Recommended Courses for KUINEP Students

and

Additional Liberal Arts and Science Courses

Kyoto University

2017 Spring Semester
Course title: Culture and Traditions in Japan I  
Affiliated department, Job title, Name: 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        |
| Course offered year/period | 2017 • First semester         | 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 Sen no Rikyu and the Japanese CultureWakeiseijaku (「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 Buddhist Concepts in Japanese CultureIshindenshin (「以心伝心」) Zen and the Culture of Arts
Week 6 Jigoujritoku (「自業自得」) Buddhist Philosophy in Japanese Culture
Week 7 Ware tada shiru (「吾唯足知」) Zen and Japanese Gardens
Week 8 Student's Presentations 1
Week 9 Culture through Literature 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 Concepts and Their Interpretations in Contemporary Japan and Japanese LanguageUchi-soto Relationships (「和・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」) and Speaker-orientation
Week 15 Student's Presentations 2

[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.
### Culture and Traditions in Japan I(2)

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

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Term final paper</td>
<td>40%</td>
</tr>
<tr>
<td>Participation in discussions and attendance</td>
<td>30%</td>
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</tbody>
</table>

#### [Textbook]

Handouts will be provided.

#### [Reference book, etc.]

(Reference book)


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.
[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 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, post 3.11 education
(不登校、ひきこもり、いじめ、入学改革、学力低下問題、日本人学生の英語力と言語教育、復興と教育)

Weeks 8-9) Current Issues 3: Technology and Sciences

Continue to Current Issues in Japan I(2)
<table>
<thead>
<tr>
<th>Week 10-11</th>
<th>Current Issues 4: Work, leisure, and sports</th>
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<tbody>
<tr>
<td>What are the characteristics of work life and leisure in Japanese society?</td>
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<tr>
<td>How do social changes reflect the characteristics of current conditions?</td>
<td></td>
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<tr>
<td>Key concepts: Working hours of Japanese workers and time for leisure, multicultural aspects in Japanese sports</td>
<td></td>
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<tr>
<td>（日本人の労働時間と余暇、スポーツに見る文化的多様性）</td>
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<table>
<thead>
<tr>
<th>Week 12-13</th>
<th>Current Issues 5: Media and communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>What issues do Japanese media and communication face today?</td>
<td></td>
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<tr>
<td>How do social changes reflect the characteristics of current conditions?</td>
<td></td>
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<tr>
<td>Key concepts: Internet Addiction Disorder</td>
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<tr>
<td>（ネット依存）</td>
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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.

**Reference book, etc.**
（Reference book）
<table>
<thead>
<tr>
<th>Current Issues in Japan I(3)</th>
</tr>
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<tbody>
<tr>
<td>Cambridge University Press.</td>
</tr>
<tr>
<td>• ASAHI Keywords, selected volumes from 2012 to 2017, Asahi Shinbun shuppan, 2011-2016 (Abridged translations in English will be provided.)</td>
</tr>
<tr>
<td>• The Japan Times NEWS DIGEST, selected volumes, The Japan Times</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>[Regarding studies out of class (preparation and review)]</th>
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<tbody>
<tr>
<td>• Students are expected to complete the reading assignments and actively participate in class discussion every week.</td>
</tr>
<tr>
<td>• Students are expected to prepare for facilitating a discussion on one of the assigned readings.</td>
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</table>

<table>
<thead>
<tr>
<th>[Others (office hour, etc.)]</th>
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<tbody>
<tr>
<td>Please make an appointment in advance by e-mail.</td>
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</table>
Lecture code: HB04001

Course title <English> 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 2017 • First semester

Day/period Thu.5
Target year All students
Eligible students International students

[Outline and Purpose of the Course]
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.

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, a term report, 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 are appointed to present their group's recommendation in the class.

[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
Week 2) Low birth rate (1)
Why is the birthrate of Japan declining, and what countermeasures/solutions to address this issue?
Week 3) Low birth rate (2)
Week 4) Economy of differences
What policies should the government introduce in order to tackle the problems brought about by increasing economic differences?
Week 5) Agricultural issues
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?
Week 6) Medical issues
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?
Week 7) Short midterm test
Week 8) Japanese Industry and Economy
What does Japan's manufacturing industry need in order to remain competitive into the future (especially in light of increasing global competition)?
Week 9) Japanese Management (I)

Continue to Current Issues in Japan II(2)
Current Issues in Japan II(2)

What is OMOTENASHI? Is it relevant in a globalized hospitality industry?
Week 10) Japanese Management (II)
What is the current governance situation in Japanese companies? Why are there repeated scandals involving false reporting of financial records, fuel mileage, anti-earthquake capabilities, etc.?
Week 11) Educational issues
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 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)?
Week 13) Wrap up discussion about 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]
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
Term report: 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]
Instructed during class

[Reference book, etc.]

