

HUSTEP Courses (Lottery & Core) Syllabus

2026 Spring Semester

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Course Number	Course Name	Instructor	Class Period
027001	An Introduction to the Survival Strategies Study	NAGANAWA Norihiro	Mon.3
027003	Countries and Cultures	LA FAY Michelle	Mon.5
027004	Historical International Experiences	LA FAY Michelle	Thu.5
027005	Education and Society in Japan	ABE Masaki	Wed.3
027006	Linear Algebra I	SCRIMSHAW Travis	Tue.1
027007	General Biology I	FORTUNATO Helena	Thu.1
027008	Classical Mechanics I	SETO Osamu SALAK Dragan	Fri.3
027009	Electromagnetism I	SUGIMURA Kazuyuki	Fri.1
027010	Electromagnetism II	SUZUKI Hisao	Tue.1
027011	Quantum Mechanics II	DAS Arindam	Fri.3
027012	Seminar in Electromagnetism I	SUGIMURA Kazuyuki	Fri.2
027013	Seminar in Electromagnetism II	SUZUKI Hisao	Tue.2
027014	Seminar in Mechanics I	SETO Osamu	Fri.4
027015	Seminar in Quantum Mechanics II	DAS Arindam	Fri.4
027016	Seminar in Statistical Mechanics II	DAS Arindam	Thu.4

027017	Statistical Mechanics II	DAS Arindam	Thu.3
027018	Introduction to Inorganic Materials Science	TADANAGA Kiyoharu	Mon.4
027019	Advanced mechanics of polymeric materials	TAKAHASHI Kosuke	Tue.3 Thu.3
027020	Geotechnical Foundation Engineering	ISOBE Koichi	Thu.3 Thu.4
027021	Resources Sustainability	FUJII Yoshiaki	Tue.5 Wed.4
027022	Game studies: first-person shooters	ROBB Nigel Godfrey Ian	Mon.2
027023	Understanding cross-cultural differences in communication	KONISHI Takayuki	Mon.2
027024	Indigenous Peoples and Education	GAYMAN Jeffry Joseph	Mon.4
027025	Introduction to Anthropology of/in Japan	LETSON James	Mon.4
027026	Language and Culture through Film	SPICER Paul	Mon.5
027027	Serious games: theory and design	ROBB Nigel Godfrey Ian	Tue.3
027028 ★	Boardgames history, theory and design	MARTIN Paul	Tue.3
027029 ◇	Popular Music & Society	SPICER Paul	Tue.3
027030	Video game analysis	ROBB Nigel Godfrey Ian	Tue.4
027031 ◇	Popular Music & Society	SPICER Paul	Tue.4
027032 ★	Boardgames history, theory and design	MARTIN Paul	Tue.4
027033	Pronunciation and Presentation Skills	KLASSEN D. Marshall	Wed.1
027034 ◎	Introduction to Subculture Studies	LETSON James	Wed.1
027035	Current Events in Language and Society	KLASSEN D. Marshall	Wed.2
027036 ☆	Cognitive Linguistics and Religious Language	RICHARDSON Peter	Wed.2

027037 ☉	Introduction to Subculture Studies	LETSON James	Wed.5
027038	Language and Culture through Film	SPICER Paul	Wed.5
027039 ◆	Creativity: Theory, techniques and tools	MARTIN Paul	Wed.5
027040 ☆	Cognitive Linguistics and Religious Language	RICHARDSON Peter	Wed.5
027041	Collaborative storytelling	MARTIN Paul	Thu.2
027042 ◆	Creativity: Theory, techniques and tools	MARTIN Paul	Thu.3
027043 ◇	Popular Music & Society	SPICER Paul	Thu.3
027044	Translation and Localization in Japanese and English Media	KLASSEN D. Marshall	Thu.4
027045	Readings about Religion	RICHARDSON Peter	Fri.2
027046	Introduction to Japanese Society	COOK Emma	Tue.1
027047	Gender and Sexuality in Contemporary Japan	COOK Emma	Tue.3
027048	Introduction to Social Theory	COOK Emma	Wed.3
027049	Japanese Politics	SASADA Hironori	Wed.4
027050	Political History of Japan	SASADA Hironori	Tue.5
027051	Rural Japan	KLIEN Susanne	Wed.4
027052	Culture I (Theory)	KLIEN Susanne	Mon.4
027053	Introduction to Japanese History I: Between War and Peace	SCHILTZ Michael	Mon.5
027054	Mindhacks: Organizing your Resources and Research in the Internet Era	SCHILTZ Michael	Mon.4
027055	History and Memory in Modern Japan	NOZAWA Shunsuke/ BULL Jonathan	Wed.3

027056	Introduction to Japanese Studies II (Culture)	NOZAWA Shunsuke	Wed.5
027057	Decisions for Empire: Japan, Pan-Asianism and Imperial Conflict in Asia-Pacific	BULL Jonathan	Thu3
027058	Japanese Management	FIRKOLA Peter	Thu.4
027060	Experiencing Multicultural Collaboration	XIAO Lan	Wed.4
027061	Introduction to Environmental Earth Science	MIWA Kyoko	Mon.4

Notes:

- ★ 027028 & 027032: [Boardgames history, theory and design](#) are the same contents, just the Course day/period difference please choose either one of them.
- ◇ 027029 & 027031 & 027043: [Popular Music & Society](#) are the same contents, just the Course day/period difference, please choose either one of them.
- ◎ 027034 & 027037 : [Introduction to Subculture Studies](#) are the same contents, just the Course day/period difference, please choose either one of them.
- ☆ 027036 & 027040: [Cognitive Linguistics and Religious Language](#) are the same contents, just the Course day/period difference, please choose either one of them.
- ◆ 027039 & 027042: [Creativity: Theory, techniques and tools](#) are the same contents, just the Course day/period difference, please choose either one of them.

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

027005 [Education and Society in Japan](#)

027019 [Advanced mechanics of polymeric materials](#)

027020 [Geotechnical Foundation Engineering](#)

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

027018 [Introduction to Inorganic Materials Science](#)

027021 [Resources Sustainability](#)

Course Name	An Introduction to the Survival Strategies Study		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	6000	Course Number	027001
Instructor(s) (Institution)	NAGANAWA Norihiro		
Course Objectives	<p>The long-standing familiar world order is collapsing before our eyes. The question of survival and resilience becomes more acute than ever before. In April 2022, the Slavic-Eurasian Research Center (SRC) launched a five-year project exploring survival strategies in a changing world order, with a view toward redefining its mission. In the past seven decades, SRC has observed tectonic changes in the political regime, economy, society, and culture of the Eurasian continent, in general, and of Russia and its neighbors in particular. Now, we aim to understand and explain the global crisis, based on the experiences and lessons we have learnt from a wide variety of people who have witnessed the rise and fall of empires across this landmass. We are convinced that the ongoing collapse of the US-led order echoes the two collapses of Russia's empire in the twentieth century. Reframing our expertise as the Survival Strategies Study, this course introduces the state of the art in Slavic and Eurasian studies. The main goal is to gain an overview of the multiple challenges of survival and resilience in the collapsing world order from this particular part of the globe. This course helps you strengthen your English-language skills. Readings will be in English, averaging 10 pages per week. Discussions will also be in English.</p>		
Course Goals	<p>Improve knowledge of the Slavic and Eurasian world and the entanglements with its neighbors Improve written, oral, and aural skills in English</p>		
Course Schedule	<p>Week</p> <ol style="list-style-type: none"> 1. Why Survival Strategies? Lessons from Russia's Empires (Naganawa) 2. Russia and the Middle East in the Long Twentieth Century (Naganawa) 3. Eurasia as Global Risk (Iwashita) 4. Economic Resilience in Russia and Ukraine amid War and Sanctions (Hattori) 5. Arctic Geopolitics (Ohnishi) 6. Is Gender Equality and Gender Diversity Possible in East Asia? (Chi) 7. Minority Language Survival: Insights from "Small" Slavic Languages (Nomachi) 8. Competing Varieties in the Formation of Serbian (Nomachi) 9. History as Present Continuous (Adachi with Nariman Skakov) 10. Melodramatic Culture in Putin's Russia (Adachi) 11. The Crisis of Russia's Empires (1) - The End of the Russian Empire (Aoshima) 12. The Crisis of Russia's Empires (2) - The Dilemma of the Putin Regime (Aoshima) <p>13-15 Student Presentations</p>		
Homework	Readings must be completed before class each week.		
Grading System	Each student will choose their own topic relevant to survival and resilience from the list of books below, write a short paper (2-3 pages) with a bibliography, and give 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	<p>The Tsar, The Empire, and The Nation Dilemmas of Nationalization In Russia's Western Borderlands, 1905–1915 Darius Staliunas, Yoko Aoshima, eds. Central European University Press 2021 97896338637e+12</p> <p>The Slavic Literary Languages: Formation and Development Alexander M. Schenker and Edward Stankiewicz, eds. Yale Concilium on International and Area Studies 1980 0936586001</p> <p>Russian Culture under Putin Eliot Borenstein 2025 97813503994e+12</p> <p>The Arctic: What Everyone Needs to Know Klaus Dodds and Mark Nuttall Oxford University Press 2019 97801906498e+12</p> <p>Ideology and Meaning-Making under the Putin Regime Marlene Laruelle Stanford University Press 2025 97815036314e+12</p> <p>Russian-Arab Worlds: A Documentary History Eileen Kane, Masha Kirasirova, Margaret Litvin, eds. Oxford University Press 2023 97801976058e+12</p> <p>L. Cooper (2025), *Russo-Ukrainian War: The Political Economy of the Present Balance of Forces* (PeaceRep) https://peacerep.org/wp-content/uploads/2025/04/Russo-Ukrainian-War-The-Political-Economy-of-the-Present-Balance-of-Forces-DIGITAL.pdf</p>		
Websites			
Website of Laboratory	https://src-h.slav.hokudai.ac.jp/srwc/en/		
Additional Information			

Course Name	Countries and Cultures		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027003
Instructor(s) (Institution)	LA FAY MICHELLE KAY		
Course Objectives	Students will explore how their countries have influenced other countries and how other countries have influenced their own country. Students will be able to form a new picture of their own country's identity by combining knowledge of their country with the image of their country from the outside.		
Course Goals	<ol style="list-style-type: none"> 1. Students can see their own country from a different viewpoint. 2. Students can assess how countries' perceive one another and to what extent those perceptions can be judged accurate. 3. Students can create/identify a "myth" that supports their country and explain about the elements of this myth. 		
Course Schedule	<p>Week 1: Introduction, class guidelines and expectations</p> <p>Week 2: What are communities and what communities do we belong to? How are countries communities?</p> <p>Week 3: What is an "imagined community" and how does that help form a country?</p> <p>Week 4: Discussing our countries: positives, negatives, and misconceptions</p> <p>Week 5: Our countries: Inside looking out and outside looking in and in the media/social commentary</p> <p>Week 6 & 7: Small group presentations</p> <p>Week 8: History of Hokkaido University: How did the US influence Hokkaido and how did Hokkaido influence the US?</p> <p>Week 9: How did your country influence Japan? How did Japan influence your country?</p> <p>Weeks 10: Myth: A definition and a case study</p> <p>Week 11: Identifying Elements of Your Country's "Myth" and how do these elements manifest in society?</p> <p>Week 12 & 13: Discussion and Presentations</p> <p>Week 14: The Future: International? Transnational? Global? The Value of Mutual Influence</p> <p>Week 15: Wrap-up session and self-evaluation</p>		
Homework	Preparation for activities, including research and reading, will be conducted outside of class. Group/pair work may also involve meeting outside of class.		
Grading System	<p>Group work/presentations: 75%</p> <p>Writing (reflection papers, self-assessments) : 25%</p>		
Textbooks / Reading List	The Better Nature of Our Angels Why Violence Has DeclinedSteven PinkerPenguin Books20129.780143122e+12		
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	Historical International Experiences		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027004
Instructor(s) (Institution)	LA FAY MICHELLE KAY		
Course Objectives	This course focuses on Meiji and Taisho era Japanese women who went abroad and on women missionaries who came to Japan during the same period. Reading the firsthand accounts of their experiences provide new perspectives on situations of women.		
Course Goals	<ol style="list-style-type: none"> 1. Students see the lives of women through firsthand accounts in the Meiji and Taisho eras. 2. Students consider what kind of influence, directly and indirectly, Protestant Christianity had on women. 3. Students be able to identify how these women influenced society. 		
Course Schedule	<p>Week 1: Let's get acquainted! Class guidelines and expectations.</p> <p>Week 2: Why look at historical international experiences?</p> <p>Week 3: Introduction of the Meiji and Taisho eras</p> <p>Week 4: The Girls of the Iwakura Mission: Life in the US</p> <p>Week 5 Women Missionaries: UK and USA</p> <p>Week 6 and 7: Introduction of Women in Your Country</p> <p>Week 8: Romance, Marriage, Family</p> <p>Week 9: Human Rights</p> <p>Week 10: Education</p> <p>Weeks 11-13: Small group projects: Influences of Protestant Christianity on Women and Japanese society</p> <p>Week 14: How does the international experience of the past compare to that of today?</p> <p>Week 15: Wrap-up session and self-evaluation</p>		
Homework	Students will be expected to actively participate in discussions. Reading, research, and preparation for projects will be conducted outside of class.		
Grading System	<p>Group work/discussions/projects: 75%</p> <p>Writing (reflection papers, self-assessment): 25%</p>		
Textbooks / Reading List	<p>Daughters of the Samurai A Journey from East to West and BackJanice P. NimuraW. W. Norton Company & Inc.20159.780393078e+12</p> <p>Unexpected Destinations: The Poignant Story of Japan's First Vassar GraduateAkiko KunoKodansha International19934770016387</p>		
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	Education and Society in Japan		
Semester, Year	1st semester	Number of Credits	1Credits
Course level	2000	Course Number	027005
Instructor(s) (Institution)	ABE Masaki		
Course Objectives	<p>To promote global understanding, mutual communication at individual level is essential, that is to explain their own social characteristics and culture to those who have different cultural background and knowledge, and to take an interest in the society and culture of both. In this course, we pick topics in Japanese education system, school education, and social characteristics related to education, and discuss them with Japanese students and foreign students from the perspective of international diversity. We will also visit a high school and discuss with students. This school visit gives a chance that foreign students know the actual educational field and that Japanese students reconsider the high school education from different perspective. This course aims for students to improve mutual communication skill and to consider the role of education for sustainable development.</p>		
Course Goals	<p>After successful completion of this course, you will be able to...</p> <ol style="list-style-type: none"> 1. Explain the characteristics of your own country, regarding the topics raised in the course, in English. 2. Have mutual communicate in English with people from different back ground. 3. Describe a possible role of education for sustainable development. 		
Course Schedule	<ol style="list-style-type: none"> 1. Guidance 2. Topics on Japanese education or school education+ group discussion 3. Topics on characteristics of Japanese society related to education + group discussion 4. Group work : preparation for group presentation 5. Group presentation, questions & answers 6. Guidance for school visit 7-8. School visit 		
Homework	<p>If there are pre-handout materials, students will be required to read them before the course hour. The learning and preparation for group presentation requires you to work outside of course hours.</p>		
Grading System	<p>You are evaluated by following;</p> <ol style="list-style-type: none"> 1. contribution to the group discussion (20%) 2. group presentation, including reply to questions (50%) 3. report on the school visit (30%) 		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	<p>This course is basically conducted face-to-face, but depending on the situation, it may be conducted with high flex.</p>		

Course Name	Linear Algebra I		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027006
Instructor(s) (Institution)	SCRIMSHAW Travis		
Course Objectives	<p>Linear algebra is an essential cornerstone of natural science and engineering, and is also important as a basis for a wide range of data science, including social science and medical fields.</p> <p>In this course, you can learn the properties and roles of matrices and determinants. You learn operations on matrices and determinants, and elementary row operations of matrices and understand methods for solving systems of linear equations and for computing inverse matrices. You also learn the relation between elementary row operations and elementary matrices. Furthermore, you learn the method of diagonalization of 2 by 2 matrices.</p>		
Course Goals	<p>To be able to do operations on matrices and determinants, and elementary row operations. To understand how to solve systems of linear equations and to be able to calculate inverse matrices. To understand the role of elementary matrices and to be able to explain their relation to elementary row operations. To be able to use the co-factor expansion of determinants and Cramer's rule. To be able to do the method of diagonalization of 2 by 2 matrices.</p>		
Course Schedule	<ol style="list-style-type: none"> 1. Matrices -- Definitions, examples, addition, scalar multiplication, multiplication, transposes 2. Systems of linear equations -- Gaussian elimination, elementary operations and elementary matrices 3. Rank of matrices 4. Inverses of invertible matrices 5. Determinants -- Definition, basic properties 6. Determinants -- Cofactors, cofactor matrix, expansions, Cramer's rule 7. Eigenvalues, eigenvectors, diagonalization of 2 by 2 matrices <p>If time permits, we will also cover linear transformations in the plane. (e.g., the relationship between rotations/reflections in the plane and matrices, etc.).</p>		
Homework	<p>Learn basic mathematical terms and definitions of concepts. Review the material thoroughly so as not to carry over ambiguous points or questions to the next class. In addition to completing the homework, students should spend sufficient time on preparation and review. Practice calculations using the e-learning materials for self-study and the examples and practice problems in the textbook.</p>		
Grading System	<p>The degree of achievement of the course goals will be evaluated from the following perspectives.</p> <ol style="list-style-type: none"> (1) Whether the student has acquired basic knowledge of the definitions and theorems that form the framework of the class. (2) Whether the student is able to perform calculations and drawings of typical concrete examples appropriately. (3) Whether the student can correctly present arguments based on basic concepts and theorems. (4) Whether the student has mastered the central idea of the theme and systematically understands the content throughout. (5) Whether the student is able to use the content in solving various problems. <p>Grading is based on an overall assessment of the student's performance on exams and coursework.</p>		
Textbooks / Reading List	<p>線型代数学佐武一郎裳華房 2015978-4785313166 大学数学ベーシックトレーニング和久井道久日本評論社 9.7845357868e+12 [2] は、線形代数学に限らず、大学で数学を学ぶための基礎などについて書かれたテキストである。</p>		
Websites			
Website of Laboratory			
Additional Information	Work on calculation practice.		

