

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

Kyoto University 2019 Spring Semester

Recommended Courses for KUINEP Students

Understanding Japan

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Recommended Courses for KUINEP Students

Course numbering	U-LAS07 10001 LE31		
Course title <English>	Culture and Traditions in Japan I Culture and Traditions in Japan I		Institute for Liberal Arts and Sciences Professor, PALIHAWADANA Ruchira
Group	Humanities and Social Sciences	Field(Classification)	Understanding Japan
Language	English	Old group	Group A
Number of weekly time blocks	1	Class style	Lecture
Day/period	Mon.5	Target year	All students
		Eligible students	International students
[Outline and Purpose of the Course]			
This course aims at providing a comprehensive view of the Japanese culture through analysis of terms such as Ichigoichie (once-in-a-lifetime encounter), portraying the fundamental values of the Japanese culture. By looking into the way these terms were formed and the way they were used in early texts, as well as the way in which they are reflected in traditional culture and contemporary society the course will seek to provide an understanding to the essence of the Japanese culture.			
[Course Goals]			
The basic goal of this course is to obtain a comprehensive understanding of the core concepts in Japanese culture.			
[Course Schedule and Contents]			
Week 1 Introduction to the Course			
Week 2-4 Sen no Rikyu and the Japanese Culture			
Week 2 Wakeiseijaku(「和敬清寂」); Concepts in Tea Ceremony			
Week 3 Ichigoichie(「一期一会」); Approaches to Human Relationship in Tea Ceremony			
Week 4 Wabi-Sabi(「わびさび」); Tea Rooms and Aesthetic Perceptions			
Week 5-7 Buddhist Concepts in Japanese Culture			
Week 5 Ishindenshin(「以心伝心」); Zen and the Culture of Arts			
Week 6 Jigoujitoku(「自業自得」); Buddhist Philosophy in Japanese Culture			
Week 7 Ware tada taru wo shiru(「吾唯足知」); Zen and Japanese Gardens			
Week 8 Student's Presentations 1			
Week 9-10 Culture through Literature			
Week 9 Hueki ryukou(「不易流行」); Basho and the Art of Haiku Poetry			
Week 10 Wakonyousai(「和魂洋才」); Concepts of Modernization in Meiji Literature			
Week 11-14 Concepts and Their Interpretations in Contemporary Japan and Japanese Language			
Week 11 Uchi-soto Relationships(「ウチ・ソト関係」); Group-orientation in Language and Culture			
Week 12 Jouge Relationships(「上下関係」); Hierarchical Relationships in Language and Culture			
Week 13 Rentaikan(「連帯感」); Values and Language Usages of the Young Japanese			
Week 14 Pronominal Terms Such as Watashi(「私」); Speaker-orientation and world view			
Week 15 Student's Presentations 2			
----- Continue to Culture and Traditions in Japan (I2)			

Culture and Traditions in Japan (I2)	
[Class requirement]	
This class is limited to international students. However, any local students who wish to attend this class on a non-credit basis are welcome.	
[Method, Point of view, and Attainment levels of Evaluation]	
Presentation	30%
Term final paper	40%
Participation in discussions and attendance	30%
[Textbook]	
Handouts will be provided.	
[Reference book, etc.]	
(Reference book) Varley, Paul 『Japanese Culture』 (University of Hawaii Press) ISBN:0-8248-2152-1 (2000) Suzuki, Daisetz Teitaro and Jaffe 『Zen and Japanese Culture』 (Princeton University Press) ISBN:978-0-691-14462-7 (2010) Okakura, Tenshin 『The Book of Tea』 (Kodansha International) ISBN:4-7700-2379-0 (1998) Additional reading material will be announced in each class.	
[Regarding studies out of class (preparation and review)]	
Participants are requested to express their opinions about the topics taken up in class. Furthermore, they are requested to give a presentation on a selected topic, in addition to submitting a term final paper.	
[Others (office hour, etc.)]	
Thursday 4th period (14:45 ~ 16:15) Please, contact beforehand for appointments.	

Lecture code: HB03001

Course numbering		U-LAS07 10003 LE31	
Course title <English> Current Issues in Japan I Current Issues in Japan I		Affiliated department, Job title, Name Institute for Liberal Arts and Sciences Professor, KAWAI JUNKO	
Group	Humanities and Social Sciences	Field(Classification) Understanding Japan	
Language	English	Old group	Group A
Number of weekly time blocks	1	Class style	Lecture
Day/period	Tue.2	Target year	All students
		Course offered year/period	2019・First semester
		Eligible students	International students
[Outline and Purpose of the Course]			
This course introduces current conditions and issues in Japanese society, examining the effects of social changes on everyday practices in the family, schools, and the workplace. While "Current Issues in Japan II" covers industries, economy, and management, this course "Current Issues in Japan I" spends time to look into daily practices in Japanese society.			
Key concepts will be introduced within the main topics of households, education, technology, sports and leisure, and media and communication. We will investigate the background of these aspects of Japanese society by using texts taken from such fields as sociology, anthropology, literature, and history, as well as various media in order to understand the complexity of current issues in Japan.			
Each class includes a lecture and discussions led by students. Each student, as a group, is required to facilitate discussion of at least one assigned reading over the course of the semester.			
[Course Goals]			
To deepen your understanding of a variety of social issues in contemporary Japan.			
[Course Schedule and Contents]			
Week 1) Introduction: What do you know about Japan?			
Week 2) Approaches to Japanese Society: Exploring traditional views on Japan			
Weeks 3-4)	Current Issues 1: Family	What issues do Japanese families face today?	
How do social changes contribute to emerging issues in the family?			
Key concepts: M-shaped curve in labor force participation rate, growth of single-person households, diverse regional characteristics and regional disparities. (女性の就業率M字カーブ、単独世帯の増加、地域的多様性と地域間格差)			
Weeks 5-7)	Current Issues 2: School	What issues do Japanese schools face today?	
How do social changes contribute to emerging problems in schools?			
Key concepts: truancy, hikikomori, bullying, reform of entrance examinations, decline in academic performance, English proficiency and language education. (不登校、ひきこもり、いじめ、入試改革、学力低下問題、日本人学生の英語力と言語教育)			
Weeks 8-9)	Current Issues 3: Technology and Sciences	What issues do Japanese schools face today?	
How do social changes contribute to emerging problems in schools?			
Key concepts: English proficiency and language education. (不登校、ひきこもり、いじめ、入試改革、学力低下問題、日本人学生の英語力と言語教育)			
Weeks 8-9) Current Issues 3: Technology and Sciences			
What issues do Japanese schools face today?			
How do social changes contribute to emerging problems in schools?			
Key concepts: English proficiency and language education. (不登校、ひきこもり、いじめ、入試改革、学力低下問題、日本人学生の英語力と言語教育)			
Weeks 8-9) Current Issues 3: Technology and Sciences			
What issues do Japanese schools face today?			
How do social changes contribute to emerging problems in schools?			
Key concepts: English proficiency and language education. (不登校、ひきこもり、いじめ、入試改革、学力低下問題、日本人学生の英語力と言語教育)			

Continue to Current Issues in Japan I(2)

Current Issues in Japan I(2)

How do technology and science affect social issues, and vice versa?
Key concepts: Development of technology in Japan,
artisans in Japanese industry, rise of the machines: merits and demerits of robots and AI (Artificial Intelligence)
(日本の技術革新、職人、ロボット・人工知能の発達の功罪)

Weeks 10-11) Current Issues 4: Work, leisure, and sports
What are the characteristics of work life and leisure in Japanese society?
How do social changes reflect the characteristics of current conditions?
Key concepts: Working hours of Japanese workers and time for leisure, multicultural aspects in Japanese sports
(日本人の労働時間と余暇、スポーツに見る文化的多様性)

Weeks 12-13) Current Issues 5: Media and communication
What issues do Japanese media and communication face today?
How do social changes reflect the characteristics of current conditions?
Key concepts: Internet Addiction Disorder
(ネット依存)

Week 14) Conclusion: What do we know about Japan now?

[Class requirement]
This class is limited to international students. However, any local students who wish to attend this class on a no credit basis are welcome.

No prerequisites required. You should be interested and committed to learning about current issues in Japan.

[Method, Point of view, and Attainment levels of Evaluation]
Participation in class activities (30%), a group discussion facilitation (30%)*, a midterm exam (20%)***, and a final report (20%).