(Reference book)
Introduced during class
• R. Taggart Murphy (2014), Japan and the Shackles if the Past
• "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)）"
• Joyce, Colin (2016), Now How to Japan: Fresh Discoveries, Further Reflections. Sankensya, Tokyo
• The Japan Times NEWS DIGEST, selected volumes, The Japan Times

[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 Science Courses
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).

[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
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
### Linguistic Anthropology(2)

#### [Method, Point of view, and Attainment levels of Evaluation]
Grades will be based on the following:
1. Class attendance, 40%
2. Two reports, 40%
3. End-of-term paper, 20%

#### [Textbook]
Instructed during class

#### [Reference book, etc.]
- Reference book
  - Introduced during class

#### [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.)]
### [Outline and Purpose of the Course]

The objective of this course is to introduce academic writings on corporate strategy and governance to students. It also aims to improve the students’ writing, listening and discussion skills on the above-mentioned topics.

### [Course Goals]

Improving students reading, writing, listening and discussion skills on strategic management.

### [Course Schedule and Contents)

The class will be divided into the below five parts that all relate to corporate strategy and/or governance topics and each topics will be covered in two or three weeks: (It will however be custom-tailored to meet the level and interests of the students).

1. Classic academic writings on the subject (Eg. Works of Alfred Chandler and other influential scholars)
2. Harvard Business School cases on Japanese and international companies
3. Contemporary readings that will come from a diverse set of publications, including books, journals and newspapers (such as Financial Times and Wall Street Journal)
4. Video-clips on the corporate strategy and/or governance of selected companies
5. Student (individual or team) presentations on their selected themes.

### [Class requirement]

The class will be conducted mainly in English so basic understanding of English is necessary.

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

Class participation and assignment (50%) and final exam (50%).

### [Textbook]

No specific textbooks are used. Relevant materials will be distributed in class each week.

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

Students will need to come prepared to class by reading given assignments. They are also expected to make at least one presentation during the semester.

### [Others (office hour, etc.)]

After class and by appointment via email.
This is an undergraduate course that teaches fundamental English skills for economics. The course provides students with solid skills in English for the purpose of discussions and short essay writing on current economic issues; it also motivates them to engage in further English studies.

**Course Goals**
Improved skills in 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 teaches English reading, writing, speaking, and listening skills with a focus on the latter two. Students practice their skills in short writings, bilateral conversations, group discussions, short talks etc. on a wide variety of current economic issues.

The course uses written English materials such as newspaper articles, policy papers, and academic journal articles as well as spoken English resources such as scientific lectures, policy speeches, and TV programs. 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 stage fright and the visualization of contents are dealt with. It also teaches students how to access and use different resources such as scientific literature or lecture contents.

Skills are developed with respect to different real-life situations 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.

This course covers a wide variety of topics in current economic policy such as the principles of economics and market economies, selected topics in economics and the organization of economics, economic stakeholders.

Schedule:
1 Introduction, Listening - A Stand-up Comedy on "The Ten Principles of Economics"
2 Preparing for Listening - A Lecture on "What's Economics?"
3 Note-taking Organization - Lectures on "Selected Topics in Economics"
4 Speaking from Notes - Lectures on "Selected Topics in Economics"
5 Asking for and Reporting Information - A Lecture on the "Principles of Market Economies"
6 Making a Short Statement - Why is Economics Important?
7 Structuring a Speech - A Short Comment on Nuclear Energy
8 Being Interesting - A Speech on Your Hobby

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Course title: 外国文献研究（経・英）A-E1
Readings in Humanities and Social Sciences (Economics, English) A-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: 2017 • First semester

Day/period: Fri. 3 (HA08009), Fri. 4 (HA08010)
Target year: 2nd year students or above
Eligible students: For all majors

