Course Name	**Philosophy (Lecture): Topics in Mathematical Logic 2024**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	5000	**Course Number**	027001
Instructor(s) (Institution)	SANO Katsuhiko（大学院文学研究院）		
Course Objectives	In this course, assuming a basic knowledge of logic and a certain level of proficiency, an invited faculty member experienced with the use of proof assistants in research and teaching, along with a faculty member from our school, will collaborate to teach the use of proof assistants as tools for theorem proving in classical and intuitionistic first-order and higher-order calculi. The importance of ensuring correctness of proofs has been increasingly recognized in mathematics: one of the most famous proponents of computer-based proof verification was the late Vladmir Voevodsky, a winner of the Fields Medal (often called the Nobel Prize of Mathematics). Moreover, thanks to the Curry-Howard correspondence, proving theorems can be seen as constructing programs in a dependently-typed programming language, with proof normalization being the logical counterpart of program execution. In other words, it is possible to use proof assistants to automatically optimize proofs. More importantly from a logician's point of view, proof assistants allowing the use of meta-programming tools known as tactics (such as Coq, Lean or Abella) can greatly automate proof search. This course combines lectures and exercises gradually introducing students familiar with natural deduction to the Curry-Howard correspondence, dependent type theories, proving-as-programming and competent use of proof assistants.		
Course Goals	By the end of this course, students will be able to 1. Use Coq as a reasoning tool for intutionistic, classical, propositional and predicate logics 2. Write standard functional programs in Coq's underlying functional language (Gallina) 3. Mechanize metatheory of logical calculi using deep embeddings 4. Extract verified programs from formalizations of constructively proved results		
Course Schedule	The schedule below is tentative and subject to change, depending also on the background and needs of prospective participants. P: an ordinary blackboard/slides based presentation C: a Coq-based presentation, including an interactive exercise session E: a standard exercise session Lecture 1 (P). Introduction to Coq and proof assistants Lecture 2 (P+E). Recap of ND systems for intuitionistic and classical logic (alternative notations such as Fitch-style and sequent-style). Towards Curry-Howard correspondence: Proof-term assignment. Normalization and first computational insights. The Brouwer-Heyting Kolmogorov interpretation of intuitionistic connectives. Lecture 3-4 (C). Getting familiar with the Coq environment. First encounters with assisted theorem proving: shallow embedding of intuitionistic logic. Translating ND derivations into Coq theorems. A first glimpse at automation.Remarks regarding alternative tactic languages (ssreflect). Lecture 5-6 (P). Logic vs. type theory: a crash course. Simply typed lambda calculus (STLC). Towards higher-order and dependent type theories. Some information about the lambda cube and basic metatheorems. The Curry-Howard correspondence in full glory. Lecture 7-9 (P+C). From CoC to CIC: Inductive types. Recursion and induction in Coq. Coq as a programming language. Basic inductive types (booleans, natural numbers…) and polymorphic ones (lists). Logical connectives as inductive types. Predicativity and impredicativity. The special status of Prop in Coq. Reflection. More about tactics and automation. Lecture 10 (C). Additional axioms: excluded middle, functional extensionality, uniqueness of identity proofs, proof irrelevance. Advanced derivations and superintuitionistic predicate logics (Kuroda axiom, constant domains…). Lecture 11-13 (C). Deep embeddings: extended case studies on mechanizing chosen proof systems for non-classical logics and proving metatheorems in Coq. Possible examples from the invited lecturer's own work:		

	formalizing Ruitenburg's Theorem (FiCS 2024), negative translations for intuitionistic modal logics (FSCD 2017). Comparison with recent work mechanizing G4ip-style calculi (Férée and van Gool, Shillito and coauthors). Lecture 14-15 (P + C). Loose ends and glimpses beyond (depending on time left, participants' interest and background): Coq's underlying type theory (pCuIC). MetaCoq: using Coq to analyze Coq's consistency. Other Coq frameworks for metaprogramming (Coq-Elpi, Mtac2, Ltac2…). Remarks regarding other proof assistants (Agda,Isabelle, Abella, Lean). Program extraction. Feedback. Concluding remarks.
Homework	Students will solve exercises during and after class. The nature of Coq-based lectures allows to blur the distinction between lectures and exercise sessions: The proof assistant can be thought of as each student's personal tutor (a perspective suggested by Benjamin Pierce and his Software Foundations material). Prerequisites: Familiarity with Natural Deduction (ND) calculi for propositional, first-order, intuitionistic and predicate logics and general knowledge regarding foundations of logics and mathematics (on the level of graduate philosophy students) is assumed, but the material will be recapped (and significantly extended) during the lecture anyway. Basic familiarity with programming can be helpful.
Grading System	Grading system: the note is determined by up to three Coq-based assignments.
Textbooks / Reading List	
Websites	This course will be provided as part of the Hokkaido Summer Institute. For more information (invited lecturers, course details, etc.), please visit the website below: https://hokkaidosummerinstitute.oia.hokudai.ac.jp/en/courses/CourseDetail=G001
Website of Laboratory	
Additional Information	Students are expected to bring their own laptop computers to the course. The main instructor of the course is Dr. Tadeusz Litak (University of Erlangen-Nuremberg, https://www8.cs.fau.de/wp-content/uploads/staff/litak/)

Course Name	**Countries and Cultures**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027002
Instructor(s) (Institution)	LA FAY MICHELLE KAY（大学院文学研究院）		
Course Objectives	Students will explore how their countries have influenced other countries and how other countries have influenced their own country. Students will be able to form a new picture of their own country's identity by combining knowledge of their country with the image of their country from the outside.		
Course Goals	1. Students can see their own country from a different viewpoint. 2. Students can assess how countries' perceive one another and to what extent those perceptions can be judged accurate. 3. Students can create/identify a "myth" that supports their country and explain about the elements of this myth.		
Course Schedule	Week 1:　Introduction, class guidelines and expectations Week 2:　What are communities and what communities do we belong to? How are countries communities? Week 3: What is an "imagined community" and how does that help form a country? Week 4: Discussing our countries: positives, negatives, and misconceptions Week 5: Our countries: Inside looking out and outside looking in and in the media/social commentary Week 6 & 7: Small group presentations Week 8: History of Hokkaido University: How did the US influence Hokkaido and how did Hokkaido influence the US? Week 9: How did your country influence Japan? How did Japan influence your country? Weeks 10: Myth: A definition and a case study Week 11: Identifying Elements of Your Country's "Myth" and how do these elements manifest in society? Week 12 & 13: Discussion and Presentations Week 14: The Future:　International? Transnational? Global? The Value of Mutual Influence Week 15: Wrap-up session and self-evaluation		
Homework	Preparation for activities, including research and reading, will be conducted outside of class. Group/pair work may also involve meeting outside of class.		
Grading System	Group work/presentations: 75% Writing (reflection papers, self-assessments) : 25%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	**Historical International Experiences**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027003
Instructor(s) (Institution)	LA FAY MICHELLE KAY（大学院文学研究院）		
Course Objectives	This course focuses on Meiji and Taisho era Japanese women who went abroad and on women missionaries who came to Japan during the same period. Reading the firsthand accounts of their experiences provide new perspectives on situations of women.		
Course Goals	1. Students see the lives of women through firsthand accounts in the Meiji and Taisho eras. 2. Students consider what kind of influence, directly and indirectly, Protestant Christianity had on women. 3. Students be able to identify how these women influenced society.		
Course Schedule	Week 1: Let's get acquainted!　Class guidelines and expectations. Week 2: Why look at historical international experiences? Week 3: Introduction of the Meiji and Taisho eras Week 4: The Girls of the Iwakura Mission: Life in the US Week 5 Women Missionaries: UK and USA Week 6 & 7: Small group discussions: Influences of Protestant Christianity on Women Week 8 & 9: Introduction of Women in Your Country Week 10: Romance, Marriage, Family Weeks 11: Human Rights Week 12:　Women's Rights and Activism Week 13: Women's Influence in Japanese Society Week 14: How does the international experience of the past compare to that of today? Week 15: Wrap-up session and self-evaluation		
Homework	Students will be expected to actively participate in discussions. Reading, research, and preparation for activities will be conducted outside of class.		
Grading System	Group work/discussions/presentations: 75% Writing (reflection papers, self-assessment): 25%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	**Education and Society in Japan**		
Semester, Year	Spring Quarter	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027004
Instructor(s) (Institution)	ABE Masaki（大学院教育学研究院）		
Course Objectives	To promote global understanding, mutual communication at individual level is essential, that is to explain their own social characteristics and culture to those who have different cultural background and knowledge, and to take an interest in the society and culture of both. In this course, we pick topics in Japanese education system, school education, and social characteristics related to education, and discuss them with Japanese students and foreign students from the perspective of international diversity. We will also visit a high school and discuss with students. This school visit gives a chance that foreign students know the actual educational field and that Japanese students reconsider the high school education from different perspective. This course aims for students to improve mutual communication skill and to consider the role of education for sustainable development.		
Course Goals	After successful completion of this course, you will be able to... 1. Explain the characteristics of your own country, regarding the topics raised in the course, in English. 2. Have mutual communicate in English with people from different back ground. 3. Describe a possible role of education for sustainable development.		
Course Schedule	1. Guidance 2. Topics on Japanese education or school education+ group discussion 3. Topics on characteristics of Japanese society related to education + group discussion 4. Group work：preparation for group presentation 5. Group presentation, questions & answers 6. Guidance for school visit 7-8. School visit		
Homework	If there are pre-handout materials, students will be required to read them before the course hour. The learning and preparation for group presentation requires you to work outside of course hours.		
Grading System	You are evaluated by following; 1. contribution to the group discussion （20%） 2. group presentation, including reply to questions（50%） 3. report on the school visit（30%）		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	This course is basically conducted face-to-face, but depending on the situation, it may be conducted with high flex.		

Course Name	**Linear Algebra I**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027005
Instructor(s) (Institution)	KOBAYASHI Shimpei（大学院理学研究院）		
Course Objectives	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. In this course, you can learn the properties and roles of matrices and determinants. You learn operations on matrices and determinants, and elementary row operations of matrices and understand methods for solving systems of linear equations and for computing inverse matrices. You also learn the relation between elementary row operations and elementary matrices. Furthermore, you learn the method of diagonalization of 2 by 2 matrices.		
Course Goals	To be able to do operations on matrices and determinants, and elementary row operations. To understand how to solve systems of linear equations and to be able to calculate inverse matrices. To understand the role of elementary matrices and to be able to explain their relation to elementary row operations. To be able to use the co-factor expansion of determinants and Cramer's rule. To be able to do the method of diagonalization of 2 by 2 matrices.		
Course Schedule	1. Matrices -- Definitions, examples, addition, scalar multiplication, multiplication, transposes 2. Systems of linear equations -- Gaussian elimination, elementary operations and elementary matrices 3. Rank of matrices 4. Inverses of invertible matrices 5. Determinants -- Definition, basic properties 6. Determinants -- Cofactors, cofactor matrix, expansions, Cramer's rule 7. Eigenvalues, eigenvectors, diagonalization of 2 by 2 matrices If time permits, we will also cover linear transformations in the plane. (e.g., the relationship between rotations/reflections in the plane and matrices, etc.).		
Homework	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.		
Grading System	The degree of achievement of the course goals will be evaluated from the following perspectives. (1) Whether the student has acquired basic knowledge of the definitions and theorems that form the framework of the class. (2) Whether the student is able to perform calculations and drawings of typical concrete examples appropriately. (3) Whether the student can correctly present arguments based on basic concepts and theorems. (4) Whether the student has mastered the central idea of the theme and systematically understands the content throughout. (5) Whether the student is able to use the content in solving various problems. Grading is based on an overall assessment of the student's performance on exams and coursework.		
Textbooks / Reading List	入門線形代, 三宅敏恒, 裳華房, ISBN:9784563002169		
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Classical Mechanics I**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027006
Instructor(s) (Institution)	SALAK Dragan（高等教育推進機構）		
Course Objectives	Classical mechanics is one of the pillars of physics. Although its validity is limited to systems much larger than the size of an atom and systems moving at speeds much lower than the speed of light, it plays a key role in all branches of physics owing to its fundamental concepts, namely Newton's laws of motion, conservation of momentum, and conservation of energy. As such, classical mechanics is taught in the first year of physics major, so that students acquire solid understanding of mechanics while developing skills in solving problems using calculus. In the first part, the focus is on the equations of motion in various coordinate systems. After introducing the conservation laws, two lectures will be devoted to the inverse-square-law forces and the two-body problem. This is followed by oscillations and rotational motion of rigid bodies.		
Course Goals	Acquire knowledge and skills to - apply the equation of motion to solve mechanics problems in various coordinate systems - calculate the motion of a projectile in the presence of air resistance - solve problems using conservation laws - calculate the orbits in a central force - solve problems involving oscillations - calculate the moment of inertia		
Course Schedule	Lecture 1: Kinematics I Lecture 2: Kinematics II Lecture 3: Newton's laws of motion I Lecture 4: Newton's laws of motion II Lecture 5: Newton's laws of motion III Lecture 6: Conservation of momentum Lecture 7: Conservation of energy Lecture 8: Energy and central forces I Lecture 9: Energy and central forces II Lecture 10: Two-body problem Lecture 11: Oscillations I Lecture 12: Oscillations II Lecture 13: Rotational motion I Lecture 14: Rotational motion II Lecture 15: Rotational motion III		
Homework	Homework (problem sets) will be distributed.		
Grading System	Grades will be decided based on performance as follows: - attendance/activity in lectures/seminars 10% - homework 40% - final exam 50%		
Textbooks / Reading List	Classical mechanics, John R. Taylor, University Science Books, 2005, ISBN:9781891389221		
Websites			
Website of Laboratory			
Additional Information	The main learning material will be lecture notes. Students must register for both lecture and seminar.		

Course Name	**Quantum Mechanics Ⅱ**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027007
Instructor(s) (Institution)	ARINDAM Das（高等教育推進機構）		
Course Objectives	Quantum mechanics is a system that describes the world of microscopic materials, and forms the foundation of physics with dynamics, thermal statistical mechanics, electromagnetism. In this course, we briefly review the operator method learned in Quantum Mechanics I and then apply the matrix represntaion method to operators and use matrics for addition of angular momentua. We can apply quantum mechanics to many body systems that are more realistic physical cases and use the perturbation theory to more applications. And finally we will discuss scattering theory of particles.		
Course Goals	We set the following four goals. (1) To understand the fundamental properties of quantum mechanics such as Schrödinger equation, meaning of wave function and expectation value. (2) To understand the system of quantum mechanics such as operators and wave function space. (3) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation. (4) To understand how to calcualte many particle systme problems by solving various applications.		
Course Schedule	1. Matrix representation of operators and spin 2. Time-independent pertrubation theory 3. Many body problem 4. Time-dependent perturbation theory 5. Quantum dynamics: transition rate, selection rules 6. Scattering		
Homework	Require to review every week		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	**Seminar in Mechanics I**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027008
Instructor(s) (Institution)	SALAK Dragan（高等教育推進機構）		
Course Objectives	Classical mechanics is one of the pillars of physics. Although its validity is limited to systems much larger than the size of an atom and systems moving at speeds much lower than the speed of light, it plays a key role in all branches of physics owing to its fundamental concepts, namely Newton's laws of motion, conservation of momentum, and conservation of energy. As such, classical mechanics is taught in the first year of physics major, so that students acquire solid understanding of mechanics while developing skills in solving problems using calculus. In the first part, the focus is on the equations of motion in various coordinate systems. After introducing the conservation laws, two lectures will be devoted to the inverse-square-law forces and the two-body problem. This is followed by oscillations and rotational motion of rigid bodies.		
Course Goals	Acquire knowledge and skills to - apply the equation of motion to solve mechanics problems in various coordinate systems - calculate the motion of a projectile in the presence of air resistance - solve problems using conservation laws - calculate the orbits in a central force - solve problems involving oscillations - calculate the moment of inertia		
Course Schedule	1. Kinematics I 2. Kinematics II 3. Newton's laws of motion I 4. Newton's laws of motion II 5. Newton's laws of motion III 6. Conservation of momentum 7. Conservation of energy 8. Energy and central forces I 9. Energy and central forces II 10. Two-body problem 11. Oscillations I 12. Oscillations II 13. Rotational motion I 14. Rotational motion II 15. Rotational motion III		
Homework	Homework (problem sets) will be distributed.		
Grading System	Grades will be decided based on performance as follows: - attendance/activity in lectures/seminars 10% - homework 40% - final exam 50%		
Textbooks / Reading List	Classical mechanics, John R. Taylor, University Science Books, 2005, 9781891389221		
Websites			
Website of Laboratory			
Additional Information	The main learning material will be lecture notes. Students must register for both lecture and seminar.		

