

as of March 26, 2020

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

2020 Spring Semester

Kyoto University

**Recommended Courses for KUINEP Students**

**Understanding Japan**

Culture and Traditions in Japan I ----- 1  
Current Issues in Japan I ----- 2  
Current Issues in Japan II ----- 4

**Additional Liberal Arts and Sciences Courses**

Western History I-E2 ----- 6  
Linguistic Anthropology ----- 8  
Function Theory of a Complex Variable-E2 ----- 9  
Quest for Mathematics I-E2 ----- 10  
Readings in Humanities and Social Sciences (Education, English)I-E1 ----- 11  
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Clinical Communication (Medicine, English)-E3 ----- 14  
ILAS Seminar :Introduction to Molecular Cell Biology ----- 17  
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ILAS Seminar :Introduction to Educational Innovation - New Trends in Learning and Teaching ----- 19  
ILAS Seminar : Coastal Engineering and coast and shore protection ----- 21  
Japanese Language & Culture ----- 22

## **Recommended Courses for KUINEP Students**

Lecture code: HB01001

<b>Course number</b>	U-LAS07 10001 LE31				
<b>Course title (and course title in English)</b>	Culture and Traditions in Japan I Culture and Traditions in Japan I		<b>Instructor's name, job title, and department of affiliation</b>	Institute for Liberal Arts and Sciences Professor,PALIHAWADANA Ruchira	
<b>Group</b>	Humanities and Social Sciences		<b>Field(Classification)</b>	Understanding Japan	
<b>Language of instruction</b>	English		<b>Old group</b>	Group A	<b>Number of credits</b> 2
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Lecture		<b>Year/semesters</b> 2020・First semester
<b>Days and periods</b>	Mon.5		<b>Target year</b>	All students	<b>Eligible students</b> International students
<b>[Overview and purpose of the course]</b>					
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.					
<b>[Course objectives]</b>					
The basic goal of this course is to obtain a comprehensive understanding of the core concepts in Japanese culture.					
<b>[Course schedule and contents]</b>					
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) ↓ ↓ ↓					

<b>Culture and Traditions in Japan I(2)</b>
<b>[Course requirements]</b>
This class is limited to international students. However, any local students who wish to attend this class on a non-credit basis are welcome.
<b>[Evaluation methods and policy]</b>
Presentation 30% Term final paper 40% Participation in discussions and attendance 30%
<b>[Textbooks]</b>
Handouts will be provided.
<b>[References, etc.]</b>
<b>(Reference book)</b> 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.
<b>[Study outside of class (preparation and review)]</b>
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.
<b>[Other information (office hours, etc.)]</b>
Thursday 4th period (14:45~16:15) Please, contact beforehand for appointments.

Lecture code: HB03001

<b>Course number</b>	U-LAS07 10003 LE31				
<b>Course title (and course title in English)</b>	Current Issues in Japan I Current Issues in Japan I		<b>Instructor's name, job title, and department of affiliation</b>	Institute for Liberal Arts and Sciences Professor,KAWAI JUNKO	
<b>Group</b>	Humanities and Social Sciences		<b>Field(Classification)</b>	Understanding Japan	
<b>Language of instruction</b>	English		<b>Old group</b>	Group A	<b>Number of credits</b> 2
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Lecture		<b>Year/semesters</b> 2020・First semester
<b>Days and periods</b>	Tue.2		<b>Target year</b>	All students	<b>Eligible students</b> International students
<b>[Overview and purpose of the course]</b>					
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.					
<b>[Course objectives]</b>					
To deepen your understanding of a variety of social issues in contemporary Japan.					
<b>[Course schedule and contents]</b>					
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) ↓ ↓ ↓					

<b>Current Issues in Japan I(2)</b>
(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
<b>[Course requirements]</b>
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.
<b>[Evaluation methods and policy]</b>
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 the noon of Monday, 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)]**

- 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.

Lecture code: HB04001

<b>Course number</b>		U-LAS07 10004 LE31					
<b>Course title (and course title in English)</b>	Current Issues in Japan II			<b>Instructor's name, job title, and department of affiliation</b>	Institute for Liberal Arts and Sciences Professor,NAGAYAMA HIROAKI		
	Current Issues in Japan II						
<b>Group</b>	Humanities and Social Sciences		<b>Field(Classification)</b>	Understanding Japan			
<b>Language of instruction</b>	English		<b>Old group</b>	Group A	<b>Number of credits</b>	2	
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Lecture		<b>Year/semesters</b>	2020 • First semester	
<b>Days and periods</b>	Thu.5		<b>Target year</b>	All students		<b>Eligible students</b>	International students
<b>[Overview and purpose of the course]</b>							
<p>The primary purpose of this class is to deepen our understanding of a variety of issues in Japan. Japan is the world's third largest economy and one of the most prosperous nations in the world. However, there are many seemingly intractable challenges that the country and people are facing. Over the course of this class, we will cover a wide variety of these issues that Japan is currently facing.</p> <p>During this course, participants will learn about and discuss Japanese society, issues of the low birth rate, the aging society, poverty, LGBT, Hikikomori, Ijime, industries/the economy, medical services, energy policies, the environment, education and other aspects of the country.</p> <p>The course consists of lecture-based instruction followed by guided discussion, student presentations and short midterm and final tests.</p> <p>At the end of each class, students are expected to engage in discussions regarding the lecture topics and consider solutions. Selected groups will be appointed to present in the class.</p>							
<b>[Course objectives]</b>							
The primary goal of this class is that the students could deepen their understanding of a variety of social issues in contemporary Japan. Students are expected to consider countermeasures to address these issues.							
<b>[Course schedule and contents]</b>							
Tentative Schedule are as follows;							
Week 1) Japan in the world							
Week 2 and 3) Low birth rate/Gender issues							
<ul style="list-style-type: none"> <li>• Why is the birthrate of Japan declining, and countermeasures/solutions to address issues raised?</li> </ul>							
Week 4) Economy of differences							
<ul style="list-style-type: none"> <li>• What policies should the government introduce in order to tackle the problems brought about by increasing economic differences?</li> </ul>							
Week 5) Agricultural issues							
<ul style="list-style-type: none"> <li>• Why is the self-sufficiency ratio of foods in Japan declining? Will the Japanese agricultural industry gain international competitiveness by joining TPP (Trans Pacific Partnership)? Identify the merits and demerits associated with globalization (Pursuing TPP, FTA and EPA).</li> <li>• How should Japan address the aging problems of farmers? How will AI bring changes to the agricultural industry in Japan?</li> </ul>							
Week 6) Medical issues							
<ul style="list-style-type: none"> <li>• The aging of society will further accelerate in the future - how should Japanese hospital management address the increasing burden of medical expenses?</li> </ul>							
Continue to Current Issues in Japan II(2) ↓ ↓ ↓							

<b>Current Issues in Japan II(2)</b>	
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<ul style="list-style-type: none"> <li>• What is the problem of Japan's medical industry? How are these issues different from that of your home country?</li> <li>• Propose countermeasures to achieve equal distribution of medical doctors in Japan.               <ol style="list-style-type: none"> <li>1) between large cities and rural areas</li> <li>2) among specializing in obstetrics, gynecology, pediatrics and others</li> </ol> </li> </ul>	
Week 7) Short midterm test and comprehensive review of the week 1 to 6.	
Week 8) Japanese Industry and Economy/ Death from overworking or Karoushi	
<ul style="list-style-type: none"> <li>• Global vs International</li> <li>• Industry &amp; trade in Japan-Basic knowledge</li> <li>• Why is Japan's labor productivity low compared with other OECD countries?</li> <li>• How can death from overworking be reduced?</li> </ul>	
Week 9) Ijime and LGBT issues in Japan	
<ul style="list-style-type: none"> <li>• What is the current situation of LGBT rights in Japan?</li> </ul>	
Week 10) Hikikomori , Ijime and LGBT issues in Japan	
<ul style="list-style-type: none"> <li>• What is the difference between Hikikomori and NEET?</li> <li>• What are 'missing workers' ?</li> </ul>	
Week 11) Weak Immigration policy	
<ul style="list-style-type: none"> <li>• Refugee issue</li> <li>• How can we address the labor force shortage in Japan ?</li> <li>• What are the major issues of immigration in Japan?</li> <li>• What would be an ideal policy for accepting more foreign labor workers in Japan?</li> </ul>	
Week 12) Educational issues	
<ul style="list-style-type: none"> <li>• What are the major issues facing education in Japan today? Identify the problem and discuss what kinds of government policies could be implemented to address the issues.</li> <li>• How is Japan's education system different from that of other countries, such as and or Switzerland?</li> <li>• How can you compare three types of tuition support for university students? Which kind of support do you think is most effective in Japan?</li> </ul>	
1) Make tuition free of charge at all of the universities	
2) Scholarship and tuition exemption for students with low incomes and good grades	
3) Loans	
Week 13) Energy and Environment	
<ul style="list-style-type: none"> <li>• What should Japan do to address global warming issues (while also taking into consideration national security issues regarding access to vital economic resources)?</li> <li>• Should Japan continue to rely on nuclear power? What are pros and cons of the current policy?</li> </ul>	
Week 14)AI and SDG, Wrap up discussion in Japanese Society	
<ul style="list-style-type: none"> <li>• How will AI have an impact on industry in Japan (Such as in the Medical Industry?)</li> </ul>	
In considering current labor shortage situation in Japan, and government decision to increase immigrants to be worked for less cognitive works, in what ways should AI and robots be introduced most effectively in Japan?	
Week 15) Short final test	
Week 16) Feedback	
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Continue to Current Issues in Japan II(3) ↓ ↓ ↓	