Course Name	General Biology I		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027007
Instructor(s) (Institution)	Maria Helena Fortunato Martins		
Course Objectives	<p>Understand the scientific process: distinguish observation, hypothesis, test, and theory</p> <p>Recognize and know properties of the major classes of biological molecules</p> <p>Know the structure and function of cellular membranes and organelles</p> <p>Understand how cells harvest energy from chemical substances</p> <p>Understand how plants trap energy in light and use it to build biological molecules</p> <p>Know the stages of the cell cycle and its role in the life of organisms</p> <p>Recognize the stages of mitosis and meiosis</p> <p>Know the major features of meiosis and its role in the life cycle of organisms</p> <p>Know the biological costs and benefits of sexual reproduction</p> <p>Understand the structure and function of nucleic acids</p> <p>Understand the mechanics of protein synthesis</p> <p>Understand and be able to apply the principles of Mendelian genetics and its modern extensions</p> <p>Understand the chromosomal basis of heredity</p> <p>Understand the basic principles of population genetics</p> <p>Understand the basic principles of evolution</p> <p>Be familiar with the diversity, causes, and consequences of genetic mutations</p> <p>Have an appreciation for the promise and potential problems of biotechnology</p> <p>Understand Darwinian evolution and its modern extensions</p>		
Course Goals	<p>The course will present the fundamental principles and concepts of biology. The course will emphasize how the concepts were originally conceived and tested and how alternatives were rejected. Students will learn and use the fundamental concepts of biology to draw conclusions from data, to develop alternative hypotheses to explain observations, to make predictions, and to design experiments to test hypotheses. In addition, the social and medical implications of biological findings will be developed as classroom discussions</p>		
Course Schedule	<p>Week 1 The Science of Biology, Atoms and Molecules Ch.1 & 2 & 3</p> <p>Week 2 Chemical Building Blocks Ch. 4 & 5</p> <p>Week 3 Cell Structure (Prokaryotes and Eukaryotes) Ch. 6</p> <p>Week 4 Membranes and Transport Ch. 7</p> <p>Week 5 Energy, Enzymes, Metabolism Ch. 8</p> <p>Week 6 Cellular Harvest of Energy Ch. 9</p> <p>Week 7 Photosynthesis Ch. 10</p> <p>Week 8 Cell Division and Sexual Reproduction Ch. 12 & 13</p> <p>Week 9 Mendelian Genetics Ch. 14 & 15</p> <p>Week 10 DNA - the Genetic Material Ch. 16</p> <p>Week 11 How Genes Work Ch. 17</p> <p>Week 12 Regulation of Gene Expression Ch. 18</p> <p>Week 13 Population Genetics, Evidence for Evolution Ch. 22</p> <p>Week 14 Origin of Species and Species Concepts Ch. 24</p> <p>Week 15 Comprehensive Final Exam</p>		
Homework	<p>Students will be given home work every week. Tasks will be related to the material given in class that day. Examples of tasks are: to compare (schematic) animal and plant cells; to compare (schematic) structure and function of Prokaryotes and Eukaryotes; bring an example of how biotechnology can help solve modern society problems; bring an example of evolution in action. They will also prepare 6 short research essays (about 3 pages long including figures and references) based in a series of topics given by the teacher.</p>		
Grading System	<p>Grades will be based on the numeric average of attendance (10%), homework + research (30%), short daily quizzes + mid term exam (35%) and final comprehensive exam (25%). Grades are based not on relative performance evaluation, but on absolute evaluation.</p>		
Textbooks / Reading List			
Websites	<p>http://highered.mheducation.com/sites/0073383074/student_view0/index.html</p> <p>https://webs.bcp.org/sites/rwong/mwb/campinter%201.4/chapter0/deluxe.html</p>		
Website of Laboratory			
Additional Information	<p>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.</p> <p>Use the teacher email - helenaf@sci.hokudai.ac.jp - for faster contact at any time.</p>		

Course Name	Classical Mechanics I		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027008
Instructor(s) (Institution)	SETO Osamu		
Course Objectives	<p>Classical mechanics is one of the pillars of physics. Although its validity is limited to systems much larger than the size of an atom and systems moving at speeds much lower than the speed of light, it plays a key role in all branches of physics owing to its fundamental concepts, such as Newton's laws of motion, conservation of momentum, and conservation of energy. As such, classical mechanics is taught in the first year of physics major, so that students acquire solid understanding of mechanics while developing skills in solving problems using calculus. In the first part, the focus is on the equations of motion in various coordinate systems. After introducing the conservation laws, lectures will be devoted to the inverse-square-law central forces and the two-body problem. This is followed by oscillations (simple harmonic motion, driven damped oscillations, resonance), dynamics in non-inertial frames, and rotational motion of rigid bodies. The students will learn how to calculate the moment of inertia and apply Euler's equations.</p>		
Course Goals	<p>Acquire knowledge and skills to</p> <ul style="list-style-type: none"> - apply the equation of motion to solve mechanics problems in various coordinate systems - calculate the motion of a projectile in the presence of air resistance - solve problems using conservation laws - calculate the orbits in a central force - solve problems involving oscillations - calculate the moment of inertia - apply Euler's equations 		
Course Schedule	<ul style="list-style-type: none"> - Introduction - Kinematics in various coordinates - Newton's laws of motion - Application of Newton's laws - Conservation of momentum - Conservation of energy - Energy and central forces - Inverse-square law - Two-body problem - Simple harmonic motion - Driven damped oscillations and resonance - Dynamics in rotating frames - Moment of inertia - Euler's equations 		
Homework	Homework (problem sets) will be distributed.		
Grading System	<p>Grades will be decided based on:</p> <ul style="list-style-type: none"> - homework 20% - midterm exam 30% - final exam 50% 		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	<p>Students must register for both lecture and seminar. This class will be conducted online.</p>		

Course Name	Electromagnetism I		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027009
Instructor(s) (Institution)	SUGIMURA Kazuyuki		
Course Objectives	<p>1. Math/physics connection: Students should be able to translate a physical description of a junior-level electromagnetism problem to a mathematical equation necessary to solve it. Students should be able to explain the physical meaning of the formal and/or mathematical formulation of and/or solution to a junior-level electromagnetism problem. Students should be able to achieve physical insight through the mathematics of a problem.</p> <p>2. Visualize the problem: Students should be able to sketch the physical parameters of a problem (e.g., E or B field, distribution of charges, polarization), as appropriate for a particular problem.</p> <p>3. Organized knowledge: Students should be able to articulate the big ideas from each chapter, section, and/or lecture, thus indicating that they have organized their content knowledge. They should be able to filter this knowledge to access the information that they need to apply to a particular physical problem and make connections/links between different concepts.</p> <p>4. Communication. Students should be able to justify and explain their thinking and/or approach to a problem or physical situation, in either written or oral form.</p> <p>5. Problem-solving techniques: Students should be able to choose and apply the problem-solving technique that is appropriate to a particular problem. This indicates that they have learned the essential features of different problem-solving techniques (e.g., separation of variables, method of images, direct integration). They should be able to apply these problem-solving approaches to novel contexts (i.e., to solve problems that do not map directly to those in the book), indicating that they understand the essential features of the technique rather than just the mechanics of its application. They should be able to justify their approach to solving a particular problem.</p> <p>6. Problem-solving strategy: Students should be able to draw upon an organized set of content knowledge (LG#3) and apply problem-solving techniques (LG#4) to that knowledge to organize and carry out long analyses of physical problems. They should be able to connect the pieces of a problem to reach the final solution. They should recognize that wrong turns are valuable in learning the material, be able to recover from their mistakes, and persist in working to the solution even though they don't necessarily see the path to the solution when they begin the problem. Students should be able to articulate what it is that needs to be solved in a particular problem and know when they have solved it.</p> <p>7. Expecting and checking solution: When appropriate for a given problem, students should be able to articulate their expectations for the solution to a problem, such as the direction of the field, dependence on coordinate variables, and behavior at large distances. For all problems, students should be able to justify the reasonableness of a solution they have reached by methods such as checking the symmetry of the solution, looking at limiting or special cases, relating to cases with known solutions, checking units, dimensional analysis, and/or checking the scale/order of magnitude of the answer.</p> <p>8. Intellectual maturity: Students should accept responsibility for their own learning. They should be aware of what they do and don't understand about physical phenomena and classes of problems. This is evidenced by asking sophisticated, specific questions, being able to articulate wherein a problem they experienced difficulty, and taking action to move beyond that difficulty.</p>		
Course Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compute gradient, divergence, curl, and Laplacian • Evaluate line, surface, and volume integrals • Apply the fundamental theorem for divergences (Gauss' Theorem) in specific situations • Apply the fundamental theorem for curls (Stoke's Theorem) in specific situations • Apply Coulomb's Law and superposition principle to calculate electric field due to a continuous charge distribution (uniformly charged line segment, circular or square loop, sphere, etc.) • Apply Gauss' Law to compute electric field due to symmetric charge distribution • Calculate electric field from electric potential and vice versa • Compute the potential of a localized charge distribution • Determine the surface charge distribution on a conductor in equilibrium • Use method of images to determine the potential in a region • Solve Laplace's equation to determine the potential in a region given the potential or charge distribution at the boundary (Cartesian, spherical and cylindrical coordinates) • Use multipole expansion to determine the leading contribution to the potential at large distances from a charge distribution • Calculate the field of a polarized object • Find the location and amount of all bound charges in a dielectric material 		

	<ul style="list-style-type: none"> • Apply Biot-Savart Law and Ampere's Law to compute magnetic field due to a current distribution • Compute vector potential of a localized current distribution using multipole expansion • Calculate magnetic field from the vector potential • Calculate the field of a magnetized object • Compute the bound surface and volume currents in a magnetized object • Compute magnetization, H field, susceptibility and permeability
Course Schedule	<ol style="list-style-type: none"> 1. Vector Algebra 2. Differential and Integral Calculus 3. Curvilinear Coordinates and the Dirac Delta Functions 4. Electrostatics and Electric Potential 5. Conductors 6. Special Techniques 7. Separation of variables 8. Multipole Expansion 9. Electric field in matters 10. The electric displacement 11. Magnetostatics and Lorentz force 12. Divergence and curl of B 13. Magnetic vector Potential 14. Magnetization 15. Field of magnetized objects and magnetic fields
Homework	Reading the textbook before the class is very important.
Grading System	Your course grade is determined by a combination of your performance on homework and the final exam
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	This course covers basic topics for students majoring in physics.

Course Name	Electromagnetism II		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027010
Instructor(s) (Institution)	SUZUKI Hisao		
Course Objectives	A theoretical treatment of classical electromagnetism. Fundamental concepts of electromagnetics include: electromagnetic waves, potentials and fields, radiation, and relativity.		
Course Goals	Develop a strong background in electromagnetic theory and understand and its applications based on Maxwell's equations.		
Course Schedule	<ol style="list-style-type: none"> 1. Electromotive force 2. Electromagnetic induction 3. Maxwell's equations 4. Conservation laws 5. Waves in one dimension 6. Electromagnetic waves in vacuum and matter 7. Absorption and dispersion, guided waves 8. Review and The potential formulation 9. Continuous distributions and point charges 10. Dipole radiation 11. Point charges 12. The special theory of relativity 13. Relativistic mechanics 14. Relativistic electrodynamics 15. Final exam 		
Homework	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks / Reading List	The Feynman Lectures on Physics Volume 2 Richard Feynman Addison-Wesley 1977 020102117X		
Websites			
Website of Laboratory	https://www.sci.hokudai.ac.jp/grp/hep/web/suzuki_e.html		
Additional Information	If a student cannot attend a class, the class will go online. This course is basically for students in physics majors.		

Course Name	Quantum Mechanics II		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027011
Instructor(s) (Institution)	ARINDAM Das		
Course Objectives	<p>Quantum mechanics is a system that describes the world of microscopic materials, and forms the foundation of physics with dynamics, thermal statistical mechanics, electromagnetism.</p> <p>In this course, we briefly review the operator method learned in Quantum Mechanics I and then apply the matrix representation method to operators and use matrices for addition of angular momentua. We can apply quantum mechanics to many body systems that are more realistic physical cases and use the perturbation theory to more applications. And finally we will discuss scattering theory of particles.</p>		
Course Goals	<p>We set the following four goals.</p> <p>(1) To understand the fundamental properties of quantum mechanics such as Schrödinger equation, meaning of wave function and expectation value. (2) To understand the system of quantum mechanics such as operators and wave function space.</p> <p>(3) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.</p> <p>(4) To understand how to calculate many particle system problems by solving various applications.</p>		
Course Schedule	<p>1. Matrix representation of operators and spin 2. Time-independent perturbation theory</p> <p>3. Many body problem</p> <p>4. Time-dependent perturbation theory</p> <p>5. Quantum dynamics: transition rate, selection rules 6. Scattering</p>		
Homework	Require to review every week		
Grading System	<p>Class Performance: 10%</p> <p>Homework: 40%</p> <p>Final Exam: 50%</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	Seminar in Electromagnetism I		
Semester, Year	1st semester	Number of Credits	1Credits
Course level	2000	Course Number	027012
Instructor(s) (Institution)	SUGIMURA Kazuyuki		
Course Objectives	<p>1. Math/physics connection: Students should be able to translate a physical description of a junior-level electromagnetism problem to a mathematical equation necessary to solve it. Students should be able to explain the physical meaning of the formal and/or mathematical formulation of and/or solution to a junior-level electromagnetism problem. Students should be able to achieve physical insight through the mathematics of a problem.</p> <p>2. Visualize the problem: Students should be able to sketch the physical parameters of a problem (e.g., E or B field, distribution of charges, polarization), as appropriate for a particular problem.</p> <p>3. Organized knowledge: Students should be able to articulate the big ideas from each chapter, section, and/or lecture, thus indicating that they have organized their content knowledge. They should be able to filter this knowledge to access the information that they need to apply to a particular physical problem and make connections/links between different concepts.</p> <p>4. Communication. Students should be able to justify and explain their thinking and/or approach to a problem or physical situation, in either written or oral form.</p> <p>5. Problem-solving techniques: Students should be able to choose and apply the problem-solving technique that is appropriate to a particular problem. This indicates that they have learned the essential features of different problem-solving techniques (eg., separation of variables, method of images, direct integration). They should be able to apply these problem-solving approaches to novel contexts (i.e., to solve problems that do not map directly to those in the book), indicating that they understand the essential features of the technique rather than just the mechanics of its application. They should be able to justify their approach to solving a particular problem.</p> <p>6. Problem-solving strategy: Students should be able to draw upon an organized set of content knowledge (LG#3), and apply problem-solving techniques (LG#4) to that knowledge in order to organize and carry out long analyses of physical problems. They should be able to connect the pieces of a problem to reach the final solution. They should recognize that wrong turns are valuable in learning the material, be able to recover from their mistakes, and persist in working to the solution even though they don't necessarily see the path to the solution when they begin the problem. Students should be able to articulate what it is that needs to be solved in a particular problem and know when they have solved it.</p> <p>7. Expecting and checking solution: When appropriate for a given problem, students should be able to articulate their expectations for the solution to a problem, such as the direction of the field, dependence on coordinate variables, and behavior at large distances. For all problems, students should be able to justify the reasonableness of a solution they have reached, by methods such as checking the symmetry of the solution, looking at limiting or special cases, relating to cases with known solutions, checking units, dimensional analysis, and/or checking the scale/order of magnitude of the answer.</p> <p>8. Intellectual maturity: Students should accept responsibility for their own learning. They should be aware of what they do and don't understand about physical phenomena and classes of problem. This is evidenced by asking sophisticated, specific questions; being able to articulate wherein a problem they experienced difficulty, and take action to move beyond that difficulty.</p>		
Course Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compute gradient, divergence, curl, and Laplacian • Evaluate line, surface, and volume integrals • Apply the fundamental theorem for divergences (Gauss' Theorem) in specific situations • Apply the fundamental theorem for curls (Stoke's Theorem) in specific situations • Apply Coulomb's Law and superposition principle to calculate electric field due to a continuous charge distribution (uniformly charged line segment, circular or square loop, sphere, etc.) • Apply Gauss' Law to compute electric field due to symmetric charge distribution • Calculate electric field from electric potential and vice versa • Compute the potential of a localized charge distribution • Determine the surface charge distribution on a conductor in equilibrium • Use method of images to determine the potential in a region • Solve Laplace's equation to determine the potential in a region given the potential or charge 		