Lecture code: HA08009
Lecture code: HA08010
<table>
<thead>
<tr>
<th>[Class requirement]</th>
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<tbody>
<tr>
<td>high school level command of English</td>
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<table>
<thead>
<tr>
<th>[Method, Point of view, and Attainment levels of Evaluation]</th>
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<tr>
<td>class participation; 1/3 each for assignments, presentations, and final seminar paper</td>
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<table>
<thead>
<tr>
<th>[Textbook]</th>
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<tr>
<td>Not used</td>
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<table>
<thead>
<tr>
<th>[Reference book, etc.]</th>
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<tbody>
<tr>
<td>（Reference book）</td>
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<tr>
<td>English scientific journal articles, policy programs, newspaper articles, TV news, videos etc.</td>
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<th>[Regarding studies out of class (preparation and review)]</th>
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<tr>
<td>- prepare and review class contents e.g. by additional readings</td>
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<tr>
<td>- complete short assignments on a regular basis, prepare presentations, and write a short seminar</td>
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<th>[Others (office hour, etc.)]</th>
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<tr>
<td>to be announced</td>
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| Course title | Modern Physics
| Affiliated department, Job title, Name | Institute for Liberal Arts and Sciences Associate Professor, AOTANI MASAYASU |
| Group | Natural Sciences |
| Field(Classification) | Physics(Development) |
| Language | English |
| Old group | Group B |
| Number of credits | 2 |
| Number of weekly time blocks | 1 |
| Class style | Lecture |
| Course offered year/period | 2017 • First semester |
| Day/period | Mon.3 |
| Target year | All students |
| Eligible students | For science students |

**[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 can safely ignore the Japanese text.

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/

[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 final examination will be much simpler as you can see at http://aoitani.net/Final_Examination_2013.pdf.

**[Outline and Purpose of the Course]**

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 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.

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.

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

Continue to Modern Physics(2)
Modern Physics(2)

working version is free!

理系の学生の為の、現代物理学の基盤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、これはただです。
http://aoitani.net/Modern_Physics.pdf

Course Goals
After this course, students will have a solid understanding of classical quantum mechanics, including mathematical details.

古典量子力学の基盤を、数学的フレームワークと共に十分に理解する。

Course Schedule and Contents
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.

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。

Topics Covered
0. Mathematical Preliminaries
   Inner Product Space, Dirac $\langle \cdot | \cdot \rangle$ 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
6. De Broglie $\psi$'s Matter Waves
7. Birth of Quantum Mechanics
8. Schroedinger Equation
9. Square Well Potential
10. Scattering in one dimension
11. Simple Harmonic Oscillator
12. Electron Spin

Continue to Modern Physics(3)
## Modern Physics(3)

13. Spectroscopy  
14. Other Applications

### Main Content

0. Mathematical Basis  
1. Quantum Physics of Atoms, Molecules, Solids, Nuclei, and  
2. Quantum Physics--Atoms, Molecules, Solids, Nuclei, and  
3. Quantum Mechanics  
4. Quantum Mechanics  
5. Quantum Mechanics  
6. Quantum Mechanics  
7. Quantum Mechanics  
8. Quantum Mechanics  
9. Quantum Mechanics  
10. Quantum Mechanics  
11. Quantum Mechanics  
12. Quantum Mechanics  
13. Quantum Mechanics  
14. Other Applications

### 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。

### Method, Point of view, and Attainment levels of Evaluation

There will be a final examination.
期末テストが有ります。

### Textbook

Not used  

### Reference book, etc.

Robert Martin Eisberg and Robert Resnick  
[Quantum Physics of Atoms, Molecules, Solids, Nuclei, and](http://www.wiley.com)  
ISBN:047187373X

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Continue to Modern Physics(4)
Modern Physics(4)

( 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/
In the modern era, our environment changes with astonishing speed and is highly stressful. The importance of our mental health care is just so much common sense. However, it is difficult to understand and to promote mental health because of its obscure and elusive nature. In this course, students will learn the characteristics of some typical mental disorders within the issue of modern mental health. Furthermore, they will deliberate over how mental health and its associated disorders are related to cultural background and society. Through instructors' lectures, discussions, and in-class presentations, students will learn the foundations of mental illness and health care.

[Course Goals]
Through the lecture, students will understand the general background of mental health issues, they will also acquire the fundamental knowledge regarding some typical mental disorders. The final goal of this lecture is for students to develop their own opinions about the mental health problems in modern society.