Course Name	**Seminar in Quantum Mechanics II**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027009
Instructor(s) (Institution)	ARINDAM Das（高等教育推進機構）		
Course Objectives	With the basic principles of Thermodynamics introduce in Statistical Mechanics I, we now move on the statistical theories in full. For many systems we can describe interesting properties using a statistical/probabilistic approach, intuitively linked to entropy and multiplicities of states. Much of our time will be spent deriving distribution functions, following in the steps of the greats like Einstein and Fermi. Using these tools we can embark on attacking a wide variety of problems, from classical and quantum gases to exotic phenomena such as superfluids and white dwarf stars.		
Course Goals	1. Understand the importance of statistical mechanics, in particular in the transition to the quantum realm. 2. Be able to statical and probabilistic methods to describe contemporary problems.		
Course Schedule	Part 1 Introduction and thermodynamics review Part 2 Boltzmann statistics Part 3 Quantum statistics: Fermi-Dirac and Bose-Einstein Part 4 Photon and phonons Part 5 Interactions theory Part 6 Bose Einstein condensates Part 7 Astrophysical and exotic environments		
Homework	Homework questions will be distributed after lectures. Marks will be awarded for convincing attempts at solutions, even if the final answer is not entirely correct.		
Grading System	The grades for the course are divided into three components: final exam (50%), homework (40%), participation/interaction/group work (10%). Participation is mandatory and will impact final grade. If students are absent for 3 or more classes (without an extremely important reason) they will fail the course. Arriving late or sleeping in class will also cause a lowered grade.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	**Seminar in Statistical Mechanics II**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027010
Instructor(s) (Institution)	ARINDAM Das（高等教育推進機構）		
Course Objectives	With the basic principles of Thermodynamics introduce in Statistical Mechanics I, we now move on the statistical theories in full. For many systems we can describe interesting properties using a statistical/probabilistic approach, intuitively linked to entropy and multiplicities of states. Much of our time will be spent deriving distribution functions, following in the steps of the greats like Einstein and Fermi. Using these tools we can embark on attacking a wide variety of problems, from classical and quantum gases to exotic phenomena such as superfluids and white dwarf stars.		
Course Goals	1. Understand the importance of statistical mechanics, in particular in the transition to the quantum realm. 2. Be able to statical and probabilistic methods to describe contemporary problems.		
Course Schedule	Part 1 Introduction and thermodynamics review Part 2 Boltzmann statistics Part 3 Quantum statistics: Fermi-Dirac and Bose-Einstein Part 4 Photon and phonons Part 5 Interactions theory Part 6 Bose Einstein condensates Part 7 Astrophysical and exotic environments		
Homework	Homework questions will be distributed after lectures. Marks will be awarded for convincing attempts at solutions, even if the final answer is not entirely correct.		
Grading System	The grades for the course are divided into three components: final exam (50%), homework (40%), participation/interaction/group work (10%). Participation is mandatory and will impact final grade. If students are absent for 3 or more classes (without an extremely important reason) they will fail the course. Arriving late or sleeping in class will also cause a lowered grade.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	**Statistical Mechanics II**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027011
Instructor(s) (Institution)	ARINDAM Das（高等教育推進機構）		
Course Objectives	With the basic principles of Thermodynamics introduce in Statistical Mechanics I, we now move on the statistical theories in full. For many systems we can describe interesting properties using a statistical/probabilistic approach, intuitively linked to entropy and multiplicities of states. Much of our time will be spent deriving distribution functions, following in the steps of the greats like Einstein and Fermi. Using these tools we can embark on attacking a wide variety of problems, from classical and quantum gases to exotic phenomena such as superfluids and white dwarf stars.		
Course Goals	1. Understand the importance of statistical mechanics, in particular in the transition to the quantum realm. 2. Be able to statical and probabilistic methods to describe contemporary problems.		
Course Schedule	Part 1 Introduction and thermodynamics review Part 2 Boltzmann statistics Part 3 Quantum statistics: Fermi-Dirac and Bose-Einstein Part 4 Photon and phonons Part 5 Interactions theory Part 6 Bose Einstein condensates Part 7 Astrophysical and exotic environments		
Homework	Homework questions will be distributed after lectures. Marks will be awarded for convincing attempts at solutions, even if the final answer is not entirely correct.		
Grading System	The grades for the course are divided into three components: final exam (50%), homework (40%), participation/interaction/group work (10%). Participation is mandatory and will impact final grade. If students are absent for 3 or more classes (without an extremely important reason) they will fail the course. Arriving late or sleeping in class will also cause a lowered grade.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	**General Biology I**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027012
Instructor(s) (Institution)	Maria Helena Fortunato Martins（大学院理学研究院）		
Course Objectives	Biology I will help you to understand fundamental principles in “Cell biology”. In this course, you can learn about the commonality of living organisms by focusing on the structure and functions of cells, energy metabolism in cells, cell division, genetics, gene expression and controls.		
Course Goals	By the end of this course, you will be able to 1. Understand relationship between biomolecules and living organisms. 2. Understand chemical reactions in cells 3. Understand basic concepts of cell proliferation and genetics In order to understand the overall picture of biology, it is desirable to take Biology Ⅱ as well		
Course Schedule	What is biology?: Understand the meaning of biology and the historical background. Structure and function of biomacromolecule: Understand structure and functions of proteins, nucleic acids, carbohydrates, lipids and others. Structure and functions of cells: Understand the structure and functions of intracellular organelles and related life activities. Energy metabolism and biosynthesis: Understand the metabolic processes and the control mechanisms. Cell growth and division: Understand regulations of cell cycle control and cell division. Genetics and gene expression controls: Understand molecular mechanisms under genetics, including regulation of gene expression.		
Homework	Four to five hours homework is desired as preparation/review of each class.		
Grading System	Grades will be based on the attendance status, report and exam. Evaluation is depending on the following points: 1. Whether you understand basic knowledge accurately or not. 2. Whether or not you understand the relevance of knowledge. 3. Whether you can investigate and explain the contents of lecture by yourself. 4. Whether you can actively participate in classes through discussions. Grades are based on relative evaluation, and "A +" will be within the upper 5% of the number of students.		
Textbooks / Reading List	キャンベル生物学　原書 11 版, 池内昌彦他（監訳）, 丸善出版, 2018, ISBN:4621302760 Campbell Biology (11th Edition), Urry, Cain, Wasserman, Minovrsky, Reece, Campbell, Pearson, 2016, ISBN:0134093410		
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Exercise on Scientic English**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027013
Instructor(s) (Institution)	HINOH Hiroshi（大学院先端生命科学研究院）		
Course Objectives	The objectives of this course are to improve the scientific English level of undergraduate students, by focusing on the ten most important topics of scientific English, including grammar (article, preposition, passive voice), scientific vocabulary (prefix, stem, suffix), composition, and flow (using mind map).		
Course Goals	Writing a short research paper that summarizes an experiment that has been done during the lecture.		
Course Schedule	The course will take place on 4 consecutive days. Each day, the students will have a task (report, group discussion, homework, etc). The experiment will be conducted in small groups and all discussion should be in English. Topics are: 1. difference of colloquial and scientific English 2. The origin of scientific vocabulary 3. Greek and Latin roots 4. The names of the chemical elements 5. Practice of scientific vocabulary 6. the article and prepositions 7. scientific presentation 8. style of a scientific report 9. how to extract meaningful information out of a presentation 10. practice of writing a short communication		
Homework	The first and second day, there will be short reports about the lecture contents. The third day homework is writing a short report about the contents of the group discussion		
Grading System	The evaluation will be based on class participation, short tests, homework, final test. A relative evaluation will be applied and a standard scale for passing is as follows: (A+, A) 5～20% (A+ is within 5%), (A-,B+)20～40%, (B, B-)30～50%, (C+, C) 10～20%		
Textbooks / Reading List	“オラフ教授式　理工系のたのしい英語プレゼン術７７”, Olaf Karthaus ら, 講談社, ISBN:978-4065196090		
Websites			
Website of Laboratory			
Additional Information	・Handouts, PowerPoint, and videos will be used during lectures. ・It is also possible that this class will be held as an online class, using zoom.		

Course Name	**Electromagnetism I**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027014
Instructor(s) (Institution)	SUZUKI Hisao（大学院理学研究院）		
Course Objectives	1. Math/physics connection: Students should be able to translate a physical description of a junior-level electromagnetism problem to a mathematical equation necessary to solve it. Students should be able to explain the physical meaning of the formal and/or mathematical formulation of and/or solution to a junior-level electromagnetism problem. Students should be able to achieve physical insight through the mathematics of a problem. 2. Visualize the problem: Students should be able to sketch the physical parameters of a problem (e.g., E or B field, distribution of charges, polarization), as appropriate for a particular problem. 3. Organized knowledge: Students should be able to articulate the big ideas from each chapter, section, and/or lecture, thus indicating that they have organized their content knowledge. They should be able to filter this knowledge to access the information that they need to apply to a particular physical problem and make connections/links between different concepts. 4. Communication. Students should be able to justify and explain their thinking and/or approach to a problem or physical situation, in either written or oral form. 5. Problem-solving techniques: Students should be able to choose and apply the problem-solving technique that is appropriate to a particular problem. This indicates that they have learned the essential features of different problem-solving techniques (e.g., separation of variables, method of images, direct integration). They should be able to apply these problem-solving approaches to novel contexts (i.e., to solve problems that do not map directly to those in the book), indicating that they understand the essential features of the technique rather than just the mechanics of its application. They should be able to justify their approach to solving a particular problem. 6. Problem-solving strategy: Students should be able to draw upon an organized set of content knowledge (LG#3) and apply problem-solving techniques (LG#4) to that knowledge to organize and carry out long analyses of physical problems. They should be able to connect the pieces of a problem to reach the final solution. They should recognize that wrong turns are valuable in learning the material, be able to recover from their mistakes, and persist in working to the solution even though they don't necessarily see the path to the solution when they begin the problem. Students should be able to articulate what it is that needs to be solved in a particular problem and know when they have solved it. 7. Expecting and checking solution: When appropriate for a given problem, students should be able to articulate their expectations for the solution to a problem, such as the direction of the field, dependence on coordinate variables, and behavior at large distances. For all problems, students should be able to justify the reasonableness of a solution they have reached by methods such as checking the symmetry of the solution, looking at limiting or special cases, relating to cases with known solutions, checking units, dimensional analysis, and/or checking the scale/order of magnitude of the answer. 8. Intellectual maturity: Students should accept responsibility for their own learning. They should be aware of what they do and don't understand about physical phenomena and classes of problems. This is evidenced by asking sophisticated, specific questions, being able to articulate wherein a problem they experienced difficulty, and taking action to move beyond that difficulty.		
Course Goals	Students will be able to: ・ Compute gradient, divergence, curl, and Laplacian ・ Evaluate line, surface, and volume integrals ・ Apply the fundamental theorem for divergences (Gauss' Theorem) in specific situations ・ Apply the fundamental theorem for curls (Stoke's Theorem) in specific situations ・ Apply Coulomb's Law and superposition principle to calculate electric field due to a continuous charge distribution (uniformly charged line segment, circular or square loop, sphere, etc.) ・ Apply Gauss' Law to compute electric field due to symmetric charge distribution ・ Calculate electric field from electric potential and vice versa ・ Compute the potential of a localized charge distribution ・ Determine the surface charge distribution on a conductor in equilibrium ・ Use method of images to determine the potential in a region ・ Solve Laplace's equation to determine the potential in a region given the potential or charge distribution at		

	the boundary (Cartesian, spherical and cylindrical coordinates) ・ Use multipole expansion to determine the leading contribution to the potential at large distances from a charge distribution ・ Calculate the field of a polarized object ・ Find the location and amount of all bound charges in a dielectric material ・ Apply Biot-Savart Law and Ampere's Law to compute magnetic field due to a current distribution ・ Compute vector potential of a localized current distribution using multipole expansion ・ Calculate magnetic field from the vector potential ・ Calculate the field of a magnetized object ・ Compute the bound surface and volume currents in a magnetized object ・ Compute magnetization, H field, susceptibility and permeability
Course Schedule	1. Vector Algebra 2. Differential and Integral Calculus 3. Curvilinear Coordinates and the Dirac Delta Functions 4. Electrostatics and Electric Potential 5. Conductors 6. Special Techniques 7. Separation of variables 8. Multipole Expansion 9. Electric field in matters 10. The electric displacement 11. Magnetostatics and Lorentz force 12. Divergence and curl of B 13. Magnetic vector Potential 14. Magnetization 15. Field of magnetized objects and magnetic fields
Homework	Reading the textbook before the class is very important.
Grading System	Your course grade is largely determined by a combination of your performance on homework and online participation
Textbooks / Reading List	Introduction to Electromagnetism, J.D. Griffiths, Cambridge University Press, 2019, ISBN:9781108333511
Websites	
Website of Laboratory	https://www.sci.hokudai.ac.jp/grp/hep/web/suzuki_e.html
Additional Information	

Course Name	**Electromagnetism II**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027015
Instructor(s) (Institution)	SUZUKI Hisao（大学院理学研究院）		
Course Objectives	A theoretical treatment of classical electromagnetism. Fundamental concepts of electromagnetics include: electromagnetic waves, potentials and fields, radiation, and relativity.		
Course Goals	Develop a strong background in electromagnetic theory and understand and its applications based on Maxwell's equations.		
Course Schedule	1. Electromotive force 2. Electromagnetic induction 3. Maxwell's equations 4. Conservation laws 5. Waves in one dimension 6. Electromagnetic waves in vacuum and matter 7. Absorption and dispersion, guided waves 8. Review and The potential formulation 9. Continuous distributions and point charges 10. Dipole radiation 11. Point charges 12. The special theory of relativity 13. Relativistic mechanics 14. Relativistic electrodynamics 15. Final exam		
Homework	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks / Reading List	Introduction to electrodynamics, David J. Griffiths, Harlow : Pearson, 2014, ISBN: 9781292021423		
Websites			
Website of Laboratory	https://www.sci.hokudai.ac.jp/grp/hep/web/suzuki_e.html		
Additional Information	If a student cannot attend a class, the class will go online. This course is basically for students in physics majors.		

