

ILAS Course Catalog #2

Recommended Courses for KUINEP Students & Additional Liberal Arts and Sciences Courses

2022 Spring Semester

Kyoto University

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Recommended Courses for KUINEP Students

Course number		U-LAS07 10001 LE31			
Course title (and course title in English)	Culture and Traditions in Japan I Culture and Traditions in Japan I			Instructor's name, job title, and department of affiliation	Institute for Liberal Arts and Sciences Professor,PALIHAWADANA Ruchira
Group	Humanities and Social Sciences		Field(Classification)	Understanding Japan	
Language of instruction	English		Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Year/semesters 2022・First semester
Days and periods	Mon.5		Target year	All students	Eligible students International students
[Overview and purpose of the course]					
This course aims at providing a comprehensive view of the Japanese culture through analysis of terms such as Ichigoichie (once-in-a-lifetime encounter), portraying the fundamental values of the Japanese culture. By looking into the way these terms were formed and the way they were used in early texts, as well as the way in which they are reflected in traditional culture and contemporary society the course will seek to provide an understanding to the essence of the Japanese culture.					
[Course objectives]					
The basic goal of this course is to obtain a comprehensive understanding of the core concepts in Japanese culture.					
[Course schedule and contents]]					
Lecture 1 Introduction to the Course Lectures 2-4 Sen no Rikyu and the Japanese Culture Lecture 2 Wakeiseijaku(「和敬清寂」); Concepts in Tea Ceremony Lecture 3 Ichigoichie(「一期一会」); Approaches to Human Relationship in Tea Ceremony Lecture 4 Wabi-Sabi(「わびさび」); Tea Rooms and Aesthetic Perceptions Lectures 5-7 Buddhist Concepts in Japanese Culture Lecture 5 Ishindenshin(「以心伝心」); Zen and the Culture of Arts Lecture 6 Jigoujitoku(「自業自得」); Buddhist Philosophy in Japanese Culture Lecture 7 Ware tada taru wo shiru(「吾唯足知」); Zen and Japanese Gardens Lecture 8 Student's Presentations 1 Lectures 9-10 Culture through Literature Lecture 9 Hueki ryukou(「不易流行」); Basho and the Art of Haiku Poetry Lecture 10 Wakonyousai(「和魂洋才」); Concepts of Modernization in Meiji Literature Lectures 11-14 Concepts and Their Interpretations in Contemporary Japan and Japanese Language Lecture 11 Uchi-soto Relationships(「ウチ・ソト関係」); Group-orientation in Language and Culture Lecture 12 Jouge Relationships(「上下関係」); Hierarchical Relationships in Language and Culture Lecture 13 Rentaikan(「連帯感」); Values and Language Usages of the Young Japanese Lecture 14 Pronominal Terms Such as Watashi(「私」); Speaker-orientation and world view 《Student's Presentations 2》(Held on week 15) Lecture 15 Feedback & discussion					
----- Continue to Culture and Traditions in Japan I(2)					

Culture and Traditions in Japan I(2)

[Course requirements]
This class is limited to international students. However, any local students who wish to attend this class on a non-credit basis are welcome.
[Evaluation methods and policy]
Presentation 30% (Individual contribution to the group presentation) Term final paper 40% Participation in discussions and attendance 30%
[Textbooks]
Handouts will be provided.
[References, etc.]
(Reference book) Varley, Paul 『Japanese Culture』 (University of Hawaii Press) ISBN:0-8248-2152-1 (2000) Suzuki, Daisetz Teitaro and Jaffe 『Zen and Japanese Culture』 (Princeton University Press) ISBN:978-0-691-14462-7 (2010) Okakura, Tenshin 『The Book of Tea』 (Kodansha International) ISBN:4-7700-2379-0 (1998) Additional reading material will be announced in each class.
[Study outside of class (preparation and review)]
Participants are requested to express their opinions about the topics taken up in class. Furthermore, they are requested to give a presentation on a selected topic, in addition to submitting a term final paper. They should submit the PowerPoint slides one week before the presentation date.
[Other information (office hours, etc.)]
Thursday 4th period (14:45 ~ 16:15) Please, contact beforehand for appointments.

Course number		U-LAS07 10003 LE31									
Course title (and course title in English)		Current Issues in Japan I Current Issues in Japan I			Instructor's name, job title, and department of affiliation		Institute for Liberal Arts and Sciences Professor,KAWAI JUNKO				
Group		Humanities and Social Sciences		Field(Classification)		Understanding Japan					
Language of instruction		English			Old group		Group A		Number of credits		2
Number of weekly time blocks		1	Class style		Lecture			Year/semesters		2022・First semester	
Days and periods		Thu.5		Target year		All students		Eligible students		International students	
[Overview and purpose of the course]											
This course introduces current conditions and issues in Japanese society, examining the effects of social changes on everyday practices in the family, schools, and the workplace. While “Current Issues in Japan II” covers industries, economy, and management, this course “Current Issues in Japan I” spends time to look into daily practices in Japanese society.											
Key concepts will be introduced within the main topics of households, education, technology, sports and leisure, and media and communication. We will investigate the background of these aspects of Japanese society by using texts taken from such fields as sociology, anthropology, literature, and history, as well as various media in order to understand the complexity of current issues in Japan.											
Each class includes a lecture and discussions led by students. Each student, as a group, is required to facilitate discussion of at least one assigned reading over the course of the semester.											
[Course objectives]											
To deepen your understanding of a variety of social issues in contemporary Japan.											
[Course schedule and contents]											
Week 1) Introduction: What do you know about Japan?											
Week 2) Approaches to Japanese Society: Exploring traditional views on Japan											
Weeks 3-4) Current Issues 1: Family What issues do Japanese families face today? How do social changes contribute to emerging issues in the family? Key concepts: M-shaped curve in labor force participation rate, growth of single-person households, diverse regional characteristics and regional disparities. (女性の就業率M字カーブ、単独世帯の増加、地域的多様性と地域間格差)											
Weeks 5-7) Current Issues 2: School What issues do Japanese schools face today? How do social changes contribute to emerging problems in schools? Key concepts: truancy, hikikomori, bullying, reform of entrance examinations, decline in academic performance, English proficiency and language education.											
----- Continue to Current Issues in Japan I(2) -----											

Current Issues in Japan I(2)
----- (不登校、ひきこもり、いじめ、入試改革、学力低下問題、日本人学生の英語力と言語教育) -----
Weeks 8-9) Current Issues 3: Technology and Sciences How do technology and science affect social issues, and vice versa? Key concepts: Development of technology in Japan, artisans in Japanese industry, rise of the machines: merits and demerits of robots and AI (Artificial Intelligence) (日本の技術革新、職人、ロボット・人工知能の発達の功罪)
Weeks 10-11) Current Issues 4: Work, leisure, and sports What are the characteristics of work life and leisure in Japanese society? How do social changes reflect the characteristics of current conditions? Key concepts: Working hours of Japanese workers and time for leisure, multicultural aspects in Japanese sports (日本人の労働時間と余暇、スポーツに見る文化的多様性)
Weeks 12-13) Current Issues 5: Media and communication What issues do Japanese media and communication face today? How do social changes reflect the characteristics of current conditions? Key concepts: Internet Addiction Disorder (ネット依存)
Week 14) Conclusion: What do we know about Japan now?
Week 16) Feedback
[Course requirements]
This class is limited to international students. However, any local students who wish to attend this class on a no credit basis are welcome. No prerequisites required. You should be interested and committed to learning about current issues in Japan.
[Evaluation methods and policy]
Participation in class activities (30%), a group discussion facilitation (30%)*, a midterm exam (20%)**, and a final report (20%).
* About a group discussion facilitation: - Each student will be assigned to one reading and facilitate small group discussion during weeks 3-13. - The facilitator will prepare a handout (A4x 1page) including a summary of the reading and 3-5 discussion questions and submit it to the instructor by one day before your presentation date. - The facilitator will give 10 minutes presentation to the small group and lead a group discussion in 10-15 minutes. - The discussion group will be decided randomly each week. - After facilitating the group discussion, each facilitator of the week will give a short summary orally to the whole class.
** The midterm exam will be a take-home exam. You will receive the exam questions on week 7, and will be due in class of week 8. It will cover the material assigned for the first half of the course.
----- Continue to Current Issues in Japan I(3) -----

Current Issues in Japan I(3)
[Textbooks]
Handouts will be distributed. プリント配布
[References, etc.]
(Reference book) Goodman, Roger (ed) 『Family and Social Policy in Japan: Anthropological Approaches』 (Cambridge University Press) Kingston, Jeff (ed) 『Critical Issues in Contemporary Japan』 (Routledge) Asahi Shinbun 『Selected volumes, ASAHI Keywords』 (Asahi Shinbun shuppan) (Abridged translations in English will be provided.) The Japan Times 『Selected volumes, The Japan Times NEWS DIGEST』 (The Japan Times)
[Study outside of class (preparation and review)]
<ul style="list-style-type: none"> • Students are expected to complete the reading assignments and actively participate in class discussion every week. • Students are expected to prepare for facilitating a discussion on one of the assigned readings.
[Other information (office hours, etc.)]
Please make an appointment in advance by e-mail.

Additional Liberal Arts and Sciences Courses

Course number		U-LAS54 10007 SJ47			
Course title (and course title in English)		日本語・日本文化演習 Japanese Language & Culture		Instructor's name, job title, and department of affiliation Institute for Liberal Arts and Sciences Professor,KAWAI JUNKO Institute for Liberal Arts and Sciences Associate Professor,YUKAWA SHIKIKO Institute for Liberal Arts and Sciences Program-Specific Associate Professor,SASAKI YUKI	
Group	Career Development		Field(Classification)		Other Career Development Courses
Language of instruction	Japanese and English		Old group		Number of credits 2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters 2022・First semester
Days and periods	Wed.3		Target year	All students	Eligible students For all majors
[Overview and purpose of the course]					
<p>本授業では、まず講義で日本語や日本文化の特徴、およびその様々な検討方法を学ぶ。その際、日本文化を広義に定義し、その範囲に日本社会の状況をも含んで講義を進めていく。</p> <p>そして、日本語、日本文化、日本の社会状況を紹介する経験とその準備を通して、日本人学生と留学生が共に、日本語、日本文化、社会状況ならびに自分自身が身につけてきた言語や文化、そして自分自身が育ってきた社会の特徴を再発見することを目指す。そして、その過程を通じて、グローバルな視野に立った物の見方・考え方を養うことを目的とする。</p> <p>In this class, both Japanese and international students will be introduced to and exchange views on Japanese language and cultures. We define culture broadly in this class to include social conditions in Japanese society. Learning about Japanese culture together will allow students of all backgrounds to rediscover their own cultures and develop new perspectives regarding languages, cultures and social conditions in today's global contexts.</p>					
[Course objectives]					
<p>・日本語、日本文化、日本の社会状況ならびに自分自身が身につけてきた言語、文化を捉える多様な視点を学ぶこと。</p> <p>・日本語、日本文化、日本の社会状況を紹介し、異なる文化的背景を持つ学生間で議論を行うことによってグローバルな視野に立った物の見方・考え方を身につけること。</p> <p>・母語とは異なる言語による、より効果的なプレゼンテーション及びディスカッションの技法を習得すること。</p> <p>・ To gain understanding of diverse viewpoints and develop various perspectives on Japanese language and cultures including social conditions and issues as well as on international students' cultures</p> <p>・ To be able to introduce various aspects of Japanese language, cultures including social conditions and issues through presentations</p> <p>・ To learn presentation method and how to actively join discussions</p>					
[Course schedule and contents]					
<p>多様な文化を有する人たちとの交流の中で、自国文化や社会的状況を多面的に理解し紹介できることが要請される場面は多い。日本人であっても日本語や日本文化について深い理解をもって解説するためには、言語・文化に意識的に向き合わなければならない。本授業は、日本語や日本文化を意識的に捉え、深い理解に立って他者と見方や考え方を共有できるようなることを目的に、講義を中心としながら、演習・討議を交えて進めていく。</p>					

Continue to 日本語・日本文化演習(2)					

日本語・日本文化演習(2)	

<p>[第1部：第1回 - 第7回 - 日本文化・日本社会の特徴 -]</p> <p>第1回</p> <p>(1) オリエンテーション <河合、湯川、佐々木></p> <p>(2) 講義：（導入）「KY」って何？ <湯川></p>	
<p>第2回 <湯川></p> <p>講義：“Let's break open our stomachs and speak freely!?! ”</p> <p>演習：ディスカッション</p>	
<p>第3回 <湯川></p> <p>講義：「令和」は「Beautiful Harmony」?</p> <p>演習：ディスカッション</p>	
<p>第4回 <湯川></p> <p>講義：「令和」の典拠を考える</p> <p>演習：ディスカッション</p>	
<p>第5回 <湯川></p> <p>講義：「令和」の典拠を考える</p> <p>演習：ディスカッション</p>	
<p>第6回 <湯川></p> <p>講義：21世紀の国際社会における「令和」の意義</p> <p>演習：ディスカッション</p>	
<p>第7回 <湯川></p> <p>講義：日本文化の再発見</p> <p>パンデミックを生き抜く - 今と昔 -</p> <p>演習：ディスカッション</p>	
<p>[第2部：第8回 - 第14回 - 日本語の特徴と日本語教育 -]</p> <p>第8回 <佐々木></p> <p>講義：日本語の特徴</p> <p>演習：発表準備(1) 問いの立て方</p>	
<p>第9回 <佐々木></p> <p>講義：日本語のバリエーション</p> <p>演習：発表準備(2) 関連文献を読み、紹介する</p>	
<p>第10回 <佐々木></p> <p>講義：日本語教育の現状、日本語教育の教授法</p> <p>演習：発表準備(3) 発表の構成</p>	
<p>第11回 <佐々木></p> <p>講義：日本語教育における日本文化の教えかた</p> <p>演習：発表準備(4) 発表資料の作成</p>	

Continue to 日本語・日本文化演習(3)	

日本語・日本文化演習(3)

第12回 <佐々木・河合>
演習：リハーサル&発表会に向けたフィードバック

第13, 14回 <佐々木・河合>
発表会

第15回フィードバック<佐々木・河合>

When people from different cultural backgrounds meet, it offers an opportunity not only to exchange views, but also to introduce and reflect on aspects of one's own culture and society. Consciously learning about a culture and discussing it with others leads to deeper understanding and a better ability to explain elements of that culture. In this way, this course is beneficial for both international and Japanese students. The class consists of lectures and seminars as well as discussions and student presentations. We will examine Japanese language and culture from a variety of angles and share views among classmates from various cultural and social backgrounds

Part I: Japanese culture and society

Week 1

(1) Guidance [Kawai, Yukawa, Sasaki]

(2) (Introduction) So what exactly is "KY"? [Yukawa]

Week 2 [Yukawa]

Lecture: "Let's break open our stomachs and speak freely!?"

Seminar: Discussion (1)

Week 3 [Yukawa]

Lecture: Can "Reiwa" be described as "Beautiful Harmony"?