## Current Issues in Japan II(3)

### [Course requirements]

This class is limited to international students. No prerequisites required. You should be interested and committed to learning about current issues in Japan.

### [Evaluation methods and policy]

Grading policy are determined by the number of registered students.

Case1: If the number of registered students become more than 40, the grades are determined based on the following:

Short midterm test: 35%

Short final test: 35%

Quizzes during the class: 10%

(\*)There will be no prior notification for the dates of the quizzes

Class participation to discussion, attendance, and attitude: 20%

(Optional Presentation) +10% as a bonus

Bonus points will be awarded to the students who make a presentation in the class.

Case 2: If the number of registered students is less than 40, the grades are determined based on the following:

Short midterm test: 30%

Short final test: 30%

Quizzes during the class: 10%

(\*)There will be no prior notification for the dates of the quizzes

Presentation 20%

Class participation to discussion, attendance, and attitude: 10%

### [Textbooks]

Instructed during class

### [References, etc.]

(Reference book)

Introduced during class

### [Study outside of class (preparation and review)]

Review the contents of the lectures and prepare for the tests (a short mid-term test and a short final test)

### [Other information (office hours, etc.)]

No specific date and time. Please make an appointment by e-mail.

## **Additional Liberal Arts and Sciences Courses**

Lecture code: H275001

<b>Course number</b>	U-LAS01 10008 LE38				
<b>Course title (and course title in English)</b>	Western History I-E2 Western History I-E2		<b>Instructor's name, job title, and department of affiliation</b>	BHATTE, Pallavi Kamlakar	
<b>Group</b>	Humanities and Social Sciences		<b>Field(Classification)</b>	History and Civilization(Foundations)	
<b>Language of instruction</b>	English		<b>Old group</b>	Group A	<b>Number of credits</b> 2
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Lecture	<b>Year/semesters</b>	2020 • First semester
<b>Days and periods</b>	Fri.2	<b>Target year</b>	All students	<b>Eligible students</b>	For all majors
<b>[Overview and purpose of the course]</b>					
This is an introductory undergraduate course, providing students a basic narrative of British ascendancy and expansionism in India during the late eighteenth century to the twentieth century. This is a contents based course taught in English.					
<b>[Course objectives]</b>					
The goals of this course is to help students to (a) compare alternative and compelling views and interpretations and assess their significance, (b) become familiar with key debates of the period, (c) assess primary sources in the light of historical research and (d) present arguments clearly and concisely both orally and on paper.					
<b>[Course schedule and contents]</b>					
Week 1: Introduction to the course and Overview Week 2/3: The Mughals; Emerging European presence in India Week 4/5: Establishment of Company Rule Week 6/7: The Colonizer and the Indigenous People Week 8/9: Rebellion and Revolt: The Mutiny of 1857-58 Week 10/11: Social Reform Movements Week 12/13: Nationalism and Communism Week 14: Independence and Partition Week 15: Final examination Week 16: Feedback & Summary					
*Note: The schedule may change slightly depending on class requirements.					
<b>[Course requirements]</b>					
None					
<b>[Evaluation methods and policy]</b>					
A system of continuous evaluation will be adopted. Although this will be a lecture styled course, students will be required to engage in discussions and/or presentations and submit written work as per instructions.					
Final grade will be based on the following:					
----- Continue to Western History I-E2(2) ↓ ↓ ↓					

<b>Western History I-E2(2)</b>
----- 30% Regular participation and activity in class. 70% Exam/Final Paper at the end of the course.
<b>[Textbooks]</b>
Not used Reference materials and notes will be distributed in class as per requirements. Students will be expected to go through the handouts and bring them to class as per instruction.
<b>[Study outside of class (preparation and review)]</b>
No prior knowledge of history is required. Students should be able to participate in discussions with their classmates in English.
<b>[Other information (office hours, etc.)]</b>
No office hours specified. Meetings are to be arranged by appointment. Classroom Management: Be respectful to everyone and everything in class.

Lecture code: H275002

<b>Course number</b>	U-LAS01 10008 LE38				
<b>Course title (and course title in English)</b>	Western History I-E2 Western History I-E2		<b>Instructor's name, job title, and department of affiliation</b>	BHATTE, Pallavi Kamlakar	
<b>Group</b>	Humanities and Social Sciences		<b>Field(Classification)</b>	History and Civilization(Foundations)	
<b>Language of instruction</b>	English		<b>Old group</b>	Group A	<b>Number of credits</b> 2
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Lecture		<b>Year/semesters</b> 2020 • First semester
<b>Days and periods</b>	Fri.3		<b>Target year</b>	All students	<b>Eligible students</b> For all majors
<b>[Overview and purpose of the course]</b>					
This is an introductory undergraduate course, providing students a basic narrative of British ascendancy and expansionism in India during the late eighteenth century to the twentieth century. This is a contents based course taught in English.					
<b>[Course objectives]</b>					
The goals of this course is to help students to (a) compare alternative and compelling views and interpretations and assess their significance, (b) become familiar with key debates of the period, (c) assess primary sources in the light of historical research and (d) present arguments clearly and concisely both orally and on paper.					
<b>[Course schedule and contents]</b>					
Week 1: Introduction to the course and Overview Week 2/3: The Mughals; Emerging European presence in India Week 4/5: Establishment of Company Rule Week 6/7: The Colonizer and the Indigenous People Week 8/9: Rebellion and Revolt: The Mutiny of 1857-58 Week 10/11: Social Reform Movements Week 12/13: Nationalism and Communism Week 14: Independence and Partition Week 15: Final examination Week 16: Feedback & Summary					
*Note: The schedule may change slightly depending on class requirements.					
<b>[Course requirements]</b>					
None					
<b>[Evaluation methods and policy]</b>					
A system of continuous evaluation will be adopted. Although this will be a lecture styled course, students will be required to engage in discussions and/or presentations and submit written work as per instructions.					
Final grade will be based on the following:					
----- Continue to Western History I-E2(2) ↓ ↓ ↓					

<b>Western History I-E2(2)</b>
----- 30% Regular participation and activity in class. 70% Exam/Final Paper at the end of the course.
<b>[Textbooks]</b>
Not used Reference materials and notes will be distributed in class as per requirements. Students will be expected to go through the handouts and bring them to class as per instruction.
<b>[Study outside of class (preparation and review)]</b>
No prior knowledge of history is required. Students should be able to participate in discussions with their classmates in English.
<b>[Other information (office hours, etc.)]</b>
No office hours specified. Meetings are to be arranged by appointment. Classroom Management: Be respectful to everyone and everything in class.

