

Recommended Courses for KUINEP Students

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Additional Liberal Arts and Science Courses

Kyoto University 2018 Fall Semester

Recommended Courses for KUINEP Students

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Additional Liberal Arts and Science Courses

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Recommended Courses for KUINEP Students

Course title <English>	Current Issues in Japan II Current Issues in Japan II		Affiliated department, Job title,Name	Institute for Liberal Arts and Sciences Professor,NAGAYAMA HIROAKI	
Group	Humanities and Social Sciences		Field(Classification)	Understanding Japan	
Language	English		Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Course offered year/period 2018・Second semester
Day/period	Thu.5	Target year	All students		Eligible students International students
[Outline and Purpose of the Course]					
<p>The primary purpose of this class is to deepen our understanding of a variety of issues in Japan. Japan is the world's third largest economy and one of the most prosperous nations in the world. However, there are many seemingly intractable challenges currently facing Japan and the Japanese. In this class, we will cover a wide variety of issues that Japan is currently facing.</p> <p>During this course, participants will learn about and discuss Japanese society, industries, economy and management, medical services, energy policies, the environment, education and other aspects of the country primarily based on the information taken from recent newspapers, magazines and other publications. The course consists of lecture-based instruction followed by guided discussion, student presentations, quizzes, group presentations, and short midterm and final tests.</p>					
[Course Goals]					
<p>The primary goal of this class is to deepen our understanding of a variety of social issues in contemporary Japan. Students are expected to consider countermeasures to address these issues.</p>					
[Course Schedule and Contents]]					
<p>Tentative Schedule is as follows;</p> <p>Week 1) Japan in the world</p> <p>Week 2) Low birth rate (1)</p> <p>Why is the birthrate of Japan declining, and what countermeasures/solutions to address this issue?</p> <p>Week 3) Low birth rate (2)</p> <p>Week 4) Economy of differences</p> <p>What policies should the government introduce in order to tackle the problems brought about by increasing economic differences?</p> <p>Week 5) Agricultural issues</p> <p>Why is the self-sufficiency ratio of foods in Japan declining? Will the Japanese agricultural industry gain international competitiveness by joining TPP (Trans Pacific Partnership)? How?</p> <p>Week 6) Medical issues</p> <p>How to achieve equal distribution of medical doctors between big cities and rural areas (especially among those specializing in obstetrics, gynecology, and other fields)? The aging of society will further accelerate in the future - how should Japanese hospital management address the increasing burden of medical expenses?</p> <p>Week 7) Short midterm test</p> <p>Week 8) Japanese Industry and Economy</p> <p>What does Japan's manufacturing industry need in order to remain competitive into the future (especially in light of increasing global competition)?</p> <p>Week 9) Japanese Management</p> <p>What is OMOTENASHI? Is it relevant in a globalized hospitality industry?</p> <p>Week 10) Educational issues</p>					
Continue to Current Issues in Japan II(2)					

Current Issues in Japan II(2)

What are the major issues facing education in Japan today? Identify the problem and discuss what kinds of government policies could be implemented to address the issues.

Week 11) Energy and Environment

What should Japan do to address global warming issues (while also taking into consideration national security issues regarding access to vital economic resources)?

Week 12) Wrap up discussion about Japanese Society

VIDEO: High School Baseball (KOKOYAKYU)

Week 13) Group presentations

Week 14) Short final test

[Class requirement]

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

[Method, Point of view, and Attainment levels of Evaluation]

Grades are determined based on the following:

Short midterm test: 20%

Short final test: 20%

Quizzes during the class: 20%

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

Group presentations : 20%

Class participation to discussion, attitude: 20%

Students who miss 4 or more classes will not be eligible to receive credit for this course.

[Textbook]

Handouts will be distributed at each class.

[Reference book, etc.]

(Reference book)

・ 『日本(にほん)タテヨコ』 和英(わえい)対訳(たいやく) (学研(がっけん))

[Regarding studies out of class (preparation and review)]

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

[Others (office hour, etc.)]

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

Course title <English>	Culture and Traditions in Japan II Culture and Traditions in Japan II		Affiliated department, Job title,Name	Institute for Liberal Arts and Sciences Associate Professor,YUKAWA SHIKIKO	
Group	Humanities and Social Sciences		Field(Classification)	Understanding Japan	
Language	English		Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Course offered year/period 2018・Second semester
Day/period	Tue.2	Target year	All students		Eligible students International students

[Outline and Purpose of the Course]

年中行事、歴史、信仰、結婚や家族、職など、様々な側面から日本の文化や伝統、またその歴史の変遷について考察していく。授業では議論への活発な参加が期待される。

We will explore Japanese culture and its traditions from classical to modern times from a variety of angles: annual traditions, history, religion, marriage/family and work, to name a few. Students are expected to take an active part in class discussions.

[Course Goals]

日本への関心を広げ、そして深めること。日本の文化と自国の文化とを比較し、その共通点と相違点を把握し、より深く理解できるようになること。

The primary goal of this class is for students to explore and deepen their understanding of Japan, its culture and its people. During the course of the semester, students should also attempt to compare Japanese culture with their own in order to identify and gain a better understanding of points of similarity and difference between the two.

[Course Schedule and Contents]

授業は 1) 以下のテーマに基づく講義および、 2) 受講生による口頭発表によって行われる。

< 講義 > 第 1 ~ 10 回目

第 1 ~ 3 回目：日本の年中行事・儀礼や生活様式

第 4 ~ 6 回目：日本の婚姻制度と家族 戦前と戦後

第 7 ~ 8 回目：日本人と仕事

第 9 回目：日本人とのコミュニケーション・日本人の価値観や思考パターン

第 10 回目：日本人の美意識

< 発表 > 第 11 ~ 14 回目

最後の 3 ~ 4 回の授業では、日本の文化や社会の中で関心を持っているトピックについて、3 ~ 4 人からなるグループ発表を英語で行う。発表の具体的な日程や要領については、初回の授業で説明する。

ただし、後期履修取消期間終了時点において、本授業の履修人数が 50 名を超えている場合には、以下のとおり授業日程を変更することとする。

第 10 回目まで：変更なし。

第 11 回目：小テスト（記述式試験）

出題範囲：第 1 ~ 10 回目の講義内容全般。とくに、講義中に解説した基本的な概念・キーワードの理解度を測る。

第 12 回目：グループディスカッション 1 回目。

テーマ：日本人のコミュニケーションスタイルの特徴。

第 12 ~ 13 回目の授業では、4 ~ 5 人からなるグループディスカッション・意見交換を行う。

Continue to Culture and Traditions in Japan II(2)

Culture and Traditions in Japan II(2)

1 2 回目については、次のサブテーマの中から一つ選ぶこと（またはグループのメンバーで相談して日本人のコミュニケーションスタイルに関するサブテーマを自由に設定してもよい）： 1）うち・そと、2）義理、3）本音・建前、4）腹芸。

なお、各自の経験を踏まえ、日本語でコミュニケーションをとる場合と、母語もしくは共通語でコミュニケーションをとる場合とで、何がどのように違うかについても意見を述べること（日本人学生は英語でコミュニケーションをとる場合と比較すること）。

第1 3 回目：グループディスカッション 2 回目。

テーマ：日本人の価値観。

衣・食・住をはじめ、家族、結婚、教育・子育て、仕事、生活環境、自然環境、対人関係、信仰、歴史、文芸、文化的遺産、しきたり・作法、娯楽等々、あらゆる角度から日本人の価値観について考察を試みる。周囲のものに日本人の価値観がどのように表現されているか、具体例を挙げつつ議論を進めること。また、各自の視点に立ち、自国民の価値観と比較し、その共通点と相違点についても述べる。

第1 4 回目：総まとめ・ディスカッション

2 回にわたるグループディスカッションの成果をまとめ、残された課題や疑問点について全員で議論する。

The course will consist of 1) lectures on the following topics, and 2) oral presentations to be given by the students.

< Lectures > Weeks 1-10

Weeks 1-3: Annual traditions/rituals and lifestyles in Japan

Weeks 4-6: Marriage in Japan and the Japanese family before and after WWII

Weeks 7-8: The Japanese and work

Weeks 9: Communicating with the Japanese/

Japanese attitudes and values/Japanese thinking patterns

Weeks 10: The aesthetic sensitivities of the Japanese

< Student presentations > Weeks 11-14

The last 3 to 4 class sessions will be used by the students to give group presentations in English on any aspect of Japanese culture or society that interests them (3-4 members per group). Details of the presentation schedule and guidelines will be explained at the first class session.

Note: If, however, there are more than 50 students enrolled in the class (after the class cancellation period has ended), the schedule will be changed as follows.

Weeks 1-10: No change.

Week 11: Test (written exam).

The test will cover material introduced in the lectures in weeks 1-10. In particular, the test will aim to measure students' understanding of key terms and concepts explained during the lectures.

Week 12: Group Discussion Session 1.

Topic: What are some key characteristics of Japanese communication styles?

For weeks 12 and 13, we will break up into groups of 4-5 students. For week 12, each group should choose as their subtopic one of the following: 1) uchi/soto, 2) giri, 3) honne/tatemae, 4) haragei. (Or, the group may opt to come up with an appropriate subtopic of their own.)

In addition, students should share their opinions regarding any differences in the way they communicate when speaking in Japanese and when speaking in their own native language or another language. (Japanese

Continue to Culture and Traditions in Japan II(3)

Culture and Traditions in Japan II(3)

students should compare their communication styles when speaking in English and when speaking in Japanese.)

Week 13: Group Discussion Session 2:

Topic: Japanese values and attitudes.