	<p>distribution at the boundary (Cartesian, spherical and cylindrical coordinates)</p> <ul style="list-style-type: none"> • Use multipole expansion to determine the leading contribution to the potential at large distances from a charge distribution • Calculate the field of a polarized object • Find the location and amount of all bound charges in a dielectric material • Apply Biot-Savart Law and Ampere's Law to compute magnetic field due to a current distribution • Compute vector potential of a localized current distribution using multipole expansion • Calculate magnetic field from the vector potential • Calculate the field of a magnetized object • Compute the bound surface and volume currents in a magnetized object • Compute magnetization, H field, susceptibility and permeability
Course Schedule	<ol style="list-style-type: none"> 1.Vector Algebra 2.Differential and Integral Calculus 3.Curvilinear Coordinates and the Dirac Delta Functions 4.Electrostatics and Electric Potential 5.Conductors 6.Special Techniques 7.Separation of variables 8.Multipole Expansion 9.Electric field in matters 10.The electric displacement 11.Magnetostatics and Lorentz force 12.Divergence and curl of B 13.Magnetic vector Potential 14.Magnetization 15.Field of magnetized objects and magnetic fields
Homework	Reading the textbook before the class is very important.
Grading System	Your course grade is largely determined by a combination of your performance on homework and participation
Textbooks / Reading List	Modern ElectrodynamicsModern ElectrodynamicsCambridge University Press2012978-0521896979
Websites	
Website of Laboratory	
Additional Information	

Course Name	Seminar in Electromagnetism II		
Semester, Year	1st semester	Number of Credits	1Credits
Course level	2000	Course Number	027013
Instructor(s) (Institution)	SUZUKI Hisao		
Course Objectives	A theoretical treatment of classical electromagnetism. Fundamental concepts of electromagnetics include: electromagnetic waves, potentials and fields, radiation, and relativity.		
Course Goals	Develop a strong background in electromagnetic theory and understand and its applications based on Maxwell's equations.		
Course Schedule	<ol style="list-style-type: none"> 1. Electromotive force 2. Electromagnetic induction 3. Maxwell's equations 4. Conservation laws 5. Waves in one dimension 6. Electromagnetic waves in vacuum and matter 7. Absorption and dispersion, guided waves 8. Review and The potential formulation 9. Continuous distributions and point charges 10. Dipole radiation 11. Point charges 12. The special theory of relativity 13. Relativistic mechanics 14. Relativistic electrodynamics 15. Final exam 		
Homework	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks / Reading List	Modern electrodynamics Andrew Zangwill Cambridge University Press 2012 978-0521896979		
Websites			
Website of Laboratory			
Additional Information			

Course Name	Seminar in Mechanics I		
Semester, Year	1st semester	Number of Credits	1Credits
Course level	2000	Course Number	027014
Instructor(s) (Institution)	SETO Osamu		
Course Objectives	Classical mechanics is one of the pillars of physics. Although its validity is limited to systems much larger than the size of an atom and systems moving at speeds much lower than the speed of light, it plays a key role in all branches of physics owing to its fundamental concepts, such as Newton's laws of motion, conservation of momentum, and conservation of energy. As such, classical mechanics is taught in the first year of physics major, so that students acquire solid understanding of mechanics while developing skills in solving problems using calculus. In the first part, the focus is on the equations of motion in various coordinate systems. After introducing the conservation laws, lectures will be devoted to the inverse-square-law central forces and the two-body problem. This is followed by oscillations (simple harmonic motion, driven damped oscillations, resonance), dynamics in non-inertial frames, and rotational motion of rigid bodies. The students will learn how to calculate the moment of inertia and apply Euler's equations.		
Course Goals	Acquire knowledge and skills to <ul style="list-style-type: none"> - apply the equation of motion to solve mechanics problems in various coordinate systems - calculate the motion of a projectile in the presence of air resistance - solve problems using conservation laws - calculate the orbits in a central force - solve problems involving oscillations - calculate the moment of inertia - apply Euler's equations 		
Course Schedule	<ul style="list-style-type: none"> - Introduction - Kinematics in various coordinates - Newton's laws of motion - Application of Newton's laws - Conservation of momentum - Conservation of energy - Energy and central forces - Inverse-square law - Two-body problem - Simple harmonic motion - Driven damped oscillations and resonance - Dynamics in rotating frames - Moment of inertia - Euler's equations 		
Homework	Homework (problem sets) will be distributed.		
Grading System	Grades will be decided based on: <ul style="list-style-type: none"> - homework 20% - midterm exam 30% - final exam 50% 		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students must register for both lecture and seminar.		

Course Name	Seminar in Quantum Mechanics II		
Semester, Year	1st semester	Number of Credits	1Credits
Course level	2000	Course Number	027015
Instructor(s) (Institution)	ARINDAM Das		
Course Objectives	<p>With the basic principles of Thermodynamics introduce in Statistical Mechanics I, we now move on the statistical theories in full. For many systems we can describe interesting properties using a statistical/probabilistic approach, intuitively linked to entropy and multiplicities of states. Much of our time will be spent deriving distribution functions, following in the steps of the greats like Einstein and Fermi. Using these tools we can embark on attacking a wide variety of problems, from classical and quantum gases to exotic phenomena such as superfluids and white dwarf stars.</p> <p>Course Goals</p>		
Course Goals	<p>1. Understand the importance of statistical mechanics, in particular in the transition to the quantum realm. 2. Be able to statical and probabilistic methods to describe contemporary problems.</p>		
Course Schedule	<p>Part 1 Introduction and thermodynamics review Part 2 Boltzmann statistics Part 3 Quantum statistics: Fermi-Dirac and Bose-Einstein Part 4 Photon and phonons Part 5 Interactions theory Part 6 Bose Einstein condensates Part 7 Astrophysical and exotic environments</p>		
Homework	<p>Homework questions will be distributed after lectures. Marks will be awarded for convincing attempts at solutions, even if the final answer is not entirely correct.</p>		
Grading System	<p>The grades for the course are divided into three components: final exam (50%), homework (40%), participation/interaction/group work (10%). Participation is mandatory and will impact final grade. If students are absent for 3 or more classes (without an extremely important reason) they will fail the course. Arriving late or sleeping in class will also cause a lowered grade.</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	<p>Students have to register for Lecture and Seminar both. Interaction type will be English.</p>		

Course Name	Seminar in Statistical Mechanics II		
Semester, Year	1st semester	Number of Credits	1Credits
Course level	2000	Course Number	027016
Instructor(s) (Institution)	ARINDAM Das		
Course Objectives	<p>With the basic principles of Thermodynamics introduce in Statistical Mechanics I, we now move on the statistical theories in full. For many systems we can describe interesting properties using a statistical/probabilistic approach, intuitively linked to entropy and multiplicities of states. Much of our time will be spent deriving distribution functions, following in the steps of the greats like Einstein and Fermi. Using these tools we can embark on attacking a wide variety of problems, from classical and quantum gases to exotic phenomena such as superfluids and white dwarf stars.</p> <p>Course Goals</p>		
Course Goals	<p>1. Understand the importance of statistical mechanics, in particular in the transition to the quantum realm. 2. Be able to statical and probabilistic methods to describe contemporary problems.</p>		
Course Schedule	<p>Part 1 Introduction and thermodynamics review Part 2 Boltzmann statistics Part 3 Quantum statistics: Fermi-Dirac and Bose-Einstein Part 4 Photon and phonons Part 5 Interactions theory Part 6 Bose Einstein condensates Part 7 Astrophysical and exotic environments</p>		
Homework	<p>Homework questions will be distributed after lectures. Marks will be awarded for convincing attempts at solutions, even if the final answer is not entirely correct.</p>		
Grading System	<p>The grades for the course are divided into three components: final exam (50%), homework (40%), participation/interaction/group work (10%). Participation is mandatory and will impact final grade. If students are absent for 3 or more classes (without an extremely important reason) they will fail the course. Arriving late or sleeping in class will also cause a lowered grade.</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	<p>Students have to register for Lecture and Seminar both. Interaction type will be English.</p>		

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

Course Name	Introduction to Inorganic Materials Science		
Semester, Year	1st semester	Number of Credits	1Credits
Course level	2000	Course Number	027018
Instructor(s) (Institution)	TADANAGA Kiyoharu		
Course Objectives	Ceramics and glass materials are used in several applications, from creating cellular phones, radio, television, and lasers to its role in medicine for cancer treatments and restoring bones, etc. The course aims have been designed to introduce the student to many of the current applications of ceramics and glass materials. Basics scientific concepts like atomic structure and physicochemical properties will be studied to lead the student to understand how these materials functions.		
Course Goals	<ul style="list-style-type: none"> • To identify current applications of ceramics and glass materials. • To understand the basic properties of ceramics and glass materials. • To use new knowledge to describe a ceramic or glass material, making a relation between application and properties. 		
Course Schedule	<p>Lecture 1: Background and present situation of ceramics and glass materials. Lecture 2: Ceramics and Light. Lecture 3: Sol-gel Process. Quiz 1. Lecture 4: Medical Miracles. Quiz 2 Lecture 5: Green ceramics. Quiz 3. Lecture 6: Green glass materials. Final Presentation Lecture 7: Future Applications. Final Presentation Lecture 8: Review. Final exam</p> <p>Dr. N.C. Rosero-Navarro (CSIC, Spain), Guest Associate Professor of Hokkaido University, will participate the class through online or in person.</p>		
Homework	Report submission will be required. Students have to prepare a presentation on a topic given during lectures.		
Grading System	Evaluation <ul style="list-style-type: none"> • Quiz (20%) • Final report (30%) • Final presentation (25%) • Final exam (25%) 		
Textbooks / Reading List	The Magic of Ceramics, 2nd Edition David W. Richerson John Wiley & Sons 2012 97811183923e+12 Instructors will provide the additional information to complement the knowledge and achieve the target of the course.		
Websites			
Website of Laboratory	http://www.eng.hokudai.ac.jp/labo/inorgsyn/		
Additional Information	Dr. N.C. Rosero-Navarro (CSIC, Spain), Guest Associate Professor of Hokkaido University, will participate the class through online or in person. Some classes will be conducted online.		

Course Name	Advanced mechanics of polymeric materials		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	5000	Course Number	027019
Instructor(s) (Institution)	TAKAHASHI Kosuke		
Course Objectives	In this course, you will learn the effective and efficient use of polymer materials by understanding of their time-dependent response and energy dissipation properties, and relate them to the structural design based on strength of materials.		
Course Goals	<p>After completing the lecture, students will be able to;</p> <ul style="list-style-type: none"> - explain hyperelasticity, static and dynamic viscoelasticity based on the molecular structure of polymer materials - explain yielding and fracture as a typical failure of materials - design the strength of polymeric materials through the understanding of above characteristics 		
Course Schedule	<ol style="list-style-type: none"> 1. Introduction of polymer materials (1) Thermoset and thermoplastic polymers, Crystalline and amorphous polymers 2. Time-dependent response of mechanical properties (3) Glassy state, Glass transition, Creep and stress relaxation, Dynamic mechanical analysis 3. Yield criterion (3) Maximum principal stress criterion, Maximum shear stress criterion, Distortion energy criterion 4. Elastoplastic fracture mechanics (4) Stress concentration, Stress intensity factor, Energy release rate, Fracture toughness, J-contour integral 5. Composite materials and adhesion (2) Manufacturing methods, Law of mixtures, Failure criteria 6. Elastomers (2) Entropy elasticity, Hyperelasticity 		
Homework	<p>Self-study is expected to be about 2 hours/week by</p> <ul style="list-style-type: none"> - working on weekly assignments and review the contents of lectures (about an hour/week) - preparing for the final presentation with the discussion and practice (about an hour/week) 		
Grading System	<p>Weekly report will be evaluated for your ability of explaining hyperelasticity, static and dynamic viscoelasticity based on the molecular structure of polymer materials</p> <p>Final presentation and final report will be evaluated for your ability of explaining yielding and fracture, and designing the strength of polymeric materials</p>		
Textbooks / Reading List	Fracture mechanics, Fundamentals and Applications T.L. Anderson Taylor & Francis 20050-8493-1656-1		
Websites			
Website of Laboratory	https://mfem.eng.hokudai.ac.jp/index-en.html		
Additional Information			

Course Name	Geotechnical Foundation Engineering		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	3000	Course Number	027020
Instructor(s) (Institution)	ISOBE Koichi		
Course Objectives	Based on the knowledge of soil mechanics acquired in "Soil Mechanics I," "Soil Mechanics II," "Soil Mechanics Exercise I," and "Soil Mechanics Exercise II," you will learn about advanced geotechnical engineering that supports infrastructure facilities such as ground investigation methods, consolidation settlement, the role and characteristics of structure foundations, evaluation of soil bearing capacity, interaction between the soil and foundation structures during earthquakes, and the principles and design methods of soil improvement.		
Course Goals	Be able to calculate the bearing capacity of the ground by appropriately utilizing ground investigation results and various formulas and analysis methods. Understand the behavior of structure foundations and their interaction with the ground during earthquakes. Understand the principles and design methods of ground investigation, consolidation settlement, and ground improvement, and acquire the design ability to appropriately deal with geotechnical issues that can be expected in the design of actual ground and foundation structures.		
Course Schedule	<ol style="list-style-type: none"> 1. Roles and characteristics of structural foundations (1 lesson in total): Understand the roles and characteristics of structural foundations through learning about design and construction examples of existing structural foundations and past disaster cases. 2. Ground investigation (3 lessons in total): Learn about the methods and principles of in-situ and laboratory tests to determine soil parameters which are necessary for ground stability analysis and foundation design. 3. Design method for consolidation settlement (2 lessons in total): Learn the design method for consolidation settlement based on case studies. 4. Slope stability (2 lessons in total): Understand the slope stability calculation method. 5. Ground bearing capacity evaluation (2 lessons in total): Understand the bearing capacity evaluation method for shallow foundations and deep foundations. 6. Interaction between the ground and foundation structures during earthquakes (2 lessons in total): Learn design methods based on the seismic intensity method and response displacement method, and understand the interaction problems between the ground and foundation structures. 7. Ground improvement principles and design methods (3 lessons in total): Learn the principles and design methods of replacement construction method (SCP), drain construction method (SD, PVD), and solidification construction method (CDM) based on case studies. Understand the concept of reliability design. 8. Final exam (1 exam in total) 		
Homework	If you prepare a report after each lesson to check your understanding of the content of each lesson, you can effectively achieve your goals (review time: 1 to 2 hours).		
Grading System	Evaluation will be made through a final exam. In addition to the conceptual understanding of each item, the ability to develop logical thinking, such as the ability to recognize problems and solve problems regarding specific phenomena, will be evaluated. Please note that those whose attendance rate is less than 2/3 will not be eligible to take the final exam.		
Textbooks / Reading List	土質力学 第8版 河上房義・森芳信・柳沢栄司共著 森北出版 20129.7846274606e+12 基礎の支持力と変形入門 (入門シリーズ) 基礎の支持力と変形入門編集委員会 地盤工学会 20209.7848864444e+12 第3版 土質力学 石原研而丸善出版株式会社 20189.7846213023e+12		
Websites			
Website of Laboratory	https://www.eng.hokudai.ac.jp/labo/geomech/english/ https://www.eng.hokudai.ac.jp/labo/soilmech/watabe/top.html		
Additional Information	Prerequisite subjects: "Mechanics of Soil I", "Mechanics of Soil II", "Soil Mechanics Exercises I", "Soil Mechanics Exercises II" Requested subject: "Earthquake engineering" Basic knowledge of soil mechanics is required.		