* About a group discussion facilitation:
Students will be divided into facilitator teams (team membership will be selected randomly)
Each team will be assigned to lead one class discussion during weeks 3-13
Each team will give a 10-minute presentation introducing key ideas from the selected reading and then facilitate a group discussion
(If more than 50 students enroll in the class, team members will be divided up to lead small group discussions before coming together to facilitate the whole class)

** The midterm exam will be a take-home exam. You will receive the exam questions on week 7, and will be due in class of week 8. It will cover the material assigned for the first half of the course.

[Textbook]
Handouts will be distributed.
プリント配布

Continue to Current Issues in Japan I(3)

Current Issues in Japan I(3)

[Reference book, etc.]

(**Reference book**) 『Family and Social Policy in Japan: Anthropological Approaches』 (Cambridge University Press)
Goodman, Roger (ed) 『Critical Issues in Contemporary Japan』 (Routledge)
Kingston, Jeff (ed) 『Selected volumes from 2012 to 2017, ASAHI Keywords』 (Asahi Shinbun shuppan) (Asahi Shinbun)
『Abridged translations in English will be provided.)
The Japan Times 『Selected volumes, The Japan Times NEWS DIGEST』 (The Japan Times)

[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 expected to prepare for facilitating a discussion on one of the assigned readings.

[Others (office hour, etc.)]

Please make an appointment in advance by e-mail.

Course numbering		U-LAS07 10004 LE31	
Course title <English> Current Issues in Japan II		Institute for Liberal Arts and Sciences Professor, NAGAYAMA HIROAKI	
Group		Understanding Japan	
Language		English	
Number of weekly time blocks		1	
Day/period		Thu.5	
Field(Classification)		Humanities and Social Sciences	
Class style		Lecture	
Old group		Group A	
Course offered year/period		2019・First semester	
Eligible students		All 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 that the country and people are facing. Over the course of this class, we will cover a wide variety of these issues that Japan is currently facing. During this course, participants will learn about and discuss Japanese society, issues of the low birth rate, the aging society, poverty, LGBT, Hikikomori, Ijime, industries/the economy, medical services, energy policies, the environment, education and other aspects of the country. The course consists of lecture-based instruction followed by guided discussion, student presentations and short midterm and final tests. At the end of each class, students are expected to engage in discussions regarding the lecture topics and consider solutions. Selected groups will be appointed to present in the class.</p>			
[Course Goals]			
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.			
[Course Schedule and Contents)]			
Tentative Schedule is as follows:			
Week 1) Japan in the world/Taboos in Japan			
Week 2) Low birth rate			
<ul style="list-style-type: none"> Why is the birthrate of Japan declining, and what are countermeasures/solutions to address the issues raised? 			
Week 3) Economy of differences			
<ul style="list-style-type: none"> What policies should the government introduce in order to tackle the problems brought about by increasing economic differences? 			
Week 4) Agricultural issues			
<ul style="list-style-type: none"> Why is the self-sufficiency ratio of food in Japan declining? Will the Japanese agricultural industry gain international competitiveness by joining TPP (Trans Pacific Partnership)? Identify the merits and demerits associated with globalization (Pursuing TPP, FTA and EPA). 			
<ul style="list-style-type: none"> How should Japan address the aging problems of farmers? How will AI bring about changes to the agricultural industry in Japan? 			
Week 5) Medical issues			
<ul style="list-style-type: none"> The aging of the society will further accelerate in the future - how should the Japanese hospital management address the increasing burden of medical expenses? What are the problems with Japan's medical industry? How are these issues different from that of your home country? 			
Continue to Current Issues in Japan II(2)			

Current Issues in Japan II(2)

Propose countermeasures to achieve an equal distribution of medical doctors in Japan:

1) between large cities and rural areas

2) among those specializing in obstetrics, gynecology, pediatrics and others

How will IBM Watson bring about changes to the hospital industry in Japan in terms of the industry structure and life of medical doctors?

Week 6) Short midterm test

Week 7) Japanese Industry and Economy

What does Japan's manufacturing industry need in order to remain competitive in the future (especially in light of increasing global competition)?

How should Japan increase productivity in industry?

Week 8) Weak Immigration policy

How can we address labor shortage issues in Japan? Will increasing migration become a solution to address this issue?

Week 9) Hikikomori, Ijime and LGBT issues in Japan

What are the Hikikomori, Ijime and LGBT issues in Japan? How are these issues addressed?

Week 10 and 11) Educational issues

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

How is Japan's education system different from that of other countries such as Switzerland?

How can you compare the three types of tuition support for university students, and which kind of support do you think is most effective in Japan?:

1) Make tuition free of charge for all universities

2) Establish scholarship and tuition exemptions for students with low incomes and good grades

3) Offer loans

Week 12) 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)?

Should Japan continue to rely on nuclear power? What are pros and cons of the current policy?

Week 13) Why do Japanese like Kokoyakyu (High School baseball)? Wrap up discussion of Japanese Society

VIDEO: High School Baseball (KOKOYAKYU)

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]

The grading policy is determined by the number of registered students.

Case 1: If the number of registered students becomes more than 40, the grading will be based on the following:

Short midterm test: 35%

Short final test: 35%

Quizzes during the class: 10%

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

Class participation, discussion and attitude: 20%

Continue to Current Issues in Japan II(3)

Current Issues in Japan II(3)

(Optional Presentation) +10% bonus points

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

Case 2: If the number of registered students is less than 40, the grading will be based on the following:

Short midterm test: 30%

Short final test: 30%

Quizzes during the class: 10%

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

Presentation 20%

Class participation, discussion and attitude: 10%

[Textbook]

Instructed during class

[Reference book, etc.]

(Reference book)

Introduced during class

[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.

Additional Liberal Arts and Sciences Courses

Lecture code: N259001

Course numbering		U-LAS12.20018.LE57	
Course title <English> Modern Physics		Institute for Liberal Arts and Sciences Associate Professor, AOTANI MASAYASU	
Group		Field(Classification)	
Natural Sciences		Physics(Development)	
Language		English	
Old group		Group B	
Number of weekly time blocks		Number of credits	
1		2	
Class style		Course offered year/period	
Lecture		2019・First semester	
Day/period		Eligible students	
Mon.3		All students	
Target year		For science students	
<p>[Outline and Purpose of the Course]</p> <p>(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 can safely ignore the Japanese text.</p> <p>Please see the following pages for my one-paragraph resume as well as qualifications to teach this course. URL: http://aoitani.net http://aoitani.net/blog/modern-physics/</p> <p>Also, YouTube videos with additional information, including my self-introduction, can be found at https://www.youtube.com/user/aoitani/.</p> <p>[Another Important Note] My lecture notes, available at http://aoitani.net/Modern_Physics.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 take-home final examination will be much simpler as you can see at http://aoitani.net/Final_Examination_2013.pdf.</p> <p>[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。</p> <p>尚、僕が英語教員だと誤認している学部生がいますが、違います。経歴の紹介と僕が量子論を教えたい理由は以下のURLを見て下さい。 URL: http://aoitani.net 特に http://aoitani.net/blog/modern-physics/</p> <p>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/</p> <p>[続重要] 講義ノートは http://aoitani.net/Modern_Physics.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たくさん入っています。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_Examination_2013.pdf</p> <p>Course Objective The purpose of this course is to introduce engineering and science students to the foundations, principles, and applications of quantum mechanics. This course is based on the two classes I took from Edward Witten at</p>			
Continue to Modern Physics(2)			

<p>Modern Physics(2)</p> <p>Princeton University in the early eighties and the approach advocated by Ramamurti Shanker of Yale University. Together, the exposition will enable a smooth transition to quantum field theory.</p> <p>In this elementary course, we will only deal with physical systems with exact analytic solutions in order to facilitate students' clear understanding of the basic concepts.</p> <p>In order to get an idea as to what it looks like, please check the thorough book-length lecture notes available at http://aoitani.net/Modern_Physics_2015.pdf. I am in the process of making this into a book, but this working version is free!</p> <p>理系の学生のための、現代物理学の根幹を成す量子力学の基礎理論と簡単な応用の講義です。講師が80年代初頭にプリンストン大学でEdward Wittenから取った二つの講義と、エール大学のRamamurti Shankerのアプローチに基づいた解説で、量子場の理論へのつながりを視野に入れた講義をします。なお、この初等講義では厳密な解析解の存在するシステムののみを扱います。基礎的概念を学ぶには、その方が分かり易いからです。興味のある人は、授業で配布される講義ノートを見てみてください。出版準備中ですが、これほどだけです。 http://aoitani.net/Modern_Physics.pdf</p>	
<p>[Course Goals]</p> <p>After this course, students will have a solid understanding of classical quantum mechanics, including mathematical details.</p> <p>古典量子力学の基礎を、数学的フレームワークと共に十分に理解する。</p>	
<p>[Course Schedule and Contents]</p> <p>Overview We will study the main concepts of quantum mechanics developed since around the turn of the 20th century. The overall learning objective is to acquire the contextualized knowledge and analytic skills necessary to construct an understanding of phenomena in the domain of quantum mechanics. To this end, we will cover the following topics.</p> <p>概要 量子力学の主要概念を学び、量子力学的現象を正しく理解する為の、知識のフレームワークと解析的能力を身に付けます。</p> <p>Topics Covered</p> <ol style="list-style-type: none"> 0. Mathematical Preliminaries Inner Product Space, Dirac's Bra-and-Ket Notation, Linear Operators, Commutator, Hermitian, Anti-Hermitian, and Unitary Operators, Eigen Value Problems, Propagator, Functions and Derivatives of Operators, Infinite Dimensions 1. Crises in Classical Physics: High Speed; Microscopic Phenomena 2. Planck and Blackbody Radiation 3. Einstein and Photoelectric Effect 4. Compton and Rutherford Scattering 5. Bohr Model 	
Continue to Modern Physics(3)	