In week 13, the members of each group will discuss their thoughts regarding the values and attitudes of the Japanese that can be seen in various areas of Japanese culture and society, such as food, clothing, housing, marriage, family, education and child-rearing, living environment, natural environment, personal relationships, religion, history, literature/arts, cultural assets, customs/etiquette, entertainment, etc. Students will be asked to give concrete examples of how Japanese values and attitudes are reflected or expressed in our daily surroundings. Students should also try to note similarities and differences between values/attitudes in Japan and the values/attitudes that characterize their own culture.

Week 14: Final Discussion Session:

We will wrap up the course by having each group share the results of their previous discussion sessions with the rest of the class.

[Class requirement]

初回の授業からすべて参加すること。学期末に行われる発表は全員必須。

大人数への対応のため授業の日程を変更した場合には（詳細は上記参照）、第 11 回目の授業でのテストおよび第 12 ~ 14 回目におけるグループディスカッションへの参加は必須。

講義はすべてナチュラルスピードの英語で行われる。本授業を受講する学生は十分な英語による聞き取り能力、またクラスへの積極的な参加が求められる。

Be sure to attend all of the classes from day one. The final presentation is required of all students taking this course.

If the schedule is changed to accommodate a large class size (see details above), students are required to take the test to be given in week 11 and to take part in all of the discussion sessions in weeks 12-14.

The instructor's lectures will be given in English at natural speed. Students taking this course are expected to be able to follow the lectures and take an active part in the class.

[Method, Point of view, and Attainment levels of Evaluation]

(1) 参加態度 (20%)、(2) 最終発表 (50%)、および(3) レポート (2 頁) (30%) を総合して評価する。最終発表はグループ発表とするが、各学生の担当部分と貢献度によって各々の評価を行う。

大人数への対応のため授業の日程を変更した場合には（詳細は上記参照）、(1) 参加態度 (20%)、(2) 小テスト (40%)、(3) 第 12 ~ 14 回目におけるグループディスカッションへの参加・積極性 (20%)、および(4) レポート (2 頁) (20%) を総合して評価する。

4 回以上授業を欠席した場合には、単位を認めない。

The student's final grade will be based on (1) in-class performance, including attendance (20%), (2) the final presentation (50%), and (3) a short paper (2 pages) (30%). Although the final presentation is a group presentation, each student will be evaluated individually based on his/her part of the presentation and contribution to the group effort.

In the event the class schedule is changed to accommodate a large class size (see details above), each student's final grade will be based on (1) in-class performance, including attendance (20%), (2) a test (40%), (3) participation in the group discussions in weeks 12-14 (20%), and (4) a short paper (2 pages) (20%).

Students who miss 4 or more class periods will not be eligible to receive credit.

Continue to Culture and Traditions in Japan II(4)

Culture and Traditions in Japan II(4)

[Textbook]

必要に応じて、授業中に資料を配布する。

Handouts will be distributed as necessary.

[Reference book, etc.]

(Reference book)

- 1) Varley, Paul, Japanese Culture: Fourth Edition, University of Hawai'i Press, 2000.
- 2) Hendry, Joy, Understanding Japanese Society, Fourth edition, Routledge, 2013.
- 3) Sugimoto, Yoshio, An Introduction to Japanese Society, Second edition, Cambridge University Press, 2003.
- 4) Davies, Roger J. and Ikeno, Osamu (editors), The Japanese Mind: Understanding Contemporary Japanese Culture, Tuttle Publishing, 2002.
- 5) Martinez, D. P. (editor), Modern Japanese Culture and Society, Volumes I-IV, Routledge Library of Modern Japan, 2007.

[Regarding studies out of class (preparation and review)]

前週の授業で取り上げたテーマについて、その内容を復習するとともに、配布資料を次の授業までによく読んで予習しておくこと。

学期末にグループ発表を行うこととなった場合は、グループのメンバーと協力し、各自責任をもって発表の準備・練習を行うこと。

Review the contents of the previous week's lecture, and carefully read any handouts provided before coming to class.

In the event group presentations are held in the final weeks of the semester, students are expected to cooperate with the members of their group and to do their fair share in preparing for and rehearsing their presentation.

[Others (office hour, etc.)]

オフィスアワーの場所・時間はKULASISで確認してください。

For my office hour location/times, please check KULASIS.

Additional Liberal Arts and Science Courses

Course title <English>	Introduction to Classical Japanese Literature		Affiliated department, Job title, Name	Institute for Liberal Arts and Sciences Associate Professor, YUKAWA SHIKIKO	
Group	Humanities and Social Sciences		Field(Classification)	Arts, Literature and Linguistics(Issues)	
Language	English		Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Course offered year/period 2018・Second semester
Day/period	Thu.2		Target year	All students	Eligible students For all majors

[Outline and Purpose of the Course]

日本古代から近世までの代表的な作品を通じて、繰り返し現れる日本古来の、さまざまな文学的理念、規範、価値等について考察すると共に、それらの文学的理念等が、どのように形成され、またどのような変遷を経て、現代にまで継承されてきたかについて考察を試みる。

この授業は、本学学部生に限らず、海外からの交換留学生にも開講しているため、受講者は様々な文化的背景を持つ外国人留学生と英語で対話し、日本の古典について意見を交換する機会を得ることができる。

また、本授業では、『萬葉集』、『伊勢物語』、『源氏物語』、『方丈記』、『物くさ太郎』等々、日本人学生には馴染みのある代表的な作品を扱うが、テキストとしては英訳本を用いる。ディスカッションもレポートの作成も英語で行われる。したがって、違う角度から自国の文学や文化を見つめ直すよい機会にもなる。

PURPOSE:

To explore recurrent themes, ideas and values seen in representative works of classical Japanese literature and to gain a better understanding of how some of the ideas or values have changed over time, and how others have been altered to suit changing tastes.

This course is being offered concurrently to both international exchange students and undergraduate students of Kyoto University. Hence, students will have ample opportunity to interact and to share their thoughts with students from a variety of backgrounds and cultures in our discussion of the selected works of literature. We will be using English translations of the original Japanese works as our reading material. Discussion sessions and students' reports will also be completed in English.

[Course Goals]

日本古来から繰り返し現れるさまざまな文学的理念、規範、価値を理解すること。また、これらの文学的理念等が、どのように形成され、どのような変遷を経て現代にまで継承されてきたかを理解すること。

COURSE AIMS/OBJECTIVES:

To seek and discuss possible interpretations of Japanese ideals, attitudes and ways of thinking, through a close reading of selected representative works of classical Japanese literature from the Nara to Edo Periods.

本授業では、講義やレポートで取り上げられる文学作品の内容について、受講者が主観的な感想のみを述べることを目的としておらず、テキスト(text)に基づいて、客観的に分析し論述できるようになることを目標としている。このことを十分に理解したうえで授業に臨んでもらいたい。

Before enrolling in this course, students should carefully note the following:

Continue to Introduction to Classical Japanese Literature(2)

Introduction to Classical Japanese Literature(2)

One of the main objectives of this course is for students to acquire the ability to analyze -- in an objective and logical manner -- the works of classical Japanese literature to be studied. Hence, students will be expected to express their thoughts in an objective manner based on a careful and close reading of the text, and by citing evidence from the literature. This course is not intended for students to simply express their subjective opinions or personal preferences with regard to the literary works in question.

[Course Schedule and Contents]

種々の作品を残した日本古典文学の作者達は、一体どのような出来事、事柄、性質によって刺激を受け、触発され、そして、その刺激に対し、いかに文学的に答えようとしたのだろうか。どのようなものを好み、どのようなものを敬遠したのだろうか。また、さまざまな文学的理念、規範や価値の中で、現代にまで継承されてきた概念には、どのようなものが見られるのだろうか。一方、変容されたものは、どのようにその変貌を遂げたのだろうか。

OVERVIEW:

Whether it be the eloquent verse of Ono no Komachi pining for her lover, the amorous tales of Hikaru Genji, who in turn learns of his own wife's seduction by another man, or the poignant story of the young warrior Atsumori in his last moments on the battlefield, classical Japanese prose and poetry pose important questions for us to consider.

What events, what things, what qualities provoked the artistic sensitivities of pre-modern Japanese writers and moved them to literary expression? What appealed to them and what did not? What were the objects of Japanese aesthetic appreciation? What ideas and values have gained acceptance in present-day Japan, and how have others been altered to suit modern tastes?

本授業では、奈良時代から江戸時代にかけての代表的な作品の精読を通じ、上記のような問題について考察する。日本の古典には、「もののあはれ」、「をかし」、「いろごのみ」、「無常」、「幽玄」、「花」、「風雅・風流」、「わび」、「さび」、「勧善懲悪」等々といった、幾つか重要なテーマを見出すことができる。同時に、「妻問ひ」、「隠遁」、「ますらを（振り）・たをやめ（振り）」、「判官鼻眞」、「粹・いき・通」、「義理人情」等々、さまざまな社会的慣習、生き方、価値観等の類も見られる。これらの文学的理念、規範、価値等が、日本文学歴史上どのように形成、維持され、あるいは衰退していったかについて検討すると共に、現代において、どのように受け入れられ、あるいはどんなふうに変容されたかについて考察する。

本授業で取り扱う主なジャンル：

- 和歌（『萬葉集』、『古今和歌集』、『新古今和歌集』等）
- 史書（『古事記』、『日本書紀』等）
- 日記（『土佐日記』等）
- 物語、説話（『源氏物語』、『今昔物語（集）』、『平家物語』等）
- 随筆（『枕草子』、『方丈記』、『徒然草』等）
- 歌論等（『無名抄』等）
- 能、浄瑠璃、歌舞伎（世阿弥、近松門左衛門等）
- 俳諧（『奥の細道』等）

また、上記の作品の作風や文体、表現技法等にも注目し、それらの役割について考察する。

Continue to Introduction to Classical Japanese Literature(3)

Introduction to Classical Japanese Literature(3)

In the course of our study, we will attempt to answer these and other questions based on a careful reading of selected works. We will explore themes such as mononoahare, wokashi, irogonomi, mujo, yugen, hana, fuga, wabi/sabi, kanzenchoaku, etc., as seen in representative works from the Nara Period through Edo times. In many cases the themes are recurrent, drawing upon the literature of preceding eras or profoundly influencing that of later periods, and they offer valuable insight into Japanese ideals and ways of thinking. We will also discuss examples, as seen in the text, of pre-modern Japanese conventions, cultural practices and social values tsumadohi, inton (tonsei), masurawo/tawoyame, hoganbiiki, giri-ninjo, to name just a few.