[Course Schedule and Contents]
1. General background
   1-1. General background of mental health 1
   1-2. General background of mental health 2
   1-3. General background of mental health 3

2. A brief history of psychiatry
   2-1. Before the birth of psychiatry
   2-2. The birth of psychiatry
   2-3. German-speaking psychiatrists
   2-4. The move into the community
   2-5. Psychiatry in modern society
   2-6. Psychiatry in the future

3. Mental health issues in modern society
   3-1. Suicide prevention
   3-2. Anti-stigma program for mental health care
   3-3. Super-aging society

4. Oral presentation
   4-1. Presentation 1
   4-2. Presentation 2

Continue to Mental Illness and Health Care(2)
**Mental Illness and Health Care(2)**

<table>
<thead>
<tr>
<th>[Class requirement]</th>
<th>None</th>
</tr>
</thead>
</table>
| [Method, Point of view, and Attainment levels of Evaluation] | Assessment will be determined by the following criteria:  
(1) Active class participation during a discussion session 50%  
(2) Oral Presentation 50% |
| [Textbook] | Not used |
| [Reference book, etc.] | (Reference book)  
Introduced during class |
| [Regarding studies out of class (preparation and review)] | Students will have to do oral presentations. Details on the requirements for the presentations will be given in class. The source of the information (books, articles, etc.) must be cited appropriately. |
| [Others (office hour, etc.)] | |
## Course title
Science communication (Science, English)-E3

### Affiliated department, Job title, Name
Graduate School of Science
Professor, NAGATA TETSUYA
Part-time Lecturer, James de Witt

### 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
2017 • First semester

### Day/period
Thu.3 (W220001)  Thu.4 (W220002)

### 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)
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.
## [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, team work and leadership in healthcare will be covered. Each class consists of short lecture and discussion or group work activity, using Problem based Learning(PBL) often. 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 basically 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 health care 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]

- 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: Reflection

---

Group: Career Development
Field (Classification): International Communication

<table>
<thead>
<tr>
<th>Number of weekly time blocks</th>
<th>Class style</th>
<th>Course offered year/period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seminar</td>
<td>2017 • First semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day/period</th>
<th>Target year</th>
<th>Eligible students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed.1 (W222001)</td>
<td>2nd year students or above</td>
<td>For science students</td>
</tr>
<tr>
<td>Wed.2 (W222002)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.3 (W222003)</td>
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</tr>
</tbody>
</table>

Lecture code: W222001
Lecture code: W222002
Lecture code: W222003

Continue to [Clinical Communication (Medicine, English)-E3(2)_vertical]
### [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 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 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. Contact details will be announced in the class.
Course title
ILAS Seminar : Introduction to Molecular Cell Biology

Affiliated department, Job title, Name
Graduate School of Biostudies
Professor, CHISAKA OSAMU

Group
Seminars in Liberal Arts and Sciences

Number of credits
2

Number of weekly time blocks
1

Course offered year/period
2017 • First semester

Quota (Freshman)
17 (15)

Target year
Mainly 1st year students

Eligible students
For all majors

Day/period
Mon.5

Classroom
Small seminar room, 1F, Science Frontier Laboratory, Faculty of Medicine (Faculty of Medicine/Pharmaceutical Science Campus/University Hospital Campus)

Language
English (Japanese commentary)

Keyword
分子細胞生物学 / 英語

( Students of Faculty of Integrated Human Studies cannot take this course as liberal arts and general education course. Please register the course with your department. )

[Outline and Purpose of the Course]
This is a course taught in English. Key scientific papers in molecular, cellular, and developmental biology, with a view toward the future of medicine 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.

[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
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 (80%) and report (20%).

**[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.
ILAS Seminar: Environment and sanitation problems in developing countries

Group: Seminars in Liberal Arts and Sciences
Number of credits: 2
Number of weekly time blocks: 1
Class style: seminar
Course offered year/period: 2017 • First semester
Quota (Freshman): 15 (10)
Target year: Mainly 1st year students
Eligible students: For all majors
Day/period: Fri.5
Classroom: 207, Research Bldg. No.14 (Main Campus)
Language: English

Keyword: Environment / Sanitation / Developing countries

[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.