Course Name	**Seminar in Electromagnetism I**		
Semester, Year	1st Semester	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027016
Instructor(s) (Institution)	SUZUKI Hisao（大学院理学研究院）		
Course Objectives	1. Math/physics connection: Students should be able to translate a physical description of a junior-level electromagnetism problem to a mathematical equation necessary to solve it. Students should be able to explain the physical meaning of the formal and/or mathematical formulation of and/or solution to a junior-level electromagnetism problem. Students should be able to achieve physical insight through the mathematics of a problem. 2. Visualize the problem: Students should be able to sketch the physical parameters of a problem (e.g., E or B field, distribution of charges, polarization), as appropriate for a particular problem. 3. Organized knowledge: Students should be able to articulate the big ideas from each chapter, section, and/or lecture, thus indicating that they have organized their content knowledge. They should be able to filter this knowledge to access the information that they need to apply to a particular physical problem and make connections/links between different concepts. 4. Communication. Students should be able to justify and explain their thinking and/or approach to a problem or physical situation, in either written or oral form. 5. Problem-solving techniques: Students should be able to choose and apply the problem-solving technique that is appropriate to a particular problem. This indicates that they have learned the essential features of different problem-solving techniques (eg., separation of variables, method of images, direct integration). They should be able to apply these problem-solving approaches to novel contexts (i.e., to solve problems that do not map directly to those in the book), indicating that they understand the essential features of the technique rather than just the mechanics of its application. They should be able to justify their approach to solving a particular problem. 6. Problem-solving strategy: Students should be able to draw upon an organized set of content knowledge (LG#3), and apply problem-solving techniques (LG#4) to that knowledge in order to organize and carry out long analyses of physical problems. They should be able to connect the pieces of a problem to reach the final solution. They should recognize that wrong turns are valuable in learning the material, be able to recover from their mistakes, and persist in working to the solution even though they don't necessarily see the path to the solution when they begin the problem. Students should be able to articulate what it is that needs to be solved in a particular problem and know when they have solved it. 7. Expecting and checking solution: When appropriate for a given problem, students should be able to articulate their expectations for the solution to a problem, such as the direction of the field, dependence on coordinate variables, and behavior at large distances. For all problems, students should be able to justify the reasonableness of a solution they have reached, by methods such as checking the symmetry of the solution, looking at limiting or special cases, relating to cases with known solutions, checking units, dimensional analysis, and/or checking the scale/order of magnitude of the answer. 8. Intellectual maturity: Students should accept responsibility for their own learning. They should be aware of what they do and don't understand about physical phenomena and classes of problem. This is evidenced by asking sophisticated, specific questions; being able to articulate wherein a problem they experienced difficulty, and take action to move beyond that difficulty.		
Course Goals	Students will be able to: ・ Compute gradient, divergence, curl, and Laplacian ・ Evaluate line, surface, and volume integrals ・ Apply the fundamental theorem for divergences (Gauss' Theorem) in specific situations ・ Apply the fundamental theorem for curls (Stoke's Theorem) in specific situations ・ Apply Coulomb's Law and superposition principle to calculate electric field due to a continuous charge distribution (uniformly charged line segment, circular or square loop, sphere, etc.) ・ Apply Gauss' Law to compute electric field due to symmetric charge distribution ・ Calculate electric field from electric potential and vice versa ・ Compute the potential of a localized charge distribution ・ Determine the surface charge distribution on a conductor in equilibrium ・ Use method of images to determine the potential in a region ・ Solve Laplace's equation to determine the potential in a region given the potential or charge distribution at		

	the boundary (Cartesian, spherical and cylindrical coordinates) • Use multipole expansion to determine the leading contribution to the potential at large distances from a charge distribution • Calculate the field of a polarized object • Find the location and amount of all bound charges in a dielectric material • Apply Biot-Savart Law and Ampere's Law to compute magnetic field due to a current distribution • Compute vector potential of a localized current distribution using multipole expansion • Calculate magnetic field from the vector potential • Calculate the field of a magnetized object • Compute the bound surface and volume currents in a magnetized object • Compute magnetization, H field, susceptibility and permeability
Course Schedule	1.Vector Algebra 2.Differential and Integral Calculus 3.Curvilinear Coordinates and the Dirac Delta Functions 4.Electrostatics and Electric Potential 5.Conductors 6.Special Techniques 7.Separation of variables 8.Multipole Expansion 9.Electric field in matters 10.The electric displacement 11.Magnetostatics and Lorentz force 12.Divergence and curl of B 13.Magnetic vector Potential 14.Magnetization 15.Field of magnetized objects and magnetic fields
Homework	Reading the textbook before the class is very important.
Grading System	Your course grade is largely determined by a combination of your performance on homework and online participation
Textbooks / Reading List	Introduction to Electromagnetism, J.D. Griffiths, Cambridge University Press, 2019, ISBN: 9781108333511
Websites	
Website of Laboratory	
Additional Information	

Course Name	**Seminar in Electromagnetism II**		
Semester, Year	1st Semester	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027017
Instructor(s) (Institution)	SUZUKI Hisao（大学院理学研究院）		
Course Objectives	A theoretical treatment of classical electromagnetism. Fundamental concepts of electromagnetics include: electromagnetic waves, potentials and fields, radiation, and relativity.		
Course Goals	Develop a strong background in electromagnetic theory and understand and its applications based on Maxwell's equations.		
Course Schedule	1. Electromotive force 2. Electromagnetic induction 3. Maxwell's equations 4. Conservation laws 5. Waves in one dimension 6. Electromagnetic waves in vacuum and matter 7. Absorption and dispersion, guided waves 8. Review and The potential formulation 9. Continuous distributions and point charges 10. Dipole radiation 11. Point charges 12. The special theory of relativity 13. Relativistic mechanics 14. Relativistic electrodynamics 15. Final exam		
Homework	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks / Reading List	Introduction to electrodynamics, David J. Griffiths, Harlow : Pearson, 2014, ISBN: 9781292021423		
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Introduction to Inorganic Materials Science**		
Semester, Year	Summer Quarter	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027018
Instructor(s) (Institution)	TADANAGA Kiyoharu（大学院工学研究院）		
Course Objectives	Ceramics and glass materials are used in several applications, from creating cellular phones, radio, television, and lasers to its role in medicine for cancer treatments and restoring bones, etc. The course aims have been designed to introduce the student to many of the current applications of ceramics and glass materials. Basics scientific concepts like atomic structure and physicochemical properties will be studied to lead the student to understand how these materials functions.		
Course Goals	• To identify current applications of ceramics and glass materials. • To understand the basic properties of ceramics and glass materials. • To use new knowledge to describe a ceramic or glass material, making a relation between application and properties.		
Course Schedule	Lecture 1: Background and present situation of ceramics and glass materials. Lecture 2: Ceramics and Light. Lecture 3: Sol-gel Process. Quiz 1. Lecture 4: Medical Miracles. Quiz 2 Lecture 5: Green ceramics. Quiz 3. Lecture 6: Green glass materials. Final Presentation Lecture 7: Future Applications. Final Presentation Lecture 8: Review. Final exam Dr. N.C. Rosero-Navarro (CSIC, Spain), Guest Associsate Professor of Hokkaido University, may participate the class through online.		
Homework	Report submission will be required. Students have to prepare a presentation on a topic given during lectures.		
Grading System	Evaluation • Quiz (20%) • Final report (30%) • Final presentation (25%) • Final exam (25%)		
Textbooks / Reading List			
Websites			
Website of Laboratory	http://www.eng.hokudai.ac.jp/labo/inorgsyn/		
Additional Information	Dr. N.C. Rosero-Navarro (CSIC, Spain), Guest Associsate Professor of Hokkaido University, may participate the class through online.		

Course Name	**Advanced mechanics of polymeric materials**		
Semester, Year	Spring Quarter	**Number of Credits**	2 Credits
Course level	5000	**Course Number**	027019
Instructor(s) (Institution)	TAKAHASHI Kosuke（大学院工学研究院）		
Course Objectives	In this course, you will learn the effective and efficient use of polymer materials by understanding of their time-dependent response and energy dissipation properties, and relate them to the structural design based on strength of materials.		
Course Goals	After completing the lecture, students will be able to; - explain hyperelasticity, static and dynamic viscoelasticity based on the molecular structure of polymer materials - explain yielding and fracture as a typical failure of materials - desgin the strength of polymeric materials through the understanding of above characteristics		
Course Schedule	1. Introduction of polymer materials (1) Thermoset and thermoplastic polymers, Crystalline and amorphous polymers 2. Time-dependent response of mechanical properties (3) Glassy state, Glass transition, Creep and stress relaxation, Dynamic mechanical analysis 3. Yield criterion (3) Maximum principal stress criterion, Maximum shear stress criterion, Distortion energy criterion 4. Elastoplastic fracture mechanics (4) Stress concentration, Stress intensity factor, Energy release rate, Fracture toughness, J-contour integral 5. Composite materials and adhesion (2) Manufacturing methods, Law of mixtures, Failure criteria 6. Elastomers (2) Entropy elasticity, Hyperelasticity		
Homework	Self-study is expected to be about 2 hours/week by - working on weekly assignments and review the contents of lectures (about an hour/week) - prepararing for the final presentation with the discussion and practice (about an hour/week)		
Grading System	Weekly report will be evaluated for your ability of explaining hyperelasticity, static and dynamic viscoelasticity based on the molecular structure of polymer materials Final presentation and final report will be evaluated for your ability of explaining yielding and fracture, and designing the strength of polymeric materials		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://mfm.eng.hokudai.ac.jp/index-en.html		
Additional Information			

Course Name	**Geotechnical Foundation Engineering**		
Semester, Year	Spring Quarter	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027020
Instructor(s) (Institution)	ISOBE Koichi（大学院工学研究院）		
Course Objectives	Based on the knowledge of soil mechanics acquired in "Soil Mechanics I," "Soil Mechanics II," "Soil Mechanics Exercise I," and "Soil Mechanics Exercise II," you will learn about advanced geotechnical engineering that supports infrastructure facilities such as ground investigation methods, consolidation settlement, the role and characteristics of structure foundations, evaluation of soil bearing capacity, interaction between the soil and foundation structures during earthquakes, and the principles and design methods of soil improvement.		
Course Goals	Be able to calculate the bearing capacity of the ground by appropriately utilizing ground investigation results and various formulas and analysis methods. Understand the behavior of structure foundations and their interaction with the ground during earthquakes. Understand the principles and design methods of ground investigation, consolidation settlement, and ground improvement, and acquire the design ability to appropriately deal with geotechnical issues that can be expected in the design of actual ground and foundation structures.		
Course Schedule	1. Roles and characteristics of structural foundations (1 lesson in total): Understand the roles and characteristics of structural foundations through learning about design and construction examples of existing structural foundations and past disaster cases. 2. Ground investigation (3 lessons in total): Learn about the methods and principles of in-situ and laboratory tests to determine soil parameters which are necessary for ground stability analysis and foundation design. 3. Design method for consolidation settlement (2 lessons in total): Learn the design method for consolidation settlement based on case studies. 4. Slope stability (2 lessons in total): Understand the slope stability calculation method. 5. Ground bearing capacity evaluation (2 lessons in total): Understand the bearing capacity evaluation method for shallow foundations and deep foundations. 6. Interaction between the ground and foundation structures during earthquakes (2 lessons in total): Learn design methods based on the seismic intensity method and response displacement method, and understand the interaction problems between the ground and foundation structures. 7. Ground improvement principles and design methods (3 lessons in total): Learn the principles and design methods of replacement construction method (SCP), drain construction method (SD, PVD), and solidification construction method (CDM) based on case studies. Understand the concept of reliability design. 8. Final exam (1 exam in total)		
Homework	If you prepare a report after each lesson to check your understanding of the content of each lesson, you can effectively achieve your goals (review time: 1 to 2 hours).		
Grading System	Evaluation will be made through a final exam. In addition to the conceptual understanding of each item, the ability to develop logical thinking, such as the ability to recognize problems and solve problems regarding specific phenomena, will be evaluated. Please note that those whose attendance rate is less than 2/3 will not be eligible to take the final exam.		
Textbooks / Reading List	土質力学入門, 三田地利之, 森北出版, 2013, ISBN: 9784627464018		
Websites			
Website of Laboratory	https://www.eng.hokudai.ac.jp/labo/geomech/english/ https://www.eng.hokudai.ac.jp/labo/soilmech/watabe/top.html		
Additional Information	Prerequisite subjects: "Soil Mechanics I", "Soil Mechanics II", "Soil Mechanics Exercises I", "Soil Mechanics Exercises II" Requested subject: “Earthquake engineering”		

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

Course Name	**Introduction to Environmental Earth Science**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027022
Instructor(s) (Institution)	TSUYUZAKI Shiro（大学院地球環境科学研究院）		
Course Objectives	The course will address five issues in environmental earth sciences: 1) global warming and ocean ecosystems, 2) environmental changes and animal diversities, 3) plants and plant ecosystems in Japan, 4) food safety and sustainable food production, and 5) nanotechnology for environmental sciences The major objective of this course is to engage students in interdisciplinary discourse by addressing each of these issues.		
Course Goals	Grasping issues in environmental earth science with various temporal and spatial scales, and examining the interdisciplinary discourse by addressing each of the challenges.		
Course Schedule	(1) Introduction (Tsuyuzaki) (2) Earth system and global warming (Kameyama) (3) The roles of the oceans and carbon cycles (Kameyama) (4) Marine feedback systems on global warming (Kameyama) (5) Strolling across the campus to see the ecosystems (flexible depending on the weather) (Tsuyuzaki) (6) Temporal and spatial patterns on ecosystems in Japan with reference to global warming (Tsuyuzaki) (7) Biodiversity, biogeography, and phylogeny of mammals in the postgenomic era (Hayakawa) (8) In-situ and ex-situ conservation of threatened mammals with extinction (Hayakawa) (9) Field DNA: From ecology to genomics (Hayakawa) (10) Plant science for sustainable food production (Miwa) (11) Pollution by heavy metals and food safety (Miwa) (12) Development of plants tolerant to mineral nutrient stress (Miwa) (13) Nanotechnology for environmental science (Kawaguchi) (14) Biosensor for medical diagnosis and food analysis (Kawaguchi) (15) Gas sensor for environmental monitoring (Kawaguchi)		
Homework	Preparation hours (depending on the background of each student): Basically special preparation is not required, but understanding basic sciences (physics, chemistry, biology and geology) is helpful. Essay question(s) may be provided. (Two questions in the last year) [FYI] The average total homework was 2 hours in the previous years. (the result of a questionnaire)		
Grading System	Activities in class participation (40%) + essay questions (30%) + short exam (30%)		
Textbooks / Reading List			
Websites	http://hosho.ees.hokudai.ac.jp/~tsuyu/top/lecture/hustep.html		
Website of Laboratory	hosho.ees.hokudai.ac.jp/~tsuyu/index.html		
Additional Information	Face-to-face lectures will be provided, depending on the number of attendants, etc.		

Course Name	**Values of Tourism**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027023
Instructor(s) (Institution)	EDELHEIM Johan（大学院メディア・コミュニケーション研究院）		
Course Objectives	This course gives you an opportunity to learn about different values held in society, and how these values determine the way all of us in society think about, and evaluate different matters. The objectives of this course are: ・To introduce you to values and to tourism as fields of academic investigation. ・To create opportunities for you to work constructively alone and with others. ・To experience and examine tourism as a phenomenon that signifies modern society. ・To appreciate that knowledge is multi-modal, and that we need to interpret more than just written words to understand society. These objectives will be achieved through the use of weekly definition tasks (in words and pictures), and a roleplay game that will run throughout the unit. You are also encouraged to improve your English communication skills through experiential learning: roleplaying, reading, writing, and talking English in class.		
Course Goals	Tourism can best be understood as a multiscience. It is a rich field of human endeavours that can be studied from as many perspectives as society itself. In this course it is done by examining a multitude of different values in society, and how they make us think about tourism in different ways. By the end of this course you will be able to: 1. Explain and illustrate a range of different values in society, in words and in visuals. 2. Distinguish values that can lead to positive, but potentially also harmful actions through tourism. 3. Evaluate when communities are better off by not allowing tourism developments to go ahead. 4. Visualise how lived and aspirational values shape the ways tourism is used and understood in different societies. Regardless of the field of studies you aim to focus on in the remainder of your studies, you will benefit from learning how to examine society from different viewpoints. This course is based on an active learning pedagogy. You will throughout the course have an important role in creating the definitions and illustrations of key concepts that will be discussed in class – this will be done either in words or in pictures on the class 'discussion board' site. You will also be placed into groups that will be assigned different roles in an imaginary country, (e.g. Government, Farmers, Business community, International aid organisation, etc.) and will need to negotiate with other groups to find suitable solutions to a common issue.		
Course Schedule	Week 1; Introduction: We will cover assessments, expectations, explain groups, and discuss a number of expressions and terms that will be used and defined throughout the course. Activities – Pros and cons of tourism Week 2; Whole Tourism Systems (WTS) Activities – Explaining and playing a first half of Roleplay Game 1 Week 3; Values, Value hierarchies and Value systems Activities – Playing the second half of Roleplay Game 1 Week 4; Economic values Activities – definitions and illustrations from discussion board Week 5; Ecological values Activities – definitions and illustrations from discussion board Week 6; Cultural values Activities – definitions and illustrations from discussion board + Playing the first half of Roleplay Game 2		

	Week 7; Social values Activities – definitions and illustrations from discussion board + Playing the second half of Roleplay Game 2 Week 8; Political values Activities – definitions and illustrations from discussion board Week 9; Professionalism as a value Activities – definitions and illustrations from discussion board Week 10; Knowledge as a value Activities – definitions and illustrations from discussion board + Playing the first half of Roleplay Game 3 Week 11; Ethics as a value Activities – definitions and illustrations from discussion board + Playing the second half of Roleplay Game 3 Week 12; Mutuality as a value Activities – definitions and illustrations from discussion board Week 13; Stewardship as a value Activities – definitions and illustrations from discussion board Week 14; Workshop – Reflections on Roleplay game Activities – Presentations of visual essays Week 15; Summary of course Activities – Presentations of visual essays
Homework	Active learning means that there are small tasks you will need to do almost every week – but instead, there are no major assignments for you at the end! You are expected to read the Study Guide chapter for the following week ahead of class, it sets the frame for the class, and gives you hints about the concepts you will be expected to illustrate or define. All definitions (text and pictures) in the course will be done by you, based on the research you conduct ahead of each class. You will also be expected to comment on your peers' visualisations and definitions so that you jointly can learn and encourage one another to think differently about matters.
Grading System	Definitions in words – on the class Moodle discussion board 25% – Course Goal 1 * 5 separate words to define – 5 points possible for each definition + 2 points for a definition based on a credible source + 2 points for a short explanation of the definition in your own words + 1 points for a constructive comment on a peer's definition Illustrations in pictures – on the class Moodle discussion board 25% – Course Goals 1 and 4 * 5 separate words to illustrate – 5 points possible for each illustration + 2 points for a relevant picture posted + 2 points for a short explanation of the picture in the posting's comment field + 1 points for a constructive comment on a peer's posting Your definitions and illustrations form the basis for our classes, I am therefore giving you feedback every week on your submissions so that you can learn and adapt ahead of following weeks. Weekly reflection – link from Moodle site 10% – Course Goals 2 and 3 Each week, after the class is done, you are expected to do a small reflection on two questions: What did you learn this week? and What would you like to learn more about, or what do you still find confusing? The expectation is that you write at least a one sentence reply to each question, but you are welcome to also write more if you feel inspired by something specific that week. Visual essay – Topic: "What do Values of Tourism look like?" 20% – Course Goals 2 and 4 Create a visual essay from the pictures you took for your illustrations, (add if needed) pictures you consider to be representative for Values of Tourism. You are free to use any medium to present your visual essays (you can, for example, create a Manga, a mini-film, a Canva infographic poster, a mind-map, a website presentation, a Power Point or Prezi presentation, or some other creative solution). Include some captions or commentary. Present your pre-recorded visual essay to the class in no more than three (3) minutes. The key marking criteria are: visual flow, creativity, augmentation of values, reflection, application of theory.