Some of the genres we will cover in our discussion: waka poetry (Manyoshu, Kokinwakashu, Shinkokinwakashu, etc.); chronicles/histories (Kojiki, Nihon Shoki, etc.); diaries/memoirs (Tosa Nikki, etc.); narrative prose (Taketori Monogatari, Genji Monogatari, Heike Monogatari, etc.); essay-style writing (Makura no Soshi, Hojoki, Tsurezuregusa); drama (noh, joruri, kabuki); haikai poetry (Oku no Hosomichi, etc.). We will also address writing styles and literary devices used in these works and examine their various functions.

Class time will be devoted to both lectures and group discussion sessions.

授業日程（授業の進行を見て変更することがある）：

- 1 回目 授業概要、成績評価方法・基準の説明、
京都大学電子図書館貴重資料映像『物くさ太郎』
 - 2 回目～3 回目 『古事記』、『萬葉集』
 - 4 回目～6 回目 『古今和歌集』、『土佐日記』、『竹取物語』、『伊勢物語』
 - 7 回目～9 回目 『源氏物語』、『枕草子』、『堤中納言物語』
 - 10 回目～11 回目 『新古今和歌集』、『方丈記』、『平家物語』
 - 12 回目～13 回目 『徒然草』、『謡曲（『邯鄲』）』
 - 14 回目 『奥の細道』、『浄瑠璃（『曽根崎心中』）』
- 印を付した作品はグループディスカッションも行う予定である。

CLASS SCHEDULE (subject to revision as needed):

1st week: Lecture overview, explanation of evaluation method (assessment)

Kyoto University Digital Library Rare Materials Exhibition "Enjoying Otogi Zoshi" "Monokusa Taro"*

2nd～3rd weeks: Kojiki, Manyoshu*

4th～6th weeks: Kokinwakashu, Tosa Nikki, Taketori Monogatari*, Ise Monogatari

7th～9th weeks: Genji Monogatari*, Makura no Soshi, Tsutsumi Chunagon Monogatari

10th～11th weeks: Shinkokinwakashu, Hojoki, Heike Monogatari*

12th～13th weeks: Tsurezuregusa, yokyoku (Kantan*)

14th week: Oku no Hosomichi

Group discussion sessions will be held with regard to the works marked with an asterisk *.

フィードバック：

Outline and Working Bibliographyは、Term Paperの提出締め切り2週間前までにはコメントとともに返却するので、このコメントを参考にTerm Paperの推敲を行うことを勧める（Outline, Working BibliographyおよびTerm Paperについては以下「成績評価の方法・観点及び達成度」参照）。

なお、希望する学生にはTerm Paperもコメントとともに学期末に返却する。

通常のオフィス・アワー以外に、1月頃にフィードバック・セッションを提供する。Term Paperや

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授業の内容について質問がある学生には積極的な参加を勧める。フィードバックセッションの日時・場所は授業中にアナウンスする。

FEEDBACK:

The outline/bibliography will be evaluated by the instructor and returned with comments in writing to the student at least two weeks before the term paper deadline. The comments should be used as a guide in restructuring the term paper, making necessary corrections or changes to the content or writing style, and researching additional sources as needed. (See section on assessment below for information on outline, working bibliography and term paper)

Completed term papers will also be evaluated by the instructor and returned with comments to students at the end of the semester.

In addition to the instructor's regular office hours, a "feedback session" will be held in January for students who have questions regarding their term paper or who have questions in general about the content of the course. The specific day/time and location of the feedback session will be announced in class.

[Class requirement]

None

[Method, Point of view, and Attainment levels of Evaluation]

成績判定は以下によって行う。

1)参加態度、ディスカッションへの貢献度 (30%)

2)レポート課題 (70%)

上記レポート課題は、[1] Outline and Working Bibliography (20%)、及び[2] Term Paper (50%)から成る。

学生は各自で、興味のある作品（またはその一部）を対象に、本授業で取り上げたテーマ（複数選択可）との関連について分析・考察したものをレポートにまとめ、提出することとする。具体的なアプローチやレポートの書式等については授業時に指示する。このレポート課題では、客観的に論じることが求められており、決して作品に対する主観的な感想を述べることが目的ではないので注意されたい。

なお、授業期間中、レポートの作成について授業担当の教員と直接相談できる時間（オフィスアワー）を設けているので、積極的に利用されたい。

ASSESSMENT:

Assessment will be based on the following:

(1) In-class participation and contribution to discussions (30%)

(2) Term Paper (70%), which consists of [1] an outline and working bibliography (20%), and [2] the paper (50%)

Each student will be required to write a term paper presenting critical analysis of a work or works of classical Japanese literature of his/her choice in relation to one or more of the themes explored in class. Each student is also required to submit an outline and working bibliography prior to submitting his/her paper. Details of the term paper assignment, including possible approaches for the paper and the paper format, will be explained in

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class.

Students should note that this paper is intended as an exercise in critical thinking and writing, and students will be expected to express their ideas in an objective manner based on a careful reading of the text/texts. This paper is not meant to be an "essay" written on the purely subjective opinions of the student regarding his/her chosen work(s) of literature.

Students will have the opportunity, and are encouraged, to discuss any specific concerns they may have regarding their paper with the instructor throughout the course.

[Textbook]

必要に応じて、授業時に資料を配布する。

Handouts and required reading material will be provided in class.

[Reference book, etc.]

(Reference book)

- (1) McCullough, Helen Craig, Classical Japanese Prose: An Anthology, Stanford University Press, 1990.
- (2) Carter, Steven D. (translator), Traditional Japanese Poetry: An Anthology, Stanford University Press, 1991.
- (3) Keene, Donald (ed.), Anthology of Japanese Literature: from the earliest era to the mid-nineteenth century, Grove Press, 1955.
- (4) Miner, Earl et al., The Princeton Companion to Classical Japanese Literature, Princeton University Press, 1985.
- (5) Haruo Shirane (ed.), Traditional Japanese Literature: An Anthology, Beginnings to 1600 (Translations from the Asian Classics), Columbia University Press, 2008.
- (6) William Theodore De Bary et al., Sources of Japanese Tradition: From Earliest Times to 1600 (Introduction to Asian Civilizations), Columbia University Press, 2002.
- (7) William Theodore De Bary et al., Sources of Japanese Tradition Vol. 2: 1600 to 2000 (Introduction to Asian Civilizations), Columbia University Press, 2005.

[Regarding studies out of class (preparation and review)]

- 1) 毎週授業で紹介された作品に関するキーワードや概念をはじめ、講義の内容を復習すること。

Students are expected to review the content of each lecture each week, including and especially any key terms and concepts introduced in class.

- 2) この授業では計6回にわたり少人数によるグループ・ディスカッションを行う予定である。グループディスカッションが予定されている回については、あらかじめ配布資料をよく読んでおき、ディスカッションのテーマ(トピック)について考え、自分の意見が述べられるように準備すること。また他のメンバーに意見を聞きたいことについてはその質問を準備すること。

A total of six discussion sessions will be held over the course of this semester. Discussions will be held in small groups. Students are expected to come to class having closely read any material that has been assigned for the discussion in advance. Students should come prepared to share their ideas and thoughts regarding each discussion topic/question.

- 3) 11月の中旬に、レポートの作成要領についての指示がある。したがって、受講者は、レポートで取り上げたい作品(またはその抜粋)とテーマについて、11月中旬より直ちに文献調査を開始し、同作品および関連資料を精読しつつ、レポートの作成に必要な準備を行うことを強く勧める。文献調査の方法等について不明な点があれば、早めに担当教員に相談すること。

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Guidelines for writing the outline, working bibliography, and the term paper will be handed out in class in MID NOVEMBER. Students should therefore begin thinking about possible questions to explore in their term paper AND BEGIN READING the main work(s) of classical Japanese literature they will analyze for their paper AS SOON AS POSSIBLE. Students should begin this process immediately once they receive the guidelines in November and are encouraged to consult the instructor should they encounter any difficulties or have questions.

[Others (office hour, etc.)]

オフィス・アワーの場所・時間はKULASISで確認してください。

For my office hour location/times, please check KULASIS.

Course title <English>	Education in Contemporary Japan Education in Contemporary Japan		Affiliated department, Job title,Name	Institute for Liberal Arts and Sciences Professor,KAWAI JUNKO	
Group	Humanities and Social Sciences		Field(Classification)	Pedagogy, Psychology and Sociology(Issues)	
Language	English		Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Course offered year/period 2018・Second semester
Day/period	Wed.3	Target year	All students		Eligible students For all majors

[Outline and Purpose of the Course]

This course provides an introduction to approaches to and topics in Japanese education. The course examines the characteristics of schooling in Japan from the past to today, and includes analysis of contemporary issues in education.

