

Arts and Science Courses in English

HUSTEP Courses (Lottery & Core) Syllabus

2026 Fall Semester

*Click the Course Name to jump to its syllabus

Course Number	Course Name	Instructor	Class Period
027062	The Real Story of Child Language Acquisition	OKU Satoshi	Thu.4
027063	Christianity in Japan	LA FAY Michelle	Mon.5
027064	Hokkaido: Then and Now	LA FAY Michelle	Thu.5
027065	Environment and Economy -Coexisting with Nature	XIE Zijin	Mon.5
027066	Chemistry and English for Life Science	SWAMY Mahadeva M. M.	Mon.1 Wed.1
027067	History of Geology	PYTHON Marie	Tue.1
027068	General Biology II	FORTUNATO Helena	Thu.1
027069	Classical Mechanics II	TBD	Fri.3
027070	Exercise in Introductory Complex Function	DAS Arindam	Thu.2
027071	Exercise in Introductory Fourier Analysis	TBD	Thu.2
027072	Introductory Complex Function	DAS Arindam	Thu.1
027073	Introductory Fourier Analysis	TBD	Thu.1
027074	Quantum Mechanics I	DAS Arindam	Wed.1
027075	Seminar in Mechanics II	TBD	Fri.4
027076	Seminar in Quantum Mechanics I	DAS Arindam	Wed.2

027077	Seminar in Statistical Mechanics I	DAS Arindam	Mon.2
027078	Statistical Mechanics I	DAS Arindam	Mon.1
027079	International Projects	WATABE Yoichi	Tue.2
027080	Ecology and Evolution	ARAKI Hitoshi	Thu.4
027081	Introduction to Marine Science	BOWER John Richard	Tue.3
027082	Field Bioscience in the Northern Biosphere	HOSHINO Yoichiro	Wed.5
027083	Analyzing the Language of Mysticism	RICHARDSON Peter	Mon.2
027084	Language and Culture through Film	SPICER Paul	Mon.5
027085	Understanding Religious Experience	RICHARDSON Peter	Tue.2
027086 ★	Ethnography: Theory and Practice	LETSON James	Tue.3

027087	Introduction to Critical Thinking	MARTIN Paul	Tue.5
027088	Language and Culture through Film	SPICER Paul	Tue.5
027089	Video game analysis	ROBB Nigel Godfrey Ian	Wed.1
027090	Pronunciation and Presentation Skills	KLASSEN D. Marshall	Wed.1
027091	Popular Music & Society	SPICER Paul	Wed.4
027092	Indigenous Peoples and Education	GAYMAN Jeffry Joseph	Wed.4
027093 ★	Ethnography: Theory and Practice	LETSON James	Wed.5
027094 ◆	Understanding play: Multidisciplinary perspectives	MARTIN Paul	Thu.3
027095 ◆	Understanding play: Multidisciplinary perspectives	MARTIN Paul	Thu.4

027096	<u>Game studies: first-person shooters</u>	ROBB Nigel Godfrey Ian	Fri.1
027097	<u>Current Events in Language and Society</u>	KLASSEN D. Marshall	Fri.1
027098	<u>Caught in a Mosh! Understanding Audience Responses to 'Extreme' Music</u>	LETSON James	Fri.1
027099	<u>Understanding how we communicate differently in the Japanese language</u>	KONISHI Takayuki	Fri.5
027100	<u>Political Economy of Japan and East Asia</u>	SASADA Hironori	Tue.5
027101	<u>Health and Illness in Japan</u>	COOK Emma	Tue.1
027103	<u>Introduction to Japanese Studies II (Culture)</u>	KLIEN Susanne	Mon.4
027104	<u>Society II (Readings)</u>	KLIEN Susanne	Wed.3
027105	<u>Japanese History (Theory & Practice) II</u>	SCHILTZ Michael	Mon.4
027106	<u>Introduction to Japanese Studies I (History)</u>	BULL Jonathan	Mon.3
027107	<u>Hokkaido, Sakhalin and Japanese empire in the Far North, c. 1900 to 2000</u>	BULL Jonathan	Thu.3
027108	<u>Japanese Politics</u>	IWAMI Tadashi	Wed.5
027109	<u>Japanese Foreign Policy II</u>	IWAMI Tadashi	Wed.4
027110	<u>Integrated Science I</u>	SUN Yu	Tue.1
027111	<u>Science and Technology in History</u>	SINGH Prerna	Wed.1

Notes:

★027086 & 027093: [Ethnography: Theory and Practice](#) are the same contents, just the Course day/period difference please choose either one of them.

◆027094 & 027195: [Understanding play: Multidisciplinary perspectives](#) are the same contents, just the Course day/period difference please choose either one of them.

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

027066 [Chemistry and English for Life Science](#) has two classes a week. You are required to be able to attend both classes.

027070 [Exercise in Introductory Complex Function](#)

027072 [Introductory Complex Function](#)

027080 [Ecology and Evolution](#)

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

027071 [Exercise in Introductory Fourier Analysis](#)

027073 [Introductory Fourier Analysis](#)

※**Lecture and Seminar/Exercise pairing** (They need to be registered as a pair to support comprehensive learning)

027069 & 027075 : Classical Mechanics II & Seminar in Mechanics II

027070 & 027072 : Exercise in Introductory Complex Function & Introductory Complex Function

027071 & 027073 : Exercise in Introductory Fourier Analysis & Introductory Fourier Analysis

027074 & 027076 : Quantum Mechanics I & Seminar in Quantum Mechanics I

027077 & 027078 : Seminar in Statistical Mechanics I & Statistical Mechanics I

Course Name	The Real Story of Child Language Acquisition		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	3000	Course Number	027062
Instructor(s) (Institution)	OKU Satoshi (メディア・コミュニケーション研究院)		
Course Objectives	Objectives Every child acquires their native language effortlessly and in a very short period. This looks so natural that people do not realize how amazing it is. Current studies of language and language acquisition have revealed several interesting aspects of child language acquisition, many of which do not coincide with what we normally believe about language. In this course, we are going to discuss how actually children acquire their native language. The students also learn basic concepts and methodology of study of human language.		
Course Goals	Course Goals The students will learn skills to read, and understand substantial amounts of English texts, and will have training of writing essays in English. The students also learn basic concepts and methodology of study of human language. The students eventually can evaluate how fascinating human language is, and thus how fascinating human beings are.		
Course Schedule	Course Schedule (subject to adjustment) Week1 General Guidance: Significance of Study of Child Language Acquisition Week2 Great Word Hunt: How Children Learn Words (1) How Children Find Words, learning Inflection Week3 Great Word Hunt: How Children Learn Words (2) Creating Words Week4 What's the Meaning of This?: How Children Acquire Linguistic Meaning (1) First Meanings, First Mapping Week5 What's the Meaning of This?: How Children Acquire Linguistic Meaning (2) Learning Nouns, Learning Verbs Week6 What's the Meaning of This?: How Children Acquire Linguistic Meaning (3) Learning Adjectives, Learning Preposition, Learning Pronouns Week7 Words All in a Row: How Children Learn to Build Sentences (1) Getting Started, Pivotal Words, Missing Big Pieces Week8 Words All in a Row: How Children Learn to Build Sentences (2) Missing Small Pieces, Learning to say "Not" Week9 Words All in a Row: How Children Learn to Build Sentences (3) Who? What? Where?, Yes-No Questions, Other Constructions Week10 What Sentences Mean: How Children Use Sentences to Communicate (1) What a Word Can Do?, Two is Better than One, Passive Sentences Week11 What Sentences Mean: How Children Use Sentences to Communicate (2) Understanding things that aren't there, Understanding Pronouns, Can you Quantify that? Week12 Talking the Talk: How Children Perceive Speech Sound Week13 How do They Acquire Language?: Against "Common Sense" Account (1) Why it's not Imitation?, Why it's not Teaching? Week14 How do They Acquire Language?: Against "Common Sense" Account (2) So, What DO Children Need?, It's All in the Head Week15 (August/02) Summary: Final Word - What's the difference between First and Second Language Acquisition?		
Homework	Homework Students are required to do homework assignments every week. Read the text, summarize the content, and answer questions in the homework.		

Grading System	Grading System Evaluation is based on the student's contribution to the class discussion (20%), homework assignments (1-2 page long every week) (60%), and a short term paper (20%).
Textbooks	How Children Learn Language: William O'Grady, Cambridge University Press, 2005, 9780521531924 Buy one at Coop bookstore
Reading List	The language instinct : how the mind creates language, Steven Pinker, New York : Perennial, 2000, 0060958332 The atoms of language: Mark C. Baker, Basic Books, 2001, 0465005225 An introduction to linguistic theory and language acquisition: Stephen Crain and Diane Lillo-Martin, Blackwell, 1999, 0631195351 言語のレシピ : 多様性にひそむ普遍性をもとめて, マーク・C. ベイカー, 岩波現代文庫, 2010, 9784006002473 言語を生み出す本能 (上・下) : スティーブン・ピンカー, 日本放送出版協会, 1995, 9784140017401
Websites	
Website of Laboratory	
Additional Information	Students are supposed to have TOEFL-ITP score 530 or above (or equivalent English proficiency) to take this course. If you do not satisfy this qualification, but still are eager to take this course, contact the instructor in advance. (この授業は、講義、ディスカッション、宿題、全て英語で行う。受講学生は、TOEFL-ITP 530 点以上（またはそれと同等）の英語力があることを前提とする。上記、条件を満たさない学生でも、強く受講を希望する場合は、事前に担当教員に蘭楽・相談すること。)

Course Name	Christianity in Japan		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027063
Instructor(s) (Institution)	LA FAY MICHELLE KAY (文学研究院)		
Course Objectives	Students learn how Japanese in the Meiji and Taisho eras became Protestant Christians and gain an understanding of the concepts they developed and the challenges they faced. Students see these aspects through the writers' eyes. Students identify how and in what areas these Protestant Christians influenced Japanese society.		
Course Goals	1. Students read firsthand accounts of Meiji and Taisho Christians and gain general knowledge about their lives and thoughts. 2. Students discern patterns and commonalities in their experiences. 3. Students formulate ideas on how these thinkers integrated Christianity and Japanese culture/society/life.		
Course Schedule	Week 1: Let's get acquainted! Class expectations and outline Weeks 2 and 3: Introduction of Protestant Christianity Week 4: Protestant Christianity Grafted onto Bushido Week 5: Protestant Christianity in Hokkaido: Sapporo Band Week 6: St. Nikolai and the Russian Orthodox Church in Japan Week 7: Identity and Struggles of Japanese Protestants Week 8-14: Student group projects/discussions: Students form groups, choose a topic related to Japanese Protestant Christianity, find a way to present the information to the class. Topics include but are not limited to: education, equality for marginalized groups, pacifism, nationalism, art, music, Christianity in current Japan society Week 15: Wrap-up session and self-evaluation		
Homework	Students will be expected to actively participate in weekly discussion. Readings and project preparation will be done outside of class.		
Grading System	Group work/projects: 75% Writing (reflection papers/self-assessments): 25%		
Textbooks			
Reading List			
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	Hokkaido: Then and Now		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027064
Instructor(s) (Institution)	LA FAY MICHELLE KAY (文学研究院)		
Course Objectives	This course provides students with a broad overview of Hokkaido in both the past (Meiji and Taisho eras) and today. Students will examine foreign and domestic factors that shaped the education and life-styles of students at Sapporo Agricultural College. Students will look at the change in Hokkaido over the years.		
Course Goals	1. Through firsthand accounts, students look at Hokkaido's history. 2. Students gain new viewpoints about life in Hokkaido during the Meiji and Taisho eras. 3. Students compare aspects of Hokkaido's history with similar aspects today.		
Course Schedule	Week 1: Let's get acquainted! Class outline and expectations. Week 2: Outside Influence on Hokkaido and at Sapporo Agricultural College (SAC) and people of SAC Week 3: Introduction to the Botanic Garden and the Hokkaido University Museum Weeks 4 and 5: Individual student presentations about the Botanic Garden and the Hokkaido University Museum Weeks 6-13: Short student group projects: Students will form groups and choose a topic. Projects must include both "then and now" elements. Possible topics include but are not limited to Ainu, nature/environment, wildlife, weather, agriculture, fisheries, transportation, tourism, food culture, architecture/urban planning. Week 14: The Future of Hokkaido: What do you see? Week 15: Wrap-up session and self-evaluation		
Homework	There will be discussions every week. Students will be expected to actively express their opinions in the discussion. Reading, research, and preparation for projects will be done outside class.		
Grading System	Individual student presentations: 25% Group projects 75%		
Textbooks			
Reading List			
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	Environment and Economy -Coexisting with Nature		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	2000	Course Number	027065
Instructor(s) (Institution)	Xie Zijin (経済学研究院)		
Course Objectives	Through the study of economics literature related to nature conservation, this course aims to achieve the following objectives: Understand the fundamental role of natural resources in economic development; Explore sustainable ways to use natural resources and analyze how to achieve both conservation and economic development; Introduce economic thinking.		
Course Goals	Acquire foundational knowledge of the relationship between conservation and economic development. Acquire knowledge of international conservation policies, and be able to evaluate these policies from an economic perspective.		
Course Schedule	Students will read assigned materials and give in-class presentations. The instructor will complement student-led discussions with brief lectures on relevant economic theories and related topics. Each class will include two or more student presentations, depending on enrollment. Students are expected to complete the assigned readings before class. Week-by-Week Plan: Week 1: Introduction Week 2: Preparation: how to prepare a presentation handout and structure a presentation Week 3: Presentation topics and scheduling Weeks 4-14: Presentation and discussions Week 15: Summary		
Homework	All students are required to give at least one presentation. Presenters must read the assigned literature materials and prepare a handout to share with classmates before class.		
Grading System	- Presentation (content) - Presentation materials (handout/slides) - Participation in class discussions - Final report		
Textbooks	There is no designated textbook for this course. Reading materials related to economics and biodiversity (e.g., the Dasgupta Review) will be introduced during the first class.		
Reading List			
Websites			
Website of Laboratory			
Additional Information	The number of presentations will be adjusted according to the total number of students.		