Modern Physics(3)

6. De Broglie's Matter Waves
7. Birth of Quantum Mechanics
8. Schrodinger Equation
9. Square Well Potential
10. Scattering in One dimension
11. Simple Harmonic Oscillator
12. Electron Spin
13. Spectroscopy
14. Other Applications

主な内容

0. 数学的基礎
ヒルベルト空間、ディラックのブラとケット、線形オペレーター、交換関係、エルミート・反エルミート・ユニタリー演算子、固有値、Propagator、演算子の関数・微分、無限次元
1. 古典物理学の破綻：高速現象、微視的現象
2. マックス・プランクと黒体輻射
3. アインシュタインの光電効果
4. コンプトン、ラザフォード散乱
5. ボーアモデル
6. ド・ブロイの物質波
7. 量子力学の誕生
8. シュレーディンガー方程式
9. 井戸型ポテンシャル
10. 一次元の散乱
11. 調和振動子
12. 電子スピン
13. 分光法
14. その他の応用

[Class requirement]

Prerequisite
Mastery of high school physics and mathematics at the level necessary to pass Kyoto University's entrance examination is required. This means mathematics through calculus and non-calculus-based high school physics.

高校の理系の数学、及び、理系の物理学。

[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有りません。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。

Continue to Modern Physics(4)

Modern Physics(4)

[Textbook]

Not used

No required text. Thorough book-length lecture notes are downloadable from http://aoitani.net/Modern_Physics.pdf. 微に入り細を穿った講義ノート（上記URLよりダウンロード可能）が提供されま

す。

[Reference book, etc.]

(Reference book)

Robert Martin Eisberg and Robert Resnick 『Quantum Physics of Atoms, Molecules, Solids, Nuclei, and』 (John Wiley & Sons) ISBN:047187373X

(Related URL)

<http://aoitani.net/>

[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 and check against my solutions. その後宿題をやり、解答と比較する。

[Others (office hour, etc.)]

Please check the following sites to learn more about my journey so far as well as my qualifications to teach this class. URL: <http://aoitani.net> <http://aoitani.net/blog/modern-physics/>

Also note that my office hours are by appointment only. Alternatively, you can catch me right after the class.

講師の紹介等については、こちらで確認してください。 URL: <http://aoitani.net> 特に <http://aoitani.net/blog/modern-physics/>

Lecture code: HA04002

Course numbering	U-LAS03 10004 SB48		
Course title <English>	外国文献研究 (教育・英) I-E1	Affiliated department, Job title, Name	Graduate School of Education Associate Professor, Jeremy Rappleye
Group	Humanities and Social Sciences	Field (Classification)	Readings in Humanities and Social Sciences
Language	English	Old group	Group C
Number of weekly time blocks	1	Class style	Seminar
Day/period	Wed.3	Target year	2nd year students or above
		Eligible students	For all majors
[Outline and Purpose of the Course]			
<p>Understanding education requires an expansive worldview: the ability to compare across contexts, think broadly, and understand ideas and research from around the world. One key to this is a strong grasp of English. This course will systematically introduce students in the field of education to academic level English focused on a range of timely topics in education. It will also help students think about what it means to be a 'global jinzai' - Is it only speaking English? Or something deeper?</p>			
[Course Goals]			
<p>By the conclusion of the course, students will feel comfortable reading and discussing relatively high-level English language texts in the field of education. The course will be arranged around one of the most dominant trends in education policymaking today: PISA and the puzzle of East Asia's high-performance. Students first reading a text, then discussing it informally, and finally debate utilizing the newly learned vocabulary and material. The goal is for students to acquire the ability to discuss both the theoretical-philosophical and practical-pedagogical dimensions of education with confidence and accuracy.</p> <p>In addition to this overarching goal, this course aims to achieve several lesser goals. These include the following:</p> <ul style="list-style-type: none"> - Familiarize students with common vocabulary, argumentative structures, and modes of discourse frequently utilized in qualitative and/or theoretical studies within educational research, particularly sociology, anthropology, and comparative education (students interested specifically in improving their English on more quantitative and/or empirical themes should enroll in the Fall semester of this course) - Provide insights into how non-Japanese scholars discuss and think about core themes in educational research. Given different historical, linguistic, social, and cultural contexts, quite often the ways that educational research is 'framed' is different within Japan and outside of Japan. This course will offer students a window on mainstream approaches to educational research outside of Japan, thus helping students prepare for not only a different language (English), but also different modes of thinking about education. - To give students a familiarity with issues surrounding international education comparison, specifically focused on promise and perils of international tests such as the OECD's Programme for International Student Assessment (PISA) 			
[Course Schedule and Contents]			
I. Introduction (2 classes)			

Continue to 外国文献研究 (教育・英) I-E1(2)

外国文献研究 (教育・英) I-E1(2)
<p>II. Finland Education Model (2 classes)</p> <p>III. Japanese Model (2 classes)</p> <p>IV. Singapore Model (2 classes)</p> <p>V. Shanghai Model (2 classes)</p> <p>VI. Canada Model (2 classes)</p> <p>VII. Comparisons, Review (2 classes)</p> <p>Final Examination (1 class)</p> <p>Feedback (1 class)</p> <p>(Total: 15 classes, 1 Feedback session)</p>
[Class requirement]
None
[Method, Point of view, and Attainment levels of Evaluation]
<p>Classes will be focused on (i) close reading of the main text of the course (Cleverlands by Lucy Crehan) and (ii) debate of the issues in the text. Acquiring advanced writing skills is not a focus of this class. Grading will be based on weekly attendance and active participation (45 points), evidence of advanced preparation (15 points), reflection paper (5 points), and a final examination (35 points). Students who are absent more than four times will not be given credit.</p>
[Textbook]
<p>Instructed during class</p> <p>The primary textbook for this course will be Cleverlands: The Secrets Behind the Success of the World's Education Superpowers (Crehan, 2016, ISBN:978-1783522736).</p>
[Regarding studies out of class (preparation and review)]
<p>Students are required to read before each class. The approximate workload is 15-25 pages of semi-academic English text. Students must learn (i) new vocabulary and (ii) new ideas at the same time. I expect students to study for 2-3 hours each week outside of class.</p>
[Others (office hour, etc.)]
<p>Office hours will be held each week (time to be announced).</p>

Lecture code: HA04003

Course numbering	U-LAS03 10004 SB48		Graduate School of Education Senior Lecturer, ANDO SACHI	
Course title <English>	外国文献研究 (教育・英) I-E1 Readings in Humanities and Social Sciences (Education, English)I-E1		Affiliated department, Job title, Name	
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 2019・First semester
Day/period	Tue.3	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 familiarize students with research literature on international migration. Through readings of recently published and representative work from a variety of sources, students will develop deeper understandings on the theme. Moreover, the course will prepare students to nurture their English communications skills (reading, writing, speaking, and listening).				
[Course Goals]				
Upon completion of the course, students are expected to develop the following skills:				
(1) Reading skills to enable access to published research articles on relevant topics,				
(2) Speaking and listening skills necessary for group work and discussion,				
(3) Report writing skills, and				
(4) Academic presentation skills.				
[Course Schedule and Contents]				
The weekly schedule and topics are as follows:				
1. Introduction to the course				
2. Social research and international migration				
3. & 4. Human migration as global trends: Historical views and current trends				
5. & 6. Why do people migrate? Why migration continues? Theories on migration				
7. & 8. How do people adapt? Theories on acculturation				
9. & 10. How do people adapt? Lived experiences				
11. & 12. How do people adapt? Measured experiences				
13. & 14. How can we apply what we've learned to cases in Japan? (student presentations)				
15. Wrap-up				
[Class requirement]				
None				
[Method, Point of view, and Attainment levels of Evaluation]				
Students are required to attend all class sessions. Active participation is expected.				
(1) 40% Participation; Reaction papers				
(2) 30% Presentation				
(3) 30% Final Paper				
Continue to 外国文献研究 (教育・英) I-E1(2)				

外国文献研究 (教育・英) I-E1(2)	
[Textbook]	
Instructed during class	
[Reference book, etc.]	
(Reference book)	
Introduced during class	
[Regarding studies out of class (preparation and review)]	
(1) Read required readings	
(2) Prepare a reaction paper for each reading	
(3) Participate in group and class discussion	
(4) Prepare a presentation	
(5) Prepare a final paper	
[Others (office hour, etc.)]	
Only by appointment.	