"Education" has several functions: it transmits values, culture, and customs while at the same time instilling societal rules, and selecting individuals (for example through examinations) and allocating them in a certain position within the society. We will study how these social functions operate in Japanese society by comparing Japan's educational system with that of other countries. Students are encouraged to share their own knowledge and experiences.

Class will be interactive, mixing both lectures and discussions with activities, including a field trip to a local school. Throughout the whole course, students will have opportunities to take a close look at what is happening and what has happened in Japanese society by examining Japanese education from various perspectives.

[Course Goals]

- To gain knowledge and understanding of the characteristics of Japanese education through comparisons with other countries and students' own experiences.
- To develop interest and skills to participate in discussions with classmates from various cultural backgrounds.
- To develop skills in critical analysis through structured reading, written assignments, and a field observation.

[Course Schedule and Contents]

Topics

1. Introduction to approaches to education (Week 1)
2. Overview of Japanese education system (Week 1-2)
3. Characteristics of Japanese education (Week 2-9)
 - (1) Historical background for understanding contemporary Japanese education
 - (2) Egalitarianism in Japanese elementary education
 - (3) Ability grouping and effort-ism (Spirit of "Gambaru")
 - (4) Individualism and group harmony
 - (5) Life of adolescents - Roles of Japanese school clubs, functions and culture of cram schools, teacher-student relationships, school-family relationships.
 - (6) Entrance examinations

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Education in Contemporary Japan(2)

(7) Transition from school to work

4. Observation in real educational settings: field trip to a local school (date to be decided)

5. Contemporary education issues (Week 10-14)

(1) Japanese educational problems: a historical overview

(2) Ijime (Bullying) and Futoko (Truancy, Non-attendance)

(3) Over-demanding parents

(4) Language education

(5) Studying abroad

[Class requirement]

None

[Method, Point of view, and Attainment levels of Evaluation]

Participation in class activities (30%), Mid-term report (book review) (30%), and Final report (40%)*.

*For the final report, students may choose one of the following assignments: (1) A report on observation at school site or (2) An analysis of a personal educational history (In-depth Interview).

授業への参加(30%)、中間レポート(文献紹介)(30%)、期末レポート(40%).

[Textbook]

Handouts will be distributed.

プリント配布

[Reference book, etc.]

(Reference book)

(1)Apple, Matthew T., Da Silva, Dexter, and Fellner, Terry, Language Learning Motivation in Japan (Second Language Acquisition), Multilingual Matters, 2013

(2)Fukuzawa, Rebecca E. and LeTendre, Gerald. Intense Years: How Japanese Adolescents Balance School, Family, and Friends, Taylor and Francis, 2001

(3)Marshall, Bayron, Learning To Be Modern: Japanese Political Discourse on Education, Westview Press, 1995

(4)Mock, John, Kawamura, Hiroaki, and Naganuma, Naeko, The Impact of Internationalization on Japanese Higher Education: Is Japanese Education Really Changing? Sense Publishers, 2016

(5)Shavit, Yossi, and Muller, Walter, (eds.) From School to Work; A Comparative Study of Educational Qualifications and Occupational Destinations, Clarendon Press Oxford, 1998

(6)Tobin, Joseph J, Wu, David Y., and Davidson, Dana H. Preschool in Three Cultures; Japan, China, and the United States, Yale University Press, 1989

(7)伊藤茂樹「心の問題」としてのいじめ問題」『教育社会学研究 59』1996 [Ito, Shigeki, "IJIME Constructed as a Problem of Mind," Kyoiku SyakigakuKenkyu, Vol. 59, 1996 (Abridged translations in English will be provided.)]

Continue to Education in Contemporary Japan(3)

Education in Contemporary Japan(3)

(8)森田洋司『不登校現象の社会学』学文社、1991 [Morita, Yoji, Futokogensho no Shakaigaku, 1991 (Abridged translations in English will be provided.)]

(9)小野田正利『悲鳴をあげる学校 親の ” イチャモン ” から ” 結びあい ” へ』旬報社、第7刷、2007

[Onoda, Masatoshi, Himei o ageru gakko, 2007 (Abridged translations in English will be provided.)]

[Regarding studies out of class (preparation and review)]

- Students are expected to complete the reading assignments and actively participate in class discussion every week.
- Students are required to give a 10-15 minute presentation on one of the selected reading assignments as a small group.

[Others (office hour, etc.)]

During one of the classes between week 7 and week 9, we will visit a nearby local elementary school for a participant observation. Students will need to cover any necessary transportation fees and enroll in the Personal Accident Insurance for Students while Pursuing Education and Research.

第7週～9週のうち1週は、小学校での実習を行う。旅費（交通費）が必要な場合、原則として受講生の負担となる。学生教育研究災害傷害保険に各自加入しておくこと。

Course title <English>	日本語・日本文化演習 Japanese Language & Culture		Affiliated department, Job title, Name	Institute for Liberal Arts and Sciences Professor, KAWAI JUNKO Institute for Liberal Arts and Sciences Professor, PALIHAWADANA Ruchira Institute for Liberal Arts and Sciences Professor, NAGAYAMA HIROAKI	
Group	Career Development		Field(Classification)	Other Career Development Courses	
Language	Japanese and English		Old group		Number of credits 1
Number of weekly time blocks	1	Class style	Seminar		Course offered year/period 2018・Second semester
Day/period	Wed.4	Target year	All students		Eligible students For all majors
[Outline and Purpose of the Course]					
<p>本授業では、日本語や日本文化を紹介する経験とその準備を通して、日本人学生と留学生とが共に、日本語、日本文化ならびに自分自身が身につけてきた言語や文化の特徴を再発見することを目指す。そして、その過程を通じて、グローバルな視野に立った物の見方・考え方を養うことを目的とする。</p>					
[Course Goals]					
<ul style="list-style-type: none"> ・日本語、日本文化ならびに自分自身が身につけてきた言語、文化を捉える多様な視点を理解すること。 ・本講義で学んだことを生かして、まずは授業内で、日本語や日本文化を実際に紹介する経験をする。 					
[Course Schedule and Contents]					
<p>多様な文化を有する人たちとの交流の中で、自国文化を多面的に理解し紹介できることが要請される場面は多い。日本人であっても日本語や日本文化について深い理解をもって解説するためには、言語・文化に意識的に向き合わなければならない。本授業は、日本語や日本文化を意識的に捉え、深い理解に立って他者と見方や考え方を共有できるよう、講義・実習・討議を交えて進めていく。</p> <p>講義担当（予定） 1回目 オリエンテーション <講義担当：河合、ルチラ、長山> 2回目 - 7回目 <講義担当：ルチラ> 日本語の特徴 - （講義） 言語の機能と文化 - （講義） 日本語、日本文化、日本社会に関するプレゼンテーション準備及び討議（実習） 8回目 - 13回目 <講義担当：長山> 世界の中の日本文化、日本社会の特徴 何をどう伝えるか （講義） 日本文化、日本社会に関するプレゼンテーション準備及び討議（実習） 14回目 <講義担当：ルチラ・長山・河合> プレゼンテーション</p>					
Continue to 日本語・日本文化演習(2)					

日本語・日本文化演習(2)

[Class requirement]

None

[Method, Point of view, and Attainment levels of Evaluation]

積極的参加態度、課題提出、プレゼンテーション（中間、期末）を総合して評価する。
配点の割合は講義において示す。

[Textbook]

プリントを配布する

[Reference book, etc.]

（ Reference book ）

Introduced during class

[Regarding studies out of class (preparation and review)]

実習、プレゼンテーションの準備として、段階を追って随時課題が出される。各自、積極的に準備を行うことが求められる。

[Others (office hour, etc.)]

海外留学を考える学生を優先するが、これまでとは異なる新しい視点で日本語・日本文化を考えてみようとする学生や留学生の受講も歓迎する。

大学間交流協定による短期留学プログラム（東アジア）、ASEAN短期留学プログラム参加のための推奨科目となっている。

Course title <English>	Applied Statistics Applied Statistics		Affiliated department, Job title,Name	Institute for Liberal Arts and Sciences Associate Professor,AOTANI MASAYASU	
Group	Natural Sciences		Field(Classification)	Data Science(Development)	
Language	English		Old group	Group B	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Course offered year/period 2018・Second semester
Day/period	Mon.3	Target year	All students		Eligible students For all majors

[Outline and Purpose of the Course]

(授業のテーマと目的)

[An Important Note]

In the following, descriptions and explanations in Japanese apply only to Japanese students and other regular Kyoto University students. Exchange students should ignore the Japanese text.

[重要]

日本人及び正規生の方は、日本語の説明を読んで下さい。英語は交換留学生用の説明です。

Course Objective

"To learn what statistics is all about and how to use various statistical tools"

This is because statistical decision making is of crucial importance in today's data-driven society as exemplified by the ubiquitous "big data". While mathematics requires pure and uncontaminated data, the strength of statistics lies in its capability to deal with "noisy" real-world data. This world is made of concrete examples and not of mathematical principles and theories. Basic understanding of statistics will help you navigate through the murky universe of real data.