Course Name	Chemistry and English for Life Science		
Semester, Year	2nd semester Fall Term	Number of Credits	2 Credits
Course level	2000	Course Number	027066
Instructor(s) (Institution)	MAKANAHALLI MADEGOWDA MAHADEVA SWAMY (先端生命科学研究院)		
Course Objectives	Science communication is mostly delivered using English as an international common language and most non-native English speakers have had difficulties communicating their scientific findings to the world. This course is designed to help students mitigate these difficulties, improve their science communication skills in English, and learn organic chemistry concepts that will be useful for their higher education.		
Course Goals	The main goals of this course are for students to: 1. Learn the fundamentals of Organic Chemistry, in English. 2. Be able to answer organic chemistry problems and explain them in English.		
Course Schedule	During the class we are going to learn fundamentals of organic chemistry including basic organic reactions and mechanisms. To improve students-teacher interaction, students will be assigned questions from Bruice Organic Chemistry text book (Chapter 3-6) in advance and will be discussed during the class. Students will be asked to write the answers on the board and explain them in English.		
Homework	All students are required to prepare the assigned problems in advance. During the lecture, please write your answers on the board and explain them in English.		
Grading System	Attendance, solving problems/explanation, and exam (total 100%)		
Textbooks	ブルース有機化学 (第7版) 上: Paula Y. Bruice, 化学同人, 2014, 9784759815849 Organic Chemistry, 7th edition: Paula Y. Bruice, Pearson, 2012, 9789332519046		
Reading List			
Websites	https://www.organic-chemistry.org/ https://www.chem-station.com/		
Website of Laboratory	https://altair.sci.hokudai.ac.jp/infchb/		
Additional Information			

Course Name	History of Geology		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027067
Instructor(s) (Institution)	Marie PYTHON (理学研究院)		
Course Objectives	History of Geology and related sciences from the Antiquity to the modern period. The course will start with enlightenment of the Greek period and explain the evolution from the Greek philosophical views to the modern science through the Islamic golden age and the revolution of Science during the ages.		
Course Goals	The course will be held in English using a basic English-level, so that all students can follow the class. By using every-day and scientific English, this course aims at giving students the necessary skills for starting their academic cursus in geology. Reflections and works in small groups during the class will also encourage students to exchange with each other in English. Foreign students will have to work together with Japanese students.		
Course Schedule	The course will follow the chronological time from Antiquity to present days. 1- 科学の 1- The origin of science & Earth science 2- A brief view of the history of the Earth 3- Greek and Roman science 4- Middle ages science in Europe and Islamic countries 5- Earth Sciences in Renaissance 6- The Scientific Revolution (16th c.) 7- Development of modern Science in 17th and 18th c. 8- The Industrial Revolution (18th-19th c.) 9- Birth and development of Earth Sciences 10- Modern Earth Science in the beginning of the 20th c. In addition to the above mentioned which will be shown on a screen using computer presentations, in one course in three there will be a video projection (English with English subtitles).		
Homework	The students will have to work on their knowledge about Earth Science and old sciences in general in order to understand the course. All necessary documentation can be found in various language in the University library or on the internet.		
Grading System	Grading system will be based on a combination of presence, participation and short tests. No final examination will be given.		
Textbooks			
Reading List			
Websites	http://geotec.sci.hokudai.ac.jp/geotec/marie/Japonais/Cours.html		
Website of Laboratory	http://geotec.sci.hokudai.ac.jp/geotec/index.html		

Additional Information	
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Course Name	General Biology II		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	2000	Course Number	027068
Instructor(s) (Institution)	Maria Helena Fortunato Martins (理学研究院)		
Course Objectives	Understand the basic principles of evolution Understand Darwinian evolution and its modern extensions Understand the purpose and process of systematics Understand know how to formulate a hypothesis of evolutionary relationship Be familiar with the six kingdom system of classification Be familiar with the biological diversity within the prokaryotes Understand the purpose and process of systematics Be familiar with the diversity, function and importance of viruses and Bacteria Be familiar with the basic structure, diversity and function of Fungi Understand the evolutionary origin of vascular plants Recognize and understand the structure and function of seedless plants Recognize and understand the structure and function of seed plants (Gymnosperms and Angiosperms) Understand how plants regulate growth and development Be familiar with the evolutionary origin and diversity of animals Recognize invertebrate and vertebrate body plans Understand animal homeostasis Understand the principles of animal behavior, learning and communication Be familiar with the ecological principles and processes that influence living systems Understand ecosystems dynamics and regulation Be familiar with the actual biodiversity crisis, its causes and probable outcomes Understand the basic conservation principles		
Course Goals	The course will present the fundamental principles and concepts of biology. The course will emphasize how the concepts were originally conceived and tested and how alternatives were rejected. Students will learn and use the fundamental concepts of biology to draw conclusions from data, to develop alternative hypotheses to explain observations, to make predictions, and to design experiments to test hypotheses. In addition, the social and medical implications of biological findings will be developed as classroom discussions		
Course Schedule	Week 1 The Origin of Species & The History of Life on Earth - Ch. 24 &25 Week 2 Phylogeny and the Tree of Life - Ch. 26 Week 3 Bacteria & Archaea - Ch. 27 Week 4 Protists - Ch. 28 Week 5 Fungi - Ch. 31 Week 6 Overview of Green Plants (1)- Ch. 29 Week 7 Overview of Green Plants (2)- Ch. 29 Week 8 Plant Form and Function - Ch. 35 Week 9 Plant Reproduction - Ch. 30 Week 10 Overview of Animal Diversity 1 - Ch. 32 Week 11 Overview of Animal Diversity 2 - Ch. 33 Week 12 Overview of Animal Diversity 3 - Ch. 33 Week 13 Overview of Animal Diversity 4 - Ch. 34 Week 14 Introduction to Ecology and the Biosphere - Ch. 52 Week 15 Comprehensive Final Exam		
Homework	Students will be given home work every week. Tasks will be related to the material given in class that day. Examples of tasks are: compare (schematic) animal body plans; compare (schematic) reproduction in seed and seedless plants; bring examples of animal behavior and learning; find solutions for the biodiversity crisis; find examples of how viruses and bacteria influence our daily life. Students will also do 6 research essays (about 3 pages including figures and references) from a list of topics given by the teacher.		
Grading System	Grades will be based on the numeric average of attendance (10%), homework + research essays (30%), short daily quizzes + mid term exam (35%) and final comprehensive exam (25%). Grades are based not on relative performance evaluation, but on absolute evaluation		

Textbooks	Campbell Biology (11th ed.): Urry L.A., Cain M.L., Minorsky P.V., Wasserman S.A., Reece J.B., Pearson Education, Inc., 2017, 978-0-13-409341-
Reading List	
Websites	http://highered.mheducation.com/sites/0073383074/student_view0/index.html https://webs.bcp.org/sites/rwong/mwb/campinter%201.4/chapter0/deluxe.html
Website of Laboratory	
Additional Information	Please consult the ELMS and Moodle platforms frequently to take note of any changes. Please let the teacher know if you need any special assistance. Use the teacher email - helenaf@sci.hokudai.ac.jp - for faster contact at any time.

Course Name	Classical Mechanics II		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	2000	Course Number	027069
Instructor(s) (Institution)	name to be announced		
Course Objectives	The second part of the two-semester course on classical mechanics begins with calculus of variations and learning how to apply the Euler-Lagrange equation. Lagrangian mechanics, its application in various coordinate systems, and conservation laws, are covered. The students will then learn how to solve problems on coupled oscillators using Lagrange's equations and linear algebra. This is followed by an introduction to Hamiltonian mechanics, a formulation of classical mechanics based on the Hamiltonian and Hamilton's equations. The phase space, Liouville's theorem, and the Poisson bracket are introduced. The students will be exposed to various topics from the potential theory (Poisson's equation), collisions, fluid dynamics (continuity equation), and wave mechanics (wave equation).		
Course Goals	Acquire knowledge and skills to - apply Lagrangian formalism (Euler-Lagrange equation) to mechanics problems - solve coupled-oscillator problems - apply Hamiltonian formalism (Hamilton's equations) to mechanics problems - use the Poisson equation to solve problems in Newton's theory of gravitation - apply the continuity equation - use the wave equation		
Course Schedule	- Calculus of variations - Lagrangian and Lagrange's equations - Conservation laws in Lagrangian mechanics - Coupled oscillators - Techniques of solving coupled oscillators - Hamiltonian and Hamilton's equations - Hamilton's equations in n-dimensions: Poisson bracket - Phase-space orbits and Liouville's theorem - Potential and Poisson's equation - Virial theorem - Collisions - Fluid mechanics - Wave equation - Wave mechanics		
Homework	Homework (problem sets) will be distributed.		
Grading System	Grades will be decided based on: - homework 20% - midterm exam 30% - final exam 50%		
Textbooks	Classical mechanics: John R. Taylor, University Science Books, 2005, 9781891389221		
Reading List			
Websites			
Website of Laboratory			

Additional Information	Students must register both lectures and seminar.
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Course Name	Exercise in Introductory Complex Function		
Semester, Year	2nd semester Fall Term	Number of Credits	1 Credit
Course level	2000	Course Number	027070
Instructor(s) (Institution)	ARINDAM Das (教育イノベーション機構)		
Course Objectives	The main objective of this course is to familiarize students with the complex analysis that are essential for solving advanced problems in theoretical physics.		
Course Goals	The course is an introduction to the complex function. The course deals with complex numbers and complex plane, analytic functions, Cauchy-Riemann equations, complex integration, Cauchy's integral formula, power series and Laurent series, zeros and singularities, and residue theory with the Cauchy residue theorem.		
Course Schedule	Complex Variables and Functions Analytic function Taylor and Laurent Series Singularities Calculus of Residues Final Exam		
Homework	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks			
Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	Exercise in Introductory Fourier Analysis		
Semester, Year	2nd semester Winter Term	Number of Credits	1 Credit
Course level	2000	Course Number	027071
Instructor(s) (Institution)	name to be announced		
Course Objectives	Fourier analysis covers a wide range of mathematical concepts and techniques that are extensively used in science and engineering. In this course, we'll start from the basics – the Fourier series, as a tool to expand periodic functions. The students will then learn the Fourier transform and how to calculate it for various functions that are often encountered in physics and engineering. One such function is the Dirac delta function to which one lecture is devoted. Other topics include convolution, cross-correlation, and autocorrelation, concepts closely related to Fourier transform in practical applications (e.g., convolution theorem).		
Course Goals	Students will acquire skills to: - expand basic functions in Fourier series - calculate Fourier transforms - calculate convolution and cross-correlation - use the Dirac delta function - apply the convolution theorem and other Fourier transform theorems		
Course Schedule	- Introduction to Fourier series - Fourier series in complex form - Fourier transform - Convolution, cross-correlation, and autocorrelation - Dirac delta function - Fourier transform theorems - Laplace transform		
Homework	Homework (problem sets) will be distributed.		
Grading System	Grades will be decided based on: - homework 50% - exam 50%		
Textbooks			
Reading List			
Websites			
Website of Laboratory			
Additional Information	Students must register for both lecture ("Introductory Fourier Analysis") and seminar ("Exercise in Introductory Fourier Analysis"). Note that an understanding of mathematics is vital for the course. This includes differentiation, integration, trigonometry, exponential functions, and complex numbers.		

