

<b>Course Name</b>	<b>Hokkaido: Then and Now</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027061
<b>Instructor(s) (Institution)</b>	LA FAY MICHELLE KAY (大学院文学研究院)		
<b>Course Objectives</b>	This course provides students with an overview of how both foreign and domestic factors shaped the education and life-styles of students at Sapporo Agricultural College. Students discover Hokkaido through the eyes of the students at SAC and compare it to the Hokkaido of today.		
<b>Course Goals</b>	<ol style="list-style-type: none"> <li>1. Students identify people associated with Hokkaido's history.</li> <li>2. Through firsthand accounts, students gain new viewpoints about life in Hokkaido during the Meiji and Taisho eras.</li> <li>3. Students recognize unique aspects of Hokkaido's history and explain how they can still be seen today.</li> </ol>		
<b>Course Schedule</b>	<p>Week 1 Let's get acquainted! Class outline and expectations.</p> <p>Week 2 Foreign Influence in Hokkaido and at Sapporo Agricultural College (SAC)</p> <p>Week 3 People of SAC</p> <p>Week 4 Introduction to the Botanic Gardens and the Hokkaido University Museum</p> <p>Week 5 Individual student presentations</p> <p>Week 6 Humans in Hokkaido</p> <p>Week 7 Nature and Wildlife</p> <p>Week 8 Weather and the Environment</p> <p>Week 9 Agriculture and Fisheries</p> <p>Week 10 Food Culture</p> <p>Week 11 Architecture</p> <p>Week 12 Student Choice</p> <p>Week 13 The Future of Hokkaido: What do you see?</p> <p>Week 14 Wrap-up session and self-evaluation</p> <p>Week 15 Final interview</p>		
<b>Homework</b>	There will be discussion every week. Students will be expected to actively express their opinions in the discussion. Reading, research, and preparation for presentations will be done outside class.		
<b>Grading System</b>	Presentations 50% Writing (reflection papers) 50%		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	Class style will be hyflex (simultaneously by Zoom for students off campus and in-person for students on campus). Supplementary materials will be provided by the instructor.		

<b>Course Name</b>	<b>Thinking about Christian Meiji Thinkers</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027062
<b>Instructor(s) (Institution)</b>	LA FAY MICHELLE KAY (大学院文学研究院)		
<b>Course Objectives</b>	Students learn how Japanese in the Meiji and Taisho eras became Protestant Christians and gain an understanding of the concepts they developed and the challenges they faced. Students see these aspects through the writers' eyes. Students identify how and in what areas these Protestant Christians influenced Japanese society.		
<b>Course Goals</b>	<ol style="list-style-type: none"> <li>1. Students read firsthand accounts of Meiji and Taisho thinkers and gain general knowledge about their lives and thoughts.</li> <li>2. Students discern patterns and commonalities in their experiences.</li> <li>3. Students formulate ideas on how these thinkers integrated Christianity and Japanese culture/society/life.</li> </ol>		
<b>Course Schedule</b>	<p>Week 1: Introduction and class expectations  Week 2: Protestant Christianity &amp; Japanese Protestant Christianity?  Week 3: Protestant Christianity missionaries and laypeople  Week 4: Christianity in Hokkaido: Sapporo Band  Week 5: St. Nikolai  Week 6: The Kumamoto and Yokohama Bands  Week 7: Christianity Grafted onto Bushido  Week 8: Identity and Struggles of Japanese Protestants  Week 9: Japanese Protestant Christian groups and their interactions  Week 10: Japanese Protestant Christian women  Week 11: Japanese Protestant Christians and Education  Week 12: Japanese Protestant Christians and Pacifism  Week 13: Japanese Protestant Christianity and Nationalism  Week 14: Japanese Protestant Christianity in Japan today  Week 15: Wrap-up session and self-evaluation</p>		
<b>Homework</b>	Readings and activity preparation will be done outside of class.		
<b>Grading System</b>	Group work/activities: 50% Reflection papers/writings: 50%		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	Class style will be hyflex (simultaneously by Zoom for students off campus and in-person for students on campus). Supplementary materials will be provided by the instructor.		

<b>Course Name</b>	<b>The Real Story of Child Language Acquisition</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	3000	<b>Course Number</b>	027063
<b>Instructor(s) (Institution)</b>	OKU Satoshi (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	<p>Objectives</p> <p>Every child acquires their native language effortlessly and in a very short period. This looks so natural that people do not realize how amazing it is. Current studies of language and language acquisition have revealed several interesting aspects of child language acquisition, many of which do not coincide with what we normally believe about language. In this course, we are going to discuss how actually children acquire their native language. The students also learn basic concepts and methodology of study of human language.</p>		
<b>Course Goals</b>	<p>Course Goals</p> <p>The students will learn skills to read, and understand substantial amounts of English texts, and will have training of writing essays in English. The students also learn basic concepts and methodology of study of human language. The students eventually can evaluate how fascinating human language is, and thus how fascinating human beings are.</p>		
<b>Course Schedule</b>	<p>(Following are subject to adjustment)</p> <p>Week1 General Guidance: Significance of Study of Child Language Acquisition</p> <p>Week2 Great Word Hunt: How Children Learn Words (1) How Children Find Words, learning Inflection</p> <p>Week3 Great Word Hunt: How Children Learn Words (2) Creating Words</p> <p>Week4 What's the Meaning of This?: How Children Acquire Linguistic Meaning (1) First Meanings, First Mapping</p> <p>Week5 What's the Meaning of This?: How Children Acquire Linguistic Meaning (2) Learning Nouns, Learning Verbs</p> <p>Week6 What's the Meaning of This?: How Children Acquire Linguistic Meaning (3) Learning Adjectives, Learning Preposition, Learning Pronouns</p> <p>Week7 Words All in a Row: How Children Learn to Build Sentences (1) Getting Started, Pivotal Words, Missing Bid Pieces</p> <p>Week8 Words All in a Row: How Children Learn to Build Sentences (2) Missing Small Pieces, Learning to say "Not"</p> <p>Week9 Words All in a Row: How Children Learn to Build Sentences (3) Who? What? Where?, Yes-No Questions, Other Constructions</p> <p>Week10 What Sentences Mean: How Children Use Sentences to Communicate (1) What a Word Can Do?, Two is Better than One, Passive Sentences</p> <p>Week11 What Sentences Mean: How Children Use Sentences to Communicate (2) Understanding things that aren't there, Understanding Pronouns, Can you Quantify that?</p> <p>Week12 Talking the Talk: How Children Perceive Speech Sound</p> <p>Week13 How do They Acquire Language?: Against "Common Sense" Account (1) Why it's not Imitation?, Why it's not Teaching?</p> <p>Week14 How do They Acquire Language?: Against "Common Sense" Account (2) So, What DO Children Need?, It's All in the Head</p> <p>Week15 (August/02) Summary: Final Word - What's the difference between First and Second Language Acquisition?</p>		
<b>Homework</b>	<p>Homework</p> <p>Students are required to do homework assignments every week. Read the text, summarize the content, and answer questions in the homework.</p>		

<b>Grading System</b>	Grading System Evaluation is based on the student's contribution to the class discussion (20%), homework assignments (1-2 page long every week) (60%), and a short term paper (20%).
<b>Textbooks / Reading List</b>	How Children Learn Language, William O'Grady, Cambridge University Press, 2005, 9.7805215319e+12
<b>Websites</b>	
<b>Website of Laboratory</b>	
<b>Additional Information</b>	Students are supposed to have TOEFL-ITP score 530 or above (or equivalent English proficiency) to take this course. If you do not satisfy this qualification, but still are eager to take this course, come to see the instructor. (この授業は、講義、ディスカッション、宿題、全て英語で行う。受講学生は、TOEFL-ITP 530 点以上（またはそれと同等）の英語力があることを前提とする。上記、条件を満たさない学生でも、強く受講を希望する場合は、担当教員に相談すること。)

<b>Course Name</b>	<b>Sustainability Studies beyond Hollywood Film (2022)</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	3000	<b>Course Number</b>	027064
<b>Instructor(s) (Institution)</b>	SENAHA Eijun (大学院文学研究院)		
<b>Course Objectives</b>	The emphasis of this course is placed on achievement of comprehension skills of English language and its application to understand global issues raised in UNDESD (United Nations Decade of Education for Sustainable Development) and SDGs (Sustainable Development Goals).		
<b>Course Goals</b>	These skills will enable you to intellectually participate in the issues that involve our world.		
<b>Course Schedule</b>	<p>After we analyze a Hollywood film (TBA), we will be divided by teams based on the SD topic(s), study real world by doing a survey/research, meeting people, and visiting offices for better understanding of what is happening, so we can find solution(s) for the better world. Each team will have four presentations; proposal, film analysis, reality analysis, and suggestion/solution. Details will be announced in the first class meeting. Tentative Schedule:</p> <ol style="list-style-type: none"> <li>1. Introduction: Course Policy and Schedule &amp; “Sustainable Development” as well as the HU COE (Center for Open Education) video. Film: TBA</li> <li>2. Film continued.</li> <li>3. Film continued and discussion.</li> <li>4. Team-making. “Proposal Format” distributed.</li> <li>5. Presentations 1: Project Proposals and Planning (Name of the group, list of members, chosen SD topic, reason, methods, goal/hypothesis, etc.)</li> <li>6. Project in Progress by Team and Q&amp;A</li> <li>7. Presentations 2: Film Analysis</li> <li>8. Project in Progress by Team and Q&amp;A</li> <li>9. Project in Progress by Team and Q &amp;A</li> <li>10. Presentations 3: Reality Analysis</li> <li>11. Project in Progress by Team and Q&amp;A</li> <li>12. Presentations 4: Solutions &amp; Suggestions</li> <li>13. Project in Progress by Team and Q&amp;A</li> <li>14. Final Presentations I:</li> <li>15. Final Presentations II and Semester Review</li> <li>16. Optional Day</li> </ol>		
<b>Homework</b>	Read handouts for each class meeting and work on individual/group projects		
<b>Grading System</b>	Presentations 1-4: 40 % (10%x4) Final Presentation: 30 % Final PPT: 20 % Class Performance: 10 %		
<b>Textbooks / Reading List</b>			
<b>Websites</b>	<a href="https://ocw.hokudai.ac.jp/faculty/">https://ocw.hokudai.ac.jp/faculty/</a>		
<b>Website of Laboratory</b>	<a href="http://senaha-hokudai.sakura.ne.jp/index.html">http://senaha-hokudai.sakura.ne.jp/index.html</a>		
<b>Additional Information</b>	English is the only language used in this course, as HUSTEP/MJSP students are expected to register this under the same course title with the different system. Please visit HU OCW ( <a href="http://ocw.hokudai.ac.jp/field/field05/english-and-american-literature-2015/">http://ocw.hokudai.ac.jp/field/field05/english-and-american-literature-2015/</a> ) to experience what we do in the final presentations.		

<b>Course Name</b>	<b>Soviet History</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	5000	<b>Course Number</b>	027065
<b>Instructor(s) (Institution)</b>	WOLFF DAVID (スラブ・ユーラシア研究センター)		
<b>Course Objectives</b>	This course is an introduction to Soviet History for students whose main goal is to gain an overview of different varieties of historical approaches to Russia, while strengthening their English-language skills.		
<b>Course Goals</b>	Improved English skills; Basic knowledge of Russian history		
<b>Course Schedule</b>	<p>Week 1: Russia on the Eve of Revolution: Introduction</p> <p>Week 2: The Theory of Revolution and the Revolutionary Movement</p> <p>Week 3: October (in November)</p> <p>Week 4: War Communism/NEP and Foreign Policy</p> <p>Week 5: Nationality and Nationalities</p> <p>Week 6: Collectivization, Industrialization, Purge and Terror</p> <p>Week 7: Culture: The Great Experiment and Socialist Realism</p> <p>Week 8: Lenin, Trotsky, Bukharin and Stalin</p> <p>Week 9: World War II and Cold War</p> <p>Week 10: Soviet Women</p> <p>Week 11: GULAG and Diaspora</p> <p>Week 12: Stagnation, Daily Life and Collapse</p> <p>Week 13-15: Student presentations</p>		
<b>Homework</b>	Readings will be in English and provided by the professor, averaging 10 pages per week. Students will prepare a short paper (2-3 pages) for a brief oral presentation (10 minutes). Students who already have very strong English skills will be expected to do more.		
<b>Grading System</b>	Grades will be based on class participation, the paper and the presentation.		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>			

<b>Course Name</b>	<b>Music Psychology</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	3000	<b>Course Number</b>	027066
<b>Instructor(s) (Institution)</b>	ADACHI Mayumi (大学院文学研究院)		
<b>Course Objectives</b>	Music psychology—psychological studies of music and musical behaviors—is becoming more and more popular among researchers. Yet, only few institutions offer a class in this field. This course will cover the wide scope of music psychology, ranging from the system of sound to the ecological functions of music. The goals of this course are to grasp the basics of music psychology and to understand what has already been revealed and what still needs to be investigated. This course will provide an opportunity for you to think about what “music psychology” can contribute to the advancement of our knowledge about music and our musical behaviors (e.g., listening, singing, performing, composing).		
<b>Course Goals</b>	By taking this course, you will: 1. come to understand technical terms, concepts, and phenomena related to music psychology through lectures. 2. become able to explain technical terms, concepts, and phenomena related to music psychology with your own words.		
<b>Course Schedule</b>	1. Orientation and an overview 2. Acoustics & Psychoacoustics 3. Hearing system 4. Principles of music perception (& online quiz) 5-7. Music perception and cognition (including developmental issues): pitch, musical time, meter, & cultural issues 8-9. Memory in music (including developmental issues) 10-12. Music and emotion (including developmental issues) 13-14. Psychology of music performance 15. Musical affordances (including developmental issues) (& online final exam.)		
<b>Homework</b>	Preparations: Read an article/a chapter assigned for each topic, and jot down questions you would like to ask during lectures (1-2 hours/week). Reviews: Go over the handouts for each topic, and try explaining technical terms, concepts, and phenomena with your own words (1 hour/week)		
<b>Grading System</b>	Self-evaluation of class participation (10%), Take-home mid-term exam (20%), and In-class final exam* (70%). * Students are allowed to bring in notes up to 4 pages (A4 size) for the final exam.		
<b>Textbooks / Reading List</b>	Psychology of music: From sound to significance, S. Tan, P. Pfordresher, & R. Harre, Hove, UK: Psychology Press, 2010, 9.7818416987e+12		
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	This course is offered also as a graduate course, "Learning Processes (Seminar)." Those who are taking this course for a graduate credit will be required to a final essay of their own topic related to music psychology either in English (about 2000 words including references) or in Japanese (about 6000 letters including references) in addition to the online quiz and final exam. Through the final essay, graduate students will be asked to answer the following questions. Question 1: What are the current issues that have been investigated in the topic of your choice? Question 2: What do we already know about that topic? Question 3: What still needs to be investigated for the advancement of our knowledge about that topic?		