[Course Goals]

[Course Schedule and Contents]

1. Guidance & Fundamentals of environmental pollution issues
   構築ガイドダンスと環境汚染問題の基礎
2. Lecture on water supply and water use
   水道・水利用に関する講義
3. A case study in Tanzania: Water Pollution
   事例研究（タンザニア：水質汚濁）
4. A case study in Malaysia: Water Pollution and Wastewater Treatment

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<table>
<thead>
<tr>
<th>No.</th>
<th>ケーススタディ</th>
<th>件名</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>A Lecture on wastewater drainage and treatment 廃水・下水処理に関する講義</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>A Case Study in China - Water Pollution and Wastewater Treatment 事例研究 (中国: 水質汚濁と汚水処理)</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Lecture on Solid waste Management 廃棄物管理に関する講義</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>A Case Study in Malaysia - Solid Wastes Management 事例研究 (マレーシア: ゴミ問題)</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>A case study in Vietnam - Solid Wastes Management 事例研究 (ベトナム: ゴミ問題)</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>A Case Study in Myanmar - Solid Wastes Management 事例研究 (ミャンマー: 廃棄物問題)</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Instruction of presentation methods and practice プレゼンテーション方法の説明と練習</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Student presentation on environment and sanitation 環境衛生問題に関する学生課題発表</td>
</tr>
</tbody>
</table>

**[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で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.)]**
**Course title**<br>ILAS Seminar: Experimental economics to understand human behavior

**Affiliated department, Job title, Name**<br>Graduate School of Agriculture Associate Professor, MITANI YOUHEI

<table>
<thead>
<tr>
<th>Group</th>
<th>Seminars in Liberal Arts and Sciences</th>
<th>Number of credits</th>
<th>2</th>
<th>Number of weekly time blocks</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class style</td>
<td>seminar</td>
<td>Course offered year/period</td>
<td>2017 • First semester</td>
<td>Quota (Freshman)</td>
<td>15 (15)</td>
</tr>
<tr>
<td>Target year</td>
<td>1st year students</td>
<td>Eligible students</td>
<td>For all majors</td>
<td>Day/period</td>
<td>Wed.5</td>
</tr>
<tr>
<td>Classroom</td>
<td>E420, Faculty of Agriculture Main Bldg. (North Campus)</td>
<td>Language</td>
<td>English</td>
<td></td>
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</tr>
</tbody>
</table>

**Keyword**<br>human behavior / experiments / experimental economics / behavioral economics

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**[Outline and Purpose of the Course]**

This course is an introduction to Behavioral and Experimental Economics. We use games and classroom experiments to explore human economic behavior. For example, the dictator game asks participants (proposers) to divide an endowment of money between themselves and others (receivers). The receivers simply get the remainder of the endowment left by the proposers. Think about how much of the endowment (e.g. 1000JPY) you would offer if you were the proposer and why. The findings from this game, for example, provide insights into the role of rational, altruistic, and/or fairness motivations in decision-making. The purpose of this course is to provide an overview of findings in behavioral and experimental economics and to show how experimental methods can be used to better understand human behavior. We will cover bargaining games, cooperation games, coordination games, social norms, social preferences and bounded rationality. Through group work, you will also learn how to design and implement a classroom experiment. This course aims to provide you with opportunities to share and develop your research interests, improve your academic presentation skills, and work on a collaborative group project.

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**[Course Goals]**

At the end of the class my goal is for you: 1) to be able to better understand human economic behavior through the lens of behavioral and experimental economics; 2) to be able to design experiments to explore interesting economic questions.

---

**[Course Schedule and Contents]**

This course consists of lectures, classroom experiments, class discussion, short take-home assignments, and collaborative group work. The lectures provide an overview of background and basis of the story, methodological remarks, and reviews of the previous findings. The classroom experiments and short take-home assignments help better understanding of the issues. Group work involves 1) preparing and implementing a classroom experiment and 2) write your own experiment proposal and give a presentation of your design proposal.

Course plan (subject to change)
Week 1-2: Introduction to Behavioral and Experimental Economics: Applying experiments in economics [lectures and classroom experiments]
Weeks 3-5: Bargaining, fairness, trust, and reciprocity [lecture, group work, and classroom experiments]
Weeks 6-8: Social dilemma, voluntary cooperation, and social preference [lecture, group work, and classroom experiments]
Weeks 9-11: Strategic thinking and bounded rationality (subject to change) [lecture, group work, and classroom experiments]
Weeks 12-14: Designing your own experiments [lecture, group work, and presentations]
The last week: Feedback

The detailed syllabus will be provided on the first day of the course.

[Class requirement]
This course is for anyone who is interested in exploring and better understanding human economic behavior.