Course Name	Introductory Complex Function		
Semester, Year	2nd semester Fall Term	Number of Credits	1 Credit
Course level	2000	Course Number	027072
Instructor(s) (Institution)	ARINDAM Das (教育イノベーション機構)		
Course Objectives	The main objective of this course is to familiarize students with the complex analysis that are essential for solving advanced problems in theoretical physics.		
Course Goals	The course is an introduction to the complex function. The course deals with complex numbers and complex plane, analytic functions, Cauchy-Riemann equations, complex integration, Cauchy's integral formula, power series and Laurent series, zeros and singularities, and residue theory with the Cauchy residue theorem.		
Course Schedule	Complex Variables and Functions Analytic function Taylor and Laurent Series Singularities Calculus of Residues Final Exam		
Homework	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks			
Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	Introductory Fourier Analysis		
Semester, Year	2nd semester Winter Term	Number of Credits	1 Credit
Course level	2000	Course Number	027073
Instructor(s) (Institution)	name to be announced		
Course Objectives	Fourier analysis covers a wide range of mathematical concepts and techniques that are extensively used in science and engineering. In this course, we'll start from the basics – the Fourier series, as a tool to expand periodic functions. The students will then learn the Fourier transform and how to calculate it for various functions that are often encountered in physics and engineering. One such function is the Dirac delta function to which one lecture is devoted. Other topics include convolution, cross-correlation, and autocorrelation, concepts closely related to Fourier transform in practical applications (e.g., convolution theorem).		
Course Goals	Students will acquire skills to: - expand basic functions in Fourier series - calculate Fourier transforms - calculate convolution and cross-correlation - use the Dirac delta function - apply the convolution theorem and other Fourier transform theorems		
Course Schedule	- Introduction to Fourier series - Fourier series in complex form - Fourier transform - Convolution, cross-correlation, and autocorrelation - Dirac delta function - Fourier transform theorems - Laplace transform		
Homework	Homework (problem sets) will be distributed.		
Grading System	Grades will be decided based on: - homework 50% - exam 50%		
Textbooks			
Reading List			
Websites			
Website of Laboratory			
Additional Information	Students must register for both lecture ("Introductory Fourier Analysis") and seminar ("Exercise in Introductory Fourier Analysis"). Note that an understanding of mathematics is vital for the course. This includes differentiation, integration, trigonometry, exponential functions, and complex numbers.		

Course Name	Quantum Mechanics I		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	2000	Course Number	027074
Instructor(s) (Institution)	ARINDAM Das (教育イノベーション機構)		
Course Objectives	Quantum mechanics is a system that describes the world of microscopic materials, and forms the foundation of physics with dynamics, thermal statistical mechanics, electromagnetism. In this lecture we briefly look back on the birth of quantum theory and then learn the fundamental principles of quantum mechanics such as Schrödinger equation, operator and wave function space and apply it to simple systems to solve the Schrödinger equation and the physical meaning. Finally we learn about symmetry, conservation law, angular momentum.		
Course Goals	We set the following four goals. (1) To understand the fundamental properties of quantum mechanics such as Schrödinger equation, meaning of wave function and expectation value. (2) To solve the Schrodinger equation for various potentials and to understand the result. (3) To understand the system of quantum mechanics such as operators and wave function space. (4) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.		
Course Schedule	We set the following four goals. (1) To understand the fundamental properties of quantum mechanics such as Schrödinger equation, meaning of wave function and expectation value. (2) To solve the Schrodinger equation for various potentials and to understand the result. (3) To understand the system of quantum mechanics such as operators and wave function space. (4) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.		
Homework	Every week		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks			
Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	Seminar in Mechanics II		
Semester, Year	2nd semester	Number of Credits	1 Credit
Course level	2000	Course Number	027075
Instructor(s) (Institution)	name to be announced		
Course Objectives	The second part of the two-semester course on classical mechanics begins with calculus of variations and learning how to apply the Euler-Lagrange equation. Lagrangian mechanics, its application in various coordinate systems, and conservation laws, are covered. The students will then learn how to solve problems on coupled oscillators using Lagrange's equations and linear algebra. This is followed by an introduction to Hamiltonian mechanics, a formulation of classical mechanics based on the Hamiltonian and Hamilton's equations. The phase space, Liouville's theorem, and the Poisson bracket are introduced. The students will be exposed to various topics from the potential theory (Poisson's equation), collisions, fluid dynamics (continuity equation), and wave mechanics (wave equation).		
Course Goals	Acquire knowledge and skills to - apply Lagrangian formalism (Euler-Lagrange equation) to mechanics problems - solve coupled-oscillator problems - apply Hamiltonian formalism (Hamilton's equations) to mechanics problems - use the Poisson equation to solve problems in Newton's theory of gravitation - apply the continuity equation - use the wave equation		
Course Schedule	- Calculus of variations - Lagrangian and Lagrange's equations - Conservation laws in Lagrangian mechanics - Coupled oscillators - Techniques of solving coupled oscillators - Hamiltonian and Hamilton's equations - Hamilton's equations in n-dimensions; Poisson bracket - Phase-space orbits and Liouville's theorem - Potential and Poisson's equation - Virial theorem - Collisions - Fluid mechanics - Wave equation - Wave mechanics		
Homework	Homework (problem sets) will be distributed.		
Grading System	Grades will be decided based on: - homework 20% - midterm exam 30% - final exam 50%		
Textbooks	Classical mechanics John R. Taylor University Science Books 2005 9781891389221		
Reading List			
Websites			
Website of Laboratory			

Additional Information	Students must register for both lectures and seminar.
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Course Name	Seminar in Quantum Mechanics I		
Semester, Year	2nd semester	Number of Credits	1 Credit
Course level	2000	Course Number	027076
Instructor(s) (Institution)	ARINDAM Das (教育イノベーション機構)		
Course Objectives	Quantum mechanics is a system that describes the world of microscopic materials, and forms the foundation of physics with dynamics, thermal statistical mechanics, electromagnetism. In this lecture we briefly look back on the birth of quantum theory and then learn the fundamental principles of quantum mechanics such as Schrödinger equation, operator and wave function space and apply it to simple systems to solve the Schrödinger equation and the physical meaning. Finally we learn about symmetry, conservation law, angular momentum.		
Course Goals	We set the following four goals. (1) To understand the fundamental properties of quantum mechanics such as Schrödinger equation, meaning of wave function and expectation value. (2) To solve the Schrodinger equation for various potentials and to understand the result. (3) To understand the system of quantum mechanics such as operators and wave function space. (4) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.		
Course Schedule	1. The birth of quantum theory 2. Schrödinger equation 3. One-dimensional quantum system 4. Operators and wave function space 5. Schrödinger equation in a central force field 6. Angular momentum and its representation		
Homework	Every week		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks			
Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	Seminar in Statistical Mechanics I		
Semester, Year	2nd semester	Number of Credits	1 Credit
Course level	2000	Course Number	027077
Instructor(s) (Institution)	ARINDAM Das (教育イノベーション機構)		
Course Objectives	The objective of statistical physics is understanding the behaviour of matter on the basis of its microscopic structure and of the microscopic laws of nature.		
Course Goals	To obtain a basic understanding of the key concepts of thermal physics like entropy, especially the use and basic applications of equilibrium statistical mechanics and elementary thermodynamics in problems of pedagogical and practical importance.		
Course Schedule	1. Thermal Equilibrium; The ideal gas; Equipartition of energy 2. Heat and Work; Compression work 3. Heat capacities; Rates of processes 4. Two-state systems; The Einstein model of a solid; Interacting systems 5. Large systems; The ideal gas 6. Entropy 7. Temperature; Entropy and Heat 8. Paramagnetism; Mechanical equilibrium and pressure 9. Diffusive equilibrium and Chemical potential; Summary and a look ahead 10. Heat engines; Refrigerators 11. Real heat engines; Real refrigerators 12. Free energy as available work and as a force toward equilibrium 13. Phase transformations of pure substances; Phase transformations of mixtures 14. Dilute solutions; Chemical equilibrium 15. Final exam Small Category Code Small Category Title and basics) Middle Category Code Middle Category Title		
Homework	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks			
Reading List			

Websites	
Website of Laboratory	
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.

Course Name	Statistical Mechanics I		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	2000	Course Number	027078
Instructor(s) (Institution)	ARINDAM Das (教育イノベーション機構)		
Course Objectives	The objective of statistical physics is understanding the behaviour of matter on the basis of its microscopic structure and of the microscopic laws of nature.		
Course Goals	To obtain a basic understanding of the key concepts of thermal physics like entropy, especially the use and basic applications of equilibrium statistical mechanics and elementary thermodynamics in problems of pedagogical and practical importance.		
Course Schedule	1. Thermal Equilibrium; The ideal gas; Equipartition of energy 2. Heat and Work; Compression work 3. Heat capacities; Rates of processes 4. Two-state systems; The Einstein model of a solid; Interacting systems 5. Large systems; The ideal gas 6. Entropy 7. Temperature; Entropy and Heat 8. Paramagnetism; Mechanical equilibrium and pressure 9. Diffusive equilibrium and Chemical potential; Summary and a look ahead 10. Heat engines; Refrigerators 11. Real heat engines; Real refrigerators 12. Free energy as available work and as a force toward equilibrium 13. Phase transformations of pure substances; Phase transformations of mixtures 14. Dilute solutions; Chemical equilibrium 15. Final exam		
Homework	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks			
Reading List			
Websites			
Website of Laboratory			

Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.
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Course Name	International Projects		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	2000	Course Number	027079
Instructor(s) (Institution)	WATABE Yoichi (工学研究院)		
Course Objectives	The students are to learn the significance of international project in civil engineering, the difference from domestic project and the expected internationalization of civil engineers through practical examples of international projects for planning, design, construction and conservation of infrastructures as well as internationalization of standards, education and research in civil engineering.		
Course Goals	1. Understand the significance of international projects in civil engineering. 2. Understand the difference between international and domestic projects. 3. Understand the necessary international characteristics for civil engineers.		
Course Schedule	Week 1) Infrastructure and International Project: Learn characteristics of international project in civil engineering and its role. Weeks 2 to 16) Planning, Design, Construction and Conservation of Infrastructures and Practical Examples: Learn characteristics of planning, design, construction and conservation of infrastructures, code drafting and education/research in international projects by comparing those in domestic projects.		
Homework	The students are suggested to learn by themselves using the handouts distributed at classes for one to two hours for each class. The students are also required to do in-class exercises for a short time and take-home exercises for a couple of hours in order to understand the course contents more precisely.		
Grading System	[Points for Evaluation] The evaluation is conducted in terms of all of three points shown in the above Course Goal. [Criteria for Evaluation] The full mark is 100%. The full mark will be given to the student who satisfies all of three points in the above Course Goal with very high level, while 60% is to the student who satisfies just the minimum requirement of all of the five points. [Method for Evaluation] The students will be given their overall grades based on the overall performances of exercises and reports provided by the instructors. The overall achievement classifications are as follows: 95 or more: A+, 94-90: A, 89-85: A-, 84-80: B+, 79-75: B, 74-70: B-, 69-65: C+, 64-60: C. Grade A+ will be given to students whose rank is approximately in the top 5%. Students whose score is less than 60 are not awarded the credit.		
Textbooks	各教員が配布する教材を用いる。 The handout will be distributed in the class room by the instructors.		
Reading List			
Websites			

Website of Laboratory	
Additional Information	About five instructors share classes. The course is taught in English, but the material is prepared in either English or Japanese. The course is registered for HUSTEP and International Exchange.

Course Name	Ecology and Evolution		
Semester, Year	2nd semester Fall Term	Number of Credits	1 Credit
Course level	5000	Course Number	027080
Instructor(s) (Institution)	ARAKI Hitoshi (農学研究院)		
Course Objectives	In this course, we learn concepts and techniques of ecology, evolution and conservation through profound discussions on peer-reviewed papers in scientific journals.		
Course Goals	1. Understand the concepts of ecology, evolution and conservation 2. Evaluate scientific manuscript critically 3. Summarize peer-reviewed papers and give presentations for discussion 4. Lead and contribute to scientific discussions		
Course Schedule	We assign a discussion leader for each paper of interest. The discussion leader will summarize the paper at the beginning of each course, followed by discussions over the paper. The scientific papers include ecology, evolution and conservation. The study species may include not only animals but also plants and micro-organisms.		
Homework	Read the paper thoroughly in advance and prepare for discussion. Each member is expected to provide some idea(e.g. questions, critics, better methods) to the discussion each time.		
Grading System	Contribution to the open discussion (70%) and strategy for leading the discussion (30%) are evaluated. No final exam.		
Textbooks			
Reading List	Eco-evolutionary Dynamics: Andrew P. Hendry, Princeton Univ Pr, 2016, 0691145431		
Websites			
Website of Laboratory	https://animalecologystaff.wixsite.com/hgs-lae/en		
Additional Information			

Course Name	Introduction to Marine Science		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027081
Instructor(s) (Institution)	BOWER John Richard (水産科学研究院)		
Course Objectives	The world's ocean is critically important to the people of Japan both as a supply of food and for its role in regulating the climate. In this course, I will give a clear, current and comprehensive overview of the ocean focusing on different areas of study, including astronomy (天文学), biology (生物学), cephalopods (頭足類), chemistry (化学), ecology (生態学), fisheries (漁業), geology (地質学), history (史学), marine resources (海洋資源), meteorology (気象学), and oceanography (海洋学). My goal is to create a learning environment where students tackle questions they are interested in, think critically, and learn to reason from evidence. Student involvement will be important. You will not be asked to listen and remember facts. Rather you will be expected to analyze, understand, and evaluate evidence and conclusions. Students will be encouraged to provide regular input on how they are experiencing the course throughout the semester.		
Course Goals	In this course, you will explore some of the exciting research now being done on the world's ocean. By the end of the course, you should be able to recognize how the ocean influences your daily life, communicate about the ocean in a meaningful way, and make informed and responsible decisions regarding the ocean and its resources. Students completing the course should be able to demonstrate the following competencies: • A development of the conceptual basis needed to understand how the ocean works, • An understanding and appreciation of the ocean's role in human societies, and • An ability to communicate clearly in written reports and an oral presentation.		
Course Schedule	1. An ocean world (海の世界) 2. Earth structure and plate tectonics (地球構造とプレートテクトニクス) 3. Continental margins and ocean basins (大陸縁辺部と海盆) 4. Sediment (堆積物) 5. Water and ocean structure (海水と海洋構造) 6. Ocean chemistry (海洋化学) 7. Circulation of the atmosphere (大気の循環) 8. Circulation of the ocean (海洋循環) 9. Waves and tides (波と潮) 10. Life in the ocean (海の生活) 11. Plankton, algae and plants (プランクトン、海藻、および植物) 12. Food security and fisheries (食料安全保障と漁業) 13. Climate change (気候変動) 14. Introduction to the cephalopods (頭足類入門) 15. Oral presentations (発表会)		
Homework	The course will involve lectures and small-group discussions in the classroom, as well as investigating topics and writing four reports outside of class. Students will also get experience preparing and giving an oral presentation in English.		
Grading System	To evaluate your progress in reaching the course goals (and to provide you with feedback on your learning), I will use the following: 1) Four written reports (報告書), 20% each of final grade 2) One oral presentation (発表), 10% of final grade 3) Attendance (出席), 10% of final grade Final grades will be determined using the following scale: 95-100%, A+; 90-94%, A; 85-89%, A-; 80-84%, B+; 75-79%, B; 70-74%, B-; 65-69%, C+; 60-64%, C; 50-59%, D; 0-49%, D-; 評価なし, F To receive credit for the course, students must attend at least 9 of the 15 lectures.		