Seminar: Discussion (2)

Week 4 [Yukawa]

Lecture: "Reiwa" -Going back to the source-

Seminar: Discussion (3)

Week 5 [Yukawa]

Lecture: "Reiwa" -Going back to the source-

Seminar: Discussion (4)

Week 6 [Yukawa]

Lecture: Significance of "Reiwa" in our 21st century multicultural society

Seminar: Discussion (5)

Week 7 [Yukawa]

Lecture: Japanese culture: a rediscovery

Living through a pandemic -past and present-

Seminar: Discussion (6)

Continue to 日本語・日本文化演習(4)

日本語・日本文化演習(4)

Part II: Characteristics of Japanese language and language teaching

Week 8 [Sasaki]

Lecture: Linguistics features of the Japanese language

Seminar: Discussion and Preparing for your presentation (1)

Week 9 [Sasaki]

Lecture: the Japanese language variations

Seminar: Discussion and Preparing for your presentation (2)

Week 10 [Sasaki]

Lecture: Current conditions in Japanese language education /

a comparative analysis of Japanese language education methods

Seminar: Discussion and Preparing for your presentation (3)

Week 11 [Sasaki]

Lecture: Japan culture through Japanese language education

Seminar: Discussion and Preparing for your presentation (4)

Week 12 [Kawai, Sasaki]

Seminar: Presentation rehearsal and feedback

Week 13 and 14 [Kawai, Sasaki]

Presentations

Week 15 [Kawai, Sasaki]

Feedback

[Course requirements]

・受講生に日本語初級者が含まれる場合は、主に英語で授業を行います。
・ただし、日本語が母語でない人は、授業の円滑な理解のために初級II以上の日本語能力を有していることが望ましいです。PPTスライドは日本語のみ、日英併記の場合があります。
日本語能力試験N5、CEFR A1レベルをクリアしていること。

・ If there are beginner-level Japanese students among the participants, the class will be conducted mainly in English.

・ However, if Japanese is not your first language, for smooth understanding of the class, it is desirable for students to have Japanese language skills of Elementary II or higher*.

PPT slides may be written in Japanese only, or in both Japanese and English.

*Have mastered JLPT N5, CEFR A1 level or higher.

[Evaluation methods and policy]

積極的参加態度(30%)、「レポート・課題、プレゼンテーション」(70%)で評価する。配点の割合の詳細は講義において示す。

Continue to 日本語・日本文化演習(5)

日本語・日本文化演習(5)
<p>Participation (30%) , "Reports, assignments and presentations"(70%). Details will be announced in class.</p>
[Textbooks]
<p>プリントを配布する。 Handouts.</p>
[References, etc.]
<p>(Reference book) Readings for each week will be handed out in class. The following books will be our basic guides throughout the course. Part I To be announce in class. Part II ・遠藤織枝『日本語教育を学ぶ』第2版(三修社、2011年3月) [Endoh, Orie, " Nihongo-kyoiku o manabu ", 2011] (Abridged translations in English will be provided.) ・金水敏『ヴァーチャル日本語 役割語の謎』(岩波書店、2003年1月) [Kinsui, Satoshi, " Virtual-Nihongo Yakuwarigo no Nazo ", 2003] (Abridged translations in English will be provided.) ・近藤安月子『「日本語らしさ」の文法』(研究社、2018年3月) [Kondoh, Atsuko, " ' Nihongo-rashisa ' no Bunpo ", 2018] (Abridged translations in English will be provided.) ・定延利之『日本語社会のぞきキャラくり』(三省堂、2011年3月) [Sadanobu, Toshiyuki, " Nihongo-shakai Nozokikarakuri ", 2011] (Abridged translations in English will be provided.) ・Kingston, Jeff (ed) (2013), Critical Issues in Contemporary Japan, Routledge</p>
[Study outside of class (preparation and review)]
<p>随時課題・レポートが出される。各自、積極的に準備を行うことが求められる。 You will be asked to submit several assignments step by step. Your active participation is expected.</p>
[Other information (office hours, etc.)]
<p>(1) 海外留学を考える学生を優先するが、これまでとは異なる新しい視点で日本語・日本文化を考えてみようとする学生や留学生の受講も歓迎する。</p> <p>(2) 多文化共学短期派遣プログラム(東アジア・アセアン)参加のための推奨科目となっている。</p> <p>(3) 交換留学生のための履修推奨科目になっている。</p> <p>(1) Although this class was designed for students who plan to study abroad, all local and international students who want to learn about Japanese language and cultures from various different perspectives are welcome. (2) This class is recommended for the local students who are planning to participate in the short term study abroad programs 多文化共学短期派遣プログラム(東アジア・アセアン) Short term study abroad (East Asia/ASEAN)) . (3) This class is one of the "recommended classes" for international exchange students.</p> <p>平成27年度以前の卒業要件が適用される学部生が履修し、単位を修得した場合には、単位数の2分の1が卒業に必要な単位として算入されます。</p>

Course number		U-LAS04 10005 LJ46				
Course title (and course title in English)	心理学Ⅰ Psychology I			Instructor's name, job title, and department of affiliation	Graduate School of Education Professor,SAITOU SATORU Graduate School of Education Professor,Emmanuel MANALO Graduate School of Education Professor,TAKAHASHI YASUE Graduate School of Education Professor,MATSUSHITA HIMEKA	
Group	Humanities and Social Sciences			Field(Classification)	Pedagogy, Psychology and Sociology(Foundations)	
Language of instruction	Japanese and English			Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Year/semesters	2022・First semester
Days and periods	Wed.1	Target year	All students		Eligible students	For all majors
[Overview and purpose of the course]						
この講義は、心の科学である心理学の基礎的な知識とその背後にある実証的な研究方法を学ぶことを目的としている。また、実験心理学や臨床心理学の方法から得られた最新の知見をふまえ、さまざまな心理学的な事実から心の働きの諸相を学ぶことも目指し、心理学諸分野の最先端の研究動向も紹介する。さらに、心理学の研究の多くが英語によって報告されている現状をふまえ、重要概念や研究方法の英語表現を学ぶため、英語講義（第5回-第8回）も実施する。						
[Course objectives]						
心理学における重要な概念やその形成を支える研究方法を知ること、心の科学研究の基礎を理解し、またその臨床への応用についても理解する。						
[Course schedule and contents]						
以下のスケジュールで講義を行う予定である。なお、受講生の学修状況等によって、順序や内容は変更となることがある。						
第1回（齊藤）心理学小史 (A Brief History of Psychology)						
第2回（齊藤）認知過程（Cognitive Processes）						
第3回（齊藤）学習・記憶Ⅰ（Learning and MemoryⅠ）						
第4回（齊藤）学習・記憶Ⅱ（Learning and MemoryⅡ）						
第5回（Manalo）動機づけ（Motivation）						
第6回（Manalo）応用心理学（Applied Psychology）						
第7回（Manalo）社会と集団の影響（Social and Group Influences）						
第8回（Manalo）心理学の研究方法（Research Methods in Psychology）						
第9回（高橋）家族心理学と家族の支援（Family Psychology and Family Psychotherapy）						
第10回（高橋）心理アセスメント（Psychological Assessment）						
第11回（高橋）精神分析と精神分析的療法（Psychoanalysis and Psychoanalytic Psychotherapy）						
第12回（松下）パーソナリティ（Personality）						
第13回（松下）自己と自我（Self and Ego）						
第14回（松下）心理療法（Psychotherapy）						
第15回 フィードバック（方法は別途、連絡します。）						

Continue to 心理学Ⅰ(2)						

心理学Ⅰ(2)

[Course requirements]
None
[Evaluation methods and policy]
4名の教員が授業時に課す課題（各25点）により評価を行う。なお、評価方法に変更が生じた場合は、授業内に提示またはPandAから通知する。
[Textbooks]
Not used 資料は授業中に配布またはPandAにアップする。
[References, etc.]
（Reference book） Introduced during class
[Study outside of class (preparation and review)]
配布する資料、指示する参考書や参考文献に目を通し、授業の予習、復習に役立てること。また、関心を持ったテーマについては、図書館等を利用して、自ら資料を収集し、復習すること。
[Other information (office hours, etc.)]
オフィスアワー実施の有無は、KULASISで確認してください。

Course number		U-LAS03 10004 SB48				
Course title (and course title in English)		外国文献研究（教育・英）I -E1 Readings in Humanities and Social Sciences (Education, English)I-E1		Instructor's name, job title, and department of affiliation	Graduate School of Education Associate Professor,Jeremy Rappleye	
Group	Humanities and Social Sciences		Field(Classification)	Readings in Humanities and Social Sciences		
Language of instruction	English		Old group	Group C	Number of credits	2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters	2022・First semester
Days and periods	Wed.3		Target year	2nd year students or above	Eligible students	For all majors
[Overview and purpose of the course]						
Understanding education requires an expansive worldview: the ability to compare across contexts, think broadly, and understand ideas and research from around the world. One key to this is a strong grasp of English. This course will systematically introduce students in the field of education to academic level English focused on a range of timely topics in education. It will also help students think about what it means to be a 'global jinzai' - Is it only speaking English? Or something deeper?						
[Course objectives]						
By the conclusion of the course, students will feel comfortable reading and discussing relatively high-level English language texts in the field of education. The course will be arranged around one of the most dominant trends in education policymaking today: PISA and the puzzle of East Asia's high-performance. Students first read a text, then discuss it informally, and finally debate utilizing the newly learned vocabulary and material. The goal is for students to acquire the ability to discuss both the theoretical-philosophical and practical-pedagogical dimensions of education with confidence and accuracy.						
In addition to this overarching goal, this course aims to achieve several lesser goals. These include the following:						
- Familiarize students with common vocabulary, argumentative structures, and modes of discourse frequently utilized in qualitative and/or theoretical studies within educational research, particularly sociology, anthropology, and comparative education (students interested specifically in improving their English on more quantitative and/or empirical themes should enroll in the Fall semester of this course)						
- Provide insights into how non-Japanese scholars discuss and think about core themes in educational research. Given different historical, linguistic, social, and cultural contexts, quite often the ways that educational research is 'framed' is different within Japan and outside of Japan. This course will offer students a window on mainstream approaches to educational research outside of Japan, thus helping students prepare for not only a different language (English), but also different modes of thinking about education.						
- To give students a familiarity with issues surrounding international education comparison, specifically focused on promise and perils of international tests such as the OECD's Programme for International Student Assessment (PISA)						
----- Continue to 外国文献研究（教育・英）I -E1(2) -----						

外国文献研究（教育・英）I -E1(2)	

[Course schedule and contents]	
I. Introduction (2 classes) II. Finland Education Model (2 classes) III. Japanese Model (2 classes) IV. Singapore Model (2 classes) V. Shanghai Model (2 classes) VI. Canada Model (2 classes) VII. Comparisons, Review (2 classes)	
Final Examination (1 class) Feedback (1 class)	
(Total: 15 classes, 1 Feedback session)	
[Course requirements]	
None	
[Evaluation methods and policy]	
Classes will be focused on (i) close reading of the main text of the course (Cleverlands by Lucy Crehan) and (ii) debate of the issues in the text. Acquiring advanced writing skills is not a focus of this class. Grading will be based on weekly attendance and active participation (45 points), evidence of advanced preparation (15 points), reflection paper (5 points), and a final examination (35 points). Students who are absent more than four times will not be given credit.	
[Textbooks]	
Instructed during class The primary textbook for this course will be Cleverlands: The Secrets Behind the Success of the World's Education Superpowers (Crehan, 2016, ISBN:978-1783522736).	
[Study outside of class (preparation and review)]	
Students are required to read before each class. The approximate workload is 15-25 pages of semi-academic English text. Students must learn (i) new vocabulary and (ii) new ideas at the same time. I expect students to study for 2-3 hours each week outside of class.	
[Other information (office hours, etc.)]	
Office hours will be held each week (time to be announced).	

Course number		U-LAS03 10004 SB48				
Course title (and course title in English)		外国文献研究（教育・英）I -E1 Readings in Humanities and Social Sciences (Education, English)I-E1		Instructor's name, job title, and department of affiliation	Graduate School of Education Professor,TAKAYAMA KEITA	
Group	Humanities and Social Sciences		Field(Classification)	Readings in Humanities and Social Sciences		
Language of instruction	English		Old group	Group C	Number of credits	2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters	2022・First semester
Days and periods	Thu.2		Target year	2nd year students or above	Eligible students	For all majors
[Overview and purpose of the course]						
<p>This unit explores a broad range of literature that assists the students to question the dominant cultural, socio-economic and political foundations of modern society and to explore ways in which education can be rethought towards more ecologically sustainable futures. The course begins with the recent writing on de-growth and postgrowth societies, introducing critical analyses of the decisive roles of capitalism and its underpinning growthism in creating today ' ecological crisis. This literature also points to the foundational cultural assumptions of modern society in which we live today that have long severed our intimacies with the environment that surrounds us. The purpose of the first half of the course is to identify the cultural as well as socio-economic causes of the ecological crisis today.</p> <p>The second half of the course examines a series of critiques of the roles of modern education in perpetuating the unsustainable social, cultural and economic practices of modern society. In particular, we will explore the emerging English-language scholarship around eco-justice education. Drawing on this body of literature, we will also critically assess some of the key international policy frameworks for sustainable futures (e.g., SDGs) and identifies their contradictions and crucial limitations. The final section of the course will focus on Japanese education. We are going to examine some of the exemplary Japanese educational practices in light of the critical insights thus far generated as a result of our engagement with the literature introduced in the course.</p> <p>The course will be organized around a set of key readings assigned to each class. Students are expected to complete the assigned readings and be fully prepared to discuss them before coming to the class. My teaching is dialogic in that I teach while interacting with you. In my view, straightforward lecturing is the most misguided approach to teaching and learning. All this means that unless you participate, no teaching will take place; no student preparation, no teaching! So please be fully prepared to participate in discussion so I can teach.</p>						
Continue to 外国文献研究（教育・英）I -E1(2)						

外国文献研究（教育・英）I -E1(2)	
[Course objectives]	
<p>Upon completion of the course, students are expected to develop the following understanding and skills:</p> <p>(1) Reading skills to enable access to published research articles on relevant topics, (2) Speaking and listening skills necessary for group work and discussion, (3) Academic writing and presentation skills, and (4) Understanding of ecological crisis and possible educational responses.</p>	
[Course schedule and contents]	
<p>Week 1 Introduction</p> <p>Week 2 Introduction: Welcome to the Anthropocene from Hickel, J. (2020). Less is more: How de-growth will save the world. London: William Heinemann.</p> <p>Week 3 Chapter 1: Capitalism: A Creation Story from Hickel, J. (2020).</p> <p>Week 4 Chapter 2: Rise of the Juggernaut from Hickel, J. (2020).</p> <p>Week 5 Chapter 3: Will technology save us? from Hickel, J. (2020).</p> <p>Week 6 Chapter 4: Secrets of the good life from Hickel, J. (2020).</p> <p>Week 7 Chapter 5: Pathways to a post-capitalist world from Hickel, J. (2020).</p> <p>Week 8 Chapter 6: Everything is connected from Hickel, J. (2020).</p> <p>Week 9 One chapter from Orr, D. W. (2004) Earth in mind: On education, environment and the human prospect. Island Press.</p> <p>Week 10 矢野智司(2013)「有能性と生命性の教育に向けて」円環する教育のコラボレーション (2013): 15-28.</p> <p>Week 11 One chapter from Bowers, C. (1993) Education, cultural myths, and the ecological crisis: Toward deep changes. State University of New York Press.</p> <p>Week 12 Learning to become with the world: Education for future survival. UNESCO Working Paper.</p>	
Continue to 外国文献研究（教育・英）I -E1(3)	

外国文献研究（教育・英）I -E1(3)
<p>Week 13 Gerbert, E. (1993). Lessons from the kokugo readers. Comparative Education Review.</p> <p>Week 14 Komatsu, H. Rappleye, J. and Silova, I. (2021). Student-centered learning and sustainability: Solution or problem? Comparative Education Review.</p> <p>Week 15 To be announced.</p>
[Course requirements]
None
[Evaluation methods and policy]
<p>Students will be evaluated primarily based on the following:</p> <p>(1) 60% 6 response papers (300 words each) (2) 20% Group presentation (3) 20% Summative reflection paper (1500 words)</p>
[Textbooks]
Not used
[References, etc.]
<p>(Reference book) Introduced during class</p>
[Study outside of class (preparation and review)]
Students are required to attend all class sessions. Active participation is expected. Before coming to the class, students are expected to complete the following tasks: (1) to read the assigned readings and prepare your questions for class discussion and (2) prepare a response paper.
[Other information (office hours, etc.)]
Only by appointment.

