropology.		
Course Goals	Students will be expected to read seminal works on Japanese culture in advance of each class and engage in discussions with peers from across the world. The class will be highly interactive.		
Course Schedule	1 Introduction [explanation of the course, definition of culture, position of Japanese studies, distribute reading of Stevens “Anthropology of Modern Japan”] 2 Entrepreneurship, gender, culture [reading Traphagan, “Entrepreneurs in rural Japan: gender, blockage, and the pursuit of existential meaning] 3 Body, dress and culture [reading Goldstein-Gidoni, Chapter 10 Companion] 4 Consumption and gender [Reading: Christensen “Real Men don’t hold their Liquor”] 5 Gender, work and self in Japan [Reading: Kato “True Self, True Work”] 6 Nature and Japanese culture [Reading: Martinez, Chapter 12 Companion] 7 Multiple-choice quiz plus mini-fieldwork on campus on given theme 8 Well-being, toilets and culture [Reading Szczygiel “The Material Culture of Japanese Toilets” 9 Well-being, material culture and rituals [Reading: Daniels: Scooping, raking, beckoning luck: luck, agency and the interdependence of people and things in Japan] 10 Concepts and culture: Mimesis, ‘kata’, ‘wa’ [Reading Bender “Of Roots and Race”] 11 Film week 12 Food, consumption and convenience [Reading Whitelaw “Shelf lives and the labors of loss”] 13 Death and culture [Reading Kim: Necrosociality: isolated death and unclaimed cremains in Japan] 14 Tradition and national identity [Reading Surak, “From selling tea to selling Japaneseness”] 15 Interactive visual session 16 End of term exam		
Homework	Students will be expected to critically read texts in advance of every session. Students will receive detailed information and the password to access materials for the course in the introductory session and on ELMS. Note that course readings are subject		
Grading System	Interactive visual session, multiple-choice quiz 20% Presentation 20% Final exam 40% Class participation 20%		
Textbooks / Reading List			
Websites			
Website of Laboratory	Detailed information will be provided in the first session and on ELMS.		
Additional Information	IMPORTANT: This course requires advanced English language skills (native or close to native level) as extended readings will be discussed in all sessions and the course is highly interactive.		

Course Name	**Society II (Readings)**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	3000	**Course Number**	027095
Instructor(s) (Institution)	SUSANNE Klien		
Course Objectives	This course provides an introduction to different aspects of contemporary Japanese society.		
Course Goals	Students will be able to critically assess different facets of contemporary Japanese society by reading a variety of academic texts. Participants of this class will be expected to participate actively in discussions throughout the course as well as engage in group work with other students from various cultural backgrounds. For each session, 1-2 students will chair the discussion of the session text (provide input at the beginning and moderate the discussion with all students). Depending on the number of students, each participant will chair 1-2 times throughout the course. Close to native/proficient English language skills are required to keep up with the reading materials that students need to read before every session.		
Course Schedule	Intro session Session One: 'Japaneseness' Session Two: Cuisine and identity Session Three: Work Session Four: Work life balance Session Five: Religion Session Six: Rural depopulation Session Seven: Roundtable: What makes a good academic text Session Eight: Mobility Session Nine: Tourism Session Ten: Lecture/film session Session Eleven: Education Session Twelve: Death Session Thirteen: Neoliberalism Session Fourteen: Post-familial lifestyles Session 15: Final discussion and Wrap-up Note that the content of sessions may be subject to change.		
Homework	All readings and other information on the course (exams, grading, optional material) will be uploaded online (Google Classroom). Details of access will be provided in the intro session and on ELMS.		
Grading System	Active participation and discussion questions 30% Chair 30% Final discussion and roundtable 40%		
Textbooks / Reading List			
Websites	Detailed information will be provided in the first session.		
Website of Laboratory	Detailed information will be provided in the first session.		
Additional Information	A strong command (native or near native) of English is required to take this course. Please note that the course schedule is subject to change. Check ELMS for details about link and access to materials.		