<b>Course Name</b>	<b>Japanese Economy</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027067
<b>Instructor(s) (Institution)</b>	AIHARA Motohiro (大学院経済学研究院)		
<b>Course Objectives</b>	<p>The objectives of the course are to:</p> <ol style="list-style-type: none"> <li>1. introduce students to the various aspects of Japanese economy such as business and management, industrial structure and labor market, and population aging.</li> <li>2. help students learn what characterizes contemporary Japanese economy so that students would be able to step further into comparative studies between Japanese and other countries' economies.</li> </ol>		
<b>Course Goals</b>	<p>The goals of the course are to:</p> <ol style="list-style-type: none"> <li>1. obtain the basic knowledge about Japanese economy.</li> <li>2. be able to analyze and discuss the current economic issues in Japan and other countries.</li> </ol>		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. Introduction (Aihara)</li> <li>2. Japanese management in action (Aihara)</li> <li>3. Leading organizational change (Aihara)</li> <li>4. Being competitive globally (Aihara)</li> <li>5. What is the Manga Business in Japan? (Okada)</li> <li>6. The business system of Japanese comics (Okada)</li> <li>7. The business system of Japanese Manga (Okada)</li> <li>8. Japanese labor market: Characteristics of the Japanese labor market, human capital, and incentive theory (Imai)</li> <li>9. Japanese industrial structure: Industrial group, theory of firm, and long term relationship (Imai)</li> <li>10. Japanese banking and financial sector: Japanese industrial policy (Imai)</li> <li>11. Inequality, redistribution, and population aging in Japan (Saito)</li> <li>12. Socio-economic causes and consequences of population aging (Saito)</li> <li>13. Politico-economic causes and consequences of population aging (Saito)</li> <li>14. Final examination (Aihara)</li> </ol>		
<b>Homework</b>	Students are required to read the materials assigned in the classes.		
<b>Grading System</b>	<p>The course grade is determined by the student's total scores of individual performance. Each instructor gives students either quizzes or a term-paper assignment.</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>			



<b>Course Name</b>	<b>Chemistry and English for Life Science</b>		
<b>Semester, Year</b>	2 学期秋ターム	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027068
<b>Instructor(s) (Institution)</b>	Roger Salvacion Tan (先端生命科学研究院)		
<b>Course Objectives</b>	<p>Chemistry and English for Life Science will provide students with an overview of the fundamentals of Chemical Biology, basic Organic Chemistry, and the Chemistry of Life Science using English as the medium of instruction. Science communication is mostly delivered using English as an international common language and most non-native English speakers have had difficulties in communicating their scientific findings to the world. This course is designed to mitigate these difficulties by teaching students to be familiar with English scientific terminologies and practice their English communication skills, during class reporting and class scientific conferences, so they can be proficient both in written and oral international scientific communication. In this course, students will be taught how to develop critical thinking and how to properly scrutinize and interpret scientific manuscripts through a written report that summarizes published manuscript findings. They will also learn to collaborate with their peers through Biological Chemistry group problem solving and analyses to prepare them for their future careers in science. This course will also introduce advances in Life Science, especially those that are relevant to our daily lives, including the prevention of disease outbreaks (COVID-19, HIV, TB, etc.) and the development of treatment strategies.</p>		
<b>Course Goals</b>	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. familiarize English scientific terminologies,</li> <li>2. acquaint themselves with the fundamentals and advances in Chemical Biology and the Chemistry of Life Science, such as prevention of disease outbreaks (COVID-19, HIV, TB, etc.) and their treatment strategies,</li> <li>3. discuss and relate reactions in Organic Chemistry with reactions in Biological Systems,</li> <li>4. write and discuss scientific findings in English,</li> <li>5. become an effective communicator by developing and enhancing scientific communication skills, in English, through delivering oral scientific reports,</li> <li>6. develop critical and creative thinking ability through learning how to properly scrutinize and interpret findings in scientific manuscripts,</li> <li>7. develop the sense of collaboration to become a lifelong learner through working and solving problems with peers.</li> </ol>		
<b>Course Schedule</b>	<p>Lecture 1: INTRODUCTION. Introduce the dynamic of the course. Self-introduction.  Lecture 2: REVIEW I. Molecules. Functional Groups and their Nomenclature systems in English.  Lecture 3: REVIEW II. Organic reaction mechanisms. Nucleophilic substitution and Elimination Reactions.  Lecture 4: THE SCOPE OF CHEMICAL BIOLOGY. The structures of biological macromolecules  Lecture 5: PROTEINS AND ENZYMES  Lecture 6: CARBOHYDRATES AND THE ESSENTIAL ROLES OF SUGARS  Lecture 7: NUCLEOTIDES AND NUCLEIC ACID  Lecture 8: LIPIDS, BIOLOGICAL MEMBRANES, AND TRANSPORTS  Lecture 9: BIOENERGETICS AND PATHWAYS  Lecture 10: BASIC CONCEPTS OF IMMUNOLOGY  Lecture 11: DISEASE OUTBREAKS AND THE PANDEMIC I. Influenza Virus and SARS-CoV-2  Lecture 12: DISEASE OUTBREAKS AND THE PANDEMIC II. HIV and TB  Lecture 13: ORAL PRESENTATIONS  Lecture 14: ORAL PRESENTATIONS  Lecture 15: ORAL PRESENTATIONS  Lecture 16: FINAL EXAMINATION</p>		
<b>Homework</b>	<p>English skills can only be learned by practicing, so students are required to do an oral report presentation on an assigned published scientific manuscript (to be assigned by the Teacher). Another scientific manuscript will also be given to students (individual or group) as a reading assignment, which will then be discussed and debated in the class.</p>		
<b>Grading System</b>	<p>10 % - Class participation and teamwork  15 % - Written reports  17 % - Quizzes  30 % - Exams  20 % - Scientific paper presentation (Oral Report)  3 % - Punctuality and Attendance  5 % - Peer Evaluation</p>		

<b>Textbooks / Reading List</b>	<p>Biochemistry, 5th Ed., Garrett, R.H. and Grisham, C.M., Thomson Brooks/Cole,2013  Essentials of Glycobiology, 2nd Ed., Varki A., Cummings R.D., Esko J.D., Freeze H.H., Stanley P., Bertozzi C.R., Hart G.W., Etzler M.E., Cold Spring Harbor (NY): Cold Spring Harbor Laboratory Press.,2009  Introductory Immunology Basic Concepts for Interdisciplinary Applications, 2nd Ed., Actor, J., Academic Press.,2019  These books are not mandatory but are recommended for this course.</p>
<b>Websites</b>	<p><a href="https://ocw.mit.edu/courses/life-sciences/">https://ocw.mit.edu/courses/life-sciences/</a>  <a href="https://www.ted.com/talks?topics%5B%5D=science">https://www.ted.com/talks?topics%5B%5D=science</a>  <a href="https://www.nature.com/scitable/">https://www.nature.com/scitable/</a></p>
<b>Website of Laboratory</b>	<p><a href="http://altair.sci.hokudai.ac.jp/g4/">http://altair.sci.hokudai.ac.jp/g4/</a></p>
<b>Additional Information</b>	<p>This lecture will be online, depending on the situation.</p> <p>COURSE SCHEDULE</p> <p>This lecture will be conducted online and may change depending on the situation. The class schedule will be every Tuesday (8:45-10:15) and Friday (14:45-16:15) of the week and is carried for 15-16 sessions. The schedule is subject to changes depending on the situation.</p> <p>POLICIES</p> <ul style="list-style-type: none"> <li>- Mobile phones for non-class purposes are totally forbidden.</li> <li>- Use of computers for non-class purposes is totally forbidden.</li> <li>- It is not permitted to sleep during class hours.</li> <li>- Attendance is expected and it will be checked daily (students are only allowed a maximum of three (3) unexcused absences).</li> <li>- Class participation is important for getting personal skills in English scientific communication and self-confidence.</li> <li>- Plagiarism is not permitted.</li> <li>- Books stipulated in the syllabus are not mandatory but are recommended for this course.</li> </ul>

<b>Course Name</b>	<b>Calculus II</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027069
<b>Instructor(s) (Institution)</b>	Gao Yueyuan (電子科学研究所)		
<b>Course Objectives</b>	<p>Calculus is an essential cornerstone of natural science and engineering, as well as a foundation for a wide range of data science, including social science and medical fields.</p> <p>In this course, we will learn about integrals. In the first half of the course, we will systematically organize what we have learned in high school about integrals of functions of one variable, and supplement them with new concepts and theorems. In the second half of the course, we will learn about integrals of multivariable functions and their applications.</p>		
<b>Course Goals</b>	<p>Throughout the lectures, students will deepen their understanding of how the theory of one-variable functions can be extended to the theory of multivariable functions, and develop the ability to formulate and solve problems that occur in various fields of science.</p> <p>The goal of this course is that the students master basics of</p> <ul style="list-style-type: none"> <li>- Integration of functions in one variable</li> <li>- Integration of functions in several variables</li> <li>- Application to (elementary) scientific problems</li> </ul>		
<b>Course Schedule</b>	<p>Week 1 Integral (one variable) : Definite integral over a closed interval, Properties of Definite Integrals</p> <p>Week 2 Integral (one variable) : Indefinite integral, elementary differential equations, Fundamental theorem of calculus</p> <p>Week 3 Integral (one variable) : Integrals of Elementary Functions</p> <p>Week 4 Integral (one variable) : Improper integrals</p> <p>Week 5 Integral (one variable) : Gamma function, Beta function</p> <p>Week 6 Integral (one variable) : Applications</p> <p>Week 7 Integral (two variables) : Definite integral over a closed domain in the plane</p> <p>Week 8 Integral (two variables) : Iterated Integrals, volume integrals and Fubini theorem</p> <p>Week 9 Integral (two variables) : Integral over an open domain in the plane</p> <p>Week 10 Integral (two variables) : Gaussian integral</p> <p>Week 11 Integral (two variables) : Applications</p> <p>Week 12 Integral (parametric) : Line integrals on a path</p> <p>Week 13 Integral (parametric) : Green's theorem and independence of line integral from the path</p> <p>Week 14 Integral (parametric) : Surface Integrals</p> <p>Week 15 Computation</p>		
<b>Homework</b>	<p>Learn basic mathematical terms and definitions of concepts. Review the material thoroughly so as not to carry over ambiguous points or questions to the next class. In addition to completing the homework, students should spend sufficient time on preparation and review. Practice calculations using the e-learning materials for self-study and the examples and practice problems in the textbook.</p>		
<b>Grading System</b>	<p>Students are graded accordingly to whether or not</p> <ol style="list-style-type: none"> <li>1. he/she masters basic knowledge (definitions, theorems etc);</li> <li>2. he/she can correctly answer questions;</li> <li>3. he/she is able to apply the knowledge achieved during the course to given problems.</li> </ol> <p>Grading is based on an overall assessment of the student's performance on course and on exams.</p>		
<b>Textbooks / Reading List</b>	The course material will be provided by the teacher.		
<b>Websites</b>			
<b>Website of Laboratory</b>	<a href="http://mmc01.es.hokudai.ac.jp">http://mmc01.es.hokudai.ac.jp</a>		
<b>Additional Information</b>			

<b>Course Name</b>	<b>Linear Algebra II</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027070
<b>Instructor(s) (Institution)</b>	Michele Torielli (大学院理学研究院)		
<b>Course Objectives</b>	<p>Linear algebra is an essential cornerstone of natural science and engineering, and is also important as a basis for a wide range of data science, including social science and medical fields.</p> <p>In this lecture, vector spaces and linear mappings will be introduced, following Linear Algebra I. We will show that the theory of matrices and systems of linear equations can be clearly understood as the theory of linear mappings based on the concept of vector spaces. Students will also learn to compute eigenvalues and eigenvectors of linear transformations and to diagonalize square matrices (especially symmetric matrices).</p>		
<b>Course Goals</b>	<p>To understand the basic concepts of vector spaces and linear mappings.</p> <p>To become familiar with linear mappings in terms of matrices and vectors.</p> <p>To understand the solution spaces of systems of linear equations from the above point of view.</p> <p>To be able to concretely calculate eigenvalues and eigenvectors of matrices (of order 3 or 4).</p>		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. Vector spaces -- Vectors and vector spaces, definitions and examples, subspaces.</li> <li>2. Linear combinations, linearly (in)dependence, span, bases, the dimension.</li> <li>3. Linear mappings -- Representation matrices, change of basis.</li> <li>4. Kernel, image and rank of linear mappings, dimension theorem.</li> <li>5. Eigenvalue problem -- Eigenvalues and eigenvectors of linear transformations and matrices.</li> <li>6. Inner product -- Definition and examples, norm, Schwarz's inequality, triangle inequality.</li> <li>7. Orthogonal complement of a subspace, Gram-Schmidt orthogonalization process.</li> <li>8. Diagonalization of real symmetric matrices and quadratic forms.</li> <li>9. Applications of linear algebra.</li> </ol>		
<b>Homework</b>	<p>Learn basic mathematical terms and definitions of concepts. Review the material thoroughly so as not to carry over ambiguous points or questions to the next class. In addition to completing the homework, students should spend sufficient time on preparation and review. Practice calculations using the e-learning materials for self-study and the examples and practice problems in the textbook.</p>		
<b>Grading System</b>	<p>The degree of achievement of the course goals will be evaluated from the following perspectives.</p> <ol style="list-style-type: none"> <li>(1) Whether the student has acquired basic knowledge of the definitions and theorems that form the framework of the class.</li> <li>(2) Whether the student is able to perform calculations and drawings of typical concrete examples appropriately.</li> <li>(3) Whether the student can correctly present arguments based on basic concepts and theorems.</li> <li>(4) Whether the student has mastered the central idea of the theme and systematically understands the content throughout.</li> <li>(5) Whether the student is able to use the content in solving various problems.</li> </ol> <p>Grading is based on an overall assessment of the student's performance on exams and coursework.</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>	<a href="https://sites.google.com/site/toriellimichelemaths/home/teaching/linear-algebra-ii">https://sites.google.com/site/toriellimichelemaths/home/teaching/linear-algebra-ii</a>		
<b>Website of Laboratory</b>	<a href="https://sites.google.com/site/toriellimichelemaths/home/teaching/linear-algebra-ii">https://sites.google.com/site/toriellimichelemaths/home/teaching/linear-algebra-ii</a>		
<b>Additional Information</b>			