Course number		U-LAS05 20007 LE40			
Course title (and course title in English)	Linguistic Anthropology Linguistic Anthropology			Instructor's name, job title, and department of affiliation	Graduate School of Asian and African Area Studies Professor,TAKADA AKIRA
Group	Humanities and Social Sciences		Field(Classification)	Regions and Cultures(Issues)	
Language of instruction	English		Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Year/semesters 2022・First semester
Days and periods	Tue.5		Target year	All students	Eligible students For all majors
[Overview and purpose of the course]					
Contrary to the common image of anthropology (e.g., studying the ‘ strange ’ social institutions and practices of ‘ exotic ’ peoples), an increasing number of studies in this domain have analyzed everyday interactions among ordinary people. One justification for this approach is that it provides an opportunity to study how persons and sociocultural worlds mutually constitute each other. It follows that “ mind ” and “ culture ” , both of which are fundamental and important concepts in contemporary research about self and society, are not static entities but are part of a social reality that is deployed in moment-to-moment interactions. This perspective is derived from Linguistic Anthropology, which has developed as one of four field approaches to anthropology. Based on this perspective, this course aims to explore concepts of mind and culture. Thus, after introducing this increasingly popular domain of anthropology and its theoretical background, I will reconsider several spheres of social life in which mind and culture intersect (e.g., social cognition, understanding others, socialization and child development, language and communication, and emotion) based on a micro-analysis of everyday interactions in several societies in which I have conducted field research (e.g., Japan, the US, Botswana, and Namibia).					
[Course objectives]					
In this course, we will develop the above areas of interest by analyzing selected domains of everyday life based on various ethnographic materials.					
[Course schedule and contents]					
TOPICS					
1. Introduction to Linguistic Anthropology (weeks 1-2)					
2. Theory (weeks 3-4)					
3. Social Cognition (weeks 5-6)					
4. Understanding Others (weeks 7-8)					
5. Socialization and Child Development (weeks 9-10)					
6. Language and Communication (weeks 11-12)					
7. Emotion (weeks 13-14)					
8. Due of End-of-term Paper (week 15)					
9. Feedback (week 16)					

Continue to Linguistic Anthropology(2)					

Linguistic Anthropology(2)
[Course requirements]
None
[Evaluation methods and policy]
Grades will be based on the following: (1) Class attendance and active participation, 40% (2) Two reports, 40% (3) End-of-term paper, 20%
[Textbooks]
Instructed during class
[References, etc.]
(Reference book) 高田 明 『相互行為の人類学：「心」と「文化」が会える場所』(新曜社) ISBN:9784788516076 For Japanese students, in order to facilitate the active participation in the class, I recommend to read the above book, which is highly relevant to the lecture contents and is written in Japanese.
[Study outside of class (preparation and review)]
Students will be required to submit two reports, one at the beginning and one during the middle of the course. Details about these reports will be provided in class. Additionally, at the end of the term, students will be required to submit a paper (minimum of 2000 words, printed on A4 sheets) that discusses an aspect of everyday interactions related to the period covered in class. All sources of information (e.g., books, articles, etc.) must be cited appropriately in the paper.
[Other information (office hours, etc.)]

Course Code: H281003 for Wed/2

Course Code: H281002 for Wed.3

Course number	U-LAS01 10002 LE38				
Course title (and course title in English)	Japanese History I-E2 Japanese History I-E2		Instructor's name, job title, and department of affiliation	Institute for Research in Humanities Associate Professor,KNAUDT , Till	
Group	Humanities and Social Sciences		Field(Classification)	History and Civilization(Foundations)	
Language of instruction	English		Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Year/semesters 2022・First semester
Days and periods	Wed.2/Wed.3	Target year	All students		Eligible students For all majors
[Overview and purpose of the course]					
In class the participants will work on the course of modern Japanese history from the last years of the early modern period to the end of World War II in Asia. Special attention will be paid to questions of Meiji nation building and political representation, post-World War I industrialization and its social impact, and politics and culture in Japanese Empire in times of peace and total war.					
[Course objectives]					
Knowledge on key phenomena and research perspectives in prewar modern Japanese history.					
[Course schedule and contents]					
1 Introduction 2 The end of the Tokugawa period (1850s~1868) 3~5 Nation building and representation in the Meiji period (1868~1912) 6~8 Industrialization, social movements and imperialism in Taisho; and prewar Showa Japan (1912~1937) 9 Colonialism 10-13 Politics and culture in times of total war (1937~1945) 14 Conclusion 15 Feedback					
[Course requirements]					
None					
[Evaluation methods and policy]					
Evaluation will be based on written final report. Students who are absent from three classes or more cannot pass.					
[Textbooks]					
Reading materials will be handed out during class.					
[References, etc.]					
(Reference book) Reading materials will be handed out during class.					
[Study outside of class (preparation and review)]					
Knowledge of modern Japanese history in the Asian and global context is appreciated.					
[Other information (office hours, etc.)]					

Course Code: N374003 for Fri/3 • Fri/4

Course Code: N374001 for Wed/3 • Wed/4

Course number		U-LAS13 10012 EE60			
Course title (and course title in English)	Fundamental Chemical Experiments-E2		Instructor's name, job title, and department of affiliation	Graduate School of Engineering Associate Professor, Juha Lintuluoto Graduate School of Engineering Senior Lecturer, ALCANTARA AVILA, Jesus Rafael Graduate School of Engineering Senior Lecturer, Nguyen Thanh Phuc Graduate School of Engineering Associate Professor, Cedric Tassel Graduate School of Engineering Senior Lecturer, LANDENBERGER, Kira Beth Graduate School of Engineering Associate Professor, Yi Wei Graduate School of Human and Environmental Studies 基礎化学実験授業担当教員	
	Fundamental Chemical Experiments-E2				
Group	Natural Sciences		Field(Classification)	Chemistry(Foundations)	
Language of instruction	English		Old group	Group B	Number of credits 2
Number of weekly time blocks	2	Class style	Experiment		Year/semesters 2022・First semester
Days and periods	Wed.3・4/Fri.3・4	Target year	Mainly 1st year students	Eligible students	For science students
[Overview and purpose of the course]					
The purpose of this laboratory class is to practice the basic identification and synthesis of chemical compounds as well as to learn the underlying principles involved.					
[Course objectives]					
Students will gain understanding in basic chemical concepts by actual hands-on work performing fundamental analysis of chemical compounds.					
[Course schedule and contents]					
Registration information: https://www.z.k.kyoto-u.ac.jp/zenkyo/guidance					
1. General Guidance [2 times] The aims and contents of the experiments, how to make laboratory notes and reports, and how to use experimental instruments, labware and reagents safely.					
2. Qualitative Inorganic Analysis Experiments [4 times] (1) Basic Reactions of Fe ³⁺ and Al ³⁺ (3rd Analytical Group). (2) Basic Reactions of Ag ⁺ , Pb ²⁺ , Cu ²⁺ and Bi ³⁺ (1st and 2nd Analytical Groups). (3) Basic Reactions of Ni ²⁺ , Co ²⁺ , Mn ²⁺ and Zn ²⁺ (4th Analytical Group). (4) Analysis of an Unknown Sample Containing Some Cations.					
3. Volumetric Analysis Experiments [4 times] (1) Chelatometric Titration: Quantitative Determinations of Ca ²⁺ and Mg ²⁺ in tap water. (2) Iodometry: Quantitative Determination of NaClO in Bleach. (3) Oxidation Reaction Rate: Measurement of a Pseudo-first-order Reaction Rate Constant. (4) Adsorption of Oxalic Acid by Activated Carbon.					
----- Continue to Fundamental Chemical Experiments-E2(2)					

Fundamental Chemical Experiments-E2(2)					

4. Experiments in Organic Chemistry [4 times] (1) Qualitative Analysis of Organic Compounds. (2) Structure and Property of Organic Compounds: Azo Dyes and Fluorescent Dyes. (3) Organic Synthesis I: Acetylation of 4-Methoxyaniline. (4) Organic Synthesis II: Nitration and Hydrolysis.					
5. Feedback [1 time]					
[Course requirements]					
None					
[Evaluation methods and policy]					
Grades will be based on submitted reports and performance during of a total of 12 hands-on chemical experiments.					
[Textbooks]					
『Fundamental Chemistry Experiments』 (This textbook will be delivered at the class.)					
[Study outside of class (preparation and review)]					
Preparation for each experiment should be done in advance. Understand the principles involved, and summarize these beforehand in the experimental notes regarding the reagents, equipment, and procedures and methods to be used.					
[Other information (office hours, etc.)]					
<ul style="list-style-type: none"> • For the registration of the class, please see *1 below. • Detailed information of the registration will be given at the homepage “ KULASIS ” in the beginning of April. • Attend the first class, the course guidance will be given there. • When you decide to take the class, you must have your own safety glasses as well as obtain the insurance for study and research “ 学生教育研究災害傷害保険 ” . (Safety glasses can be purchased at the COOP Shop “ 生協 ” and the insurance “ 学生教育研究災害傷害保険 ” is processed at the Education Promotion and Student Support Department Desk “ 教育推進・学生支援部 ” .) 					
*1					
Students must apply for the course before registration if they intend to register for experiment or exercise class of Natural Sciences Group. Please register for the class if you are permitted to participate.					
<ul style="list-style-type: none"> • Application period: Before the guidance of the first class • Posted: Details will be posted on “ Notification ” (Academic affairs information on liberal arts and sciences) in KULASIS in early April. • Application method: This will be explained in the “ Notification ” on KULASIS • Selection method: If the number of students who wish to take the class exceeds the course limit, a lottery will be held. The results will be announced after the guidance session. 					
<ul style="list-style-type: none"> • Notice: Unlike the other class designated courses, students can register the “ Fundamental Chemical Experiments ” course even if it is not the day/period of their class designated course. However, this shall not apply in the case when the class is oversubscribed. 					

Course Code: W220001 for Thu. 3
Course Code: W220002 for Thu. 4

Course number		U-LAS51 10010 SE48			
Course title (and course title in English)	科学コミュニケーション (理・英) -E3 Science Communication (Science, English)-E3			Instructor's name, job title, and department of affiliation	Part-time Lecturer,James de Witt Graduate School of Science Senior Lecturer,TSUNEMI TOSHINAO
Group	Career Development		Field(Classification)	International Communication	
Language of instruction	English		Old group	Group C	Number of credits 2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters 2022・First semester
Days and periods	Thu.3/Thu.4		Target year	2nd year students or above	Eligible students For science students
[Overview and purpose of the course]					
The primary focus of this course will be on understanding scientific materials presented in an all-English environment. Coursework will emphasize group study and discussion, vocabulary-building, and clear description of scientific ideas through a variety of activities. Enrollment will be open, but is intended mainly for Rigakubu second-year students.					
英語の環境下で日本語を通さずに、科学に関する文献や資料を理解するための授業です。グループ学習と議論、語彙の習得、科学的考え方の明確な記述に重点を置きます。誰でも受講できますが、理学部2回生が主な対象です。					
[Course objectives]					
To acquire methods to improve your understanding of English-language scientific information and your skills in presenting them, for later educational and professional purposes					
[Course schedule and contents]					
Materials will be selected from the fields of mathematics, physics/astrophysics, earth science, chemistry, and biology, and include authentic works by and about significant achievements of famous scientists.					
Lessons will include the content below. The planned number of lectures for each topic are indicated in the parentheses. Some adjustments may be made if the classes are held online.					
Orientation (1)					
Summarizing information and collaborative discussion (4)					
Event/observation/description: limitations in scientific communication (2)					
- Thought experiments conducted in class					
Organization of ideas in scientific literature (5)					
- Improving reading comprehension through understanding of logical structure					
- Standards in journal article structure					
- Understanding and creating abstracts					
Presentation of a model, and description of a scientific principle it demonstrates (1)					
Final quiz, future directions (1)					
Feedback (1)					

Continue to 科学コミュニケーション (理・英) -E3(2)					

科学コミュニケーション (理・英) -E3(2)	

Reading and discussion of journal articles and students' choice of Nature News articles will be given from each of the five basic Faculty of Science divisions of mathematics, physics/astrophysics, earth science, chemistry, and biology.	
Mr. De Witt is always present for the lessons, and Dr. Tsunemi may occasionally be present.	
[Course requirements]	
None	
[Evaluation methods and policy]	
Preparedness, daily participation, and assignments.	
Daily in-class grades based on 0, 1, 2, or 3 points will be given as follows:	
0-no participation or preparation, 1-some but inadequate participation or preparation, 2-normal, expected level of participation and preparation, 3-extra participation and preparedness, beyond the basic requirement.	
Plus and minus indicators may also be given, to indicate in-between levels, with 3 such indicators adding to one grade point.	
One in-class grade point may be subtracted or tardiness, speaking too much Japanese in class, breaking basic rules, etc., for each day with incidence.	
[Textbooks]	
Not used	
Topics will be selected from the scientific literature for discussion, summarization, and presentation.	
[References, etc.]	
(Reference book)	
Introduced during class	
[Study outside of class (preparation and review)]	
Read and summarize assigned articles handed out or online, write an article abstract, prepare a simple model to demonstrate, etc.	
[Other information (office hours, etc.)]	
Students are encouraged to actively participate in discussions and preparations of topics, primarily in small groups or pairs.	
This class may be conducted in a remote format in which the instructor delivers classes from outside the classroom, depending on current public health advisories and policy.	