Course Name	**Material Markets: Readings in Financial History**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	3000	**Course Number**	027096
Instructor(s) (Institution)	SCHILTZ MICHAEL（シルツ　ミヒャエル）		
Course Objectives	More often than not, finance and financial markets conjure up images of abstract models, impenetrable jargon, and tortuous equations. This course, without denying the latter, argues that there also exist succinctly *material* aspects to them. In a concrete example: although markets trade sets of broadly similar or even identical securities, distinctly different rules and mechanisms governing their trading procedures and, in particular, technicalities governing the flows of information among market participants —what we nowadays conveniently refer to as microstructure— produce distinct ways of price formation and price discovery and, consequently, result in very different market outcomes, with clear implications for how markets evolve. Taking clues from the sociology of finance (MacKenzie, 2008; 2009) and especially from a strand of research in financial history (Goetzmann, 2005; 2017; Poitras, 2006), this course focuses on East-Asian financial history in a comparative context.		
Course Goals	Traditionally, one of the most promising venues for highlighting the materiality of markets has been the study of communication technologies enabling the transactions that take place within them. In a most recent example, John Handel has documented how the introduction of the ticker tape in the nineteenth-century London Stock Exchange went hand in hand with the creation of new inequalities in the distribution of price information among financiers and investors (2021), a finding that contradicts the efficiency and democratization story that the ticker's inventors and traditional economic studies have embraced. Similar asymmetries caused by the implementation of communication technologies have been discovered and documented by Eichengreen (2016) and MacKenzie (2009), from whom this course has borrowed its title. Unfortunately, very few studies have attempted to dig up parallels in non-Western contexts. In the Japanese context, Takatsuki has described how pre-modern messenger services as hikyakuya 飛脚屋 and tebata 手旗 cemented the role of capital-rich speculators in the Osaka Dojima Rice Securities Exchange (2018). Different, and, in my view, equally compelling, approaches to the materiality of markets have concentrated on the architectural design of (financial) marketplaces (Neal 1993; MacKenzie 2009); the role of mathematical developments (including material limits to computability) and actuarial science (Haberman, 1995), computing tools and data visualization (Poitras 2006) in the creation of financial instruments; bookkeeping tools and manuals (Schiltz 2020); assaying practices, trading heuristics (Haug & Taleb, 2011; Bouchaud et al., 2018), and so on (it is difficult if not impossible to make this list exhaustive). The approaches are not only aligned by their interest in the perceived inefficiencies and/or asymmetries market microstructure is believed to have produced. Interestingly, they are part and parcel of a very recent strand in the literature highlighting microstructure as the key to understanding the inner workings of the financial ecosystem (Bouchaud, 2008; Bouchaud et al., 2018).		
Course Schedule	Sessions and session topics: 1. What are material markets? 2. Where it all began: Sumerian clay tablets and early finance 3. Alternative historical paths: China's financial world 4. Early Japanese finance: the saifu 割符 of the 14th and 15th centuries 5. Fibonacci in Japan: the Jinkoki 塵劫記 and the spread of mercantile mathematics 6. The first true derivatives market in history?: the Osaka Dojima rice certificates market and the birth of 'how to get rich fast'-literature 7. The discovery of chance in renaissance Europe: dice, averages, annuities and actuarial science 8. A 'projecting age': technologies of trust and the British empire 9. Another watershed in communication technology: the telegraph and international trade 10. The 'politics of the stock ticker' 11. Late nineteenth century finance (1): and the invention of 'technical analysis' 12. Late nineteenth century finance (2): from 'Brownian motion' to 'efficient markets' 13. The material nature of the money article: what is financial data exactly? 14. "Cables, sharks and servers": undersea cables and the foreign exchange market 15. Wrap-up		
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		

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
Textbooks / Reading List	
Websites	
Website of Laboratory	https://github.com/michaelschiltz/materialmarkets
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 class. Note, however, that Google classroom remains at all times in place for the submission of homework and the formulation of discussion points throughout the course.** 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.