Lecture code: H803001

<b>Course number</b>		U-LAS05 20007 LE40					
<b>Course title (and course title in English)</b>	Linguistic Anthropology			<b>Instructor's name, job title, and department of affiliation</b>	Graduate School of Asian and African Area Studies		
	Linguistic Anthropology				Associate Professor, TAKADA AKIRA		
<b>Group</b>	Humanities and Social Sciences		<b>Field(Classification)</b>	Regions and Cultures(Issues)			
<b>Language of instruction</b>	English		<b>Old group</b>	Group A	<b>Number of credits</b>	2	
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Lecture		<b>Year/semesters</b>	2020・First semester	
<b>Days and periods</b>	Tue.5		<b>Target year</b>	All students		<b>Eligible students</b>	For all majors
<b>[Overview and purpose of the course]</b>							
<p>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).</p>							
<b>[Course objectives]</b>							
In this course, we will develop the above areas of interest by analyzing selected domains of everyday life based on various ethnographic materials.							
<b>[Course schedule and contents]</b>							
<p>TOPICS</p> <ol style="list-style-type: none"> <li>1. Introduction to Linguistic Anthropology (weeks 1-2)</li> <li>2. Theory (weeks 3-4)</li> <li>3. Social Cognition (weeks 5-6)</li> <li>4. Understanding Others (weeks 7-8)</li> <li>5. Socialization and Child Development (weeks 9-10)</li> <li>6. Language and Communication (weeks 11-12)</li> <li>7. Emotion (weeks 13-14)</li> <li>8. Due of End-of-term Paper (week 15)</li> <li>9. Feedback (week 16)</li> </ol>							
----- Continue to Linguistic Anthropology(2) ↓ ↓ ↓							

<b>Linguistic Anthropology(2)</b>	
<b>[Course requirements]</b>	
None	
<b>[Evaluation methods and policy]</b>	
<p>Grades will be based on the following:</p> <ol style="list-style-type: none"> <li>(1) Class attendance and active participation, 40%</li> <li>(2) Two reports, 40%</li> <li>(3) End-of-term paper, 20%</li> </ol>	
<b>[Textbooks]</b>	
Instructed during class	
<b>[References, etc.]</b>	
<p>(Reference book)</p> <p>高田 明 『相互行為の人類学：「心」と「文化」が出会う場所』（新曜社）ISBN:9784788516076</p> <p>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.</p>	
<b>[Study outside of class (preparation and review)]</b>	
<p>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.</p> <p>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.</p>	
<b>[Other information (office hours, etc.)]</b>	

Lecture code: N162001 Day/period are not decided yet.  
 Search for the most updated syllabus on portal website KULASIS

<b>Course number</b>		U-LAS10 20010 LE55					
<b>Course title (and course title in English)</b>	Function Theory of a Complex Variable-E2			<b>Instructor's name, job title, and department of affiliation</b>	Li Douglas		
	Function Theory of a Complex Variable-E2						
<b>Group</b>	Natural Sciences		<b>Field(Classification)</b>	Mathematics(Development)			
<b>Language of instruction</b>	English		<b>Old group</b>	Group B		<b>Number of credits</b>	2
	<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Lecture		<b>Year/semesters</b>	2020 • First semester
<b>Days and periods</b>			<b>Target year</b>	Mainly 2nd year students		<b>Eligible students</b>	For science students
<b>[Overview and purpose of the course]</b>							
Based upon knowledge of calculus, this is an introductory course to the function theory of one complex variable (i.e. introduction of complex analysis), and its goal is to understand fundamentals about holomorphic functions and meromorphic ones, which are dealt through the Cauchy's integral formula. The purpose of this course is not only to understand rigorous theories but to obtain some skills about the residue calculus. The theory for complex functions are not only beautiful in a mathematical sense but also very useful in applied fields e.g. physics, engineering and medical sciences etc. Almost all the mathematical theories in this course are rigorously dealt with, and some examples related with physics are also explained. An additional goal of this course is to give a chance to the students to present and discuss mathematics in English.							
<b>[Course objectives]</b>							
The goal is to understand fundamentals about holomorphic functions and meromorphic ones, which are dealt through the Cauchy's integral formula. In addition to learning modern mathematics and proofs, students can also learn how to discuss and present mathematical topics in English through this course.							
<b>[Course schedule and contents]</b>							
The course will cover the following topics, and each of them is read in 2 or 3 weeks: 1. complex numbers, the complex number plane and the Riemann sphere 2. differential of complex functions; holomorphic functions and the Cauchy- Riemann equation etc. 3. power series and analytic functions 4. integral; the Stieltjes integral and Cauchy's integral formula 5. fundamental theories for holomorphic functions 6. singularities and residue; the Laurent expansion and the residue calculus.							
<b>[Course requirements]</b>							
(Eligible students) mainly the sciences of the second grade  Students are required good understanding of both calculus and linear algebra.							
----- Continue to Function Theory of a Complex Variable-E2(2) ↓ ↓ ↓							

<b>Function Theory of a Complex Variable-E2(2)</b>	
<b>[Evaluation methods and policy]</b>	
The evaluation of the course will take into account the following criteria: -homework (20%) -presentation (10%) -final exam (70%)	
<b>[Textbooks]</b>	
Not Specified	
<b>[References, etc.]</b>	
(Reference book) Elias Stein, Rami Shakarachi 『Complex Analysis』 (Princeton University Press) J.B. Conway 『Functions of one complex variable』 (Springer) ISBN:3-540-90328-3 磯 祐介 『複素関数論入門』 (サイエンス社) ISBN:978-4-7819-1326-1	
<b>[Study outside of class (preparation and review)]</b>	
The students are requested to solve exercises given in class by themselves even though they are not assigned as homework.	
<b>[Other information (office hours, etc.)]</b>	
This class is an English class for the classes of 「関数論」, and their syllabuses are the same to one another.  Office hours are not assigned and it is advisable to make comments willingly during and after the class.	

Lecture code: N174001 Day/period are not decided yet.  
 Search for the most updated syllabus on portal website KULASIS

<b>Course number</b>	U-LAS10 10023 LE55					
<b>Course title (and course title in English)</b>	Quest for Mathematics I-E2 Quest for Mathematics I-E2		<b>Instructor's name, job title, and department of affiliation</b>	Li Douglas		
<b>Group</b>	Natural Sciences		<b>Field(Classification)</b>	Mathematics(Foundations)		
<b>Language of instruction</b>	English		<b>Old group</b>	Group B	<b>Number of credits</b>	2
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Lecture		<b>Year/semesters</b>	2020 • First semester
<b>Days and periods</b>		<b>Target year</b>	Mainly 1st & 2nd year students		<b>Eligible students</b>	For liberal arts students
<b>[Overview and purpose of the course]</b>						
This class aims at introduction of calculus for those who did not study "Mathematics III (of the Japanese high school standard)".						
<b>[Course objectives]</b>						
The goal of the class is to solve problems of the same level with those in entrance examination for science students. An additional goal of this course is to give a chance to the students to present and discuss mathematics in English.						
<b>[Course schedule and contents]</b>						
The course will cover the following topics, and each of them is read in 3-4 weeks: 1. Limit of series and continuous functions 2. Differentiation of elementary functions (i.e. sine, cosine, exponential etc.) 3. Brief introduction of the Riemann integral and differential equations 4. Applications.						
<b>[Course requirements]</b>						
None						
<b>[Evaluation methods and policy]</b>						
The evaluation of the course will take into account the following criteria: -homework (20%) -presentation (10%) -final exam (70%)						
<b>[Textbooks]</b>						
Not used						
<b>[References, etc.]</b>						
(Reference book) Thomas 『Calculus』 (Pearson)						
----- Continue to Quest for Mathematics I-E2(2) ↓ ↓ ↓						

<b>Quest for Mathematics I-E2(2)</b>
<b>[Study outside of class (preparation and review)]</b>
Exercises are given in class and students are required to solve them for clear understanding of the topics in class.
<b>[Other information (office hours, etc.)]</b>
High school text book "Mathematics III (高等学校 数学 III)" based on the Japanese high school standard is useful to understand of the subject of the class.
Office hours are not assigned and it is advisable to make comments willingly during and after the class.