Lecture code: H803001

Course numbering		U-LAS05 20007 LE40	
Course title <English> Linguistic Anthropology		Graduate School of Asian and African Area Studies Associate Professor, TAKADA AKIRA	
Group		Regions and Cultures (Issues)	
Language		English	
Number of weekly time blocks		1	
Day/period		Wed.5	
Field(Classification)		Group A	
Class style		Lecture	
Old group		Group A	
Target year		2019・First semester	
Eligible students		All students	
Number of credits		2	
[Outline and Purpose of the Course]			
<p>Contrary to the common image of anthropology (e.g., studying the 'strange' social institutions and practices of 'exotic' peoples), an increasing number of studies in this domain have analyzed everyday interactions among ordinary people. One justification for this approach is that it provides an opportunity to study how persons and sociocultural worlds mutually constitute each other. It follows that "mind" and "culture", both of which are fundamental and important concepts in contemporary research about self and society, are not static entities but are part of a social reality that is deployed in moment-to-moment interactions. This perspective is derived from Linguistic Anthropology, which has developed as one of four field approaches to anthropology. Based on this perspective, this course aims to explore concepts of mind and culture. Thus, after introducing this increasingly popular domain of anthropology and its theoretical background, I will reconsider several spheres of social life in which mind and culture intersect (e.g., social cognition, understanding others, socialization and child development, language and communication, and emotion) based on a micro-analysis of everyday interactions in several societies in which I have conducted field research (e.g., Japan, the US, Botswana, and Namibia).</p>			
[Course Goals]			
In this course, we will develop the above areas of interest by analyzing selected domains of everyday life based on various ethnographic materials.			
[Course Schedule and Contents]			
TOPICS			
<ol style="list-style-type: none"> 1. Introduction to Linguistic Anthropology (weeks 1-2) 2. Theory (weeks 3-4) 3. Social Cognition (weeks 5-6) 4. Understanding Others (weeks 7-8) 5. Socialization and Child Development (weeks 9-10) 6. Language and Communication (weeks 11-12) 7. Emotion (weeks 13-14) 8. Due of End-of-term Paper (week 15) 9. Feedback (week 16) 			
[Class requirement]			
None			
[Method, Point of view, and Attainment levels of Evaluation]			
Grades will be based on the following:			
(1) Class attendance and active participation, 40%			

Continue to Linguistic Anthropology(2)

Linguistic Anthropology(2)

- (2) Two reports, 40%
(3) End-of-term paper, 20%

[Textbook]

Instructed during class

[Reference book, etc.]

(Reference book)

高田明 『心でもなく、文化でもなく、相互行為の人類学』（新曜社）（2019年2月に刊行予定）
For Japanese students, in order to facilitate the active participation in the class, I recommend to read the above book, which is highly relevant to the lecture contents and is written in Japanese.

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

Students will be required to submit two reports, one at the beginning and one during the middle of the course. Details about these reports will be provided in class.

Additionally, at the end of the term, students will be required to submit a paper (minimum of 2000 words, printed on A4 sheets) that discusses an aspect of everyday interactions related to the period covered in class. All sources of information (e.g., books, articles, etc.) must be cited appropriately in the paper.

[Others (office hour, etc.)]

Lecture code: W220001 for Thu.3, W220002 for Thu.4

Course numbering		U-LAS51 10010 SE48	
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 weekly time blocks	1	Class style	Seminar
Day/period	Thu.3 (W220001) Thu.4 (W220002)	Target year	2nd year students or above
[Outline and Purpose of the Course]		Course offered year/period	2019・First semester
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.		Eligible students	For science students
英語の環境下で日本語を通さずに、科学に関する文献や資料を理解するための授業です。グループ学習と議論、語彙の習得、科学的考え方の明確な記述に重点を置きます。誰でも受講できますが、理学部2年生が主な対象です。			
[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.			
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)	
[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. 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.	

Lecture code: W222001

Course numbering		U-LAS51 10012 SE48	
Course title <English>	臨床コミュニケーション (医・英) -E3 Clinical Communication (Medicine, English)-E3	Affiliated department, Job title, Name	Institute for Liberal Arts and Sciences Professor.KONISHI YASUHIKO Graduate School of Medicine Assistant Professor.POUDYAL., Hemant Graduate School of Medicine Program-Specific Senior Lecturer.YAMADA YUKARI
Group	Career Development	Field(Classification)	International Communication
Language	English	Old group	Group C
Number of weekly time blocks	1	Class style	Seminar
Day/period	Wed.1	Target year	2nd year students or above
[Outline and Purpose of the Course]		Course offered year/period	2019・First semester
This course aims at developing problem-solving, critical thinking and communication abilities for future health care professionals. Issues such as patient-doctor relationship, ethics, professionalism, teamwork, and leadership in healthcare will be covered. Each class consists of a short lecture and discussion or group work activity often using Problem based Learning(PBL). Students are expected to learn how to think and reach their own answers, rather than given by teachers. All lectures, discussions, group works will be delivered in English only.		Eligible students	For science students
This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few students from health care related departments, with a short English proficiency test in the first day of the course.			
[Course Goals]			
By the end of the course, students will be able to			
1) understand contemporary ethical issues that future healthcare professionals would encounter			
2) collect and interpret relevant evidence with other people, and express their opinions showing traces of reasoning			
3) understand how to construct good relationship between patient and doctor and demonstrate them.			
4) understand how to work with others who have different thoughts, and perform team work building skills			
[Course Schedule and Contents]			
<ul style="list-style-type: none"> • 1st to 4th class: Basic Communication Skill Teamwork building exercises; basic medical terms; non-verbal communication skills. • 5th to 8th class: Euthanasia & Doctor's role Ethical issues for future doctors; With a movie discussing aspects of ethical problems; research on relevant evidence, and collecting evidence to support your thoughts; structure of an argument • 9th class: Assessment I: Debate on Euthanasia • 10th to 14th class: Patient & Doctor relationship Contemporary issues on patient&doctor's role; Concept of Evidence-based Medicine and the importance of critical thinking; Patient& Doctor Interview; bad news telling; planning treatment with patients preferences • 15th class: Assessment II • 16th: Feedback 			
Continue to 臨床コミュニケーション (医・英) -E3(2)			

臨床コミュニケーション (医・英) -E3(2)	
[Class requirement]	
None	
[Method, Point of view, and Attainment levels of Evaluation]	
Since the course employs a small group discussion style, students can only be absent less than 3 times. Assessment I&II 70 %, Class Performance 30%. 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 details in the class, and each preparation would need about one hour. Since many activities will be largely student-centered projects, which means students might need to work outside of classroom as well. We will support and make a feasible plan together in the class.	
[Others (office hour, etc.)]	
Students are welcome to contact the teaching staff anytime. Meetings are possible with an appointment (email: medsocial.kyodai@gmail.com)	