Course Name	**Japanese History (Theory & Practice) II**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	3000	**Course Number**	027097
Instructor(s) (Institution)	SCHILTZ MICHAEL（シルツ　ミヒャエル）		
Course Objectives	As traditional historiographies of a country's experience with modernity are mostly ordered according to an axis of 'key moments' or 'junctures' that were typically identified in hindsight (and, therefore, not visible as such to contemporaries), they often gloss over processes and/or structures that accumulate, build up over time and that are mostly latently present. Without attempting to reject traditional historiographies as unscientific or misleading, this course attempts to experiment with studying the latter. Concretely, we use the history of money and financial technologies as a case-study. Largely defined by network effects (this is to say that their utility is increased in proportion to the degree by which others are willing to participate in their use), this course attempts to uncover how consecutive Japanese governments a) dealt with Japan's (lower tier) financial status and b) tried to move the country higher on the international pecking order. The story is one of rampant experimentation, mounting losses, and occasional success. Importantly, the story is also an encounter with several of the most intensely dramatic aspects of the history of modern Japan. Financial affairs arguably determined the outcome of the Russo-Japanese War (1904-1905); success and eventual massive losses of foreign exchange reserves in World War I; and Japanese militarism on the road to World War II.		
Course Goals	Methodologically, the course presents multiple chances to engage with primary sources. Because of money's innate international nature (through international trade, exchange, investment etc.) quite a few official sources were published in English or in English translation. As such, they were elements in the Japanese campaign to enhance the country's credibility and make the country's financial instruments (bonds, debentures) palatable to the international investor. The course attempts to familiarize students with the process of finding, digesting, and evaluating both primary and secondary sources.		
Course Schedule	1. Bakumatsu currency crisis 2. From the Trade Dollar to the Bank of Japan 3. Matsukata deflation 4. Adoption of the Gold Standard 1 5. Adoption of the Gold Standard 2 6. Russo Japanese War 7. World War I: Japan's Role on the International Scene 8. Restoration of the Gold Standard 9. The Rise of Financial Expertise in the Roaring Twenties 10. The Great Depression 11. Women's Role in the Great Depression 12. Financial Imperialism in Asia 1 13. Financial Imperialism in Asia 2 14. 圓の戦争 15. Bankrupting Japan: The Financial Freeze		
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		
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		
Textbooks / Reading List			
Websites			

Website of Laboratory	https://github.com/michaelschiltz/Japanese_History_2/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 class. Note, however, that Google classroom remains at all times in place for the submission of homework and the formulation of discussion points throughout the course.** Introductory reading: Tamaki, Norio. 1995. Japanese Banking: A History, 1859-1959. Studies in Monetary and Financial History. Cambridge: Cambridge University Press. 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.

Course Name	**Integrated Science I**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027098
Instructor(s) (Institution)	SUN,Yu（孫　宇）		
Course Objectives	The objective of this course is to let any student, regardless of his and her major, to learn wide and rich scientific knowledge and to be a well-educated person. It is expected that students will establish scientific literacy on various natural phenomena and be able to deal with the scientific aspects of problems in public debate.		
Course Goals	The goal of this course are for student to 1. Not just have collections of knowledge but be able to explain facts and those scientific reasons. 2. Have numeracy and able to develop discussions based on quantitative estimation. 3. Study subjects properly and make reports in ethically correct manner.		
Course Schedule	Chapter 1　The nature of Science and the scientific method Chapter 2　The ordered universe and celestial and terrestrial mechanics Chapter 3　The nature of Energy Chapter 4　First and Second law of Thermodynamics Chapter 5　 Atoms Chapter 6　Molecules Chapter 7　Magnetism and Electricity Chapter 8　 The atmosphere of circles		
Homework	If the tutor gives an assignment, students are supposed to give presentations about it in the next class.		
Grading System	Mid-term exam 30%, attendance and activity (20%), and final exam (50%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Additional reading list will be informed in class.		

Course Name	**Science and Technology in History**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027099
Instructor(s) (Institution)	SINGH Prerna		
Course Objectives	We live in a technology-driven world. You wake up in your climatized room, consume food from fertilized fields, use motorized vehicles and chat with people around the world. Where did it all start, and in which context different technologies were developed? Come in and find out ...		
Course Goals	Understand the - technology/science in a historical context - social demand that drives technological (scientific) advancement - difference between science and pseudoscience		
Course Schedule	The course will cover mainly the technological/ scientific development in different time periods. Furthermore, the conceptual framework of modern science will be explained. Classes include for example: - What is science? - The dark ages - The industrial revolution - The death of classical physics - The green revolution - Science under attack (Pseudoscience, religion and ideology)		
Homework	Prepare for the exams.		