<b>Course number</b>	U-LAS03 10004 SB48				
<b>Course title (and course title in English)</b>	外国文献研究 (教育・英) I -E1 Readings in Humanities and Social Sciences (Education, English)I-E1		<b>Instructor's name, job title, and department of affiliation</b>	Graduate School of Education Professor,TAKAYAMA KEITA	
<b>Group</b>	Humanities and Social Sciences		<b>Field(Classification)</b>	Readings in Humanities and Social Sciences	
<b>Language of instruction</b>	English		<b>Old group</b>	Group C	<b>Number of credits</b> 2
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Seminar		<b>Year/semesters</b> 2020・First semester
<b>Days and periods</b>	Tue.3		<b>Target year</b>	2nd year students or above	<b>Eligible students</b> For all majors
<b>[Overview and purpose of the course]</b>					
In this course, we will read and discuss a series of research studies on Japanese education written in English over the last several decades. They cover the cultural, institutional and historical context of schooling, specific pedagogic practices observed in Japanese schools and more recent policy changes and debates. The intent of the course is not so much to provide a comprehensive introduction to the international scholarship of Japanese education as to use select scholarship to explore what it means to study education comparatively and internationally. To this end, most of the studies covered in this course are authored by international scholars who look at Japanese education from outside. Reading and discussing these international studies should enable us to understand how Japanese education has been positioned within the broader international debates and what particular roles it has been assigned to advance the international scholarship of education. It will also help us appreciate their unique insights that might not necessarily be available in the domestic debate and scholarship in Japan. The course should interest both international and domestic students in social science disciplines, including education, who wish to study education and Japanese education in particular from a comparative and international perspective.					
<b>[Course objectives]</b>					
Upon completion of the course, students are expected to develop the following understanding and skills: (1) Reading skills to enable access to international research articles on education and Japanese education, (2) Speaking and listening skills necessary for group work and discussion, (3) Academic writing and presentation skills, (4) Understanding of particular features of Japanese education, and (5) Methodoloical awareness of comparative and international education research					
<b>[Course schedule and contents]</b>					
The weekly schedule and topics are as follows: 1. Introduction 2. Japanese education as the cultural other 1 (Class size) 3. Japanese education as the cultural other 2 (Ability vs effort) 4. Japanese education as the cultural other 3 (Cognitive vs social/emotional) 5. Japanese education as the cultural other 4 (Kokugo readers) 6. Rethinking comparison 1 7. Rethinking comparison 2 8. Japanese education as an empirical case 1 (Meritocracy) 9. Japanese education as an empirical case 2 (Late development effect)					
Continue to 外国文献研究 (教育・英) I -E1(2) ↓ ↓ ↓					

<b>外国文献研究 (教育・英) I -E1(2)</b>
10. Japanese education as a theory anomaly 1 (School to work transition) 11. Japanese education as a theory anomaly 2 (World Culture Theory) 12. Rethinking comparison 13. Japanese education as epistemic other (PISA Reading literacy) 14. Japanese education as epistemic other (Type II learning/Lesson Studies) 15. Wrap-up
<b>[Course requirements]</b>
None
<b>[Evaluation methods and policy]</b>
(1) 60% 10 response papers (300 words each) (2) 20% Group presentation (3) 20% Summarative reflection paper (1500 words)
<b>[Textbooks]</b>
Instructed during class
<b>[References, etc.]</b>
(Reference book) Introduced during class
<b>[Study outside of class (preparation and review)]</b>
My style of teaching is dialogic, and your participation in the class discussion is central to the success of the course. Hence, the students are expected to be fully prepared to deliberate upon the assigned texts.  Before coming to the class, the 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 reaction paper.
<b>[Other information (office hours, etc.)]</b>
Only by appointment.

<b>Course number</b>	U-LAS03 10004 SB48				
<b>Course title (and course title in English)</b>	外国文献研究 (教育・英) I -E1 Readings in Humanities and Social Sciences (Education, English)I-E1		<b>Instructor's name, job title, and department of affiliation</b>	Graduate School of Education Associate Professor,Jeremy Rappleye	
<b>Group</b>	Humanities and Social Sciences		<b>Field(Classification)</b>	Readings in Humanities and Social Sciences	
<b>Language of instruction</b>	English		<b>Old group</b>	Group C	<b>Number of credits</b> 2
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Seminar		<b>Year/semesters</b> 2020・First semester
<b>Days and periods</b>	Wed.3		<b>Target year</b>	2nd year students or above	<b>Eligible students</b> For all majors
<b>[Overview and purpose of the course]</b>					
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?					
<b>[Course objectives]</b>					
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 reading a text, then discussing 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)
<b>[Course schedule and contents]</b>
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)
<b>[Course requirements]</b>
None
<b>[Evaluation methods and policy]</b>
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.
<b>[Textbooks]</b>
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).
<b>[Study outside of class (preparation and review)]</b>
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.
<b>[Other information (office hours, etc.)]</b>
Office hours will be held each week (time to be announced).

Lecture code for Thu.3: W220001

Lecture code for Thu.4: W220002

<b>Course number</b>	U-LAS51 10010 SE48				
<b>Course title (and course title in English)</b>	科学コミュニケーション (理・英) -E3 Science Communication (Science, English)-E3	<b>Instructor's name, job title, and department of affiliation</b>	Part-time Lecturer, James de Witt Graduate School of Science Professor, NAGATA TETSUYA		
<b>Group</b>	Career Development	<b>Field(Classification)</b>	International Communication		
<b>Language of instruction</b>	English	<b>Old group</b>	Group C	<b>Number of credits</b>	2
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Seminar	<b>Year/semesters</b>	2020・First semester
<b>Days and periods</b>	Thu.3/Thu.4	<b>Target year</b>	2nd year students or above	<b>Eligible students</b>	For science students
<b>[Overview and purpose of the course]</b>					
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。					
<b>[Course objectives]</b>					
To acquire methods to improve your understanding of English-language scientific information and your skills in presenting them, for later educational and professional purposes.					
<b>[Course schedule and contents]</b>					
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.					
Orientation (1) Summarizing information and collaborative discussion (3) 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 Importance of clarity in writing, demonstrated through rewording challenge exercises (1) Presentation of a model, and description of a scientific principle it demonstrates (1) (optional) Riddles, brain puzzlers, and other scientific/linguistic mental exercises 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)
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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. De Witt is always present in the lessons, with Nagata occasionally present.
<b>[Course requirements]</b>
None
<b>[Evaluation methods and policy]</b>
Preparedness, daily participation, and final quiz. 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.
<b>[Textbooks]</b>
Not used Topics will be selected from the scientific literature for discussion, summarization, and presentation.
<b>[References, etc.]</b>
(Reference book) Introduced during class
<b>[Study outside of class (preparation and review)]</b>
Read and summarize assigned articles handed out or online, write an article abstract, prepare a simple model to demonstrate, etc.
<b>[Other information (office hours, etc.)]</b>
Students are encouraged to actively participate in discussions and preparations of topics, primarily in small groups or pairs.

<b>Course number</b>	U-LAS51 10012 SE48				
<b>Course title (and course title in English)</b>	臨床コミュニケーション (医・英) -E3 Clinical Communication (Medicine, English)-E3		<b>Instructor's name, job title, and department of affiliation</b>	Graduate School of Medicine Assistant Professor,POUDYAL, Hemant Graduate School of Medicine Program-Specific Senior Lecturer,YAMADA YUKARI Institute for Liberal Arts and Sciences Professor,KONISHI YASUHIKO	
<b>Group</b>	Career Development		<b>Field(Classification)</b>	International Communication	
<b>Language of instruction</b>	English		<b>Old group</b>	Group C	<b>Number of credits</b> 2
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Seminar		<b>Year/semesters</b> 2020・First semester
<b>Days and periods</b>	Wed.1	<b>Target year</b>	2nd year students or above		<b>Eligible students</b> For science students
<b>[Overview and purpose of the course]</b>					
This course aims at developing problem-solving, critical thinking and communication abilities for future health care professionals. Issues such as clinical communication, ethics, professionalism, teamwork in healthcare will be covered. Each class consists of a short lecture and discussion or group work activity often using Problem based Learning(PBL). Students are expected to learn how to think and reach their own answers, rather than given by teachers. All lectures, discussions, group works will be delivered in English only.					
This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few students from healthcare-related departments, with a short English proficiency test on the first day of the course.					
<b>[Course objectives]</b>					
By the end of the course, students will be able to					
1) understand contemporary ethical issues that future healthcare professionals would encounter					
2) collect and interpret relevant evidence with other people, and express their opinions showing traces of reasoning					
3) understand how to construct good relationship between patient and doctor and demonstrate them.					
4) understand how to work with others who have different thoughts, and perform team work building skills					
<b>[Course schedule and contents]</b>					
<ul style="list-style-type: none"> <li>• 1st to 3rd class: Basic Communication Skill (Hemant POUDYAL, Yukari YAMADA,Part-time lecturer, Yasuhiko Konishi)</li> </ul> Teamwork building exercises; basic medical terms; non-verbal communication skills.					
<ul style="list-style-type: none"> <li>• 4th to 8th class: Ethical Issues for future doctors (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> </ul> With a movie discussing aspects of ethical problems; research on relevant evidence, and collecting evidence to support your thoughts; structure of an argument					
<ul style="list-style-type: none"> <li>• 9th class: Assessment I: Debate on Ethical Issues (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> </ul>					
<ul style="list-style-type: none"> <li>• 10th to 13th class: Clinical Consultation (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> </ul> Clinical Consultation; breaking bad news; planning treatment with patients; Multidisciplinary Approach					
<ul style="list-style-type: none"> <li>• 14th class: Assessment II: Roleplay (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> </ul>					
<ul style="list-style-type: none"> <li>• 15th: Feedback (Hemant POUDYAL, Yukari Yamada)</li> </ul>					
----- 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)
<b>[Course requirements]</b>
None
<b>[Evaluation methods and policy]</b>
Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.
Assessment I 35%, Assessment II 35 %, Attendance & Performance 30%. Criteria are different in each Assessment, and we announce them in the class and make it clear and open to students.
Since the course employs a small group discussion style, participation in the classroom is essential for this course. Therefore, students have to achieve a minimum of 60% in Attendance & Performance for credit purposes.
However, students are exempt from the required condition about attendance when they have acceptable reasons for absence such as illness, serious family emergencies, special curricular requirements, severe weather conditions, and participation in official university activities. In such cases, the students are obliged to submit a reasonable document to the instructors and use a reasonable amount of time to make up the material or activities covered in their absence.
<b>[Textbooks]</b>
Hemant Poudyal 『Developing communication skills: A Handbook for Japanese Speakers』 (Hemant Poudyal) ISBN:9781792706707
<b>[Study outside of class (preparation and review)]</b>
This class requires minimum study out of the class. Active participation in the class is expected.
<b>[Other information (office hours, etc.)]</b>
Students are welcome to contact the teaching staff anytime. Meetings are possible with an appointment (email: medsocio.kyodai@gmail.com)