目的

「統計とは何かを学び、基礎的な統計的手法を身に付ける。」

ビッグデータなどデータが支配する今日の世界では、正しい統計処理が大変重要です。数学では扱えない不純物・雑音だらけの実際のデータを扱えるのが統計の強みです。我々の住む世界は数学の理論で構築されているのではなく、様々な具体例の集積です。統計の基礎が分かっているならば、データの海で溺れ死ぬこともないでしょう。

Overview

This class is a survey of basic concepts and tools in statistics. We will focus on applications rather than mathematical details. As such, we will spend much of our time using statistics to analyze real-life situations. This course is particularly suitable for those in humanities and social sciences. Nevertheless, the book-length lecture notes are very thorough with full mathematical details, most which will not be covered in the lecture. Hence, science and engineering majors are more than welcome to participate. The lecture notes are available at the following URL. Needless to say, this course will cover only a fraction of the materials presented herein. http://aoitani.net/Applied_Statistics.pdf

I am in the process of publishing this as a textbook, but this working copy is free!

YouTube videos with additional information, including my self-introduction, can be found at <https://www.youtube.com/user/aoitani/>.

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Applied Statistics(2)

概要

このクラスでは、数学的な理念よりも応用を中心に、統計の基礎を学びます。よって実際的な問題を扱う事に時間を費やします。人文社会系の人々が理解出来るレベルです。しかし、講義ノートには実際の講義や試験ではカバーされない数学的詳細もフルに記されているので、理系の皆さんの受講も大歓迎です。ノートはここですが、ここまで来たらもはや本です。講義内容はこの数分の一ですので、これは参考書です。

http://aoitani.net/Applied_Statistics.pdf

実は出版準備中ですが、これはただです。

なお、追加情報や自己紹介ビデオはYouTubeで見てください。

<https://www.youtube.com/user/aoitani/>

[Course Goals]

To become familiar with elementary principles and basic techniques/tools

統計学の初歩理論を学び、基礎的な統計的技法が使用出来るようになる。

[Course Schedule and Contents)]

Topics Covered

1. Elements of Statistics
2. Descriptive Statistics
3. The Normal Distribution
4. Estimation and Confidence Interval
5. Test of Hypothesis
6. Covariance and Correlation
7. Chi-square Test
8. Regression Analysis
9. Rasch Analysis
10. Structural Equation Modeling

主な内容

1. 統計の基礎
2. 記述統計
3. 正規分布
4. 推定と信頼区間
5. 仮説検定
6. 相関
7. カイ二乗検定
8. 回帰分析
9. Rasch分析
10. 構造方程式モデリング

[Class requirement]

Prerequisite:

Thorough knowledge of algebra along with basic maturity; mathematical and otherwise

代数レベルの完全な知識、数学的成熟度、大人の学習態度（注：微分・積分は不要）

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[Method, Point of view, and Attainment levels of Evaluation]

There will be a take-home final examination.

Take-homeの期末テストがあります。 Take-home examination（持ち帰り試験）とは、教室で受けるのではなく、宿題の様に各自が持ち帰って解いて来るものです。レクチャーノートや他の参考文献が使えるので、公式などを暗記する必要はありません。最後の授業（必要なら授業外も）で個別面談で理解を確かめ、部分点の修正などをします。1週間後に提出という以外は時間制限はありません。最近の研究では、こういう形式のテストにおけるパフォーマンスの方が、従来型のテストより、将来にわたって学んだ内容を活用する能力との相関が高いとされているようです。

[Another Important Note]

My lecture notes, available at http://aoitani.net/Applied_Statistics.pdf, contain far more materials than what we actually cover in the class. Many topics are too advanced for the typical audience. However, my notes are supposed to be a complete, self-contained reference. Questions on the final examination will be much simpler as you can see at http://aoitani.net/Final_2013.pdf.

[続重要]

講義ノートは http://aoitani.net/Applied_Statistics.pdf にあるのですが、これだけで独立した完全な教科書兼参考書ですので、授業で扱わないような高度な内容も入っています。実際の試験はこれよりずっと簡単です。ここを見て下さい。 http://aoitani.net/Final_2013.pdf

[Textbook]

No required textbook. Thorough book-length lecture notes will be provided.

http://aoitani.net/Applied_Statistics.pdf.

指定教科書無し。微に入り細を穿った講義ノート（上記URL）が配布されます。

[Reference book, etc.]

（ Reference book ）

To be announced in the class if any 講義内で適宜紹介します。

（ Related URL ）

<http://aoitani.net/>

<http://aoitani.net/blog/applied-statistics/>

[Regarding studies out of class (preparation and review)]

You should read, or at least skim through, the lecture notes before the class for a brief preview in order to spot the parts difficult for you.

授業前に簡単に講義ノートを読み、分からない箇所を見つける。

After the lecture, you should read the lecture notes again and closely for a thorough review.

授業後にしっかりと講義ノートを読み直し、復習する。

Then, solve the homework problems to check and solidify your understanding.

その後宿題をやり、理解度をチェックする。

[Others (office hour, etc.)]

The instructor graduated from Kyoto University in 1978. As he has a Ph.D. in Mathematics from the University of California at Berkeley and an Ed.D. in TESOL (Teaching English to Speakers of Other

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Languages) from Temple University, you can count on his solid knowledge of Statistics as well as good, fluent English.

担当教員は、1978年京大理学部卒。大学院在学中（一回生の途中）に渡米し、米国に20年滞在。一つ目の博士号（Ph.D.；理学博士）はカリフォルニア大学バークレー校の数学、二つ目の博士号（Ed.D.；教育学博士）がテンプル大学（フィラデルフィアにあるペンシルバニア州の公立大学。大阪分校があります）の第二言語習得（要するに外国語学習・教育）です。十年前に京大に戻り、国際教育プログラム等を担当。英語力に関しては、1978年から英語検定1級、GREのVerbalが89%、現在はTOEIC・TOEFL CBT・TOEFL iBTが満点です。

Course title <English>	Art , Culture and Technology (英語講義) Art, Culture and Technology		Affiliated department, Job title,Name	Institute for Information Management and Communication Professor,TOSA NAOKO	
Group	Informatics		Field(Classification)	(Issues)	
Language	English		Old group	Group B	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Course offered year/period 2018 ・ Second semester
Day/period	Wed.5	Target year	All students		Eligible students For all majors

[Outline and Purpose of the Course]

We will discuss several serious issues, starting from the topic of art and technology, proceeding to the topic of culture and technology, and finally reaching to the topic of the new world based on the integration of these different concepts where both creators and viewers can reach deep mutual understandings.

When we talk about art that achieves this mutual understanding, we have to admit that cultural issues would play a major role there. We can call the 1970's and the immediately following decades as the era where the relation between art and technology was the main topic. Now, in the early era of the twenty-first century, we should consider the relationship between culture and technology, in other words, culture in the Internet era.

Each specific culture is strongly related to its region and race. Therefore, it is necessary to actually live there to really understand the culture specific to each place. At the same time, humans have been trying to realize virtual experiences of such ways of living by utilizing strong computing technology and by introducing sophisticated interaction technologies. Based on this, it would become possible for technology to clarify what culture is and, on the other hand, cultures could push technology forward. As a result, we are now approaching the stage where technologies could extract structures that hide behind each culture and try to realize communications among different cultures.

In the twenty-first century, in the area of computer technology, the basic trend involves us moving from the era of calculation, database processing, information processing, etc., to the era of addressing culture, expressing culture, handling types and structures behind several cultures, and, as a result, letting people understand different cultures at a spiritual level. In other words, I can say that we are getting into the era of Cultural Computing.

[Course Goals]

Basic study of Art & Technology.

Students will understand Japanese Culture through making digital art works.

[Course Schedule and Contents]]

We want to introduce and discuss the still-unveiled possibilities of Cultural Computing which would express, in the interactive way, such substantial cultural issues such as sensitivity, memory, spirituality, storytelling, racial characteristics, etc., that have not been addressed in computer science and engineering so far. There are various possibilities in this area. From an artistic point of view, Cultural Computing can go beyond the present day media art by treating cultural issues described above. From the viewpoint of technology, it would open a new area in computer technologies, which so far has only been addressing the digitization of cultural heritages/contents for the purpose of preserving them. The digitization of cultural issues would make it possible for people to understand different cultures,bridging the gaps between time and space, consequently creating new cultures.

Continue to Art , Culture and Technology (英語講義) (2)

Art , Culture and Technology (英語講義) (2)

We particularly examine Japanese culture, although it is only a small subject of computing.

- 1 • Japanese tastes for simple and quiet surroundings(WabiSabi)
- 2 • Relations between Japanese and Asian cultures
- 3 • Assuming the separation of Buddhism and Shintoism as a basis of Japanese cultural structure
- 4 • Peculiar features of Japanese literature such as the 31- syllable poem, Haiku poem, and Noh play
- 5 • Japanese designs (crests, textile, color, form, Noh play and Kabuki)
- 6 • Understanding the depths of feeling and culture from communication through computers

[Class requirement]

Skill: internet search, e-mail, word, power point, Interest about Art

[Method, Point of view, and Attainment levels of Evaluation]

Art work, report, attendance(number of days).

More detailed instructions will be provided in class.

[Textbook]

土佐尚子 『TOSA RIMPA 』 (淡交社)

[Reference book, etc.]

(Reference book)

Naoko Tosa 『Cross Cultural Computing: An Artist Journey 』 (Springer)

(Related URL)

<http://www.tosa.media.kyoto-u.ac.jp/index.html>

[Regarding studies out of class (preparation and review)]

Preparations and review : Perform it for 2 hours

More detailed instructions will be provided in class.

[Others (office hour, etc.)]

Sometime, students go to recommend of Art exhibition at Kyoto area.