Grading System	Midterm exam 50% Final exam 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://www.sci.hokudai.ac.jp/PlantSUGOIne_en/		
Additional Information			

Course Name	**Immigrants and society**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027100
Instructor(s) (Institution)	Xiao Lan（肖　蘭）		
Course Objectives	In today's globalized world, where the flow of people, goods, and information across national borders has become common, the number of immigrants is increasing in countries around the world.　However, each country has its own system of accepting immigrants and its own way of thinking about "immigrants" depending on its history and political system. In this class, we aim to understand the phenomenon of immigration from the perspective of society, culture, and economy, and to acquire the knowledge and mindset necessary to build a multiculturally convivial society through discussions based on the experiences and ideas of students from different countries.		
Course Goals	Students can understand the history and present situation of globalization. Students can understand immigration issues. Students can organize their own thinking about a multiculturally society. Students can learn and practice ways of communication with people with different cultures.		
Course Schedule	1. Introduction 2. Intercultural communication 3. Globalization and Japan 4. Various forms of Immigration and Japan's migration history 5. Who are immigrants? 6. Immigration and economy 7. Immigration and society 8. Immigration and culture and education 9. Immigration issues in Japanese society 10～13. Group work project on 'multicultural society' 14. Presentation 15. Reflection and peer evaluation		
Homework	This class focuses on learning through group discussions and group work. Students need to gather information to actively participate in discussions.		
Grading System	Active participation in discussions.　(50%) Final presentation（50%）		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	TOEFL iBT61=ITP500 or above/ TOEIC score of about 590 is recommended If more than 25 students register for the course, there will be a selection process.		

Course Name	**Music Psychology**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	3000	**Course Number**	027101
Instructor(s) (Institution)	ADACHI Mayumi（安達　真由美）		
Course Objectives	Music psychology—psychological studies of music and musical behaviors—is becoming more and more popular among researchers. This course will cover the wide scope of music psychology, ranging from the system of sound to the ecological functions of music. The goals of this course are to grasp the basis of music psychology and to understand what has already been revealed and what still needs to be investigated. This course will provide an opportunity for you to think about what "music psychology" can contribute to the advancement of our knowledge about music and our musical behaviors (e.g., listening, singing, performing, composing).		
Course Goals	By taking this course, you will: (1) come to understand technical terms, concepts, and phenomena related to music psychology through lectures. (2) become able to explain technical terms, concepts, and phenomena related to music psychology with your own words.		
Course Schedule	1. Orientation & Overview of the course 2. Acoustics & Psychoacoustics 3. Hearing system 4-5. Principles of music perception (& Online quiz) 6-8. Music perception and cognition (including developmental issues) 9-10. Memory in music (including developmental issues) 11-13. Music and emotion (including developmental issues) 14. Psychology of music performance 15. Musical affordances (including developmental issues) AND Online final exam.		
Homework	As a preparation, read an article/chapter assigned for each topic, and jot down questions you would like to ask during lectures (1 hour/week). As a review, go over the handouts for each topic, and try explaining technical terms and/or phenomena with your		
Grading System	Attendance & discussion (10 %), Online quiz (20 %), and Online final exam (70%).		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	The lecture portion of this course is offered as "Music Psychology" (3000 level for Arts & Science Courses in English). If nobody registers for this English course, and if all the registered students wish, the lecture may be given in Japanese.		

Course Name	**Experiencing Japan: Culture Shock and Society**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027102
Instructor(s) (Institution)	Xiao Lan（肖　蘭）		
Course Objectives	This course explores Japanese society through the real-life experiences of culture shock encountered by international students. Through collaborative, student-driven research, international and Japanese students work together to identify, analyze, and interpret culture shock incidents. The course emphasizes peer learning, critical thinking, and cross-cultural dialogue. It culminates in an event where each team presents a short dramatization of a culture shock experience and provides a logical explanation of the underlying cultural and social factors. The event will be a joint event between Hokkaido University and Kagoshima University, we aim to build a friendly international community extended beyond the class. Note: Weekly teamwork will be conducted solely by Japanese and international students from Hokkaido University, while students from Kagoshima University will participate only in the event.		