Lecture code: W222002

<b>Course number</b>		U-LAS51 10012 SE48					
<b>Course title (and course title in English)</b>	臨床コミュニケーション (医・英) -E3		<b>Instructor's name, job title, and department of affiliation</b>	Graduate School of Medicine Assistant Professor,POUDYAL, Hemant			
	Clinical Communication (Medicine, English)-E3			Graduate School of Medicine Program-Specific Senior Lecturer,YAMADA YUKARI Institute for Liberal Arts and Sciences Professor.KONISHI YASUHIKO			
<b>Group</b>	Career Development		<b>Field(Classification)</b>	International Communication			
<b>Language of instruction</b>	English		<b>Old group</b>	Group C	<b>Number of credits</b>	2	
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Seminar		<b>Year/semesters</b>	2020・First semester	
<b>Days and periods</b>	Wed.2		<b>Target year</b>	2nd year students or above		<b>Eligible students</b>	For science students
<b>[Overview and purpose of the course]</b>							
<p>This course aims at developing problem-solving, critical thinking and communication abilities for future health care professionals. Issues such as clinical communication, ethics, professionalism, teamwork in healthcare will be covered. Each class consists of a short lecture and discussion or group work activity often using Problem based Learning(PBL). Students are expected to learn how to think and reach their own answers, rather than given by teachers. All lectures, discussions, group works will be delivered in English only.</p> <p>This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few students from healthcare-related departments, with a short English proficiency test on the first day of the course.</p>							
<b>[Course objectives]</b>							
<p>By the end of the course, students will be able to</p> <ol style="list-style-type: none"> <li>1) understand contemporary ethical issues that future healthcare professionals would encounter</li> <li>2) collect and interpret relevant evidence with other people, and express their opinions showing traces of reasoning</li> <li>3) understand how to construct good relationship between patient and doctor and demonstrate them.</li> <li>4) understand how to work with others who have different thoughts, and perform team work building skills</li> </ol>							
<b>[Course schedule and contents]</b>							
<ul style="list-style-type: none"> <li>• 1st to 3rd class: Basic Communication Skill (Hemant POUDYAL, Yukari YAMADA,Part-time lecturer, Yasuhiko Konishi)</li> </ul> <p>Teamwork building exercises; basic medical terms; non-verbal communication skills.</p> <ul style="list-style-type: none"> <li>• 4th to 8th class: Ethical Issues for future doctors (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> </ul> <p>With a movie discussing aspects of ethical problems; research on relevant evidence, and collecting evidence to support your thoughts; structure of an argument</p> <ul style="list-style-type: none"> <li>• 9th class: Assessment I: Debate on Ethical Issues (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> <li>• 10th to 13th class: Clinical Consultation (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> </ul> <p>Clinical Consultation; breaking bad news; planning treatment with patients; Multidisciplinary Approach</p> <ul style="list-style-type: none"> <li>• 14th class: Assessment II: Roleplay (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> <li>• 15th: Feedback (Hemant POUDYAL, Yukari Yamada)</li> </ul>							
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)	
<b>[Course requirements]</b>	
None	
<b>[Evaluation methods and policy]</b>	
Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.	
Assessment I 35%, Assessment II 35%, Attendance & Performance 30%. Criteria are different in each Assessment, and we announce them in the class and make it clear and open to students.	
Since the course employs a small group discussion style, participation in the classroom is essential for this course. Therefore, students have to achieve a minimum of 60% in Attendance & Performance for credit purposes.	
However, students are exempt from the required condition about attendance when they have acceptable reasons for absence such as illness, serious family emergencies, special curricular requirements, severe weather conditions, and participation in official university activities. In such cases, the students are obliged to submit a reasonable document to the instructors and use a reasonable amount of time to make up the material or activities covered in their absence.	
<b>[Textbooks]</b>	
Hemant Poudyal 『Developing communication skills: A Handbook for Japanese Speakers』 (Hemant Poudyal) ISBN:9781792706707	
<b>[References, etc.]</b>	
(Reference book)	
Introduced during class	
<b>[Study outside of class (preparation and review)]</b>	
This class requires minimum study out of the class. Active participation in the class is expected.	
<b>[Other information (office hours, etc.)]</b>	
Students are welcome to contact the teaching staff anytime. Meetings are possible with an appointment (email: medsocio.kyodai@gmail.com)	

Lecture code: W222003

<b>Course number</b>		U-LAS51 10012 SE48					
<b>Course title (and course title in English)</b>	臨床コミュニケーション (医・英) -E3		<b>Instructor's name, job title, and department of affiliation</b>	Graduate School of Medicine Assistant Professor,POUDYAL, Hemant			
	Clinical Communication (Medicine, English)-E3			Graduate School of Medicine Program-Specific Senior Lecturer,YAMADA YUKARI Institute for Liberal Arts and Sciences Professor.KONISHI YASUHIKO			
<b>Group</b>	Career Development		<b>Field(Classification)</b>	International Communication			
<b>Language of instruction</b>	English		<b>Old group</b>	Group C	<b>Number of credits</b>	2	
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Seminar		<b>Year/semesters</b>	2020・First semester	
<b>Days and periods</b>	Wed.3		<b>Target year</b>	2nd year students or above		<b>Eligible students</b>	For science students
<b>[Overview and purpose of the course]</b>							
<p>This course aims at developing problem-solving, critical thinking and communication abilities for future health care professionals. Issues such as clinical communication, ethics, professionalism, teamwork in healthcare will be covered. Each class consists of a short lecture and discussion or group work activity often using Problem based Learning(PBL). Students are expected to learn how to think and reach their own answers, rather than given by teachers. All lectures, discussions, group works will be delivered in English only.</p> <p>This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few students from healthcare-related departments, with a short English proficiency test on the first day of the course.</p>							
<b>[Course objectives]</b>							
<p>By the end of the course, students will be able to</p> <ol style="list-style-type: none"> <li>1) understand contemporary ethical issues that future healthcare professionals would encounter</li> <li>2) collect and interpret relevant evidence with other people, and express their opinions showing traces of reasoning</li> <li>3) understand how to construct good relationship between patient and doctor and demonstrate them.</li> <li>4) understand how to work with others who have different thoughts, and perform team work building skills</li> </ol>							
<b>[Course schedule and contents]</b>							
<ul style="list-style-type: none"> <li>• 1st to 3rd class: Basic Communication Skill (Hemant POUDYAL, Yukari YAMADA,Part-time lecturer, Yasuhiko Konishi)</li> </ul> <p>Teamwork building exercises; basic medical terms; non-verbal communication skills.</p> <ul style="list-style-type: none"> <li>• 4th to 8th class: Ethical Issues for future doctors (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> </ul> <p>With a movie discussing aspects of ethical problems; research on relevant evidence, and collecting evidence to support your thoughts; structure of an argument</p> <ul style="list-style-type: none"> <li>• 9th class: Assessment I: Debate on Ethical Issues (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> <li>• 10th to 13th class: Clinical Consultation (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> </ul> <p>Clinical Consultation; breaking bad news; planning treatment with patients; Multidisciplinary Approach</p> <ul style="list-style-type: none"> <li>• 14th class: Assessment II: Roleplay (Hemant POUDYAL, Yukari Yamada, Part-time lecturer)</li> <li>• 15th: Feedback (Hemant POUDYAL, Yukari Yamada)</li> </ul>							
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)	
<b>[Course requirements]</b>	
None	
<b>[Evaluation methods and policy]</b>	
Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.	
Assessment I 35%, Assessment II 35%, Attendance & Performance 30%. Criteria are different in each Assessment, and we announce them in the class and make it clear and open to students.	
Since the course employs a small group discussion style, participation in the classroom is essential for this course. Therefore, students have to achieve a minimum of 60% in Attendance & Performance for credit purposes.	
However, students are exempt from the required condition about attendance when they have acceptable reasons for absence such as illness, serious family emergencies, special curricular requirements, severe weather conditions, and participation in official university activities. In such cases, the students are obliged to submit a reasonable document to the instructors and use a reasonable amount of time to make up the material or activities covered in their absence.	
<b>[Textbooks]</b>	
Hemant Poudyal 『Developing communication skills: A Handbook for Japanese Speakers』 (Hemant Poudyal) ISBN:9781792706707	
<b>[References, etc.]</b>	
<b>(Reference book)</b>	
Introduced during class	
<b>[Study outside of class (preparation and review)]</b>	
This class requires minimum study out of the class. Active participation in the class is expected.	
<b>[Other information (office hours, etc.)]</b>	
Students are welcome to contact the teaching staff anytime. Meetings are possible with an appointment (email: medsocio.kyodai@gmail.com)	