<b>Course Name</b>	<b>General Biology II</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027071
<b>Instructor(s) (Institution)</b>	Maria Helena Fortunato Martins (大学院理学研究院)		
<b>Course Objectives</b>	<p>Understand the basic principles of evolution</p> <p>Understand Darwinian evolution and its modern extensions</p> <p>Understand the purpose and process of systematics</p> <p>Understand know how to formulate a hypothesis of evolutionary relationship</p> <p>Be familiar with the six kingdom system of classification</p> <p>Be familiar with the biological diversity within the prokaryotes</p> <p>Understand the purpose and process of systematics</p> <p>Be familiar with the diversity, function and importance of viruses and Bacteria</p> <p>Be familiar with the basic structure, diversity and function of Fungi</p> <p>Understand the evolutionary origin of vascular plants</p> <p>Recognize and understand the structure and function of seedless plants</p> <p>Recognize and understand the structure and function of seed plants (Gymnosperms and Angiosperms)</p> <p>Understand how plants regulate growth and development</p> <p>Be familiar with the evolutionary origin and diversity of animals</p> <p>Recognize invertebrate and vertebrate body plans</p> <p>Understand animal homeostasis</p> <p>Understand the principles of animal behavior, learning and communication</p> <p>Be familiar with the ecological principles and processes that influence living systems</p> <p>Understand ecosystems dynamics and regulation</p> <p>Be familiar with the actual biodiversity crisis, its causes and probable outcomes</p> <p>Understand the basic conservation principles</p>		
<b>Course Goals</b>	<p>The course will present the fundamental principles and concepts of biology. The course will emphasize how the concepts were originally conceived and tested and how alternatives were rejected. Students will learn and use the fundamental concepts of biology to draw conclusions from data, to develop alternative hypotheses to explain observations, to make predictions, and to design experiments to test hypotheses. In addition, the social and medical implications of biological findings will be developed as classroom discussions.</p>		
<b>Course Schedule</b>	<p>Week 1 The Origin of Species &amp; The History of Life on Earth - Ch. 24 &amp;25</p> <p>Week 2 Phylogeny and the Tree of Life - Ch. 26</p> <p>Week 3 Bacteria &amp; Archaea - Ch. 27</p> <p>Week 4 Protists - Ch. 28</p> <p>Week 5 Fungi - Ch. 31</p> <p>Week 6 Overview of Green Plants (1)- Ch. 29</p> <p>Week 7 Overview of Green Plants (2)- Ch. 29</p> <p>Week 8 Plant Form and Function - Ch. 35</p> <p>Week 9 Plant Reproduction - Ch. 30</p> <p>Week 10 Overview of Animal Diversity 1 - Ch. 32</p> <p>Week 11 Overview of Animal Diversity 2 - Ch. 33</p> <p>Week 12 Overview of Animal Diversity 3 - Ch. 33</p> <p>Week 13 Overview of Animal Diversity 4 - Ch. 34</p> <p>Week 14 Introduction to Ecology and the Biosphere - Ch. 52</p> <p>Week 15 Comprehensive Final Exam</p>		
<b>Homework</b>	<p>Students will be given home work every week. Tasks will be related to the material given in class that day. Examples of tasks are: compare (schematic) animal body plans; compare (schematic) reproduction in seed and seedless plants; bring examples of animal behavior and learning; find solutions for the biodiversity crisis; find examples of how viruses and bacteria influence our daily life. Students will also do 6 research essays (about 3 pages including figures and references) from a list of topics given by the teacher.</p>		
<b>Grading System</b>	<p>Grades will be based on the numeric average of attendance (10%), homework + research essays (30%), short daily quizzes + mid term exam (35%) and final comprehensive exam (25%). Grades are based not on relative performance evaluation, but on absolute evaluation</p>		
<b>Textbooks / Reading List</b>	<p>Campbell Biology (11th ed.),Urry L.A., Cain M.L., Minorsky P.V., Wasserman S.A., Reece J.B.,Pearson Education, Inc.,2017,9.7801340934e+12</p>		

<b>Websites</b>	
<b>Website of Laboratory</b>	
<b>Additional Information</b>	

<b>Course Name</b>	<b>History of Geology</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027072
<b>Instructor(s) (Institution)</b>	Marie PYTHON (大学院理学研究院)		
<b>Course Objectives</b>	This course provides an introduction to new research fields in the Earth and Planetary Science.		
<b>Course Goals</b>	The attainment objective of this course is to learn how to find important research subjects in Earth and Planetary Science and to discuss how to solve such problems. In addition, students are expected to learn the effective and impressive presentation with a PC projector, proposing their own idea and inducing new ideas in class.		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. Each group determines a subject to be solved in Earth and planetary science.</li> <li>2. Each group considers and finds an approach to solve the problem.</li> <li>3. Each group gives a presentation, all students in class discuss it.</li> <li>4. Submission of reports are planned as necessary.</li> </ol>		
<b>Homework</b>	Only learning in class; though some homework might be needed depending on the situation.		
<b>Grading System</b>	Grading will be done based on contribution to the research work and group discussion, presentation, participation in the class discussion and report.		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>			

<b>Course Name</b>	<b>Introduction to Design Thinking</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027021
<b>Instructor(s) (Institution)</b>	SUZUKI Hisao (大学院理学研究院)		
<b>Course Objectives</b>	We are now living in a society called Society 5.0, which emphasizes the ability to create new value based on creativity. This is also an important factor to become a researcher in the future. Design Thinking is not for design but it is a systematic approach for creative thinking, which is essentially important for your future research. You will learn how design thinking works for finding problems and finding solutions.		
<b>Course Goals</b>	Students will be able to 1. describe design thinking. 2. apply design thinking in life. 3. describe the various approach to design thinking. 4. describe the mindset of design thinking. 5. explain the concept of empathy.		
<b>Course Schedule</b>	You will experience the design thinking through various activities in this course. The details will be announced in each class.		
<b>Homework</b>	Group activities outside classes will be required.		
<b>Grading System</b>	You will be evaluated not by knowledge level or the result of the activities but by the process of the activities.		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	If some of the students cannot attend class face-to-face, the class will be held totally online.		



<b>Course Name</b>	<b>Classical Mechanics II</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027073
<b>Instructor(s) (Institution)</b>	SALAK Dragan (高等教育推進機構)		
<b>Course Objectives</b>	In the second part of a two-semester course on classical mechanics, we begin with the calculus of variations and Lagrangian mechanics. After learning how to apply the Euler-Lagrange equation, techniques to solve problems on coupled oscillators will be covered. The next topic is Hamiltonian mechanics, an advanced formalism of mechanics based on Hamilton's equations that is essential in theoretical physics. In the second part, advanced topics on gravitational potential theory, collisions, and fluid mechanics including the wave equation are presented.		
<b>Course Goals</b>	Acquire knowledge and skills to - apply Lagrangian formalism (Euler-Lagrange equation) to mechanics problems - solved coupled-oscillator problems - apply Hamiltonian formalism (Hamilton's equations) to mechanics problems - use the Poisson equation to solve problems in Newton's theory of gravitation - use the wave equation		
<b>Course Schedule</b>	Lecture 1: Calculus of variations Lectures 2-3: Lagrangian mechanics Lectures 4-5: Coupled oscillators Lectures 6-8: Hamiltonian mechanics Lectures 9-11: Potential theory Lectures 12-13: Collision theory Lectures 14-15: Fluid mechanics		
<b>Homework</b>	Homework (problem sets) will be distributed.		
<b>Grading System</b>	Grades will be decided based on performance as follows: - attendance/activity in seminars 10% - homework 40% - final exam 50%		
<b>Textbooks / Reading List</b>	Classical mechanics, John R. Taylor, University Science Books, 2005, 9.7818913892e+12		
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	The main learning material will be lecture notes.		

<b>Course Name</b>	<b>Exercise in Introductory Complex Function</b>		
<b>Semester, Year</b>	2 学期秋ターム	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027074
<b>Instructor(s) (Institution)</b>	ARINDAM Das (高等教育推進機構)		
<b>Course Objectives</b>	The main objective of this course is to familiarize students with the complex analysis that are essential for solving advanced problems in theoretical physics.		
<b>Course Goals</b>	The course is an introduction to the complex function. The course deals with complex numbers and complex plane, analytic functions, Cauchy-Riemann equations, complex integration, Cauchy's integral formula, power series and Laurent series, zeros and singularities, and residue theory with the Cauchy residue theorem.		
<b>Course Schedule</b>	Complex Variables and Functions Analytic function Taylor and Laurent Series Singularities Calculus of Residues Final Exam		
<b>Homework</b>	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
<b>Grading System</b>	Class Performance: 10% Homework: 40% Final Exam: 50%		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>			

<b>Course Name</b>	<b>Exercise in Introductory Fourier Analysis</b>		
<b>Semester, Year</b>	2 学期冬ターム	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027075
<b>Instructor(s) (Institution)</b>	SALAK Dragan (高等教育推進機構)		
<b>Course Objectives</b>	Exercises (problem solving) is essential step toward understanding a subject in physics and mathematics. The exercises in Fourier analysis will closely follow the topics covered in lectures. These include Fourier series, Fourier transform, convolution, Dirac delta function, and Laplace transform.		
<b>Course Goals</b>	<p>Students will acquire skills to:</p> <ul style="list-style-type: none"> <li>- expand basic functions in Fourier series</li> <li>- calculate Fourier transforms</li> <li>- apply knowledge of Fourier transform to important functions such as Dirac delta function</li> <li>- calculate Laplace transform</li> </ul>		
<b>Course Schedule</b>	<p>Seminar 1: Fourier series  Seminar 2: Fourier transform  Seminar 3: Convolution  Seminar 4: Dirac delta function  Seminar 5: Basic theorems  Seminar 6: Laplace transform  Seminar 7: Overview of seminars 1-6</p>		
<b>Homework</b>	Homework (problem sets) will be distributed in lectures.		
<b>Grading System</b>	<p>The grades will be decided based on performance in three categories:</p> <ul style="list-style-type: none"> <li>- attendance (10%)</li> <li>- homework (40%)</li> <li>- final exam (50%)</li> </ul>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	Learning material: lecture notes and seminar problems.		

<b>Course Name</b>	<b>Introductory Complex Function</b>		
<b>Semester, Year</b>	2 学期秋ターム	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027076
<b>Instructor(s) (Institution)</b>	ARINDAM Das (高等教育推進機構)		
<b>Course Objectives</b>	The main objective of this course is to familiarize students with the complex analysis that are essential for solving advanced problems in theoretical physics.		
<b>Course Goals</b>	The course is an introduction to the complex function. The course deals with complex numbers and complex plane, analytic functions, Cauchy-Riemann equations, complex integration, Cauchy's integral formula, power series and Laurent series, zeros and singularities, and residue theory with the Cauchy residue theorem.		
<b>Course Schedule</b>	Complex Variables and Functions Analytic function Taylor and Laurent Series Singularities Calculus of Residues Final Exam		
<b>Homework</b>	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
<b>Grading System</b>	Class Performance: 10% Homework: 40% Final Exam: 50%		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>			

<b>Course Name</b>	<b>Introductory Fourier Analysis</b>		
<b>Semester, Year</b>	2 学期冬ターム	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027077
<b>Instructor(s) (Institution)</b>	SALAK Dragan (高等教育推進機構)		
<b>Course Objectives</b>	Fourier analysis covers a wide range of mathematical concepts and techniques that are extensively used in science and engineering. In this course, we'll start from basics - the Fourier series, as a tool to expand periodic functions. The students will then learn the Fourier transform and how to calculate it for various functions that are often encountered in physics problems. One such function is the Dirac delta function, and similar impulse functions, to which one lecture will be devoted. Other topics include convolution, autocorrelation, and cross-correlation, concepts closely related to Fourier transform in practical applications. In the last part, students will learn about the Laplace transform, as another example of integral transforms. Various applications of Fourier series and Fourier transform will be discussed in the last lecture.		
<b>Course Goals</b>	Students will acquire skills to: - expand basic functions in Fourier series - calculate Fourier transforms - apply knowledge of Fourier transform to important functions such as Dirac delta function - calculate Laplace transform		
<b>Course Schedule</b>	Lecture 1: Fourier series Lecture 2: Fourier transform Lecture 3: Convolution Lecture 4: Dirac delta function Lecture 5: Basic theorems Lecture 6: Laplace transform Lecture 7: Applications		
<b>Homework</b>	Homework (problem sets) will be distributed several times during the course. The deadline to submit answers will be two weeks.		
<b>Grading System</b>	The grades will be decided based on performance in three categories: - attendance (10%) - homework (40%) - final exam (50%)		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	Learning material: lecture notes.		

<b>Course Name</b>	<b>Quantum Mechanics I</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027080
<b>Instructor(s) (Institution)</b>	ARINDAM Das (高等教育推進機構)		
<b>Course Objectives</b>	<p>Quantum mechanics is a system that describes the world of microscopic materials, and forms the foundation of physics with dynamics, thermal statistical mechanics, electromagnetism.</p> <p>In this lecture we briefly look back on the birth of quantum theory and then learn the fundamental principles of quantum mechanics such as Schrödinger equation, operator and wave function space and apply it to simple systems to solve the Schrödinger equation and the physical meaning. Finally we learn about symmetry, conservation law, angular momentum.</p>		
<b>Course Goals</b>	<p>We set the following four goals.</p> <p>(1) To understand the fundamental properties of quantum mechanics such as Schrödinger equation, meaning of wave function and expectation value.</p> <p>(2) To solve the Schrodinger equation for various potentials and to understand the result.</p> <p>(3) To understand the system of quantum mechanics such as operators and wave function space.</p> <p>(4) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.</p>		
<b>Course Schedule</b>	<p>We set the following four goals.</p> <p>(1) To understand the fundamental properties of quantum mechanics such as Schrödinger equation, meaning of wave function and expectation value. (2) To solve the Schrodinger equation for various potentials and to understand the result.</p> <p>(3) To understand the system of quantum mechanics such as operators and wave function space.</p> <p>(4) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.</p>		
<b>Homework</b>	Every week		
<b>Grading System</b>	<p>Class Performance: 10%</p> <p>Homework: 40%</p> <p>Final Exam: 50%</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>			

<b>Course Name</b>	<b>Seminar in Mechanics II</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027081
<b>Instructor(s) (Institution)</b>	SALAK Dragan (高等教育推進機構)		
<b>Course Objectives</b>	In the second part of a two-semester course on classical mechanics, we begin with the calculus of variations and Lagrangian mechanics. After learning how to apply the Euler-Lagrange equation, techniques to solve problems on coupled oscillators will be covered. The next topic is Hamiltonian mechanics, an advanced formalism of mechanics based on Hamilton's equations that is essential in theoretical physics. In the second part, advanced topics on gravitational potential theory, collisions, and fluid mechanics including the wave equation are presented.		
<b>Course Goals</b>	Acquire knowledge and skills to - apply Lagrangian formalism (Euler-Lagrange equation) to mechanics problems - solved coupled-oscillator problems - apply Hamiltonian formalism (Hamilton's equations) to mechanics problems - use the Poisson equation to solve problems in Newton's theory of gravitation - use the wave equation		
<b>Course Schedule</b>	Seminar 1: Calculus of variations Seminars 2-3: Lagrangian mechanics Seminars 4-5: Coupled oscillators Seminars 6-8: Hamiltonian mechanics Seminars 9-11: Potential theory Seminars 12-13: Collision theory Seminars 14-15: Fluid mechanics		
<b>Homework</b>	Homework (problem sets) will be distributed during lectures.		
<b>Grading System</b>	Grades will be decided based on performance as follows: - attendance/activity in seminars 10% - homework 40% - final exam 50%		
<b>Textbooks / Reading List</b>	Classical mechanics, John R. Taylor, University Science Books, 2005, 9.7818913892e+12		
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	The main learning material will be lecture notes.		