Course Goals	By the end of this course, students will be able to: ・ Describe the stages and types of culture shock. ・ Collaborate in multicultural teams to investigate culture-related issues. ・ Analyze Japanese social and cultural norms from both insider and outsider perspectives. ・ Present and explain cultural phenomena using academic concepts and real-world examples. ・ Develop empathy and critical reflection through cross-cultural communication.		
Course Schedule	1. Introduction & Icebreaking 2. Sharing Culture Shock Episodes 3. Deep Dive: Investigating the Causes 4. Theoretical Framing: Understanding Japanese Culture and Society 5. Planning Cultural Shock Performance Case #1 6. Workshop and Feedback ７～８. Performance Event ９. Reflection &Transition: Looking Back at Our Own Cultures 10. Describing Reverse Culture Shock 11. Analyzing Home Culture through a New Lens 12. Deepening Explanation with Theory 13.Planning Reverse Culture Shock Case #2 14~15. Final Workshop & Reflection		
Homework	This course emphasizes student autonomy, team-based inquiry. Before class Preparation: Students will need to prepare discussion points or team materials. After class Review: Students will need to conduct individual or team-based research on cultural		
Grading System	Class participation and teamwork: 30% Team research project: 30% Final performance and cultural explanation: 40%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	TOEFL iBT61=ITP500 or above Or TOEIC score of about 590		

Course Name	**Caught in a mosh: Understanding crowd responses to 'extreme' music**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027103
Instructor(s) (Institution)	LETSON, James Dewi		
Course Objectives	Build a foundational knowledge of human responses to music. Engage in cross-disciplinary textual research related to a specific socio-behavioral issue. Improve English research and writing skills		
Course Goals	On completing this course students will: 1. Gain insights into humans' physical, physiological, and psychological responses to music. 2. Be able to critically relativize their own and others' responses to different genres of music. 3. Gain practical experience of academic research and writing in English by taking a cross-disciplinary approach to a given socio-behavioral topic.		
Course Schedule	1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules 2. Introductory lecture and discussion: What is a 'mosh' and why should we care about it? 3. Lecture: Defining 'Extreme Music' and its Responses 4. Reading and Discussion: Gabrielle Riches 5. Online Lecture and assignment: Watch the online lecture (on demand), read the set text (Leah Sharman & Genevieve Dingle), and complete a short, written assignment. 6. Assignment feedback and discussion 7. Lecture: Music and identity 8. Reading and Discussion: Rosemary Overell 9. Online Lecture and assignment: Watch the online lecture (on demand), read the set text (Emile Durkheim), and complete a short, written assignment. 10. Assignment feedback and discussion 11. Lecture: Between Identity and Effervescence 12. Reading and Discussion: James D Letson 13. Free Discussion: Students bring in a text they are planning to reference in their final essay and discuss with their classmates why they think it is important to the topic they have chosen to write about. 14. Writing week: an online clinic will be held during the class time for students to discuss how their writing is progressing and any problems they may be having. 15. Assignment submission and course review and reflection.		
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		
Grading System	Participation in class discussions (including summaries of the reading texts and preparation of discussion questions) - 20% Written assignments (session 5 and session 9) - 30% Final essay - 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Learning from the field: Ethnography theory and practice**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027104
Instructor(s) (Institution)	LETSON, James Dewi		
Course Objectives	"Build a foundational knowledge base of ethnographic methodology Put what you have learned into practice through both practical fieldwork and workshops"		
Course Goals	On completing this course students will: 1. Understand the scope, application, benefits, and limits of ethnography in academic research, with a focus on anthropology 2. Gain practical skills and experience in carrying out ethnographic fieldwork 3. Learn how to express ethnographic data in both written text and spoken presentation		
Course Schedule	1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules. 2. Introductory talk and discussion: What is ethnography and why should we learn how to do it? 3. Lecture: The History, Applications, and Ethics of Ethnography. 4. Reading and Discussion: Bronislaw Malinowski. 5. Reading and Discussion: Clifford Geertz vs Vincent Crapanzano. 6. Reading and Discussion: Paul Stoller. 7. Reading and Discussion: Sarah Pink. 8. Fieldwork workshop: Participating and Observing (and asking questions and taking notes and building relationships and…and…and…). 9. Fieldwork week 1: an online clinic will be held during the class time for students to discuss how their fieldwork is progressing and any problems they may be having. 10. Fieldwork week 2: an online clinic will be held during the class time for students to discuss how their fieldwork is progressing and any problems they may be having. 11. Writing workshop: Turning field notes into narrative, and narrative into meaning. 12. Writing week: an online clinic will be held during the class time for students to discuss how their writing is progressing and any problems they may be having. 13. Final presentations 1. 14. Final presentations 2. 15. Final presentations 3, course review and reflection.		