[Method, Point of view, and Attainment levels of Evaluation]
Grades will depend on participation (10%), short take-home assignments (30%), group work on classroom experiments (30%), and a group project on designing your own experiments (30%). Class participation is strongly recommended. Grading policy will be announced on the first day of the course.

[Textbook]
There is no textbook. The reading list will be provided on the first day of the course.

[Reference book, etc.]
(Reference book)
The reading list will be provided on the first day of the course.

[Regarding studies out of class (preparation and review)]
This course involves short take-home assignments and group work. The detailed information will be announced on the first day of the course.

[Others (office hour, etc.)]
Lectures will be provided in English. Please do not hesitate to contact me at yomitani@gmail.com if you have any questions regarding this course.
[Outline and Purpose of the Course]
Over the last decade, the emerging Internet-enabled open education movement — including the recent rise of Massive Open Online Courses (MOOCs) — 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.

[Course Goals]
The goals of this course are for students to: 1) understand the core values, possibilities, and challenges in open 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.

1. Course Introduction/Orientation
2. What Higher Education and Universities Mean to You
3. Globalization and Higher Education
4. Open Content Case Studies 1
5. Open Content Case Studies 2
6. Open Technology Case Studies
7. Group Activities: Review of Open Education Projects
8. Group Presentations
9. Skills and Knowledge for the 21st century society
10. Self-Guided Learning and Mastery Learning

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Lecture code: Z001296
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:
- 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 discussion participation (in-class & online), group and individual projects, reports, and presentations. 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.)]
Course title: ILASセミナー：哲学入門 (2)

[Outline and Purpose of the Course]

いま「分析アジア哲学」と呼ばれる現代哲学の領域が生まれつつある。それは、主として英語圏で研究されている分析哲学の手法や、20世紀に発展を遂げた非古典論理の道具を用いて、古今のアジア思想を再解釈・再分析した上で、そこから現役の哲学理論を構築することを目指す、世界的にも新鮮な研究潮流である。

本授業では、担当者も執筆に関わっている、本分野における最新の英語文献、即ちWhat Can't be Said と題された英著の出版前原稿をテキストとして選び、一章ごとに複数の担当者を決めて、その内容の要約や、内容に即した問題提起を行なってもらう。その上で、参加者全員で、その問題についての議論を行ない、この新領域に対する理解を深めることを目指す。

授業内容は、老荘思想、仏教思想（三論、天台、禅、道元等）、京都学派の哲学等の東アジア思想である。これらの思想が、真矛盾主義や矛盾許容型論理といった、現代哲学・論理学の観点から読み解かれるようになる。

本授業を通じて、西洋哲学に留まらない広い思想的視野と、古典の文献に対する（単に文献学的にアプローチするのではなく）哲学的に切り込む姿勢の涵養が期待される。

また【本授業は全て英語】で行なわれる。そのことで、学生諸君には、英語環境でのアカデミックな議論に積極的に参加できる地力をつけてもらいたい。

[Course Goals]

現代哲学や論理学の基本的な理解に加え、伝統的な東アジア思想、さらには京都学派の哲学についても理解を深めることができる。

英語授業に参加することで、英文テキストの読解に留まらず、英語で聴き、書き、話し、議論をするという、英語のマルチモーダルな運用能力を向上させることができる。

[Course Schedule and Contents]

第1回 Introduction
第2回 An Overview on Analytic Asian Philosophy
第3回 Contemporary Tools: Dialetheism and Para-consistency
第4回 Daoism and Ineffability of Dao
第5回 Vimalakirti Sutra and philosophy of Non-duality
第6回 Sanlun School and philosophy of Trans-dichotomy
第7回 Tientai School and philosophy of Anti-conceptual discrimination
第8回 Philosophy of Satomi Takahashi: Logic of Continuity
第9回 Zen Philosophy
第10回 Dogen's philosophy
第11回 Philosophy of Late Nishida: Self-identification of Contradictories
第12回 The First Person and The Third Person Perspectives

Continue to ILASセミナー：哲学入門(2)
ILASセミナー：哲学入門(2)

第13回 Mou Zong San and Contemporary Neo Confucianism
第14回 Philosophy of Keiji Nishitani
第15回 試験日
第16回 フィードバック：詳細については授業中に指示