<b>Course Name</b>	<b>Seminar in Quantum Mechanics I</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027082
<b>Instructor(s) (Institution)</b>	ARINDAM Das (高等教育推進機構)		
<b>Course Objectives</b>	<p>Quantum mechanics is a system that describes the world of microscopic materials, and forms the foundation of physics with dynamics, thermal statistical mechanics, electromagnetism.</p> <p>In this lecture we briefly look back on the birth of quantum theory and then learn the fundamental principles of quantum mechanics such as Schrödinger equation, operator and wave function space and apply it to simple systems to solve the Schrödinger equation and the physical meaning. Finally we learn about symmetry, conservation law, angular momentum.</p>		
<b>Course Goals</b>	<p>We set the following four goals.</p> <p>(1) To understand the fundamental properties of quantum mechanics such as Schrödinger equation, meaning of wave function and expectation value. (2) To solve the Schrodinger equation for various potentials and to understand the result.</p> <p>(3) To understand the system of quantum mechanics such as operators and wave function space.</p> <p>(4) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.</p>		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. The birth of quantum theory</li> <li>2. Schrödinger equation</li> <li>3. One-dimensional quantum system</li> <li>4. Operators and wave function space</li> <li>5. Schrödinger equation in a central force field</li> <li>6. Angular momentum and its representation</li> </ol>		
<b>Homework</b>	Every week		
<b>Grading System</b>	<p>Class Performance: 10%</p> <p>Homework: 40%</p> <p>Final Exam: 50%</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>			



<b>Course Name</b>	<b>Seminar in Statistical Mechanics I</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027083
<b>Instructor(s) (Institution)</b>	ARINDAM Das (高等教育推進機構)		
<b>Course Objectives</b>	The objective of statistical physics is understanding the behaviour of matter on the basis of its microscopic structure and of the microscopic laws of nature.		
<b>Course Goals</b>	To obtain a basic understanding of the key concepts of thermal physics like entropy, especially the use and basic applications of equilibrium statistical mechanics and elementary thermodynamics in problems of pedagogical and practical importance.		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. Thermal Equilibrium; The ideal gas; Equipartition of energy</li> <li>2. Heat and Work; Compression work</li> <li>3. Heat capacities; Rates of processes</li> <li>4. Two-state systems; The Einstein model of a solid; Interacting systems</li> <li>5. Large systems; The ideal gas</li> <li>6. Entropy</li> <li>7. Temperature; Entropy and Heat</li> <li>8. Paramagnetism; Mechanical equilibrium and pressure</li> <li>9. Diffusive equilibrium and Chemical potential; Summary and a look ahead</li> <li>10. Heat engines; Refrigerators</li> <li>11. Real heat engines; Real refrigerators</li> <li>12. Free energy as available work and as a force toward equilibrium</li> <li>13. Phase transformations of pure substances; Phase transformations of mixtures</li> <li>14. Dilute solutions; Chemical equilibrium</li> <li>15. Final exam</li> </ol> <p>Small Category Code Small Category Title</p> <p>and basics ) Middle Category Code Middle Category Title</p>		
<b>Homework</b>	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
<b>Grading System</b>	Class Performance: 10% Homework: 40% Final Exam: 50%		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>			

<b>Course Name</b>	<b>Statistical Mechanics I</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027084
<b>Instructor(s) (Institution)</b>	ARINDAM Das (高等教育推進機構)		
<b>Course Objectives</b>	The objective of statistical physics is understanding the behaviour of matter on the basis of its microscopic structure and of the microscopic laws of nature.		
<b>Course Goals</b>	To obtain a basic understanding of the key concepts of thermal physics like entropy, especially the use and basic applications of equilibrium statistical mechanics and elementary thermodynamics in problems of pedagogical and practical importance.		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. Thermal Equilibrium; The ideal gas; Equipartition of energy</li> <li>2. Heat and Work; Compression work</li> <li>3. Heat capacities; Rates of processes</li> <li>4. Two-state systems; The Einstein model of a solid; Interacting systems</li> <li>5. Large systems; The ideal gas</li> <li>6. Entropy</li> <li>7. Temperature; Entropy and Heat</li> <li>8. Paramagnetism; Mechanical equilibrium and pressure</li> <li>9. Diffusive equilibrium and Chemical potential; Summary and a look ahead</li> <li>10. Heat engines; Refrigerators</li> <li>11. Real heat engines; Real refrigerators</li> <li>12. Free energy as available work and as a force toward equilibrium</li> <li>13. Phase transformations of pure substances; Phase transformations of mixtures</li> <li>14. Dilute solutions; Chemical equilibrium</li> <li>15. Final exam</li> </ol>		
<b>Homework</b>	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
<b>Grading System</b>	Class Performance: 10% Homework: 40% Final Exam: 50%		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>			

<b>Course Name</b>	<b>Space Utilization Engineering</b>		
<b>Semester, Year</b>	2 学期秋ターム	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	5000	<b>Course Number</b>	027085
<b>Instructor(s) (Institution)</b>	FUJITA Osamu (大学院工学研究院)		
<b>Course Objectives</b>	Students study the recent advancement or the latest technologies of the field of space utilization, fundamentals of physical and chemical processes in microgravity, and technical knowledge required for microgravity experiments. Finishing up this course will deliver the overview of space utilization engineering as well as fundamentals to find the effective way to utilize space environment, especially micro-gravity environment. Students also learn the process of project proposal for space utilization.		
<b>Course Goals</b>	<ol style="list-style-type: none"> <li>1. Students who take this course can explain features of space environment, method of micro-gravity experiments and latest status of space utilization.</li> <li>2. They can list up some examples of physical/chemical processes relating to micro-gravity and explain the processes correctly.</li> <li>3. They can list up some optical methods often used in micro-gravity experiments and explain the principle of the methods.</li> <li>4. They experience the project proposal on micro-gravity research.</li> </ol>		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. Introduction (1 time) General description of space utilization</li> <li>2. Fundamentals of space utilization (2 time) General features of space, Micro-gravity facilities</li> <li>3. Micro-gravity Science (6 times) Transport phenomena relating gravity, Combustion, Status of the latest micro-gravity science and technology, others including lecture by other researchers</li> <li>4. Technical issues for designing micro-gravity experiments (1 times)</li> <li>5. Instrumentation for micro-gravity experiments (3 times) Fundamentals of optics, Interferometry, Others</li> <li>6. Project proposal (2 times) Proposal and discussion.</li> </ol>		
<b>Homework</b>	<p>Students need no preparation for every class, but they need under-graduate level background of machine dynamics, thermodynamics, and fluid dynamics</p> <p>Students will be given assignments often during the course and requested to submit project proposal at the end of the course.</p>		
<b>Grading System</b>	<p>20%: small test at the end of every class  40%: assignments (several assignments are requested during the term)  40%: final exam</p> <p>Class participation more than 60% is required.</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>	<a href="http://lsu-eng-hokudai.main.jp/">http://lsu-eng-hokudai.main.jp/</a>		
<b>Additional Information</b>			

<b>Course Name</b>	<b>Ecology and Evolution</b>		
<b>Semester, Year</b>	2 学期秋ターム	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	5000	<b>Course Number</b>	027086
<b>Instructor(s) (Institution)</b>	ARAKI Hitoshi (大学院農学研究院)		
<b>Course Objectives</b>	In this course, we learn concepts and techniques of ecology, evolution and conservation through profound discussions on peer-reviewed papers in scientific journals.		
<b>Course Goals</b>	<ol style="list-style-type: none"> <li>1. Understand the concepts of ecology, evolution and conservation</li> <li>2. Evaluate scientific manuscript critically</li> <li>3. Summarize peer-reviewed papers and give presentations for discussion</li> <li>4. Lead and contribute to scientific discussions</li> </ol>		
<b>Course Schedule</b>	We assign a discussion leader for each paper of interest. The discussion leader will summarize the paper at the beginning of each course, followed by discussions over the paper. The scientific papers include ecology, evolution and conservation. The study species may include not only animals but also plants and micro-organisms.		
<b>Homework</b>	Read the paper thoroughly in advance and prepare for discussion. Each member is expected to provide some idea(e.g. questions, critics, better methods) to the discussion each time.		
<b>Grading System</b>	Contribution to the open discussion (70%) and strategy for leading the discussion (30%) are evaluated. No final exam.		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>	<a href="http://lab.agr.hokudai.ac.jp/animalecology/en/">http://lab.agr.hokudai.ac.jp/animalecology/en/</a>		
<b>Additional Information</b>			

<b>Course Name</b>	<b>Introduction to Marine Science</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027087
<b>Instructor(s) (Institution)</b>	BOWER John Richard (大学院水産科学研究所)		
<b>Course Objectives</b>	<p>The world's ocean is critically important to the people of Japan both as a supply of food and for its role in regulating the climate. In this course, I will give a clear, current and comprehensive overview of the ocean focusing on different areas of study, including astronomy (天文学), biology (生物学), cephalopods (頭足類), chemistry (化学), ecology (生態学), fisheries (漁業), geology (地質学), history (史学), marine resources (海洋資源), meteorology (気象学), and oceanography (海洋学).</p> <p>My goal is to create a learning environment where students tackle questions they are interested in, think critically, and learn to reason from evidence. Student involvement will be important. You will not be asked to listen and remember facts. Rather you will be expected to analyze, understand, and evaluate evidence and conclusions.</p> <p>Students will be encouraged to provide regular input on how they are experiencing the course throughout the semester.</p>		
<b>Course Goals</b>	<p>In this course, you will explore some of the exciting research now being done on the world's ocean. By the end of the course, you should be able to recognize how the ocean influences your daily life, communicate about the ocean in a meaningful way, and make informed and responsible decisions regarding the ocean and its resources.</p> <p>Students completing the course should be able to demonstrate the following competencies:</p> <ul style="list-style-type: none"> <li>• A development of the conceptual basis needed to understand how the ocean works,</li> <li>• An understanding and appreciation of the ocean's role in human societies, and</li> <li>• An ability to communicate clearly in written reports and an oral presentation.</li> </ul>		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. An ocean world (海の世界)</li> <li>2. Earth structure and plate tectonics (地球構造とプレートテクトニクス)</li> <li>3. Continental margins and ocean basins (大陸縁辺部と海盆)</li> <li>4. Sediment (堆積物)</li> <li>5. Water and ocean structure (海水と海洋構造)</li> <li>6. Ocean chemistry (海洋化学)</li> <li>7. Circulation of the atmosphere (大気の循環)</li> <li>8. Circulation of the ocean (海洋循環)</li> <li>9. Waves and tides (波と潮)</li> <li>10. Life in the ocean (海の生活)</li> <li>11. Plankton, algae and plants (プランクトン、海藻、および植物)</li> <li>12. Food security and fisheries (食料安全保障と漁業)</li> <li>13. Climate change (気候変動)</li> <li>14. Introduction to the cephalopods (頭足類入門)</li> <li>15. Oral presentations (発表会)</li> </ol>		
<b>Homework</b>	The course will involve lectures and small-group discussions in the classroom, as well as investigating topics and writing four reports outside of class. Students will also get experience preparing and giving an oral presentation in English.		
<b>Grading System</b>	<p>To evaluate your progress in reaching the course goals (and to provide you with feedback on your learning), I will use the following:</p> <ol style="list-style-type: none"> <li>1) Four written reports (報告書), 20% each of final grade</li> <li>2) One oral presentation (発表), 10% of final grade</li> <li>3) Attendance (出席), 10% of final grade</li> </ol> <p>Final grades will be determined using the following scale:  95-100%, A+; 90-94%, A, 85-89%, A-; 80-84%, B+; 75-79%, B; 70-74%, B-; 65-69%, C+; 60-64%, C; 50-59%, D; 0-49%, D-; 評価なし, F</p>		

<b>Textbooks / Reading List</b>	
<b>Websites</b>	
<b>Website of Laboratory</b>	
<b>Additional Information</b>	<p>Much of the information presented in the lectures will come from “Oceanography: An Invitation to Marine Science” (Brooks Cole, 9th ed.) by Tom S. Garrison. Students are not required to purchase this textbook.</p> <p>Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. Students who, for whatever reason, plagiarize any part of their report will receive a zero for the assignment.</p> <p>International students are welcome to enroll in the course, but should understand that most students in the course will be Japanese undergraduate students, so the lectures will be aimed at students with intermediate levels of English ability.</p> <p>Note on the COVID pandemic: In 2020-21, the course began as in-class lectures, but had to move online due to the pandemic. I prefer in-class lectures over online lectures and will try my best to meet in the classroom, but must abide by the university's guidelines.</p>

<b>Course Name</b>	<b>Field Bioscience in the Northern Biosphere</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027088
<b>Instructor(s) (Institution)</b>	HOSHINO Yoichiro (北方生物圏フィールド科学センター (農場))		
<b>Course Objectives</b>	To understand the field sciences on ecosystem conservation, sustainable bioproduction, biodiversity, and material cycling in a wide variety of fields including forest, farm, and aquatic environments, and to learn the most advanced field science in each research field.		
<b>Course Goals</b>	To understand both comfortable lives of human due to the rapid progress of scientific technology and serious problems of the global environment, to learn the new subject of field science to solve the problems of bioproduction against global ecosystem conservation, and then to profit for a better understanding of human activity in harmony with natural environments in the global ecosystem.		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. Introduction of Field Bioscience in the Northern Biosphere. Small fruit production and utilization of wild genetic resources (Y. Hoshino)</li> <li>2. Field tour: Observation and tasting of small fruits (Y. Hoshino)</li> <li>3. Genetic diversity of animals and plants: its implication in conservation (S. Utsumi)</li> <li>4. Nitrogen loss to the environment through food and energy consumption (H. Shibata)</li> <li>5. Carbon cycle in northern forests (K. Takagi)</li> <li>6. Taxonomy, morphology and phylogeny of Angiosperm (T. Azuma)</li> <li>7. Conservation and restoration of plant communities based on field data (H. Fujita)</li> <li>8. Utilization of cover crops for sustainable crop production (T. Hirata)</li> <li>9. An introduction to phycology (C. Nagasato)</li> <li>10. Endangered plant conservation in botanic gardens (K. Nakamura)</li> <li>11. Aquaculture and production of its seed (E. Yamaha)</li> <li>12. Creation of kelp forest and resource management of kelp (N. Yotsukura)</li> <li>13. Visualization of Marin bioresources (K. Miyashita)</li> <li>14. An introduction to cephalopods (J. Yamamoto)</li> <li>15. Not yet fixed</li> </ol>		
<b>Homework</b>	Preferable to carry out preparations and reviews of each lecture using appropriate books and lecture materials.		
<b>Grading System</b>	Attendance rate must be over 60%. Each lecturer evaluated the reports. The evaluation is based on the participation in class (50%), and reports (50%).		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	The lectures may be provided by the online system. The procedures of the lectures will be decided by the number of students and the status of BCP level.		