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		
Grading System			
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Learning from the field: Ethnography theory and practice**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027105
Instructor(s) (Institution)	LETSON, James Dewi		
Course Objectives	"Build a foundational knowledge base of ethnographic methodology Put what you have learned into practice through both practical fieldwork and workshops"		
Course Goals	On completing this course students will: 1. Understand the scope, application, benefits, and limits of ethnography in academic research, with a focus on anthropology 2. Gain practical skills and experience in carrying out ethnographic fieldwork 3. Learn how to express ethnographic data in both written text and spoken presentation		
Course Schedule	1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules. 2. Introductory talk and discussion: What is ethnography and why should we learn how to do it? 3. Lecture: The History, Applications, and Ethics of Ethnography. 4. Reading and Discussion: Bronislaw Malinowski. 5. Reading and Discussion: Clifford Geertz vs Vincent Crapanzano. 6. Reading and Discussion: Paul Stoller. 7. Reading and Discussion: Sarah Pink. 8. Fieldwork workshop: Participating and Observing (and asking questions and taking notes and building relationships and…and…and…). 9. Fieldwork week 1: an online clinic will be held during the class time for students to discuss how their fieldwork is progressing and any problems they may be having. 10. Fieldwork week 2: an online clinic will be held during the class time for students to discuss how their fieldwork is progressing and any problems they may be having. 11. Writing workshop: Turning field notes into narrative, and narrative into meaning. 12. Writing week: an online clinic will be held during the class time for students to discuss how their writing is progressing and any problems they may be having. 13. Final presentations 1. 14. Final presentations 2. 15. Final presentations 3, course review and reflection.		
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 a		
Grading System			
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Learning from the field: Ethnography theory and practice**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027106
Instructor(s) (Institution)	LETSON, James Dewi		
Course Objectives	"Build a foundational knowledge base of ethnographic methodology Put what you have learned into practice through both practical fieldwork and workshops"		
Course Goals	On completing this course students will: 1. Understand the scope, application, benefits, and limits of ethnography in academic research, with a focus on anthropology 2. Gain practical skills and experience in carrying out ethnographic fieldwork 3. Learn how to express ethnographic data in both written text and spoken presentation		
Course Schedule	1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules. 2. Introductory talk and discussion: What is ethnography and why should we learn how to do it? 3. Lecture: The History, Applications, and Ethics of Ethnography. 4. Reading and Discussion: Bronislaw Malinowski. 5. Reading and Discussion: Clifford Geertz vs Vincent Crapanzano. 6. Reading and Discussion: Paul Stoller. 7. Reading and Discussion: Sarah Pink. 8. Fieldwork workshop: Participating and Observing (and asking questions and taking notes and building relationships and…and…and…). 9. Fieldwork week 1: an online clinic will be held during the class time for students to discuss how their fieldwork is progressing and any problems they may be having. 10. Fieldwork week 2: an online clinic will be held during the class time for students to discuss how their fieldwork is progressing and any problems they may be having. 11. Writing workshop: Turning field notes into narrative, and narrative into meaning. 12. Writing week: an online clinic will be held during the class time for students to discuss how their writing is progressing and any problems they may be having. 13. Final presentations 1. 14. Final presentations 2. 15. Final presentations 3, course review and reflection.		
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		
Grading System			
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Caught in a mosh: Understanding crowd responses to 'extreme' music**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027107
Instructor(s) (Institution)	LETSON, James Dewi		
Course Objectives	Build a foundational knowledge of human responses to music. Engage in cross-disciplinary textual research related to a specific socio-behavioral issue. Improve English research and writing skills		
Course Goals	On completing this course students will: 1. Gain insights into humans' physical, physiological, and psychological responses to music. 2. Be able to critically relativize their own and others' responses to different genres of music. 3. Gain practical experience of academic research and writing in English by taking a cross-disciplinary approach to a given socio-behavioral topic.		