Lecture code: W222002

Course numbering		U-LAS51 10012 SE48		Institute for Liberal Arts and Sciences Professor.KONISHI YASUHIKO Graduate School of Medicine Assistant Professor.POUDYAL., Hemant Graduate School of Medicine Program-Specific Senior Lecturer.YAMADA YUKARI	
Course title <English>	臨床コミュニケーション (医・英) -E3 Clinical Communication (Medicine, English)-E3	Affiliated department, Job title,Name			
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	2019・First semester
Day/period	Wed.2	Target year	2nd year students or above	Eligible students	For science students
[Outline and Purpose of the Course]					
This course aims at developing problem-solving, critical thinking and communication abilities for future health care professionals. Issues such as patient-doctor relationship, ethics, professionalism, teamwork, and leadership in healthcare will be covered. Each class consists of a short lecture and discussion or group work activity often using Problem based Learning(PBL). Students are expected to learn how to think and reach their own answers, rather than given by teachers. All lectures, discussions, group works will be delivered in English only. This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few students from health care related departments, with a short English proficiency test in the first day of the course.					
[Course Goals]					
By the end of the course, students will be able to 1) understand contemporary ethical issues that future healthcare professionals would encounter 2) collect and interpret relevant evidence with other people, and express their opinions showing traces of reasoning 3) understand how to construct good relationship between patient and doctor and demonstrate them. 4) understand how to work with others who have different thoughts, and perform team work building skills					
[Course Schedule and Contents]					
<ul style="list-style-type: none"> • 1st to 4th class: Basic Communication Skill • Team work building exercises; basic medical terms; non-verbal communication skills. • 5th to 8th class: Euthanasia & Doctor's role • Ethical issues for future doctors; With a movie discussing aspects of ethical problems; research on relevant evidence, and collecting evidence to support your thoughts; structure of an argument • 9th class: Assessment I: Debate on Euthanasia • 10th to 14th class: Patient & Doctor relationship • Contemporary issues on patient&doctor's role; Concept of Evidence-based Medicine and the importance of critical thinking; Patient& Doctor Interview; bad news telling; planning treatment with patients preferences • 15th class: Assessment II • 16th: Feedback 					
Continue to 臨床コミュニケーション (医・英) -E3(2)					

臨床コミュニケーション (医・英) -E3(2)	
[Class requirement]	
None	
[Method, Point of view, and Attainment levels of Evaluation]	
Since the course employs a small group discussion style, students can only be absent less than 3 times. Assessment I&II 70 %, Class Performance 30%. 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 details in the class, and each preparation would need about one hour. Since many activities will be largely student-centered projects, which means students might need to work outside of classroom as well. We will support and make a feasible plan together in the class.	
[Others (office hour, etc.)]	
Students are welcome to contact the teaching staff anytime. Meetings are possible with an appointment (email: medsocial.kyodai@gmail.com)	

Lecture code: W222003

Course numbering		U-LAS51 10012 SE48		Institute for Liberal Arts and Sciences Professor.KONISHI YASUHIKO Graduate School of Medicine Assistant Professor.POUDYAL., Hemant Graduate School of Medicine Program-Specific Senior Lecturer.YAMADA YUKARI	
Course title <English>		臨床コミュニケーション (医・英) -E3 Clinical Communication (Medicine, English)-E3		Affiliated department, Job title,Name	
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	2019・First semester
Day/period	Wed.3	Target year	2nd year students or above	Eligible students	For science students
[Outline and Purpose of the Course]					
This course aims at developing problem-solving, critical thinking and communication abilities for future health care professionals. Issues such as patient-doctor relationship, ethics, professionalism, teamwork, and leadership in healthcare will be covered. Each class consists of a short lecture and discussion or group work activity often using Problem based Learning(PBL). Students are expected to learn how to think and reach their own answers, rather than given by teachers. All lectures, discussions, group works will be delivered in English only. This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few students from health care related departments, with a short English proficiency test in the first day of the course.					
[Course Goals]					
By the end of the course, students will be able to 1) understand contemporary ethical issues that future healthcare professionals would encounter 2) collect and interpret relevant evidence with other people, and express their opinions showing traces of reasoning 3) understand how to construct good relationship between patient and doctor and demonstrate them. 4) understand how to work with others who have different thoughts, and perform team work building skills					
[Course Schedule and Contents]					
<ul style="list-style-type: none"> • 1st to 4th class: Basic Communication Skill • Team work building exercises; basic medical terms; non-verbal communication skills. • 5th to 8th class: Euthanasia & Doctor's role • Ethical issues for future doctors; With a movie discussing aspects of ethical problems; research on relevant evidence, and collecting evidence to support your thoughts; structure of an argument • 9th class: Assessment I: Debate on Euthanasia • 10th to 14th class: Patient & Doctor relationship • Contemporary issues on patient&doctor's role; Concept of Evidence-based Medicine and the importance of critical thinking; Patient& Doctor Interview; bad news telling; planning treatment with patients preferences • 15th class: Assessment II • 16th: Feedback 					
Continue to 臨床コミュニケーション (医・英) -E3(2)					

臨床コミュニケーション (医・英) -E3(2)	
[Class requirement]	
None	
[Method, Point of view, and Attainment levels of Evaluation]	
Since the course employs a small group discussion style, students can only be absent less than 3 times. Assessment I&II 70 %, Class Performance 30%. 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 details in the class, and each preparation would need about one hour. Since many activities will be largely student-centered projects, which means students might need to work outside of classroom as well. We will support and make a feasible plan together in the class.	
[Others (office hour, etc.)]	
Students are welcome to contact the teaching staff anytime. Meetings are possible with an appointment (email: medsocial.kyodai@gmail.com)	

Course numbering		U-LAS70 10001 SJ50			
Course title <English>	ILAS七三ナ一 : Liberation through Recognition - Introduction to the Contemplative Practices of the Pratyabhijnahridaya ILAS Seminar :Liberation through Recognition - Introduction to the Contemplative Practices of the Pratyabhijnahridaya	Affiliated department, Job title, Name	Graduate School of Letters Professor, VASUDEVA , Somdev		
Group	Seminars in Liberal Arts and Sciences	Number of credits	2	Number of weekly time blocks	1
Class style	Seminar	Course offered year/period	2019 • First semester	Quota (Freshman)	7 (7)
Target year	Mainly 1st year students	Eligible students	For all majors	Day/period	Tue.5
Classroom	L520 (Vasudeva Laboratory), 5F, Faculty of Letters Main Bldg. (Main Campus)	Language	English		
Keyword	Contemplative Studies / Meditation / Yoga / Philosophy / Sanskrit				
[Outline and Purpose of the Course]					
The aim of the class is to study, in English translation, the Pratyabhijnahridaya of Kshemaraja, an 11th century Sanskrit contemplative text teaching a method liberation through pratyabhijna, a Sanskrit term meaning [self-recognition]. This very short but influential work in twenty sutras succinctly summarizes the non-dualist Pratyabhijna method of mediative liberation. We will study the history of this school of philosophy and meditation, look into its main authors and its main enemies. Each week we will read one or more Sutras in English translation, and discuss the views of various commentators and opponents. Our perspective considers the historical development of the Pratyabhijna school and also the internal logic and empirical foundations of its practices. Through historical analysis we will identify Tantric, Yogic, and Buddhist theories and practices that lie at the background of Kshemaraja's synthetic work.					
[Course Goals]					
Through a close reading followed by analysis and discussion students will gain an understanding of how the system of self-recognition is built up and how it is intended to function. We will learn its technical vocabulary, its complex theory of the human self, its ideas of gradual and instant liberation, and its philosophical doctrines. We will study the history of this school of philosophy and meditation, and we will use diverse methodologies to try and understand how it relates to other systems of soteriology.					
[Course Schedule and Contents]					
1: Historical and philosophical introduction. 2: Reading of Sutras 1-2 in translation: The autonomy of absolute consciousness, idealism vs. realism, the world as a self-reflection. 3: Reading of Sutras 3-4, Subjectivity and objectivity, universal differentiation. 4: Reading of Sutra 5-6. Subject and object as contractions of autonomous consciousness, correlation and conformity. 5: The individual, the knower, the experienter. 6: Reading of Sutra 7. The hierarchy of the seven perceivers and the seven levels of apperception. 7: Reading of Sutra 8. Doxography as role play.					
Course No. SJ50 - Liberation through Recognition - Introduction to the Contemplative Practices of the Pratyabhijnahridaya					

Course No. SJ50 - Liberation through Recognition - Introduction to the Contemplative Practices of the Pratyabhijnahridaya	
8: Reading of Sutra 9. The nature of human limitation. 9: Reading of Sutra 10-11. Human action as a mirrored version divine agency. 10: Reading of Sutra 12. The causes of rebirth. 11: Reading of Sutra 13-14. The method of reversing delusion 12: Reading of Sutra 15-16. Stages of liberation. 13: Reading of Sutra 17. Yogic methods and esoteric practices. 14: Reading of Sutra 18-19. Epistemological methods of liberation. Post-liberation and re-integration practices. Revision 15: Feedback.	
[Class requirement]	
None	
[Method, Point of view, and Attainment levels of Evaluation]	
Attendance 30%, participation in class 40%, short final paper 30%.	
[Textbook]	
Singh, Jaidev 『Pratyabhijnahridayam: The Secret of Self-Recognition』 (also under title: Pratyabhijnahridayam : Samskṛta text with English translation and notes / by Jaideva Singh)	
[Reference book, etc.]	
(Reference book) Introduced during class	
[Regarding studies out of class (preparation and review)]	
Each week brief passages will need to be read in advance. Please collect any difficult words, concepts or ideas that we can discuss together in class.	
[Others (office hour, etc.)]	
To be announced.	