	(a full marking rubric is given in class 1). Reflection on Roleplay game in group (or alone, depending on number of students in the class) 20% – Course Goals 2 and 3 Together with the group you have been in for the Roleplay game (or individually if we do not create groups), write a reflective report that shows how your perception of two (2) given values have or have not changed during the course of the game. The reflective report should be less than 1000 words (marking guide given in class 1).
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	This course is open to you who can make yourself understood in English. Note, I do not speak Japanese, all instruction is in English. The default mode is face-to-face classes. However, if you are unable to attend the class live then there is a hybrid mode - though, confirm this with me in advance. Please refrain from using AI-generated content for assignments, as the emphasis is on your individual learning and personal development. Beware of the university's policy on AI, students found using them for assignments are given a fail grade. If you have special learning needs, e.g., identify as being on the neurodivergent spectrum, then please come and talk to me early in the course to create a learning environment that is suitable for your educational needs. Mondays from 14:00-17:00 is reserved for study related consultations in my office (S210). Please send me a message beforehand if you want to meet then.

Course Name	**Popular Music and Society**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027024
Instructor(s) (Institution)	Spicer PAUL（大学院メディア・コミュニケーション研究院）		
Course Objectives	This course acknowledges the role that popular music has played in society throughout the latter half of the 20th-Century. Each lecture will focus on a specific period in history, first exploring the contemporary social and cultural context, before going on to examine how popular music, and the musicians who created it, responded to these concerns. Our goal is to explore how various issues that were prevalent in contemporary society, including political - economic – race - individuality – personal freedom - alienation – gender equality - protest - war - civil rights - is addressed by the musicians of the period. The question that we need to consider is, how much can we really learn about a specific period, place, or social upheaval just by listening to its music? In addition, we then have the question of which artists are included in these histories, who gets left out, and on what grounds? Through themed lectures and discussion, we will address these concerns, further concentrating on popular music and how it has influenced society regarding fashion, identity and attitude. In addition, we will also explore how society has affected popular music's themes and styles as well as given musicians a focus in which to direct their anger.		
Course Goals	1 ：Students can understand the various roles that popular music plays in society 2 ：Students can appreciate the role of the artist in contemporary society 3 ：Students are familiar with analytical terms, and their usage 4 ：Students are fully aware of cultural nuance and specificity		
Course Schedule	Class 1: Introduction: This initial lecture will be delivered in two parts: The first will serve as an introduction to studying Popular Music and Society at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss the definition of popular music, what makes it relevant, and its cultural impact on society. Preparation: Review: Read the handout provided in class Class 2: Rock Around the Clock: Moral Panic and the Rise of the Teenager (USA 1954 – 1959) This lecture will discuss the rise of Rock 'n' Roll in the USA in the early 1950s. We will first explore the origins of the genre, before going on to examine how, and why, this music created such fear and panic throughout the United States. Preparation: Research relevant topics and themes Review: Read the handout provided in class Class 3: She Loves You: The Beatles and the Cultural Revolution (UK 1963-1970) The Beatles are arguably the most popular musical group in history. From the early 1960s until the present day, they have been an integral part of people's lives from many different countries and cultures. However, despite their musical impact, they were also responsible for changes in the way people think about politics, race issues, and war. The band changed people's perceptions of popular music, harnessing its power to call for social change. This lecture will explore the legacy of The Beatles' music, highlighting how the band became a catalyst for social change. Preparation: Research relevant topics and themes Review: Read the handout provided in class Class 4: Fortunate Son: Protest and Paranoia (USA 1958 - 1969) In this week's lecture we will examine the impact of popular music on culture in the U.S.A from the late-1950s to the late-1960s. In America during this period, the Vietnam War was polarising the country, there were violent protests across university campuses, the civil rights movement was gaining momentum, and the continued threat of communism ensured that the country remained in a state of paranoia. Amongst this		

turmoil was the extremely influential music scene. Artists such as Bob Dylan, Marvin Gaye, Creedence Clearwater Revival, Country Joe and The Fish, Edwin Starr, and the Doors wrote songs which contained damning lyrics that questioned 'the norm'. Criticising authority, these artists empathised with those suffering because of intolerance and inequality, giving hope to them through their music.
Preparation: Research relevant topics and themes
Review: Read the handout provided in class

Class 5: Queen Bitch: Sexual Ambiguity and Glam Rock (UK 1972-1975)
In the U.K. in the early to mid-1970s, unemployment was high and the relationship between traditional industries and the government was at breaking point. Trade union strikes began to take hold as the government began cuts, and the three-day week was introduced. Amongst this extremely volatile societal background came the music and the fashion known as Glam. Glam was pure escapism, it was a way to forget the issues which were blighting modern British society. This lecture will discuss glam, examining how the leading figures of the movement broke boundaries regarding gender, music, and fashion.
Preparation: Research relevant topics and themes
Review: Read the handout provided in class

Class 6: God Save the Queen: Rebellion, Anarchy, and Poetry (US 1974-76 & UK 1976-1978)
The punk movement in the 1970s was born out of 2 cities that were in rapid decline, London, and New York. Although the music which emanated from both cities sounded similar, the inspiration behind them could not have been different. Although confrontational, New York punk was artistic and poetic, driven by a fast, heavy, but minimalist sound. This was a sound which was adopted by the bands in London, however, it was the London punk scene that would go on to define and epitomize the culture and attitude. In this lecture, we will explore the origins of the movement before going on to examine how punk challenged the accepted social order, resulting in bans, violence, and death threats. Absolutely anti-establishment ... Punk was the voice against the system.
Preparation: Research relevant topics and themes
Review: Read the handout provided in class

Class 7: T.B.C: The lecture theme will be announced in Class 6
Preparation: Research relevant topics and themes
Review: Read the handout provided in class

Class 8: Concrete Jungle: Racism, Nationalism, and the Flag (UK 1977 - 1982s)
In the 1980s Britain was a country which was racially divided. Riots in Brixton, London and Toxteth in Liverpool saw many black British people revolt against what they saw as unfair treatment by the authorities. Additionally, at this time, right-wing elements in the country (the National Front and the British National Party), gained huge popularity and used the riots to argue that Britain should oppose non-white immigration and commit to a programme of repatriation. Their rallying banner was the Union Jack. Socially, politically, culturally, and economically the country was in turmoil, however, a group of musicians from Coventry kick-started a musical movement to fight against the unfairness of the system.
Using the theories of Stuart Hall, this lecture will examine how a small record company in Coventry rallied against these right-wing organisations.
Preparation: Research relevant topics and themes
Review: Read the handout provided in class

Class 9: Fight the Power: The Birth of Rap and Hip-Hop, from Griots to Public Enemy
(American) rap is one of the most powerful forms of music, and contains delivery that addresses the social conditions that, most often, the rapper is or has experienced. Many of these artists are passionate and, most importantly, authentic. It is problematic to attempt to identify when rap began as a standalone genre, however, what is clear is that it first found prominence in the 1970s when DJs in New York would sample drum and bass loops from old soul, and funk tracks as a means to create a beat. From these humble beginnings, the genre grew to become one of the most popular musical genres. This lecture will examine the history of the genre; from the Griots in West Africa to DJ Kool Herc in the Bronx, and on to Public Enemy and De La Soul, before going on to explore the social impact that this distinctive and essential musical genre has on the society that it targeted.
Preparation: Research relevant topics and themes
Review: Read the handout provided in class

Class 10: Smells Like Teen Spirit: Teenage Rebellion and Grunge (USA 1988-1994)
Grunge is an alternative rock music which emanated from the American city of Seattle in the mid-80s. Grunge combines elements of punk and features a very heavy and distorted electric guitar sound. The music acts as a perfect companion to the lyrics which are an extremely important part of the package. Grunge highlights personal angst and introspection and often addresses themes such as social alienation, neglect, self-doubt, abuse, and a desire for freedom from the restrictions of everyday society. This lecture will discuss the importance of the genre through the disenfranchised teenagers who embraced it. Grunge was as therapeutic as it was angry and, through its figurehead, Kurt Cobain, was able to give a voice to those who had been, up to this point, ignored by society.

	Preparation: Research relevant topics and themes Review: Read the handout provided in class Class 11: Cigarettes and Alcohol: Britpop and Americanisation (UK 1992-1997) Britpop emerged as a reaction against the dominance of grunge in the United Kingdom. In contrast to the seriousness and social commentary of grunge, Britpop was defined by guitar-driven pop bands who drew more consciously from traditional British art and culture. Influences ranged from fashion to music and drew on specifically British cultural iconography – Pop-Art and tea! Britpop bands such as Oasis, Blur, Supergrass, and Sleeper reacted to grunge's downbeat ideology with specifically regional lyrics and melodic guitar riffs which were influenced by a wealth of British bands who had gone before. However, despite the initial idealism of the Britpop bands, once mainstream success had been achieved and the bands were the target of the tabloid press, matters became more serious. This lecture will explore Britpop from its birth to its death exploring how/if it has changed British cultural values, particularly in relation to class and gender. Preparation: Research relevant topics and themes Review: Read the handout provided in class Class 12: Just a Girl: Women and the Music Industry In this lecture, we will explore the role of women in the music industry. We will discuss the historical position of women in popular music, locate the female pop star in a historical context and finally highlight the career and position in the music industry of Madonna. Preparation: Research relevant topics and themes Review: Read the handout provided in class Class 13: Review and Preparation for Presentations In this class students are expected to: Form presentation groups. Agree on a presentation topic. Agree on group roles. Class 14: Presentation Workshop In groups, students attend class to work on, practice and fine-tune their presentations Class 15: Student Presentations.
Homework	Students will be expected to positively do preparation for and review lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.
Grading System	Class Participation : 30% Report 1 : 15% Report 2 : 25% Group Presentation : 30%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	**PLEASE READ CAREFULLY** Students with English language proficiency at or above intermediate level (TOEFL-ITP score ≧ 421 ~ 451) may register for this course. Students MUST have a very keen interest in popular music, its trends and fashions, and its role and influence in/on society. Students must ensure that they download the relevant material from Moodle. Students should attend every class. In case of any absence, it is the student's responsibility to catch up with the topics covered and request any set readings. It is advised that if you are thinking about taking this class, then you attend the first class as the information contained therein is extremely important. Any student who is sleeping/using a phone/not engaging with the subject will be penalised through their class participation mark.

Course Name	**Serious games: theory and design**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027025
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN（大学院メディア・コミュニケーション研究院）		
Course Objectives	Serious games are games designed for purposes other than merely entertainment. For example, games for education, brain training, advertising or health. The aim of this course is to introduce students to key ideas in the theory and design of serious games and provide students with practical experience in serious game design.		
Course Goals	By the end of this course, students will be able to: 1. Describe and explain how effective serious games work 2. Describe and explain how serious games are designed 3. Demonstrate practical skills in serious game design		
Course Schedule	This course will use face-to-face and online classes. Face-to-face classes: weeks 1, 2, 4, 6, 8, 10, 11, 14, 15 Online classes: weeks 3, 5, 7, 9, 12, 13 Online classes will be on-demand. Video conferencing software (e.g., Zoom) is not required. On-demand classes will be explained by the instructor at the start of the semester.		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	50% participation 50% game design project (includes a presentation) More information about how the course is graded will be explained in the first class		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score ＜ 500) may register for this course. Syllabus information may change.		

Course Name	**Indigenous Peoples and Education 2024 I**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027026
Instructor(s) (Institution)	Jeffry Joseph GAYMAN（大学院メディア・コミュニケーション研究院）		
Course Objectives	The purpose of this course is to deepen students' intercultural understanding through focusing on the topic of education as it relates to Indigenous Peoples and their aspirations and needs. Students will be introduced to the unique position of Indigenous Peoples in world history, general issues of Indigenous peoples as related to cultural transmission and education, and Indigenous responses to the educational challenges that they face. The course will use a variety of media including books, newspaper articles, interviews, video, film, You Tube, as well as actual Indigenous educational materials, in order to allow students to experience Indigenous society and culture and its issues in a firsthand way. Students will be given ample opportunities in class to discuss their own culture and experiences as related to the course topics, and thus extend their analytical and critical thinking skills and improve their oral and written skills of persuasion and critical commentary.		
Course Goals	○ To understand the unique position of Indigenous Peoples in world history, and through doing so to gain a deeper understanding of the relation between majority and minority peoples. ○ To critically reflect on the role of the environment, and of education, in cultural transmission and maintenance, and to become aware of the special needs of Indigenous peoples with regard to education. ○ To increase cultural sensitivity. ○ To critically reflect on power relations in society. ○ To increase knowledge and awareness of Indigenous peoples lives, issues and values, with a focus on the Indigenous Peoples of Aotearoa/New Zealand, Alaska, Hawaii, Scandinavia, and Japan. ○ To critically reflect on the relation between language, culture and identity, and on how we acquire and t1ransmit our Native as well as second languages.		
Course Schedule	Week 1 Native Knowledge Systems Week 2 Native Knowledge Systems CONT Stories and the Oral Tradition Week 3 Native Knowledge Systems CONT Stories and the Oral Tradition Week 4 Review and Discussion Week 5 Imperialism, Colonialism and 'Indigenous Peoples' Week 6 The Nation-State and Schooling/Assimilatory Education Week 7 Language Shift and Loss of Tradition Week 8 "Culturally-Responsive Education" and the Indigenous Response to Mainstream Education Week 9 Saami Educational Initiatives Week 10 The Hawaiian Education Initiative Week 11 The Maori Education Initiative Week 12 Alaska Native Education Week 13 The World Indigenous Peoples' Conference on Education / The World Indigenous Nations Higher Education Consortium Week 14 The Ainu People, Cultural Transmission and Education I Week 15 The Ainu People, Cultural Transmission and Education II		
Homework	Students will be expected to positively do preparation for and review of lesson material. The instructor will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	In-Class Participation (40%), Oral Presentations (20%), Journal/Final Paper (40%) Participation (40%) Students who positively participate in class discussions and are well prepared for class with examples and/or questions regarding the material will receive higher marks. Oral Presentations (20%) Students will be required to give a 5-10 minute oral presentation from a list of weekly topics. More details will be given in the first class. Journal or Final Paper (40%)		

	Students will be required to compose a final assignment in either a journal or a final paper format based on the course materials, class discussions, or other related material. Journal entries must address four (4) different topics addressed in class. Further details and guidelines regarding length and how to compose these written assignments will be given in class.
Textbooks / Reading List	
Websites	
Website of Laboratory	https://researchmap.jp/483/
Additional Information	This course is open to students with an intermediate English ability (a score of 430-500 or higher on the TOEFL-ITP), and will be also opened as a code-shared subject of “International Exchange Program”.