Course title <English>	Political Science II-E2 Political Science II-E2				Affiliated department, Job title,Name	Center for Southeast Asian Studies Associate Professor,TANGSEEFA , Decha		
Group	Humanities and Social Sciences			Field(Classification)	Jurisprudence, Politics and Economics(Foundations)			
Language	English			Old group	Group A		Number of credits	2
Number of weekly time blocks	1	Class style	Lecture			Course offered year/period	2018 • Second semester	
Day/period	Wed.4		Target year	All students		Eligible students	For all majors	
[Outline and Purpose of the Course]								
This course treats politics as a potentially humanizing enterprise. Its foci are: a) Comparative and World Politics; b) Political Judgment and Public Policy; and c) Application to the Japanese Contexts. We will start with an exploration of various forms of governing in a few countries from different parts of the world, based on their different cultures and values. Second, we will examine how ethical judgments in different contexts unfold, through our discussions of war and peace; human rights; economy; and ecological degradation. In the process, we will also explore ways in which those judgments manifest themselves at the policy formation level. Toward the end, we will apply such explorations, conceptualizations and discussions to the Japanese context, hoping to shed some light on Japan ’ s multiple phenomena related to “ the political ” .								
[Course Goals]								
This course aims to equip students with a set of abilities to: (1) conceptually think through “ the political ” in different subfields of political science; (2) apply that conceptualization to the Japanese contexts.								
[Course Schedule and Contents)]								
Week 1: Introduction and Course Queries								
Part I: Comparative and World Politics								
Week 2: Key Dilemmas: Political Form, Culture and Value								
Week 3: Comparative Politics								
Week 4: International Politics and the Global Community-1								
Week 5: International Politics and the Global Community-2								
Part II: Political Judgment and Public Policy								
Week 6: War and Peace in the Modern Age								
Week 7: The Battle on Behalf of Human Rights								
Week 8: The Struggle for Economic Well-Being								
Week 9: The Imperative of Ecological Health								
Part III: On “ Japanese Politics ” : Writing a Paper								
Week 10: On “ Japanese Politics ”								
Week 11: Proposal Presentation								
Week 12: Writing Workshop -- 1								
Week 13: Writing Workshop -- 2								
Thursday: Final Paper Due								
Week 14: Course Summary								
Week 15: Examination								
Week 16: Feedback Session								

Continue to Political Science II-E2(2)								

Political Science II-E2(2)

[Class requirement]

None

[Method, Point of view, and Attainment levels of Evaluation]

Attendance and class participation (30%), team research paper (40%), final exam (30%).

[Textbook]

Neal Riemer, Douglas W. Simon, Joseph Romance 『The Challenge of Politics: An Introduction to Political Science Fifth edition』 (CQ Press) ISBN:978-1506323473 (2017)

[Reference book, etc.]

(Reference book)

Bertrand Badie, Dirk Berg-Schlosser, Leonardo A. Morlino (General Editors) 『International Encyclopedia of Political Science』 (SAGE Publications, Inc) ISBN:978-1412959636 (2011)

George Thomas Kurian (Editor in Chief) 『The Encyclopedia of Political Science』 (CQ Press) ISBN:978-1933116440 (2011)

(Related URL)

<https://edge.sagepub.com/riemer5e>

[Regarding studies out of class (preparation and review)]

On the first day of class, each weekly required reading(s) will be assigned. Throughout the semester, students will come to class having read the reading(s) and ready to engage with their peers.

[Others (office hour, etc.)]

Consultations can be arranged as needed.

Course title <English>	Information Literacy for Academic Study-E2 Information Literacy for Academic Study-E2		Affiliated department, Job title,Name	Graduate School of Informatics Program-Specific Associate Professor,CROMIERES , Fabien	
Group	Informatics		Field(Classification)	(Issues)	
Language	English		Old group		Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Course offered year/period 2018 • Second semester
Day/period	Mon.5	Target year	All students		Eligible students For all majors
[Outline and Purpose of the Course]					
Effective and efficient utilization of information is one key point for studying at university. This course introduces various resources and methods that help students find valuable information for study. The practical topics include formulating a study strategy, developing search skills, evaluating sources, and referring sources.					
[Course Goals]					
Students will be able to conduct effective decision making and problem solving in their academic studies by learning the methodologies of identifying, searching, evaluating, using, and presenting information.					
[Course Schedule and Contents]]					
<p>1. Introduction of information literacy (about 1 week) This section introduces the fundamental concepts of information literacy, the standards of information literacy for higher education, and the relation between university studies and information literacy.</p> <p>2. Study strategies (about 2 weeks) This section discusses how a student sets up an appropriate procedure to complete an assigned study/research task, such as determining the information needed, identifying the topic, developing a search strategy, collecting related information and accomplishing the task.</p> <p>3. Searching in Library (about 2 weeks) This section first introduces the general organization of a library, and then provides methods of locating the information needed at library, which include browsing shelves, checking card catalog, and using online catalog.</p> <p>4. Searching Databases (about 2 weeks) This section introduces the basic architecture of a database first, then the key items and methodologies for indexing. Afterwards, finding an article from magazines, newspapers, journals, and reference books in full text or reference databases is discussed.</p> <p>5. Searching internet (about 3 weeks) This section first introduces the architecture of World Wide Web, then explains the search engines including their foundation, principles, elements, and working flow (crawling, indexing, and query). Through explaining how search engines rank results and how PageRank measures individual web page, we discuss the method of precisely locating information from internet.</p> <p>6. Evaluating sources (about 1 week) This section explains the differences of various information materials and their formats, and introduces the</p>					
Continue to Information Literacy for Academic Study-E2(2)					

Information Literacy for Academic Study-E2(2)

evaluation criteria applying to sources. Evaluating web pages is also discussed.

7. Referring sources and academic integrity (about 2 weeks)

This section introduces the reasons, rules and types of citing sources. The issues of copyright and plagiarism, and their relation are discussed as well.

8. Practice: future study design using problem solving models (1 week)

[Class requirement]

None

[Method, Point of view, and Attainment levels of Evaluation]

Evaluation is based on class participation (15 %), weekly reports (50 %) and the final project report (35 %).

[Textbook]

Instructed during class

Lecture handouts will be provided in the class.

[Reference book, etc.]

(Reference book)

Introduced during class

[Regarding studies out of class (preparation and review)]

The instructor expects students to spend over 60 minutes after each class to review the content and build up their own logic.

[Others (office hour, etc.)]

No office hours specified. But, questions and requests are welcome by email.

Course title <English>	Fundamentals of Artificial Intelligence-E2			Affiliated department, Job title,Name	Graduate School of Informatics	
	Fundamentals of Artificial Intelligence-E2				Program-Specific Associate Professor,CROMIERES , Fabien	
Group	Informatics		Field(Classification)		(Issues)	
Language	English		Old group		Number of credits	2
Number of weekly time blocks	1	Class style	Lecture		Course offered year/period	2018 · Second semester
Day/period	Tue.5		Target year	All students	Eligible students	For all majors
[Outline and Purpose of the Course]						
Recent improvements in Artificial Intelligence techniques, in particular the set of techniques commonly referred to as “ Deep Learning ” , have largely increased the number of tasks that computers can solve easily. This lead to a current explosion in the use of AI: chatbots helping users on commercial websites, self-driving vehicles, automatic translation, automatic photos tagging, etc. It is of course not possible to introduce all aspects of AI in one semester, but this course will attempt to give a sufficiently detailed explanation of at least a few of the most AI common techniques. We will focus on supervised Machine Learning in general and Deep Learning in particular. One goal will be to give practical and working knowledge to students, so that they can apply what they learned to at least some simple tasks.						
[Course Goals]						
Students will have a good understanding of simple supervised machine learning techniques, and be able to implement and use some for automatic classification tasks.						
[Course Schedule and Contents)]						
1- Overview of Artificial Intelligence and its applications (1 week) This will give a “ Big Picture ” description of the field of AI. We would first discuss some common applications of AI: Image Recognition, Speech Recognition, Text understanding, Chatbots, Machine Translation, Video Games, Automation (self-driving vehicles, robotic), Financial Predictions, Medical Diagnostic. Then we would discuss the general approaches to AI: Logic reasoning, Machine Learning (supervised and unsupervised), ...						
2-Review of Mathematics Concepts (2 weeks) We will review here some of the Mathematics tools that are the most necessary for the understanding of AI methods. In particular, we will review essential notions of probability and statistics (expectation, variance, random variables, estimators) as well as calculus and optimization (derivative, numerical methods for finding a minimum,...)						
3-Basic Principles of Supervised Machine Learning (3 weeks) Focusing on simple tasks such as binary classification or linear regressions, we introduce the terminology and basics of Machine learning: defining a parameterized model, defining a loss, choosing an optimization method. We will also introduce some classic models for binary classification: naive Bayes, perceptron, deep neural networks. Finally, we discuss the theoretical aspects of bias, variance and capacity.						
4-Practical use of Machine Learning (3 weeks) We will learn to use a simple programming language (Python) and some of its libraries (scipy, scikit, chainer) to do practical machine learning. We will see how to load some data in a standard format (such as CSV) and						

Continue to Fundamentals of Artificial Intelligence-E2(2)						

Fundamentals of Artificial Intelligence-E2(2)

then analyze it. We will consider both using directly library functions or implementing simple methods (so as to apply the theoretical knowledge of the previous part).

5-Artificial Intelligence and Natural Language Processing (4 weeks)

We will discuss several Natural Language Processing tasks. In particular, Parsing, Summarization, Language Models and Machine Translation. We will especially focus on how Deep Learning models can be applied to these tasks. This will be an opportunity to further explain some of the most common Neural Network components used in deep learning, such as word embeddings, Recurrent Neural Networks, Softmax,...