Course Name	Resources Sustainability		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	5000	Course Number	027021
Instructor(s) (Institution)	FUJII Yoshiaki		
Course Objectives	Global warming is concerned as if it was the only biggest problem for the human future. However, there are many other problems: extinction of resources, food crises, population increase, etc. This course offers information on these problems so that students can deeply understand these problems, evaluate their severity and investigate whether we should reduce CO2 or not. Students will be urged to investigate what they should do for the human future if it's not CO2 reduction.		
Course Goals	After successful completion of this course, you will be able to deeply understand the problems for human future, evaluate their severity and investigate whether we should reduce CO2 or not.		
Course Schedule	(1) Introduction (2) What we should do (3) History and future of the universe, the earth, and lives (4) Problems for human future (5) Population increase (6) Energy and mineral resources (7) Food crises and water shortage (8-9) Climate change (10-11) Global warming mitigation and adaptation (12) Summary, how to present (13-15) Presentation		
Homework	Two-hour preparation and two-hour review are expected.		
Grading System	Reports 50% and presentation 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://gres.verse.jp/index.html		
Additional Information	Basically on-demand. However, your presentation will be live. The course will be offered primarily on-demand, except for the last three classes, which will be dedicated to live presentations by students.		

Course Name	Game studies: first-person shooters		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027022
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN		
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. At the same time, first-person shooter games have been the subject of public concern, with debates focusing on issues such as their effects on players. 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.		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	100% coursework (short, ongoing assignments related to course materials)		
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. This course is offered jointly with Arts and Science Courses in English.		

Course Name	Understanding cross-cultural differences in communication		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027023
Instructor(s) (Institution)	KONISHI Takayuki		
Course Objectives	We are often unaware of our own culture as Edward T Hall (1973) notes "Culture hides more than it reveals, and strangely enough what it hides, it hides most effectively from its own participants." This course is designed not only to help students learn about 'other' cultures, whether domestic or international, but to raise their awareness of their own cultures, including individual differences within their cultural groups. Classes are discussion-based and students are expected to actively share their cultural perspectives with classmates who may have different cultural backgrounds. For the final project, students will make group presentations investigating cross-cultural differences among the group members. They will also write a reflective essay integrating insights from the group presentations.		
Course Goals	With successful completion of the course, students will: - become more aware of their own culture, especially in contrast with other cultures, - become able to critically analyse, as well as present, cross-cultural differences in communication strategies, and - improve their intercultural communication skills		
Course Schedule	Week 1: introduction to cross-cultural differences in communication Week 2: individualism vs collectivism Week 3: high vs low context communication Week 4: positive vs negative politeness Week 5: value orientations Week 6: power distance Week 7: uncertainty avoidance Week 8: long vs short term orientation Week 9: gender differences Weeks 10-11: preparation for group presentations Weeks 12-14: group presentations and discussions Week 15: conclusion		
Homework	Homework includes preparation for the group presentation and writing a reflective essay, as well as reviewing key concepts and reflecting on personal communication experiences for group discussions. Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they will be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	In-class assignments: 5 x 8 = 40% Group presentation: 30% Essay: 30%		
Textbooks / Reading List	Intercultural Communication: A Contextual Approach (EIGHTH EDITION) James W. Neuliep Sage Publications 20209.7815443487e+12		
Websites			
Website of Laboratory			
Additional Information	This course is offered jointly with Arts and Science Courses in English. Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. この授業は国際交流科目等との合同開講科目です。 英語中級者（目安として TOEFL-I		

Course Name	Indigenous Peoples and Education		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027024
Instructor(s) (Institution)	Jeffry Joseph GAYMAN		
Course Objectives	<p>The purpose of this course is to deepen students' intercultural understanding through focusing on the topic of education as it relates to Indigenous Peoples and their aspirations and needs. Students will be introduced to the unique position of Indigenous Peoples in world history, general issues of Indigenous peoples as related to cultural transmission and education, and Indigenous responses to the educational challenges that they face.</p> <p>The course will use a variety of media including books, newspaper articles, interviews, video, film, You Tube, as well as actual Indigenous educational materials, in order to allow students to experience Indigenous society and culture and its issues in a firsthand way. Students will be given ample opportunities in class to discuss their own culture and experiences as related to the course topics, and thus extend their analytical and critical thinking skills and improve their oral and written skills of persuasion and critical commentary.</p>		
Course Goals	<ul style="list-style-type: none"> ○ To understand the unique position of Indigenous Peoples in world history, and through doing so to gain a deeper understanding of the relation between majority and minority peoples. ○ To critically reflect on the role of the environment, and of education, in cultural transmission and maintenance, and to become aware of the special needs of Indigenous peoples with regard to education. ○ To increase cultural sensitivity. ○ To critically reflect on power relations in society. ○ To increase knowledge and awareness of Indigenous peoples lives, issues and values, with a focus on the Indigenous Peoples of Aotearoa/New Zealand, Alaska, Hawaii, Scandinavia, and Japan. ○ To critically reflect on the relation between language, culture and identity, and on how we acquire and transmit our Native as well as second languages. 		
Course Schedule	<p>Week 1 Native Knowledge Systems Week 2 Native Knowledge Systems CONT Stories and the Oral Tradition 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", "Culturally-Based Education" and Indigenous Responses to Mainstream Education Week 9 Saami Educational Initiatives Week 10 Hawaiian Educational Initiatives Week 11 Maori Educational Initiatives Week 12 Alaska Native Education Week 13 The World Indigenous Peoples' Conference on Education / The World Indigenous Nations Higher Education Consortium Week 14 The Ainu People, Cultural Transmission and Education I Week 15 The Ainu People, Cultural Transmission and Education II</p>		
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. The instructor will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>		
Grading System	<p>In-Class Participation (40%), Oral Presentations (20%), Journal/Final Paper (40%)</p> <p>Participation (40%) Students who positively participate in class discussions and are well prepared for class with examples and/or questions regarding the material will receive higher marks.</p> <p>Oral Presentations (20%) Students will be required to give a 5-10 minute oral presentation from a list of weekly topics. More details will be given in the first class.</p> <p>Journal or Final Paper (40%) Students will be required to compose a final assignment in either a journal or a final paper format based on the course materials, class discussions, or other related material. Journal entries must address four (4) different topics addressed in class. Further details and guidelines regarding length and how to compose these written assignments will be given in class.</p>		

Textbooks / Reading List	
Websites	
Website of Laboratory	https://researchmap.jp/483/
Additional Information	

Course Name	Introduction to Anthropology of/in Japan		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027025
Instructor(s) (Institution)	Letson James Dewi		
Course Objectives	<p>Build a foundational knowledge of anthropological research on/in Japan.</p> <p>Improve discussion, research, and writing skills.</p> <p>Complete an original piece of research related to Japanese anthropology and/or Japanese studies.</p>		
Course Goals	<p>On completing this course students will:</p> <ol style="list-style-type: none"> 1. Understand how academic research on Japan has developed over time. 2. Gain insights on the interaction between academic and popular understandings of 'Japan' and 'Japaneseness'. 3. Gain practical experience of academic research and writing in English. 		
Course Schedule	<ol style="list-style-type: none"> 1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules. 2. Introductory talk and discussion: Why Japan? 3. A Brief History of Anthropology 4. A Brief History of Japan 5. Encountering Japan 6. Understanding the Enemy 7. Japan as Number One 8. Mid-term exam 9. Japan studies Japan 10. The Hegemony of Homogeneity 11. The 'National Anthropology' of Japan 12. Escaping Japan 13. Anthropology 'of' Japan or Anthropology 'in' Japan? 14. Reading and writing week 15. Course reflection and submission of final essays 		
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p> <p>Specific homework for this course:</p> <p>Read the set texts and prepare for class discussions (this includes preparing summaries and discussion questions).</p> <p>Produce an original essay based on your own research.</p>		
Grading System	<p>Participation in class discussions (including summaries of the reading texts and preparation of discussion questions) - 30%</p> <p>Mid-term exam (a short, in-class, written assignment) - 20%</p> <p>Final essay - 50%</p>		
Textbooks / Reading List	<p>指定図書はないです。</p> <p>There is no set textbook for this class.</p>		
Websites			
Website of Laboratory			
Additional Information	<p>Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score <500) may register for this course.</p>		

Course Name	Language and Culture through Film		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027026
Instructor(s) (Institution)	Spicer PAUL		
Course Objectives	<p>Introduction to Film Language and Culture is designed specifically for students who have had little, or no previous encounters with Film Studies. Upon successful completion of this course, students should be able to;</p> <ul style="list-style-type: none"> • visually analyse and decode texts • display an understanding of the various roles that film plays in different social, cultural, and national contexts • understand the importance of visual and aural metaphor • display an awareness of gender roles and their deployment in garnering both empathetic and sympathetic responses from an audience • develop an appreciation of how a combination of industrial, commercial, and artistic factors work together to shape cinema • apply relevant film theories to highlight and articulate ideas 		
Course Goals	<p>1 : Students can understand the basic requirements for textual analysis 2 : Students are able to analyse images at an intermediate level 3 : Students are familiar with analytical terms and their application 4 : Students are aware of the relationship between cinema and society</p>		
Course Schedule	<p>Class #1: Introduction to Language and Culture through Film This initial lecture will be delivered in two sections: The first will serve as an introduction to studying film and culture at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss how we can 'read' a film and examine some techniques that filmmakers use to convey their message. Finally, we will analyse a key scene from the film Psycho (Hitchcock, 1960). Preparation for class 2: Read the syllabus. Read the given reading. Download and watch a video on 'Camera Techniques' **This video should be watched and studied throughout the course. All students should be able to easily identify all of the techniques shown in the video** Review: in-class notes</p> <p>Class #2: Terminology and Film Language This lecture will focus on academic writing and researching for film. The session will also introduce students to key theories and terminology which are necessary when writing about, presenting, and discussing film. We will also examine different cinematic techniques – Camera Angles – Editing (Montage and One-Scene-One-Shot), and how, and for what purpose, they are deployed. Preparation for class 3: Given reading. Review: In-class notes</p> <p>Class #3: Mise en Scène Mise en scène is the collective term, derived from the French (theatre), for the contents of the film frame and their arrangement. This would include lighting, costume, set design, and the actors themselves. This week's lecture examines each of the key constituents of mise en scène with reference to a range of film examples. But we should remember that we are considering not simply the contents of the frame, but also how those elements are arranged and given meaning. Photography, editing, sound, and music will also determine these aspects. Preparation for class 4: Given reading. Review: In-class notes</p> <p>Class #4: Film Style: Lighting and Soundscape When watching a film, we are often drawn to the visual elements of a scene - the costumes, the setting, and the characters; what we often tend to forget is the crucial role that both lighting and sound can have on the emotional elements of cinema. This lecture will examine both lighting and sound and explore how they are used to complement the visual 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.</p>		

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

	<p>Christopher Nolan subvert the Classical Narrative Mode, and can leave audiences confused or struggling to understand what they are seeing and why? This lecture will first address what constitutes the classical narrative mode before going on to examine the methods that directors use to subvert it.</p> <p>Review: in-class notes</p> <p>Class #15: Classical Film Narrative: Structure and Subversion - Screening This week, students will put their analytical skills to the test, and watch a film which relates to the previous week's lecture.</p> <p>Preparation: Review course material and personal notes in preparation for the week 16 test</p> <p>Class #16: Final Test</p>
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>
Grading System	<p>Class Participation/Engagement - 30% (2% per class) Textual Analysis 500+ words - 30% Final Test 40%</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<p>**PLEASE READ CAREFULLY**</p> <p>Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.</p> <p>Lecture topics are subject to change. Students will be notified in class if this is the ca</p>

Course Name	Serious games: theory and design		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027027
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN		
Course Objectives	Serious games are games designed for purposes other than merely entertainment. For example, games for education, brain training, advertising or health. The aim of this course is to introduce students to key ideas in the theory and design of serious games and provide students with practical experience in serious game design. During the course, students will work in groups to design an original serious game.		
Course Goals	By the end of this course, students will be able to: 1. Describe and explain how effective serious games work 2. Describe and explain how serious games are designed 3. Demonstrate practical skills in serious game design		
Course Schedule	This course will use face-to-face and online classes. Face-to-face classes: weeks 1, 2, 4, 6, 8, 10, 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.		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	100% group game design project (including ongoing design work and final presentation)		
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. This course is offered jointly with Arts and Science Courses in English.		

Course Name	Boardgames history, theory and design		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027028
Instructor(s) (Institution)	Paul John Martin		
Course Objectives	This course is designed to give students a deep understanding of the history of boardgames and how they work as designed objects. Boardgames have been around for at least 5,000 years and have been part of cultures from all around the world. The early part of the course will explore this fascinating history. We will then look at different genres of boardgames and theories that help us understand how they work as systems to produce play. Throughout the course, students will play, discuss and analyse games from a range of genres. Please note that all games on this course are boardgames or card games. The course does not include computer games.		
Course Goals	<p>By the end of the course, students should be able:</p> <ul style="list-style-type: none"> To understand and explain the cultural history of boardgames To understand, explain and compare different theories of how boardgames work as designed systems. To be able to discuss different boardgame genres and design elements To communicate more confidently through English in informal and formal settings To critically discuss the pros and cons of different games in English To work with others weighing pros and cons of different design decisions To present ideas about games in a clear and concise way 		
Course Schedule	<p>Week 1: Introduction and course outline</p> <p>Week 2: Games, play and society</p> <p>Week 3: The cultural history of boardgames (1)</p> <p>Week 4: The cultural history of boardgames (2)</p> <p>Week 5: The cultural history of boardgames (3)</p> <p>Week 6: Let's Play 1: Playing games from across the history of boardgames</p> <p>Week 7: The psychology of board games</p> <p>Week 8: Mid term quiz</p> <p>Week 9: Formal analysis of board games (1)</p> <p>Week 10: Formal analysis of board games (2)</p> <p>Week 11: Let's Play 2: Playing different genres</p> <p>Week 12: Remixing games 1: This week, students will create new games by combining elements of games we've played previously in the course</p> <p>Week 13: Remixing games 2: Students will build a prototype of a remixed game</p> <p>Week 14: Play testing</p> <p>Week 15: Student presentations</p>		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	<p>Mid term quiz: 30%</p> <p>Attendance, participation in class and homework completion: 30%</p> <p>Final individual student presentation: 40%</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.		