Textbooks	
Reading List	
Websites	
Website of Laboratory	
Additional Information	Much of the information presented in the lectures will come from “Oceanography: An Invitation to Marine Science” (Brooks Cole, 9th ed.) by Tom S. Garrison. Students are not required to purchase this textbook. Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. Students who, for whatever reason, plagiarize any part of their report will receive a zero for the assignment. International students are welcome to enroll in the course, but should understand that most students in the course will be Japanese undergraduate students, so the lectures will be aimed at students with intermediate levels of English ability.

Course Name	Field Bioscience in the Northern Biosphere		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027082
Instructor(s) (Institution)	HOSHINO Yoichiro (北方生物圏フィールド科学センター)		
Course Objectives	To understand the field sciences on ecosystem conservation, sustainable bioproduction, biodiversity, and material cycling in a wide variety of fields including forest, farm, and aquatic environments, and to learn the most advanced field science in each research field.		
Course Goals	To understand both comfortable lives of human due to the rapid progress of scientific technology and serious problems of the global environment, to learn the new subject of field science to solve the problems of bioproduction against global ecosystem conservation, and then to profit for a better understanding of human activity in harmony with natural environments in the global ecosystem.		
Course Schedule	Introduction of Field Bioscience in the Northern Biosphere (Y. Hoshino) Small fruit production and utilization of wild genetic resources Utilization of plant genetic resources : Filed tour (Y. Hoshino) Utilization of cover crops for sustainable crop production (T. Hirata) Life on Snow and Ice (J. Uetake) Carbon cycle in northern forests (K. Takagi) Endangered plant conservation in botanic gardens (K. Nakamura) Taxonomy, morphology and phylogeny of Angiosperm (T. Azuma) Potential of Grass-fed cattle and Application of Epigenetics in Beef Production (T. Gotoh) An introduction to phycology (C. Nagasato) Creation of kelp forest and resource management of kelp (N. Yotsukura) Fish migration (S. Hagihara) Visualization of Marin bioresources (K. Minami) An introduction to cephalopods (J. Yamamoto) An Introduction to biologing (K. Miyashita) Potential of IoT and Space Technology Application in Beef Production (T. Gotoh)		
Homework	Preferable to carry out preparations and reviews of each lecture using appropriate books and lecture materials.		
Grading System	Attendance rate must be over 60%. Each lecturer evaluated the reports. The evaluation is based on the participation in class (50%), and reports (50%).		
Textbooks			
Reading List			
Websites			

Website of Laboratory	
Additional Information	The lectures may be provided by the online system. The procedures of the lectures will be decided by the number of students and the status of BCP level.

Course Name	Analyzing the Language of Mysticism		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027083
Instructor(s) (Institution)	Peter Richardson (メディア・コミュニケーション研究院)		
Course Objectives	The aim of this course is to introduce students to the study of mysticism. This will involve first introducing students to what mysticism is and how it is approached by different researchers, then exposing students to some key readings in mysticism followed by a discussion of their significance. Finally, there will be a focus on some of the key elements of mysticism, such as unity, non-dualism, and reversed agency.		
Course Goals	The goals of the course include: [1] Developing the ability to understand and discuss the advantages and disadvantages of different approaches to studying mysticism. [2] Improving reading skills through the comprehension of texts related to mysticism. [3] Being able to critically evaluate the key elements of mysticism and relate them to one's own beliefs about the nature of reality.		
Course Schedule	This is a provisional outline of the course content. Week 1: Introduction to the Course Week 2: Katz and Hick and Social Constructionism Week 3: Stace, Zahner, Hood, and the Common Core View, Part 1 Week 4: Stace, Zahner, Hood, and the Common Core View, Part 2 Week 5: An Introduction to Embodied Cognition and Cognitive Linguistics Week 6: Contemporary Christian Mystics: Steindl-Rast, Part 1 Week 7: Contemporary Christian Mystics: Steindl-Rast, Part 2 Week 8: Contemporary Christian Mystics: Cynthia Bourgeault, Part 1 Week 9: Midterm Test + Review Week 10: Contemporary Christian Mystics: Cynthia Bourgeault, Part 2 Week 11: Contemporary Buddhists: Adyashanti Week 12: Contemporary Christian and Buddhist Mystics in Dialogue Week 13: Final Presentations Week 14: Final Presentations Week 15: Final Test + Review of the Course		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as 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	There is no set textbook for this course.		
Reading List			
Websites			

Website of Laboratory	
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.

Course Name	Language and Culture through Film		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027084
Instructor(s) (Institution)	Spicer PAUL (メディア・コミュニケーション研究院)		
Course Objectives	Introduction to Film Language and Culture is designed specifically for students who have had little, or no previous encounters with Film Studies. Upon successful completion of this course, students should be able to: •visually analyse and decode texts •display an understanding of the various roles that film plays in different social, cultural, and national contexts •understand the importance of visual and aural metaphor •display an awareness of gender roles and their deployment in garnering both empathetic and sympathetic responses from an audience •develop an appreciation of how a combination of industrial, commercial, and artistic factors work together to shape cinema •apply relevant film theories to highlight and articulate ideas		
Course Goals	1 : Students can understand the basic requirements for textual analysis 2 : Students are able to analyse images at an intermediate level 3 : Students are familiar with analytical terms and their application 4 : Students are aware of the relationship between cinema and society		
Course Schedule	Class #1: Introduction to Language and Culture through Film This initial lecture will be delivered in two sections: The first will serve as an introduction to studying film and culture at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss how we can ‘read’ a film and examine some techniques that filmmakers use to convey their message. Finally, we will analyse a key scene from the film Psycho (Hitchcock, 1960). Preparation for class 2: Read the syllabus. Read the given reading. Download and watch a video on ‘Camera Techniques’ **This video should be watched and studied throughout the course. All students should be able to easily identify all of the techniques shown in the video** Review: in-class notes Class #2: Terminology and Film Language This lecture will focus on academic writing and researching for film. The session will also introduce students to key theories and terminology which are necessary when writing about, presenting, and discussing film. We will also examine different cinematic techniques – Camera Angles – Editing (Montage and One-Scene-One-Shot), and how, and for what purpose, they are deployed. Preparation for class 3: Given reading. Review: In-class notes Class #3: Mise en Scène Mise en scène is the collective term, derived from the French (theatre), for the contents of the film frame and their arrangement. This would include lighting, costume, set design, and the actors themselves. This week’s lecture examines each of the key constituents of mise en scène with reference to a range of film examples. But we should remember that we are considering not simply the contents of the frame, but also how those elements are arranged and given meaning. Photography, editing, sound, and music will also determine these aspects. Preparation for class 4: Given reading. Review: In-class notes Class #4: Film Style: Lighting and Soundscape When watching a film, we are often drawn to the visual elements of a scene - the costumes, the setting, and the characters; what we often tend to forget is the crucial role that both lighting and sound can have on the emotional elements of cinema. This lecture will examine both lighting and sound and explore how they are used to complement the visual effect of cinema. We will highlight some key figures in both arts, including two of Steven Spielberg’s regular collaborators, cinematographer Janusz Kaminski, and composer John Williams.		

Preparation for class 5: Given reading.

Review: In-class notes

Class #5: Genre Theory

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

Preparation for class 6: Given reading.

Review: In-class notes

Class #6: Film Authorship

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

Preparation for class 7: Given reading.

Review: In-class notes

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

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

Preparation for class 8: Given reading.

Review: In-class notes

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

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

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

Review: In-class notes

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

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

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

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

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

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

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

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

	Classical Narrative Mode, and can leave audiences confused or struggling to understand what they are seeing and why? This lecture will first address what constitutes the classical narrative mode before going on to examine the methods that directors use to subvert it. Review: in-class notes Class #15: Classical Film Narrative: Structure and Subversion - Screening This week, students will put their analytical skills to the test, and watch a film which relates to the previous week's lecture. Preparation: Review course material and personal notes in preparation for the week 16 test Class #16: Final Test
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.
Grading System	Class Participation/Engagement - 30% (2% per class) Textual Analysis 500+ words - 30% Final Test 40%
Textbooks	NOTE: A textbook is not required. Relevant readings will be given in class, or posted online for download.
Reading List	
Websites	
Website of Laboratory	
Additional Information	**PLEASE READ CAREFULLY** Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. Lecture topics are subject to change. Students will be notified in class if this is the case. It is the responsibility of any student who misses a class to catch up with the lecture's theme and to request any readings, and necessary viewings which were given during the lecture. Film Language & Culture relies heavily on film history and various film theories. Therefore, students must be thoroughly engaged with film and film culture. It is advised that if you are thinking about taking this class, then you attend the first class as the information contained therein is extremely important. Any student who is sleeping/using a phone/not engaging with the subject will be penalised through their attendance and class participation score.

Course Name	Understanding Religious Experience		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027085
Instructor(s) (Institution)	Peter Richardson (メディア・コミュニケーション研究院)		
Course Objectives	The aim of this course is to provide an outline of a new framework for understanding religious experience. Each part of the framework will be introduced using evidence from relevant studies, religious texts, or academic presentations. Students will be exposed to various fields of study from animal behavior and evolutionary biology to consciousness studies, cognitive linguistics, and religious studies.		
Course Goals	The goals of the course include: [1] Improving students' abilities to understand and discuss a range of text types and media. [2] Developing students' abilities to critically evaluate new ideas and actively look for strengths and weaknesses in complex arguments. [3] Encouraging students to develop their own original ideas and points of view in addition to being able to clearly articulate those ideas to others.		
Course Schedule	Below is a provisional outline of the topics covered during this course. Week 1: Introduction to the course Week 2: Are humans unique? Goals and joint and collective intention Week 3: An introduction to theories of consciousness Week 4: Examples of the Source Path Goal schema in religious language Week 5: Image schema attenuation: The strange case of the suicidal penguin Week 6: The joint source path goal schema: Conversations with spirits at four o'clock in the morning Week 7: Image schema attenuation and the joint source path goal schema in Zen Buddhist and Christian Evangelical Testimonials Week 8: Test and review of the course. Week 9: An Introduction to Conceptual Blending Week 10: Blending and the Crucial Role of Paradox in Religious Language (Case Study: Responsibility and Predestination in Protestant Reformed Evangelicalism) Week 11: John 3:16, Zen Buddhism, and Adyashanti Week 12: The Cloud of Unknowing, Christian mysticism, and Cynthia Bourgeault Week 13: Tying up the loose ends Week 14: Final presentations Week 15: Test and course review		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as 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	There is no set textbook for this course.		
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	Ethnography: Theory and Practice		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027086
Instructor(s) (Institution)	Letson James Dewi (メディア・コミュニケーション研究院)		
Course Objectives	Build a foundational knowledge base of ethnographic methodology. Put what you have learned into practice through both practical fieldwork and workshops.		
Course Goals	On completing this course students will: 1. Understand the scope, application, benefits, and limits of ethnography in academic research, with a focus on anthropology. 2. Gain practical skills and experience in carrying out ethnographic fieldwork. 3. Learn how to express ethnographic data in both written text and spoken presentation.		
Course Schedule	1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules. 2. Introductory talk and discussion: What is ethnography and why should we learn how to do it? 3. Lecture: The Applications, Limitations, and Ethics of Ethnography 4. Reading and discussion 1 5. Reading and discussion 2 6. Reading and discussion 3 7. Reading and discussion 4 8. Fieldwork project planning session 9. Fieldwork workshop 10. Fieldwork project week 1 11. Fieldwork project week 2 12. Reading and Discussion 5 13. Writing workshop. 14. Reading and writing week. 15. Course reflection and essay submission.		
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. Specific homework for this course: Read the set texts and prepare for class discussions (this includes preparing summaries and discussion questions). Conduct a fieldwork project and keep detailed field notes (these must be submitted at the end of the course). Write an ethnographic essay based on the results of your fieldwork project.		
Grading System	Participation in class discussions (including summaries of the reading texts and preparation of discussion questions) - 25% Fieldwork project (based on submission of field notes) - 35% Final essay - 40%		
Textbooks	必要な資料は全て授業で配布します。 All materials will be distributed in class.		
Reading List	指定図書はないです。 There is no set textbook for this course.		