<b>Course Name</b>	<b>Psychology of games and interactive media</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027089
<b>Instructor(s) (Institution)</b>	ROBB NIGEL GODFREY IAN (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	The aim of this course is to introduce students to key topics in the study of interaction with video games, social networking services, and other interactive digital media. Topics covered will include player experience, game/social media addiction, and brain training games.		
<b>Course Goals</b>	By the end of this course, students will be able to: 1. describe and explain key ideas in the psychology of interactive media 2. read, summarize, and explain academic texts written in English 3. conduct independent research on games and interactive media 4. clearly explain their research to others in English		
<b>Course Schedule</b>	The following is a tentative schedule which may be revised: Week 1 - 2: Introduction Week 3 - 13: Lectures, activities, and independent research Week 14 - 15: Student presentations		
<b>Homework</b>	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
<b>Grading System</b>	50% participation 50% research project (includes a presentation)		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.  There is no required textbook for this course.		



<b>Course Name</b>	<b>Popular Music and Society</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027090
<b>Instructor(s) (Institution)</b>	Spicer PAUL (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	<p>The purpose of this course is to prepare for the basics of English reading required for Hokkaido University students and is considered as preparation for applied and developed classes that will be held during or after the second semester. The class content will incorporate:</p> <ol style="list-style-type: none"> <li>1. the basics of English reading comprehension</li> <li>2. the basics of paragraph reading</li> <li>3. the ability to fully understand questions related to a specific text</li> <li>4. the ability to construct answer sentences effectively and coherently</li> </ol>		
<b>Course Goals</b>	<ul style="list-style-type: none"> <li>• To break through one's inhibitions about speaking in English.</li> <li>• Improve English vocabulary and ability to use it in context.</li> <li>• Develop ability to critically identify and understand key points in texts.</li> <li>• Learn and develop skills for rapid reading and rapid comprehension.</li> <li>• To understand the organization of an answer sentence, types of written responses, and types and use of conjunctions and transitional phrases.</li> </ul>		
<b>Course Schedule</b>	<p>Week 1: Course Introduction  Weeks 2-15: Guided Activities (this schedule includes 2 written/graded tests)</p>		
<b>Homework</b>	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to engage in preparation earnestly and systematically for classes.</p>		
<b>Grading System</b>	<p>Participation/Engagement - 30%  Mid-Term Test - 30%  Final Test - 40%  All students should always do their best to participate actively in English. Students who participate positively in class will receive higher marks.</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	<p><b>**PLEASE READ CAREFULLY**</b>  Students must keep their completed in-class worksheets as a means of study and review for tests. Students should attend every class. In case of any absence, it is the student's responsibility to catch up with the topics covered and request any set readings. The general class rule is that if you miss a test, you will not be able to take it - however, this is reviewed on a case by case basis.  Any student who is sleeping/using a phone/not engaging with the subject will be penalised through their class participation mark.  Depending on the situation regarding COVID, some classes may be conducted online.</p>		

<b>Course Name</b>	<b>Language Learning</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027091
<b>Instructor(s) (Institution)</b>	MANSBRIDGE MICHAEL PATRICK (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	The aim of this course is for students to increase their understanding of second language (L2) learning, bilingualism, and the mental mechanisms for how languages are used. Students are expected to discuss and analyze studies on second language processing, and are encouraged to reflect on how L2 acquisition theory informs teaching methodologies/practices in L2 instructed environments and the public.		
<b>Course Goals</b>	<p>A) Read and discuss various articles from the fields of second language acquisition (SLA), foreign language education, and applied linguistics</p> <p>B) Be able to write a literature review on a topic of your choosing or write a research proposal</p> <p>C) Practice your presentation skills by leading a class discussion on articles</p>		
<b>Course Schedule</b>	<p>Week 1: Introduction</p> <p>Weeks 2 - 14: Student Discussions</p> <p>Week 15: Course Review</p>		
<b>Homework</b>	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
<b>Grading System</b>	<p>Participation (30%): Participation and engagement during the discussions when you are not the presenter</p> <p>Discussions (40%): Summarize, review and prepare discussion questions for selected articles.</p> <p>Essay (30%): Literature Review or Research Proposal</p>		
<b>Textbooks / Reading List</b>	Lecturer prepares teaching materials, , , ,		
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	Students with English language proficiency at or above intermediate level (TOEFL-ITP score $\geq$ 421) may register for this course.		

<b>Course Name</b>	<b>Anthropological Theory: History and Debate</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027092
<b>Instructor(s) (Institution)</b>	HANSEN Paul Simon (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	The objective of this seminar is for students to learn about the philosophical, political and social history of anthropological thought. This objective will be met through the use of weekly readings, film, and required presentations, papers, and thinking through dialectics and discussions. Students are also encouraged to improve their English language abilities.		
<b>Course Goals</b>	<p>The main goal of this seminar is to acquaint students with the complex and nuanced history of anthropological thought. Thus the course will be of particular interest to students in the social sciences and humanities; notably anthropology, folklore, area studies, sociology, social theory, cultural studies, philosophy, history, etc.</p> <p>However, a secondary goal of this seminar is for students to improve their English communication skills. This includes critical and self directed thinking and research, speaking, listening, reading, and writing. Further details as to how this goal is to be achieved are outlined below. Please be aware that this course will be taught presuming the same level of English proficiency as would be expected in the UK, the US, Canada, Australia etc. Nitobe students, Hustep students, and MJSP students are welcome.</p>		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. Introduction: We will cover expectations, order research groups, and discuss a number of definitions that are particular to the course material.</li> <li>2. Proto-Anthropology? : A clarification of terms and an example presentation and discussion.</li> <li>3. Social Science and the Victorian period</li> <li>4. Foundations of a modern anthropology Part One</li> <li>5. Foundations of a modern anthropology Part Two</li> <li>6. Impact of the Second World War on Anthropology</li> <li>7. The Posts: postmodern, postcolonial, and post-structural thought</li> <li>8. Presentations (first Assignment due review of a theorist)</li> <li>9. Anthropology and Film (review assignment given)</li> <li>10. New angles in anthropology (related to student interests)</li> <li>11. Readings and seminar style discussion (participation essential) (Second Assignment due)</li> <li>12. New angles in Anthropology</li> <li>13. Readings and seminar style discussion (participation essential)</li> <li>14. Final Individual paper, presentation and class discussion</li> <li>15. Remaining presentations and discussion</li> </ol>		
<b>Homework</b>	<p>A useful reference text would be:</p> <p>Erikson, Thomas and Finn Neilsen. 2013. A History of Anthropology 2nd ed. London: Pluto Press</p> <p>( Other reference texts will be discussed in the seminar).</p> <p>Relevant materials for the seminar will be made available online by the course instructor.</p>		

	In sum, students will be expected to summarize weekly readings and prepare questions. Students are expected to prepare PowerPoint presentations (at least 2) and individual papers (likely 3). Please note the grading scheme below for further details.
<b>Grading System</b>	Students will be graded 50% on class participation: including 20% (effort and discussion participation), 3 X 30% (presentation 1 or 2 group presentations dependent on the size of the class and 1 individual presentation.  Written evaluation will count for 50%: including a 20 % film review and 30% final exam or assignment.  Grades will be given on an 11 point system
<b>Textbooks / Reading List</b>	
<b>Websites</b>	<a href="http://www.alanmacfarlane.com/ancestors/audiovisual.html">http://www.alanmacfarlane.com/ancestors/audiovisual.html</a>
<b>Website of Laboratory</b>	
<b>Additional Information</b>	An interest in the history of anthropology or the social sciences in general will prove to be motivating. Students are encouraged to note that this is an advanced seminar. The course is taught at a level of English equal to taking a similar course in North America or Europe.  Some or all of this course may be Online and On Demand and reading and other documents will be uploaded in Moodle

<b>Course Name</b>	<b>Introductory History of J-Pop and K-Pop</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027093
<b>Instructor(s) (Institution)</b>	KIM Sungmin (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	This course offers you a chance to understand the formation process and characteristics of J-POP and K-POP from the perspective of media and popular culture studies, and to discuss contemporary popular music, media, and East Asian modernism.		
<b>Course Goals</b>	(1) to understand popular music from the historical and social perspective of media and popular culture studies. (2) to consider your favorite music as the subject of academic discussion. (3) to discuss modern popular music, media, and East Asian globalization.		
<b>Course Schedule</b>	Week 1 Introduction : Why J-pop and K-pop? Week 2 Americanism and popular music in the post war era (1) Week 3 Americanism and popular music in the post war era (2) Week 4 The Birth of 'New Music' and 'Aidoru Pop' in Japan (1) Week 5 The Birth of 'New Music' and 'Aidoru Pop' in Japan (2) Week 6 The Birth of J-Pop Week 7 The Birth of K-Pop Week 8 Proposal Presentation and Discussion (1) Week 9 Proposal Presentation and Discussion (2) Week 10 J-Pop and K-Pop in Local/Global (1) Week 11 J-Pop and K-Pop in Local/Global (2) Week 12 J and K as Pop Music *Final Paper deadline Week 13 Final Paper Presentation and Discussion (1) Week 14 Final Paper Presentation and Discussion (2) Week 15 Conclusion		
<b>Homework</b>	Students are acquired tasks as following out of the classroom. 1) Short paper after the class 2) Preparation for the final presentation 3) Final presentation and submission of the final paper		
<b>Grading System</b>	1) Attendance and Participation at Class 40% 2) Assignment on the course 20% 3) Final paper and Presentation 40 %  *There will be no examinations. *Students must attend the classes over 70 %. 3 times of being late and leaving early are counted as 1 absence. In case of being absent 3 times without notice, the students can not be allowed to attend the classes after that. *Term paper/presentation: Your term paper and presentation may be on any topic that interests you relevant to Japanese media and popular culture. The paper should be double-spaced, in 11-point font, and from 3 to 5 pages in length, not including bibliography (APA reference style). *Papers should be submitted by e-mail.		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>	<a href="https://www.kimsungmin.net/">https://www.kimsungmin.net/</a>		
<b>Additional Information</b>			

<b>Course Name</b>	<b>Film Language and Culture</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027114
<b>Instructor(s) (Institution)</b>	Spicer Paul (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	<p>Introduction to Film Language and Culture is designed specifically for students who have had little, or no previous encounters with Film Studies. Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>· visually analyse and decode texts</li> <li>· display an understanding of the various roles that film plays in different social, cultural, and national contexts</li> <li>· understand the importance of visual and aural metaphor</li> <li>· display an awareness of gender roles and their deployment in garnering both empathetic and sympathetic responses from an audience</li> <li>· develop an appreciation of how a combination of industrial, commercial, and artistic factors work together to shape cinema</li> <li>· apply relevant film theories to highlight and articulate ideas</li> </ul>		
<b>Course Goals</b>	<p><b>Week 1: Introduction to Language and Culture through Film</b>  This initial lecture will be delivered in two parts:  The first will serve as an introduction to studying film and culture at university. Student expectations and course outline will be covered. This lecture will also explain the assessment criteria, and the expectations and standards that need to be adhered to.  In the second half of the lecture, we will discuss how we can ‘read’ a film and examine some techniques that filmmakers use to convey their message. Finally, we will conduct our own analysis of a key scene from the film Psycho (Hitchcock, 1960).  Preparation for class 2: Read syllabus  Read the textbook (p.88-107)  Read the in-class handout  Download and study the video on ‘Camera Techniques’  Review: in-class notes</p> <p><b>Week 2: Terminology and Film Language</b>  This lecture will focus on academic writing and researching for film. The session will also introduce students to key theories and the terminology necessary for writing about, presenting, and discussing film. We will also examine different cinematic techniques – Camera Angles – Editing (Montage and One-Scene-One-Shot), and how, and for what purpose, they are deployed.  Preparation for class 3: Read the textbook (p.110-130)  Review: ‘Camera Techniques’ video (60 分)  in-class notes</p> <p><b>Week 3: Mise en Scène</b>  Mise en scène is the collective term, derived from the French (theatre), for the contents of the film frame and their arrangement. This would include lighting, costume, set design, and the actors themselves. This week’s lecture examines each of the key constituents of mise en scène with reference to a range of film examples. But we should remember that we are considering not simply the contents of the frame, but also how those elements are arranged and given meaning. These aspects will also be determined by photography and editing, sound and music.  Preparation for class 4: Read the textbook (p.110-130)  Review: ‘Camera Techniques’ video (60 分)  in-class notes</p> <p><b>Week 4: Film Style: Lighting and Soundscape</b>  When watching a film, we are often drawn to the visual elements of a scene - the costumes, the setting, the characters; what we often tend to forget is the crucial role that both lighting and sound can have on the emotional elements of cinema.  This lecture will examine both lighting and sound and explore how they are used to compliment the visual effect of cinema. We will highlight some key figures in both arts, including two of Steven Spielberg’s regular collaborators, cinematographer Janusz Kaminski, and composer John Williams.  Preparation for class 5: Read the textbook p.6-46  Review: ‘Camera Techniques’ video (60 分)  in-class notes</p>		

#### Week 5: Genre Theory

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

Preparation for class 6: Read the textbook p.19-38

Review: 'Camera Techniques' video (60 分)

in-class notes

#### Week 6: Film Authorship

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

Preparation for class 7: Read the textbook p.153: pp.180-186

Review: 'Camera Techniques' video (60 分)

in-class notes

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

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

Preparation for class 5: Review your class notes from today's lecture

Review: 'Camera Techniques' video (60 分)

in-class notes

Review: Read the handout provided in class (60 分)

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

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

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

Review: 'Camera Techniques' video (60 分)

in-class notes

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

In this class, students will be asked to use the theoretical knowledge they have thus far acquired, to analyse a 4-5-minute film clip. Each clip will be shown multiple times, and the students must take notes of key elements of each scene. Students must then write an analysis of the clip shown. Deadline for this task is one week from the assessment. Students must hand-in a hard copy of their work during the week 10 class.