Course Name	Popular Music & Society		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027029
Instructor(s) (Institution)	Spicer PAUL		
Course Objectives	<p>This course acknowledges the role that popular music has played in society throughout the latter half of the 20th-Century. Each lecture will focus on a specific period in history, first exploring the contemporary social and cultural context, before going on to examine how popular music, and the musicians who created it, responded to these concerns.</p> <p>Our goal is to explore how various issues that were prevalent in contemporary society, including political - economic – race - individuality – personal freedom - alienation – gender equality - protest - war - civil rights - is addressed by the musicians of the period.</p> <p>The question that we need to consider is, how much can we really learn about a specific period, place, or social upheaval just by listening to its music? In addition, we then have the question of which artists are included in these histories, who gets left out, and on what grounds?</p> <p>Through themed lectures and discussion, we will address these concerns, further concentrating on popular music and how it has influenced society regarding fashion, identity and attitude. In addition, we will also explore how society has affected popular music's themes and styles as well as given musicians a focus in which to direct their anger.</p>		
Course Goals	<ol style="list-style-type: none"> 1 : Students can understand the various roles that popular music plays in society 2 : Students can appreciate the role of the artist in contemporary society 3 : Students are familiar with analytical terms, and their usage 4 : Students are fully aware of cultural nuance and specificity 		
Course Schedule	<p>Class 1: Introduction: This initial lecture will be delivered in two parts: The first will serve as an introduction to studying Popular Music and Society at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss the definition of popular music, what makes it relevant, and its cultural impact on society. Preparation: Review: Read the handout provided in class</p> <p>Class 2: Rock Around the Clock: Moral Panic and the Rise of the Teenager (USA 1954 – 1959) This lecture will discuss the rise of Rock 'n' Roll in the USA in the early 1950s. We will first explore the origins of the genre, before going on to examine how, and why, this music created such fear and panic throughout the United States. Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 3: She Loves You: The Beatles and the Cultural Revolution (UK 1963-1970) The Beatles are arguably the most popular musical group in history. From the early 1960s until the present day, they have been an integral part of people's lives from many different countries and cultures. However, despite their musical impact, they were also responsible for changes in the way people think about politics, race issues, and war. The band changed people's perceptions of popular music, harnessing its power to call for social change. This lecture will explore the legacy of The Beatles' music, highlighting how the band became a catalyst for social change. Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 4: Fortunate Son: Protest and Paranoia (USA 1958 - 1969) In this week's lecture we will examine the impact of popular music on culture in the U.S.A from the late-1950s to the late-1960s. In America during this period, the Vietnam War was polarising the country, there were violent protests across university campuses, the civil rights movement was gaining momentum, and the continued threat of communism ensured that the country remained in a state of paranoia. Amongst this</p>		

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: 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 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: Acid House, Britpop and Americanisation (UK 1992-1997)

Britpop emerged as from a dance movement known as Acid House, and 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

	<p>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.</p> <p>Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 12: Just a Girl: Women and the Music Industry In this lecture, we will explore the role of women in the music industry. We will discuss the historical position of women in popular music, locate the female pop star in a historical context and finally highlight the career and position in the music industry of Madonna.</p> <p>Preparation: Research relevant topics and themes Review: Read the handout provided in class Also, in this class students will undertake the first assessment.</p> <p>Class 13: Review and Preparation for Presentations In this class students are expected to: Form presentation groups. Agree on a presentation topic. Agree on group roles.</p> <p>Class 14: Presentation Workshop In groups, students attend class to work on, practice and fine-tune their presentations</p> <p>Class 15: Student Presentations.</p>
Homework	<p>Students will be expected to positively do preparation for and review lesson material. Instructor will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>
Grading System	<p>Class Participation : 30% Listening Test: 25% Group Presentation : 45%</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<p>**PLEASE READ CAREFULLY**</p> <p>Students with English language proficiency at or above intermediate level (TOEFL-ITP score \geq 500) may register for this course.</p> <p>Students MUST have a very keen interest in popular music, its trends and fashions, and its role and</p>

Course Name	Video game analysis		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027030
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN		
Course Objectives	In this course, students will read and discuss a series of key texts in the history of video game analysis. Students will be encouraged to form their own critical opinions of these texts, and to develop an overall understanding of how scholars use a variety of analytical techniques to understand video games.		
Course Goals	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Read, understand, and criticize scholarly texts on video game analysis 2. Understand a variety of game analysis methods 3. Understand how game analysis has developed over time 4. Use various methods to perform their own analyses of video games 		
Course Schedule	<p>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</p> <p>Online classes will be on-demand. Video conferencing software (e.g., Zoom) is not required.</p>		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	100% coursework (short, ongoing assignments related to course materials)		
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. This course is offered jointly with Arts and Science Courses in English.		

Course Name	Popular Music & Society		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027031
Instructor(s) (Institution)	Spicer PAUL		
Course Objectives	<p>This course acknowledges the role that popular music has played in society throughout the latter half of the 20th-Century. Each lecture will focus on a specific period in history, first exploring the contemporary social and cultural context, before going on to examine how popular music, and the musicians who created it, responded to these concerns.</p> <p>Our goal is to explore how various issues that were prevalent in contemporary society, including political - economic - race - individuality - personal freedom - alienation - gender equality - protest - war - civil rights - is addressed by the musicians of the period.</p> <p>The question that we need to consider is, how much can we really learn about a specific period, place, or social upheaval just by listening to its music? In addition, we then have the question of which artists are included in these histories, who gets left out, and on what grounds?</p> <p>Through themed lectures and discussion, we will address these concerns, further concentrating on popular music and how it has influenced society regarding fashion, identity and attitude. In addition, we will also explore how society has affected popular music's themes and styles as well as given musicians a focus in which to direct their anger.</p>		
Course Goals	<ol style="list-style-type: none"> 1 : Students can understand the various roles that popular music plays in society 2 : Students can appreciate the role of the artist in contemporary society 3 : Students are familiar with analytical terms, and their usage 4 : Students are fully aware of cultural nuance and specificity 		
Course Schedule	<p>Class 1: Introduction: This initial lecture will be delivered in two parts: The first will serve as an introduction to studying Popular Music and Society at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss the definition of popular music, what makes it relevant, and its cultural impact on society. Preparation: Review: Read the handout provided in class</p> <p>Class 2: Rock Around the Clock: Moral Panic and the Rise of the Teenager (USA 1954 – 1959) This lecture will discuss the rise of Rock 'n' Roll in the USA in the early 1950s. We will first explore the origins of the genre, before going on to examine how, and why, this music created such fear and panic throughout the United States. Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 3: She Loves You: The Beatles and the Cultural Revolution (UK 1963-1970) The Beatles are arguably the most popular musical group in history. From the early 1960s until the present day, they have been an integral part of people's lives from many different countries and cultures. However, despite their musical impact, they were also responsible for changes in the way people think about politics, race issues, and war. The band changed people's perceptions of popular music, harnessing its power to call for social change. This lecture will explore the legacy of The Beatles' music, highlighting how the band became a catalyst for social change. Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 4: Fortunate Son: Protest and Paranoia (USA 1958 - 1969) In this week's lecture we will examine the impact of popular music on culture in the U.S.A from the late-1950s to the late-1960s. In America during this period, the Vietnam War was polarising the country, there were violent protests across university campuses, the civil rights movement was gaining momentum, and the continued threat of communism ensured that the country remained in a state of paranoia. Amongst this</p>		

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: 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 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: Acid House, Britpop and Americanisation (UK 1992-1997)

Britpop emerged as from a dance movement known as Acid House, and 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

	<p>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.</p> <p>Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 12: Just a Girl: Women and the Music Industry In this lecture, we will explore the role of women in the music industry. We will discuss the historical position of women in popular music, locate the female pop star in a historical context and finally highlight the career and position in the music industry of Madonna.</p> <p>Preparation: Research relevant topics and themes Review: Read the handout provided in class Also, in this class students will undertake the first assessment.</p> <p>Class 13: Review and Preparation for Presentations In this class students are expected to: Form presentation groups. Agree on a presentation topic. Agree on group roles.</p> <p>Class 14: Presentation Workshop In groups, students attend class to work on, practice and fine-tune their presentations</p> <p>Class 15: Student Presentations.</p>
Homework	<p>Students will be expected to positively do preparation for and review lesson material. Instructor will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>
Grading System	<p>Class Participation : 30% Listening Test: 25% Group Presentation : 45%</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<p>**PLEASE READ CAREFULLY**</p> <p>Students with English language proficiency at or above intermediate level (TOEFL-ITP score \geq 500) may register for this course.</p> <p>Students MUST have a very keen interest in popular music, its trends and fashions, and its role and</p>

Course Name	Boardgames history, theory and design		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027032
Instructor(s) (Institution)	Paul John Martin		
Course Objectives	This course is designed to give students a deep understanding of the history of boardgames and how they work as designed objects. Boardgames have been around for at least 5,000 years and have been part of cultures from all around the world. The early part of the course will explore this fascinating history. We will then look at different genres of boardgames and theories that help us understand how they work as systems to produce play. Throughout the course, students will play, discuss and analyse games from a range of genres. Please note that all games on this course are boardgames or card games. The course does not include computer games.		
Course Goals	<p>By the end of the course, students should be able:</p> <ul style="list-style-type: none"> To understand and explain the cultural history of boardgames To understand, explain and compare different theories of how boardgames work as designed systems. To be able to discuss different boardgame genres and design elements To communicate more confidently through English in informal and formal settings To critically discuss the pros and cons of different games in English To work with others weighing pros and cons of different design decisions To present ideas about games in a clear and concise way 		
Course Schedule	<p>Week 1: Introduction and course outline Week 2: Games, play and society Week 3: The cultural history of boardgames (1) Week 4: The cultural history of boardgames (2) Week 5: The cultural history of boardgames (3) Week 6: Let's Play 1: Playing games from across the history of boardgames Week 7: The psychology of board games Week 8: Mid term quiz Week 9: Formal analysis of board games (1) Week 10: Formal analysis of board games (2) Week 11: Let's Play 2: Playing different genres Week 12: Remixing games 1: This week, students will create new games by combining elements of games we've played previously in the course Week 13: Remixing games 2: Students will build a prototype of a remixed game Week 14: Play testing Week 15: Student presentations</p>		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	<p>Mid term quiz: 30% Attendance, participation in class and homework completion: 30% Final individual student presentation: 40%</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.		

Course Name	Pronunciation and Presentation Skills		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027033
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET		
Course Objectives	This course will help improve your listening and speaking skills, with a primary focus on giving better presentations in English. In addition, this course will help students who aim to improve their English pronunciation skills, with a focus on North American English.		
Course Goals	<p>After successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> *Understand academic presentations in English *Identify aspects of effective presentations *Improve your pronunciation, delivery and prosody of speech *Give a presentation effectively in English 		
Course Schedule	<p>Week 1: Course Introduction Week 2: Your Pronunciation Profile & Model Presentations Week 3 - 5 : Units 2, 3, 4 Sounds and Syllables Week 6: Group Presentation Week 7-9: Units 5, 6, 7 Stress in Words and Sentences Units 8, 9, 10 Thought Groups and Intonation Week 10: Presentation 2 Week 11-13: Units 11 - 12 Connected Speech Week 14 & 15: Individual Presentations</p>		
Homework	<p>Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.</p>		
Grading System	<p>Grading System Course Credit Requirements: 1. Participate in group and individual presentations 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence)</p> <p>Grading: Participation (20%) Homework (30%) Presentations (50%)</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	<p>Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. Students will access all class materials, quizzes, and homework assignments via devices (laptops, smartphones, tablets)</p>		

Course Name	Introduction to Subculture Studies		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027034
Instructor(s) (Institution)	Letson James Dewi		
Course Objectives	<p>Build a foundational knowledge of research related to subcultures.</p> <p>Improve discussion, research, and writing skills.</p> <p>Complete an original piece of research related to a specific subcultural group.</p>		
Course Goals	<p>On completing this course students will:</p> <ol style="list-style-type: none"> 1. Understand how 'subculture' is defined and understood in academic research. 2. Gain insights into how subcultures influence and are influenced by other social, cultural, political, economic, and transnational phenomena. 3. Gain practical experience of academic research and writing in English. 		
Course Schedule	<ol style="list-style-type: none"> 1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules. 2. Introductory talk and discussion: What are "subcultures" and why should we study them? 3. The "classic" model of subculture 4. Subculture and class 5. Subculture and capital 6. Subculture and gender 7. Post-modern subculture 8. Mid-term exam 9. Subculture in Japan I: Post-war subcultures 10. Subculture in Japan II: Post-bubble subcultures 11. Is there a difference between 'Western' and 'Japanese' subcultures? 12. Transnational subcultures I: Punk 13. Transnational subcultures II: Dancehall 14. Reading and writing week 15. Course reflection and submission of final essays 		
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p> <p>Specific homework for this course:</p> <p>Read the set texts and prepare for class discussions (this includes preparing summaries and discussion questions).</p> <p>Produce an original essay based on your own research.</p>		
Grading System	<p>Participation in class discussions (including summaries of the reading texts and preparation of discussion questions) - 30%</p> <p>Mid-term exam (a short, in-class, written assignment) - 20%</p> <p>Final essay - 50%</p>		
Textbooks / Reading List	<p>指定図書はないです。</p> <p>There is no set textbook for this course.</p>		
Websites			
Website of Laboratory			
Additional Information	<p>Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score <500) may register for this course.</p>		

Course Name	Current Events in Language and Society		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027035
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET		
Course Objectives	<p>Current Events in Language and Culture</p> <p>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. During weekly discussions, 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.</p>		
Course Goals	<p>After successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> *Understand information from various multimedia sources *Engage in critical thinking *Share opinions with others in class *Discuss international and domestic current events 		
Course Schedule	<p>In each lesson, students will engage with the class topic for a short time, answering content-based questions about the readings, and then discuss with the class. Discussions will take place in class as well as outside of class, through forum posting on the Learning Management System.</p> <ul style="list-style-type: none"> -Weekly Assignment <p>After each classroom discussion, students will be asked to write their reflections on the class forums, and respond to classmates.</p> <ul style="list-style-type: none"> -Final Project <p>Students will be required to lead a weekly discussion and a final presentation as part of the final project</p> <p>Weeks 1 - 7 Teacher Led Discussion</p> <p>Weeks 8 - 12 Student Led Discussion</p> <p>Week 13 - 15 Project Presentations</p>		
Homework	<p>Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.</p>		
Grading System	<p>Grading System</p> <p>Course Credit Requirements:</p> <ol style="list-style-type: none"> 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 counted as 1 absence) <p>Grading:</p> <p>Participation (20%)</p> <p>Homework (30%)</p> <p>Student-Led Discussion and Presentation(50%)</p>		
Textbooks / Reading List	There is no assigned textbook for this class. Readings and materials will be distributed in class, or made available online.		
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)		

Course Name	Cognitive Linguistics and Religious Language		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027036
Instructor(s) (Institution)	Peter Richardson		
Course Objectives	The aim of this course is to introduce students to some of the key aspects of cognitive linguistics through studying examples taken from religious texts and discourse. The focus throughout will be on uncovering the way writers and speakers are thinking about a topic by analyzing how they are conceptualizing it. Students will become familiar with elements such as conceptual metonymy, metaphor, agency, and blending, and how they are used by a wide variety of religious believers.		
Course Goals	The course will include the following goals: [1] Deepening students' knowledge of English by focusing on the thought processes that occur when language is used. [2] Developing students' ability to analyze texts and uncover levels of meaning they were previously unaware of. [3] Encouraging students to look for and actively discuss conceptual similarities and differences between believers from a wide range of religions.		
Course Schedule	The following is a provisional course outline. Week 1: Introduction to the course Week 2: An Introduction to Metaphor Week 3: An Introduction to Metonymy Week 4: An Overview of Metaphor, Agency, and Religious Language Week 5: Conceptualizing God Week 6: Cognitive Linguistics and Religious Texts, Part 1 Week 7: Cognitive Linguistics and Religious Texts, Part 2 Week 8: Movement Metaphors in Christian and Muslim Testimonials, Part 1 Week 9: Review and Midterm Test Week 10: Movement Metaphors in Christian and Muslim Testimonials, Part 2 Week 11: "My Surgeon is a Butcher": An Introduction to Blending Week 12: Metaphor and Blending in Religious Debates: The Darwin Blend Week 13: Blasphemy in Indonesia and the Ahok Blend Week 14: Final presentations Week 15: Test and course review		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	The class will be graded according to the following elements: • Level of active participation in the class: 20% • Midterm test: 30% • Final test and presentation: 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.		