6-Practical Project (2 weeks)

As a final application, students will be asked to implement and train an end-to-end binary classifier for a specific task (eg. automatically classifying which documents in a set are newspaper articles).

[Class requirement]

None

[Method, Point of view, and Attainment levels of Evaluation]

Evaluation is based on class participation (15 %), mini reports and exercises (50 %) and the implementation of an assigned project (35 %).

[Textbook]

Instructed during class

Lecture handouts will be provided in the class.

[Reference book, etc.]

(Reference book)

Ian Goodfellow, Yoshua Bengio and Aaron Courville 『Deep Learning』 (The MIT Press) ISBN:978-0262035613 (2016)

[Regarding studies out of class (preparation and review)]

The instructor expects students to spend over 60 minutes after each class to review the content. Some practical exercises will also be given at the end of some lectures so as to let the students see how much of the content they do understand practically.

[Others (office hour, etc.)]

No office hours specified. But, questions and requests are welcome by email.

Course title <English>	外国文献研究（文・英）B-E1 Readings in Humanities and Social Sciences (Letters, English)B-E1			Affiliated department, Job title,Name	Graduate School of Letters Associate Professor,VASUDEVA , Somdev	
Group	Humanities and Social Sciences		Field(Classification)		Readings in Humanities and Social Sciences	
Language	English		Old group	Group C		Number of credits 2
Number of weekly time blocks	1	Class style	Seminar		Course offered year/period	2018・Second semester
Day/period	Tue.3	Target year	2nd year students or above		Eligible students	For liberal arts students
[Outline and Purpose of the Course]						
The central theme of the course will be the modern study of Yoga, both ancient and modern. As the base text we will read "Roots of Yoga" by Mallinson and Singleton (2017). Students will read, summarize and discuss selected chapters and sections. Other articles will also be provided.						
The participants will learn to critically engage with modern English academic writings on the topic of Yoga. The readings will provide context for the history and development of South Asian religious and philosophical thought and praxis.						
[Course Goals]						
The goals of this course are to help the course participants to deepen their previously acquired basic skills of reading, understanding as well analyzing academic papers written in English.						
[Course Schedule and Contents]						
Week 1: Introduction: The different academic approaches to the study of yoga Weeks 2 - 4: Timeline and History of Important yogic Texts Weeks 5 - 6: Patanjali and Early Rival Schools of Yoga Weeks 7 - 9: Theistic and Esoteric Yoga Weeks 10 -12: Hathayoga Week 13 -15: Modern Yogas						
[Class requirement]						
None						
[Method, Point of view, and Attainment levels of Evaluation]						
Evaluation will be based on active participation (40%), written homework (20%) and oral presentations (40%).						
[Textbook]						
james mallinson 『Roots of Yoga』（Penguin Classics） Additional articles distributed in class.						
[Reference book, etc.]						
（Reference book） Introduced during class						
[Regarding studies out of class (preparation and review)]						
The participants will need to read and analyze academic articles distributed by the instructor. These will serve the basis for the discussions during the class.						
[Others (office hour, etc.)]						

Course title <English>	外国文献研究（教育・英）II-E1 Readings in Humanities and Social Sciences (Education, English)II-E1				Affiliated department, Job title,Name	Graduate School of Education Professor,Emmanuel MANALO		
Group	Humanities and Social Sciences			Field(Classification)		Readings in Humanities and Social Sciences		
Language	English			Old group	Group C		Number of credits	2
Number of weekly time blocks	1	Class style	Seminar			Course offered year/period	2018・Second semester	
Day/period	Mon.4		Target year	2nd year students or above		Eligible students	For all majors	
[Outline and Purpose of the Course]								
The main purpose of this course is to develop students' English communication skills (reading and writing, listening and speaking) through examination and discussion of recent scientific research studies in education and psychology. Students taking the course will be asked to write brief reports about assigned and self-selected readings, to make short group and electronic presentations in class, and to contribute to discussions.								
[Course Goals]								
The goals of this course are to develop the following skills in students: - Reading skills to enable access to information they need from published research articles in education and psychology, - Speaking and listening skills necessary for group work and discussions, - Report writing skills for a general (non-expert) audience, - Academic presentation skills.								
[Course Schedule and Contents]								
The following is a guide to the structure of the 16 weeks of the semester. As required, some minor adjustments may be made to this structure. Week 1: Introduction to the course and its expectations Weeks 2 to 3: Example research presentation, questioning, and discussion; assignment of research articles to present in groups and preparation for presentation Weeks 4 to 7: Group presentations and discussion of assigned readings Weeks 8 to 14: Individual electronic presentations and discussion of self-selected readings Week 15: Examination week (There is no final examination for this course.) Week 16: Feedback week Students will be assigned readings to undertake, as well as to look for their own pertinent research articles to read. Class sessions will normally comprise of brief presentations from students about the articles they have read, followed by questions, comments from, and discussion with the instructor and other non-presenting students.								
[Class requirement]								
None								
[Method, Point of view, and Attainment levels of Evaluation]								
Grading for the course will be based on the following requirements: - Two brief presentations = 20% (10% for each): Students make the presentations based on readings they undertake (one assigned, and one self-selected) - Two brief reports = 20% (10% for each): Based on the presentations that students make								
Continue to 外国文献研究（教育・英）II-E1(2)								

外国文献研究（教育・英）II-E1(2)

- Portfolio of work done in class and for homework = 40%: The portfolio (which should be a well-organized folder) should contain summaries of and comments on readings done in class, written comments about other students' presentations, and any other assigned homework tasks (e.g., writing different kinds of questions in response to given reading materials; writing comments about video presentations).
- Active participation in and contributions to class activities and discussions = 20% (Active participation in discussions and any other tasks/exercises is necessary to meet coursework/grading requirements).

[Textbook]

Not used

[Reference book, etc.]

（Reference book）

Introduced during class

[Regarding studies out of class (preparation and review)]

Students taking this course will be expected to prepare for each class by reading and taking notes from research articles and other materials that the instructor assigns.

[Others (office hour, etc.)]

Students can email the instructor to make an appointment or to ask any questions about the course.

Course title <English>	外国文献研究（経・英）B-E1 Readings in Humanities and Social Sciences (Economics, English)B-E1			Affiliated department, Job title,Name	Graduate School of Economics Program-Specific Associate Professor,Sven Rudolph		
Group	Humanities and Social Sciences		Field(Classification)		Readings in Humanities and Social Sciences		
Language	English		Old group	Group C		Number of credits	2
Number of weekly time blocks	1	Class style	Seminar		Course offered year/period	2018・Second semester	
Day/period	Fri.3		Target year	2nd year students or above		Eligible students	For all majors
[Outline and Purpose of the Course]							
This is an undergraduate course that teaches English skills for economics. The course provides students with advanced skills in English for the purpose of economic research and lecturing on sustainable development; it also motivates them to engage in further English studies. Although the course is a continuation of the spring semester course English for Economics A, new students are most welcome, as major skills learned in the spring semester will be recapitulated.							
[Course Goals]							
improved skills in sustainability economics' related scientific reading, writing, speaking, and listening with a special focus on the latter two							
[Course Schedule and Contents)]							
Contents, Principles of Teaching: The course continues the spring semester's English for Economics A, but is also suitable for new students, as major skills learned in the spring semester will be recapitulated. The course teaches academic English reading, writing, speaking, and listening skills with a focus on the latter two. The course is a topic-based integrated skills course; students practice their skills with a particular focus on one selected subject from modern economic research, which is sustainable development. The course uses written English materials such as policy papers and academic journal articles as well as spoken English resources such as scientific lectures, policy speeches, and videos. In addition to providing students with strategies for understanding written and spoken English, the course looks into major steps of the writing and presenting process. In addition, special issues such as body talk and abstract writing are dealt with. Scientific English skills are developed with respect to different real-life situations for economists such as academic lectures, seminar presentations, conference Q&A, political debates, and short- as well as seminar-paper-writing situations. Hence, students are frequently asked to participate in discussions in changing group sizes, give brief statements, and prepare written comments. Being a topic-oriented course, this course focuses on sustainable development. It covers subjects such as globalization, CSR and sustainable consumption, carbon markets.							
Schedule: 1 Introduction, Listening - A Stand-up Comedy on "The Ten Principles of Economics" 2 Note-taking Techniques - Lectures on "Selected Topics in Economics" 3 Recognizing Signpost Language - A Lecture on "Globalization and Sustainability" 4 Contributing in Class - A Discussion on "ODA and FDI" 5 Contributing in Class - A Roleplay on "The Story of Stuff"							
----- Continue to 外国文献研究（経・英）B-E1(2) -----							

外国文献研究（経・英）B-E1(2)

- 6 Preparing for a Speech - A Short Talk on Global Warming
7 Calming Down
8 Body Talk - A Pantomime on Your Hobby
9 Reading in 5 Steps - A Journal Article on "What is Sustainability Economics?"
10 Choosing a Writing Plans - Essays on "Economics and the Food Crisis"
11 Building an Argument - A Text on "Labor Markets and the Aging Population"
12 Students' Conference on Sustainability Issues in English Songs
13 Students' Conference on Sustainability Issues in English Songs
14 Students' Conference on Sustainability Issues in English Songs, Closing

[Class requirement]

high school level command of English

[Method, Point of view, and Attainment levels of Evaluation]

class participation; 1/3 each for assignments, presentations, and final seminar paper

[Textbook]

Not used

[Reference book, etc.]