Lecture code: Z001027

<b>Course number</b>	U-LAS70 10001 SJ50					
<b>Course title (and course title in English)</b>	ILASセミナー：分子細胞生物学入門（英語講義） ILAS Seminar :Introduction to Molecular Cell Biology		<b>Instructor's name, job title, and department of affiliation</b>	Graduate School of Biostudies Professor.CHISAKA OSAMU		
<b>Group</b>	Seminars in Liberal Arts and Sciences	<b>Number of credits</b>	2	<b>Number of weekly time blocks</b>	1	
<b>Class style</b>	Seminar	<b>Year/semesters</b>	2020・First semester	<b>Quota (Freshman)</b>	25 (15)	
<b>Target year</b>	Mainly 1st year students	<b>Eligible students</b>	For all majors	<b>Days and periods</b>	Mon.5	
<b>Classroom</b>	Seminar room 23, ILAS Bldg.			<b>Language of instruction</b>	English (Japanese commentary)	
<b>Keyword</b>	分子細胞生物学 / 英語					
(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.)						
<b>[Overview and purpose of the course]</b>						
<p>ミクロ系生物学（分子生物学・細胞生物学等）の英語での入門講義です。生物科学の発展の歴史や知識を英語で学ぶ事を目的としています。今年度は原著論文もしくは英語資料を読み・視聴しながら、現代の生命科学がどのように発展したか補助的な資料を提示しつつ解説します。質疑応答はできるだけ英語でもらいます。分かり難い場合は適宜日本語での説明も付け加えますので、生物学・英語どちらかの知識が少なくても心配ありません。</p> <p>This is a course taught in English. Key scientific papers in molecular, cellular, and developmental biology, with a view toward the future of medicine, or videos on modern topics will be presented to illustrate the progress of modern biology. Additional references and material will provide useful background information.</p>						
<b>[Course objectives]</b>						
The course objective is to acquire knowledge of basic concepts in biochemistry, molecular biology, and cell biology, leading to an appreciation of several current areas of research with great potential.						
基礎的な生化学、分子生物学、細胞生物学の知識が得られる。日本人学生にとっては、教員からの基礎的な質問への返答を英語ですることにより、積極的な授業への参加姿勢が身に付く。						
<b>[Course schedule and contents]</b>						
以下の様な項目について、項目あたり2-3週の授業を行う予定である。						
Topics include:						
1. Techniques used in modern biology						
2. History of molecular biology						
3. Basic biochemistry						
4. Developmental biology						
Continue to ILASセミナー：分子細胞生物学入門（英語講義）(2) ↓ ↓ ↓						

ILASセミナー：分子細胞生物学入門（英語講義）(2)
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5. Bioengineering
6. Regenerative medicine
<b>[Course requirements]</b>
Decent ability of English conversation is the prerequisite.
High school level chemistry but not biology is required.
<b>[Evaluation methods and policy]</b>
Class participation (50%) and a report (50%).
<b>[Textbooks]</b>
Not used Additional handouts will be provided.
<b>[References, etc.]</b>
(Reference book) Introduced during class
<b>[Study outside of class (preparation and review)]</b>
High school level chemistry reviewing is required.
<b>[Other information (office hours, etc.)]</b>
Anyone who is interested in learning modern molecular and cell biology is welcome to attend.

<b>Course number</b>	U-LAS70 10001 SJ50				
<b>Course title (and course title in English)</b>	ILASセミナー：途上国の環境・衛生問題 ILAS Seminar: Environment and sanitation problems in developing countries	<b>Instructor's name, job title, and department of affiliation</b>	Graduate School of Global Environmental Studies Professor, FUJII SHIGEO Graduate School of Global Environmental Studies Associate Professor, TANAKA SHUHEI Graduate School of Asian and African Area Studies Associate Professor, HARADA HIDENORI		
<b>Group</b>	Seminars in Liberal Arts and Sciences	<b>Number of credits</b>	2	<b>Number of weekly time blocks</b>	1
<b>Class style</b>	Seminar	<b>Year/semesters</b>	2020・First semester	<b>Quota (Freshman)</b>	10 (10)
<b>Target year</b>	Mainly 1st year students	<b>Eligible students</b>	For all majors	<b>Days and periods</b>	Fri.5
<b>Classroom</b>	207, 2F, Research Bldg. No. 14 (Main Campus)			<b>Language of instruction</b>	English
<b>Keyword</b>	Developing countries / Environment / Sanitation / Pollution				
<b>[Overview and purpose of the course]</b>					
<p>Water and Sanitation are fundamental issues for humanity and culture of all of the people in the world. However, there are billions of people who do not have sustainable access to safe drinking water and basic sanitation. In these areas, air pollution and solid wastes also cause many problems. In this course, students learn this matter by lectures, discussions and presentations with foreign students from several developing countries.</p> <p>All of lectures, discussions and presentations are given in English, but translation assistance is often given in Japanese. Students are also expected to be trained in English discussion and presentation skills with international communication capability.</p> <p>水と衛生の問題は、世界中すべての人々の人間性と文化の観点から基本事項である。しかしながら、世界の中には、安全な飲料水を確保し、衛生的なトイレを使えない人々が何十億人という。また、それらの地域では大気汚染や廃棄物も様々な問題を起こしている。</p> <p>この授業では、それらについて開発途上国からの多数の留学生とともに、種々の講義、討論、および学生発表によって学ぶ。すべての授業は基本的に英語であるが、英語能力が十分でない学生のため、日本語による補足も随時加える。</p> <p>本授業により、学生の環境衛生問題に関する知識の習熟とともに、英語能力、国際性の向上が期待される。</p>					
<b>[Course objectives]</b>					
<p>本授業を通じて学生が途上国の環境問題を理解することにより、今後、途上国での活動（研究、教育、業務等々）を実施する上で必要となる国際性が養われる。また、非ネイティブの様々な英語を聞き、討議することで、コミュニケーション言語としての英語の意義・重要性を理解し、今後の自身の英語力向上の礎となる。</p>					
<b>[Course schedule and contents]</b>					
以下の課題について、授業予定である。					
No.1: Guidance & Lecture on fundamentals of environmental pollution issues 授業ガイダンスと環境汚染問題の基礎講義					
No.2: Lecture on water supply and water use 水道・水利用に関する講義					
Continue to ILASセミナー：途上国の環境・衛生問題(2) ↓ ↓ ↓					