Course Code: W222001

Course number		U-LAS51 10012 SE48				
Course title (and course title in English)		臨床コミュニケーション (医・英) -E3 Clinical Communication (Medicine, English)-E3		Instructor's name, job title, and department of affiliation	Graduate School of Medicine Program-Specific Senior Lecturer, YAMADA YUKARI	
Group	Career Development		Field(Classification)		International Communication	
Language of instruction	English		Old group	Group C	Number of credits	2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters	2022・First semester
Days and periods	Wed.1		Target year	2nd year students or above	Eligible students	For science students
[Overview and purpose of the course]						
Successful communication helps us better understand people and situations, which is the cornerstone of patient-centered healthcare as well as in a research career. This course aims to develop effective (clear and sensitive) communication skills in English within both clinical and academic context. To achieve this goal, the course incorporates practical training sessions, such as small group discussion and role-play on simulated clinical situations.						
To make the classroom more intensive and the learning experience more learner-centered, so that students can explore topics in greater depth by themselves before/after participating in the classroom, we employ an alternate classroom/self-directed learning (SDL) format. While one group participates in classroom activity, the other group engages in SDL sessions outside of the classroom, and then vice versa. The course is run in collaboration with a part-time lecturer, Guita Youssefian, as well as several international medical graduate students as teaching assistants throughout the course.						
[Course objectives]						
By the end of the course, students will be able to:						
1) improve communication skills in English						
2) collect and interpret relevant evidence, discuss it with other people, and demonstrate their argument						
3) understand the importance of empathetic listening in clinical consultation and be able to assimilate some of its principles.						
[Course schedule and contents]						
[1] Introduction/First try to listen to an episode about science and health						
[2] Onsite1: Review past episode/ Listen to more episodes and discuss						
[3] SDL1: Research about misinterpretation of facts in Japan						
[4] Onsite2: Sharing the findings. Listen to others and discuss						
[5] SDL2: Preparation of own argument to convince citizens with misinformation						
[6] Onsite3: Presentation of argument (Evaluation I)						
[7] SDL3: Reflection						
[8] SDL4: Self-reflection to know about own feeling and values						
[9] Onsite4: Group exercise of overcoming barriers to empathy						
----- Continue to 臨床コミュニケーション (医・英) -E3(2) -----						

臨床コミュニケーション (医・英) -E3(2)

[10] SDL5: Medical consultation,knowledge base
[11] Onsite5: Medical consultation, practice
[12] SDL6: Preparation for role playing
[13] Onsite6: Demonstration of role-playing with a simulated patient (Evaluation II)
[14] SDL7: Ways to improve English conversation
[15] Feedback & Make-up exam (Medical students)
The schedule shown above is for one of the two groups. The other group starts with [14] followed by [2][3]..
[Course requirements]
This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few international students from healthcare-related departments, with a short English proficiency test on the first day of the course.
[Evaluation methods and policy]
Since the course employs a small group discussion style, not only your presence in the class but your active participation in the discussion is essential for this course. Students are responsible for satisfying all academic objectives as defined by the instructor. Grading consists of “ Evaluation I ” 25% (Onsite 3:presentation), “ Evaluation II ” 25% (Onsite6: role-playing), and “ Participation ” 50%. Required submissions for SDLs indicate student ' s level of participation. Criteria are different in each assignment, and we announce them in the class and make it clear and open to all students.
[Textbooks]
Not used
[References, etc.]
(Reference book)
Introduced during class
[Study outside of class (preparation and review)]
This class requires minimum study out of the classroom/SDL requirement. Active participation in the classroom using research/findings from SDL is highly expected.
[Other information (office hours, etc.)]
Students are welcome to contact the teaching staff anytime. Meetings are possible with an email appointment in advance: Email subject line should start with [ClinCom] for all correspondence (email: yamada.yukari.3c@kyoto-u.ac.jp).

Course number		U-LAS51 10012 SE48				
Course title (and course title in English)		臨床コミュニケーション (医・英) -E3 Clinical Communication (Medicine, English)-E3		Instructor's name, job title, and department of affiliation	Graduate School of Medicine Program-Specific Senior Lecturer,YAMADA YUKARI	
Group	Career Development		Field(Classification)		International Communication	
Language of instruction	English		Old group	Group C	Number of credits	2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters	2022・First semester
Days and periods	Wed.2		Target year	2nd year students or above	Eligible students	For science students
[Overview and purpose of the course]						
Successful communication helps us better understand people and situations, which is the cornerstone of patient-centered healthcare as well as in a research career. This course aims to develop effective (clear and sensitive) communication skills in English within both clinical and academic context. To achieve this goal, the course incorporates practical training sessions, such as small group discussion and role-play on simulated clinical situations.						
To make the classroom more intensive and the learning experience more learner-centered, so that students can explore topics in greater depth by themselves before/after participating in the classroom, we employ an alternate classroom/self-directed learning (SDL) format. While one group participates in classroom activity, the other group engages in SDL sessions outside of the classroom, and then vice versa. The course is run in collaboration with a part-time lecturer, Guita Youssefian, as well as several international medical graduate students as teaching assistants throughout the course.						
[Course objectives]						
By the end of the course, students will be able to:						
1) improve communication skills in English						
2) collect and interpret relevant evidence, discuss it with other people, and demonstrate their argument						
3) understand the importance of empathetic listening in clinical consultation and be able to assimilate some of its principles.						
[Course schedule and contents]						
[1] Introduction/First try to listen to an episode about science and health						
[2] Onsite1: Review past episode/ Listen to more episodes and discuss						
[3] SDL1: Research about misinterpretation of facts in Japan						
[4] Onsite2: Sharing the findings. Listen to others and discuss						
[5] SDL2: Preparation of own argument to convince citizens with misinformation						
[6] Onsite3: Presentation of argument (Evaluation I)						
[7] SDL3: Reflection						
[8] SDL4: Self-reflection to know about own feeling and values						
[9] Onsite4: Group exercise of overcoming barriers to empathy						
----- Continue to 臨床コミュニケーション (医・英) -E3(2) -----						

臨床コミュニケーション (医・英) -E3(2)	

[10] SDL5: Medical consultation,knowledge base	
[11] Onsite5: Medical consultation, practice	
[12] SDL6: Preparation for role playing	
[13] Onsite6: Demonstration of role-playing with a simulated patient (Evaluation II)	
[14] SDL7: Ways to improve English conversation	
[15] Feedback & Make-up exam (Medical students)	
The schedule shown above is for one of the two groups. The other group starts with [14] followed by [2][3]..	
[Course requirements]	
This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few international students from healthcare-related departments, with a short English proficiency test on the first day of the course.	
[Evaluation methods and policy]	
Since the course employs a small group discussion style, not only your presence in the class but your active participation in the discussion is essential for this course. Students are responsible for satisfying all academic objectives as defined by the instructor. Grading consists of “ Evaluation I ” 25% (Onsite 3:presentation), “ Evaluation II ” 25% (Onsite6: role-playing), and “ Participation ” 50%. Required submissions for SDLs indicate student ' s level of participation. Criteria are different in each assignment, and we announce them in the class and make it clear and open to all students.	
[Textbooks]	
Not used	
[References, etc.]	
(Reference book)	
Introduced during class	
[Study outside of class (preparation and review)]	
This class requires minimum study out of the classroom/SDL requirement. Active participation in the classroom using research/findings from SDL is highly expected.	
[Other information (office hours, etc.)]	
Students are welcome to contact the teaching staff anytime. Meetings are possible with an email appointment in advance: Email subject line should start with [ClinCom] for all correspondence (email: yamada.yukari.3c@kyoto-u.ac.jp).	

Course number		U-LAS51 10012 SE48				
Course title (and course title in English)		臨床コミュニケーション (医・英) -E3 Clinical Communication (Medicine, English)-E3		Instructor's name, job title, and department of affiliation	Graduate School of Medicine Program-Specific Senior Lecturer,YAMADA YUKARI	
Group	Career Development		Field(Classification)	International Communication		
Language of instruction	English		Old group	Group C	Number of credits	2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters	2022・First semester
Days and periods	Wed.3		Target year	2nd year students or above	Eligible students	For science students
[Overview and purpose of the course]						
Successful communication helps us better understand people and situations, which is the cornerstone of patient-centered healthcare as well as in a research career. This course aims to develop effective (clear and sensitive) communication skills in English within both clinical and academic context. To achieve this goal, the course incorporates practical training sessions, such as small group discussion and role-play on simulated clinical situations.						
To make the classroom more intensive and the learning experience more learner-centered, so that students can explore topics in greater depth by themselves before/after participating in the classroom, we employ an alternate classroom/self-directed learning (SDL) format. While one group participates in classroom activity, the other group engages in SDL sessions outside of the classroom, and then vice versa. The course is run in collaboration with a part-time lecturer, Guita Youssefian, as well as several international medical graduate students as teaching assistants throughout the course.						
[Course objectives]						
By the end of the course, students will be able to:						
1) improve communication skills in English						
2) collect and interpret relevant evidence, discuss it with other people, and express their opinions showing traces of reasoning						
3) understand the importance of empathetic listening in clinical consultation and be able to assimilate some of its principles.						
[Course schedule and contents]						
[1] Introduction/First try to listen to an episode about science and health						
[2] Onsite1: Review past episode/ Listen to more episodes and discuss						
[3] SDL1: Research about misinterpretation of facts in Japan						
[4] Onsite2: Sharing the findings. Listen to others and discuss						
[5] SDL2: Preparation of own argument to convince citizens with misinformation						
[6] Onsite3: Presentation of argument (Evaluation I)						
[7] SDL3: Reflection						
[8] SDL4: Self-reflection to know about own feeling and values						
----- Continue to 臨床コミュニケーション (医・英) -E3(2) -----						

臨床コミュニケーション (医・英) -E3(2)

[9] Onsite4: Group exercise of overcoming barriers to empathy
[10] SDL5: Medical consultation,knowledge base
[11] Onsite5: Medical consultation, practice
[12] SDL6: Preparation for role playing
[13] Onsite6: Demonstration of role-playing with a simulated patient (Evaluation II)
[14] SDL7: Ways to improve English conversation
[15] Feedback & Make-up exam (Medical students)
The schedule shown above is for one of the two groups. The other group starts with [14] followed by [2][3]..
[Course requirements]
This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few international students from healthcare-related departments, with a short English proficiency test on the first day of the course.
[Evaluation methods and policy]
Since the course employs a small group discussion style, not only your presence in the class but your active participation in the discussion is essential for this course. Students are responsible for satisfying all academic objectives as defined by the instructor. Grading consists of “ Evaluation I ” 25% (Onsite 3:presentation), “ Evaluation II ” 25% (Onsite6: role-playing), and “ Participation ” 50%. Required submissions for SDLs indicate student ' s level of participation. Criteria are different in each assignment, and we announce them in the class and make it clear and open to all students.
[Textbooks]
Not used
[References, etc.]
(Reference book)
Introduced during class
[Study outside of class (preparation and review)]
This class requires minimum study out of the classroom/SDL requirement. Active participation in the classroom is highly expected based on Self Directed Learning.
[Other information (office hours, etc.)]
Students are welcome to contact the teaching staff anytime. Meetings are possible with an email appointment in advance: Email subject line should start with [ClinCom] for all correspondence (email: yamada.yukari.3c@kyoto-u.ac.jp).

Course Code: W224002 for Mon/5

Course Code: W224001 for Mon/4

Course number		U-LAS51 10014 SB48					
Course title (and course title in English)	科学コミュニケーションの基礎と実践 (薬・英) A-E3 Theory and Practice in Scientific Writing and Discussion (Pharmaceutical Sciences, English)A-E3			Instructor's name, job title, and department of affiliation	Graduate School of Pharmaceutical Sciences Program-Specific Associate Professor,CAMPBELL, Douglas Simon		
Group	Career Development		Field(Classification)		International Communication		
Language of instruction	Japanese and English		Old group	Group C		Number of credits	2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters	2022・First semester	
Days and periods	Mon.4/Mon.5		Target year	2nd year students or above		Eligible students	For science students
[Overview and purpose of the course]							
<p>"Theory and Practice in Scientific Writing and Discussion" will provide students with the basics of scientific English.</p> <p>Expressions and vocabulary used in scientific texts are different from everyday English. When giving a presentation or a seminar, or writing a report or research manuscript, it is critical to use a well organised and precise language so that the ideas and discoveries are well communicated.</p> <p>This course is mainly targeted to students who wish to pursue a scientific career, especially in research. Although learning new vocabulary and grammar is a substantial part of this course, the emphasis will be put on practice.</p>							
[Course objectives]							
<p>To acquire basic knowledge on the structure and vocabulary of scientific English (biology, physics, chemistry).</p> <p>To be able to build sentences using the vocabulary and grammar they have learned.</p> <p>To learn English names of common scientific tools.</p> <p>To be able to accurately describe dimensions and relative positions of objects, scientific equations, chemical reactions and other scientific concepts.</p> <p>To be able to communicate scientific content in English in a relaxed manner and without hesitation.</p>							
[Course schedule and contents]							
<p>1. What is Scientific English? (1 week)</p> <p>2. The basic units and dimensions, numerals, enunciation and comprehension of complex numbers and equations. (1 week)</p> <p>3. Chemicals and chemical reactions. (1 week)</p> <p>4. Latin and Greek roots of modern scientific English. (1 week)</p> <p>5. How to describe the relative position and dimensions of an object, descriptions of movements and force, basic human and animal anatomy. (3 weeks)</p> <p>6. Mid-term exam / Description of experimental setups (1 week)</p> <p>7. Description of experimental setups in Biology and Chemistry. (2 weeks)</p> <p>8. Listening to a scientific presentation/TV program and asking questions on its content (2 weeks)</p> <p>9. Introduction to giving presentations - Elevator Pitch / self- introduction and Scientific-flash talks (3 weeks) Presentations</p> <p>10. Presentations and Feedback (1 week)</p>							
----- Continue to 科学コミュニケーションの基礎と実践 (薬・英) A-E3(2) -----							

科学コミュニケーションの基礎と実践 (薬・英) A-E3(2)

[Course requirements]
Students uncomfortable in social interactions may find this course challenging.
[Evaluation methods and policy]
- Class participation (answering and asking questions or discussion, 40%). - Midterm exam (30%) - Assignments (such as role play in Laboratory or Pharmacy, elevator pitch / self introduction, scientific flash talk, 30%). The balance between the above will be dependent on the number of assignments given.
[Textbooks]
Anthony FW FOONG 『Comprehensive Scientific English (A) 4th Edition』 (IMEX. Japan) ISBN:978-4-9905790-2-9 (4th edition, April 2020) OpenStax Biology, Anatomy and Physiology, Chemistry and Physics, freely available to download at the URL below.
[References, etc.]
(Reference book) Introduced during class References and articles will also be given via Panda.
(Related URL) https://openstax.org/subjects
[Study outside of class (preparation and review)]
Review from the textbook, listening exercises on the CDs, class material and preparation for assignments to be presented either in class or submitted.
[Other information (office hours, etc.)]
The contents of the syllabus are a guide to the content of the course, the exact content may change. Input from students is very welcome to suggest aspects of scientific English to cover in the course. I am always happy to discuss with students, please contact me via email in the first instance.