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 Critical Thinking		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027087
Instructor(s) (Institution)	Paul John Martin (メディア・コミュニケーション研究院)		
Course Objectives	Critical thinking helps us move toward truth and away from error; make good rather than bad decisions in our studies, business and finances, and separate fact from fabrication in research, journalism, and social media. It has always been at the heart of education but has recently become a key skill for ensuring we can make wise use of AI. This course will explain what critical thinking is, and how it differs from other forms of thinking and decision-making. Through case studies and examples students will apply techniques to evaluate arguments and claims, check the authority and quality of sources, identify biases and fallacies, and make decisions based on sound reasoning. The course makes use of terms and concepts from philosophy, but is aimed at non-philosophy students.		
Course Goals	By the end of the course you will: Be able to identify and evaluate arguments and claims Understand different forms of reasoning Evaluate data presented in a range of ways Take a critical approach to using AI in your studies and research Identify fallacies and biases in your own and others' reasoning		
Course Schedule	1. Introduction: What is critical thinking? 2. Parts of an argument 3. Deductive arguments 4. Inductive arguments 5. Principles of argumentation and critical thinking 6. Fallacies (informal) 7. Fallacies (probabilistic and statistical) 8. Mid-term quiz 9. Critical thinking and AI (1) 10. Critical thinking and AI (2) 11. Categorical propositions 12. Evaluating sources 13. Assessing data 14. Critical thinking and problem solving 15. Review and final exam		
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 will be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Attendance, class participation and completion of homework: 25% Mid-term quiz: 25% Project report (written): 25% Final exam: 25%		
Textbooks			
Reading List			
Websites			

Website of Laboratory	
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. This course is offered jointly with Arts and Science Courses in English.

Course Name	Language and Culture through Film		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027088
Instructor(s) (Institution)	Spicer PAUL (メディア・コミュニケーション研究院)		
Course Objectives	Introduction to Film Language and Culture is designed specifically for students who have had little, or no previous encounters with Film Studies. Upon successful completion of this course, students should be able to: •visually analyse and decode texts •display an understanding of the various roles that film plays in different social, cultural, and national contexts •understand the importance of visual and aural metaphor •display an awareness of gender roles and their deployment in garnering both empathetic and sympathetic responses from an audience •develop an appreciation of how a combination of industrial, commercial, and artistic factors work together to shape cinema •apply relevant film theories to highlight and articulate ideas		
Course Goals	1 : Students can understand the basic requirements for textual analysis 2 : Students are able to analyse images at an intermediate level 3 : Students are familiar with analytical terms and their application 4 : Students are aware of the relationship between cinema and society		
Course Schedule	Class #1: Introduction to Language and Culture through Film This initial lecture will be delivered in two sections: The first will serve as an introduction to studying film and culture at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss how we can ‘read’ a film and examine some techniques that filmmakers use to convey their message. Finally, we will analyse a key scene from the film Psycho (Hitchcock, 1960). Preparation for class 2: Read the syllabus. Read the given reading. Download and watch a video on ‘Camera Techniques’ **This video should be watched and studied throughout the course. All students should be able to easily identify all of the techniques shown in the video** Review: in-class notes Class #2: Terminology and Film Language This lecture will focus on academic writing and researching for film. The session will also introduce students to key theories and terminology which are necessary when writing about, presenting, and discussing film. We will also examine different cinematic techniques – Camera Angles – Editing (Montage and One-Scene-One-Shot), and how, and for what purpose, they are deployed. Preparation for class 3: Given reading. Review: In-class notes Class #3: Mise en Scène Mise en scène is the collective term, derived from the French (theatre), for the contents of the film frame and their arrangement. This would include lighting, costume, set design, and the actors themselves. This week’s lecture examines each of the key constituents of mise en scène with reference to a range of film examples. But we should remember that we are considering not simply the contents of the frame, but also how those elements are arranged and given meaning. Photography, editing, sound, and music will also determine these aspects. Preparation for class 4: Given reading. Review: In-class notes Class #4: Film Style: Lighting and Soundscape When watching a film, we are often drawn to the visual elements of a scene - the costumes, the setting, and the characters; what we often tend to forget is the crucial role that both lighting and sound can have on the emotional elements of cinema. This lecture will examine both lighting and sound and explore how they are used to complement the visual effect of cinema. We will highlight some key figures in both arts, including two of Steven Spielberg’s regular collaborators, cinematographer Janusz Kaminski, and composer John Williams.		

Preparation for class 5: Given reading.

Review: In-class notes

Class #5: Genre Theory

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

Preparation for class 6: Given reading.

Review: In-class notes

Class #6: Film Authorship

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

Preparation for class 7: Given reading.

Review: In-class notes

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

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

Preparation for class 8: Given reading.

Review: In-class notes

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

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

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

Review: In-class notes

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

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

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

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

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

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

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

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

	Classical Narrative Mode, and can leave audiences confused or struggling to understand what they are seeing and why? This lecture will first address what constitutes the classical narrative mode before going on to examine the methods that directors use to subvert it. Review: in-class notes Class #15: Classical Film Narrative: Structure and Subversion - Screening This week, students will put their analytical skills to the test, and watch a film which relates to the previous week's lecture. Preparation: Review course material and personal notes in preparation for the week 16 test Class #16: Final Test
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.
Grading System	Class Participation/Engagement - 30% (2% per class) Textual Analysis 500+ words - 30% Final Test 40%
Textbooks	NOTE: A textbook is not required. Relevant readings will be given in class or posted online for download.
Reading List	
Websites	
Website of Laboratory	
Additional Information	**PLEASE READ CAREFULLY** Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. Lecture topics are subject to change. Students will be notified in class if this is the case. It is the responsibility of any student who misses a class to catch up with the lecture's theme and to request any readings, and necessary viewings which were given during the lecture. Film Language & Culture relies heavily on film history and various film theories. Therefore, students must be thoroughly engaged with film and film culture. It is advised that if you are thinking about taking this class, then you attend the first class as the information contained therein is extremely important. Any student who is sleeping/using a phone/not engaging with the subject will be penalised through their attendance and class participation score.

Course Name	Video game analysis		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027089
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN (メディア・コミュニケーション研究院)		
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	By the end of this course, students should be able to: 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	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	Pronunciation and Presentation Skills		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027090
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET (メディア・コミュニケーション研究院)		
Course Objectives	This course will help improve your listening and speaking skills, with a primary focus on giving better presentations in English. In addition, this course will help students who aim to improve their English pronunciation skills, with a focus on North American English.		
Course Goals	After successful completion of this course, students will be able to: *Understand academic presentations in English *Identify aspects of effective presentations *Improve your pronunciation, delivery and prosody of speech *Give a presentation effectively in English		
Course Schedule	Week 1: Course Introduction Week 2: Your Pronunciation Profile & Model Presentations Week 3 - 5 : Units 2, 3, 4 Sounds and Syllables Week 6: Group Presentation Week 7-9: Units 5, 6, 7 Stress in Words and Sentences Units 8, 9, 10 Thought Groups and Intonation Week 10: Presentation 2 Week 11-13: Units 11 - 12 Connected Speech Week 14 & 15: Individual Presentations		
Homework	Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.		
Grading System	Grading System Course Credit Requirements: 1. Participate in group and individual presentations 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading: Participation (20%) Homework (30%) Presentations (50%)		
Textbooks	Well Said Pronunciation for Clear Communication (Fourth Edition): Linda Grant, Eve Einselen Yu, National Geographic (CENGAGE), 2016, 9781305641365		
Reading List			
Websites			

Website of Laboratory	
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. Students will access all class materials, quizzes, and homework assignments via devices (laptops, smartphones, tablets) in the classroom. This course is created for English as a Foreign Language or English as a Second Language students who wish to improve their pronunciation and presentation skills.

Course Name	Popular Music & Society		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	2000	Course Number	027091
Instructor(s) (Institution)	Spicer PAUL (メディア・コミュニケーション研究院)		
Course Objectives	This course acknowledges the role that popular music has played in society throughout the latter half of the 20th-Century. Each lecture will focus on a specific period in history, first exploring the contemporary social and cultural context, before going on to examine how popular music, and the musicians who created it, responded to these concerns. Our goal is to explore how various issues that were prevalent in contemporary society, including political - economic - race - individuality - personal freedom - alienation - gender equality - protest - war - civil rights - is addressed by the musicians of the period. The question that we need to consider is, how much can we really learn about a specific period, place, or social upheaval just by listening to its music? In addition, we then have the question of which artists are included in these histories, who gets left out, and on what grounds? Through themed lectures and discussion, we will address these concerns, further concentrating on popular music and how it has influenced society regarding fashion, identity and attitude. In addition, we will also explore how society has affected popular music's themes and styles as well as given musicians a focus in which to direct their anger.		
Course Goals	1 : Students can understand the various roles that popular music plays in society 2 : Students can appreciate the role of the artist in contemporary society 3 : Students are familiar with analytical terms, and their usage 4 : Students are fully aware of cultural nuance and specificity		
Course Schedule	Class 1: Introduction: This initial lecture will be delivered in two parts: The first will serve as an introduction to studying Popular Music and Society at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss the definition of popular music, what makes it relevant, and its cultural impact on society. Preparation: Review: Read the handout provided in class Class 2: Rock Around the Clock: Moral Panic and the Rise of the Teenager (USA 1954 – 1959) This lecture will discuss the rise of Rock 'n' Roll in the USA in the early 1950s. We will first explore the origins of the genre, before going on to examine how, and why, this music created such fear and panic throughout the United States. Preparation: Research relevant topics and themes Review: Read the handout provided in class Class 3: She Loves You: The Beatles and the Cultural Revolution (UK 1963-1970) The Beatles are arguably the most popular musical group in history. From the early 1960s until the present day, they have been an integral part of people's lives from many different countries and cultures. However, despite their musical impact, they were also responsible for changes in the way people think about politics, race issues, and war. The band changed people's perceptions of popular music, harnessing its power to call for social change. This lecture will explore the legacy of The Beatles' music, highlighting how the band became a catalyst for social change. Preparation: Research relevant topics and themes Review: Read the handout provided in class Class 4: Fortunate Son: Protest and Paranoia (USA 1958 - 1969) In this week's lecture we will examine the impact of popular music on culture in the U.S.A from the late-1950s to the late-1960s. In America during this period, the Vietnam War was polarising the country, there were violent protests across university campuses, the civil rights movement was gaining momentum, and the continued		

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

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

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

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

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

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

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

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

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

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

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

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

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

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

Class 9: T.B.C: The lecture theme will be announced in Class 8

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 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 gone before. However,

	despite the initial idealism of the Britpop bands, once mainstream success had been achieved and the bands were the target of the tabloid press, matters became more serious. This lecture will explore Britpop from its birth to its death exploring how/if it has changed British cultural values, particularly in relation to class and gender. Preparation: Research relevant topics and themes Review: Read the handout provided in class Class 12: Just a Girl: Women and the Music Industry In this lecture, we will explore the role of women in the music industry. We will discuss the historical position of women in popular music, locate the female pop star in a historical context and finally highlight the career and position in the music industry of Madonna. Preparation: Research relevant topics and themes Review: Read the handout provided in class Also, in this class students will undertake the first assessment. Class 13: Review and Preparation for Presentations In this class students are expected to: Form presentation groups. Agree on a presentation topic. Agree on group roles. Class 14: Presentation Workshop In groups, students attend class to work on, practice and fine-tune their presentations Class 15: Student Presentations.
Homework	Students will be expected to positively do preparation for and review lesson material. 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.
Grading System	Class Participation : 30% Listening Test: 25% Group Presentation : 45%
Textbooks	Students will be given relevant readings during classes. In addition to the reading tasks, during some weeks students will be given an additional reading or a specific text to study in preparation for the following week's topic. Students will review the
Reading List	
Websites	
Website of Laboratory	
Additional Information	**PLEASE READ CAREFULLY** Students with English language proficiency at or above intermediate level (TOEFL-ITP score ≥ 500) may register for this course. Students MUST have a very keen interest in popular music, its trends and fashions, and its role and influence in/on society. Students must ensure that they download the relevant material from Moodle. Students should attend every class. In case of any absence, it is the student's responsibility to catch up with the topics covered and request any set readings. If a student is absent for 5 classes, they cannot receive a passing grade. It is advised that if you are thinking about taking this class, then you attend the first class as the information contained therein is extremely important. Any student who is sleeping/using a phone/not engaging with the subject will be penalised through their class participation mark.