（ Reference book ）

English scientific journal articles, policy programs, newspaper articles, TV news, videos etc.

[Regarding studies out of class (preparation and review)]

- prepare and review class contents e.g. by additional readings
- complete short assignments on a regular basis, prepare presentations, and write a short seminar paper

[Others (office hour, etc.)]

to be announced

Course title <English>	科学コミュニケーション (理・英) -E3 Science Communication (Science, English)-E3			Affiliated department, Job title,Name	Part-time Lecturer,James de Witt Graduate School of Science Professor,NAGATA TETSUYA	
Group	Career Development		Field(Classification)		International Communication	
Language	English		Old group	Group C	Number of credits	2
Number of weekly time blocks	1	Class style	Seminar		Course offered year/period	2018・Second semester
Day/period	Thu.3	Target year	2nd year students or above		Eligible students	For science students
[Outline and Purpose of the Course]						
The primary focus of this course will be on understanding scientific materials presented in an all-English environment. Coursework will emphasize group study and discussion, vocabulary-building, and clear description of scientific ideas through a variety of activities. Enrollment will be open, but intended mainly for Rigakubu second-year students.						
[Course Goals]						
Get direction for improvement of English-language scientific understanding and presentational skills for later educational and professional purposes.						
[Course Schedule and Contents]						
Materials will be selected from the fields of mathematics, physics/astrophysics, earth science, chemistry, and biology, and include authentic works by and about significant achievements of famous scientists.						
Lessons will include the following, and the roughly estimated weeks are indicated in the parentheses: Orientation (1) Collaboration and summarizing information (2) Organization of ideas in writing (5) - Easy methods for improving reading comprehension - Standards in journal article structure - Understanding and creating abstracts Event/observation/description: limitations in scientific communication (2) - Thought experiments conducted in class Importance of clarity in writing, demonstrated through rewording challenge exercises (3) (optional) Riddles, brain puzzlers, and other scientific/linguistic mental exercises Final quiz, future directions (1)						
Reading and discussion assignments of journal articles and students' choice of Nature News articles will be given from each of the five basic Faculty of Science divisions of mathematics, physics/astrophysics, earth science, chemistry, and biology.						
[Class requirement]						
None						
[Method, Point of view, and Attainment levels of Evaluation]						
Preparedness and daily participation. Daily in-class grades based on 0, 1, 2, or 3 points will be given as follows: 0-absent, 1-not participating and/or not prepared, 2-normal, expected level of participation and preparedness, 3-extra participation and preparedness.						
Continue to 科学コミュニケーション (理・英) -E3(2)						

科学コミュニケーション (理・英) -E3(2)

One in-class grade point will be subtracted or tardiness, speaking too much Japanese in class, breaking basic rules etc. for each day with incidence.

[Textbook]

Not used

Topics will be selected from the scientific literature for discussion, summarization, and presentation.

[Reference book, etc.]

(Reference book)

Introduced during class

[Regarding studies out of class (preparation and review)]

Download and read assigned articles, write their abstracts or summaries, etc.

[Others (office hour, etc.)]

Students are encouraged to actively participate in discussions and preparations of topics, primarily in small groups or pairs.

Course title <English>	科学コミュニケーション (理・英) -E3 Science Communication (Science, English)-E3			Affiliated department, Job title,Name	Part-time Lecturer,James de Witt Graduate School of Science Professor,NAGATA TETSUYA	
Group	Career Development		Field(Classification)		International Communication	
Language	English		Old group	Group C	Number of credits	2
Number of weekly time blocks	1	Class style	Seminar		Course offered year/period	2018・Second semester
Day/period	Thu.4	Target year	2nd year students or above		Eligible students	For science students
[Outline and Purpose of the Course]						
The primary focus of this course will be on understanding scientific materials presented in an all-English environment. Coursework will emphasize group study and discussion, vocabulary-building, and clear description of scientific ideas through a variety of activities. Enrollment will be open, but intended mainly for Rigakubu second-year students.						
[Course Goals]						
Get direction for improvement of English-language scientific understanding and presentational skills for later educational and professional purposes.						
[Course Schedule and Contents]						
Materials will be selected from the fields of mathematics, physics/astrophysics, earth science, chemistry, and biology, and include authentic works by and about significant achievements of famous scientists.						
Lessons will include the following, and the roughly estimated weeks are indicated in the parentheses: Orientation (1) Collaboration and summarizing information (2) Organization of ideas in writing (5) - Easy methods for improving reading comprehension - Standards in journal article structure - Understanding and creating abstracts Event/observation/description: limitations in scientific communication (2) - Thought experiments conducted in class Importance of clarity in writing, demonstrated through rewording challenge exercises (3) (optional) Riddles, brain puzzlers, and other scientific/linguistic mental exercises Final quiz, future directions (1)						
Reading and discussion assignments of journal articles and students' choice of Nature News articles will be given from each of the five basic Faculty of Science divisions of mathematics, physics/astrophysics, earth science, chemistry, and biology.						
[Class requirement]						
None						
[Method, Point of view, and Attainment levels of Evaluation]						
Preparedness and daily participation. Daily in-class grades based on 0, 1, 2, or 3 points will be given as follows: 0-absent, 1-not participating and/or not prepared, 2-normal, expected level of participation and preparedness, 3-extra participation and preparedness.						
Continue to 科学コミュニケーション (理・英) -E3(2)						

科学コミュニケーション (理・英) -E3(2)

One in-class grade point will be subtracted or tardiness, speaking too much Japanese in class, breaking basic rules etc. for each day with incidence.

[Textbook]

Not used

Topics will be selected from the scientific literature for discussion, summarization, and presentation.

[Reference book, etc.]

(Reference book)

Introduced during class

[Regarding studies out of class (preparation and review)]

Download and read assigned articles, write their abstracts or summaries, etc.

[Others (office hour, etc.)]

Students are encouraged to actively participate in discussions and preparations of topics, primarily in small groups or pairs.

Course title <English>	アカデミック・コミュニケーション (医・英))-E3 Academic Communication (Medicine, English)-E3			Affiliated department, Job title,Name	Graduate School of Medicine Professor,KONISHI YASUHIKO Graduate School of Medicine Assistant Professor,SHIBAHARA MACHIKO Graduate School of Medicine Assistant Professor,POUDYAL, Hemant	
	Group	Career Development			Field(Classification)	International Communication
Language	English			Old group	Group C	Number of credits 2
Number of weekly time blocks	1	Class style	Seminar		Course offered year/period	2018・Second semester
Day/period	Wed.5		Target year	2nd year students or above		Eligible students For all majors
[Outline and Purpose of the Course]						
<p>This course aims at developing research and presentation abilities, which are important for future professionals in any fields. Research experience in undergraduate years will equip you to perform professional work with confidence. In this course, critical thinking, reasoning, questioning and discussion skill will be particularly focused. All classes will have short lecture and group work or discussion. In the whole process, English will be used.</p> <p>Although this course is basically for students in Medicine & Healthcare Departments, it is open for students in any other departments. Healthcare practice & research now require collaboration of various experts and we believe inter-professional learning opportunities are quite important.</p> <p>As this course might be demanding for students with beginner English level, a short English proficiency test will be conducted in the first day of the course.</p>						
[Course Goals]						
<p>By the end of the course, students will be able to</p> <p>1. perform critical thinking and reasoning.</p> <p>2. understand different research approaches in both quantitative and qualitative</p> <p>3. conduct research, which means setting up a research question, choosing appropriate methods, interpretation, presentation and discussion.</p> <p>4. collect evidence and critically interpret them to clarify what is known and what is unknown</p> <p>5. communicate your finding and thought effectively, by not just presenting but also questioning and commenting.</p>						
[Course Schedule and Contents)]						
<p>・ 1st & 4rd class: Effectively Expressing Opinion Understanding the role of Reasoning. Stating opinion using reasoning.</p> <p>・ 3rd to 5th class: Developing an Argument Understanding the role of evidence. How to find & use evidence in your argument.</p> <p>・ 6th class: Mid-term Assessment Each student presents an original Argument with reasoning & evidence.</p> <p>・ 7th class: Discussion Skill Understanding role of discussion, commenting & questioning skills.</p> <p>・ 8th to 11th class: Experience of Research Understanding various types of research - quantitative & qualitative; finding My Research Question; collection & interpretation of data. Students select own topic and conduct research.</p>						
Continue to アカデミック・コミュニケーション (医・英)・E3(2)						

アカデミック・コミュニケーション(医・英)-E3(2)

- 12th to 14th class: Topping Up your Confidence

Skills to express data & interpretation; Voice Inflection, Posture & Gesture.

- 15th class: Final Assessment

Student make a full research presentation and participate in discussion.

- 16th class: Feedback & Reflection

Returning scores with feedback comments. Reflecting what students have achieved.

[Class requirement]

None

[Method, Point of view, and Attainment levels of Evaluation]

In this course students can be absent less than 3 times only since the course employs small group discussion style. Assessment I&II 60%, Preparation 20%, Class Performance 20%.Criteria are different in each Assessment, and we announce them in the class, and make it clear and open to students.

[Textbook]

Not used

[Reference book, etc.]

(Reference book)

Introduced during class

[Regarding studies out of class (preparation and review)]

In order to participate in the class fully students will be required to do some preparations. We will announce the details in the class, and each preparation would need about one hour. Since Assessment will be largely students projects, which means students need to work outside of classroom as well. We will support and make feasible plan together in the class.

[Others (office hour, etc.)]

Student are welcomed to contact with teaching staff anytime they need. Meetings are possible with appointment in advance. Contact details will be announced in the class.