Course numbering		U-LAS70 10002 SES0	
Course title <English>	ILAS Seminar-E2 :Introduction to Economic Sociology (経済社会学の導入) ILAS Seminar-E2 :Introduction to Economic Sociology		
Affiliated department, Job title, Name	Graduate School of Letters Associate Professor,Stephane Heim		
Group	Seminars in Liberal Arts and Sciences	Number of credits	2
		Number of weekly time blocks	1
Class style	Seminar	Course offered year/period	2019・First semester
		Quota (Freshman)	12 (5)
Target year	Mainly 1st year students	Eligible students	For all majors
		Day/period	Tue.5
Classroom	22, Yoshida-South Campus Bldg. No. 1		
Keyword	Globalization / Sociopolitical construction of markets / Automotive industry / Toyota Group / Fieldwork methodology		
[Outline and Purpose of the Course]			
<p>What are economic activities and behaviours? What is the role of firms in capitalism? What about the sociopolitical constructions of markets? Those are some issues this seminar will examine from a sociological perspective. Though the economic activities - production, exchange, and consumption of goods and services - are often thought as being the sole domain of economists, we will explore the contribution of sociologists to our understanding of these activities. During the lectures, diverse specific case studies of the automotive industry will be introduced, and a fieldtrip is organized during two days with interviews and visits of Japanese cars and parts makers' factories. Our aim is both to understand recent trends in economics sociology (with a focal point on the automotive industry), and to be prepared to fieldwork research in economic sociology.</p>			
[Course Goals]			
<p>Economic Sociology is both an old and new subfield of Sociology. The revival of economic sociology in the 1970s is mainly due to the necessity for social scientists to inquire the impacts of globalization and neoliberalism on labour, markets, firms, consumption patterns, economic exchanges from a sociological perspective. The automotive industry, which has been greatly affected by globalization, is a good laboratory of the deep socioeconomic evolutions we have attended for more than 40 years. During this seminar, we will scrutinize this industry from several socioeconomic viewpoints, keeping in mind our three main objectives/targets:</p> <ol style="list-style-type: none"> 1. to help students acquire the basic and critical knowledge of economic sociology. 2. to offer students an overview of the socioeconomic evolutions caused by globalization. 3. to familiarize students with fieldwork methodologies and tools in economic sociology. 			
[Course Schedule and Contents]			
<p>Week 1. Introduction: the basics of economic sociology Week 2. The sociology of firm Week 3. Recent production trends in the automobile industry Week 4. Social and political construction of markets of vehicles Week 5. A brief history of the worldwide automotive industry Week 6. Asian and Japanese automotive industries and markets Week 7. Inter-firm relationships in the auto industry: theories Week 8. Inter-firm relationships in the Japanese auto industry Week 9. Introduction to the Toyota Group</p>			
Continue to LASeminar-E2: Introduction to Economic Sociology (経済社会学の導入) (4)			

ILAS Seminar-E2: Introduction to Economic Sociology (経済社会学の導入) (4)	

Week 10. Introduction to the Toyota Group	
Week 11. Research methodology: preparation of the fieldwork in Aichi Pref.	
Week 12. Research methodology: preparation of the fieldwork in Aichi Pref.	
Week 13. Research methodology: preparation of the fieldwork in Aichi Pref.	
Week 14. Fieldwork: inter-firm relations in Toyota Group, Aichi Pref (August 6-7, intended).	
フィードバックについては、別途、連絡します。	
[Class requirement]	
None	
[Method, Point of view, and Attainment levels of Evaluation]	
Final report.	
[Textbook]	
Instructed during class	
[Reference book, etc.]	
(Reference book)	
Introduced during class	
[Regarding studies out of class (preparation and review)]	
Instruction is given during class.	
[Others (office hour, etc.)]	
Students may contact the teacher by Email to set meetings.	

Lecture code: Z001027

Course numbering	U-LAS70 10001 SJ50	
Course title <English>	ILASセミナー : 分子細胞生物学入門 (英語講義) ILAS Seminar : Introduction to Molecular Cell Biology	
Group	Seminars in Liberal Arts and Sciences	Number of credits 2
Class style	Seminar	Course offered year/period 2019・First semester
Target year	1st year students	Eligible students For all majors
Classroom	Seminar room 23, ILAS Bldg.	Day/period Mon.5
Keyword	分子細胞生物学 / 英語	
<small>(Students of Faculty of Integrated Human Studies cannot take this course as liberal arts and general education course. Please register the course with your department.)</small>		
[Outline and Purpose of the Course]		
ミクロ系生物学 (分子生物学・細胞生物学等) の英語での入門講義です。生物科学の発展の歴史や知識を英語で学ぶ事を目的としています。今年度は原著論文もしくは英文資料を読み・視聴しながら、現代の生命科学がどのように発展したか補助的な資料を提示しつつ解説します。質疑応答はできるだけ英語でも構いません。分かり難い場合は適宜日本語での説明も付け加えますので、生物学・英語どちらかの知識が少なくても心配ありません。		
This is a course taught in English. Key scientific papers in molecular, cellular, and developmental biology, with a view toward the future of medicine, or videos on modern topics will be presented to illustrate the progress of modern biology. Additional references and material will provide useful background information.		
[Course Goals]		
The course objective is to acquire knowledge of basic concepts in biochemistry, molecular biology, and cell biology, leading to an appreciation of several current areas of research with great potential.		
基礎的な生化学、分子生物学、細胞生物学の知識が得られる。日本人学生にとっては、教員からの基礎的な質問への返答を英語ですることにより、積極的な授業への参加姿勢が身に付く。		
[Course Schedule and Contents]		
以下の様な項目について、項目あたり2-3週の授業を行う予定である。		
Topics include:		
1. Techniques used in biology		
2. History of molecular biology		
3. Basic biochemistry		
4. Developmental biology		
5. Bioengineering		
----- ILASセミナー : 分子細胞生物学入門 (英語講義) (2) -----		

ILASセミナー : 分子細胞生物学入門 (英語講義) (2)

6. Regenerative medicine
[Class requirement]
Decent ability of English conversation is the prerequisite.
High school level chemistry but not biology is required.
[Method, Point of view, and Attainment levels of Evaluation]
Class participation (50%) and a report (50%).
[Textbook]
Not used
Additional handouts will be provided.
[Reference book, etc.]
(Reference book)
Introduced during class
[Regarding studies out of class (preparation and review)]
High school level chemistry reviewing is required.
[Others (office hour, etc.)]
Anyone who is interested in learning modern molecular and cell biology is welcome to attend.

Course numbering	U-LAS70 10002 SE50		
Course title <English>	ILAS Seminar-E2 :Contemporary History (現代史) ILAS Seminar-E2 :Contemporary History		
Group	Seminars in Liberal Arts and Sciences	Affiliated department, Job title, Name	Graduate School of Human and Environmental Studies Program-Specific Senior Lecturer: BHATTI, Pallavi Kamalakar
Class style	Seminar	Course offered year/period	Number of credits
Target year	Mainly 1st year students	2019・First semester	2
Classroom	1304, Faculty of Integrated Human Studies	Eligible students	Number of weekly time blocks
Keyword	Nationalism / Independence Movements / Decolonization / Imperialism / Colonialism	For all majors	1
<small>(Students of Faculty of Integrated Human Studies cannot take this course as liberal arts and general education course. Please register the course with your department.)</small>			
[Outline and Purpose of the Course]			
This is an undergraduate introductory course, providing students an understanding of nationalist and independence movements.			
This course aims to help students:			
1. Acquire various academic language skills necessary to develop reading, thinking and writing in English.			
2. In using Primary and Secondary Sources effectively.			
3. In areas such as acquisition of historical analysis, interpretation, and content literacy skills.			
[Course Goals]			
The ultimate goal of this course is to provide a platform for students to engage in investigating significant questions and debates in Contemporary History.			
[Course Schedule and Contents]			
The course will cover themes relating to Nationalist and Independence movements in Africa and Asia and post-1945 Central European States.			
Week 1: Introduction to the Course and Overview			
Case Study on five States mentioned below:			
Week 2 to Week 4: Zimbabwe			
Week 5 to Week 7: India & Pakistan			
Week 8 to Week 10: Vietnam			
Week 11 to Week 13: Czechoslovakia			
Week 14: Poland			
Final week: Feedback & Summary of the Course			
*Note: This syllabus will be subject to changes and/or revisions			
Continue to ILAS Seminar-E2 :Contemporary History (現代史) (2)			