#### Week 10: Case Study #1 - The Hollywood blockbuster - Pt.1

What is a Hollywood Blockbuster? When did it start? What was the first film? This lecture will examine the phenomenon of the Hollywood Blockbuster and will look for basic definitions, asking whether these films really constitute a new genre. We will also explore the implications of the Blockbuster to reflect cultural diversity and the self-image of Hollywood.

Review: in-class notes

#### Week 11: Case Study #1 - The Hollywood blockbuster - Pt.2 - Screening

This week, students will put their analytical skills to the test, and watch a film which relates to the previous weeks lecture.

#### Week 12: Gender and sexuality - Pt.1

This lecture will introduce theories of gender and sexuality in film. We will examine how gender roles are pre-defined, and how they are used to market, and sell a product. Once we have identified how Hollywood uses gender, we shall shift focus and examine how certain film-makers subvert it, identifying filmic examples where the 'male-female stereotype' is distorted and skewed. The dedicated text for this lecture is Ridley Scott's 1977 film, *Alien*.

The dedicated readings for this lecture include *Visual Pleasure and Narrative Cinema* (Mulvey, 1973) and *Horror and the Monstrous-Feminine: An Imaginary Abjection* (Creed, 1986).

Review: in-class notes

#### Week 13: Gender and sexuality - Pt.2 - Screening

This week, students will put their analytical skills to the test, and watch a film which relates to the previous

	<p>weeks lecture.</p> <p>Week 14: Classical Film Narrative: Structure and Subversion - Pt.1 The primary objective of the Classical Narrative Mode is to be easily understood by a cinema audience. Therefore, the films that are created in this Mode can be referred to as 'easy to watch', films that do not require the audience to 'fill in gaps' or 'think too much about the plot'. When we study film narrative, we are examining the story. Film practitioners use techniques that give us the necessary information to allow us to understand what is happening, why, where, and when. As a viewer, we need to examine the structure, the events that advance the narrative, and the events that cause the characters to act or react in certain ways. In addition, we also need to be aware of key information (visual or verbal), which gives us clues as to the mindset of the characters, their position in the world, and their actions and motivation. Whether it is a horror film, or a romantic comedy, there is a generic pattern (or Mode), to cinematic storytelling which adheres to several rules. However, some film directors challenge this Classical Narrative Mode, encouraging audiences to fully engage to make sense of their work. Film-makers such as Michael Haneke, David Lynch, Chan-wook Park, and Christopher Nolan subvert the Classical Narrative Mode, and can leave audiences confused or struggling to understand what they are seeing and why? This lecture will firstly address what constitutes the classical narrative mode before going on to examine the methods that directors use to subvert it. Review: in-class notes</p> <p>Week 15: Classical Film Narrative: Structure and Subversion - Pt.2 - Screening This week, students will put their analytical skills to the test, and watch a film which relates to the previous weeks lecture. Preparation: Review course material and personal notes in preparation for the week 16 test</p> <p>Week 16: Final Test</p>
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1 Introduction</li> <li>2 TED presentation on language (1)</li> <li>3 TED presentation on language (2)</li> <li>4 TED presentation on language (3)</li> <li>5 English as an international language (1)</li> <li>6 English as an international language (2)</li> <li>7 English as an international language (3)</li> <li>8 Regional variation in English accents and dialects (1)</li> <li>9 Regional variation in English accents and dialects (2)</li> <li>10 Regional variation in English accents and dialects (3)</li> <li>11 Language in newspapers (1)</li> <li>12 Language in newspapers (2)</li> <li>13 Language in newspapers (3)</li> <li>14 Examination</li> <li>15 Review</li> </ol>
<b>Homework</b>	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes. Students must be prepared to carry out self-motivated research to get the best intellectual return from this course. Set readings and viewings will be given in class.</p>
<b>Grading System</b>	<p>Class Participation/Engagement - 30% (2% per class) Textual Analysis 500 words - 30% Final Test 40%</p>
<b>Textbooks / Reading List</b>	NOTE: A textbook is not required. Relevant readings will be given in class, or posted online for download.
<b>Websites</b>	
<b>Website of Laboratory</b>	



<b>Additional Information</b>	<p><b>**PLEASE READ CAREFULLY**</b></p> <p>Students with English language proficiency at or above intermediate level (TOEFL-ITP score <math>\geq</math> 421) may register for this course.</p> <p>Depending on the situation regarding COVID, some of these classes could be conducted online.</p> <p>Lecture topics are subject to change. Students will be notified in class if this is the case.</p> <p>It is the responsibility of any student who misses a class to catch up with the lecture's theme, and to request any readings, necessary viewings which were given during lecture.</p> <p>Film Language &amp; Culture relies heavily on film history and various film theories. Therefore, students must be thoroughly engaged with film and film culture.</p> <p>It is advised that if you are thinking about taking this class, then you attend the first class as the information contained therein is extremely important.</p> <p>Any student who is sleeping/using a phone/not engaging with the subject will be penalised through their attendance and class participation mark.</p>
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<b>Course Name</b>	<b>Introduction to Narrative Research: Using Stories to Investigate the World Around Us</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027095
<b>Instructor(s) (Institution)</b>	Ku Eric Kuo Han (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	This class will focus on narrative research. What is narrative research? Narrative research is the use of stories as a method of investigating issues in society. There are many types of narrative research, and narrative research is used in many different academic fields. In this course, you will learn about different approaches towards conducting narrative research and you will conduct your own hands-on projects using narrative research. Narrative research is not just something that professors and researchers do. Narrative research is used by psychologists, writers, journalists, etc. to make sense of the world around us. This course will show you how to see the world through a different lens and the power of narratives as a tool for exploring the world around us.		
<b>Course Goals</b>	By the end of the course, students will : <ul style="list-style-type: none"> <li>- learn foundational concepts, theories, and approaches to narrative research</li> <li>- read examples of narrative research from different disciplines/fields</li> <li>- conduct their own hands-on narrative research projects based on a topic of their own choosing</li> </ul>		
<b>Course Schedule</b>	Week 1: Course Introduction, Diagnostic Writing Assignment Week 2: What is Narrative Research?: Foundational Concepts & Theories Week 3: What is Narrative Research?: Foundational Concepts & Theories Week 4: Approaches to Narrative Research (Designing and Conducting Research) Week 5: Approaches to Narrative Research (Analyzing and Writing Research) Week 6: Introduce Narrative Research Project #1: Writing an Autoethnography Week 7: Work on Narrative Research Project #1 Week 8: Work on Narrative Research Project #1 Week 9: Work on Narrative Research Project #1 Week 10: Presentation for Narrative Research Project #1 Week 11: Introduce Narrative Research Project #2: Narrative Inquiry Week 12: Work on Narrative Research Project #2 Week 13: Work on Narrative Research Project #2 Week 14: Work on Narrative Research Project #2 Week 15: Presentation for Narrative Research Project #2 Week 16: Final Report (a reflective essay on what you've learned in this course)		
<b>Homework</b>	Homework will be assigned in class every week. Most of the homework will involve working on the narrative research projects. That means that completing homework will be very important in order for you to keep up with the course schedule and successfully complete your projects on time. Some homework will be individual, while others will be collaborative with classmates. Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
<b>Grading System</b>	Course Credit Requirements: 1. Complete the 2 narrative research projects 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading: - Participation (15%) - Homework (15%) - Narrative Research Project #1 & #2 (50%) - Final Report (20%)		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	Course materials will be provided in class. Students with English language proficiency at or above advanced level (TOEFL-ITP score $\geq$ 500) may register for this course.		

<b>Course Name</b>	<b>Serious games: theory and design</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027096
<b>Instructor(s) (Institution)</b>	ROBB NIGEL GODFREY IAN (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	Serious games are games designed for purposes other than merely entertainment. For example, games for education, brain training, advertising or health. The aim of this course is to introduce students to key ideas in the theory and design of serious games and provide students with practical experience in serious game design.		
<b>Course Goals</b>	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and explain how effective serious games work</li> <li>2. Describe and explain how serious games are designed and tested</li> <li>3. Demonstrate practical skills in serious game design</li> </ol>		
<b>Course Schedule</b>	<p>The following is a tentative schedule which may be revised:</p> <p>Week 1 - 2: Introduction</p> <p>Week 3 - 13: Lectures, game design activities, independent work on game design projects</p> <p>Week 14 - 15: Presentations</p>		
<b>Homework</b>	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>		
<b>Grading System</b>	<p>50% participation</p> <p>50% game design project (includes a presentation)</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	<p>この授業は英語中級者(目安として TOEFL-ITP 試験の成績が 500 点未満)を主な対象者とする。この授業は国際交流科目等との合同開講科目です。</p> <p>Programming skills are not required for this course, however, students who can (or who are willing to learn to) write computer programs will have the opportunity to use these skills during the course.</p> <p>There is no required textbook for this course.</p>		

<b>Course Name</b>	<b>Rethinking Multiculturalism in Japan</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027097
<b>Instructor(s) (Institution)</b>	Jeffry Joseph GAYMAN (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	Students will gain an understanding of multiculturalism, Indigenous and minority issues through the study of Japan and other countries in English. They will present this knowledge in oral and written form.		
<b>Course Goals</b>	To investigate the philosophy and practice of multiculturalism in Japan through an analysis of the history and current situation of Japan's ethnic minority communities. Reference will also be made to other countries for comparison. Students will develop knowledge and critical awareness of the concepts of multiculturalism, race and ethnicity, and use this knowledge to analyse multiculturalism and Japan's ethnic minorities through class discussion, oral presentations and written reports in English.		
<b>Course Schedule</b>	Week 1 Introduction to the course Week 2 Whither multiculturalism ? Week 3 Minorities, race and ethnicity Week 4 Ethnic politics and multiculturalism Week 5 Inventing the nation - Race and empire in modern Japanese history Week 6 Ainu - Japan's Indigenous people Week 7 Okinawa Week 8 The burakumin- caste, class or race? Week 9 Citizenship and identity among 'oldcomer' migrants Week 10 Demographic crisis and the 'new immigrants' Week 11 Multicultural Japan in policy and practice Week 12 The future of multiculturalism Week 13 Presentations Week 14 Presentations Week 15 Final class, written examination		
<b>Homework</b>	Students will be expected to positively do preparation for and review of lesson material. The instructor will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
<b>Grading System</b>	Evaluation will be based on participation and class presentations (50%) and an examination (50%).		
<b>Textbooks / Reading List</b>	Japan's Minorities: the illusion of homogeneity, Michael A. Weiner, Routledge, 2009, 9.7804157726e+12		
<b>Websites</b>			
<b>Website of Laboratory</b>	<a href="https://researchmap.jp/483/">https://researchmap.jp/483/</a>		
<b>Additional Information</b>	This course is open to students with an Intermediate English ability (a score of 420-500 on the TOEFL-ITP), and will be also opened as a code-shared subject of "International Exchange Program". For the time being, this course is scheduled to be offered as a Hybrid course, with Face-to-Face, classroom-based classes being supplemented by Zoom and Moodle if necessary.		

<b>Course Name</b>	<b>Workshop on Intercultural Communication</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027098
<b>Instructor(s) (Institution)</b>	YAMADA Etsuko (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	According to the increase of foreign visitors to Japan, the language issues in tourism such as street signs and communication with Japanese locals, etc. draw more attention. This course aims to look in depth these language matters through two project works(one on a small city and the other on a large touristic city). Collaborative group works between Japanese students and international students are the main activities of this course rather than academic lectures. Although the class activities are conducted in English, 'Yasashii Nihongo (plain Japanese)' is introduced as a topic and basic level Japanese language is used in some activities.		
<b>Course Goals</b>	<ul style="list-style-type: none"> <li>-To gain practical communication strategies using simple and clear expressions in any language.</li> <li>-To develop collaborative skills with people from different backgrounds</li> <li>-To understand the development of the internationalization of a community as initiated by a local government in Japan</li> </ul>		
<b>Course Schedule</b>	<p>W1:Communication in multicultural settings  W2:Yasashii Nihongo (plain Japanese) (1)  W3:Yasashii Nihongo (plain Japanese) (2)  W4:Simple and clear expressions for communication  W5:Group Project 1 (1)  W6:Group Project 1 (2)  W7:Group Project 1 (3)  W8:Group Project 1 Presentation  W9:Group Project 2 (1)  W10:Group Project 2 (2)  W11:Group Project 2 (3)  W12:Group Project 2 Presentation</p> <p>Group Project 1  Each group chooses one of the popular touristic cities in Japan and investigates its language issues such as street signs and promotions of tourism through website, etc.</p> <p>Group Project 2  All groups focus on Bibai-city and Artepiazza Bibai(Kan Yasuda Sculpture Museum) and investigate their original approach to tourism promoting the local residents to use 'Yasashii Nihongo ' to welcome any visitor. Each group summarizes suggestions to the city.</p> <p>A fieldwork in Bibai-city on a Saturday(equivalent to three sessions) is included in the original schedule.</p> <p>*The schedule is subject to change depending on conditions.</p>		
<b>Homework</b>	Essays and presentations will be assigned.		
<b>Grading System</b>	Group work products (20%), Essays (20 % x 2), Presentations (5% x 2), Reflection Journal (20 %), Extra Merits (10 %)  *Assessment criteria will be explained in the course.		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	<ul style="list-style-type: none"> <li>-This course is conducted in English. For non-native speakers of English, high level grammar and vocabulary are NOT needed, but a good command of oral English and ACTIVE attitude is essential for activities.</li> <li>-For international students(non-native speakers of Japanese), a lower-beginners level of Japanese language will be desirable for communication with Bibai locals and some activities.</li> <li>-See Moodle(ELMS) for further details.</li> </ul>		

<b>Course Name</b>	<b>Political Economy of Japan and East Asia</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027099
<b>Instructor(s) (Institution)</b>	SASADA Hironori (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	This course will explore political economy of East Asian countries including Japan, South Korea, Taiwan, and China. The course consists of two parts. The first part analyzes similarities and differences in the developmental paths and the systems of political economy in Japan, South Korea, Taiwan, and China. It also reviews existing studies on East Asian political economy. The second part examines the recent development in the economic relations among those countries focusing on such areas as trade, finance, and regional integration.		
<b>Course Goals</b>	This course places emphasis on interaction among the instructor and students in class, and students are expected to actively participate class discussion.		
<b>Course Schedule</b>	Week 1: Guidance Week 2: Overview of Asian Economy and Explanations for the “Asian Miracle” Week 3: Political economy of Japan (1) The bureaucracy Week 4: Political economy of Japan (2) Industrial policies Week 5: Political economy of Japan (3) Corporate systems Week 6: Political economy of South Korea (1) Week 7: Political economy of South Korea (2) Week 8: Midterm Exam Week 9: Political economy of Taiwan Week 10: Political economy of China (1) Week 11: Political economy of China (2) Week 12: Economic relations in East Asia (1) 1990s: Regionalism Week 13: Economic relations in East Asia (2) 1990s: The Asian financial crisis Week 14: Economic relations in East Asia (3) 2000s: Free trade agreements and TPP Week 15: Economic relations in East Asia (4) 2010s: Development assistance Week 16: Final exam		
<b>Homework</b>	Read the reading materials before coming to the lecture every week.		
<b>Grading System</b>	Midterm exam        40% Final exam            40% Class participation    20%		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	The format of this class (in-person, hybrid etc.) is subject to change depending on university guidance and the BCP level.		