Course Schedule	1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules 2. Introductory lecture and discussion: What is a 'mosh' and why should we care about it? 3. Lecture: Defining 'Extreme Music' and its Responses 4. Reading and Discussion: Gabrielle Riches 5. Online Lecture and assignment: Watch the online lecture (on demand), read the set text (Leah Sharman & Genevieve Dingle), and complete a short, written assignment. 6. Assignment feedback and discussion 7. Lecture: Music and identity 8. Reading and Discussion: Rosemary Overell 9. Online Lecture and assignment: Watch the online lecture (on demand), read the set text (Emile Durkheim), and complete a short, written assignment. 10. Assignment feedback and discussion 11. Lecture: Between Identity and Effervescence 12. Reading and Discussion: James D Letson 13. Free Discussion: Students bring in a text they are planning to reference in their final essay and discuss with their classmates why they think it is important to the topic they have chosen to write about. 14. Writing week: an online clinic will be held during the class time for students to discuss how their writing is progressing and any problems they may be having. 15. Assignment submission and course review and reflection.		
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		
Grading System	Participation in class discussions (including summaries of the reading texts and preparation of discussion questions) - 20% Written assignments (session 5 and session 9) - 30% Final essay - 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Film Language and Culture**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027108
Instructor(s) (Institution)	Spicer PAUL		
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 app
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	**Game studies: first-person shooters**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027109
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN（ロブ　ナイジェル　ゴッドフリー　イアン）		
Course Objectives	Originating in the 1990s, first-person shooter games now constitute an enormous global market, with popular titles such as Call of Duty: Modern Warfare 2 selling tens of millions of copies. These games have a rich history and significant cultural impact. However, media outlets and politicians have expressed concerns about such games, citing for example, negative effects of first-person shooter games on players, and their potential connection to tragic events such as the Columbine shootings. In this course, students will be introduced to research on first-person shooters from both the humanities and psychological sciences.		
Course Goals	By the end of this course, students should be able to: 1. Understand the history, development, and cultural impact of first-person shooters 2. Understand the potential effects of first-person shooters on players 3. Critically analyze first-person shooters using a variety of methods from game studies		
Course Schedule	This course will use face-to-face and online classes. Face-to-face classes: weeks 1, 2, 4, 6, 8, 10, 11, 14, 15 Online classes: weeks 3, 5, 7, 9, 12, 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 ap		
Grading System	50% participation 50% video essay 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	**Current Events in Language and Culture**		
Semester, Year	2nd semester	**Number of Credits**	2Credits
Course level	1000	**Course Number**	027110
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET		
Course Objectives	Current Events in Language and Culture This course will focus on current events from an international perspective. Materials will include newspaper articles, news media, documentaries, TED talks, and other media sources in English. Students will also be asked to think critically about news reports and news media, which may challenge their own worldviews. In this discussion series, students will be expected to engage with the materials in each class, complete the assigned homework, and actively engage in classroom activities and in-class discussion for full marks. Homework assignments will assess students' reading ability as well as content knowledge of the topic. Discussions will include both in-person and online discussions.		
Course Goals	After successful completion of this course, students will be able to: *Understand information from various multimedia sources *Engage in critical thinking *Share opinions with others in class *Discuss international and domestic current events		
Course Schedule	In each lesson, students will engage with the class topic for a short time, answering content-based questions about the readings, and then discuss with the class. Discussions will take place in class as well as outside of class, through forum posting on the Learning Management System (Moodle). -Weekly Assignment After each classroom discussion, students will be asked to write their reflections on the class forums, and respond to classmates. -Final Project Students will be required to lead a weekly discussion and a final presentation as part of the final project Weeks 1 - 7 Teacher Led Discussion Weeks 8 - 12 Student Led Discussion Week 13 - 15 Project 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 directi		
Grading System	Grading System Course Credit Requirements: 1. Complete homework assignments, lead a discussion topic in class, and complete a presentation 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be coun		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score ＜ 500) may register for this course. Students will access all class materials, quizzes, and homework assignments via devices (laptops, smartphones, tablets) in the classroom.		