Course Name	Introduction to Subculture Studies		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027037
Instructor(s) (Institution)	Letson James Dewi		
Course Objectives	<p>Build a foundational knowledge of research related to subcultures.</p> <p>Improve discussion, research, and writing skills.</p> <p>Complete an original piece of research related to a specific subcultural group.</p>		
Course Goals	<p>On completing this course students will:</p> <ol style="list-style-type: none"> 1. Understand how 'subculture' is defined and understood in academic research. 2. Gain insights into how subcultures influence and are influenced by other social, cultural, political, economic, and transnational phenomena. 3. Gain practical experience of academic research and writing in English. 		
Course Schedule	<ol style="list-style-type: none"> 1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules. 2. Introductory talk and discussion: What are "subcultures" and why should we study them? 3. The "classic" model of subculture 4. Subculture and class 5. Subculture and capital 6. Subculture and gender 7. Post-modern subculture 8. Mid-term exam 9. Subculture in Japan I: Post-war subcultures 10. Subculture in Japan II: Post-bubble subcultures 11. Is there a difference between 'Western' and 'Japanese' subcultures? 12. Transnational subcultures I: Punk 13. Transnational subcultures II: Dancehall 14. Reading and writing week 15. Course reflection and submission of final essays 		
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p> <p>Specific homework for this course: Read the set texts and prepare for class discussions (this includes preparing summaries and discussion questions). Produce an original essay based on your own research.</p>		
Grading System	<p>Participation in class discussions (including summaries of the reading texts and preparation of discussion questions) - 30%</p> <p>Mid-term exam (a short, in-class, written assignment) - 20%</p> <p>Final essay - 50%</p>		
Textbooks / Reading List	<p>指定図書はないです。 There is no set textbook for this course.</p>		
Websites			
Website of Laboratory			
Additional Information	<p>Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score <500) may register for this course.</p>		

Course Name	Language and Culture through Film		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027038
Instructor(s) (Institution)	Spicer PAUL		
Course Objectives	<p>Introduction to Film Language and Culture is designed specifically for students who have had little, or no previous encounters with Film Studies. Upon successful completion of this course, students should be able to;</p> <ul style="list-style-type: none"> • visually analyse and decode texts • display an understanding of the various roles that film plays in different social, cultural, and national contexts • understand the importance of visual and aural metaphor • display an awareness of gender roles and their deployment in garnering both empathetic and sympathetic responses from an audience • develop an appreciation of how a combination of industrial, commercial, and artistic factors work together to shape cinema • apply relevant film theories to highlight and articulate ideas 		
Course Goals	<p>1 : Students can understand the basic requirements for textual analysis 2 : Students are able to analyse images at an intermediate level 3 : Students are familiar with analytical terms and their application 4 : Students are aware of the relationship between cinema and society</p>		
Course Schedule	<p>Class #1: Introduction to Language and Culture through Film This initial lecture will be delivered in two sections: The first will serve as an introduction to studying film and culture at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss how we can 'read' a film and examine some techniques that filmmakers use to convey their message. Finally, we will analyse a key scene from the film Psycho (Hitchcock, 1960). Preparation for class 2: Read the syllabus. Read the given reading. Download and watch a video on 'Camera Techniques' **This video should be watched and studied throughout the course. All students should be able to easily identify all of the techniques shown in the video** Review: in-class notes</p> <p>Class #2: Terminology and Film Language This lecture will focus on academic writing and researching for film. The session will also introduce students to key theories and terminology which are necessary when writing about, presenting, and discussing film. We will also examine different cinematic techniques – Camera Angles – Editing (Montage and One-Scene-One-Shot), and how, and for what purpose, they are deployed. Preparation for class 3: Given reading. Review: In-class notes</p> <p>Class #3: Mise en Scène Mise en scène is the collective term, derived from the French (theatre), for the contents of the film frame and their arrangement. This would include lighting, costume, set design, and the actors themselves. This week's lecture examines each of the key constituents of mise en scène with reference to a range of film examples. But we should remember that we are considering not simply the contents of the frame, but also how those elements are arranged and given meaning. Photography, editing, sound, and music will also determine these aspects. Preparation for class 4: Given reading. Review: In-class notes</p> <p>Class #4: Film Style: Lighting and Soundscape When watching a film, we are often drawn to the visual elements of a scene - the costumes, the setting, and the characters; what we often tend to forget is the crucial role that both lighting and sound can have on the emotional elements of cinema. This lecture will examine both lighting and sound and explore how they are used to complement the visual 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.</p>		

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

	<p>Christopher Nolan subvert the Classical Narrative Mode, and can leave audiences confused or struggling to understand what they are seeing and why? This lecture will first address what constitutes the classical narrative mode before going on to examine the methods that directors use to subvert it.</p> <p>Review: in-class notes</p> <p>Class #15: Classical Film Narrative: Structure and Subversion - Screening This week, students will put their analytical skills to the test, and watch a film which relates to the previous week's lecture.</p> <p>Preparation: Review course material and personal notes in preparation for the week 16 test</p> <p>Class #16: Final Test</p>
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>
Grading System	<p>Class Participation/Engagement - 30% (2% per class) Textual Analysis 500+ words - 30% Final Test 40%</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<p>**PLEASE READ CAREFULLY**</p> <p>Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.</p> <p>Lecture topics are subject to change. Students will be notified in class if this is the ca</p>

Course Name	Creativity: Theory, techniques and tools		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027039
Instructor(s) (Institution)	Paul John Martin		
Course Objectives	Creativity is in demand. We use it to produce great art, literature and music; to come up with new solutions to difficult problems such as climate change or food security; and to innovate in fields as diverse as engineering, mathematics, and business. Everyone seems to want more creativity. But what is creativity, how does it work, and can we become more creative? This course sets out to answer these questions. Over the semester, we will discuss the history of creativity and its changing meaning over time, investigate how creativity has been measured and researched, explore the application of creativity in different domains, and practice techniques to increase our own creativity.		
Course Goals	<p>By the end of this course you will:</p> <ul style="list-style-type: none"> Be able to define and discuss creativity Understand how scholars have measured and researched creativity Understand the history of creativity as a concept Learn techniques to improve your own creative skills Understand the role of creativity in a variety of fields 		
Course Schedule	<ol style="list-style-type: none"> 1. Introduction 2. Defining creativity 3. History of creativity (1) 4. History of creativity (2) 5. Researching creativity (1) 6. Researching creativity (2) 7. Researching creativity (3) 8. Mid-term exam 9. Creativity project 10. Creativity techniques (1) 11. Creativity techniques (2) 12. Creativity techniques (3) 13. Applications of creativity (1) 14. Applications of creativity (2) 15. Group presentations 		
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they will be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>		
Grading System	<ol style="list-style-type: none"> 1. Attendance, class participation and homework completion (30%) 2. Mid-term exam (30%) 3. Final presentation (40%) 		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. This course is offered jointly with Arts and Science Courses in English.		

Course Name	Cognitive Linguistics and Religious Language		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027040
Instructor(s) (Institution)	Peter Richardson		
Course Objectives	The aim of this course is to introduce students to some of the key aspects of cognitive linguistics through studying examples taken from religious texts and discourse. The focus throughout will be on uncovering the way writers and speakers are thinking about a topic by analyzing how they are conceptualizing it. Students will become familiar with elements such as conceptual metonymy, metaphor, agency, and blending, and how they are used by a wide variety of religious believers.		
Course Goals	The course will include the following goals: [1] Deepening students' knowledge of English by focusing on the thought processes that occur when language is used. [2] Developing students' ability to analyze texts and uncover levels of meaning they were previously unaware of. [3] Encouraging students to look for and actively discuss conceptual similarities and differences between believers from a wide range of religions.		
Course Schedule	The following is a provisional course outline. Week 1: Introduction to the course Week 2: An Introduction to Metaphor Week 3: An Introduction to Metonymy Week 4: An Overview of Metaphor, Agency, and Religious Language Week 5: Conceptualizing God Week 6: Cognitive Linguistics and Religious Texts, Part 1 Week 7: Cognitive Linguistics and Religious Texts, Part 2 Week 8: Movement Metaphors in Christian and Muslim Testimonials, Part 1 Week 9: Review and Midterm Test Week 10: Movement Metaphors in Christian and Muslim Testimonials, Part 2 Week 11: "My Surgeon is a Butcher": An Introduction to Blending Week 12: Metaphor and Blending in Religious Debates: The Darwin Blend Week 13: Blasphemy in Indonesia and the Ahok Blend Week 14: Final presentations Week 15: Test and course review		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	The class will be graded according to the following elements: • Level of active participation in the class: 20% • Midterm test: 30% • Final test and presentation: 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.		

Course Name	Collaborative storytelling		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027041
Instructor(s) (Institution)	Paul John Martin		
Course Objectives	This course provides an introduction to collaborative storytelling. The course creates a foundation of knowledge in principles of storytelling, and discusses various forms of collaborative storytelling, from experimental literature and theatre to roleplaying games. Students will encounter various theories of collaborative storytelling and learn how collaborative storytelling experiences are designed and run. Students will also gain hands-on experience of designing, running and participating in collaborative story sessions.		
Course Goals	<p>By the end of this course, students should be able:</p> <p>To understand and explain the cultural history of storytelling and collaborative storytelling in particular.</p> <p>To understand, explain, and compare theories of storytelling and collaborative storytelling</p> <p>To understand and explain how collaborative storytelling works in different media</p> <p>To design and run collaborative story sessions</p>		
Course Schedule	<p>Week 1: Introduction and course outline</p> <p>Week 2: Narratology (1)</p> <p>Week 3: Narratology (2)</p> <p>Week 4: Storytelling and psychology</p> <p>Week 5: History of co-authorship</p> <p>Week 6: Collaborative storytelling in literature</p> <p>Week 7: Collaborative storytelling in computer games</p> <p>Week 8: Mid-term quiz</p> <p>Week 9: Renga (1)</p> <p>Week 10: Roleplaying games (1)</p> <p>Week 11: Roleplaying games (2)</p> <p>Week 12: Cybertexts (1)</p> <p>Week 13: Cybertexts (2)</p> <p>Week 14: Renga (2)</p> <p>Week 15: Student presentations</p>		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	<p>Multiple choice quiz: 30%</p> <p>Attendance and participation in class and homework completion: 30%</p> <p>Final individual student presentation: 40%</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced level (TOEFL-ITP score \geq 500) may register for this course.		

Course Name	Creativity: Theory, techniques and tools		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027042
Instructor(s) (Institution)	Paul John Martin		
Course Objectives	Creativity is in demand. We use it to produce great art, literature and music; to come up with new solutions to difficult problems such as climate change or food security; and to innovate in fields as diverse as engineering, mathematics, and business. Everyone seems to want more creativity. But what is creativity, how does it work, and can we become more creative? This course sets out to answer these questions. Over the semester, we will discuss the history of creativity and its changing meaning over time, investigate how creativity has been measured and researched, explore the application of creativity in different domains, and practice techniques to increase our own creativity.		
Course Goals	<p>By the end of this course you will:</p> <ul style="list-style-type: none"> Be able to define and discuss creativity Understand how scholars have measured and researched creativity Understand the history of creativity as a concept Learn techniques to improve your own creative skills Understand the role of creativity in a variety of fields 		
Course Schedule	<ol style="list-style-type: none"> 1. Introduction 2. Defining creativity 3. History of creativity (1) 4. History of creativity (2) 5. Researching creativity (1) 6. Researching creativity (2) 7. Researching creativity (3) 8. Mid-term exam 9. Creativity project 10. Creativity techniques (1) 11. Creativity techniques (2) 12. Creativity techniques (3) 13. Applications of creativity (1) 14. Applications of creativity (2) 15. Group presentations 		
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they will be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>		
Grading System	<ol style="list-style-type: none"> 1. Attendance, class participation and homework completion (30%) 2. Mid-term exam (30%) 3. Final presentation (40%) 		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. This course is offered jointly with Arts and Science Courses in English.		

Course Name	Popular Music & Society		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027043
Instructor(s) (Institution)	Spicer PAUL		
Course Objectives	<p>This course acknowledges the role that popular music has played in society throughout the latter half of the 20th-Century. Each lecture will focus on a specific period in history, first exploring the contemporary social and cultural context, before going on to examine how popular music, and the musicians who created it, responded to these concerns.</p> <p>Our goal is to explore how various issues that were prevalent in contemporary society, including political - economic - race - individuality - personal freedom - alienation - gender equality - protest - war - civil rights - is addressed by the musicians of the period.</p> <p>The question that we need to consider is, how much can we really learn about a specific period, place, or social upheaval just by listening to its music? In addition, we then have the question of which artists are included in these histories, who gets left out, and on what grounds?</p> <p>Through themed lectures and discussion, we will address these concerns, further concentrating on popular music and how it has influenced society regarding fashion, identity and attitude. In addition, we will also explore how society has affected popular music's themes and styles as well as given musicians a focus in which to direct their anger.</p>		
Course Goals	<ol style="list-style-type: none"> 1 : Students can understand the various roles that popular music plays in society 2 : Students can appreciate the role of the artist in contemporary society 3 : Students are familiar with analytical terms, and their usage 4 : Students are fully aware of cultural nuance and specificity 		
Course Schedule	<p>Class 1: Introduction: This initial lecture will be delivered in two parts: The first will serve as an introduction to studying Popular Music and Society at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss the definition of popular music, what makes it relevant, and its cultural impact on society. Preparation: Review: Read the handout provided in class</p> <p>Class 2: Rock Around the Clock: Moral Panic and the Rise of the Teenager (USA 1954 – 1959) This lecture will discuss the rise of Rock 'n' Roll in the USA in the early 1950s. We will first explore the origins of the genre, before going on to examine how, and why, this music created such fear and panic throughout the United States. Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 3: She Loves You: The Beatles and the Cultural Revolution (UK 1963-1970) The Beatles are arguably the most popular musical group in history. From the early 1960s until the present day, they have been an integral part of people's lives from many different countries and cultures. However, despite their musical impact, they were also responsible for changes in the way people think about politics, race issues, and war. The band changed people's perceptions of popular music, harnessing its power to call for social change. This lecture will explore the legacy of The Beatles' music, highlighting how the band became a catalyst for social change. Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 4: Fortunate Son: Protest and Paranoia (USA 1958 - 1969) In this week's lecture we will examine the impact of popular music on culture in the U.S.A from the late-1950s to the late-1960s. In America during this period, the Vietnam War was polarising the country, there were violent protests across university campuses, the civil rights movement was gaining momentum, and the continued threat of communism ensured that the country remained in a state of paranoia. Amongst this</p>		

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: 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 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: Acid House, Britpop and Americanisation (UK 1992-1997)

Britpop emerged as from a dance movement known as Acid House, and 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

	<p>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.</p> <p>Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 12: Just a Girl: Women and the Music Industry In this lecture, we will explore the role of women in the music industry. We will discuss the historical position of women in popular music, locate the female pop star in a historical context and finally highlight the career and position in the music industry of Madonna.</p> <p>Preparation: Research relevant topics and themes Review: Read the handout provided in class Also, in this class students will undertake the first assessment.</p> <p>Class 13: Review and Preparation for Presentations In this class students are expected to: Form presentation groups. Agree on a presentation topic. Agree on group roles.</p> <p>Class 14: Presentation Workshop In groups, students attend class to work on, practice and fine-tune their presentations</p> <p>Class 15: Student Presentations.</p>
Homework	<p>Students will be expected to positively do preparation for and review lesson material. Instructor will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>
Grading System	<p>Class Participation : 30% Listening Test: 25% Group Presentation : 45%</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<p>**PLEASE READ CAREFULLY**</p> <p>Students with English language proficiency at or above intermediate level (TOEFL-ITP score \geq 500) may register for this course.</p> <p>Students MUST have a very keen interest in popular music, its trends and fashions, and its role and</p>

Course Name	Translation and Localization in Japanese and English Media		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027044
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET		
Course Objectives	This course will serve as an introduction to the field of translation and localization, identify promising practices in translation and localization in modern popular media, websites, and literature. Students who are interested in the process of translation and localization with native proficiency in English OR Japanese and intermediate proficiency in Japanese OR English are welcomed.		
Course Goals	Students will gain an understanding of linguistic and cultural challenges and approaches to translation and localization, accompanied by scholarly articles and examples from media sources. Students will demonstrate the language, linguistic and technical skills needed to effectively translate facts, concepts, and feelings from one language to another. Students will observe how language is translated from one language to the other, identify potential problems and complete in-class assignments based on the lecture and class readings.		
Course Schedule	Week 1: Introduction & Key Concepts Week 2 - 3: Translation, Localization and Globalization Week 4 - 5: Manga & Anime Week 6 - 7: TV Week 8 - 9: Cinema Week 10 - 11: Digital Entertainment Week 12: Recap/Review Week 13 - 15: Student Presentations & Translation Project Due		
Homework	Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class. Students will be expected to conduct translations and localizations as part of the course objectives. Translation workshops will occur in-class and as homework assignments. Students will be expected to be able to translate from either English to Japanese or Japanese to English. Language resources will be available for students who need additional support.		
Grading System	Grading System Course Credit Requirements: 1. Participate in classroom activities, workshops, and complete homework assignments and projects. 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading: Participation (20%) Homework (30%) Projects (50%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	Readings about Religion		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027045
Instructor(s) (Institution)	Peter Richardson		
Course Objectives	The aim of this course is to introduce students to some of the important ideas and issues related to Christianity, Islam, Buddhism, and atheism. The objective is to expose students to these ideas through a variety of representative readings while encouraging students to discuss and look for their own connections between the texts.		
Course Goals	The goals of the course include: [1] Improving students' reading comprehension skills through exposure to texts related to religion. [2] Encouraging students to learn about each religion through the study of primary texts and conversations rather than reading what people from one religion say about another religion. [3] Developing students' abilities to express and discuss their feelings and ideas about the nature of reality and the various possibilities of an ultimate meaning or no meaning at all.		
Course Schedule	Below is a provisional outline of the topics, people, texts, and conversations covered during this course. Week 1: Introduction to the course Week 2: Readings in the Bible: The Resurrection Accounts Week 3: Christianity, Paradox, and Predestination: John MacArthur, Part 1 Week 4: Christianity, Paradox, and Predestination: John MacArthur, Part 2 Week 5: Comparing Christianity and Judaism: Jordan Peterson and Ben Shapiro in Conversation, Part 1 Week 6: Comparing Christianity and Judaism: Jordan Peterson and Ben Shapiro in Conversation, Part 2 Week 7: An Introduction to Islam Week 8: Readings in the Quran Week 9: Review of the course and midterm test Week 10: Exploring atheism: The Key Figures Week 11: Atheism vs Christianity: The Dawkins-Lennox Debate Week 12: Comparing Christianity and Jodo-Shinshu Week 13: Final presentations Week 14: Final presentations Week 15: Test and course review		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	The class will be graded according to the following elements: • Level of active participation in the class: 20% • Midterm test: 30% • Final test and presentation: 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced level (TOEFL-ITP score \geq 500) may register for this course.		