Course Name	**Serious games: theory and design**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027027
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN（大学院メディア・コミュニケーション研究院）		
Course Objectives	Serious games are games designed for purposes other than merely entertainment. For example, games for education, brain training, advertising or health. The aim of this course is to introduce students to key ideas in the theory and design of serious games and provide students with practical experience in serious game design.		
Course Goals	By the end of this course, students will be able to: 1. Describe and explain how effective serious games work 2. Describe and explain how serious games are designed 3. Demonstrate practical skills in serious game design		
Course Schedule	This course will use face-to-face and online classes. Face-to-face classes: weeks 1, 2, 4, 6, 8, 10, 11, 14, 15 Online classes: weeks 3, 5, 7, 9, 12, 13 Online classes will be on-demand. Video conferencing software (e.g., Zoom) is not required. On-demand classes will be explained by the instructor at the start of the semester.		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	50% participation 50% game design project (includes a presentation) More information about how the course is graded will be explained in the first class		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score ＜ 500) may register for this course. Syllabus information may change.		

Course Name	**Current Events in Language and Society**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027028
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET（大学院メディア・コミュニケーション研究院）		
Course Objectives	This course will focus on current events from an international perspective. Materials will include reading newspapers, watching news media, documentaries, TED talks, and other mass media in English. Students will also be asked to think critically about news reports and news media, and may challenge their own worldviews. In this lecture series, students will be expected to read/listen/watch the materials in each class, complete the assigned homework, and actively engage in classroom activities and discussion for full marks. Homework assignments will assess students' reading ability as well as content knowledge of the topic.		
Course Goals	After successful completion of this course, students will be able to: *Understand information from various multimedia sources *Engage in critical thinking *Share opinions with others in class *Discuss international current events with others		
Course Schedule	In each lesson, students will engage with the class topic for a short time, answering content-based questions about the readings, and then discuss with the class. Discussions will take place in class as well as outside of class, through forum posting on the Learning Management System (Moodle). -Weekly Assignment After each classroom discussion, students will be asked to write their reflections on the class forums, and respond to classmates. -Final Project Students will be required to lead a weekly discussion as part of the final project		
Homework	Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.		
Grading System	Grading System Course Credit Requirements: 1. Complete both the Midterm and Final Exam 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading: Participation (20%) Quizzes (30%) Exams (Final) (50%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score ＜ 500) may register for this course. Students will access all class materials, quizzes, and homework assignments via devices (laptops, smartphones, tablets) in the classroom.		

Course Name	**Theories of Second Language Acquisition**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027029
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET（大学院メディア・コミュニケーション研究院）		
Course Objectives	The primary goal of this course is to help you become more comfortable with the essential concepts of second language learning (SLA), theories of language learning, and will approach this from the perspective of language learners and teaching approaches. Students will be asked to draw upon their experience as language learners, bilinguals and potential future educators.		
Course Goals	At the completion of this course, students will be able to: ・ Identify SLA theories and practical applications ・ Connect SLA theory and research with real-world situations ・ Develop practical explanations and real-world applications ・ Explain complex SLA theories for a general audience ・ Apply theoretical knowledge from the classroom to practical experience		
Course Schedule	Week 1: Introduction to Course: Discussing SLA & SLA Beliefs Week 2: Myth 1: Children Learn Languages Quickly While Adults Are Ineffective in Comparison pp. 1-20 Key Concepts: Critical Period Hypothesis, Speed of SLA in Adults vs Children Week 3: Myth 2: A True Bilingual is Someone Who Speaks Both Languages Perfectly pp. 21 - 35 1 Key Concepts: Bilingualism, Advantages & Disadvantages of Bilingualism Week 4: Myth 3: You Can Acquire a Language Simply Through Listening or Reading PT - 1 pp. 36- 57 Key Concepts: Krashen's Input Hypothesis, Comprehensible Input, Extensive Reading & Listening Week 5: Myth 3: You Can Acquire a Language Simply Through Listening or Reading PT -2 Key Concepts: Long's Interaction Hypothesis, Task-Based Language Teaching Approaches Week 6: Myth 3: You Can Acquire a Language Simply Through Listening or Reading PT - 3 Key Concepts: Swain's Output Hypothesis, Output-Based Teaching Approaches Week 7: Myth 4: Practice Makes Perfect PT -1 pp. 58 - 78 Key Concepts: Noticing Hypothesis, Enhanced Input Week 8: Myth 4: Practice Makes Perfect PT -2 Key Concepts: Processing Instruction, Planning, Repetition, Output, Promising Teaching Approaches Week 9: Myth 5: Language Students Learn (and retain) What They Are Taught PT - 1 pp. 79 - 105 Key Concepts: Explicit and Implicit Knowledge, Effectiveness of Explicit Instruction Week 10: Myth 5: Language Students Learn (and retain) What They Are Taught PT - 2 pp. 79 - 105 Key Concepts: Order of Acquisition, First Language Transfer Week 11: Myth 6: Language Learners Always Benefit From Correction pp. 106 - 121 Key Concepts: Oral/Implicit Feedback, Written Feedback, Feedback Uptake Week 12: Myth 7:Individual Differences in SLA pp. 122 - 144 Key Concepts: Learning Styles(?), Emotions, Attitude, Motivation, Willingness to Communicate Week 13: Myth 8: Language Acquisition is the Acquisition of Grammar pp. 145 - 159 Key Concepts: Pragmatic Competence, Sociocultural Theory Week 14 - 16: Final Presentations		
Homework	Each week, students are expected to read 5 - 10 pages to prepare for weekly discussions. Weekly active discussions and contributions inside and outside of class are necessary. Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.		
Grading System	Course Credit Requirements: 1. Complete both the Midterm and Final Exam Assignments 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading:		

	Participation 20% Homework Assignments 30% Presentations 20% Quizzes 30% *Includes Midterm and Final Grades
Textbooks / Reading List	Second Language Acquisition Myths: Applying Second Language Research to Classroom Teaching, Steven Brown and Jenifer Larson-Hall., ISBN: 9780472034987
Websites	
Website of Laboratory	
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score ＜ 500) may register for this course. Students will access all class materials, quizzes, and homework assignments via devices (laptops, smartphones, tablets) in the classroom.

Course Name	**Language & Culture Through Film**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027030
Instructor(s) (Institution)	Spicer PAUL（大学院メディア・コミュニケーション研究院）		
Course Objectives	Introduction to Film Language and Culture is designed specifically for students who have had little, or no previous encounters with Film Studies. Upon successful completion of this course, students should be able to; ・ visually analyse and decode texts ・ display an understanding of the various roles that film plays in different social, cultural, and national contexts ・ understand the importance of visual and aural metaphor ・ display an awareness of gender roles and their deployment in garnering both empathetic and sympathetic responses from an audience ・ develop an appreciation of how a combination of industrial, commercial, and artistic factors work together to shape cinema ・ apply relevant film theories to highlight and articulate ideas		
Course Goals	1 ：Students can understand the basic requirements for textual analysis 2 ：Students are able to analyse images at an intermediate level 3 ：Students are familiar with analytical terms and their application 4 ：Students are aware of the relationship between cinema and society		
Course Schedule	Class #1: Introduction to Language and Culture through Film This initial lecture will be delivered in two sections: The first will serve as an introduction to studying film and culture at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss how we can 'read' a film and examine some techniques that filmmakers use to convey their message. Finally, we will analyse a key scene from the film Psycho (Hitchcock, 1960). Preparation for class 2: Read the syllabus. Read the given reading. Download and watch a video on 'Camera Techniques' **This video should be watched and studied throughout the course. All students should be able to easily identify all of the techniques shown in the video** Review: in-class notes Class #2: Terminology and Film Language This lecture will focus on academic writing and researching for film. The session will also introduce students to key theories and terminology which are necessary when writing about, presenting, and discussing film. We will also examine different cinematic techniques – Camera Angles – Editing (Montage and One-Scene-One-Shot), and how, and for what purpose, they are deployed. Preparation for class 3: Given reading. Review: In-class notes Class #3: Mise en Scène Mise en scène is the collective term, derived from the French (theatre), for the contents of the film frame and their arrangement. This would include lighting, costume, set design, and the actors themselves. This week's lecture examines each of the key constituents of mise en scène with reference to a range of film examples. But we should remember that we are considering not simply the contents of the frame, but also how those elements are arranged and given meaning. Photography, editing, sound, and music will also determine these aspects. Preparation for class 4: Given reading. Review: In-class notes Class #4: Film Style: Lighting and Soundscape When watching a film, we are often drawn to the visual elements of a scene - the costumes, the setting, and the characters; what we often tend to forget is the crucial role that both lighting and sound can have on the		

emotional elements of cinema.
This lecture will examine both lighting and sound and explore how they are used to complement the visual effect of cinema. We will highlight some key figures in both arts, including two of Steven Spielberg's regular collaborators, cinematographer Janusz Kaminski, and composer John Williams.
Preparation for class 5: Given reading.
Review: In-class notes
Class #5: Genre Theory
In this class, we will ask the question 'what is genre'? Exploring genre theory in depth, we will go on to examine how the genre can both help and hinder our own analysis. Film writers, makers and financiers have a mutual dependence upon stable objects of study and stable products. This explains the importance of genre to film studies. For the film industry, genres help to predict audience demand. For audiences, generic understandings are central to the enjoyment of films. In this lecture we will examine what is genre, what makes a genre, and how can we use our theoretical knowledge to differentiate between the genres?
Preparation for class 6: Given reading.
Review: In-class notes

Class #6: Film Authorship
In 1954, French film critic Francois Truffaut wrote an essay entitled Une Certaine Tendance du Cinema Francais. In this work, he argued that through film, a director can express his beliefs, world view and his passions (personal/social/political/sexual). These ideas were later to be known as 'the auteur theory'. The worth of this theory has been questioned by many, but it is particularly useful as a starting point for the interpretation of film. Auteur theory suggests that a director can use the commercial apparatus of filmmaking in the same way that a writer uses a pen, or a painter uses paint and a paintbrush. In this lecture, we will examine Truffaut's ideas, and discuss the advantages, and disadvantages of approaching film in such a way.
Preparation for class 7: Given reading.
Review: In-class notes

Class #7: Approaches to Film Analysis (Pt.1)
Over the next two lectures, we will explore the methods that we can use to analyse films. Several key theories will be introduced. In this, the first of two lectures on the subject, we will look at the first of our three key theories, semiotics, and explore how we can use this to assist us in our reading of a text.
Preparation for class 8: Given reading.
Review: In-class notes

Class #8: Approaches to Film Analysis (Pt.2)
This lecture continues our exploration of how to approach the analysis of film. In class 7, we explored the importance of semiotic theory, in this lecture we continue with our study by looking at two further approaches, structuralism, and contextualism. Several key film clips will be shown which will help to illuminate these theoretical approaches.
Preparation for Week 9 test: Instructions will be given in class:
Review: In-class notes

Class #9: Textual Analysis Test (Assessment #1)
In this class, students will be asked to use the theoretical knowledge they have thus far acquired, to analyse a 3-5-minute film clip. Each clip will be shown multiple times, and the students must take notes of key elements of each scene. Students must then write an analysis of the clip shown. The deadline for this task is one week from the assessment. Students can either e-mail me their finished analysis (before Class #10) or hand in a hard copy of their work during the week 10 class.

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

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

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

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

Class #14: Classical Film Narrative: Structure and Subversion - Lecture
The primary objective of the Classical Narrative Mode is to be easily understood by a cinema audience. Therefore, the films that are created in this Mode can be referred to as 'easy to watch', films that do not require the audience to 'fill in gaps' or 'think too much about the plot'. When we study film narrative, we are examining the story. Film practitioners use techniques that give us the necessary information to allow us to understand what is happening, why, where, and when. As a viewer, we need to examine the structure, the events that advance the narrative, and the events that cause the characters to act or react in certain ways. In addition, we

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

Course Name	**Creative Writing Workshop: Writing Short Stories**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027031
Instructor(s) (Institution)	Ku Eric Kuo Han（大学院メディア・コミュニケーション研究院）		
Course Objectives	This class is a creative writing workshop focusing on reading and writing short stories. This class is called a "workshop" because the primary goal of the class is for students to write their own short stories and discuss them as a class. During class, both the instructor and classmates will discuss the short stories and provide constructive criticism. In addition, we will read a wide range of short studies published by respected authors from various regions around the world, various genres, and various time periods.		
Course Goals	By the end of the course, students will： - learn foundational concepts of how short stories are written - read a wide range of short stories from different genres, authors, regions, and time periods - write their own short stories - learn to evaluate and provide constructive feedback to their classmates' short stories		
Course Schedule	Week 1: Course Introduction Week 2: Reading Short Stories 1 & 2 (Focus on Plot Structure and Point of View) Week 3: Reading Short Stories 3 & 4 (Focus on Tone and Dialogue) Week 4: Reading Short Stories 5 & 6 (Focus on Character Development) Week 5: Workshop 1: Student Stories 1 & 2 + Short Story 7 Week 6: Workshop 2: Student Stories 3 & 4 + Short Story 8 Week 7: Workshop 3: Student Stories 5 & 6 + Short Story 9 Week 8: Workshop 4: Student Stories 7 & 8 + Short Story 10 Week 9: Workshop 5: Student Stories 9 & 10 + Short Story 11 Week 10: Workshop 6: Student Stories 11 & 12 + Short Story 12 Week 11: Workshop 7: Student Stories 13 & 14 + Short Story 13 Week 12: Workshop 8: Student Stories 15 & 16 + Short Story 14 Week 13: Workshop 9: Student Stories 17 & 18 + Short Story 15 Week 14: Workshop 10: Student Stories 19 & 20 + Short Story 16 Week 15: Workshop 11: Student Stories 21 & 22 + Short Story 17 Week 16: Workshop 12: Student Stories 23 & 24 + How to Publish Your Short Stories		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes. Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Course Credit Requirements: 1. Attend 12 out of 15 classes. 2. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading: - Homework (20%) - Short Story Writing Assignment 1 (40%) - Short Story Writing Assignment 2 (40%)		

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

Course Name	**Multilingualism in Society**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027032
Instructor(s) (Institution)	Ku Eric Kuo Han（大学院メディア・コミュニケーション研究院）		
Course Objectives	This class will focus on the role of multilingualism in an increasingly changing world. First, this class will go over the basic concepts of multilingualism, including the wide range of definitions and theories about how multilingualism develops. The second part of this class will explore the way multilingualism operates in different societal contexts, including in urban cities, national policies, and the Internet. Lastly, this class will explore recent debates around multilingualism and how different societies are trying to find solutions to adapt to the increasing role multilingualism has in our lives.		
Course Goals	By the end of this course, students should be able to: ・understand basic definitions, concepts, and structures of multilingualism ・understand how people become multilinguals ・discuss the role of multilingualism at various levels of society: education, super-diverse cities, nation-state, cyberspace ・discuss recent debates regarding multilingualism and the changing global landscape ・understand various methods for conducting research on multilingualism		
Course Schedule	Week 1: Course Introduction Week 2: Measuring multilingualism (Part 1) Week 3: Measuring multilingualism (Part 2) Week 4: Dialects and other language varieties Week 5: Lingua Francas and Translation Week 6: The multilingual individual (Part 1) Week 7: The multilingual individual (Part 2) Week 8: Power, inequality, and language Week 9: Midterm Project Week 10: Keeping languages pure Week 11: Multilingual (international) institutions Week 12: Language in super-diverse cities Week 13: Multilingual countries Week 14: Language decline and revival Week 15: Final Assignment Week 16: Final Assignment		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Course Credit Requirements: 1. Attend 12 out of 15 classes. 2. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading: - Quizzes (20%) - Midterm Assignment (40%) - Final Assignment (40%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Course materials will be provided in class. Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score ＜ 500) may register for this course.		