ILAS Seminar-E2 :Contemporary History (現代史) (2)
[Class requirement]
There are no prerequisites.
[Method, Point of view, and Attainment levels of Evaluation]
Method: Giving students exposure to academic writing and enabling them to understand the basic rules thereof. 1. Providing students with opportunities to receive guidance on academic writing skills. 2. Providing students with opportunities for discussion
Evaluation: Students are evaluated by reports(100%) submitted on any 4 Case Study topics dealt with in the Course.
[Textbook]
Not used
[Reference book, etc.]
(Reference book) Joseph Gibaldi 『MLA Handbook for Writing Research Papers』 (Modern Language Association of America) ISBN:978-1603290241 University of Chicago Press 『The Chicago Manual of Style 16th Ed』 (University of Chicago Press) ISBN:978-0226104201
[Regarding studies out of class (preparation and review)]
No prior knowledge of history is required. Students should be able to participate in discussions with their classmates in English.
[Others (office hour, etc.)]
No office hours specified. Meetings are to be arranged by appointment. Any new information and instructions will be communicated in class or through electronic medium. Classroom Management: Be respectful to everyone and everything in class.

Course numbering		U-LAS70 10001 SJ50	
Course title <English>	ILASセミナー：途上国の環境・衛生問題 ILAS Seminar: Environment and sanitation problems in developing countries	Affiliated department, Job title, Name	Graduate School of Global Environmental Studies Professor, FUJII SHIGEO Graduate School of Global Environmental Studies Associate Professor, TANAKA SHUHEI Graduate School of Global Environmental Studies Assistant Professor, HARADA HIDENORI
Group	Seminars in Liberal Arts and Sciences	Number of credits	2
Class style	Seminar	Course offered year/period	2019・First semester
Target year	Mainly 1st year students	Eligible students	For all majors
Classroom	207, 2F, Research Bldg. No. 14 (Main Campus)	Day/period	Fri.5
Keyword	Developing countries / Environment / Sanitation / Pollution		
[Outline and Purpose of the Course]			
Sanitation is one of the fundamental issues for humanity and culture of all of the people in the world. However, there are billions of people who do not have sustainable access to safe drinking water and basic sanitation. In these areas, air pollution and solid wastes also cause many problems. In this course, students learn this matter by lectures, discussions and presentations with foreign students from several developing countries.			
All of lectures, discussions and presentations are given in English, but several translation assistances are given in Japanese. Students are also expected to be trained in English discussion and presentation skills with international communication capability.			
衛生問題は、世界のすべての人々の人間性と文化の観点から基本的な事項の一つである。しかしながら、世界の中には、安全な飲料水を確保し、衛生的なトイレを使えない人々が何十億人という。また、それらの地域では大気汚染や廃棄物も様々な問題を起している。			
この授業では、それらについて開発途上国からの多数の留学生とともに、種々の講義、討論、および学生発表によって学ぶ。すべての授業は基本的に英語であるが、英語能力が十分でない学生のため、日本語による補足も随時加える。			
本授業により、学生の環境衛生問題に関する知識の習熟とともに、英語能力、国際性の向上が期待される。			
[Course Goals]			
本授業を通じて学生が途上国の環境問題を理解することにより、今後、途上国での活動（研究、教育、業務等々）を実施する上で必要となる国際性が養われる。また、非ネイティブの様々な英語を聞き、討議することで、コミュニケーション言語としての英語の意義・重要性を理解し、今後の自身の英語力向上の礎となる。			
[Course Schedule and Contents]			
以下の課題について、1課題あたり1～2週の授業をする予定である。			
No.1: Guidance & Fundamentals of environmental pollution issues 授業ガイダンスと環境汚染問題の基礎			
No.2: Lecture on water supply and water use 水道・水利用に関する講義			
No.3: Lecture on Solid waste Management			
----- Continue to ILASセミナー：途上国の環境・衛生問題 -----			

ILASセミナー：途上国の環境・衛生問題(2)	
----- 廃棄物管理に関わる講義 -----	
No.4: A Lecture on wastewater drainage and treatment 廃水・下水処理に関する講義	
No.5: A case study in Malaysia: Air pollution 事例研究（マレーシア:大気汚染問題）	
No.6: A Case Study in Myanmar - Fecal sludge treatment 事例研究（ミャンマー：糞便性汚泥の管理）	
No.7: A case study in Vietnam: Wastewater treatment technology 事例研究（ベトナム：下水処理技術）	
No.8: A Case Study in Vietnam - Solid Wastes Management 事例研究（ベトナム：ゴミ問題）	
No.9: Cases studies in Cambodia and in Indonesia - Water pollution 事例研究（カンボジアとインドネシア：水質汚濁）	
No.10: A Case Study in China - Water pollution 事例研究（中国：水質汚濁）	
No.11: A Case Study in Thailand - Solid Wastes Management 事例研究（タイ：廃棄物問題）	
No.12-13: Instruction of presentation methods and practice プレゼンテーション方法の説明と練習	
No.14: Student presentation on environment and sanitation 環境衛生問題に関する学生課題発表	
[Class requirement]	
None	
[Method, Point of view, and Attainment levels of Evaluation]	
Mini report in each lecture and presentation in the final lecture will be used for the assessment. 毎回の講義時間の小レポートおよび授業最終回の発表内容とで総合評価する。詳しくは授業中に説明する。	
[Textbook]	
Not used	
[Reference book, etc.]	
(Reference book) Introduced during class	
[Regarding studies out of class (preparation and review)]	
予習は不要。復習として、授業での事例を自らで調べること知識を増すとともに、最終発表の準備をすること。	
[Others (office hour, etc.)]	

Lecture code: Z001076

Course numbering	U-LAS70 10001 SJ50		
Course title <English>	ILASセミナー : ゲーム理論と戦略的思考 ILAS Seminar :Game Theory and Strategic Thinking	Affiliated department, Job title, Name	Institute of Economic Research Assistant Professor, Chen Chia-hui
Group	Seminars in Liberal Arts and Sciences	Number of credits	2
Class style	Seminar	Course offered year/period	2019・First semester
Target year	1st year students	Eligible students	For all majors
Classroom	Joint research room 2, Institute of Economic Research Main Bldg. (Main Campus)		Day/period Wed.3
Keyword	ゲーム理論 / 経済学		
[Outline and Purpose of the Course]			
This course is an introduction to game theory and strategic thinking. We will learn the basic concepts of game theory, such as dominance, backward induction, Nash equilibrium, credibility, and information asymmetry. We will also discuss a lot of real-life examples and case studies and see how to apply the basic concepts to deal with different kind of problems and situations. The purpose of the course is to help students understand the interdependence among individuals' actions and to improve their decision making by thinking strategically.			
[Course Goals]			
<ul style="list-style-type: none"> - To understand the basic concepts of game theory, such as dominance, backward induction, Nash equilibrium, credibility, and information asymmetry. - To be able to apply the knowledge acquired in this course to analyze real-life problems and find the best solution. 			
[Course Schedule and Contents]			
The course will cover the following topics, and each topic will be covered in 1 or 2 weeks			
<ol style="list-style-type: none"> 1. Introduction 2. Dominance and Best Response 3. Nash Equilibrium 4. Mixed Strategy 5. Backward Induction 6. Subgame Perfection and Sequential Rationality 7. Credibility and Commitment 8. Information Asymmetry 9. Cooperation and Coordination 10. Auctions 11. Bargaining 12. Voting 13. Incentives 			
Continue to ILASセミナー : ゲーム理論と戦略的思考(2)			

ILASセミナー : ゲーム理論と戦略的思考(2)
[Class requirement]
None
[Method, Point of view, and Attainment levels of Evaluation]
Each student is required to give a 20-minute presentation in English and prepare a handout for his/her presentation. Grading will be based on the presentation (70 points) and active participation in discussion (30 points).
[Textbook]
A. Dixit and B. Nalebuff 『The Art of Strategy: A Game Theorist's Guide to Success in Business and Life』 (Norton)
[Reference book, etc.]
(Reference book) Introduced during class
[Regarding studies out of class (preparation and review)]
Students are expected to read the book chapter assigned for each week and participate in class discussions.
[Others (office hour, etc.)]
Office hours are by appointments.