<b>ILASセミナー：途上国の環境・衛生問題(2)</b>
No.3: Lecture on Solid waste Management 廃棄物管理に関わる講義
No.4: A Lecture on wastewater drainage and treatment 廃水・下水処理に関する講義
No.5: A case study in Malaysia: Air pollution 事例研究（マレーシア:大気汚染問題）
No.6: A Case Study in Cambodia - Water pollution 事例研究（カンボジア：水質汚濁）
No.7: A case study in Vietnam: Wastewater treatment technology 事例研究（ベトナム：下水処理技術）
No.8: A Case Study in Vietnam - Solid Wastes Management 事例研究（ベトナム：ゴミ問題）
No.9: Cases studies in Indonesia - Water pollution 事例研究（インドネシア：水質汚濁）
No.10: A Case Study in China - Water pollution 事例研究（中国：水質汚濁）
No.11: A Case Study in Thailand - Solid Wastes Management 事例研究（タイ：廃棄物問題）
No.12-13: Instruction of presentation methods and practice プレゼンテーション方法の説明と練習
No.14: Student presentation on environment and sanitation 環境衛生問題に関する学生課題発表
No.15: Feed Back授業
<b>[Course requirements]</b>
None
<b>[Evaluation methods and policy]</b>
Mini report in each lecture and presentation in the final lecture will be used for the assessment. 毎回の講義時間の小レポートおよび授業最終回の発表内容とで総合評価する。詳しくは授業中に説明する。
<b>[Textbooks]</b>
Instructed during class TO be announced at the class
<b>[References, etc.]</b>
<b>(Reference book)</b> Introduced during class
<b>[Study outside of class (preparation and review)]</b>
Preparation homework is not required, but homework is recommended to follow up each lecture's contents. 予習は不要。復習として、授業での事例を自らで調べることで知識を増すと同時に、最終発表の準備をすること。
<b>[Other information (office hours, etc.)]</b>

<b>Course number</b>	U-LAS70 10001 SJ50				
<b>Course title (and course title in English)</b>	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		<b>Instructor's name, job title, and department of affiliation</b>	Center for the Promotion of Excellence in Higher Education Professor,IYOSHI TOORU	
<b>Group</b>	Seminars in Liberal Arts and Sciences	<b>Number of credits</b>	2	<b>Number of weekly time blocks</b>	1
<b>Class style</b>	Seminar	<b>Year/semesters</b>	2020・First semester	<b>Quota (Freshman)</b>	15 (15)
<b>Target year</b>	Mainly 1st year students	<b>Eligible students</b>	For all majors	<b>Days and periods</b>	Thu.5
<b>Classroom</b>	21, Yoshida-South Campus Bldg. No. 1			<b>Language of instruction</b>	English
<b>Keyword</b>	Open Education / Future of Learning / Artificial Intelligence / Gamification / Virtual Reality				
<b>[Overview and purpose of the course]</b>					
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.					
<b>[Course objectives]</b>					
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.					
<b>[Course schedule and contents]</b>					
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.	
<ol style="list-style-type: none"> <li>1. Course Introduction/Orientation</li> <li>2. Artificial Intelligence (AI) and Education</li> <li>3. Gamification and Learning</li> <li>4. Open Education: Overview</li> <li>5. Virtual Reality (VR) and Augmented Reality (AR) and Education</li> <li>6. Open Education: Case Studies</li> <li>7. Group Activities: Review of Open and Innovative Education Projects</li> <li>8. Group Presentations</li> <li>9. Skills and Knowledge for the 21st century society</li> <li>10. Self-Guided Learning and Mastery Learning</li> <li>11. Peer Instruction and Learning Communities</li> <li>12. Open Knowledge</li> <li>13. Evaluation of Open Learning</li> <li>14. Group Presentations</li> <li>15. Feedback</li> </ol>	
The following questions, topics, and case examples will be covered during the course:	
<p>Questions:</p> <ul style="list-style-type: none"> <li>- What are possibilities and challenges of AI, Gamification, VR, and AR in education?</li> <li>- How can we enable and encourage learners and educators to participate in open education?</li> <li>- What does open education mean as an agency for both formal and informal education?</li> <li>- How can learning communities take advantage of open education?</li> <li>- What support needs to be provided to make open education effective?</li> <li>- How can openness help further expand and advance higher education?</li> </ul>	
<p>Topics:</p> <p>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.</p>	
<p>Case Examples:</p> <p>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.</p>	
<b>[Course requirements]</b>	
None	
<b>[Evaluation methods and policy]</b>	
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.

Lecture code: Z001375

<b>Course number</b>	U-LAS70 10001 SJ50				
<b>Course title (and course title in English)</b>	ILASセミナー : 沿岸工学と沿岸および海岸の保護 ILAS Seminar : Coastal Engineering and coast and shore protection		<b>Instructor's name, job title, and department of affiliation</b>	Hakubi Center for Advanced Research Program-Specific Assistant Professor, Bahareh Kamranzad	
<b>Group</b>	Seminars in Liberal Arts and Sciences	<b>Number of credits</b>	2	<b>Number of weekly time blocks</b>	1
<b>Class style</b>	Seminar	<b>Year/semesters</b>	2020・First semester	<b>Quota (Freshman)</b>	15 (15)
<b>Target year</b>	Mainly 1st year students	<b>Eligible students</b>	For all majors	<b>Days and periods</b>	Thu.5
<b>Classroom</b>	3D, Yoshida-South Campus Academic Center Bldg. North Wing			<b>Language of instruction</b>	English
<b>Keyword</b>	ocean / sea / coast / shore / engineering				
<b>[Overview and purpose of the course]</b>					
Coastal areas are usually used for different purposes such as settlement, exploitation of (living/fossil) resources, industry, trading and transportation, tourism and recreation, agriculture, and providing marine renewable energies. In this course, we will learn about the basic concepts in the ocean and coastal engineering. We also study natural phenomena happening in the sea (such as waves, tide, currents, etc.), and the impacts of these phenomena on coastal areas (such as erosion, tsunami, flooding, etc.). Then, the appropriate measures for protecting the coastal areas are introduced.					
<b>[Course objectives]</b>					
<ul style="list-style-type: none"> <li>- To understand the definition of coastal terms</li> <li>- To understand the natural phenomena happening in the sea</li> <li>- To understand different beach materials and source of them</li> <li>- To understand the impacts of natural phenomena on coastal areas</li> <li>- To understand the appropriate measures for protecting the coastal areas</li> </ul>					
<b>[Course schedule and contents]</b>					
(1) Definition of coastal engineering and coastal terms [1 week]					
(2) Coastal hydrodynamics (wind, waves, currents, tides, storm surges, tsunamis) [2 weeks]					
(3) Coastal processes in shallow waters [2 weeks]					
(4) Beach material and sediment transport [2 weeks]					
(5) Coastal classifications [1 week]					
(6) Causes of coastal disasters [1 week]					
(7) Different methods for coast and shore protection [2 weeks]					
(8) Climate change impacts [1 week]					
Continue to ILASセミナー : 沿岸工学と沿岸および海岸の保護(2) ↓ ↓ ↓					

<b>ILASセミナー : 沿岸工学と沿岸および海岸の保護(2)</b>	
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(9) A practical wave simulation [1 week]	
(10) Review of a case study as a coastal engineering project + review for final exam [1 week]	
Total: 14 classes and 1 feedback	
<b>[Course requirements]</b>	
None	
<b>[Evaluation methods and policy]</b>	
Absolute evaluation (raw score)	
Evaluation will be based on active participation in group discussions at the end of each class (20 points for the whole semester), assignments as group presentations (twice in the whole semester, 10 points each), and an examination (60 points). Assignments and participation will be assessed on the basis of achievement level for course goals.	
- Those who are absent more than four times will not be credited.	
<b>[Textbooks]</b>	
Karsten Mangor, Nils K. Drønen, Kasper H. Kaeliggaard, Sten E. Kristensen 『Shoreline management guidelines』 (DHI) ISBN:978-87-90634-04-9 (freely available from: <a href="https://www.dhigroup.com/marine-water/ebook-shoreline-management-guidelines">https://www.dhigroup.com/marine-water/ebook-shoreline-management-guidelines</a> )	
J William Kamphuis 『Introduction to Coastal Engineering and Management 2nd Edition』 (world scientific) ISBN:978-981-283-484-3	
Robert Sorensen 『Basic Coastal Engineering』 (Springer) ISBN:978-1-4757-2665-7	
<b>[References, etc.]</b>	
<b>(Reference book)</b>	
Karsten Mangor, Nils K. Drønen, Kasper H. Kaeliggaard, Sten E. Kristensen 『Shoreline management guidelines』 (DHI) ISBN:978-87-90634-04-9 (freely available from: <a href="https://www.dhigroup.com/marine-water/ebook-shoreline-management-guidelines">https://www.dhigroup.com/marine-water/ebook-shoreline-management-guidelines</a> )	
J William Kamphuis 『Introduction to Coastal Engineering and Management 2nd Edition』 (world scientific) ISBN:978-981-283-484-3	
Robert Sorensen 『Basic Coastal Engineering』 (Springer) ISBN:978-1-4757-2665-7	
<b>(Related URL)</b>	
<a href="https://www.dhigroup.com/marine-water/ebook-shoreline-management-guidelines">https://www.dhigroup.com/marine-water/ebook-shoreline-management-guidelines</a> (The main reference book is freely available from this link)	
<b>[Study outside of class (preparation and review)]</b>	
At the end of each class, we review the content of that class by dividing the student into some groups and having a group discussion.	
Two times during the whole term, students need to prepare a group presentation about a subject related to the syllabus suggested or confirmed by the instructor.	
<b>[Other information (office hours, etc.)]</b>	