Course Name	**Language and Society**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027033
Instructor(s) (Institution)	MANSBRIDGE MICHAEL PATRICK（大学院メディア・コミュニケーション研究院）		
Course Objectives	Sociolinguistics investigates the interactions between language and society. This course introduces students to a broad array of sociolinguistic issues, including the relationship between linguistic variation and social factors like identity, class and power, the development of pidgins and creoles, code choices in bi-dialectal and bilingual communities, and language change. Students will also draw connections with research methods and approaches to data analysis used in other areas of linguistics, and examine attitudes toward language and culture and their social and political consequences.		
Course Goals	A) Apply sociolinguistics terminology and concepts to research and real-world, global examples B) Identify major issues in sociolinguistics C) Analyze the effects of attitudes toward language use in everyday interactions		
Course Schedule	The course schedule is tentative and may change throughout the course. Week 1: Introduction Weeks 2-14: Lectures and discussions including: Dialects; Language Variation; Pidgin talk; Pragmatics; Gender and Sexuality; Language Policy; Language and Media Week 15: Student Presentations		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Participation (30%) Quizzes (30%): Throughout the semester, there will be quizzes to check students' knowledge of the lectures. Presentations (40%): Presentation on a selected topic		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Lecturer prepares teaching materials		

Course Name	**Contemporary issues in American media**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027034
Instructor(s) (Institution)	MANSBRIDGE MICHAEL PATRICK（大学院メディア・コミュニケーション研究院）		
Course Objectives	The aim of this course is to discover insights into the mores and morals of American society through the lens of American media (e.g., news articles, music, TV shows, and movies).		
Course Goals	A) Discuss about past and current issues facing American society and how they are displayed in American media B) Understand how these issues differ with other cultures via classroom discussion		
Course Schedule	Week 1: Introduction Weeks 2-14: Class discussions Week 15: Final Presentation		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Participation: 50% Presentation: 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Topics may include: Obesity; guns and violence; police brutality; racism; gender; drugs		

Course Name	**Video game analysis**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027035
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN（大学院メディア・コミュニケーション研究院）		
Course Objectives	Video game analysis involves studying games in detail to understand/interpret their structure, meaning, and significance. In this course, students will read and discuss a series of key texts in the history of video game analysis. Students will be encouraged to form their own critical opinions of these texts, and to develop an overall understanding of how scholars use a variety of analytical techniques to understand video games.		
Course Goals	By the end of this course, students should be able to: 1. Read, understand, and criticize scholarly texts on video game analysis 2. Understand a variety of game analysis methods 3. Understand how game analysis has developed over time 4. Use various methods to perform their own analyses of video games		
Course Schedule	This course will use face-to-face and online classes. Face-to-face classes: weeks 1, 2, 4, 6, 8, 10, 11, 14, 15 Online classes: weeks 3, 5, 7, 9, 12, 13 Online classes will be on-demand. Video conferencing software (e.g., Zoom) is not required. On-demand classes will be explained by the instructor at the start of the semester.		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately,they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	50% participation 50% presentation project More information about how the course is graded will be explained in the first class		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced level (TOEFL-ITP score≧500) may register for this course. Syllabus information is subject to change.		

Course Name	**Translation and Localization of Japanese and English-Language Media**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027036
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET（大学院メディア・コミュニケーション研究院）		
Course Objectives	This course will serve as an introduction to the field of translation and localization, identify promising practices in translation and localization in modern popular media, websites, and literature. Students who are interested in the process of translation and localization with native proficiency in English OR Japanese and intermediate proficiency in Japanese OR English are welcomed.		
Course Goals	Students will gain an understanding of linguistic and cultural challenges and approaches to translation and localization, accompanied by scholarly articles and examples from media sources. Students will demonstrate the language, linguistic and technical skills needed to effectively translate facts, concepts, and feelings from one language to another. Students will observe how language is translated from one language to the other, identify potential problems and complete in-class assignments based on the lecture and class readings.		
Course Schedule	Week 1: Introduction & Key Concepts Week 2 - 3: Translation Services and Globalization Practices Week 4 - 5: Manga & Anime Week 6 - 7: TV Week 8 - 9: Cinema Week 10 - 11: Digital Entertainment Week 12: Recap/Review Week 13 - 15: Student Presentations		
Homework	Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.		
Grading System	Grading System Course Credit Requirements: 1. Complete both the Midterm and Final Exam 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading: Participation (20%) Quizzes (30%) Exams (Final) (50%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Intercultural Communication and Language Issues**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	5000	**Course Number**	027037
Instructor(s) (Institution)	YAMADA Etsuko（大学院メディア・コミュニケーション研究院）		
Course Objectives	This course aims to explore the intercultural communication of today's multicultural settings from sociocultural perspectives rather than from linguistic point of view. In the course, we investigate how the speakers with various proficiency levels and different cultural backgrounds can communicate effectively and understand mutually. In English case, the number of non-native speakers of English far outnumbers that of native speakers. In Japan, most foreign residents need to use Japanese for daily communication. The native speaker standard is often challenged and needs to be accommodated for non-native speakers. We will also look at the issues related to the language use of multicultural settings such as language rights and equal participation.		
Course Goals	-To gain knowledge of intercultural communication. -To investigate the concept of co-construction of a common language through the cases of English as a Lingua Franca (ELF) and Yasashii Nihongo (plain Japanese). -To raise awareness to the surrounding social issues related to language matters in a globalizing society.		
Course Schedule	In the sessions, topics will be introduced from the practical aspects of daily-level language use and explored from various points of views through discussions. Therefore, students do not need much preparation, but will be expected to read assigned reading materials after each session in order to consolidate the academic knowledge gained in the class. The schedule is subject to change depending on conditions (eg. student enrolment). 1. Introduction 2. Culture and Language 3. Intercultural Communication and Intercultural Communicative Competence 4. Language and Power 5. Language Policies 6. Presentation 1 7. Follow-up Discussion on Presentation 1 8. English Issues in a Globalized World 9. English as a Lingua Franca (ELF) 10. Language Education 11. Comprehensive Test 12. Language Issues of Tourism in Japan/Yasashii Nihongo 13. Language Issues of Foreign Residents in Japan/Yasashii Nihongo 14. Presentation 2 15. Follow-up Discussion on Presentation 2		
Homework	Students will be expected to read assigned reading materials after each session.		
Grading System	Comprehensive Test (40 %), Presentation 1 & Essay 1 (15 %), Presentation 2 & Essay 2 (15 %), Reflection Journal (30 %) Detailed assessment criteria of each item will be explained in the course. The purpose of comprehensive test is to make sure the students' comprehension of the academic concepts introduced in the sessions. In presentations and essays assigned, students need to develop original ideas based on the academic concepts and new perspectives gained. Reflection journal will be required after each session to record about their learnings and later develop them into presentation and essay assignments.		
Textbooks / Reading List	ISBN:97804156		
Websites			
Website of Laboratory			
Additional Information	- Classroom (N234, Institute for the Advancement of Higher Education E building) location: https://drive.google.com/file/d/1lwZeJJYXWgsiC2_yoK5R49V_tJFikyXv/view?usp=drive_link - This course will be code-shared with Graduate School of International Media, Communication, and Tourism Studies. - For non-native speakers of English, an advanced level of English is necessary for discussions and activities.		

Course Name	**Workshop on Intercultural Communication**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027038
Instructor(s) (Institution)	YAMADA Etsuko（大学院メディア・コミュニケーション研究院）		
Course Objectives	This course aims to look in depth the multi-layered language issues in a globalizing world through two project works (one on interactions with locals and the other on language and culture). 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.		
Course Goals	-To raise awareness to various aspects of languages. -To develop collaborative and communicative skills with people from different backgrounds -To understand the development of the internationalization of a community as initiated by a local government in Japan		
Course Schedule	W1: Intercultural Communication W2: English as a Lingua Franca W3: Yasashii Nihongo (plain Japanese)) W4: Project 1 (1) W5: Project 1 (2) May. 11 (Saturday): Fieldwork in Bibai-city, Hokkaido (equivalent to three sessions, attendance is compulsory) W6: Post-fieldwork activity (Presentation 1) W7: Language and Culture 1 W8 Language and Culture 2 W9: Project 2 (1) W10: Project 2 (2) W11: Project 2 (3) W12: Presentation 2 Project 1 (preparation, essay 1, and presentation 1) As a fieldwork preparation, each group prepares a poster presentation to introduce some aspects of languages other than English/Japanese. Project 2 (essay 2, presentation 2) Each group focuses on linguacultual aspects (the relationship between language and culture) of languages and presents a comparative analysis. *The schedule is subject to change depending on conditions. **The cost for the fieldwork will be approximately 4,000 yen (1,500 yen x 2 (JR train + bus) + Lunch (max. 1,000 yen)		
Homework	Students are required to write reflection after each session.		
Grading System	Fieldwork preparation (10%), Essays (20 % x 2), Presentations (5% x 2), Reflection Journal (3% x 12), Extra Merits (4%) *Detailed assessment criteria will be provided in the course. **A re-take of assessment will be considered only when the reason is understandable and necessary procedure (eg. submission of a proof) is properly followed.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	- For non-native speakers of English, advanced-level English (TOEFL ITP 570/IELTS 6.5 or higher) is necessary for activities. - 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, although not necessary. - Those wishing to enrol must attend the first session. If you are unable to attend it, please contact the instructor before the course starts.		

Course Name	**Introduction to Social Theory**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027039
Instructor(s) (Institution)	Emma Cook（大学院メディア・コミュニケーション研究院）		
Course Objectives	Social anthropology and sociology are disciplines that have developed from a long period of thinking about the social in its myriad forms. This course aims to give an introductory overview to Western theories of the social that have been influential in sociology ranging from 19th century thinkers to those of the 21st century, and to explore their relevance in the 21st century.		
Course Goals	1. Students will gain an overview of some of the main thinkers that have influenced how society and social life has been theorised in sociology and social anthropology. 2. Students will develop the ability to analyse social theories based on their historical context and explore the applicability of these theories to life in the twenty-first century.		
Course Schedule	1. Introduction: What is Social Theory? 2. Karl Marx 3. Emile Durkheim 4. Max Weber 5. Structuralism / Structural-Functionalism 6. Critical Theory and the Frankfurt School 7. Exchange, Networks and Rational Choice Theory 8. Essays 9. Symbolic Interactionism 10. Phenomenology 11. Feminist Theories 12. Michel Foucault 13. Pierre Bourdieu 14. Globalisation 15. Reflections: What's the Point of Social Theory?		
Homework	Weekly readings are assigned and students must submit a discussion question based on the reading each week.		
Grading System	Discussion Questions: 30% Reflection Essay: 30% Final Essay: 40% (Please note that this is subject to change and finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	A strong command of English is needed to take this course, and the course schedule and syllabus are subject to change. Finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course		

Course Name	**Introduction to Japanese Society**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027040
Instructor(s) (Institution)	Emma Cook（大学院メディア・コミュニケーション研究院）		
Course Objectives	This course has three core aims. First this course is an introduction to Japanese society with a particular focus on understanding social institutions and social issues within contemporary society. Second, you will be introduced to some of the core topics of interest to anthropologists and sociologists in their study of social life. Third, you will learn how to analyse the everyday through engagement with texts on Japanese society.		
Course Goals	Students will 1. Gain a clear introductory understanding of institutions and social issues within contemporary Japanese society 2. Learn how to analyse the everyday through engagement with texts on Japanese society		
Course Schedule	1. Introduction 2. Social Structure: Class and Stratification 3. Education and Socialization 4. Labour and Employment Systems 5. Kinship and Family 6. Gender and Identity 7. Religion and Ritual 8. Disability and Illness 9. Minorities, Ethnicity and Status 10. Social Movements and Protest 11. Environmental Issues 12. Presentations 13. Presentations 14. Presentations 15. Review and Feedback		
Homework	Weekly readings are assigned. Students must submit a discussion question based on those readings each week.		
Grading System	Discussion Questions: 30% Reflection Essays: 40% Presentation: 20% (Please note that this is subject to change and finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	A strong command of English is needed to take this course, and the course schedule, syllabus, and grading system may be subject to change. Finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course		

Course Name	**Gender and Sexuality in Contemporary Japan**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027041
Instructor(s) (Institution)	Emma Cook（大学院メディア・コミュニケーション研究院）		
Course Objectives	The aims of this course are to give a broad overview of gender, sexuality and society with a particular focus on contemporary Japanese society. The classes alternate theories and ethnographies allowing students to see how theories relate to real life. We will explore a variety of theoretical, ethnographic and documentary materials to how gender and sexuality has been understood and experienced in the socio-historical context of postwar Japan and will also analyse how ethnographic studies can qualify and inform questions about gender in society. Therefore the course, whilst focusing mostly on Japan, will also be inherently comparative in context and scope.		
Course Goals	By the end of the course students should be able to: 1. Understand and critically analyse some of the main theories of gender and sexuality. 2. Have a clear understanding of the various ways in which gender, sexuality and society intersect in Japan. 3. Be able to critically analyse the 'everyday': those events that initially appear so normal that they do not warrant analysis. 4. Students will learn to ask critical questions in this course instead of focusing only on coming up with answers.		
Course Schedule	1. Introduction to the Course 2. Gender Theories: Nature/Culture Debates 3. Intersections: Japanese Feminism and Nature/Culture Debates 4. Gender Theories: Heterosexuality, Heteronormativity and the Sex-Gender System 5. Intersections: The Sex-Gender System at Home in Japan 6. Gender Theories: Hegemonic Masculinities. 7. Intersections: Gender at Work in Japan 8. Documentary: Japan: A Story of Love and Hate 9. Gender Theories: Performance and Performativity 10. Documentary: Shinjuku Boys 11. Gender Theories: Queer Theory 12. Sexualities and Sexual Rights in Japan 13. Documentary: The Great Happiness Space 14. Student Presentations 15. Student Presentations		
Homework	Required readings are given each week. Students must submit at least one discussion question based on these readings each week before class.		
Grading System	Discussion Questions (30%) Reflection Essays (40%) Research Presentation (30%) (Please note that this is subject to change and finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Please note that an excellent command of English is needed for this course and the course schedule, syllabus and grading system may be subject to change. Finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course.		

Course Name	**Japanese Political History**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027042
Instructor(s) (Institution)	SASADA Hironori（大学院メディア・コミュニケーション研究院）		
Course Objectives	The course explores the politics and government of the Meiji (1868-1912), Taisho (1912-26), and the first half of the Showa period (1926-55). The lectures will discuss the development of a modern state system in Japan focusing mainly on the issues of domestic politics such as state-building, policymaking process, democratization, party politics, and social policies. Throughout the course, we will discuss the following themes: Who governed Japan? How were decisions made in Japanese policymaking process? How did Japan's politics change over time?		
Course Goals	By the end of the course, student are expected to develop the following skills: (1) to understand the developmental path of Japanese politics, (2) to discuss some various issues of Japanese political history from different points of view, (3) to communicate and collaborate with the rest of the class through class discussions.		
Course Schedule	Week 1: Introduction Week 2: The end of the shogunate government and the Meiji Restoration Week 3: The Meiji government and modernization of Japan Week 4: Politics in the Meiji period Week 5: Economic and social policies in the Meiji period Week 6: Politics in the Taisho period: The Taisho democracy Week 7: Economic and social policies in the Taisho period Week 8: Midterm exam Week 9: Politics in the early Showa period Week 10: The establishment of the military government Week 11: Rise of the wartime regime Week 12: The end of WWII Week 13: Reforms during the occupation period (1) Week 14: Reforms during the occupation period (2) Week 15: Establishment of the postwar regime: The 1955 system Week 16: Final exam		
Homework	Read the reading materials before coming to the lecture every week.		
Grading System	Midterm exam 40% Final exam 40% Class participation 20%		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://hirosasada.github.io/		
Additional Information	Lecture schedule is subject to change.		

Course Name	**Japanese Politics**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027043
Instructor(s) (Institution)	SASADA Hironori（大学院メディア・コミュニケーション研究院）		
Course Objectives	This is an introductory course on contemporary Japanese politics. The course will cover the politics and government of post-WWII Japan focusing on Japanese power structure, party politics, political culture, social policies, and recent changes. Throughout the course, we will discuss the following themes: Who governs Japan? How are decisions made in Japanese policymaking process? How has Japan's politics changed over time?		
Course Goals	By the end of the course, student are expected to develop the following skills: (1) to explain some key terms of Japanese politics, (2) to discuss some major issues of contemporary Japanese politics from at least 2 different points of view, (3) to discuss some recent important changes in Japanese politics and explain the contexts of the changes.		
Course Schedule	Week 1: Introduction Week 2: Basic structure of Japanese politics Week 3: The 1955 system and the Liberal Democratic Party Week 4: The opposition parties Week 5: Bureaucracy / Elitism Week 6: Patterned pluralism Week 7: Leadership under the 1955 system Week 8: Structural corruption and Tanaka Kakuei Week 9: Midterm exam Week 10: The Koizumi reform and a new leadership Week 11: The Abe administration Week 12: Electoral campaign in Japan Week 13: Political culture in Japan Week 14: Politics in rural areas Week 15: Gender equality and welfare system in Japan Week 16: Final exam		
Homework	Download and read the reading materials before coming to the lecture every week.		
Grading System	Midterm exam 40% Final exam 40% Class participation 20%		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://hirosasada.github.io/		
Additional Information	The lecture schedule is subject to change.		