Course Name	Introduction to Japanese Society		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027046
Instructor(s) (Institution)	Emma Cook		
Course Objectives	This course has three core aims. First this course is an introduction to Japanese society with a particular focus on understanding social institutions and social issues within contemporary society. Second, you will be introduced to some of the core topics of interest to anthropologists and sociologists in their study of social life. Third, you will learn how to analyse the everyday through engagement with texts on Japanese society.		
Course Goals	Students will 1. Gain a clear introductory understanding of institutions and social issues within contemporary Japanese society 2. Learn how to analyse the everyday through engagement with texts on Japanese society		
Course Schedule	<ol style="list-style-type: none"> 1. Introduction 2. Social Structure: Class and Stratification 3. Education and Socialization 4. Labour and Employment Systems 5. Kinship and Family 6. Gender and Identity 7. Religion and Ritual 8. Disability and Illness 9. Reflection Essay 10. Social Movements and Protest 11. Environmental Issues 12. Presentations 13. Presentations 14. Presentations 15. Review and Feedback 		
Homework	Weekly readings are assigned. Students must submit a discussion question based on those readings each week.		
Grading System	<p>Discussion Questions: 20%</p> <p>Reflection Essays: 40%</p> <p>Presentation: 40%</p> <p>(Please note that this is subject to change and finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course)</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	A strong command of English is needed to take this course, and the course schedule, syllabus, and grading system may be subject to change. Finalised information will be available in the course syllabus available at the beginning of the class on the Google		

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

Course Name	Introduction to Social Theory		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	3000	Course Number	027048
Instructor(s) (Institution)	Emma Cook		
Course Objectives	Social anthropology and sociology are disciplines that have developed from a long period of thinking about the social in its myriad forms. This course aims to give an introductory overview to Western theories of the social that have been influential in sociology ranging from 19th century thinkers to those of the 21st century, and to explore their relevance in the 21st century.		
Course Goals	<ol style="list-style-type: none"> 1. Students will gain an overview of some of the main thinkers that have influenced how society and social life has been theorised in sociology and social anthropology. 2. Students will develop the ability to analyse social theories based on their historical context and explore the applicability of these theories to life in the twenty-first century. 		
Course Schedule	<ol style="list-style-type: none"> 1. Introduction: What is Social Theory? 2. Karl Marx 3. Emile Durkheim 4. Max Weber 5. Structuralism / Structural-Functionalism 6. Critical Theory and the Frankfurt School 7. Exchange, Networks and Rational Choice Theory 8. Essays 9. Symbolic Interactionism 10. Phenomenology 11. Feminist Theories 12. Michel Foucault 13. Pierre Bourdieu 14. Globalisation 15. Reflections: What's the Point of Social Theory? 		
Homework	Weekly readings are assigned and students must submit a discussion question based on the reading each week.		
Grading System	<p>Discussion Questions: 30%</p> <p>Reflection Essay: 30%</p> <p>Final Essay: 40%</p> <p>(Please note that this is subject to change and finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course)</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	A high level of English ability is needed to take this course, and the course schedule and syllabus are subject to change. Finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page		

Course Name	Japanese Politics		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	3000	Course Number	027049
Instructor(s) (Institution)	SASADA Hironori		
Course Objectives	This is an introductory course on contemporary Japanese politics. The course will cover the politics and government of post-WWII Japan focusing on Japanese power structure, party politics, political culture, social policies, and recent changes. Throughout the course, we will discuss the following themes: Who governs Japan? How are decisions made in Japanese policymaking process? How has Japan's politics changed over time?		
Course Goals	By the end of the course, student are expected to develop the following skills: (1) to explain some key terms of Japanese politics, (2) to discuss some major issues of contemporary Japanese politics from at least 2 different points of view, (3) to discuss some recent important changes in Japanese politics and explain the contexts of the changes.		
Course Schedule	Week 1: Introduction Week 2: Basic structure of Japanese politics Week 3: The 1955 system and the Liberal Democratic Party Week 4: The opposition parties Week 5: Bureaucracy / Elitism Week 6: Patterned pluralism Week 7: Leadership under the 1955 system Week 8: Structural corruption and Tanaka Kakuei Week 9: Midterm exam Week 10: The Koizumi reform and a new leadership Week 11: The Abe administration Week 12: Electoral campaign in Japan Week 13: Political culture in Japan Week 14: Politics in rural areas Week 15: Welfare policy in Japan Week 16: Final exam		
Homework	Download and read the reading materials before coming to the lecture every week.		
Grading System	Midterm exam	40%	
	Final exam	40%	
	Class participation	20%	
Textbooks / Reading List			
Websites			
Website of Laboratory	https://sites.google.com/view/hirosasada		
Additional Information	The lecture schedule is subject to change.		

Course Name	Political History of Japan		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	3000	Course Number	027050
Instructor(s) (Institution)	SASADA Hironori		
Course Objectives	The course explores the politics and government of the Meiji (1868-1912), Taisho (1912-26), and the first half of the Showa period (1926-55). The lectures will discuss the development of a modern state system in Japan focusing mainly on the issues of domestic politics such as state-building, policymaking process, democratization, party politics, and social policies. Throughout the course, we will discuss the following themes: Who governed Japan? How were decisions made in Japanese policymaking process? How did Japan's politics change over time?		
Course Goals	By the end of the course, student are expected to develop the following skills: (1) to understand the developmental path of Japanese politics, (2) to discuss some various issues of Japanese political history from different points of view, (3) to communicate and collaborate with the rest of the class through class discussions.		
Course Schedule	<p>Week 1: Introduction</p> <p>Week 2: The end of the shogunate government and the Meiji Restoration</p> <p>Week 3: The Meiji government and modernization of Japan</p> <p>Week 4: Politics in the Meiji period</p> <p>Week 5: Economic and social policies in the Meiji period</p> <p>Week 6: Politics in the Taisho period: The Taisho democracy</p> <p>Week 7: Economic and social policies in the Taisho period</p> <p>Week 8: Midterm exam</p> <p>Week 9: Politics in the early Showa period</p> <p>Week 10: The establishment of the military government</p> <p>Week 11: Rise of the wartime regime</p> <p>Week 12: The end of WWII</p> <p>Week 13: Reforms during the occupation period</p> <p>Week 14: Establishment of the postwar regime: The 1955 system</p> <p>Week 15: Final exam</p>		
Homework	Read the reading materials before coming to the lecture every week.		
Grading System	Midterm exam	40%	
	Final exam	40%	
	Class participation	20%	
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	This course will be conducted online. Lecture schedule is subject to change.		

Course Name	Rural Japan		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027051
Instructor(s) (Institution)	SUSANNE Klien		
Course Objectives	This is an introductory course to rural society in Japan with a focus on anthropological perspectives.		
Course Goals	The main objective is to develop an understanding of rural societies and their sociocultural and economic contextualization.		
Course Schedule	<p>Introduction: What is the rural?</p> <p>Week 2: Images of the rural</p> <p>Week 3: The rural and national identity</p> <p>Week 4: Rural and gender</p> <p>Week 5: Rural and aging</p> <p>Week 6: Social relations in rural Japan</p> <p>Week 7: Consuming the rural</p> <p>Week 8: Interactive visual session</p> <p>Week 9: Generational change in rural Japan</p> <p>Week 10: Depopulation in rural areas: Carrying on local traditions</p> <p>Week 11: Depopulation in rural areas: Strategies of revitalization</p> <p>Week 12: Translocal linkages in rural Japan: Urban migrants</p> <p>Week 13: Translocal linkages in rural Japan: Foreign wives</p> <p>Week 14: Entrepreneurship in rural Japan</p> <p>Week 15: Doing fieldwork in rural Japan, wrap up</p>		
Homework	Students will be expected to read one or two texts related to the theme of every session in advance so that we can engage in critical discussion in class.		
Grading System	<p>Group work, presentations, class participation 50%</p> <p>Writing (reflection papers) and quizzes 25%</p> <p>Interactive visual session 25%</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	<p>Information on the readings and access to the teaching materials will be given in the first session.</p> <p>Note that a strong command (native or near native) of English is required to take this course.</p> <p>Students will have to read 1-2 texts in advance of each s</p>		

Course Name	Culture I (Theory)		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027052
Instructor(s) (Institution)	SUSANNE Klien		
Course Objectives	To become familiar with and constructively engage with the representative theoretical discourses and paradigms in cultural studies.		
Course Goals	To read, discuss and critically assess some of the seminal works in cultural studies. To develop analytical skills and improve reading skills with regards to academic literature and academic writing skills in general as well as chairing and discussion skills in class.		
Course Schedule	<p>Week 1: Introduction Week 2: Concepts of culture Week 3: Structures of culture Week 4: Identity and difference Week 5: Subjects, bodies, selves Week 6: Liminality Week 7: Tradition and culture Week 8: Mid-term exam Week 9: Risk Week 10: Resistance Week 11: Consumption and agency Week 12: Work culture Week 13: Rituals Week 14: Mobility Week 15: Human-animal relations Week 16: Final exam</p> <p>Note that session themes may be subject to change. Check ELMS for updates and details of course.</p>		
Homework	Information on readings and additional teaching materials will be provided in the introductory session.		
Grading System	Class discussions and discussion questions before class (20%), presentation/chairing (30%), mid-term exam (25%), final essay (25%).		
Textbooks / Reading List			
Websites			
Website of Laboratory	Detailed information including access to course materials will be provided in the first session and on ELMS.		
Additional Information	<p>Note that this course requires advanced spoken English as the course is highly interactive. Students will be expected to critically read academic texts in advance of each session and engage in discussion throughout the course.</p> <p>Note that session themes ma</p>		

Course Name	Introduction to Japanese History I: Between War and Peace		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	3000	Course Number	027053
Instructor(s) (Institution)	SCHILTZ MICHAEL		
Course Objectives	Japan's experience with modernity was ridden with conflicts, outright wars, and the continuous threat to the nation's survival in a voracious, Hobbesian world. This introductory course outlines the international dimensions of that experience, and demonstrates the ways in which this experience inexorably shaped the contours of the policy debates with regards to the country's international positioning. Concretely, we study the dynamics behind and meaning of the ambition to 'leave Asia' (脱亜論 datsu-a ron), become the 'Great-Britain of the East'; and yet later, to return to Asia as the region's savior (the 'yellow burden').		
Course Goals	The important hallmark of this course is its explicitly anti-humanist or sociological stance. Rather than focusing on key historical figures and their decisions, we will identify social forces that extend far beyond the limited scope of human agency. Instead, we focus on the ways in which technologies (of warfare, telecommunications, transport, finance etc.) possess a self-propelling dynamic: they reinforce their importance, so to speak, and become both tools and objectives of modern development. Taken together, they demonstrate the inherently international outlook of modern society, while paradoxically employing a vocabulary of segregation: the semantics of the 'nation state' and 'national culture'. How the latter relates to and interacts with internationalization, and how this interaction produces regimes of rewards and punishment are core themes in all sessions. In this course, a truly international perspective on Japanese history ('Japan in Asia' / 'Japan and the West') is paramount. As a reference guide to existing debates in a host of interdisciplinary fields (medium theory, systems theory, and so on), each session provides links to broader secondary sources.		
Course Schedule	<ol style="list-style-type: none"> 1. Wake-up call: the Opium wars 2. Gunboat diplomacy and the 'imperialism of free trade' 3. The threat of irrelevance and annihilation: the bakumatsu currency crisis 4. Rebellion and its aftermath: inflation and induced deflation 5. The Sino-Japanese War 6. The Boxer rebellion: victory of Western technologies 7. The Anglo-Japanese alliance: Japan as a linchpin in the Great-Britain led world order 8. The Russo-Japanese War as World War Zero 9. Japan in World War I 10. The Siberian Intervention 11. Japan returns to Asia 12. The Manchurian incident 13. Militarism and Japanese Lebensraum in Manchuria 14. 'Use the war to feed the war': the road to World War II 15. The total defeat of blocism and the Pax Americana 		
Homework	<p>From session 2 on, small student groups may be assigned to introduce topics to be discussed. This may include both historical matter and/or their contemporary implications.</p> <p>Students are expected to:</p> <ol style="list-style-type: none"> 1. to participate in the course as a whole: doing the essential reading for each week's topic, and coming prepared to question and intervene. 2. To provide written and oral comments. 3. To Research, write, present, and defend your argument and choice of topic to be discussed. 4. When presenting, students should go beyond the narrow content of the reading to be presented: develop an argument as a coherent whole, e.g. by focusing on theoretical issues (e.g. the relationship between (political) power and violence, methodological ones (for instance the nature of the relationship between 'ideas' and the material/technological/... contexts in which they are shaped) 		
Grading System	<p>Evaluation will be based on: reading notes, class discussions (other means of evaluation may be discussed with the students).</p> <p>There is no paper to be written: instead, students are asked to make 'smart', elaborate and interactive presentations (these are a must). They are responsible for putting the presented reading in context, and act as 'moderator' for the follow-up discussion. Although all grading is characterized by an inherent opacity (if only for the simple reason that every presentation pertains to different material and a different session), here are some simple rules:</p> <ul style="list-style-type: none"> - students presenting on several occasions will receive a higher grade - students making elaborate presentations (including audiovisual material, links to primary sources etc.) will be rewarded for the extra effort - showing that you mastered the readings by partaking actively in the discussions is a plus. 		

Syllabus Number 1

	As this class is an example of problem-based learning and the 'flipped classroom', it strongly encourages and rewards participation; vice versa, it penalizes a passive or absent behavior. **Concretely, 80 percent of your grade is based on reading notes; the remaining 20 percent is reserved for class discussion.**
Textbooks / Reading List	
Websites	
Website of Laboratory	https://github.com/michaelschiltz/Japanese_History_1/blob/master/README.md
Additional Information	**This class is, by default, an in-person class with assistance by Google Classroom. For the classroom code, see the ELMS system. However, if the Covid situation deteriorates, and in accordance with university policy, the format may change to an online cl

Course Name	Mindhacks: Organizing your Resources and Research in the Internet Era		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	3000	Course Number	027054
Instructor(s) (Institution)	SCHILTZ MICHAEL		
Course Objectives	<p>Thanks to the groundbreaking works of historians, anthropologists, sociologists and researchers in related interdisciplinary fields (medium theory, cybernetics), it has by now become accepted wisdom that not only the amount, but also the nature of scientific knowledge is a function of the constraints and opportunities that are hard-wired into the communication technologies that contain it. We are nowadays experiencing yet another sea change in information production and dissemination, conveniently summarized as the 'digital revolution'.</p> <p>Exploring the disruptive impact of the latter on the production of scientific knowledge is the mainstay of this course and project. As this course does not believe in the usefulness of the traditional lecture (and neither should you), the approach is 'hands-on': through the concrete manipulation of a wide range of (scholarly) tools, students will gradually be made aware of how conceptual domains and knowledge categories are shifting and emerging, and what types of attention will be indispensable when doing research in the aftermath (and mirror) of the 'Gutenberg Galaxy'....</p>		
Course Goals	<p>This course will take students on a digital journey which includes the management of bibliographic sources, alternative methods of writing and publication, tools for integrating writing and data analysis, etcetera. We also look into contemporary debates on preservation, data visualization, the relevance of academic debate in modern society, and what else. At all times will we be reminded of the fact that the medium is the message. Eventually -and thereby even going against Marshall McLuhan's famous dictum, we discover that what we refer to as 'man' may well be the extension of technologies and communication media, rather than the other way around.</p>		
Course Schedule	<p>Session 1: bibliographic management Session 2: more research within the browser window Session 3: the science of search Session 4: collaborative work and reproducible research (1) Session 5: collaborative work and reproducible research (2) Session 6: collaborative work and reproducible research (3) Session 7: organizing knowledge and classification systems Session 8: about OpenAccess Session 9: sustainable writing · publishing · preservation Session 10: licensing your work Session 11: data and data visualization Session 12: big data & social network analysis Session 13: encryption · anonymity · safety · whistleblowing (1) Session 14: encryption · anonymity · safety · whistleblowing (2) Session 15: where do we go from here?</p>		
Homework	<p>From session 2 onwards, small student groups may be assigned to introduce topics to be discussed. This may include both historical matter and/or their contemporary implications. Students are expected to:</p> <ul style="list-style-type: none"> - participate in the course as a whole: doing the essential reading for each week's topic, and coming prepared to question and intervene. - provide written and oral comments; - research, write, present, and defend your argument and choice of topic to be discussed. - When presenting, students should go beyond the narrow content of the reading to be presented; develop an argument as a coherent whole, e.g. by focusing on theoretical issues (e.g. the relationship between (political) power and violence, methodological ones (for instance the nature of the relationship between 'ideas' and the material/technological/... contexts in which they are shaped), and... - ...most importantly, to **bring their laptops into class**! 		
Grading System	<p>As this course (just as my other courses) does not believe in the usefulness of final grades, the evaluation will be based on: reading notes, class discussions (other means of evaluation may be discussed with the students), and so in. There is no paper to be written; instead, students are asked to make 'smart', elaborate and interactive presentations. They are responsible for putting the presented reading in context and act as 'moderator' for the follow-up discussion. Although all grading is characterized by an inherent opacity (if only for the simple reason that every presentation relates to different material and takes place in a different session), here are some simple rules:</p> <ol style="list-style-type: none"> 1. students presenting on several occasions will receive a higher grade 2. students making elaborate presentations (including audiovisual material, links to primary sources etc.) will be rewarded for the extra effort 		