Lecture code: W607001

<b>Course number</b>		U-LAS54 10007 SJ47					
<b>Course title (and course title in English)</b>	日本語・日本文化演習 Japanese Language & Culture				<b>Instructor's name, job title, and department of affiliation</b>	Institute for Liberal Arts and Sciences Professor, KAWAI JUNKO	
						Institute for Liberal Arts and Sciences Associate Professor, YUKAWA SHIKIKO	
<b>Group</b>		Career Development		<b>Field(Classification)</b>		Other Career Development Courses	
<b>Language of instruction</b>	Japanese and English			<b>Old group</b>	<b>Number of credits</b> 2		
<b>Number of weekly time blocks</b>	1	<b>Class style</b> Seminar		<b>Year/semesters</b>		2020・First semester	
	<b>Days and periods</b> Mon.2		<b>Target year</b>	All students		<b>Eligible students</b>	
<b>[Overview and purpose of the course]</b>							
<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、社会問題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 and problems in Japanese society.</p> <p>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>							
<b>[Course objectives]</b>							
<ul style="list-style-type: none"> <li>・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。</li> <li>・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。</li> <li>・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。</li> </ul> <ul style="list-style-type: none"> <li>・ 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</li> <li>・ To be able to introduce various aspects of Japanese language, cultures including social conditions and issues through presentations</li> <li>・ To learn presentation method and how to actively join discussions</li> </ul>							
<b>[Course schedule and contents]</b>							
<p>多様な文化を有する人々との交流の中で、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) ↓ ↓ ↓							

<b>日本語・日本文化演習(2)</b>	
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第1回_ (1)オリエンテーション <担当：河合、湯川、家本>	
[第1回_ (2)ー第7回 多文化の中の日本文化・日本社会]	
第1回_ (2) <湯川> 講義：文化の定義と比較の方法	
第2回 <湯川> 講義：「令和」の意味―外国人に説明できる？― 演習：ディスカッション 及び プレゼンテーションの準備(1)	
第3回 <湯川> 講義：「令和」の典拠を考える 演習：ディスカッション 及び プレゼンテーションの準備(2)	
第4回 <湯川> 講義：21世紀の国際社会における新元号の意義 演習：ディスカッション 及び プレゼンテーションの準備(3)	
第5回、第6回<湯川> 演習：リハーサル&プレゼンテーションに向けたフィードバック	
第7回 <担当：湯川、河合、家本> プレゼンテーション(日英選択可)	
[第8回ー第14回 日本語の特徴と日本語教育]	
第8回<家本> 講義：日本語について(導入)	
第9回<家本> 講義：日本人と日本語(来源・起源、言語的忠誠心、言語生活) 演習：ディスカッション 及び プレゼンテーションの準備(1)	
第10回<家本> 講義：日本語の特徴(語彙・音声・形態・統語・語用) 演習：ディスカッション 及び プレゼンテーションの準備(2)	
第11回<家本> 講義：言語社会学的特徴(コード、地域・社会方言、ジェンダー、対人、言語相対論、若者言葉、変化、待遇表現) 演習：ディスカッション 及び プレゼンテーションの準備(3)	
第12回、第13回<家本>	
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Continue to 日本語・日本文化演習(3) ↓ ↓ ↓	

### 日本語・日本文化演習(3)

演習：リハーサル&プレゼンテーションに向けたフィードバック

第14回<家本・河合・湯川>  
プレゼンテーション (日英選択可)

第15回  
フィードバック<家本・河合・湯川>

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

1(1) Guidance [Kawai, Yukawa, Iemoto]

Part I: Lectures 1(2)-7 Japanese culture and society in the global context

1(2) [Yukawa]  
Lecture: Definitions of "culture" and comparative studies

2 [Yukawa]  
Lecture  
"Reiwa" : Japan's new era name -Would you be able to explain it?-  
Seminar: Discussion and preparing for your presentation (1)

3 [Yukawa]  
Lecture  
"Reiwa" -Going back to the source-  
Seminar: Discussion and preparing for your presentation (2)

4 [Yukawa]  
Lecture:  
The significance of the new era name in a 21st century multicultural society  
Seminar: Discussion and preparing for your presentation (3)

5,6 [Yukawa]

Continue to 日本語・日本文化演習(4) ↓ ↓ ↓

### 日本語・日本文化演習(4)

Presentation rehearsal and feedback

7 [Yukawa, Kawai, Iemoto]  
Group presentations for Part I: Either in Japanese or English

Part II: Lectures 8-13 Characteristics of Japanese language and language teaching

8 [Iemoto]  
Introduction and guidance toward language studies

9 [Iemoto]  
Lecture: Japanese and the Japanese language: its origin and linguistic lineage, language loyalty, language life  
Seminar: Discussion and preparing for your presentation (1)

10 [Iemoto]  
Linguistic features of the Japanese language: vocabulary, phonetics, morphology, syntax and pragmatics  
Seminar: Discussion and preparing for your presentation (2)

11 [Iemoto]  
Lecture: Socio-linguistic aspects of Japanese: code, regional and social dialects, gender, interpersonal use, linguistic relativity, young people's jargon, language change, politeness  
Seminar: Discussion and preparing for your presentation (3)

12,13 [Iemoto]  
Presentation rehearsal and feedback

14 [Iemoto, Kawai, Yukawa]  
Final presentation: Either in Japanese or in English

15 [Iemoto, Kawai, Yukawa]  
Feedback

#### [Course requirements]

None

#### [Evaluation methods and policy]

積極的参加態度 (30%)、「レポート・発表準備課題、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。  
Participation (30%), "Reports, assignments and presentations"(70%).  
Details will be announced in class.

Continue to 日本語・日本文化演習(5) ↓ ↓ ↓

日本語・日本文化演習(5)
<b>[Textbooks]</b>
プリントを配布する。 Handouts.
<b>[References, etc.]</b>
(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 ・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 Nozokiyarakuri", 2011] (Abridged translations in English will be provided.) ・Kingston, Jeff (ed) (2013), Critical Issues in Contemporary Japan, Routledge ・浜本満, 浜本まり子. 1994. 『文化人類学の commonsense—文化人類学入門』 学術図書出版社 [Hamamoto Mitsuru, Hamamoto Mariko, eds., "Jinruigaku no Common Sense - Bunka Jinruigaku Nyumon" 1994] (Abridged translations in English will be provided.) Part II ・中根千枝. 1967. 『タテ社会の人間関係』 講談社現代新書 [Nakane Chie, "Japanese Society" 1972 (Center for Japanese Studies, UC Berkeley) ISBN-13: 978-0520021549]
<b>[Study outside of class (preparation and review)]</b>
個人発表及びグループプレゼンテーションの準備として、段階を追って随時課題・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。 To prepare for presentation(s), you will be asked to submit several assignments step by step. Your active participation is expected.
<b>[Other information (office hours, etc.)]</b>
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。 多文化共学短期派遣プログラム(東アジア)、同アセアンプログラム参加のための推奨科目となっている。また交換留学生の履修推奨科目にもなっている。 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. 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) Short term study abroad (East Asia) and 同アセアンプログラム (Short term study abroad (ASEAN)). This class is also one of the "recommended classes" for international exchange students.  ※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。