Course Name	**Culture I (Theory)**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027044
Instructor(s) (Institution)	SUSANNE Klien（大学院メディア・コミュニケーション研究院）		
Course Objectives	To become familiar with and constructively engage with the representative theoretical discourses and paradigms in cultural studies.		
Course Goals	To read, discuss and critically assess some of the seminal works in cultural studies. To develop analytical skills and improve reading skills with regards to academic literature and academic writing skills in general as well as chairing and discussion skills in class.		
Course Schedule	Week 1: Introduction Week 2: Concepts of culture Week 3: Structures of culture Week 4: Identity and difference Week 5: Subjects, bodies, selves Week 6: Liminality Week 7: Tradition and culture Week 8: Mid-term exam Week 9: Risk Week 10: Resistance Week 11: Consumption and agency Week 12: Work culture Week 13: Rituals Week 14: Mobility Week 15: Human-animal relations Week 16: Final exam Note that session themes may be subject to change. Check ELMS for updates and details of course.		
Homework	Information on readings and additional teaching materials will be provided in the introductory session.		
Grading System	Class discussions and discussion questions before class (20%), presentation/chairing (30%), mid-term exam (25%), final essay (25%).		
Textbooks / Reading List			
Websites			
Website of Laboratory	Detailed information including access to course materials will be provided in the first session and on ELMS.		
Additional Information	Note that this course requires advanced spoken English as the course is highly interactive. Students will be expected to critically read academic texts in advance of each session and engage in discussion throughout the course. Note that session themes may be subject to change. Check details about access to materials and link on ELMS.		

Course Name	**Anthropology of (Im) Mobility**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027110
Instructor(s) (Institution)	SUSANNE Klien（大学院メディア・コミュニケーション研究院）		
Course Objectives	To explore and study themes related to mobility and immobility from an anthropological perspective.		
Course Goals	Read and discuss texts that are concerned with (im)mobility and its impact on subjective well-being, agency and identity. Improve your academic reading and writing skills as well as chairing and discussion skills.		
Course Schedule	Introduction: Explanation of course organization and session details Week 2: Multiculturality and migration: Paul Capobianco, "Japanese Migration Then and Now: The Increased Visibility of Foreigners through Diversification and International Marriage", Annuals Papers of the Anthropological Institute, Vol. 11 (2020), http://rci.nanzan-u.ac.jp/jinruiken/publication/item/nenpo11_03_capobianco.pdf Week 3: Researching Mobility: Introduction and Chapter 5 (Coates, "Idleness as Method: Hairdressers and Chinese Urban Mobility in Tokyo") in Elliot, Norum and Salazar, Methodologies of Mobility: Ethnography and Experiment, Berghahn 2017. Week 4: Mobile subjectivities: Coates, "Everyday Mobility: The Normalization of China-Japan Migratory Flows and their 'Everyday Practice'", International Review of Social Research 3(1) 2013: 7-26. Week 5: Mobility and sense of belonging: Kato, "Asianisms in motion: Asian selves and customized Asia among Japanese sojourners in the Pacific West and East", Asian Anthropology, August 2020: online first. Week 6: Researching mobility online: Schrooten, "Moving ethnography online: researching Brazilian migrants' online togetherness" in Ethnic and Racial Studies 35(10), 2012: 1794-1809. Week 7: Migration, identity and agency: Watch "Through the Eyes of Migrants: Filipino Domestic Workers in Italy" (11:15 minutes) and "Undocumented domestic workers in the Netherlands" (5 minutes) and read Ogaya "Intergenerational Exploitation of Filipino Women and their Japanese Filipino Children", Critical Sociology (2020, online first) and write a 800-1000 reflection essay. Week 8: Roundtable: What makes a good academic text? Week 9: Ethnographies of mobility: Shinozaki "Transnational dynamics in researching migrants: self-reflexivity and boundary-drawing in fieldwork", Ethnic and Racial Studies Vol. 35(10), 2012: 1810-27. Week 10: Mobility and geopolitics: Surak "Millionaire mobility and the sale of citizenship", Journal of Ethnic and Migration Studies, 2020 (online first). Week 11: Mobility and governmental policy: Oishi "Skilled or unskilled migration? The reconfiguration of migration policies in Japan", Journal of Ethnic and Migration Studies 2020 (online first). Week 12: Digital nomads Week 13: Lifestyle migration: Sone, Thang "Staying till the End? Japanese Later Lifestyle Migrants and Belonging in Western Australia", Japanese Studies 2020 (online first). Week 14: Mobility justice Week 15: Wrap up and feedback Note 1: Course schedule may be subject to change, check ELMS for updates. Note 2: Participants will need native or near-native skills of English as this course will be highly interactive.		
Homework	Students will need to read 1-2 texts and watch documentaries/films in advance of each session.		
Grading System	Attendance, participation in class, roundtable 25% Chairing 25% Reflection essay, critical essay (final exam) 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Participants in this course will require a strong command of English (native or near native language skills) since we will engage in discussions and other interactive activities throughout the course. Check Elms moodle for updates on course materials and details.		

Course Name	**Introduction to Japanese History I: Between War and Peace**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027045
Instructor(s) (Institution)	SCHILTZ MICHAEL（大学院メディア・コミュニケーション研究院）		
Course Objectives	Japan's experience with modernity was ridden with conflicts, outright wars, and the continuous threat to the nation's survival in a voracious, Hobbesian world. This introductory course outlines the international dimensions of that experience, and demonstrates the ways in which this experience inexorably shaped the contours of the policy debates with regards to the country's international positioning. Concretely, we study the dynamics behind and meaning of the ambition to 'leave Asia' (脱亜論 datsu-a ron), become the 'Great-Britain of the East'; and yet later, to return to Asia as the region's savior (the 'yellow burden').		
Course Goals	The important hallmark of this course is its explicitly anti-humanist or sociological stance. Rather than focusing on key historical figures and their decisions, we will identify social forces that extend far beyond the limited scope of human agency. Instead, we focus on the ways in which technologies (of warfare, telecommunications, transport, finance etc.) possess a self-propelling dynamic: they reinforce their importance, so to speak, and become both tools and objectives of modern development. Taken together, they demonstrate the inherently international outlook of modern society, while paradoxically employing a vocabulary of segregation: the semantics of the 'nation state' and 'national culture'. How the latter relates to and interacts with internationalization, and how this interaction produces regimes of rewards and punishment are core themes in all sessions. In this course, a truly international perspective on Japanese history ('Japan in Asia' / 'Japan and the West') is paramount. As a reference guide to existing debates in a host of interdisciplinary fields (medium theory, systems theory, and so on), each session provides links to broader secondary sources.		
Course Schedule	1. Wake-up call: the Opium wars 2. Gunboat diplomacy and the 'imperialism of free trade' 3. The threat of irrelevance and annihilation: the bakumatsu currency crisis 4. Rebellion and its aftermath: inflation and induced deflation 5. The Sino-Japanese War 6. The Boxer rebellion: victory of Western technologies 7. The Anglo-Japanese alliance: Japan as a linchpin in the Great-Britain led world order 8. The Russo-Japanese War as World War Zero 9. Japan in World War I 10. The Siberian Intervention 11. Japan returns to Asia 12. The Manchurian incident 13. Militarism and Japanese Lebensraum in Manchuria 14. 'Use the war to feed the war': the road to World War II 15. The total defeat of blocism and the Pax Americana		
Homework	From session 2 on, small student groups may be assigned to introduce topics to be discussed. This may include both historical matter and/or their contemporary implications. Students are expected to: 1. to participate in the course as a whole: doing the essential reading for each week's topic, and coming prepared to question and intervene. 2. To provide written and oral comments. 3. To Research, write, present, and defend your argument and choice of topic to be discussed. 4. When presenting, students should go beyond the narrow content of the reading to be presented; develop an argument as a coherent whole, e.g. by focusing on theoretical issues (e.g. the relationship between (political) power and violence, methodological ones (for instance the nature of the relationship between 'ideas' and the material/technological/… contexts in which they are shaped)		
Grading System	Evaluation will be based on: reading notes, class discussions (other means of evaluation may be discussed with the students). There is no paper to be written; instead, students are asked to make 'smart', elaborate and interactive presentations (these are a must). They are responsible for putting the presented reading in context, and act as 'moderator' for the follow-up discussion. Although all grading is characterized by an inherent opacity (if only for the simple reason that every presentation pertains to different material and a different session), here are some simple rules: - students presenting on several occasions will receive a higher grade - students making elaborate presentations (including audiovisual material, links to primary sources etc.) will be		

	rewarded for the extra effort - showing that you mastered the readings by partaking actively in the discussions is a plus. As this class is an example of problem-based learning and the 'flipped classroom', it strongly encourages and rewards participation; vice versa, it penalizes a passive or absent behavior. **Concretely, 80 percent of your grade is based on reading notes; the remaining 20 percent is reserved for class discussion.**
Textbooks / Reading List	
Websites	
Website of Laboratory	https://github.com/michaelschiltz/Japanese_History_1/blob/master/README.md
Additional Information	**This class is, by default, an in-person class with assistance by Google Classroom. For the classroom code, see the ELMS system. However, if the Covid situation deteriorates, and in accordance with university policy, the format may change to an online class. Note, however, that Google classroom remains at all times in place for the submission of homework and the formulation of discussion points throughout the course.** Introductory reading: Gordon, Andrew. 2013. A Modern History of Japan: From Tokugawa Times to the Present. 3 edition. New York: Oxford University Press. Some basic rules: whereas attendance is considered crucial, merely being present in class is insufficient to pass. Active participation is prerequisite. Checking social media or constantly looking at your phone during class is discouraging and even disturbing for your peers, so should be avoided. This class demands a considerable degree of commitment; do not take this class if you are not motivated.

Course Name	**Mindhacks: Organizing your Resources and Research in the Internet Era**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027046
Instructor(s) (Institution)	SCHILTZ MICHAEL（大学院メディア・コミュニケーション研究院）		
Course Objectives	Thanks to the groundbreaking works of historians, anthropologists, sociologists and researchers in related interdisciplinary fields (medium theory, cybernetics), it has by now become accepted wisdom that not only the amount, but also the nature of scientific knowledge is a function of the constraints and opportunities that are hard-wired into the communication technologies that contain it. We are nowadays experiencing yet another sea change in information production and dissemination, conveniently summarized as the 'digital revolution'. Exploring the disruptive impact of the latter on the production of scientific knowledge is the mainstay of this course and project. As this course does not believe in the usefulness of the traditional lecture (and neither should you), the approach is 'hands-on': through the concrete manipulation of a wide range of (scholarly) tools, students will gradually be made aware of how conceptual domains and knowledge categories are shifting and emerging, and what types of attention will be indispensable when doing research in the aftermath (and mirror) of the 'Gutenberg Galaxy'....		
Course Goals	This course will take students on a digital journey which includes the management of bibliographic sources, alternative methods of writing and publication, tools for integrating writing and data analysis, etcetera. We also look into contemporary debates on preservation, data visualization, the relevance of academic debate in modern society, and what else. At all times will we be reminded of the fact that the medium is the message. Eventually -and thereby even going against Marshall McLuhan's famous dictum, we discover that what we refer to as 'man' may well be the extension of technologies and communication media, rather than the other way around.		
Course Schedule	Session 1: bibliographic management Session 2: more research within the browser window Session 3: the science of search Session 4: collaborative work and reproducible research (1) Session 5: collaborative work and reproducible research (2) Session 6: collaborative work and reproducible research (3) Session 7: organizing knowledge and classification systems Session 8: about OpenAccess Session 9: sustainable writing -publishing - preservation Session 10: licensing your work Session 11: data and data visualization Session 12: big data & social network analysis Session 13: encryption - anonymity - safety - whistleblowing (1) Session 14: encryption - anonymity - safety - whistleblowing (2) Session 15: where do we go from here?		
Homework	From session 2 onwards, small student groups may be assigned to introduce topics to be discussed. This may include both historical matter and/or their contemporary implications. Students are expected to: - participate in the course as a whole: doing the essential reading for each week's topic, and coming prepared to question and intervene. - provide written and oral comments; - research, write, present, and defend your argument and choice of topic to be discussed. - When presenting, students should go beyond the narrow content of the reading to be presented; develop an argument as a coherent whole, e.g. by focusing on theoretical issues (e.g. the relationship between (political) power and violence, methodological ones (for instance the nature of the relationship between 'ideas' and the material/technological/… contexts in which they are shaped), and... - ...most importantly, to **bring their laptops into class**!		
Grading System	As this course (just as my other courses) does not believe in the usefulness of final grades, the evaluation will be based on: reading notes, class discussions (other means of evaluation may be discussed with the students), and so in. There is no paper to be written; instead, students are asked to make 'smart', elaborate and interactive presentations. They are responsible for putting the presented reading in context and act as 'moderator' for the follow-up discussion. Although all grading is characterized by an inherent opacity (if only for the simple reason that every presentation relates to different material and takes place in a different session), here are some simple rules: 1. students presenting on several occasions will receive a higher grade 2. students making elaborate presentations (including audiovisual material, links to primary sources etc.) will		

	be rewarded for the extra effort 3. showing that you mastered the readings by partaking actively in the discussions is a plus. As this class is an example of problem-based learning and the 'flipped classroom', it strongly encourages and rewards participation; vice versa, it penalizes a passive or absent behavior. Concretely, **80 percent of your grade is based on class discussion; the remaining 20 percent is reserved for presentations.** 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.
Textbooks / Reading List	
Websites	
Website of Laboratory	https://github.com/michaelschiltz/bit-by-bit/blob/master/README.md
Additional Information	**This class is, by default, an in-person class with assistance by Google Classroom. For the classroom code, see the ELMS system. However, if the Covid situation deteriorates, and in accordance with university policy, the format may change to an online class. Note, however, that Google classroom remains at all times in place for the submission of homework and the formulation of discussion points throughout the course.**

Course Name	**Japanese History (Theory & Practice) I**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027047
Instructor(s) (Institution)	BULL JONATHAN EDWARD（大学院メディア・コミュニケーション研究院）		
Course Objectives	How do historians formulate, research and write up their projects? If you are interested in taking a practical, hands-on class that engages with these questions then please consider taking this course. The first two weeks provide an overview of the skills you will need to be successful on this course. From weeks 3 to 9 we will read the book Thinking about History (University of Chicago Press, 2017) by Sarah Maza. While reading this book you will have the opportunity to analyse research about Japanese history to see how it compares to the ideas set out by Maza. During weeks 11 and 12, in consultation with the teacher, students will be able to choose the class readings. The choices will come from various books which explain how historians use different kinds of sources such as diaries, letters and memoirs. The last weeks of the class will be for student presentations where you will have the chance to explain what you have learnt from the course.		
Course Goals	By the end of the course you should be able to: 1) Analyse how social historians and cultural historians pose research questions and seek to answer them 2) Formulate your own research questions using the frameworks of social and cultural history		
Course Schedule	Week 1: Guidance Week 2: Finding out what interests you about studying history Week 3: Maza, Thinking about History Chapter 1: The History of Whom? Presentation reading to be decided by students Week 4: Maza, Thinking about History Chapter 2: The History of Where? Presentation reading to be decided by students Week 5: Maza, Thinking about History Chapter 3: The History of What? Presentation reading to be decided by students Week 6: Discussion about Asahi newspaper article Week 7: Maza, Thinking about History Chapter 4: How is History Produced? Presentation reading to be decided by students Week 8: Maza, Thinking about History Chapter 5: Causes or Meanings? Presentation reading to be decided by students Week 9: Maza, Thinking about History Chapter 6: Facts or Fictions? Presentation reading to be decided by students Week 10: Using film as a historical source Week 11: Topic/reading to be decided in consultation with class To be selected from Penny Summerfield, Histories of the Self (Routledge, 2019) Week 12: Topic/reading to be decided in consultation with class To be selected from Penny Summerfield, Histories of the Self (Routledge, 2019)		

	Week 13: End of course presentations Week 14: End of course presentations Week 15: End of course review
Homework	There will be weekly homework (this will almost always involve reading between 30 to 40 pages in English).
Grading System	Participation (25%) In-class assignments (25%) Mid-term assignment (25%) End of term assignment (25%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	NOTE: Information in this online syllabus is subject to change once I know who is taking the class. A full syllabus will be provided at the start of term.