Course numbering	U-LAS70 10001 SJ50			
Course title <English>	Educational Innovation - New Trends in Learning and Teaching ILAS Seminar :Introduction to Educational Innovation - New Trends in Learning and Teaching	Affiliated department, Job title, Name	Center for the Promotion of Excellence in Higher Education Professor, IYOSHI TOORU	
Group	Seminars in Liberal Arts and Sciences	Number of credits	2	Number of weekly time blocks
Class style	Seminar	Course offered year/period	2019・First semester	Quota (Freshman)
Target year	Mainly 1st year students	Eligible students	For all majors	Day/period
Classroom	21, Yoshida-South Campus Bldg. No. 1	Language	English	
Keyword	Open Education / Future of Learning / Artificial Intelligence / Gamification / Virtual Reality			
[Outline and Purpose of the Course]	Over the last decade, the emerging Internet-enabled open education movement has been transforming the landscape of higher education both globally and locally. By making educational tools, resources, and knowledge freely and openly accessible to everybody around the world, the movement is beginning to radically change the cultures, values, systems, ecology, and economics of higher education. In short, open education is enabling all of us to learn anything, anytime, anywhere.			
	In addition to the ongoing open innovation movement, the emergence of AI applications in education, especially our rapidly increasing ability to analyze and utilize "big data," provides us with enormous possibilities to better support more personalized and collaborative lifelong learning building upon the abundance of openly shared educational resources. Furthermore, some evolving pedagogical approaches such as gamification and project-based learning are helping promote and accelerate the acquisition of critical skill and knowledge both for individual and social needs.			
	This course explores the future of education and our society and how we personally and collectively learn in innovative ways.			
[Course Goals]	The goals of this course are for students to: 1) understand the core values, possibilities, and challenges in open and innovative education; 2) gain basic skills, such as learning strategies and methods, and knowledge for effective learning that takes advantage of open education; 3) become familiar with various open educational resources; and 4) define optimal ways to enhance and accelerate both personal and collaborative learning in undergraduate, graduate, and life-long education.			
[Course Schedule and Contents]	The course consists of some activities such as lectures, case studies, assignments, large and small group discussions, group/personal learning design/planning projects/presentations, and report writing. Some of the course activities will be made open and public online.			
	The planned course outline (for 14 classes) is as follows.			

UAS70 - Introduction to Educational Innovation - New Trends in Learning and Teaching
<ol style="list-style-type: none"> 1. Course Introduction/Orientation 2. Artificial Intelligence (AI) and Education 3. Gamification and Learning 4. Open Education: Overview 5. Virtual Reality (VR) and Augmented Reality (AR) and Education 6. Open Education: Case Studies 7. Group Activities: Review of Open and Innovative Education Projects 8. Group Presentations 9. Skills and Knowledge for the 21st century society 10. Self-Guided Learning and Mastery Learning 11. Peer Instruction and Learning Communities 12. Open Knowledge 13. Evaluation of Open Learning 14. Group Presentations
The following questions, topics, and case examples will be covered during the course:
Questions:
<ul style="list-style-type: none"> - What are possibilities and challenges of AI, Gamification, VR, and AR in education? - How can we enable and encourage learners and educators to participate in open education? - What does open education mean as an agency for both formal and informal education? - How can learning communities take advantage of open education? - What support needs to be provided to make open education effective? - How can openness help further expand and advance higher education?
Topics:
History of open education, open technology, open content, open knowledge, open practice, flipped classroom, online study groups, peer learning/instruction, massive open online courses, personalized learning, self-guided learning, assessment and evaluation of learning, learning analytics, open educational innovation, future of higher education, etc.
Case Examples:
MOOCs (edX, Coursera, Udacity, etc), OpenCourseWare, Khan Academy, Open Learning Initiative, Connexions, iTunes U, TED, University of People, P2P University, Western Governors University, Open University, MERLOT, PhET, OpenStudy, Coursera, Edx, iLab, Sakai, KEEP Toolkit, MOST, etc.
[Class requirement]
None
[Method, Point of view, and Attainment levels of Evaluation]
Grades will be determined based on in-class/online discussion participation and homework (40%), group and individual projects and presentations (30%), and a final paper (30%). There will be no quizzes and examinations.
[Textbook]

[Reference book, etc.]

(**Reference book**)

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

(**Related URL**)

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

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

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

[Others (office hour, etc.)]

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

Lecture code: Z001375

Course numbering	U-LAS70 10001 SJ50	
Course title <English>	ILASセミナー : 沿岸工学入門 ILAS Seminar :Introduction to Coastal Engineering	Hakubi Center for Advanced Research Program-Specific Assistant Professor,Bihaneh Kamranizad
Group	Seminars in Liberal Arts and Sciences	Number of credits 2
Class style	Seminar	Course offered year/period 2019・First semester
Target year	Mainly 1st year students	Eligible students For all majors
Classroom	26, Yoshida-South Campus Bldg. No. 1	Day/period Fri.5
Keyword	ocean / sea / coast / shore / engineering	
[Outcome and Purpose of the Course]	Coastal areas are usually used for different purposes such as settlement, exploitation of (living/fossil) resources, industry, trading and transportation, tourism and recreation, agriculture, and providing marine renewable energies. In this course, we will learn about the basic concepts in the ocean and coastal engineering. We also study natural phenomena happening in the sea (such as waves, tide, currents, etc.), and the impacts of these phenomena on coastal areas (such as erosion, tsunami, flooding, etc.). Then, the appropriate measures for protecting the coastal areas are introduced.	
[Course Goals]	<ul style="list-style-type: none"> - To understand the definition of coastal terms - To understand the natural phenomena happening in the sea - To understand different beach materials and source of them - To understand the impacts of natural phenomena on coastal areas - To understand the appropriate measures for protecting the coastal areas 	
[Course Schedule and Contents]	<ul style="list-style-type: none"> (1) Definition of coastal engineering and coastal terms [1 week] (2) Coastal hydrodynamics (wind, waves, currents, tides, storm surges, tsunamis [2 weeks] (3) Coastal processes in shallow waters [2 weeks] (4) Beach material and sediment transport [2 weeks] (5) Coastal classifications [1 week] (6) Causes of coastal disasters [1 week] (7) Different methods for coast and shore protection [2 weeks] (8) Climate change impacts [1 week] (9) A practical wave simulation [1 week] 	

Continue to ILASセミナー : 沿岸工学入門②

ILASセミナー : 沿岸工学入門②

(10) Review of a case study as a coastal engineering project + review for final exam [1 week]

[Class requirement]

None

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

Absolute evaluation (raw score)

Evaluation will be based on active participation in group discussions at the end of each class (20 points for the whole semester), assignments as group presentations (twice in the whole semester, 10 points each), and an examination (60 points). Assignments and participation will be assessed on the basis of achievement level for course goals.

- Those who are absent more than four times will not be credited.

[Textbook]

Karsten Mangor, Nils K. Drønen, Kasper H. Kaeliggaard, Sten E. Kristensen 『Shoreline management guidelines』 (DHI) ISBN:978-87-90634-04-9 (freely available from: <https://www.dhigroup.com/marine-water/ebook-shoreline-management-guidelines>)
J William Kamphuis 『Introduction to Coastal Engineering and Management 2nd Edition』 (world scientific) ISBN:978-981-283-484-3
Robert Sorensen 『Basic Coastal Engineering』 (Springer) ISBN:978-1-4757-2665-7

[Reference book, etc.]

(Reference book)

Karsten Mangor, Nils K. Drønen, Kasper H. Kaeliggaard, Sten E. Kristensen 『Shoreline management guidelines』 (DHI) ISBN:978-87-90634-04-9 (freely available from: <https://www.dhigroup.com/marine-water/ebook-shoreline-management-guidelines>)
J William Kamphuis 『Introduction to Coastal Engineering and Management 2nd Edition』 (world scientific) ISBN:978-981-283-484-3
Robert Sorensen 『Basic Coastal Engineering』 (Springer) ISBN:978-1-4757-2665-7

(Related URL)

<https://www.dhigroup.com/marine-water/ebook-shoreline-management-guidelines>(The main reference book is freely available from this link)

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

The instructor (myself) will give some material to be reviewed by the students for the next class. At the end of each class, we review the content of that class by dividing the student into some groups and having a group discussion. Two times during the whole term, students need to prepare a group presentation about a subject related to the syllabus suggested or confirmed by the instructor.

[Others (office hour, etc.)]