Course number		U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) ILAS Seminar :Scripts and Written Artefacts		Instructor's name, job title, and department of affiliation	Graduate School of Letters Program-Specific Senior Lecturer,Tao PAN		
	Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks
Class style	Seminar	Year/semesters	2022・First semester		Quota (Freshman)	10 (10)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Tue.5
Classroom	Facutly of letters, Room L401 (Pan office) (Main Campus)				Language of instruction	English
Keyword	script / language / manuscript					
[Overview and purpose of the course]						
This seminar is divided into two parts. In the first part several important scripts and writing systems will be introduced. Not only the writing systems of Indo-European languages (Greek, Latin, Sanskrit, etc.) but also non-Indo-European languages (Egyptian, Akkadian, Chinese, etc.) will be analysed in detail. The second part is devoted to written artefacts and manuscript cultures, and numerous examples will be presented. Based on the knowledge in the first part, several reading exercises are planned to facilitate the understanding of writing cultures.						
[Course objectives]						
The participants will gain basic knowledge of various scripts, logic of writings systems and development of writing cultures.						
[Course schedule and contents)]						
I. Scripts and Writing Systems						
Week #01 Writing Systems in the World						
1.1. General Introduction						
1.2. Logic of Writing and Typology of Scripts						
1.3. Logogram (表語文字) vs Phonogram (表音文字) {grapheme 書記素}						
Logogram: logo-consonantal (Egyptian hieroglyph) vs logo-syllabic (Hittite cuneiform);						
Phonogram: alphabetic vs syllabic.						
1.4. Interplay between Scripts and Languages (e.g. Scripts and Word Forms, cf. Katakana)						
References: The world's writing systems; Handbook of Comparative and Historical Indo-European Linguistics Volume 1, 5. The writing systems of Indo-European;						
Week #02 Writing Systems of Indo-European Languages Part 1						
2.1. Alphabetic Greek						
2.2. Case Study: Venetus A Manuscript of Iliad						
2.3. Mycenaean Greek Script (Linear B)						
2.4. Case Study: Documents KN Ca 895 and PY Ta 722						
2.5. Gothic Alphabet and Runic Script						
2.6. Latin Letters (Etruscan and Greek Letters)						

Continue to ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (2)						

ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (2)					
Story of Decipherment Linear B					
Week #03 Writing Systems of Indo-European Languages Part 2					
3.1. Brahmi Script					
3.2. Case Study: Ashoka Inscription in Brahmi; Story of Decipherment Brahmi Script					
3.3. Kharosthi Script					
3.4. Case Study: Ashoka Inscription in Kharosthi					
3.5. Case Study: Coins in Greek and Gandhari;					
3.6. Historical Development of Brahmi and Kharosthi Script					
Week #04 Writing Systems of Indo-European Languages Part 3					
4.1. Avestan Script					
4.2. Hittite Cuneiform					
4.3. Luvian (Cuneiform and Hieroglyph)					
Exercise: based on the picture of Cuneiform tablets, draw the signs, then compare the results with the published ones.					
References: Salomon 1998 Indian epigraphy; Falk 2006 Ashokan Sites and Artefacts; Handout (glass_salomon_kharosthi); A companion to linear B Mycenaean Greek texts and their world 1; Introduction a l' Avesta; Outline of the Historical and Comparative Grammar of Latin 2020; Website: http://www.indoskript.org ; http://calibra.classics.cam.ac.uk ; https://damos.hf.uio.no/1 ; The Story of Decipherment From Egyptian Hieroglyphs to Maya Script; The Luwians;					
Week #05 Writing Systems of non-Indo-European Languages Part 1					
5.1. Egyptian Hieroglyph					
5.2. Akkadian Cuneiform					
5.3. Maya Glyph					
5.4. Chinese Script, Tangut Script (西夏文)					
References: Grosses Handwoerterbuch Aegyptisch-Deutsch; Einfuehrung in die hieroglyphisch-aegyptische Schrift und Sprache; Grundriss der akkadischen Grammatik; Reading the Maya Glyphs; Tangut Language and Manuscripts An Introduction; Chinese Script History, Characters, Calligraphy;					
Week #06 Writing Systems of non-Indo-European Languages Part 2					
Chinese Scripts and Calligraphy					
6.1. Oracle Bone Script (甲骨文字)					
6.2. Bronze Script (金文)					
6.3. Seal Script (篆書体)					
6.4. Clerical Script (隸書体)					
6.5. Regular Script (楷書体)					
6.6. Semi-Cursive Script (行書体)					
6.7. 三希堂法帖					
References: Chinese Script History, Characters, Calligraphy; 東京書道博物館; 御刻三希堂石渠宝笈法帖; Chinese Calligraphy Collection; Chinese writing and calligraphy; Website: http://www.columbia.edu/~xc2282/calligraphy/calligraphy.html ;					
Continue to ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (3)					

ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (3)
<p>Week #07 Scripts along the Silk Road</p> <p>7.1. Scripts and Languages in Turfan Collection</p> <p>7.2. Scripts and Dating (Chinese Calligraphy)</p> <p>7.3. Case Study: Scripts and Buddhist Sects (Saindhavi Script)</p> <p>References: Fujieda 藤枝晃 Tunhuang Manuscripts Part II; Fujieda 1989 Earliest Types of Chinese Buddhist Manuscripts Excavated in Turfan; Tsui, Chung-hui 崔中慧 2020 Chinese Calligraphy and Early Buddhist Manuscripts; Dragomir Dimitrov 2020 The Buddhist Indus Script and Scriptures: on the so-called Bhaiksuki or Saindhavi Script of the Samitiyas and their Canon (CIHI/64);</p> <p>Week #08 Recognise and Read Part 1</p> <p>8.1. Case Study: Read Sanskrit Manuscript (Udanavarga, Catalogue System “ SHT ”)</p> <p>8.2. Case Study: Read Khotanese Manuscript</p> <p>8.3. Case Study: Read Gandhari Manuscript (Dharmapada)</p> <p>Week #09 Recognise and Read Part 2</p> <p>9.1. Case Study: Read Bactrian Manuscripts</p> <p>9.2. Case Study: Read Middle Persian & Parthian Manuscripts</p> <p>Reference: Sander 1968 Palaeographisches zu den Sanskrithandschriften; Bernhard 1965 Udanavarga; Brough 1962 The Gandhari Dharmapada. London; Sims-Williams 2007 Bactrian documents from Northern Afghanistan 2 Letters and Buddhist texts;</p> <p>Website: Sanskrit: http://idp.bbaw.de/ ; Gandhari: https://gandhari.org/ ; Tocharian https://www.univie.ac.at/tocharian ;</p> <p>II. Written Artefacts and Manuscript Cultures</p> <p>Week #10 Western Manuscripts</p> <p>10.1. General Introduction</p> <p>10.2. Western Manuscripts (Greek, Latin, Old Church Slavonic, Gothic, Old High German, Old Icelandic, etc.)</p> <p>10.3. Papyrus, Parchment and Codex</p> <p>Reference: The Birth of the Codex</p> <p>Week #11 Oriental Manuscripts</p> <p>11.1. General Introduction</p> <p>11.2. Oriental Manuscripts (Gandhari, Sanskrit, Khotanese, Tocharian, Chinese, etc.)</p> <p>11.3. Differences and Similarities between Western and Oriental Manuscripts</p> <p>References: Manuscript Cultures Mapping the Field; One-Volume Libraries Composite and Multiple-Text Manuscripts</p> <p>Website: Homer (Venetus A): http://beta.hpcc.uh.edu/hmt/archive-dl/VenetusA/ ; Aeneas: https://digi.vatlib.it/view/MSS_Vat.lat.3867 ; Gothic: http://www.alvin-portal.org/alvin/view.jsf?pid=alvin-record%3A173610&dsid=7503 ; Old High German: http://www.handschriftencensus.de/werke ; Etymologisches W#246rterbuch des Althochdeutschen; Kommentar zu den Liedern der Edda / Band 1; Old Icelandic: http://www.germanicmythology.com/works/CODEXREGIUS.html; Old English: https://ebeowulf.uky.edu/ebeo4.0/CD/main.html ; Sanskrit: http://idp.bbaw.de/ ; Gandhari: https://gandhari.org/ ; Avestan: https://ada.geschkult.fu-berlin.de</p>
Continue to ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (4)

ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (4)
<p>Week #12 Composite Manuscripts</p> <p>12.1. Textually Composite (Buddhist, Jaina, China; Bilingual)</p> <p>12.2. Physically Composite (two layers, glued or sewn)</p> <p>12.3. Philosophical/Religious Encounters between Asia and Europe</p> <p>12.4. Case Study: Manichaeism in Tocharian und Old Turkic; Toch B-Uighur Bilingual Hymn to Mani (fragment U99-103/T III D 259-260)</p> <p>References: The Emergence of Multiple-Text Manuscripts; Hartmann Wille Skt Handschriften Sammlung Pelliot 3510 Sammelhandschriften; Hartmann 2017 SHT 7185; Pan/Chen 2021 Traces of Chinese Buddhist Scrolls in Fragments of Tocharian Pothis; von Gabain/Winter 1958 Ein Hymnus an den Vater Mani auf “ Tocharisch ” B mit alttuerkischer Uebersetzung; Pinault 2008 Bilingual hymn to Mani: Analysis of the Tocharian B parts</p> <p>Week #13 Production of Manuscripts</p> <p>13.1. Production of Palm Leaf Manuscripts</p> <p>13.2. Chinese Buddhist Scrolls Transformed into Tocharian Pothis (How & Why & When & Where)</p> <p>13.3. Manuscript Forgeries</p> <p>13.4. Unknown Script or Forgery? Hoernle Biscrypt</p> <p>References: Sims-Williams 2000 Forgeries from Chinese Turkestan in the British Library ’ s Hoernle and Stein Collections; Dunhuang Manuscript Forgeries 2002; Rosen 2001 Hedin Forgery; Fakes and Forgeries of Written Artefacts from Ancient Mesopotamia to Modern China; Dragoni Schouppen Peyrot 2020 The Formal Kharosthi script from the Northern Tarim Basin in Northwest China may write an Iranian language</p> <p>Website: https://www.youtube.com/watch?v=1G7Nd5Y6UCE</p> <p>Week #14 Review and Preparation for Final Test</p> <p>Week #15 Final Test</p> <p>Week #16 Feedback</p>
[Course requirements]
Classes will be held in English with translational help provided by a Japanese TA.
[Evaluation methods and policy]
<p>The course is conducted in form of lectures. The participants will be asked to prepare short presentations based on further reading materials. These presentations will either provide further details to the topics dealt with before, or introduce new topics.</p> <p>1. Attendance + Participation 20%</p> <p>2. Presentation on seminar topics 40%</p> <p>3. Final Test 40%</p>
[Textbooks]
<p>Instructed during class</p> <p>Please refer to "Course schedule and contents" for the course texts and materials.</p>
Continue to ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (5)

[References, etc.]

(Reference book)

Introduced during class

Please refer to "Course schedule and contents" for the course texts and materials.

[Study outside of class (preparation and review)]

The participants are expected to review the course content covered in the previous sessions and prepare the reading materials assigned after each session.

[Other information (office hours, etc.)]

オフィシアワーの詳細については、KULASISで確認してください。(Please visit KULASIS to find out about office hours.)

Course Code: Z001288

Course number		U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー：ゲノム生物学入門		Instructor's name, job title, and department of affiliation	Graduate School of Agriculture Professor, RYOHEI TERAUCHI		
	ILAS Seminar :Use of Genomics to Study Natural History					
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks	1
Class style	Seminar	Year/semesters	2022・First semester		Quota (Freshman)	10 (10)
Target year	1st year students	Eligible students	For all majors		Days and periods	Mon.5
Classroom	TBD				Language of instruction	Japanese and English
Keyword	フィールドワーク / 生物多様性 / 植物採集 / ゲノム解析 / バイオインフォーマティクス					
[Overview and purpose of the course]						
私たちの周りには多様な生物がいます。生物が周囲の環境や生物とどのようにに関わりながら生きているかを調べて記述する研究分野を、生物学(自然史学:Natural History)と呼びます。私たちが生きている生物を目にすることができるのは、約35億年以前の生命起源以来、一度も系統が途絶えることなく現在に至った結果です。すなわち、現存の全ての生物は全て長い進化の歴史をもっています。著名な遺伝学者木原均博士は、1946年に「地球の歴史は地層に、生物の歴史は染色体に記されている」と述べました。近年のDNAシーケンス技術の飛躍的な進歩により、多くの生物において、染色体のセットであるゲノムを全塩基配列について解析し進化の歴史について知ることの可能な時代が到来しました。本セミナーでは、身のまわりの生物、特にヒトの生存にとって重要な栽培植物や雑草などを材料にして、採集、種の同定、標本作製などの生物学入門を学びます。また、各自選んだ生物種のゲノム解析を実際に経験して、DNAに記された種の進化の歴史について調査することを学びます。これらを通じて、驚くべき生物多様性をゲノム配列から研究する新しい研究分野「ゲノム生物学」に誘います。						
[Course objectives]						
植物を材料にして、野外採集、種の同定、標本作成の実験を経験することにより、生物の多様性について認識を深め、生物学の重要性について理解する。さらに、バイオインフォーマティクスの入門を経験することにより、ゲノム配列解析と進化遺伝学について基礎知識を得る。自らの新しい発見についてレポートで公的に報告するしくみを理解しその方法を習得する。						
[Course schedule and contents]						
1回	科目の概要説明 入門書の紹介(中尾佐助、木村資生など)					
2回	(1日) 野外植物観察(鞍馬貴船方面)					
3回	ゲノム解析入門					
4回-7回	(1日) 向日市物集女町栽培植物起原学分野 集中講義 野外植物採集 標本作成 植物からのRNA採取 5月中の土曜日を予定、詳細は受講生と相談					
8回	バイオインフォーマティクス入門					
9回	バイオインフォーマティクス入門					
10回-13回	(1日) 向日市物集女町栽培植物起原学分野 集中講義 RNAseqデータの解析 6月中の土曜日を予定、詳細は受講生と相談					
----- Continue to ILASセミナー：ゲノム生物学入門(2) -----						

ILASセミナー：ゲノム生物学入門(2)	
14回	まとめ、レポート発表および提出
15回	フィードバック(方法は別途連絡します。)
[Course requirements]	
None	
[Evaluation methods and policy]	
定期試験実施せず。平常点(出席と参加の状況、およびレポート)100%	
[Textbooks]	
Not used	
(Related URL)	
http://www.crop-evolution.kais.kyoto-u.ac.jp (栽培植物起原学研究室ホームページ)	
[Study outside of class (preparation and review)]	
レポートの準備をしておくこと	
[Other information (office hours, etc.)]	
学生教育研究災害傷害保険に加入すること	