Course Name	Indigenous Peoples and Education		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027092
Instructor(s) (Institution)	Jeffry Joseph GAYMAN (メディア・コミュニケーション研究院)		
Course Objectives	The purpose of this course is to deepen students' intercultural understanding through focusing on the topic of education as it relates to Indigenous Peoples and their aspirations and needs. Students will be introduced to the unique position of Indigenous Peoples in world history, general issues of Indigenous peoples as related to cultural transmission and education, and Indigenous responses to the educational challenges that they face. The course will use a variety of media including books, newspaper articles, interviews, video, film, You Tube, as well as actual Indigenous educational materials, in order to allow students to experience Indigenous society and culture and its issues in a firsthand way. Students will be given ample opportunities in class to discuss their own culture and experiences as related to the course topics, and thus extend their analytical and critical thinking skills and improve their oral and written skills of persuasion and critical commentary.		
Course Goals	○To understand the unique position of Indigenous Peoples in world history, and through doing so to gain a deeper understanding of the relation between majority and minority peoples. ○To critically reflect on the role of the environment, and of education, in cultural transmission and maintenance, and to become aware of the special needs of Indigenous peoples with regard to education. ○To increase cultural sensitivity. ○To critically reflect on power relations in society. ○To increase knowledge and awareness of Indigenous peoples lives, issues and values, with a focus on the Indigenous Peoples of Aotearoa/New Zealand, Alaska, Hawaii, Scandinavia, and Japan. ○To critically reflect on the relation between language, culture and identity, and on how we acquire and transmit our Native as well as second languages.		
Course Schedule	Week 1 Native Knowledge Systems Week 2 Native Knowledge Systems CONT Stories and the Oral Tradition Week 3 Native Knowledge Systems CONT Stories and the Oral Tradition Week 4 Review and Discussion Week 5 Colonialism, Imperialism and 'Indigenous Peoples' Week 6 The Nation-State and Schooling/Assimilatory Education Week 7 Language Shift and Loss of Tradition Week 8 "Culturally-Responsive Education", "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		
Homework	Students will be expected to positively do preparation for and review of lesson material. The instructor will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as 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	In-Class Participation (40%), Oral Presentations (20%), Journal/Final Paper (40%) 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. 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. Journal or Final Paper (40%)		

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	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.
Textbooks	Materials will be distributed by the instructor in class.
Reading List	
Websites	
Website of Laboratory	https://researchmap.jp/483/
Additional Information	

Course Name	Ethnography: Theory and Practice		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027093
Instructor(s) (Institution)	Letson James Dewi (メディア・コミュニケーション研究院)		
Course Objectives	Build a foundational knowledge base of ethnographic methodology. Put what you have learned into practice through both practical fieldwork and workshops.		
Course Goals	On completing this course students will: 1. Understand the scope, application, benefits, and limits of ethnography in academic research, with a focus on anthropology. 2. Gain practical skills and experience in carrying out ethnographic fieldwork. 3. Learn how to express ethnographic data in both written text and spoken presentation.		
Course Schedule	1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules. 2. Introductory talk and discussion: What is ethnography and why should we learn how to do it? 3. Lecture: The Applications, Limitations, and Ethics of Ethnography 4. Reading and discussion 1 5. Reading and discussion 2 6. Reading and discussion 3 7. Reading and discussion 4 8. Fieldwork project planning session 9. Fieldwork workshop 10. Fieldwork project week 1 11. Fieldwork project week 2 12. Reading and Discussion 5 13. Writing workshop. 14. Reading and writing week. 15. Course reflection and essay submission.		
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. Specific homework for this course: Read the set texts and prepare for class discussions (this includes preparing summaries and discussion questions). Conduct a fieldwork project and keep detailed field notes (these must be submitted at the end of the course). Write an ethnographic essay based on the results of your fieldwork project.		
Grading System	Participation in class discussions (including summaries of the reading texts and preparation of discussion questions) - 25% Fieldwork project (based on submission of field notes) - 35% Final essay - 40%		
Textbooks	必要な資料は全て授業で配布します。 All materials will be distributed in class.		
Reading List	指定図書はないです。 There is no set textbook for this course.		

Websites	
Website of Laboratory	
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score <500) may register for this course.

Course Name	Understanding play: Multidisciplinary perspectives		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027094
Instructor(s) (Institution)	Paul John Martin (メディア・コミュニケーション研究院)		
Course Objectives	Play is a central feature of human life. It has been studied by psychologists, cultural historians, sociologists, philosophers and literary theorists. Therefore, to fully understand play, we need to take a multidisciplinary approach, combining the insights from these different academic fields. In this course, you will read short texts by scholars and researchers studying play in these different fields. You will listen to lectures unpacking these texts and engage in classroom discussions to better understand and engage with these texts.		
Course Goals	By the end of the course, students should be able: To understand and explain what play is, both in human and non-human animals To understand, explain and compare different theories of play. To discuss the role or function of play in human society and culture. To read and discuss short academic texts on play. To write short reflective reports on theories of play. To communicate more confidently through English when discussing ideas.		
Course Schedule	1: Introduction 2: Defining play 3: Animal play (1) 4: Animal play (2) 5: Childhood 6: Education 7: Sociology 8: Mid term quiz 9: Philosophy 10: Psychology 11: Literature, music and art 12: Sport 13: Play spaces 14: Toys and games 15: Presentations		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes. For this course, classes will include lecture and discussion. The discussions will be based on assigned readings. It is therefore essential that students read the assigned reading before coming to class.		
Grading System	Completion of homework, attendance and active participation in class: 15% 3 learning reflection reports (approx 200 words each): 15% Mid-term quiz: 35% Final individual student presentation: 35%		
Textbooks	There is no textbook for this class. I will provide weekly readings. It is essential that students read these before coming to class as they will form the basis of the class discussions.		
Reading List			
Websites			

Website of Laboratory	
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.

Course Name	Understanding play: Multidisciplinary perspectives		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027095
Instructor(s) (Institution)	Paul John Martin (メディア・コミュニケーション研究院)		
Course Objectives	Play is a central feature of human life. It has been studied by psychologists, cultural historians, sociologists, philosophers and literary theorists. Therefore, to fully understand play, we need to take a multidisciplinary approach, combining the insights from these different academic fields. In this course, you will read short texts by scholars and researchers studying play in these different fields. You will listen to lectures unpacking these texts and engage in classroom discussions to better understand and engage with these texts.		
Course Goals	By the end of the course, students should be able: To understand and explain what play is, both in human and non-human animals To understand, explain and compare different theories of play. To discuss the role or function of play in human society and culture. To read and discuss short academic texts on play. To write short reflective reports on theories of play. To communicate more confidently through English when discussing ideas.		
Course Schedule	1: Introduction 2: Defining play 3: Animal play (1) 4: Animal play (2) 5: Childhood 6: Education 7: Sociology 8: Mid term quiz 9: Philosophy 10: Psychology 11: Literature, music and art 12: Sport 13: Play spaces 14: Toys and games 15: Presentations		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes. For this course, classes will include lecture and discussion. The discussions will be based on assigned readings. It is therefore essential that students read the assigned reading before coming to class.		
Grading System	Completion of homework, attendance and active participation in class: 15% 3 learning reflection reports (approx 200 words each): 15% Mid-term quiz: 35% Final individual student presentation: 35%		
Textbooks	There is no textbook for this class. I will provide weekly readings. It is essential that students read these before coming to class as they will form the basis of the class discussions.		
Reading List			
Websites			

Website of Laboratory	
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.

Course Name	Game studies: first-person shooters		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027096
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN (メディア・コミュニケーション研究院)		
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	Current Events in Language and Society		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027097
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET (メディア・コミュニケーション研究院)		
Course Objectives	Current Events in Language and Culture This course will focus on current events from an international perspective. Materials will include newspaper articles, news media, documentaries, TED talks, and other media sources in English. Students will also be asked to think critically about news reports and news media, which may challenge their own worldviews. 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.		
Course Goals	After successful completion of this course, students will be able to: *Understand information from various multimedia sources *Engage in critical thinking *Share opinions with others in class *Discuss international and domestic current events		
Course Schedule	In each lesson, students will engage with the class topic for a short time, answering content-based questions about the readings, and then discuss with the class. Discussions will take place in class as well as outside of class, through forum posting on the Learning Management System. -Weekly Assignment After each classroom discussion, students will be asked to write their reflections on the class forums, and respond to classmates. -Final Project Students will be required to lead a weekly discussion and a final presentation as part of the final project Weeks 1 - 7 Teacher Led Discussion Weeks 8 - 12 Student Led Discussion Week 13 - 15 Project Presentations		
Homework	Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.		
Grading System	Grading System Course Credit Requirements: 1. 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) Grading: Participation (20%) Homework (30%) Student-Led Discussion and Presentation(50%)		
Textbooks	There is no assigned textbook for this class. Readings and materials will be distributed in class, or made available online.		

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) in the classroom.

Course Name	Caught in a Mosh! Understanding Audience Responses to 'Extreme' Music		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027098
Instructor(s) (Institution)	Letson James Dewi (メディア・コミュニケーション研究院)		
Course Objectives	Build a foundational knowledge of human responses to music. Engage in cross-disciplinary textual research related to a specific socio-behavioral issue. Improve English research and writing skills		
Course Goals	On completing this course students will: 1. Gain insights into humans' physical, physiological, and psychological responses to music. 2. Be able to critically relativize their own and others' responses to different genres of music. 3. Gain practical experience of academic research and writing in English by taking a cross-disciplinary approach to a given socio-behavioral topic.		
Course Schedule	1. Orientation: explanation of course content and grading, deciding the schedule, and setting class ground rules 2. Introductory lecture and discussion: What is a 'mosh' and why should we care about it? 3. Lecture: Defining 'Extreme Music' 4. Lecture: Psychological, Bodily, and Social Responses to Music 5. Short lecture and in-class assignment: Are Extreme Music Fans Sick? 6. Discussion: Are Extreme Music Fans Sick? 7. Lecture: Music and identity 8. Short lecture and in-class assignment: Collective Effervescence 9. Discussion: Collective Effervescence and Live Music 10. Lecture: Between Identity and Effervescence: Live Music and Social Gravity 11. Reading and discussion: Gabrielle Riches 12. Reading and discussion: Rosemary Overell 13. Reading and discussion: James D Letson 14. Reading and writing week 15. Course reflection and assignment submission		
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. Specific homework for this course: Read the set texts and prepare for class discussions (this includes preparing summaries and discussion questions). Complete a final essay (essay topics will be discussed in class).		
Grading System	Participation in class discussions (including summaries of the reading texts and preparation of discussion questions) - 20% 2 short written assignments (in-class) - 30% Final essay - 50%		
Textbooks	必要な資料は全て授業で配布します。 All materials will be distributed in class.		
Reading List	指定図書はないです。 There is no set textbook for this course.		

Websites	
Website of Laboratory	
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score <500) may register for this course.

Course Name	Understanding how we communicate differently in the Japanese language		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027099
Instructor(s) (Institution)	KONISHI Takayuki (メディア・コミュニケーション研究院)		
Course Objectives	The course targets students interested in a) how Japanese communicates differently compared to other languages (mainly for learners of Japanese) and b) how Japanese communication differs across regions, as well as individuals (mainly for native speakers of Japanese). The differences discussed are mainly pragmatic (i.e. concerning language use and communication) rather than lexical, i.e. word differences like '捨てる (suteru)' in Kanto Japanese vs '投げる (nageru; lit. to throw)' in Hokkaido Japanese (see the expressions analysed in the course schedule below). For the final project, students will make group presentations either comparing Japanese to other languages or comparing different varieties of Japanese. They will also write a reflective essay integrating insights from the group presentations. While some familiarity with Japanese language and culture is helpful, all explanations and discussions will assume absolute beginners of the language.		
Course Goals	With successful completion of the course, students will be able to: - improve their understanding of Japanese, especially in comparison with other languages, - recognise regional, as well as individual, differences in Japanese communication, and - critically analyse, as well as present, such linguistic differences		
Course Schedule	Week 1: introduction to cross-cultural differences in language use Week 2: euphemism – 大丈夫です Week 3: euphemism – 検討します、行けたら行きます、今度誘ってください Week 4: euphemism – コーヒーでもいかがですか Week 5: (pseudo-)politeness – お世話になっております、よろしくお願いします Week 6: (pseudo-)politeness – させていただきます Week 7: responsibility avoidance – 知らんけど Week 8: risk avoidance – 適切に対応します Week 9: meaning changes – やばい、えぐい Weeks 10-11: preparation for group presentations Weeks 12-14: group presentations and discussions Week 15: conclusion (subject to change depending on the students' interests)		
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			
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-ITP 試験の成績が 500 点未満）を主な対象者とします。 As discussions of cultural issues may involve disagreement, all participants in class and group discussions are expected to show respect towards others and to refrain from evaluative or judgmental statements (NG: "That's an odd custom"; "That's rude to do"). 本科目で扱う文化の違いに関する議論は潜在的に意見の相違を生じるため、異なる意見や価値観を尊重し、相互に配慮した上での議論が望まれます。断定的、批判的な発言（例: "That's an odd custom"; "That's rude to do"）には厳正に対処します。

Course Name	Political Economy of Japan and East Asia		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	2000	Course Number	027100
Instructor(s) (Institution)	SASADA Hironori (教育イノベーション機構)		
Course Objectives	This course will explore political economy of East Asian countries including Japan, South Korea, Taiwan, and China. The course consists of two parts. The first part analyzes similarities and differences in the developmental paths and the systems of political economy in Japan, South Korea, Taiwan, and China. It also reviews existing studies on East Asian political economy. The second part examines the recent development in the economic relations among those countries focusing on such areas as trade, finance, and regional integration. This course places emphasis on interaction among the instructor and students in class, and students are expected to actively participate class discussion.		
Course Goals	Students are expected to develop the following skills in this course: (1) to understand several important key terms and concepts of East Asian political economy, (2) to discuss various issues of East Asian political economy from different points of view, (3) to communicate and collaborate with the rest of the class through class discussions.		
Course Schedule	Week 1: Guidance Week 2: Overview of Asian Economy and Explanations for the “Asian Miracle” Week 3: Political economy of Japan (1) The bureaucracy Week 4: Political economy of Japan (2) Industrial policies Week 5: Political economy of Japan (3) Corporate systems Week 6: Political economy of South Korea (1) Week 7: Political economy of South Korea (2) Week 8: Political economy of Taiwan Week 9: Midterm Exam Week 10: Political economy of China (1) Week 11: Political economy of China (2) Week 12: Economic relations in East Asia (1) 1990s: Regionalism Week 13: Economic relations in East Asia (2) 1990s: The Asian financial crisis Week 14: Economic relations in East Asia (3) 2000s: Free trade agreements and TPP Week 15: Economic relations in East Asia (4) 2010s: Development assistance Week 16: Final exam		
Homework	Finish the reading materials before coming to the lecture every week.		
Grading System	Midterm exam 40% Final exam 40% Class participation 20%		
Textbooks	All reading materials will be made available on the Google classroom.		
Reading List			
Websites	https://sites.google.com/view/hirosasada		

Website of Laboratory	
Additional Information	The lecture schedule is subject to change.