[Class requirement]
None

[Method, Point of view, and Attainment levels of Evaluation]
平常点評価 70％ 試験 30％

[Textbook]
Instructed during class

[Reference book, etc.]
（Reference book）
Introduced during class

[Regarding studies out of class (preparation and review)]
予習内容：授業中に指定された文献の読解。担当者は担当箇所のレポート作成。
復習内容：授業中に提示されたレポートの再読。それについてのノート作成。

[Others (office hour, etc.)]
Course title
ILAS Seminar: Urban Climate Change Mitigation Strategies

Affiliated department, Job title, Name
Institute of Advanced Energy
Program-Specific Senior Lecturer, FARZANEH, Hooman

Group
Seminars in Liberal Arts and Sciences

Number of credits
2

Number of weekly time blocks
1

Class style
seminar

Course offered year/period
2017 • First semester

Quota (Freshman)
25 (15)

Target year
Mainly 1st year students

Eligible students
For all majors

Day/period
Fri.5

Classroom
1402, Faculty of Integrated Human Studies

Language
English

Keyword
Climate Change / Mitigation / Urban Energy / Transportation / Policy

[Outline and Purpose of the Course]
This seminar course is designed to equip students with a broad training in, and understanding of, policies and regulations in relation to the greenhouse gases (GHG) mitigation at the city level. The seminar will focus on good practices and policies implemented among local governments in response to challenges caused by climate changes in different sectors of urban areas. The case studies will be selected from the Japanese and Asian cities and the students will be encouraged to prepare a report on the technological transitions that can promote more sustainable urban initiatives that lead to support the climate change mitigation in these cities.

[Course Goals]
On successful completion of this seminar, students will be able to understand the challenges and constraints on the implementation of mitigation strategies in the different sectors such as energy, transportation and buildings.

[Course Schedule and Contents]
Week 1) Introduction to the climate change in Asian cities (GHG effect)
Week 2-3) Quantification of the GHG mitigation in urban areas (Methodology and application)
Week 4-8) Good practices and policies implemented for the GHG mitigation in selected Japanese and Asian cities (Including discussion and feedback)
Week 9-14) Student presentations on the review of policies implemented and the future mitigation strategy plans in their selected cities

[Class requirement]
None

[Method, Point of view, and Attainment levels of Evaluation]
Evaluation will be based on active participation (20 points), seminar presentation (40 points), and final report (40 points).

- Those who are absent more than four times will not be credited.
### [Textbook]
The student will receive related documents, reports and articles within each class session.

### [Reference book, etc.]
**（Reference book）**
Introduced during class

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

### [Others (office hour, etc.)]
<table>
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<tr>
<th>授業科目名&lt;英訳&gt;</th>
<th>日本語・日本文化演習 Japanese language &amp; Culture</th>
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<tr>
<td>担当者所属</td>
<td>国際高等教育院 教授 河合 淳子</td>
</tr>
<tr>
<td>職名・氏名</td>
<td>国際高等教育院 准教授 家本 太郎</td>
</tr>
<tr>
<td>国際高等教育院 准教授 湯川 志貴子</td>
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<th>分野(分類)</th>
<th>その他キャリア形成</th>
<th>使用言語</th>
<th>日本語及び英語</th>
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<td>2017・前期</td>
<td>曜時限</td>
<td>火2</td>
<td>配当学年</td>
<td>全回生</td>
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【授業の概要・目的】
日本人学生、特に海外大学で短期留学を計画している学生が、留学先大学において日本語を教え、日本文化を紹介するなどの経験を通じて、日本文化を再発見し、その過程を通し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。

【到達目標】
・日本語、日本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こと。

【授業計画と内容】
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、深い理解に立って外国人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。

1回目 オリエンテーション <講義担当：河合、湯川、家本>

2回目 - 7回目 <講義担当：湯川>
多文化の中の日本文化 何をどう伝えるか 〈講義〉
日本文化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：家本>
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）

14回目 <講義担当：河合、湯川、家本>
プレゼンテーション

【履修要件】
特になし

日本語・日本文化演習(2)へ続く ☑ ☑ ☑
日本語・日本文化演習(2)

[成績評価の方法・観点及び達成度]
積極的参加態度、課題提出、発表、プレゼンテーションを総合して評価する。
配点の割合は講義において示す。

[教科書]
プリントを配布する。

[参考書等]
（参考書）
授業中に紹介する

[授業外学習（予習・復習）等]
実習、発表、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。

[その他（オフィスアワー等）]
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・日本文化を考えてもよろしい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。