Course Code: Z002006

Course number		U-LAS70 10002 SE50				
Course title (and course title in English)		ILAS Seminar-E2 :Contemporary History (現代史) ILAS Seminar-E2 :Contemporary History		Instructor's name, job title, and department of affiliation	Graduate School of Human and Environmental Studies Senior Lecturer,BHATTE, Pallavi Kamlakar	
Group	Seminars in Liberal Arts and Sciences			Number of credits	2	Number of weekly time blocks 1
Class style	Seminar	Year/semesters	2022 • First semester		Quota (Freshman)	15 (15)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Tue.5
Classroom	Seminar room 22, ILAS Bldg.				Language of instruction	English
Keyword	Nationalism / Independence Movements / Decolonization / Imperialism / Colonialism					
(Students of Faculty of Integrated Human Studies cannot take this course as liberal arts and general education course. Please register the course with your department.)						
[Overview and purpose of the course]						
This is an undergraduate introductory course, providing students an understanding of nationalist and independence movements.						
The ultimate goal of this course is to provide a platform for students to engage in investigating significant questions and debates in Contemporary History.						
[Course objectives]						
This course aims to help students: 1. Acquire various academic language skills necessary to develop reading, thinking and writing in English. 2. In using Primary and Secondary Sources effectively. 3. In areas such as acquisition of historical analysis, interpretation, and content literacy skills.						
[Course schedule and contents]						
The course will cover themes relating to Nationalist and Independence movements in Africa and Asia and post-1945 Central European States.						
Week 1: Introduction to the Course and Overview						
Case Study on five States mentioned below:						
Week 2 to Week 4: Zimbabwe						
Week 5 to Week 7: India & Pakistan						
Week 8 to Week 10: Vietnam						
Week 11 to Week 13: Czechoslovakia						
Week 14: Poland						
Final week: Feedback & Summary of the Course						
*Note: This syllabus will be subject to changes and/or revisions						
Continue to ILAS Seminar-E2 :Contemporary History (現代史) (2)						

ILAS Seminar-E2 :Contemporary History (現代史) (2)
[Course requirements]
There are no prerequisites.
[Evaluation methods and policy]
Method: Giving students exposure to academic writing and enabling them to understand the basic rules thereof. 1. Providing students with opportunities to receive guidance on academic writing skills. 2. Providing students with opportunities for discussion
Evaluation: Students are evaluated by reports(100%) submitted on any 4 Case Study topics dealt with in the Course.
[Textbooks]
Not used Readings will be introduced and distributed in class.
[References, etc.]
(Reference book) Joseph Gibaldi 『 MLA Handbook for Writing Research Papers 』 (Modern Language Association of America) ISBN:978-1603290241 University of Chicago Press 『 The Chicago Manual of Style 16th Ed 』 (University of Chicago Press) ISBN:978-0226104201
[Study outside of class (preparation and review)]
No prior knowledge of history is required. Students are expected to participate in discussions and group activities with their classmates in English.
[Other information (office hours, etc.)]
Fridays 4:00-6:00pm, and by appointment; email *in advance* or set up remote meeting (via Zoom) during office hours. Please visit KULASIS to find out about office hours.
Any new information and instructions will be communicated in class or through electronic medium.
Inclusivity & Classroom Behavior:
Please be respectful to everyone and everything in class.
I will remain mindful of the need to foster an inclusive academic environment and ask you to do the same.
If you have any specific needs related to accessibility, please discuss them with me, confidentially, as soon as possible.
Academic Integrity:
Written work submitted throughout the course should adhere to the standards of academic honesty, as defined in the Kyoto University Student Handbook.

Course number		U-LAS70 10001 SJ50							
Course title (and course title in English)		ILASセミナー：私たちの暮らしと地球環境 ILAS Seminar :Our Lives and the Global Environment		Instructor's name, job title, and department of affiliation		Graduate School of Global Environmental Studies Associate Professor,TANAKA SHUHEI			
Group		Seminars in Liberal Arts and Sciences		Number of credits		2	Number of weekly time blocks	1	
Class style		Seminar		Year/semesters		2022・First semester		Quota (Freshman)	6 (6)
Target year		Mainly 1st year students		Eligible students		For all majors		Days and periods	Fri.5
Classroom		Room 453, Research Bldg. No. 3 (Main Campus)					Language of instruction		Japanese and English
Keyword		私たちの暮らし / 地球環境 / マイクロプラスチック / 鴨川 / 身近な環境							
[Overview and purpose of the course]									
<p>地球環境問題という大きな問題のように捉えられるが、実は私たちの暮らしと関係していることがほとんどである。環境問題を理解するための基本は、身近な身の回りの環境に興味を持ち、自ら現場に赴き、手を動かし、科学的、論理的に分析し、その結果をいろいろな情報と比較しながら考察することにある。</p> <p>本授業では、身の回りのマイクロプラスチックについて、講義、現場での調査、実験室での分析、結果の集約と解析の一つの流れとして、大きく3つのテーマに取り組む。</p> <p>1つ目は私たちの暮らしから排出されるマイクロプラスチックについて学ぶ。水道、洗濯、食事、買い物など、いろいろな生活要素とマイクロプラスチックの発生について、座学、調査、分析、解析を行う。</p> <p>2つ目は身近な環境中のマイクロプラスチックの分布について学ぶ。私たちの暮らしから発生したマイクロプラスチックがどのように劣化し、どのような環境に潜んでいるのかについて、座学、調査、分析、解析を行う。</p> <p>3つ目は河川水中のマイクロプラスチックの分布について学ぶ。陸域環境中で劣化したマイクロプラスチックが流れていく先が河川であり、そこでの挙動を知ることが重要である。世界の河川での汚染状況を座学で学び、実際に鴨川で調査し、実験室で分析を行い、データ解析方法を学ぶ。</p> <p>最後に、地球環境問題との関わりについて学び、上記の課題について、各自でプレゼンテーションを行い、研究者としての基礎的な一連の能力を身に付けることが目的である。文系・理系を問わず、身近な環境に興味のある学生の受講を期待する。</p>									
[Course objectives]									
<ul style="list-style-type: none">・私たちの暮らしと地球環境との関係について理解する。・マイクロプラスチック問題を理解し、論理的に情報を理解する力を養う。・身近な環境問題について、複眼的な視点で考察できる力を養う。・自ら興味を持った内容を調べ、現場で調査、分析し、その結果を自分の言葉で発表できるようにする。									
[Course schedule and contents)]									
< 授業で扱うトピックス > 水環境、廃棄物、マイクロプラスチック、河川調査、道路塵埃調査、フーリエ変換赤外分光光度法、顕鏡法、水質分析									
Continue to ILASセミナー：私たちの暮らしと地球環境(2)									

ILASセミナー：私たちの暮らしと地球環境(2)	

第1回	「私たちの暮らしと地球環境」概括と授業のガイダンス
第2回	「私たちの暮らしから排出されるマイクロプラスチック」講義と次回の調査方法の説明
第3回	水道、洗濯、食事、買い物などから発生するマイクロプラスチックの採取
第4回	夾雑物の分離、顕微鏡による計測、分析機器による同定
第5回	データ整理、データ解析方法の解説と実践
第6回	「身近な環境中のマイクロプラスチックの分布」講義と次回の調査方法の説明
第7回	身近な環境調査
第8回	夾雑物の分離、顕微鏡による計測、分析機器による同定
第9回	データ整理、データ解析方法の解説と実践
第10回	「河川水中のマイクロプラスチックの分布」講義と次回の調査方法の説明
第11回	鴨川河川調査
第12回	夾雑物の分離、顕微鏡による計測、分析機器による同定
第13回	データ整理、データ解析方法の解説と実践
第14回	プレゼンテーションと全体講評
第15回	フィードバック
[Course requirements]	
None	
[Evaluation methods and policy]	
<p>授業への積極的な参加（10点×3項目）、プレゼンテーション（資料作成を含む）（50点）、質疑応答（20点）により評価する。</p> <p>プレゼンテーションおよび質疑応答については、到達目標の達成度に基づき評価する。</p> <ul style="list-style-type: none"> ・4回以上授業を欠席した場合には、不合格とする。 ・独自の工夫がみられるものについては、高い点を与える。 	
[Textbooks]	
適宜、プリントなどを配布する。	
[References, etc.]	
<p>（Reference book）</p> <p>高田秀重 『みんなで考えたいプラスチックの現実と未来へのアイデア』（東京書籍）ISBN:978-4-487-81260-8</p> <p>磯辺篤彦 『海洋プラスチックごみ問題の真実』（化学同人）ISBN:978-4-7598-1686-0</p>	
[Study outside of class (preparation and review)]	
地球環境問題について概要を予習しておいてください。	
[Other information (office hours, etc.)]	
<p>本授業では、文系・理系を問わず、身の回りの環境や私たちの暮らしと地球環境問題の関心のある学生の参加を期待しています。</p> <p>本授業では、鴨川でのフィールド調査や実験室でのマイクロプラスチック分析を行います。学生教育研究災害傷害保険等の傷害保険へ加入しておいてください。</p> <p>ひとりひとりが調査、実験、分析に直接関わることができるようにするために、受入人数を6人としています。</p> <p>プレゼンテーションはPowerpointを用いて実施します。本授業で使えるように指導します。</p> <p>授業中、分からないことについては積極的な質問を期待します。</p>	

Course Code: Z001396

Course number		U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー：エコ危機時代における人類 と文明		Instructor's name, job title, and department of affiliation	Institute for Research in Humanities Professor,Wittern , Christian		
	ILAS Seminar :Resilience in the era of ecological crisis					
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks	1
Class style	Seminar	Year/semesters	2022・First semester		Quota (Freshman)	8 (8)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Tue.5
Classroom	Middle meeting room, Kitashirakawa annex, Institute for Research in Humanities				Language of instruction	Japanese and English
Keyword	自然環境 / エコロジー / 生物絶滅 / 地球温暖化					
[Overview and purpose of the course]						
動物や植物の生息環境が減るなか、人類の行為によって100万種が絶滅危機を直面している。同時に地球温暖化が気候変動をもたらし、台風の巨大化による洪水被害も増えているし、又は山火事や旱魃と氷河の減少もよく報道される。そこでこの状況の原因を作り出した人類は対策を考えないといけないことに気が付く。						
このセミナーで人類の様々な文化が用いる自然観を確認して、そこから人間と自然のどのような関係性が見出せるか、その関係性からどのような態度が生まれるかを検討し、将来にその態度の変更の可能性についても議論する。						
個人的な対策も余儀なくされるが、仕事や勉強の環境或いは社会としての対応も必要になっている。このゼミでは色々な側面や研究分野からこのエコ危機の理由と可能な対策について考察する。ジャレド・ダイヤモンドの研究で明らかにしたとおり、文明崩壊の最大な原因は環境の変更にはその文明の基本的な思想は適用出来なかった、やがてその文明は消え去る結果になった。						
[Course objectives]						
エコ危機の現状を理解した上で、新たな対応の可能性について考察する。同時に、複雑な解決困難な問題を理解して、クラスでそれについて議論し、レポートにまとめることを練習する。						
[Course schedule and contents]						
- イントロダクション（一回） - 問題の現状確認（二回） - 農業や産業社会における人間と自然： 西洋、東アジア、現代社会（三回） - 原住民族の思想においての自然と社会（二回） - システム理論、ディープエコロジー（二回） - 新たな方向性（三回） - まとめ（一回）						
----- Continue to ILASセミナー：エコ危機時代における人類と文明(2) -----						

ILASセミナー：エコ危機時代における人類と文明(2)

[Course requirements]
None
[Evaluation methods and policy]
授業中の討論への積極的な参加（60点）、レポート（1回、40点）により評価する。 レポートおよび個別報告については到達目標の達成度に基づき評価する。 ・2回以上授業を欠席した場合には、不合格とする。
[Textbooks]
Not used
[References, etc.]
（Reference book） ジョアンナ・メイシー, クリス・ジョンストン, 三木 直子 訳 『アクティブ・ホープ』（春秋社） ISBN:978-4393333440 トーマス・ベリー 『パクス・ガイアへの道』（日本教文社）ISBN:978-4-531-01557-3 Norberg-Helredge, Helena 『Local Is Our Future: Steps to an Economics of Happiness』（Local Futures） ISBN:978-1-7329804-0-2 川口由一 『自然農にいのち宿りてー目覚め・悟り・成長への道すじ』（創森社）ISBN:978-4-88340-287-8 ジャレド・ダイヤモンド 榎井 浩一 訳 『文明崩壊: 滅亡と存続の命運を分けるもの』（草思社文庫） ISBN:978-4794219398 Bateson, Gregory 『Steps to an ecology of mind』（Aronson）ISBN:978-0-87668-950-9 グレゴリー・ベイトソン 佐藤 良明訳 『精神の生態学』（新思索社; 改訂第2）ISBN:978-4783511755 （上記の本の和訳） 上記の本から、又はそれ以外の資料を読んで、それについて討論する。クラスでコピーを配る。
[Study outside of class (preparation and review)]
予習：テキストを読み、概要をつかんでおくと同時に分からない点をチェックしておくことが望ましい。 復習：クラスでの議論を振り返り、更に調べる必要の所ををチェックする。 時間配分：予習が主となるが、問題をしっかり解くことが重要である。一週間に1#123162時間が必要。
[Other information (office hours, etc.)]
授業中、疑問を抱いたことについて積極的に質問することを期待する。

Course number		U-LAS70 10001 SJ50						
Course title (and course title in English)		ILASセミナー：バイオメカニクスでヒトの進化を考える ILAS Seminar :Introduction to Evolutionary Biomechanics in Primates		Instructor's name, job title, and department of affiliation		Primate Research Institute Associate Professor,HIRASAKI EISHI Primate Research Institute Associate Professor,NISHIMURA TAKESHI		
Group	Seminars in Liberal Arts and Sciences			Number of credits		2	Number of weekly time blocks	1
Class style	Seminar		Year/semesters	2022・First semester		Quota (Freshman)	6 (6)	
Target year	Mainly 1st year students	Eligible students	For all majors			Days and periods	Thu.5	
Classroom	25, Yoshida-South Campus Bldg. No. 4					Language of instruction	Japanese and English	
Keyword	霊長類 / サル / ロコモーション / 発声							
[Overview and purpose of the course]								
バイオメカニクスとは、生物の運動や運動に関わる構造を、メカニクス（力学）の視点から考える学問領域である。例えば、ヒトにユニークな直立二足歩行や音声言語は、身体のどの部分のどのような動きによって成り立ち、そこにはどのような力学が働くのか。それを読み解くことは、ヒトのヒトたる所以を知る貴重な一歩となる。本セミナーでは、ヒトの進化、特にその霊長類基盤について、バイオメカニクスの立場から研究するための基礎知識と分析技術を習得するための講義と実習を行う。								
[Course objectives]								
身体の動きや身体が発する信号を記載するための手法（運動学、運動力学、筋電図、周波数解析等）について、その理論的背景を学び、得られた結果の意味を読み取るための基本的知識を習得する。また、動きの基盤となる身体各部の構造・形態の基礎的情報を学ぶとともに、形態分析の手法（骨学、生体計測、CT撮像など）の習得を目指す。								
[Course schedule and contents]								
Ⅰ．授業形式、日程、場所 本ゼミは、前期期間中に京都での8回の講義と、愛知県犬山市での実習の2つのパートから成る。実習は講義7回分に相当し、夏期休暇中の2日間、合宿形式による。犬山での実習参加のための交通費ならびに宿泊費は本人負担とする。								
Ⅱ．講義の内容 1)～4) ・バイオメカニクス研究の手法とその歴史 ・ヒトの二足歩行研究 ・二足歩行を可能にする形態基盤 ・ヒトの直立二足歩行の起源と進化 生物の形やその進化を機能と関連付けて考える進化バイオメカニクスは、我々ヒトの進化を理解する上で重要なツールとなる。講義1-4では、ヒトの最も基本的かつ重要な機能のひとつである歩行を取り上げ、その進化と適応を探索。そのための基礎知識として、研究手法の歴史やヒトの身体構造とその進化的成り立ちについても概説する。								
----- Continue to ILASセミナー：バイオメカニクスでヒトの進化を考える(2)								