Course Name	Health and Illness in Japan		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	2000	Course Number	027101
Instructor(s) (Institution)	Emma Cook (教育イノベーション機構)		
Course Objectives	This course, drawing on work done in medical and cultural anthropology, explores conceptions of health and illness in Japanese society. Through a variety of readings, we will explore approaches to the body, health, and illness both theoretically and empirically. Questions we will ask include, what constitutes health, well-being, and illness? How are these formulated and understood within Japanese society? How does culture influence understandings and experiences of health and illness?		
Course Goals	By the end of the course students will: 1. Have an understanding of the ways that health and illness are conceptualized within Japanese society 2. Have knowledge of some of the main debates in medical anthropology, especially within the Japanese context 3. Be able to compare and contrast different approaches to the understanding of the body and illness and critically analyse the cultural construction of medical knowledge and its application.		
Course Schedule	1. Introductions 2. Approaches to the Health and Illness 3. Traditional Medicine and Biomedicine 4. Bodily Monitoring 5. Dis(ability) 6. Mental Health 7. A Disability of the Soul: Schizophrenia 8. Reflection Essay 9. Loneliness 10. Illness and Stigma 11. Aging and Health 12. Essay Preparation 13. Organ Donation 14. Peer Review 15. Wrapping Up		
Homework	Each week students will be expected to read at least one article (~20 pages) and to send in a discussion question based on the reading that they want to discuss as a class.		
Grading System	Discussion Questions: 30% Reflection Essay: 30% Final Essay: 40%		
Textbooks			
Reading List			
Websites			
Website of Laboratory			

Additional Information	Please note that this syllabus is subject to change. The full syllabus, including the required reading and information about assignments, will be available on Google Classroom at the start of the course.
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Course Name	Introduction to Japanese Studies II (Culture)		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	2000	Course Number	027103
Instructor(s) (Institution)	SUSANNE Klien (教育イノベーション機構)		
Course Objectives	This course examines current issues in modern Japanese culture with a focus on sociocultural anthropology.		
Course Goals	Students will be expected to read seminal works on Japanese culture in advance of each class and engage in discussions with peers from across the world. The class will be highly interactive.		
Course Schedule	1 Introduction [explanation of the course, definition of culture, position of Japanese studies, distribute reading of Stevens "Anthropology of Modern Japan"] 2 Entrepreneurship, gender, culture [reading Traphagan, "Entrepreneurs in rural Japan: gender, blockage, and the pursuit of existential meaning"] 3 Body, dress and culture [reading Goldstein-Gidoni, Chapter 10 Companion] 4 Consumption and gender [Reading: Christensen "Real Men don't hold their Liquor"] 5 Gender, work and self in Japan [Reading: Kato "True Self, True Work"] 6 Nature and Japanese culture [Reading: Martinez, Chapter 12 Companion] 7 Multiple-choice quiz plus mini-fieldwork on campus on given theme 8 Well-being, toilets and culture [Reading Szczygiel "The Material Culture of Japanese Toilets"] 9 Well-being, material culture and rituals [Reading: Daniels: Scooping, raking, beckoning luck: luck, agency and the interdependence of people and things in Japan] 10 Concepts and culture: Mimesis, 'kata', 'wa' [Reading Bender "Of Roots and Race"] 11 Film week 12 Food, consumption and convenience [Reading Whitelaw "Shelf lives and the labors of loss"] 13 Death and culture [Reading Kim: Necrosociality: isolated death and unclaimed cremains in Japan] 14 Tradition and national identity [Reading Surak, "From selling tea to selling Japaneseness"] 15 Interactive visual session 16 End of term exam		
Homework	Students will be expected to critically read texts in advance of every session. Students will receive detailed information and the password to access materials for the course in the introductory session and on ELMS. Note that course readings are subject to change.		
Grading System	Interactive visual session, multiple-choice quiz 20% Presentation 20% Final exam 40% Class participation 20%		
Textbooks			
Reading List			
Websites			

Website of Laboratory	Detailed information will be provided in the first session and on ELMS.
Additional Information	IMPORTANT: This course requires advanced English language skills (native or close to native level) as extended readings will be discussed in all sessions and the course is highly interactive.

Course Name	Society II (Readings)		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	3000	Course Number	027104
Instructor(s) (Institution)	SUSANNE Klien (教育イノベーション機構)		
Course Objectives	This course provides an introduction to different aspects of contemporary Japanese society.		
Course Goals	Students will be able to critically assess different facets of contemporary Japanese society by reading a variety of academic texts. Participants of this class will be expected to participate actively in discussions throughout the course as well as engage in group work with other students from various cultural backgrounds. For each session, 1-2 students will chair the discussion of the session text (provide input at the beginning and moderate the discussion with all students). Depending on the number of students, each participant will chair 1-2 times throughout the course. Close to native/proficient English language skills are required to keep up with the reading materials that students need to read before every session.		
Course Schedule	Intro session Session One: 'Japaneseness' Session Two: Cuisine and identity Session Three: Work Session Four: Work life balance Session Five: Religion Session Six: Rural depopulation Session Seven: Roundtable: What makes a good academic text Session Eight: Mobility Session Nine: Tourism Session Ten: Lecture/film session Session Eleven: Education Session Twelve: Death Session Thirteen: Neoliberalism Session Fourteen: Post-familial lifestyles Session 15: Final discussion and Wrap-up Note that the content of sessions may be subject to change.		
Homework	All readings and other information on the course (exams, grading, optional material) will be uploaded online (Google Classroom). Details of access will be provided in the intro session and on ELMS.		
Grading System	Active participation and discussion questions 30% Chair 30% Final discussion and roundtable 40%		
Textbooks			
Reading List			
Websites	Detailed information will be provided in the first session.		

Website of Laboratory	Detailed information will be provided in the first session.
Additional Information	A strong command (native or near native) of English is required to take this course. Please note that the course schedule is subject to change. Check ELMS for details about link and access to materials.

Course Name	Japanese History (Theory & Practice) II		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	3000	Course Number	027105
Instructor(s) (Institution)	SCHILTZ MICHAEL (教育イノベーション機構)		
Course Objectives	As traditional historiographies of a country's experience with modernity are mostly ordered according to an axis of 'key moments' or 'junctures' that were typically identified in hindsight (and, therefore, not visible as such to contemporaries), they often gloss over processes and/or structures that accumulate, build up over time and that are mostly latently present. Without attempting to reject traditional historiographies as unscientific or misleading, this course attempts to experiment with studying the latter. Concretely, we use the history of money and financial technologies as a case-study. Largely defined by network effects (this is to say that their utility is increased in proportion to the degree by which others are willing to participate in their use), this course attempts to uncover how consecutive Japanese governments a) dealt with Japan's (lower tier) financial status and b) tried to move the country higher on the international pecking order. The story is one of rampant experimentation, mounting losses, and occasional success. Importantly, the story is also an encounter with several of the most intensely dramatic aspects of the history of modern Japan. Financial affairs arguably determined the outcome of the Russo-Japanese War (1904-1905); success and eventual massive losses of foreign exchange reserves in World War I; and Japanese militarism on the road to World War II.		
Course Goals	Methodologically, the course presents multiple chances to engage with primary sources. Because of money's innate international nature (through international trade, exchange, investment etc.) quite a few official sources were published in English or in English translation. As such, they were elements in the Japanese campaign to enhance the country's credibility and make the country's financial instruments (bonds, debentures) palatable to the international investor. The course attempts to familiarize students with the process of finding, digesting, and evaluating both primary and secondary sources.		
Course Schedule	1. Bakumatsu currency crisis 2. From the Trade Dollar to the Bank of Japan 3. Matsukata deflation 4. Adoption of the Gold Standard 1 5. Adoption of the Gold Standard 2 6. Russo Japanese War 7. World War I: Japan's Role on the International Scene 8. Restoration of the Gold Standard 9. The Rise of Financial Expertise in the Roaring Twenties 10. The Great Depression 11. Women's Role in the Great Depression 12. Financial Imperialism in Asia 1 13. Financial Imperialism in Asia 2 14. 圓の戦争 15. Bankrupting Japan: The Financial Freeze		
Homework	From session 2 on, small student groups may be assigned to introduce topics to be discussed. This may include both historical matter and/or their contemporary implications. Students are expected to: 1. to participate in the course as a whole: doing the essential reading for each week's topic, and coming prepared to question and intervene. 2. To provide written and oral comments. 3. To research, write, present, and defend your argument and choice of topic to be discussed. 4. When presenting, students should go beyond the narrow content of the reading to be presented; develop an argument as a coherent whole, e.g. by focusing on theoretical issues (e.g. the relationship between (political) power and violence, methodological ones (for instance the nature of the relationship between 'ideas' and the material/technological/... contexts in which they are shaped).		
Grading System	Evaluation will be based on reading notes, class discussions (other means of evaluation may be discussed with the students). There is no paper to be written; instead, students are asked to make 'smart', elaborate and interactive presentations (these are a must). They are responsible for putting the presented reading in context and act as 'moderators' for the follow-up discussion. Although all grading is characterized by an inherent opacity (if only for the simple reason that every presentation pertains to different material and a different session), here are some simple rules: - students presenting on several occasions will receive a higher grade - students making elaborate presentations (including audiovisual material, links to primary sources etc.) will be		

	rewarded for the extra effort - showing that you mastered the readings by partaking actively in the discussions is a plus. As this class is an example of problem-based learning and the 'flipped classroom', it strongly encourages and rewards participation; vice versa, it penalizes a passive or absent behavior. **Concretely, 80 percent of your grade is based on class discussion; the remaining 20 percent is reserved for presentations.**
Textbooks	
Reading List	
Websites	
Website of Laboratory	https://github.com/michaelschiltz/Japanese_History_2/blob/master/README.md
Additional Information	**This class is, by default, an in-person class with assistance by Google Classroom. For the classroom code, see the ELMS system. However, if the Covid situation deteriorates, and in accordance with university policy, the format may change to an online class. Note, however, that Google classroom remains at all times in place for the submission of homework and the formulation of discussion points throughout the course.** Introductory reading: Tamaki, Norio. 1995. Japanese Banking: A History, 1859-1959. Studies in Monetary and Financial History. Cambridge: Cambridge University Press. Some basic rules: whereas attendance is considered crucial, merely being present in class is insufficient to pass. Active participation is prerequisite. Checking social media or constantly looking at your phone during class is discouraging and even disturbing for your peers, so should be avoided. This class demands a considerable degree of commitment; do not take this class if you are not motivated.