Course Name	**The Allied Occupation of Japan and the collapse of the Japanese Empire**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027048
Instructor(s) (Institution)	BULL JONATHAN EDWARD（大学院メディア・コミュニケーション研究院）		
Course Objectives	In 1941 Japan's war against China had been dragging on for four years when the Japanese leadership decided to go to war with the United States and the British empire. What made Japan's leaders decide to make this move? In this course, we will learn about the leaders' reasons through a combination of lecture, discussion and simulation (role-play). Soon after defeat in the Asia-Pacific War in August 1945, Japan was subject to the Allied Occupation which officially ended in April 1952. Although the Occupation was meant to operate co-operatively among the wartime Allies (US, USSR, China and Britain), the reality was that the US quickly took control. The relationship that developed between Japan and the US during the Occupation is of great importance for understanding Japanese society after 1945. However, the emergence of the US-Japan relationship is only part of the story of the Occupation years. Also of significant consequence is the collapse of the Japanese empire. How did the collapse of the empire affect Japanese society after 1945 and East Asia in general? This course will therefore examine the Occupation not only through the lens of postwar Japanese-American relations but also through that of Japan’s post-imperial relations with its former colonies.		
Course Goals	1) Assess the political, social and cultural impact of the Occupation period on Japan in the context of domestic and international circumstances 2) Take the role of a historical actor to understand the past 3) Collaborate with your peers to make a group presentation		
Course Schedule	Course schedule Week 1: Guidance Week 2: Preparing for 'Japan, Pan-Asianism and the West', 1940-41' Week 3: Preparing for 'Japan, Pan-Asianism and the West', 1940-41' Week 4: Preparing for 'Japan, Pan-Asianism and the West', 1940-41' Week 5: Preparing for 'Japan, Pan-Asianism and the West', 1940-41' Week 6: 'Japan, Pan-Asianism and the West', 1940-41' simulation session 1 Week 7: 'Japan, Pan-Asianism and the West', 1940-41' simulation session 2 Week 8: 'Japan, Pan-Asianism and the West', 1940-41' simulation session 3 Week 8: 'Japan, Pan-Asianism and the West', 1940-41' simulation session 4 Week 9: 'Japan, Pan-Asianism and the West', 1940-41' simulation session 5 Week 10: The end of the Japanese empire - population transfer Week 11: The end of the Japanese empire - Occupation Week 12: The end of the Japanese empire - legacies Weeks 13 and 14: student presentations Week 15: End of course review		
Homework	There will be weekly homework (this will almost always involve reading between 30 to 40 pages in English).		
Grading System	Participation (25%) Homework (25%) Presentation (25%) End of term assignment (25%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	NOTE: Information in this online syllabus is subject to change once I know who is taking the class. A full syllabus will be provided at the start of term.		

Course Name	**History and Memory in Modern Japan**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027049
Instructor(s) (Institution)	NOZAWA Shunsuke（高等教育推進機構）		
Course Objectives	This class explores the nature of historical consciousness in contemporary Japan through analysis of concrete embodiments of memory — photographs, exhibits, monuments, and so forth. Through this exploration we hope to better understand a politics of memory and history in modern Japan as it plays out at multiple scales of encompassment — public and private, national and local, collective and individual. The semester is divided into two major segments. The first segment explores memory and materiality with a particular focus on objects in personal and intimate spheres. The second segment focuses on the interaction between history and memory as present in museum displays and monuments.		
Course Goals	- Apply concepts from memory studies and public history to analyse museums and monuments - Analyse the meaning of everyday and ritual objects in practices of memory-making		
Course Schedule	The semester is divided into two major segments: PART I: Memory, materiality, everyday life In this first segment, to be taught by Nozawa, we are primarily interested in how memory is embodied in — and cued by — concrete 'things,' in particular those objects found in everyday environment. Drawing on ethnographic studies investigating how people handle objects of intimate memory and interpret their material qualities, we will explore diverse stories and images of everyday life in Japan's modernity constructed through objectification of memories and memorialization of objects. PART II: History and war memory What is the relationship between history and memory? How do historians approach the historical study of memory? These two questions will underpin the second half of the course taught by Bull. To think through these questions, Bull will draw on recent research he has published on the role of museums and monuments in the construction of historical memory about the Japanese empire. Students will be encouraged to think about how to apply the study of historical memory to their own interest in Japan. - Week 1: Introduction (SN, JB) - Week 2: Family albums (SN) - Week 3: Kimono (SN) - Week 4: Dolls (SN) - Week 5: Personal histories (SN) - Week 6: History, memory, and the everyday (SN) - Week 7: Midterm assignment workshop (SN) - Week 8: Forgetting (SN) - Week 9: War memory and Japan (JB) - Week 10: The collapse of the Japanese empire and the making of post-imperial memory (JB) - Week 11: Monuments, museums and war memory (JB) - Week 12: Maizuru's repatriation museum and local memory activists (JB) - Week 13: War memory and public history (JB) - Week 14: End of Term Workshop (JB) - Week 15: Conclusion (SN, JB)		
Homework	Each week students will actively participate in class discussion as well as online discussion threads based on weekly required readings and tasks. Students will also conduct individual projects for midterm and final assignments.		

Grading System	Participation 20% Weekly Tasks 20% Midterm Assignment 30% Final Assignment 30%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	Course Schedule, Grading System, and Homework are subject to change. Join the following Google Classroom before the first session (you need your Hokudai ELMS account): https://classroom.google.com/c/NjYyODY4ODg2MjI4?cjc=csru5fr Classes are held face-to-face. We may consider online options if necessary.

Course Name	**Introduction to Japanese Studies II (Culture)**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027050
Instructor(s) (Institution)	NOZAWA Shunsuke（高等教育推進機構）		
Course Objectives	This course introduces you to an anthropological perspective on Japanese culture. We will explore various ways in which anthropological knowledge has been summoned to examine and interpret Japanese society. Topics include colonialism, kinship, value, power, gender, fieldwork, and ethnography. Non-Japanese materials will be included as well for eliciting cross-cultural, comparative awareness.		
Course Goals	1) Acquire critical analytic tools for studying Japanese culture. 2) Identify insights and consequences of anthropological thinking. 3) Situate Japanese culture in cross-cultural and historical perspectives.		
Course Schedule	*Subject to change PART I: "Studying" "Japanese" "Culture" 1 Introduction 2 What is 'Culture'? What is 'Japanese Culture'? 3 Critique of the National-Cultural Imaginary 4 Task Workshop 5 "Japanese Food" 6 Colonization, Anthropology, and Image of Culture PART II: Rethinking Sociality -- Registers of Contact 7 Traveling and Gazing 8 Cats 9 Hosts 10 Idols and Fans 11 Characters 12 Attunement and Ambience 13 Allure of Contact 14 Task Workshop 15 Wrap up: Rethinking Sociality		
Homework	*Subject to change Students will write a short statement every week in response to the week's assigned readings. Students will perform small research tasks and group presentations in selected weeks, and complete Final assignment at the end of the semester.		
Grading System	*Subject to change Weekly Statements (30%) Mini tasks (10%) Presentations (10%) Class Participation (20%) Final Assignment (30%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	・Course Schedule, Homework, and Grading System are subject to change. ・Classes are held face-to-face. Online options may be considered if necessary. ・Join the following Google Classroom before the first session (you need your Hokudai ELMS account): https://classroom.google.com/c/NjYyODY4MDU0NjUy?cjc=h3lepnw ＊MJSP students transitioning from the Intensive Japanese Course (Yobikatei): you should wait until you obtain your new ELMS account before joining Google Classroom. ＊All MJSP students: like other compulsory classes in the MJSP curriculum, you will not be able to cancel your registration for this class.		

Course Name	**Writing about Japan for general publications**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027108
Instructor(s) (Institution)	NAGY Raluca（高等教育推進機構）		
Course Objectives	In this course, you can practice some styles/genres to make your writing fit for general publications, appealing to a broader range of audiences. You can learn how to chose a topic/theme related to Japan, write a text about it, edit the text yourself, submit it and then edit it again with the help of a professional editor.		
Course Goals	1. You can express your viewpoint on topics related to Japan, in writing, clearly and articulately. 2. You can apply your own experience of living in Japan when writing a text about any topic in relation to Japan. 3. You can write simple and easy-to-understand sentences, form a clear argument / storyline / theme and give it the appropriate style (cultural journalism, nonfiction, fiction, poetry, drama, etc.) 4. You can learn how to look for the appropriate platforms or publications that could disseminate your text and how to pitch it and submit it. 5. You can practice editing your work / working with an editor.		
Course Schedule	1 Introduction to writing for general publications 2 Writing exercise in the form of a workshop - choosing a topic of interest 3 First draft, "rule of 5", P.A.F. (ONLINE - ZOOM) 4 Discussion. Assigned readings: ideas, styles, interests 5 Resources and research 6 Synopsis. Discussion of assigned readings: novel 7 Discussion of assigned readings: memoir. How do you relate to other people's writings on your chosen topic 8 Discussion of assigned readings: short story 9 Looking for a publishing platform, pitching 10 Discussion of assigned readings: short non-fiction 11 Feedback on your pitch from professional editor (ONLINE - ZOOM) 12 Discussion of assigned readings: drama; writing dialogue 13 Discussion of your text in class 14 Feedback on your text from professional editor. Editing (ONLINE - ZOOM) 15 Discussion of assigned readings: poetry 16 Final discussion, explanation of grading, survey		
Homework	Some of the writing will be done in class, but you will have to do some more on your own. Your work will be often presented/shared/read out loud/discussed in class. Most of the reading of assigned materials must be done outside the classroom.		
Grading System	Even though each step of the process is important, when it comes to writing ultimately what matters is the final result, regardless of how one gets there. Therefore, you will be evaluated 80% on your final submission, by the teacher together with the editor, and only 20% on participation. Nevertheless, attendance of 12 or more classes is the minimum condition for evaluation.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Considering the practical weight of this course, this syllabus is subject to change depending on the number of students who chose to attend. For the 2nd class, e.g. "Writing exercise in the form of a workshop - choosing the topic of interest" you shall write with pen on paper. After that, all the writing is encouraged to be on a computer, to facilitate an easier process of re-working and editing. Nevertheless, this does not exclude writing pen on paper for those who chose to do so.		

Course Name	**Contemporary Migration/Mobilities in Asia through Literature**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027109
Instructor(s) (Institution)	NAGY Raluca（高等教育推進機構）		
Course Objectives	This is an interdisciplinary course that combines two approaches: social science and literature. The course seeks to investigate how the movement of people across borders has been tackled in modern and contemporary literatures and cultures from and around Japan.		
Course Goals	1. The course will allow you to explore and understand border crossings and the ensuing belonging and alienation and as well as different forms of dislocation. In other words, you will learn how people are forced or choose to become mobile by leaving their homelands and remaking home away from their native countries. 2. You will engage with a range of theoretical and literary texts with a particular focus on migration and mobilities to/from Japan and some surrounding countries. 3. You will discover the lived experiences of migrants, exiles, refugees, expats, lifestyle tourists, digital nomads and other mobile subjects (and their communities). 4. You will develop your knowledge of these realities and situate weekly readings within contemporary critical discussions. 5. You will consider the role which literature (and sometimes film or other arts) can play in relation to realities of migration, (im)mobilities and (dis)placement.		
Course Schedule	1 Introduction to Contemporary Migration/Mobilities in Asia through Literature 2 Narratives of migration/mobilities: keywords, concepts and and major themes. Discussion of readings 3 Home and nation. Aesthetics of fragmentation and displacement (ONLINE - ZOOM) 4 (Im)Mobilities, assimilation and integration. The casual effect of (dis)placement.1 5 (Im)Mobilities, assimilation and integration. The casual effect of (dis)placement.2 6 Promises and perils. Welcome culture and the multicultural dream.1 7 Promises and perils. Welcome culture and the multicultural dream.2 8 The [fill in the blanks] Dream. Economics of migration/mobilities 9 Intergenerational conflicts, hybridity, and cultural translation.1 10 Intergenerational conflicts, hybridity, and cultural translation.2 11 Film and discussion (ONLINE - ZOOM) 12 Memory, nostalgia, melancholia 13 Expats, lifestyle tourists and digital nomads 14 Representations of migration/mobilities in other arts (ONLINE - ZOOM) 15 We'll all live abroad in the Metaverse 16 Final discussion, explanation of grading, survey		
Homework	You will be expected to read in advance for every class.		
Grading System	You will be evaluated 60% on your activity and participation throughout the course and 40% on your final submission. (Attendance of 12 or more classes is the minimum condition for evaluation.) The final submission is a text. It may be a formal essay of analysis and interpretation. It may be comparative or focus on just one literary text. It may describe your or someone else's migration/mobilities experience, in any chosen literary genre. You have complete freedom with regards to form, topic and length, as long as the final result is related to the course content. You are welcome to read books and other materials in the original language (or your native language) and to incorporate your own research. An abstract/synopsis will be due several weeks before the text is due.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Japanese Management**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027051
Instructor(s) (Institution)	Peter FIRKOLA（高等教育推進機構）		
Course Objectives	This course introduces the Japanese management system. First, Japanese management will be examined from a historical perspective. The key dimensions of Japanese culture and their impact on traditional management practices will then be discussed. Next, an examination of the current situation and how these traditional practices are changing.		
Course Goals	The goal of this course is to provide students with a basic understanding of Japanese management practices as well as insights into doing business with Japanese companies.		
Course Schedule	Week 1 Introduction Week 2 Management and Economics Week 3 Historical / Cultural Perspective Week 4 Traditional Management Practices Week 5 Recruitment Week 6 Training & Promotion Week 7 Media Presentations Week 8 Field Trip: Factory Tour (tentative) Week 9 Current Management Issues in Japan Week 10 An Insider's Perspective: Guest Speaker Week 11 Case Study: Successful Japanese Company Week 12 Emerging Management Trends in Japan Week 13 Presentations Week 14 Presentations Week 15 Wrap Up		
Homework	A reading assignment of 10-20 pages will be given each week (1-2 hours).		
Grading System	The evaluation will be based on class attendance and participation, a presentation, and a final report. Detailed information will be provided on the first day of class.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Career Planning**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027052
Instructor(s) (Institution)	Peter FIRKOLA（高等教育推進機構）		
Course Objectives	This course provides an introduction to the field of career development.		
Course Goals	This course will offer students the opportunity to think about and actively plan their own careers.		
Course Schedule	Week 1 Introduction Week 2 Career Background Week 3 Key Career Concepts Week 4 Interests Week 5 Work Values Week 6 Personality Type Week 7 Aptitudes Week 8 Skills Week 9 Strengths and EQ Week 10 Visit Career Counseling Office Week 11 Creating a Career Plan Week 12 Career Trends Week 13 Presentations Week 14 Presentations Week 15 Wrap Up		
Homework	Homework assignments will be given each week (1-2 hours).		
Grading System	The evaluation will be based on class attendance and participation, a career plan report, a group paper, and a presentation of the paper. Detailed information will be provided on the first day of class. Class Participation 30% Project 30% Career Plan 40%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Integrated Science II**		
Semester, Year	1st Semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027053
Instructor(s) (Institution)	WAKEMAN, Kevin（高等教育推進機構）		
Course Objectives	Introduce biology at the intersection of science, technology, and application. This course has the fundamental objective of covering a wide diversity of interdisciplinary topics with the objective of having the students work to construct a scientific proposal and present their proposals to the class in a formal presentation.		
Course Goals	- Students will have fundamental knowledge of interdisciplinary science - Students will become familiar with the history and foundation of various fields of biology and related fields - Students will be able to discuss within a group about the various applications of biology including medical and technological applications Students will be able to write a scientific proposal and present scientific data to an audience of their peers		
Course Schedule	week 1: Course introduction, Introduction the integrated science and perspectives week 2: Basics of Biological Science--science and technology week 3: Science writing and communication week 4: Grant writing and proposals week 5: Scientific literature reviews week 6: Science methods week 7: Summarizing results week 8: Discussing meaningful data week 9: Writing meaningful proposals week 10: Working collaboratively in scientific communities week 11: Proposal pre-presentations and critical feedback week 12: Proposal pre-presentations and critical feedback week 13: Proposal pre-presentations and critical feedback week 14: Final presentations week 15: Final presentations		
Homework	This course will have weekly questions sheets and assignments. Additionally, students maybe be expected to work independently or in small groups to make presentations or write reports.		
Grading System	Attendance and participation: 15% (Hokkaido Universities absent/late policy will be adhered to) Homework: 20% Pre-presentation: 20% Final presentation 25% Final exam (report): 20%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			