ILASセミナー：バイオメカニクスでヒトの進化を考える(2)							
5)～8) ・生物音響学(バイオアコースティクス)の基礎 ・音声解析実習 ・生物における音声の多様性とその解剖生理学的基盤 ・人類の音声言語の起源と進化 講義5-8では、ヒトをヒトたらしめる最も重要な機能である言語のコミュニケーションを支える話しことば(Speech)を取り上げ、その進化と適応を探索。そのための基礎知識として、生物音響学(バイオアコースティクス)の理論的基礎と解析実習を行い、ヒトの話とことばを支える解剖生理学的基盤とその進化的成り立ちについても概説する。							
III．実習の内容							
講義で紹介した実験、計測を実践する。							
・身体運動のバイオメカニクス実習 ビデオ映像を用いて身体各部の時間的変位を調べる運動計測実習、床反力計や圧分布計を用いて身体が支持体に為す力や受け取る反力を分析する運動力学実習、筋電図計を用いて筋の活動を分析する筋活動分析を実践する。ヒト被験者と霊長類被験体を用い、歩行を含む身体運動の進化と適応を考察する。2コマ分。							
・デジタル形状データ実習 最近のバイオメカニクス研究での基礎技術となった骨のコンピューター断層画像(CT)や3D表面スキャンデータの取り扱いを習得し、作成した三次元表面形状データをもとに3Dプリンターを用いた複製標本の作製実習を行う。2コマ分。							
・骨学実習： 骨は動きの基本である。骨格標本の観察・スケッチ・計測を通して骨のかたちと機能の関連性を考え、霊長類を基盤とするヒトの適応と進化について考える。2コマ分。							
・ディスカッション 講義を通して得た知識を元に各自の考え・意見を交換する。教員や大学院生を交えた総合討論形式で行う。1コマ分。							
[Course requirements]							
None							
[Evaluation methods and policy]							
平常点による。平常点評価は、出席と参加の状況（55%）、授業内での発言（15%）、実習における積極性（15%）、小レポート等（15%）に基づいて行う。							
[Textbooks]							
Not used							
[References, etc.]							
（Reference book） 葉山杉夫『ヒトの誕生 - 二つの運動革命が生んだ 奇跡の生物種』（PHP研究所、1999年） ISBN:4569606083							
Continue to ILASセミナー：バイオメカニクスでヒトの進化を考える(3)							

ILASセミナー：バイオメカニクスでヒトの進化を考える(3)

犬塚則久 『「退化」の進化学』(講談社m 2006) ISBN:406257537X

坂井建雄 『人体は進化を語る』(Newton Press, 1998) ISBN:4315515205

(Related URL)

<http://www.pri.kyoto-u.ac.jp/shinka/keitou/nishimura-HP/index.html>(西村剛のWebsite)

<http://www.pri.kyoto-u.ac.jp/shinka/keitai/index.htm>(平崎鋭矢のWebsite)

[Study outside of class (preparation and review)]

事前の準備等は特に必要としない。しかし、動物の体のかたちや動きに興味があり、ある程度それらの知識があると、実習・講義のより深い理解が得られる。また、前半の講義をもとに一般書などでもよいので、霊長類について予習しておく、実習の理解がスムーズになる。

[Other information (office hours, etc.)]

Course number		U-LAS70 10001 SJ50			
Course title (and course title in English)	ILASセミナー：iPS細胞研究入門 ILAS Seminar: Introduction to iPS cell research		Instructor's name, job title, and department of affiliation	Center for iPS Cell Research and Application Senior Lecturer, Hotta AKITSU Center for iPS Cell Research and Application Senior Lecturer, TAKASHIMA YASUHIRO Center for iPS Cell Research and Application Program-Specific Assistant Professor, Mio Iwasaki	
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks 1
Class style	Seminar	Year/semesters	2022・First semester		Quota (Freshman) 14 (14)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods Wed.5
Classroom	Auditorium, 1F, Center for iPS Cell Research and Application Bldg. (Faculty of Medicine/Pharmaceutical Science Campus/ University Hospital Campus)			Language of instruction	Japanese and English
Keyword	iPS細胞 / 英語論文 / プレゼン練習 / 再生医療 / 実験体験				
[Overview and purpose of the course]					
体細胞に数種類の遺伝子を組み合わせることで作用させることによって樹立されるiPS細胞について、より深い理解を目指す少人数セミナーです。iPS細胞研究所(CiRA)の若手(?)講師陣が講義を担当し、iPS細胞が誕生した歴史的背景から最先端の応用研究までを解説することで、iPS細胞研究についての本質的な理解を深めます。また、ノーベル医学生理学賞の受賞理由となった英語原著論文の輪読を行い、細胞生物学で用いられている実験系や研究論文の構成について学んで頂きます。生命科学分野に関連したテーマについて各自で調査した内容を発表してもらうことで、プレゼン能力の向上を目指します。新型コロナ等の状況を加味して判断することになるが、状況が許せばiPS細胞研究所の見学や実験体験を通じて、研究活動の一端を体験してもらいたいと考えています。将来の研究室配属や進路選択の一助となれば幸いです。					
[Course objectives]					
・iPS細胞の作成方法および仕組みを理解する。 ・細胞生物学で用いられる実験手法を知る。 ・世界トップレベルの研究論文に触れ、論文の基礎や内容について学ぶ。 ・iPS細胞研究所の講師らとの交流を通じて、研究を身近に感じてもらう。					
[Course schedule and contents]					
第1回 イントロダクション 講師の紹介・iPS細胞関連話題提供					
第2回 iPS細胞誕生の歴史的背景					
第3 - 5回 iPS細胞研究論文の輪読・解説					
第6 - 8回 プレゼン・ディスカッション実習					
第9回 iPS細胞のタンパク質研究最前線 (岩崎)					
第10回 iPS細胞の培養法研究最前線 (高島)					
第11回 iPS細胞の遺伝子治療研究最前線 (堀田)					
Continue to ILASセミナー：iPS細胞研究入門(2)					

ILASセミナー：iPS細胞研究入門(2)	

<p>第12 - 14回 実験体験・研究所見学 (新型コロナ等の状況に応じて実施の可否を判断します。)</p>	
<p>期末レポート課題</p>	
<p>第15回 フィードバック フィードバック方法は別途連絡します</p>	
[Course requirements]	
<ul style="list-style-type: none"> ・講義や論文、実験の内容を理解するために、細胞の内部構造、遺伝子とその働き、DNAの構造と機能、RNAからタンパク質翻訳といった生物基礎知識を持っていることが必要です。 ・理系(理・医・薬・工[生物系]・農・自然科学系)の学生が望ましい。 ・2年生以上の学生については、iPS細胞研究所での研究室配属を希望していることが望ましい。 	
[Evaluation methods and policy]	
<p>期末レポート点(66%)および平常点(出席状況・授業態度)(34%)で総合的に評価します。</p>	
[Textbooks]	
<p>必要に応じて授業中にプリントを配布します。</p>	
[References, etc.]	
<p>(Reference book) 英語論文を読む際に英和辞書が必要。電子辞書等で可。</p>	
<p>(Related URL) http://www.cira.kyoto-u.ac.jp/j/about/access.html(授業実施場所(iPS細胞研究所講堂))</p>	
[Study outside of class (preparation and review)]	
<p>予習すべきこと</p> <ul style="list-style-type: none"> ・論文輪読の際、事前に一通り読み、知らない用語については自分で調べておく。 ・プレゼン授業の際、課題内容に応じて予め図書やインターネットを通じて情報収集を行い、かみ砕いて他学生でも分かりやすいプレゼンを用意すること。 	
[Other information (office hours, etc.)]	
<ul style="list-style-type: none"> ・実験体験へ参加するためには学生教育研究災害傷害保険へ加入していること。 ・プレゼン授業の際、PCやタブレット等を用いたプレゼン用ソフト(PowerPointやKeynote、PDF Reader等)が使用できることが望ましい。 	

Course number		U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー : Introduction to Educational Innovation - New Trends in Learning and Teaching ILAS Seminar :Introduction to Educational Innovation - New Trends in Learning and Teaching		Instructor's name, job title, and department of affiliation	Center for the Promotion of Excellence in Higher Education Professor,IYOSHI TOORU		
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks	1
Class style	Seminar	Year/semesters	2022・First semester		Quota (Freshman)	15 (15)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Thu.5
Classroom	21, Yoshida-South Campus Bldg. No. 1				Language of instruction	English
Keyword	Open Education / Future of Learning / Artificial Intelligence / Gamification / Virtual Reality					
[Overview and purpose of the course]						
Over the last decade, the emerging Internet-enabled open education movement has been transforming the landscape of higher education both globally and locally. By making educational tools, resources, and knowledge freely and openly accessible to everybody around the world, the movement is beginning to radically change the cultures, values, systems, ecology, and economics of higher education. In short, open education is enabling all of us to learn anything, anytime, anywhere.						
In addition to the ongoing open innovation movement, the emergence of AI applications in education, especially our rapidly increasing ability to analyze and utilize “big data,” provides us with enormous possibilities to better support more personalized and collaborative lifelong learning building upon the abundance of openly shared educational resources. Furthermore, some evolving pedagogical approaches such as gamification and project-based learning are helping promote and accelerate the acquisition of critical skill and knowledge both for individual and social needs.						
This course explores the future of education and our society and how we personally and collectively learn in innovative ways.						
[Course objectives]						
The goals of this course are for students to: 1) understand the core values, possibilities, and challenges in open and innovative education; 2) gain basic skills, such as learning strategies and methods, and knowledge for effective learning that takes advantage of open education; 3) become familiar with various open educational resources; and 4) define optimal ways to enhance and accelerate both personal and collaborative learning in undergraduate, graduate, and life-long education.						
[Course schedule and contents]						
The course consists of some activities such as lectures, case studies, assignments, large and small group discussions, group/personal learning design/planning projects/presentations, and report writing. Some of the course activities will be made open and public online.						

Continue to ILASセミナー - Introduction to Educational Innovation - New Trends in Learning and Teaching(2)						

ILASセミナー : Introduction to Educational Innovation - New Trends in Learning and Teaching(2)
The planned course outline (for 15 classes) is as follows.
1. Course Introduction/Orientation 2. Artificial Intelligence (AI) and Education 3. Gamification and Learning 4. Open Education: Overview 5. Virtual Reality (VR) and Augmented Reality (AR) and Education 6. Open Education: Case Studies 7. Group Activities: Review of Open and Innovative Education Projects 8.Group Presentations 9.Skills and Knowledge for the 21st century society 10.Self-Guided Learning and Mastery Learning 11.Peer Instruction and Learning Communities 12.Open Knowledge 13.Evaluation of Open Learning 14.Group Presentations 15.Feedback
The following questions, topics, and case examples will be covered during the course:
Questions: - What are possibilities and challenges of AI, Gamification, VR, and AR in education? - How can we enable and encourage learners and educators to participate in open education? - What does open education mean as an agency for both formal and informal education? - How can learning communities take advantage of open education? - What support needs to be provided to make open education effective? - How can openness help further expand and advance higher education?
Topics: History of open education, open technology, open content, open knowledge, open practice, flipped classroom, online study groups, peer learning/instruction, massive open online courses, personalized learning, self-guided learning, assessment and evaluation of learning, learning analytics, open educational innovation, future of higher education, etc.
Case Examples: MOOCs (edX, Coursera, Udacity, etc), OpenCourseWare, Khan Academy, Open Learning Initiative, Connexions, iTunes U, TED, University of People, P2P University, Western Governors University, Open University, MERLOT, PhET, OpenStudy, Coursera, Edx, iLab, Sakai, KEEP Toolkit, MOST, etc.
[Course requirements]
None
[Evaluation methods and policy]
Grades will be determined based on in-class/online discussion participation and homework (40%), group and individual projects and presentations (30%), and a final paper (30%). There will be no quizzes and examinations.
Continue to ILASセミナー : Introduction to Educational Innovation - New Trends in Learning and Teaching(3)

[Textbooks]

[References, etc.]

(Reference book)

Toru Iiyoshi and M.S. Vijay Kumar 『Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge』 (The MIT Press) ISBN:9780262515016

(Related URL)

<https://mitpress.mit.edu/books/opening-education>

[Study outside of class (preparation and review)]

Online videos, other educational resources, and discussion forum will be used supplementally.

[Other information (office hours, etc.)]

Office hours will be flexibly scheduled at student's request.