<b>Course Name</b>	<b>Society II (Readings)</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	3000	<b>Course Number</b>	027100
<b>Instructor(s) (Institution)</b>	Susanne Klien (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	This course provides an introduction to different aspects of contemporary Japanese society.		
<b>Course Goals</b>	<p>Students will be able to critically assess different facets of contemporary Japanese society by reading a variety of academic texts.</p> <p>Participants of this class will be expected to participate actively in discussions throughout the course as well as engage in group work with other students from various cultural backgrounds.</p> <p>For each session, 1-2 students will chair the discussion of the session text (provide input at the beginning and moderate the discussion with all students). Depending on the number of students, each participant will chair 1-2 times throughout the course.</p> <p>Close to native/proficient English language skills are required to keep up with the reading materials that students need to read before every session.</p>		
<b>Course Schedule</b>	<p>Intro session</p> <p>Session One: 'Japaneseness'</p> <p>Session Two: Cuisine and identity</p> <p>Session Three: Work</p> <p>Session Four: Work life balance</p> <p>Session Five: Religion</p> <p>Session Six: Rural depopulation</p> <p>Session Seven: Roundtable: What makes a good academic text</p> <p>Session Eight: Mobility</p> <p>Session Nine: Tourism</p> <p>Session Ten: Lecture/film session</p> <p>Session Eleven: Education</p> <p>Session Twelve: Death</p> <p>Session Thirteen: Neoliberalism</p> <p>Session Fourteen: Post-familial lifestyles</p> <p>Session 15: Final discussion and Wrap-up</p>		
<b>Homework</b>	All readings and other information on the course (exams, grading, optional material) will be uploaded online. Details of access will be provided in the intro session and on ELMS.		
<b>Grading System</b>	<p>Active participation and discussion questions 30%</p> <p>Chair 30%</p> <p>Final discussion and roundtable 40%</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>	Detailed information will be provided in the first session.		
<b>Website of Laboratory</b>	Detailed information will be provided in the first session.		
<b>Additional Information</b>	<p>A strong command (native or near native) of English is required to take this course.</p> <p>Please note that the course schedule is subject to change.</p> <p>This course will be held online. Check ELMS for details about link and access to materials.</p> <p>The class will be held online for the time being due to delayed entry of international students but may be switched to in person format depending on the circumstances.</p>		

<b>Course Name</b>	<b>Introduction to Japanese Studies II (Culture)</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027101
<b>Instructor(s) (Institution)</b>	Susanne Klien (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	This course examines current issues in modern Japanese culture with a focus on sociocultural anthropology.		
<b>Course Goals</b>	Students will be expected to read seminal works on Japanese culture in advance of each class and engage in discussions with peers from across the world. The class will be highly interactive.		
<b>Course Schedule</b>	<p>1 Introduction [explanation of the course, definition of culture, position of Japanese studies, distribute reading of Stevens "Anthropology of Modern Japan"]</p> <p>2 Entrepreneurship, gender, culture [reading Traphagan, "Entrepreneurs in rural Japan: gender, blockage, and the pursuit of existential meaning"]</p> <p>3 Body, dress and culture [reading Goldstein-Gidoni, Chapter 10 Companion]</p> <p>4 Consumption and gender [Reading: Christensen "Real Men don't hold their Liquor"]</p> <p>5 Gender, work and self in Japan [Reading: Kato "True Self, True Work"]</p> <p>6 Nature and Japanese culture [Reading: Martinez, Chapter 12 Companion]</p> <p>7 Multiple-choice quiz plus mini-fieldwork on campus on given theme</p> <p>8 Well-being, toilets and culture [Reading Szczygiel "The Material Culture of Japanese Toilets"]</p> <p>9 Well-being, material culture and rituals [Reading: Daniels: Scooping, raking, beckoning luck: luck, agency and the interdependence of people and things in Japan]</p> <p>10 Concepts and culture: Mimesis, 'kata', 'wa' [Reading Bender "Of Roots and Race"]</p> <p>11 Reading week</p> <p>12 Food, consumption and convenience [Reading Whitelaw "Shelf lives and the labors of loss"]</p> <p>13 Death and culture [Reading Kim: Necrosociality: isolated death and unclaimed cremains in Japan]</p> <p>14 Tradition and national identity [Reading Surak, "From selling tea to selling Japaneseness"]</p> <p>15 Film session</p> <p>16 End of term exam</p>		
<b>Homework</b>	<p>Students will be expected to critically read texts in advance of every session.</p> <p>All readings will be uploaded on my homepage.</p> <p>Students will receive detailed information and the password to access materials for the course in the introductory session.</p> <p>Check the homepage regularly for updates.</p> <p>Note that course readings are subject to change.</p>		
<b>Grading System</b>	<p>Multiple choice quiz 20%</p> <p>Presentation 20%</p> <p>Final exam 40%</p> <p>Class participation 20%</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>	Detailed information will be provided in the first session.		
<b>Additional Information</b>	<p>This course requires advanced English language skills (native or close to native level) as extended readings will be discussed in all sessions and the course is highly interactive.</p> <p>The class will be held online for the time being due to delayed entry of international students but may be switched to in person format depending on the circumstances.</p>		



<b>Course Name</b>	<b>Rural Japan</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	2000	<b>Course Number</b>	027102
<b>Instructor(s) (Institution)</b>	Susanne Klien (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	This is an introductory course to rural society in Japan with a focus on anthropological perspectives.		
<b>Course Goals</b>	The main objective is to develop an understanding of rural societies and their sociocultural and economic contextualization.		
<b>Course Schedule</b>	<p>Introduction: What is the rural?</p> <p>Week 2: Images of the rural</p> <p>Week 3: The rural and national identity</p> <p>Week 4: Rural and gender</p> <p>Week 5: Rural and aging</p> <p>Week 6: Social relations in rural Japan</p> <p>Week 7: Consuming the rural</p> <p>Week 8: Film session</p> <p>Week 9: Generational change in rural Japan</p> <p>Week 10: Depopulation in rural areas: Carrying on local traditions</p> <p>Week 11: Depopulation in rural areas: Strategies of revitalization</p> <p>Week 12: Translocal linkages in rural Japan: Urban migrants</p> <p>Week 13: Translocal linkages in rural Japan: Foreign wives</p> <p>Week 14: Entrepreneurship in rural Japan</p> <p>Week 15: Doing fieldwork in rural Japan</p> <p>Week 16: Wrap up and final exam</p>		
<b>Homework</b>	Students will be expected to read one or two texts related to the theme of every session in advance so that we can engage in critical discussion in class.		
<b>Grading System</b>	<p>Group work, presentations, class participation 50%</p> <p>Writing (reflection papers) and quizzes 25%</p> <p>Final essay 25%</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	<p>Information on the readings and access to the teaching materials will be given in the first session.</p> <p>Note that a strong command (native or near native) of English is required to take this course.</p> <p>Students will have to read 1-2 texts in advance of each session and engage in regular interactive group work and discussions in class.</p> <p>The final schedule may be subject to change.</p> <p>The class will be held online for the time being due to delayed entry of international students but may be switched to in person format depending on the circumstances.</p>		

<b>Course Name</b>	<b>Japanese History (Theory &amp; Practice) II</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	3000	<b>Course Number</b>	027103
<b>Instructor(s) (Institution)</b>	SCHILTZ MICHAEL (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	<p>As traditional historiographies of a country's experience with modernity are mostly ordered according to an axis of 'key moments' or 'junctures' that were typically identified in hindsight (and, therefore, not visible as such to contemporaries), they often gloss over processes and/or structures that accumulate, build up over time and that are mostly latently present. Without attempting to reject traditional historiographies as unscientific or misleading, this course attempts to experiment with studying the latter. Concretely, we use the history of money and financial technologies as a case-study. Largely defined by network effects (this is to say that their utility is increased in proportion to the degree by which others are willing to participate in their use), this course attempts to uncover how consecutive Japanese governments a) dealt with Japan's (lower tier) financial status and b) tried to move the country higher on the international pecking order.</p> <p>The story is one of rampant experimentation, mounting losses, and occasional success. Importantly, the story is also an encounter with several of the most intensely dramatic aspects of the history of modern Japan. Financial affairs arguably determined the outcome of the Russo-Japanese War (1904-1905); success and eventual massive losses of foreign exchange reserves in World War I; and Japanese militarism on the road to World War II.</p>		
<b>Course Goals</b>	<p>Methodologically, the course presents multiple chances to engage with primary sources. Because of money's innate international nature (through international trade, exchange, investment etc.) quite a few official sources were published in English or in English translation. As such, they were elements in the Japanese campaign to enhance the country's credibility and make the country's financial instruments (bonds, debentures) palatable to the international investor. The course attempts to familiarize students with the process of finding, digesting, and evaluating both primary and secondary sources.</p>		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. Bakumatsu currency crisis</li> <li>2. From the Trade Dollar to the Bank of Japan</li> <li>3. Matsukata deflation</li> <li>4. Adoption of the Gold Standard 1</li> <li>5. Adoption of the Gold Standard 2</li> <li>6. Russo Japanese War</li> <li>7. World War I: Japan's Role on the International Scene</li> <li>8. Restoration of the Gold Standard</li> <li>9. The Rise of Financial Expertise in the Roaring Twenties</li> <li>10. The Great Depression</li> <li>11. Women's Role in the Great Depression</li> <li>12. Financial Imperialism in Asia 1</li> <li>13. Financial Imperialism in Asia 2</li> <li>14. 圓の戦争</li> <li>15. Bankrupting Japan: The Financial Freeze</li> </ol>		
<b>Homework</b>	<p>From session 2 on, small student groups will be assigned to introduce topics to be discussed. This may include both historical matter and/or their contemporary implications.</p> <p>Students are expected to:</p> <ol style="list-style-type: none"> <li>1. to participate in the course as a whole: doing the essential reading for each week's topic, and coming prepared to question and intervene.</li> <li>2. To provide written and oral comments.</li> <li>3. To Research, write, present, and defend your argument and choice of topic to be discussed.</li> <li>4. When presenting, students should go beyond the narrow content of the reading to be presented; develop an argument as a coherent whole, e.g. by focusing on theoretical issues (e.g. the relationship between (political) power and violence, methodological ones (for instance the nature of the relationship between 'ideas' and the material/technological/... contexts in which they are shaped).</li> </ol>		
<b>Grading System</b>	<p>Evaluation will be based on reading notes, class discussions (other means of evaluation may be discussed with the students). There is no paper to be written; instead, students are asked to make 'smart', elaborate and interactive presentations (these are a must). They are responsible for putting the presented reading in context and act as 'moderators' for the follow-up discussion. Although all grading is characterized by an inherent opacity (if only for the simple reason that every presentation pertains to different material and a different session), here are some simple rules:</p> <p>students presenting on several occasions will receive a higher grade</p>		

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

<b>Course Name</b>	<b>Introduction to Japanese Studies I (History)</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	3000	<b>Course Number</b>	027104
<b>Instructor(s) (Institution)</b>	BULL JONATHAN EDWARD (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	<p>This course is an introduction to the history of Japan from the middle of the 19th century to the end of the Cold War (c.1990). As you have probably twigged from the name of the programme on which you are a student (the 'Modern Japanese Studies Program') this 150-year period is when Japan is said to have become 'modern'. The course will examine what 'becoming modern' meant for a cast of characters including the elite bureaucrat, the local politician, the mid-level office worker and the tenant farmer. We will examine political, economic, social and cultural changes, primarily by reading the work of various historians writing in English. In addition to the above historical content, the course will also introduce you to some of the methods historians have used to analyse Japanese history such as Marxism, modernization theory and 'People's History'. Finally, there will be frequent opportunities to practise historians' core skills of analysing academic history and constructing an argument.</p>		
<b>Course Goals</b>	<ol style="list-style-type: none"> <li>1) To analyse Japanese history from approximately 1850 to the end of the Cold War in the 1990s.</li> <li>2) To evaluate secondary sources (books and articles by professional historians) by writing summaries and critiques.</li> <li>3) To create an end-of-term paper in response to an important historical question.</li> <li>4) To collaborate with your peers.</li> </ol>		
<b>Course Schedule</b>	<p>Week 1 - Introduction  Week 2 - Designing the nation  Week 3 - Disputing the state  Week 4 - Boosting industry  Week 5 - Constructing empire  Week 6 - Reaching the end of Meiji  Week 7 - Life in modern times  Week 8 - Democracy in Taishō Japan?  Week 9 - Shōwa Japan as a fascist state?  Week 10 - Japan fights a Total War  Week 11 - The beginnings of the Cold War World  Week 12 - Japan as a miracle economy?  Week 13 - Transforming society  Week 14 - Settling the political  Week 15 - Japan's place in the world</p>		
<b>Homework</b>	Each week's class will require you to read approximately 40 to 50 pages (English) and to prepare a homework assignment. Further details will be provided at the start of term.		
<b>Grading System</b>	Participation (classwork tasks) = 30% Participation (reflection comment) = 30% Mid-term written paper = 20% End of term paper = 20%		
<b>Textbooks / Reading List</b>	A modern history of Japan: From Tokugawa times to the present, Andrew Gordon, Oxford University Press, 2019,		
<b>Websites</b>			
<b>Website of Laboratory</b>			