Course Name	Introduction to Japanese Studies I (History)		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	3000	Course Number	027106
Instructor(s) (Institution)	BULL JONATHAN EDWARD (教育イノベーション機構)		
Course Objectives	This course is about how Japanese people experienced, debated and remembered modernisation, war, empire and defeat. The course will begin with the overthrow of the Tokugawa polity in the 1860s and finish with the end of Japan's 'high economic growth' period in the 1970s. This periodisation enables us to focus on the long-term effects of modernisation on Japanese social relations, identity and everyday life. In addition, it provides an insight into how adapting to conflict and empire in state policy and popular experience recurred throughout the twentieth century. Some of the questions that we will explore include: Who benefitted and who lost from modernisation? How did people survive defeat and occupation? How is empire remembered or forgotten? By evaluating these questions, we will unpack a central theme of the course: how the interaction between state power and ordinary people has shaped Japanese modernity. We will examine the theme as it runs through the Meiji government reforms in the 1870s and 1880s, the wartime mobilisation in the 1930s and 1940s and the Cold War protests in the 1950s and 1960s. The class incorporates textual sources such as newspapers and diaries which we will use to interpret events such as the Occupation of Japan. It also includes visual and audio sources such as film and popular music which we will interpret to understand the emergence of mass society. The teaching methods will include group discussion, short-lectures, and historical simulation. The latter will enable us to explore the so-called 'Toilet Paper Panic' circa 1973 – a time when much that had been acquired since the Asia Pacific War seemed in doubt. Overall, the course emphasises the deep historical roots of contestation over state power in modern Japan and it will leave you better prepared to understand these contests when you see them in contemporary society.		
Course Goals	1) To analyse Japanese history from the 1860s to the 1970s. 2) To evaluate secondary sources (books and articles by historians) by writing summaries and critiques. 3) To create an end-of-term presentation in response to an important historical question. 4) To collaborate with your peers.		
Course Schedule	Week 1 - Introduction Week 2 - The mid-century crisis, 1840s-1860s Main question: Why was there a mid-century crisis? Week 3 - Early-Meiji revolution, 1860s-1880s Main question: What was revolutionary about early-Meiji? Week 4 - Meiji Japan at the end of the nineteenth century Main question: What was ending and what was beginning in late-Meiji? Week 5 - The emergence of mass society, 1910s-1920s Main question: How did mass society emerge? Week 6 - Contesting the modern – Japan in the 1930s Main question: Why was the modern contested? Week 7 - The 'dark valley' of wartime Japan, late-1930s and early-1940s Main question: What was the 'dark valley'? Week 8 - Occupied Japan, mid-1940s and early-1950s Main question: How did 'enduring the unendurable' and starting over in 'New' Japan happen? Week 9 - Transforming society in the 1950s Main question: Why was there conflict and consensus in the 1950s? Week 10 - The 'economic miracle' and after, 1960 to the early 1970s		

	Main question: Why was there an 'economic miracle' and what were its consequences? Week 11 - Reviewing the course so far Week 12 - Japan and the 'return of Asia' Main question: How did the memory of the empire shape post-war Japan? Week 13 - Student presentation preparation Week 14 - Student presentations Week 15 - Wrapping-up the course
Homework	Each week's class will require you to read approximately 30 to 40 pages (in English) and to prepare a homework assignment. Further details will be provided at the start of term.
Grading System	Weekly homework review = 45% End of term presentation = 45% End of term reflection task = 10%
Textbooks	A modern history of Japan: From Tokugawa times to the present: Andrew Gordon. Oxford University Press, 2019 You do not have to buy this textbook but obtaining a copy is highly recommended.
Reading List	Copies of all other readings for the class will be provided by the instructor.
Websites	
Website of Laboratory	
Additional Information	NOTE: Information in this online syllabus is subject to change once I know who is taking the class. A full syllabus will be provided at the start of term.

Course Name	Hokkaido, Sakhalin and Japanese empire in the Far North, c. 1900 to 2000		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	3000	Course Number	027107
Instructor(s) (Institution)	BULL JONATHAN EDWARD (教育イノベーション機構)		
Course Objectives	After the Meiji Restoration in 1868 Japan's new leaders envisaged making Hokkaido into a modern settler colony. This meant forming permanent communities of settlers who would change 'empty land' into a place of economic production (or at least that was what meant to be happening in state and settler discourse). Japanese who migrated found themselves in a land with a long history of interaction between settlers from Honshu and the indigenous Ainu. Settler colonialism in Hokkaido served as a model for expansion of the empire to the island immediately north: Sakhalin. In 1905 Japan annexed the lower half of the island and called the colony 'Karafuto'. It remained under Japanese control until the final days of the Second World War when it was captured by the Soviet Union. In this course we will examine empire as a system involving migration decisions by Japanese settlers, Korean colonial subjects in Hokkaido and Karafuto, and indigenous people. We will also explore the processes of self-identification by these same peoples as an essential part of how empire worked. You will analyse primary sources such as memoirs, government documents and films and engage with historical debates about the Japanese empire. Some of the questions pertinent to the course include: Why has the 'Far North' (Hokkaido and Karafuto/Sakhalin) of the Japanese empire received less attention than other colonies such as Korea and Taiwan? In what ways might historical research about Japanese settler colonialism in the Far North enable us to rethink the history of modern Japan? Rather than treating Hokkaido and Karafuto as peripheral as happens in much of the research on the Japanese empire, the course puts them at the centre of the analysis. At the end of the course, you will have the chance to develop your own research questions on a topic of your choosing about Japanese empire in the Far North.		
Course Goals	These objectives are what you should be able to do by the end of the course: 1) compare the expansion of the Japanese Empire in the Far North to its expansion elsewhere from 1870 to 1945. 2) examine the causes and effects of Japanese settler colonialism to Hokkaido and Karafuto. 3) examine the impact of the Asia-Pacific War (1937-1945) on Hokkaido and Karafuto. 4) propose a piece of research about a historical subject connected to the content of the course.		
Course Schedule	Week 1 – Introductions Week 2 – Bordering the empire's far north Week 3 – Chinese migrants in 19th century Hokkaido Week 4 – Hokkaido as Japan's settler colonial model Week 5 – Research visit to the Hokkaido Museum (to be confirmed) Week 6 – Colonial Karafuto Week 7 – Forced labour in the Far North Week 8 – Making Karafuto identity Week 9 – NHK Documentary – 'Unwitting Combatants' Week 10 – From Karafuto to Sakhalin Week 11 – Memory and the legacies of the Japanese Empire in the Far North (part 1) Week 12 – Memory and the legacies of the Japanese Empire in the Far North (part 2) Week 13 – Student presentation preparation Week 14 – Student presentations Week 15 - Wrapping-up the course		
Homework	There will be a weekly reading assignment for most weeks. This will usually involve reading between 30 to 40 pages in English.		
Grading System	Weekly homework review = 45% End of term presentation = 45% End of term reflection task = 10%		

Textbooks	
Reading List	
Websites	
Website of Laboratory	
Additional Information	Please note that the information in this syllabus is provisional. A full syllabus will be provided at the start of the course.

Course Name	Japanese Politics		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	3000	Course Number	027108
Instructor(s) (Institution)	IWAMI Tadashi (教育イノベーション機構)		
Course Objectives	This is an introductory course on contemporary Japanese politics. It covers the politics and government of post-WWII Japan, examining Japan's historical context, political institutions, policymaking processes, and economic development and challenges. The course also connects Japan to larger themes in comparative politics, linking its experiences to structures in other countries.		
Course Goals	By the end of the course, students are expected to achieve the following course objectives: 1. Analyse the historical and institutional factors that shaped Japan's modernisation, democratisation, and economic development. 2. Understand the structure and function of Japan's postwar political institutions, including the Diet, political parties, electoral system, bureaucracy, and prime ministership. 3. Explain the dynamics of the policymaking process and state-society relations in Japan, including the role of interest groups and social movements.		
Course Schedule	Week 1: Course Orientation Week 2: Introduction: Why Japan Matters Week 3: The Making of a Modern State Week 4: The Postwar Settlement Week 5: The Postwar Political System Week 6: Progress Test 1 Week 7: Political Parties & Party System Dynamics Week 8: Elections and Electioneering Week 9: The Economic Miracle Week 10: Economic Slowdown & Abenomics Week 11: Policymaking Process Week 12: Preparation for Assignments Week 13: Progress Test 2 Week 14: Student Presentations Week 15: Student Presentations		
Homework	Read the reading materials before coming to the lecture every week		
Grading System	Progress Test 1 (20%) Progress Test 2 (30%) Student Presentations (30%) Class Participation (20%)		
Textbooks	All reading materials and relevant materials will be provided via ELMS, Moodle and G-Suite.		
Reading List			
Websites			
Website of Laboratory			

Additional Information	The lecture schedule outlined above is a tentative plan and is subject to change. Adjustments may be made in response to unforeseen circumstances. Any changes to the schedule will be announced in advance through the course website (Moodle), ELMS email, and/or during class sessions. Students are responsible for keeping track of such updates.
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Course Name	Japanese Foreign Policy II		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	3000	Course Number	027109
Instructor(s) (Institution)	IWAMI Tadashi (教育イノベーション機構)		
Course Objectives	This course explores Japan's role in international politics. It focuses on Japan's foreign and security policies in the post-Second World War era. The course provides students with various opportunities to learn, analyze and discuss the change and continuity of Japan's foreign and security policies in both regional and global contexts. It examines some of the recent foreign and security issues surrounding Japan in the Indo-Pacific region.		
Course Goals	By the end of the course, students are expected to achieve the following course objectives: 1. Understand the critical turning points in the change and continuity of Japan's foreign and security policies in the post-Second World War period 2. Analyze and discuss various issues that have had an impact on Japan's foreign and security policies, and 3. Contribute to creating a proactive learning environment in the classroom by communicating and collaborating with the other students		
Course Schedule	Week 1 Introduction to Aspects of Japan I: Japan's Foreign and Security Policy Week 2 Japan in the Immediate Aftermath of the Second World War Week 3 Theories I: Realism Week 4 Theories II: Liberalism and Constructivism Week 5 Japan's Constitution and its Foreign and Security Posture Week 6 Japan-US Security Alliance and Regional Instability Week 7 Reviewing theories of International Security Week 8 Japan's Foreign and Security Policies in the Cold War Era Week 9 Japan's New Roles in the post-Cold War Week 10 Japan's Commitment to United Nations Peacekeeping Operations Week 11 Abe Administration and Japan's proactive role in regional and global security Week 12 Regional Instability in the Post-Abe Administration Week 13 In-class Presentation I Week 14 In-class Presentation II Week 15 Review and Wrapping up		
Homework	Read the reading materials before coming to the lecture every week		
Grading System	Test 1 (20%) Test 2 (30%) Student Presentations (30%) Class Participation (20%)		
Textbooks	All reading materials will be made available online at the course website or Google classroom		
Reading List			
Websites			
Website of Laboratory			

Additional Information	The lecture schedule is subject to change.
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Course Name	Integrated Science I		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027110
Instructor(s) (Institution)	SUN, Yu (教育イノベーション機構)		
Course Objectives	The objective of this course is to let any student, regardless of his and her major, to learn wide and rich scientific knowledge and to be a well-educated person. It is expected that students will establish scientific literacy on various natural phenomena and be able to deal with the scientific aspects of problems in public debate.		
Course Goals	The goal of this course are for student to 1. Not just have collections of knowledge but be able to explain facts and those scientific reasons. 2. Have numeracy and able to develop discussions based on quantitative estimation. 3. Study subjects properly and make reports in ethically correct manner.		
Course Schedule	Chapter 1 The nature of Science and the scientific method Chapter 2 The ordered universe and celestial and terrestrial mechanics Chapter 3 The nature of Energy Chapter 4 First and Second law of Thermodynamics Chapter 5 Atoms Chapter 6 Molecules Chapter 7 Magnetism and Electricity Chapter 8 The atmosphere of circles (could be changed accordingly)		
Homework	If the tutor gives an assignment, students are supposed to give presentations about it in the next class.		
Grading System	Mid-term exam 30%, attendance and other activity (Workshop) (20%), and final report (50%)		
Textbooks			
Reading List	Science Matters: Achieving Scientific Literacy: Robert M. Hazen and James Trefil, Anchor Books, 2009, 978-0307454584 The Sciences: An Integrated Approach: James Trefil and Robert M. Hazen, Wiley, 2010, 978-0470505816 Global Geomorphology: Michael A. Summerfield, Routledge, 2015, 978-1138837010 Earth: Portrait of a Planet, Stephen Marshak, W. W. Norton & Company, 2015, 978-0393937503 Introducing Physical Geography: Alan H. Strahler, Wiley, 2013, 978-1118396209 Additional reading list will be informed in class.		
Websites			
Website of Laboratory			

Additional Information	
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Course Name	Science and Technology in History		
Semester, Year	2nd semester	Number of Credits	2 Credits
Course level	1000	Course Number	027111
Instructor(s) (Institution)	SINGH Prerna (教育イノベーション機構)		
Course Objectives	We live in a technology-driven world. You wake up in your climatized room, consume food from fertilized fields, use motorized vehicles and chat with people around the world. Where did it all start, and in which context different technologies were developed? Come in and find out ...		
Course Goals	Understand the - technology/science in a historical context - social demand that drives technological (scientific) advancement - difference between science and pseudoscience		
Course Schedule	The course will cover mainly the technological/ scientific development in different time periods. Furthermore, the conceptual framework of modern science will be explained. Classes include for example: - What is science? - The dark ages - The industrial revolution - The death of classical physics - The green revolution - Science under attack (Pseudoscience, religion and ideology)		
Homework	Review course material regularly to prepare for the exams.		
Grading System	Midterm exam 50% Final exam 50%		
Textbooks	Science and Technology in World History: James E. McClellan and Harold Dorn, Johns Hophkins University Press, 2015, 1421417758		
Reading List			
Websites			
Website of Laboratory	https://www2.sci.hokudai.ac.jp/dept/bio/en/teacher/singh-prerna		
Additional Information			