Course number		U-LAS70 10001 SJ50							
Course title (and course title in English)		ILASセミナー：群集生態学入門 ILAS Seminar :Introduction to Community Ecology		Instructor's name, job title, and department of affiliation		Hakubi Center for Advanced Research Program-Specific Associate Professor,KADOWAKI KOUMEI			
Group		Seminars in Liberal Arts and Sciences		Number of credits		2	Number of weekly time blocks	1	
Class style		Seminar		Year/semesters		2022・First semester		Quota (Freshman)	12 (8)
Target year		Mainly 1st year students		Eligible students		For all majors		Days and periods	Tue.5
Classroom		Tropical Forest Resources and Environment lab., Faculty of Agriculture Main Bldg. (North Campus)					Language of instruction		Japanese and English
Keyword		生物多様性 / 生態系 / 生物間相互作用 / 植物 / 微生物							
[Overview and purpose of the course]									
群集生態学 (community ecology) は、多様な生物から構成される生物群集(ecological community)と環境の関わりを解明する生物学の一分野である。本講義では、生物多様性 (biodiversity) の根幹をなす問題である、「いかにして多様な種が競争しせめぎあいながらも安定的に共存しているのか」という多種共存の問題に注目する。京都近郊の樹木群集を対象として、樹木とそれを取り巻く生物環境 (特に土壌微生物) との相互作用が樹木の共存に与える影響を解明するという課題を中心に据え、フィールド調査・分子生物学実験・データモデリングを総動員し取り組む。できるだけ多くの回で、講義と実習形式を併用することで、ニッチ・密度依存性・個体群動態・フィードバックなどの基本的な生態学な考え方を習得するだけでなく、生態学研究に係る一通りの基礎的な技法 (調査・解析・プレゼン・レポート作成) を習得することができる。また、本講義は期間を通じて一つの課題に取り組むことからコース内容の連続性が非常に高いため、平常点 (授業への参加など)、および、最終レポート課題の提出を重視する。									
[Course objectives]									
講義と実習を通じ、生態学の基本的な概念や理論を習得する 生物多様性がいかに維持されているのかについて理論的に説明できる 樹木と土壌微生物がどのようにに関わり合い、森林を形作っているのかを理解する 一つの研究課題にセメスターを通じて継続的に取り組むことでフィールドワーク・DNA実験・PCでの統計プログラミングを一通り行い、広範な生態学研究手法の基礎を養う									
[Course schedule and contents]									
第1回 イントロ：生物多様性の科学としての群集生態学									
第2回 フィールドワーク：植物観察・樹種同定・標本作成									
第3回 フィールドワーク：土壌採集と樹木実生の栽培実験									
第4回 講義とPC実習：個体群と密度依存性									
第5回 講義とPC実習：ニッチ理論と共存、生物多様性									
第6回 講義とPC実習：植物土壌フィードバックと空間ダイナミクス									
第7回 フィールドワーク：樹木調査法・土壌採集方法									
第8回 フィールドワーク：昆虫調査法・きのこ調査法									
第9回 ラボワーク：土壌微生物のDNA抽出と培養									
第10回 講義とPC実習：土壌微生物のデータ解析 - バイオインフォマティクス									
Continue to ILASセミナー：群集生態学入門(2)									

ILASセミナー：群集生態学入門(2)
第11回 講義とPC実習：土壤微生物のデータ解析 - 生物群集モデリング 第12回 講義とPC実習：最終レポートの書き方の解説と総括 第13回 フィールドワーク：樹木実生の成長データ収集と解析 第14回 プレゼン：最終レポートについての取り組み発表会 第15回 フィードバック
なお、フィールドワークは吉田山で行う。天候不順によりフィールドワークが実施できない場合は、内容を入れ替えて実施する場合がある。
[Course requirements]
None
[Evaluation methods and policy]
平常点 (授業への参加、および、各回の課題提出) 60%、最終レポート課題40%で評価を行う
[Textbooks]
Not used
[References, etc.]
(Reference book) 門脇浩明・立木佑弥『遺伝子・多様性・循環の科学: 生態学の領域融合へ』(京都大学学術出版, 2019年) ISBN:4814001908 マーク・ヴェレンド(著), 松岡 俊将(翻訳), 辰巳 晋一(翻訳), 北川 涼(翻訳), 門脇 浩明(翻訳)『生物群集の理論: 4つのルールで読み解く生物多様性』(共立出版, 2019年) ISBN:4320057880 Gary G. Mittelbach(著), Brian J. McGill(著)『Community Ecology』(Oxford University Press, 2019) ISBN:019883585X その他の各回の内容に関連する参考書について随時授業中に紹介する予定である。
[Study outside of class (preparation and review)]
内容の連続性が高く各回の内容について段階的に習熟する必要があるため、復習をきちんとしてほしい。
[Other information (office hours, etc.)]
質問は、授業中だけでなく、オフィスアワー、およびSlackやメールなどで受け付ける。 フィールドワークを行うため、学生教育研究災害傷害保険等の傷害保険へ加入することが必須である。また、フィールドワークの際は汚れても良い服装で参加すること。 PCを用いる実習では、自身のノートPCを持参することが必要である。各自のPCに統計ソフトRをインストールし、ハンズオン形式で実習を行う予定である。 インターネットおよび電子メールを使えることが必須である。

Course number		U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー：ハビタブル・アース - 生命を育む地球史		Instructor's name, job title, and department of affiliation	Graduate School of Advanced Integrated Studies in Human Survivability Professor,YAMASHIKI YOUSUKE		
	ILAS Seminar :Habitable Earth - History of our Home Planet					
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks	1
Class style	Seminar	Year/semesters	2022・First semester		Quota (Freshman)	12 (12)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Wed.5
Classroom	Lecture room No.201, HIGASHI ICHIJOKAN				Language of instruction	Japanese and English
Keyword	ハビタブルゾーン / 地球惑星系 / 太陽系 / 太陽系外惑星 / ExoKyoto					
[Overview and purpose of the course]						
<p>地球が誕生した後、長期にわたってハビタブルゾーン（ゴルディロックスゾーン）に位置し、様々な生命の発展を支えた事実を、太陽系の他の惑星群の放射平衡温度（黒体温度）と惑星探査機による惑星表面温度との比較、大気組成や自転・公転周期、衛星（月）の形成と存在などを考慮しながら考察する。同時に、現在までに発見された太陽系外惑星について様々な知見をもとに分類し、様々な恒星系での複数のハビタブルゾーン定義について考察し、生命が存在する可能性のあるハビタブル惑星の条件を考察する。</p> <p>また、シュミットカセグレン望遠鏡を用いた天体観望を通じて太陽系の惑星と主な一等星や星座・メシエ天体について学習する。岡山せいめい望遠鏡での解説と現状の観測についても解説する。</p> <p>また地球史の学習を通じて海洋と大気の形成条件と、海洋循環や水文循環プロセスがもたらす気候安定効果について学び、そのシステムが機能しなくなった際の極端事象について学ぶ。また大量絶滅事象を学習することにより、地球生態システムを維持するための要因について学び、人類の生存のための重要な惑星的条件について考慮する。同時に、太陽フレア・恒星フレアによる生命・宇宙開発への影響についても考察する。</p> <p>本ILASセミナーは、2015年度にポケットゼミとして開講されて以来、7年目の開講となるが、2016-2021年度には太陽系外惑星データベースExoKyotoをILASセミナー受講生が中心となって開発・公開を行ない、現在様々な分野で利用されている。また総合生存学館環境災害研究会、宇宙ユニット・宇宙生物学ゼミ、花山天文台らと連携しつつ観望会や系外惑星セミナー・観測を開催するなど、活発な交流活動を行っており、そのようなアウトリーチ活動の開催やILASセミナー終了後の相互連携も目標としている。</p>						
[Course objectives]						
<p>ハビタブル・ゾーン（ゴルディロックスゾーン）についての理解を深め、地球の特殊性を理解し、生命が存在する惑星についての基礎的条件について考察する。身近な天体に親しみ、天体観測についての基礎的スキルを身につける。さらに、人類および生命の維持のために必要な惑星の条件について学び、太陽系外惑星の分類に応用したのち、人類と生命の生存のために我々が何をなすべきかについて知見を育む。</p> <p>天体観望会の開催や、系外惑星データベースの開発、ワークショップや合宿を通じての人材交流を通じて、「市民に開かれた大学」として、積極的に情報発信できる学生となることをもう一つの目標とする。</p>						
Continue to ILASセミナー：ハビタブル・アース - 生命を育む地球史(2)						

ILASセミナー：ハビタブル・アース - 生命を育む地球史(2)	
[Course schedule and contents]	
<p>以下のテーマについて授業を行う予定である。なお、2コマ相当を京都大学防災研究所白浜海象観測所での実習に充てる。</p> <p>1．地球型惑星それぞれの比較を通じて第三番惑星の特殊性について学ぶ。地球型惑星それぞれについての太陽定数・惑星アルベドを利用した放射平衡温度(黒体温度 Blackbody Temperature)算定を通じて、各惑星における大気の組成比較とその温室効果の違いについて学ぶ。</p> <p>2．ハビタブル惑星の条件 1 - 金星を例にとり暴走温室効果(Runaway Greenhouse Effect)と射出限界(Critical Flax)について学ぶ。さらに、地球と金星の比較とそれぞれの磁気圏とその作用、またビーナス・エクスプレスによる磁気リコネクションの証拠などをもとに惑星磁場の重要性について学ぶ。</p> <p>3．ハビタブル惑星の条件 2 - 雪玉地球(Snowball Earth)を例にとり、水文プロセスの重要性について学ぶ。これらから、Kopparapu et al.2013によるハビタブルゾーン設定について学ぶ。</p> <p>4．地球惑星形成の歴史 1 - 月誕生過程について、ジャイアント・インパクト説をもとに解説し、月の存在と地球環境の安定、自転軸の安定について学ぶ。</p> <p>5．地球惑星形成の歴史 2 - 雪玉地球(Snowball Earth)時代の証拠とその大気組成への影響（過酸化水素の生成による酸素濃度増加説）、海洋凍結による海洋循環停止の影響について学ぶ。</p> <p>6．地球惑星形成の歴史 3 - ペルム期末大量絶滅(P-T境界事変)と海洋無酸素事変(Oceanic Anoxic Events - OAEs)について学ぶ。</p> <p>7．地球惑星形成の歴史 4 - 白亜紀末大量絶滅(K-T境界事変)と隕石衝突説、またその証拠とされるK-T境界層のイリジウムについて学ぶ。</p> <p>8．地球惑星形成の歴史 5 - 新生代・完新世の大量絶滅の可能性について学ぶ。</p> <p>9．太陽系外惑星 1 - 系外惑星発見の歴史とその手法（視線速度法）、ケプラー宇宙望遠鏡とトランジット法について学ぶ。</p> <p>10．太陽系外惑星 2 - 系外惑星の分類・愛称（ホットジュピター・ホットネプチューン、スーパーアースなど）を学び、系外惑星の居住可能性の分類方法について学ぶ。</p> <p>11．太陽系外惑星 3 - 系外惑星データベース“ExoKyoto”を用いて、ハビタブルな惑星を探り、その居住可能性について議論を行う。</p> <p>12．＜フィールドバック＞以下のフィールド見学会および、望遠鏡の基本操作、主な星座と一等星、メシエ天体について解説する。</p> <p>＊防災研究所白浜海象見学と惑星の観望会実施予定6月25日-6月26日（土曜日・日曜日）</p> <p>【場所】京都大学防災研究所白浜海象観測所 http://rcfed.dpri.kyoto-u.ac.jp/frs/shirahama/index.html 白浜水族館</p> <p>【現地協力教員（予定）】馬場 康之（准教授）</p> <p>【予定費用（受講生実費）】交通費 特急の場合往復12100円、プラス宿泊代+食事代（参加人数によって変化）（昨年度は、バスにて全員で移動、一人交通費は一万円前後でした）＊白浜海の家宿泊が可能となれば、安く宿泊可能です。 http://www.kyoto-u.ac.jp/ja/about/facilities/outside/fa_sirahama.html</p> <p>【内容】白浜海象観測所の見学 ポートによる観測実習（海象次第）望遠鏡を用いた惑星観測（天候次第）</p> <p>＊受講生には基本的に全員参加いただく予定ですが、参加できない学生は特別措置を講じます。</p>	
[Course requirements]	
宇宙や地球・他の惑星系について興味のある学生であること。	
Continue to ILASセミナー：ハビタブル・アース - 生命を育む地球史(3)	

ILASセミナー : ハビタブル・アース・生命を育む地球史(3)
[Evaluation methods and policy]
講義の後の短いレポートと最終レポートによる。 講義の理解、惑星系と宇宙についての興味などを評価する。
[Textbooks]
Instructed during class
[References, etc.]
<p>(Reference book)</p> <p>岡村定矩他編 『シリーズ現代の天文学 第一巻 人類の住む宇宙』(日本評論社)</p> <p>岡村定矩他編 『シリーズ現代の天文学 第九巻 太陽系と惑星』(日本評論社)</p> <p>(Related URL)</p> <p>http://www.exoplanetkyoto.org(初めての日本語での太陽系外惑星データベース。本ILASセミナー担当者とILASセミナー受講生有志が中心になってこのデータベースを作成している。)</p> <p>http://www.gwrlab.org(担当教員の研究室ホームページ)</p>
[Study outside of class (preparation and review)]
NASAやESAのホームページ、NHK教育などでの宇宙関連番組、講義で紹介する英語での教育番組等を積極的に学習する。
[Other information (office hours, etc.)]
<p>望遠鏡や双眼鏡を用いたフィールドでの天体観測、また理学研究科附属花山天文台における観測(観望観測、太陽系外惑星観測)も講義期間中に随時案内する予定であるが、京大吉田キャンパス内で実施する場合以外は小人数での移動を伴うので、参加希望の学生は学研災(学生教育研究災害傷害保険・付帯賠償責任保険)に加入する必要があります。また、移動交通費は希望者多数の場合、学生の実費負担にて行う場合があります。</p>

Course Code: Z001157

Course number		U-LAS70 10001 SJ50						
Course title (and course title in English)		ILASセミナー：東南アジアの文化と社会 ILAS Seminar :Culture and Society in Southeast Asia		Instructor's name, job title, and department of affiliation		Kyoto University Library Associate Professor,KITAMURA YUMI		
Group	Seminars in Liberal Arts and Sciences			Number of credits		2	Number of weekly time blocks	1
Class style	Seminar		Year/semesters	2022・First semester		Quota (Freshman)		10 (10)
Target year	Mainly 1st year students	Eligible students	For all majors			Days and periods	Thu.5	
Classroom	12, Yoshida-South Campus Academic Center Bldg. North Wing					Language of instruction	Japanese and English	
Keyword	東南アジア / 民主化 / 社会 / 文化 / 移動							
[Overview and purpose of the course]								
<p>東南アジアの国々に対して、皆さんはどのようなイメージを持っていますか？皆さんの持っているイメージは、どのような情報に基づいて形成されたものでしょうか。東南アジアの国々は、第二次世界大戦後、植民地支配からの独立、権威主義体制、民主化など大きな政治的变化を経てきました。その間、それぞれの国の社会や文化もさまざまな形で変化しつづけています。</p> <p>一方、日本社会も少子高齢化時代を迎え、急速に変化しつつあります。そのような中、東南アジアの人々や国々との関係も、留学、就職、結婚など相互の人の移動を伴うより深い関係に発展しつつあります。</p> <p>本ゼミでは、東南アジアに関する基礎知識を共有した後、宗教や文化に関する読解やディスカッションを通して、東南アジア各国への理解を深めることを目的としています。</p>								
[Course objectives]								
<ul style="list-style-type: none">・東南アジアの文化と社会に関する基礎知識の習得。・文献収集の基礎。・自らの意見を伝えられる能力。								
[Course schedule and contents]								
授業は文献の読解とディスカッションが中心となります。								
第1回 オリエンテーション								
第2回～第5回 東南アジアに関する基礎知識の共有 (古田元夫(2021)『東南アジア史10講』岩波新書の輪読を予定しています)								
第6回～第12回 東南アジアに関するテーマをいくつかを選び、テキストの読解とディスカッションを行います。以下のようなテーマを考えています。								
<ul style="list-style-type: none">・宗教・性的マイノリティ・華僑・華人・ナショナリズム・国際移動								

Continue to ILASセミナー：東南アジアの文化と社会(2)								

ILASセミナー：東南アジアの文化と社会(2)
<p>-----</p> <p>・食の安全</p> <p>第13回・第14回 自由発表</p> <p>第15回 総括</p>
[Course requirements]
None
[Evaluation methods and policy]
<ul style="list-style-type: none"> ・文献のまとめと発表（60％） ・授業時の積極的な発言（10％） ・期末発表（30％）
[Textbooks]
古田元夫『東南アジア史10講』(岩波書店, 2021)
[References, etc.]
(Reference book)
Introduced during class
[Study outside of class (preparation and review)]
<p>前半は主に文献の読解と、文献内容の発表準備が必要。</p> <p>後半は、個別テーマに基づく文献調査と、発表準備を行う。</p>
[Other information (office hours, etc.)]
<p>授業に関連して面談を希望する場合は、事前にkitamura.yumi.5w@kyoto-u.ac.jpにメールをして、アポをとること。</p>