<b>Additional Information</b>	<p>NOTE:</p> <p>1) Information in this online syllabus is subject to change once I know who is taking the class. A full syllabus will be provided at the start of term.</p> <p>2) This class may be held online using Google Classroom and Zoom. Please look out for further information about the first week's class.</p> <p>3) For MJSP students, this class will prepare you to take 歴史論 1 in your second year.</p> <p>※Notice about online/in-person classes The format of the class is subject to change depending on the university's guidance.</p>
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<b>Course Name</b>	<b>Hokkaido, Sakhalin and Japanese empire in the Far North, c. 1900 to 2000</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	3000	<b>Course Number</b>	027105
<b>Instructor(s) (Institution)</b>	BULL JONATHAN EDWARD (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	Although the Japanese empire is a subject that has been increasingly studied by historians over the last decade, the place of 'the far north' in the empire has received less attention. In this course 'the far north' primarily refers to Hokkaido and Sakhalin (the southern half of which was formerly the Japanese colony of 'Karafuto'). We will examine patterns of migration and processes of settlement during the latter half of the 19th century and first half of the 20th century. We will also consider the impact of the Asia-Pacific War on this region and the emergence of the 'Northern Territories' issue in Postwar Japan.		
<b>Course Goals</b>	<p>1) To analyse the economic, social and cultural history of the migration and settlement of Hokkaido and Sakhalin from roughly 1900 to 2000.</p> <p>2) To evaluate secondary sources (books and articles by professional historians) through collaborative work with your peers (group presentation) and writing critiques.</p> <p>3) To create potential research questions for your MJSP Project Study.</p>		
<b>Course Schedule</b>	<p>Week 1 - Introductions</p> <p>Week 2 - Using history to think about the Japanese empire's far north</p> <p>Week 3 - Hokkaido in research about the Japanese empire</p> <p>Week 4 - Capitalism and the early development of the far north</p> <p>Week 5 - Chinese migrants in 19th century Hokkaido</p> <p>Week 6 - Hokkaido as Japan's settler colonial model</p> <p>Week 7 - Cooperative farming in Hokkaido, c. 1920s-1930s</p> <p>Week 8 - Migration from Hokkaido to Karafuto</p> <p>Week 9 - National belonging and political pork in Karafuto, c. 1925-1945</p> <p>Week 10 - Making Karafuto identity</p> <p>Week 11 - NHK Documentary showing</p> <p>Week 12 - The transformation of Karafuto to Sakhalin: Japanese settlers living under Soviet rule</p> <p>Week 13 - Koreans in Sakhalin</p> <p>Week 14 - Postwar Japan and the 'Northern Territories'</p> <p>Week 15 - Southern Kurils/Northern Territories as a 'hyper-border'</p>		
<b>Homework</b>	<p>Each week's class will involve reading approximately 30 pages to 40 pages in English.</p> <p>Each week a group of students will make a video presentation (the exact number of presentations and the size of the groups depends on the number of people taking the class). Students who are not presenting will submit reading questions.</p>		
<b>Grading System</b>	<p>Weekly discussion question = 30%</p> <p>Weekly reflection comment = 30%</p> <p>Group video presentation = 20%</p> <p>End of term written assignment = 20%</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	<p>NOTE:</p> <p>1) Information in this online syllabus is subject to change once I know who is taking the class. A full syllabus will be provided at the start of term.</p> <p>2) This class may be held online using Google Classroom and Zoom. It will be a mixture of synchronous and asynchronous teaching. I will provide further information in the first class. Changes will be in accordance with university guidance.</p>		

<b>Course Name</b>	<b>Science and Technology in History</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027106
<b>Instructor(s) (Institution)</b>	BEIER Marcel Pascal (高等教育推進機構)		
<b>Course Objectives</b>	<p>We live in a technology-driven world. You wake up in your climatized room, consume food from fertilized fields, use motorized vehicles and chat with people around the world.</p> <p>Where did it all start, and in which context different technologies were developed? Come in and find out ...</p>		
<b>Course Goals</b>	<p>Understand the</p> <ul style="list-style-type: none"> <li>- technology/science in a historical context</li> <li>- social demand that drives technological (scientific) advancement</li> <li>- difference between science and pseudoscience</li> </ul>		
<b>Course Schedule</b>	<p>The course will cover mainly the technological/ scientific development in different time periods. Furthermore, the conceptual framework of modern science will be explained.</p> <p>Classes include:</p> <ul style="list-style-type: none"> <li>- What is science?</li> <li>- The dark ages</li> <li>- The industrial revolution</li> <li>- The death of classical physics</li> <li>- The green revolution</li> <li>- Science under attack (Pseudoscience, religion and ideology)</li> </ul>		
<b>Homework</b>	Preparation is needed for the reports.		
<b>Grading System</b>	Reports	50%	
	Final exam	50%	
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>	<a href="https://www.sci.hokudai.ac.jp/PlantSUGOIne_en/">https://www.sci.hokudai.ac.jp/PlantSUGOIne_en/</a> <a href="https://www2.sci.hokudai.ac.jp/dept/bio/teacher/beier-marcel-pascal">https://www2.sci.hokudai.ac.jp/dept/bio/teacher/beier-marcel-pascal</a>		
<b>Additional Information</b>			

<b>Course Name</b>	<b>Integrated Science I</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	1000	<b>Course Number</b>	027107
<b>Instructor(s) (Institution)</b>	SUN, Yu (高等教育推進機構)		
<b>Course Objectives</b>	The objective of this course is to let any student, regardless of his and her major, to learn wide and rich scientific knowledge and to be a well-educated person. It is expected that students will establish scientific literacy on various natural phenomena and be able to deal with the scientific aspects of problems in public debate.		
<b>Course Goals</b>	<p>The goal of this course are for student to</p> <ol style="list-style-type: none"> <li>1. Not just have collections of knowledge but be able to explain facts and those scientific reasons.</li> <li>2. Have numeracy and able to develop discussions based on quantitative estimation.</li> <li>3. Study subjects properly and make reports in ethically correct manner.</li> </ol>		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1. The Nucleus of the Atom</li> <li>2. The Ultimate Structure of Matter</li> <li>3. Star</li> <li>4. Cosmology</li> <li>5. Earth and Planets</li> <li>6. Earth</li> <li>7. Rocks Cycle</li> <li>8. Plate Tectonics</li> <li>9. Atmospheric Cycle</li> <li>10. Meteorology</li> <li>11. Paleontology</li> <li>12. The Hydrologic Cycle</li> <li>13. Ecology, Ecosystems, and the Environment</li> </ol>		
<b>Homework</b>	If the tutor gives an assignment, students are supposed to give presentations about it in the next class.		
<b>Grading System</b>	Grades will be based on assignments and classroom activities (questions and answers, participation to discussion, presentations about questions and homework) (100%).		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>			



<b>Course Name</b>	<b>Immigrants and society</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	000	<b>Course Number</b>	027108
<b>Instructor(s) (Institution)</b>	Lan Xiao (高等教育推進機構)		
<b>Course Objectives</b>	<p>In today's globalized world, where the flow of people, goods, and information across national borders has become common, the number of immigrants is increasing in countries around the world. However, each country has its own system of accepting immigrants and its own way of thinking about "immigrants" depending on its history and political system.</p> <p>In this class, we aim to understand the phenomenon of immigration from the perspective of society, culture, and economy, and to acquire the knowledge and mindset necessary to build a multiculturally convivial society through discussions based on the experiences and ideas of students from different countries.</p>		
<b>Course Goals</b>	<p>Students can understand the history and present situation of globalization.</p> <p>Students can understand immigration issues.</p> <p>Students can learn and practice ways of communication with people with different cultures.</p> <p>Students can organize their own thinking about a multiculturally society.</p>		
<b>Course Schedule</b>	<ol style="list-style-type: none"> <li>1.Introduction</li> <li>2.Intercultural communication</li> <li>3.History and current situation of globalization</li> <li>4.Various forms of immigration</li> <li>5.Immigration and society</li> <li>6.移民と経済 Immigration and economy</li> <li>7.移民と文化 Immigration and culture(&amp;identity)</li> <li>8.移民と教育 Immigration and education</li> <li>9.移民と日本社会 Immigration and Japanese society (identify issues)</li> <li>10~13. Group work project on 'multicultural society'</li> <li>14. Presentation</li> <li>15. Reflection and peer evaluation</li> </ol>		
<b>Homework</b>	This class focuses on learning through group discussions and group work. Students need to gather information to actively participate in discussions.		
<b>Grading System</b>	<p>Active participation in discussions. (50%)</p> <p>Final presentation (50%)</p>		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	<p>TOEFL iBT61=ITP500 or above</p> <p>Or TOEIC score of about 590</p>		

<b>Course Name</b>	<b>Contemporary Japanese Society</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	000	<b>Course Number</b>	027110
<b>Instructor(s) (Institution)</b>	Peter FIRKOLA (高等教育推進機構)		
<b>Course Objectives</b>	This course examines current issues in modern Japanese society. This course will focus on a wide variety of topics including aging society, working women, and work-related issues.		
<b>Course Goals</b>	The goal of this course is to provide students with insight into current trends in order to better understand modern Japanese society.		
<b>Course Schedule</b>	Week 1 Introduction Week 2 Overview Week 3 Geographic Variations Week 4 Aging Society I Week 5 Aging Society II Week 6 Working Women I Week 7 Working Women II Week 8 Media Presentations Week 9 Work and Employment Week 10 Guest Lecture: Work Issues Week 11 Field Trip: Factory Tour Week 12 Presentations Week 14 Presentations Week 15 Wrap Up: Future Trends in Japanese Society		
<b>Homework</b>	A reading assignment of 20-30 pages will be given each week (1-2 hours).		
<b>Grading System</b>	The evaluation will be based on class attendance and participation, a media presentation, a final report, and a final presentation. Detailed information will be provided on the first day of class.		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	The course will be likely held online. Students interested in taking this course should contact me ( <a href="mailto:peter@oia.hokudai.ac.jp">peter@oia.hokudai.ac.jp</a> ) by Wednesday, October 5th. Please include Contemporary Japanese Society in the subject title and your name in the email. The first Zoom class will be held on Thursday, October 6th at 2:45. You will receive an invitation link by email on October 5th. Course details will be explained during this class.		

<b>Course Name</b>	<b>Japanese Foreign Policy II</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	000	<b>Course Number</b>	027112
<b>Instructor(s) (Institution)</b>	IWAMI Tadashi (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	This course explores Japan's role in international politics. It focuses on Japan's foreign and security policies in the post-Second World War era. The course provides students with various opportunities to learn, analyze and discuss the change and continuity of Japan's foreign and security policies in both regional and global contexts. It examines some of the recent foreign and security issues surrounding Japan in the Indo-Pacific region.		
<b>Course Goals</b>	By the end of the course, students are expected to achieve the following course objectives: 1. Understand the critical turning points in the change and continuity of Japan's foreign and security policies in the post-Second World War period 2. Analyze and discuss various issues that have had an impact on Japan's foreign and security policies, and 3. Contribute to creating a proactive learning environment in the classroom by communicating and collaborating with the other students		
<b>Course Schedule</b>	Week 1 Introduction to Aspects of Japan I: Japan's Foreign and Security Policy Week 2 Japan in the Immediate Aftermath of the Second World War Week 3 Japan's Constitution and its Foreign and Security Posture Week 4 Japan-US Security Alliance and Regional Instability Week 5 Japan's Foreign and Security Policies in the Cold War Era I Week 6 Japan's Foreign and Security Policies in the Cold War Era II Week 7 Japan's New Roles in the post-Cold War Week 8 Japan-US Security Alliance Revisited Week 9 Japan's Commitment to United Nations Peacekeeping Operations Week 10 Changing Roles of Japan's Foreign and Security Policies Week 11 Abe Administration and Japan's proactive role in regional and global security Week 12 Regional Instability in the Post-Abe Administration Week 13 In-class Presentation I Week 14 In-class Presentation II and Review for the Final Exam Week 15 TBA Week 16 Final Exam		
<b>Homework</b>	Read the reading materials before coming to the lecture every week		
<b>Grading System</b>	Research Presentation 40% Final Exam 40% Class participation 20%		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	The lecture schedule is subject to change. The format of this class (in-person, hybrid etc.) is subject to change depending on university guidance and the BCP level.		

<b>Course Name</b>	<b>Japanese Politics</b>		
<b>Semester, Year</b>	2 学期	<b>Number of Credits</b>	2 Credits
<b>Course level</b>	000	<b>Course Number</b>	027113
<b>Instructor(s) (Institution)</b>	IWAMI Tadashi (大学院メディア・コミュニケーション研究院)		
<b>Course Objectives</b>	This course introduces students to a wide range of issues, events and problems related to institutions of modern Japan from both domestic and international perspectives. In particular, it employs a multi-faceted framework known as PESTLE when students learn the contents of modern Japan. PESTLE allows them to understand and analyse various issues from the political, economic, security or social, technological and legal and environmental perspectives.		
<b>Course Goals</b>	By the end of the course, students are expected to achieve the following course objectives: 1. Understand and describe current issues related to modern Japan and PESTLE 2. Analyse the current issues of Japan by applying the PESTLE framework 3. Evaluate and display the outcomes of their learning by writing a report and delivering an in-class presentation		
<b>Course Schedule</b>	Week 1 Introduction to Japanese Studies: Political Economy Week 2 Think, Pair, Share Japanese Studies Week 3 PESTLE Approach to Japanese Studies Week 4 Why Japan Matters: Politics, Economy and its Global Role Week 5 Politics in Japan Week 6 Economy in Japan Week 7 International Political and Economic Institutions and Japan Week 8 Simulation Learning: Model Diplomacy (Theme: TBA) Week 9 Learning Academic and Research Skills specific to Japanese Studies Week 10 Conducting Research on Japan Week 11 Learning Presentation Skills Week 12 In-class Presentation and Peer Review I Week 13 In-class Presentation and Peer Review II Week 14 In-class Presentation and Peer Review III Week 15 TBA Week 16 Final Exam Review		
<b>Homework</b>	Read the reading materials before coming to the lecture every week		
<b>Grading System</b>	Research Presentation 30% Presentation: 30% Final Exam 20% Class participation 10% In-class Reflection 10%		
<b>Textbooks / Reading List</b>			
<b>Websites</b>			
<b>Website of Laboratory</b>			
<b>Additional Information</b>	The lecture schedule is subject to change. The format of this class (in-person, hybrid etc.) is subject to change depending on university guidance and the BCP level.		