Syllabus Number 1

	<p>3. showing that you mastered the readings by partaking actively in the discussions is a plus.</p> <p>As this class is an example of problem-based learning and the 'flipped classroom', it strongly encourages and rewards participation; vice versa, it penalizes a passive or absent behavior. Concretely, **80 percent of your grade is based on class discussion; the remaining 20 percent is reserved for presentations.**</p> <p>Some basic rules: whereas attendance is considered crucial, merely being present in class is insufficient to pass. Active participation is prerequisite. Checking social media or constantly looking at your phone during class is discouraging and even disturbing for your peers, so should be avoided. This class demands a considerable degree of commitment; do not take this class if you are not motivated.</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	https://github.com/michaelschiltz/bit-by-bit/blob/master/README.md
Additional Information	**This class is, by default, an in-person class with assistance by Google Classroom. For the classroom code, see the ELMS system. However, if the Covid situation deteriorates, and in accordance with university policy, the format may change to an online cl

Course Name	History and Memory in Modern Japan		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027055
Instructor(s) (Institution)	NOZAWA Shunsuke		
Course Objectives	This class explores the nature of historical consciousness in contemporary Japan through analysis of concrete embodiments of memory — photographs, exhibits, monuments, and so forth. Through this exploration we hope to better understand a politics of memory and history in modern Japan as it plays out at multiple scales of encompassment — public and private, national and local, collective and individual. The semester is divided into two major segments. The first segment focuses on memory and materiality with a particular focus on objects in personal and intimate spheres. The second segment explores the interaction between history and memory as present in museum displays and monuments.		
Course Goals	<ul style="list-style-type: none"> - Apply concepts from memory studies and public history to analyse museums and monuments - Analyse the meaning of everyday and ritual objects in practices of memory-making 		
Course Schedule	<p>The semester is divided into two major segments:</p> <p>PART I: Memory, materiality, everyday life In the first segment, to be taught by Nozawa, we are primarily interested in how memory is embodied in — and cued by — concrete ‘things,’ in particular those objects found in everyday environment. Drawing on ethnographic studies investigating how people handle objects of intimate memory and interpret their material qualities, we will explore diverse stories and images of everyday life in Japan’s modernity constructed through objectification of memories and memorialization of objects.</p> <p>PART II: History and war memory What is the relationship between history and memory? How do historians approach the historical study of memory? These two questions will underpin the second half of the course taught by Bull. To think through these questions, Bull will draw on recent research he has published on the role of museums and monuments in the construction of historical memory about the Japanese empire. Students will be encouraged to think about how to apply the study of historical memory to their own interest in Japan.</p> <p>-----</p> <p>Week 1: Introduction Week 2: Family albums Week 3: Kimono Week 4: Dolls Week 5: Personal histories Week 6: History, memory, and the everyday Week 7: Forgetting Week 8: Mid-term assignment Week 9: Who has the power to shape how the Asia Pacific War is remembered in Japan? Week 10: How do victimhood and responsibility coexist (or clash) in Japanese war memory? Week 11: In-depth: Memory activists and the commemoration of the Ukishimamaru Week 12: Why do Japanese memories of the war differ so sharply from those in other countries? Week 13: In-depth: Film documentaries on the New Guinea campaign of the Asia Pacific War Week 14: How and why do memories of the war change over time? Week 15: Conclusion</p>		
Homework	Each week students will actively participate in class discussion as well as online discussion threads based on weekly required readings and tasks. Students will also conduct individual projects for midterm and final assignments.		

Grading System	Participation 20% Weekly Tasks 20% Midterm Assignment 30% Final Assignment 30%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	Course Schedule, Grading System, and Homework are subject to change. Join the following Google Classroom before the first session (you need your Hokudai ELMS account): https://classroom.google.com/c/ODI0Nzk1MjE3NTU5?cjc=2a42ooll Classes are held fa

Course Name	Introduction to Japanese Studies II (Culture)		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027056
Instructor(s) (Institution)	NOZAWA Shunsuke		
Course Objectives	This course introduces you to an anthropological perspective on Japanese culture. We will explore various ways in which anthropological knowledge has been summoned to examine and interpret Japanese society. Topics include colonialism, kinship, value, power, gender, fieldwork, and ethnography. Non-Japanese materials will be included as well for eliciting cross-cultural, comparative awareness.		
Course Goals	1) Acquire critical analytic tools for studying Japanese culture. 2) Identify insights and consequences of anthropological thinking. 3) Situate Japanese culture in cross-cultural and historical perspectives.		
Course Schedule	<p>*Subject to change</p> <p>PART I: "Studying" "Japanese" "Culture"</p> <p>1 Introduction 2 What is 'Culture'? What is 'Japanese Culture'? 3 Critique of the National-Cultural Imaginary 4 Task Workshop 5 "Japanese Food" 6 Colonization, Anthropology, and Image of Culture</p> <p>PART II: Rethinking Sociality -- Registers of Contact</p> <p>7 Traveling and Gazing 8 Animals 9 Hosts 10 Idols and Fans 11 Characters 12 Attunement and Ambience 13 Allure of Contact 14 Task Workshop 15 Wrap-up: Rethinking Sociality</p>		
Homework	<p>*Subject to change</p> <p>Students will write a short statement every week in response to the week's assigned readings. Students will perform small research tasks and group presentations in selected weeks, and complete Final assignment at the end of the semester.</p>		
Grading System	<p>*Subject to change</p> <p>Weekly Statements (30%) Mini tasks (10%) Presentations (10%) Class Participation (20%) Final Assignment (30%)</p>		
Textbooks / Reading List			
Websites			

Website of Laboratory	
Additional Information	* 1-year MJSP students transitioning from Yobikatei: you must first obtain your new ELMS account before joining Google Classroom. * All MJSP students: this is a compulsory class in the MJSP curriculum. Once registered, you will not be able to cancel your r

Course Name	Decisions for Empire: Japan, Pan-Asianism and Imperial Conflict in Asia-Pacific		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	3000	Course Number	027057
Instructor(s) (Institution)	BULL JONATHAN EDWARD		
Course Objectives	<p>This course examines why Japanese leaders chose war with the Western powers during the critical years of 1940–1941. It explores how ideology, including Pan-Asianism, economic pressures, and strategic calculations impacted on visions of Japan’s future in Asia and the Pacific.</p> <p>The course is built around a historical simulation in which you assume the roles of political and military leaders and debate policy options within the constraints of the period. Through role-play, discussion, and written position papers, we will confront the uncertainties and trade-offs inherent in high-stakes decision-making.</p> <p>The course develops skills in historical analysis, argumentation, collaborative problem-solving, and persuasive writing, while offering insights into how governments make decisions about war and peace.</p>		
Course Goals	<p>By the end of the course you should be able to:</p> <ul style="list-style-type: none"> - Construct an argument based on primary sources - Collaborate with your classmates to achieve a team objective - Evaluate what constitutes an effective decision when faced with strategic uncertainty 		
Course Schedule	<p>Week 1 – Introduction Week 2 – How will the course work? Week 3 – How and why did Japan build an empire? Week 4 – What impact did the rise of the military have on Japanese society in the 1920s and 1930s? Week 5 – What was the appeal of Pan-Asianism? Week 6 – Why did relations between the USA and Japan break down by 1940? Week 7 – simulation session 1 – July 1940 faction meetings Week 8 – simulation session 2 – 1st Imperial Conference, Summer/Autumn 1940 Week 9 – simulation session 3 – 2nd Imperial Conference, Spring 1941 Week 10 – simulation session 4 – 3rd Imperial Conference, Summer 1941 Week 11 – simulation session 5 – 4th Imperial Conference, Autumn 1941 Week 12 – simulation session 6 – 5th Imperial Conference, November 1941 Week 13 – Debrief – understanding the result of the simulation Week 14 – How did the Japanese empire end? Week 15 – Wrapping-up the course</p>		
Homework	There will be weekly homework which involves reading primary sources and preparing policy papers and speeches.		
Grading System	<p>Weekly homework = 45% End of term portfolio = 45% End of term reflection task = 10%</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Please note that this syllabus may change depending on class numbers.		

Course Name	Japanese Management		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	2000	Course Number	027058
Instructor(s) (Institution)	FIRKOLA Peter		
Course Objectives	This course introduces the Japanese management system. In the first half, Japanese management will be examined from a historical perspective. The key dimensions of Japanese culture and their impact on traditional management practices will be discussed. In the second half, an examination of the current situation and how these traditional practices are changing.		
Course Goals	The goal of this course is to provide students with a basic understanding of Japanese management practices as well as insights into doing business with Japanese companies.		
Course Schedule	Week 1 Introduction Week 2 Management and Economics Week 3 Historical / Cultural Perspective Week 4 Traditional Management Practices Week 5 Recruitment Week 6 Training & Promotion Week 7 Media Presentations Week 8 Current Management Issues in Japan I Week 9 Current Management Issues in Japan II Week 10 An Insider's Perspective: Guest Speaker Week 11 Case Study: Successful Japanese Company Week 12 Emerging Management Trends in Japan Week 13 Presentations Week 14 Presentations Week 15 Wrap Up		
Homework	A reading assignment of 10-20 pages will be given each week (1-2 hours).		
Grading System	The evaluation will be based on class attendance and participation(35%), a presentation(30%), and a final report(35%). Detailed information will be provided on the first day of class.		
Textbooks / Reading List	A detailed reading list will be provided on the first day of class.		
Websites			
Website of Laboratory			
Additional Information			

Course Name	Experiencing Multicultural Collaboration		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027060
Instructor(s) (Institution)	Xiao Lan		
Course Objectives	<p>This course aims to deepen mutual understanding of cultures and values through collaborative learning between international and Japanese students.</p> <p>Through the practical experience of planning and implementing an on-campus Study Abroad Fair, international students will develop a reflective awareness of their own cultures and gain confidence in presenting them, while Japanese students will enhance their intercultural understanding and increase their motivation to study abroad and engage in international exchange.</p> <p>In addition, students will acquire essential intercultural communication skills necessary for dialogue and collaboration in multicultural contexts.</p>		
Course Goals	<p>By the end of the course, students will be able to:</p> <p>Organize and effectively present information about their own culture and home universities (international students).</p> <p>Understand cultures and higher education systems in other countries and explain Japanese culture and universities from a comparative perspective (Japanese students).</p> <p>Demonstrate flexible and effective communication skills through intercultural dialogue and collaboration.</p> <p>Apply practical skills gained from planning and implementing an international exchange event to contexts beyond the classroom.</p>		
Course Schedule	<p>Weeks 1–3: Foundations and Perspective Building Students develop an understanding of the purpose of a Study Abroad Fair</p> <ol style="list-style-type: none"> 1. Orientation: course objectives, significance of multicultural collaboration, overview of the Study Abroad Fair 2. Intercultural understanding and the educational value of studying abroad 3. Viewing Japan from an external perspective: observations by international students <p>Weeks 4–7: Visualizing Study Abroad Information and Content Development</p> <ol style="list-style-type: none"> 4. Introduction of home countries and universities by international students 5. Overview of Japanese universities and study abroad systems by Japanese students 6. Realities of studying abroad: costs, language, credit transfer, and career considerations 7. Designing Study Abroad Fair information from the perspective of potential visitors <p>Weeks 8–12: Students engage in hands-on learning by designing a student-led international event.</p> <ol style="list-style-type: none"> 8. Setting objectives and target audiences 9. Designing booth layouts and exhibition content <p>10~12: Preparation and rehearsals</p> <p>Weeks 13–15: Implementation and Reflection</p> <p>13~14: Implementation of the Study Abroad Fair (early July, on campus)</p> <p>15: Reflection, peer feedback, and consolidation of learning</p>		
Homework	<p>International students prepare information related to their home cultures, universities, and study abroad experiences.</p> <p>Japanese students organize information on Japanese higher education and study abroad systems, as well as their own interests and concerns regarding studying abroad.</p> <p>All students engage in group-based research, material preparation, and script development according to assigned roles.</p> <p>Additional research on intercultural understanding and study abroad may be conducted as necessary.</p> <p>Approximately 30–60 minutes per week, during the event preparation period, workload may increase depending on group responsibilities</p>		
Grading System	<p>Class participation and contribution: 30%</p> <p>Peer evaluation in group work: 30%</p> <p>Contribution to the planning and implementation of the Study Abroad Fair: 40%</p> <p>Note: Language proficiency itself is not assessed; emphasis is placed on engagement, collaboration, and contribution to learning activities.</p>		
Textbooks / Reading List			
Websites			

Website of Laboratory	
Additional Information	Details regarding schedules, venues, and event implementation will be provided during the course. TOEFL iBT 61 (ITP 500) or above, or TOEIC score of approximately 590

Course Name	Introduction to Environmental Earth Science		
Semester, Year	1st semester	Number of Credits	2Credits
Course level	1000	Course Number	027061
Instructor(s) (Institution)	MIWA Kyoko		
Course Objectives	<p>The course will mainly address five issues in environmental earth sciences: 1) global warming and ocean ecosystems, 2) environmental changes, animal diversities and plant-animal interaction, 3) plants and plant ecosystems in Japan, 4) food safety and sustainable food production, and 5) nanotechnology for environmental sciences The major objective of this course is to participate in interdisciplinary discussion by learning each of these issues.</p>		
Course Goals	<p>After successful completion of this course, the student will be able to grasp issues in environmental earth science with various temporal and spatial scales, and explain the interdisciplinary discussion by addressing each of the challenges.</p>		
Course Schedule	<p>(1) Introduction (Tsuyuzaki) (2) Earth system and global warming (Kameyama) (3) The roles of the oceans and carbon cycles (Kameyama) (4) Marine feedback systems on global warming (Kameyama) (5) Ecology and genomics in mammals (Hayakawa) (6) Conservation genomics in threatened mammals with extinction (Hayakawa) (7) Plant-animal interaction: defense and herbivory (Sato) (8) Plant-animal interaction: reproduction and pollination (Sato) (9) Plant science for sustainable food production (Miwa) (10) Pollution by heavy metals and food safety (Miwa) (11) Strolling across the campus to see the ecosystems (flexible depending on the weather) (Tsuyuzaki) (12) Temporal and spatial patterns on ecosystems in Japan with reference to global warming (Tsuyuzaki) (13) Nanotechnology for environmental science (Kawaguchi) (14) Biosensor for medical diagnosis and food analysis (Kawaguchi) (15) Gas sensor for environmental monitoring (Kawaguchi)</p>		
Homework	<p>Preparation hours (depending on the background of each student): Understanding basic sciences (physics, chemistry, biology and geology) is helpful. Essay question(s) may be provided.</p>		
Grading System	<p>Activities in class participation (40%) + essay questions (30%) + short exam (30%)</p>		
Textbooks / Reading List	<p>An Inconvenient Truth: The Crisis of Global Warming Al Gore Viking Books for Young Readers 20080670062723 Please read any books you are interested in.</p>		
Websites	<p>https://hosho.ees.hokudai.ac.jp/tsuyu/top/lecture/hustep.html</p>		
Website of Laboratory	<p>https://hosho.ees.hokudai.ac.jp/tsuyu/index.html https://pablos.ees.hokudai.ac.jp/kameyama/en/ https://noah.ees.hokudai.ac.jp/hayakawa/english.html https://yassato.github.io/index.html https://noah.ees.hokudai.ac.jp/emb/miwalab/en/ http://env.world.c</p>		
Additional Information	<p>Face-to-face lectures will be provided.</p>		

