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NOTE: The contents are subject to change without notice.

GRADING SYSTEM

This is to inform you about the grading policy of Kyoto University International Education Program (KUINEP).

KUINEP students are required to register for a minimum of 12 credit hours per semester.

All KUINEP students will receive an academic transcript. This will contain the names of courses studied, class contact hours, number of credits awarded, and the grade evaluation. Grades for achievement are given according to the following code:

A	=	80～100%
B	=	70～79%
C	=	60～69%
-	=	Fail (59.9% or less. No credits awarded.)

The class ranking system is not taken at Kyoto University.

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2015 Spring Semester (April 2015～September 2015)

1. Development Economics B

THEME International trade and financial markets, their role in the economic development

LECTURER Junichi MORI
(Professor, The Organization for the Promotion of International Relations)

COURSE OVERVIEW

International trade and financial markets play a significant role as developing countries try to develop their economies and catch up with the industrialized countries. This course will deal with the role international trade and financial markets play in the economic development of developing countries.

1) It is often the case that there is a considerable benefit for countries participating in trade on an international scale. Why is this the case? We will learn about the comparative advantage theory which is the supporting idea of the free trade.
2) From the 1960s to the 70s, the Latin American countries pursued an import substitute policy, which resulted in the inefficient protection of domestic industries. As a result, more liberalized policies were adopted in the 90s. In comparison, East Asian countries succeeded by pursuing export-led economic development through aggressively courting direct investment. Such an experience seems to indicate that an export-led industrial policy leads to successful economic development. But what are the factors that are indispensable to success?
3) The world seems to be moving, on the one hand, towards multilateral arrangements for trade liberalization led by the WTO, and on the other, towards bilateral or regional arrangements such as the creation of free trade areas (FTA). What benefits and problems do these arrangements bring to developing countries?
4) As the real economy internationalizes and economies develop, developing countries need funds from the domestic and international financial markets. For example, East Asian economies enjoy high savings rates, which was the key to their rapid growth in the 90s. In this process, informal finance has played an important role. We will look at informal and formal finance systems of the Asian countries.
5) Ii is also important for developing countries to keep healthy balance of payment for their sustainable development. We will study the balance of payments in this course.
6) Foreign direct investment (FDI) plays a very important role for financing and at the same time for transferring skills from developed to developing countries. How can developing countries make the most of FDI for their development?
7) At the end of the course we will study the case of Vietnam from the viewpoints of rural development, trade and finance based on the recent data.

The course will be interactive. Reports of the World Bank and other materials for the following class will be introduced or distributed during each class. Attendants must study the material before each class and will be expected to participate in active discussions. Two papers will be required during the course.
Evaluation will be made based on participation in the discussions during class and the written paper.

2. Modern Physics

LECTURER Masayasu AOTANI†
(Associate Professor, The Organization for the Promotion of International Relations)

COURSE OVERVIEW

We will study the main concepts of quantum mechanics developed since 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.

TOPICS

1. Crises in Classical Physics
2. Planck and Blackbody Radiation
3. Einstein and Photoelectric Effect
4. Compton and Rutherford Scattering
5. Bohr Model
6. DeBroglie'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
13. Spectroscopy
14. Other Applications

3. Japan's Political Economy in the Postwar Period

LECTURER Ken Victor Leonard HIJINO
(Associate Professor, Graduate School of Law)

OBJECTIVES

This class presents a survey of Japan's post-war modern history and investigates select issues in its political economy. The class is organized into three parts: 1) an overview of Japan's post-war history; 2) an analysis of the politics, economics, society and foreign policy of the country's "lost decades"; and 3) an exploration of Japan's post-war cleavages, ideologies, and place in the world. The goal of this course is for students to begin to contemplate the interactions between politics, economics, society, and foreign policy of a nation over time, i.e. historically. This is an introductory course. Students are not expected to have prior knowledge of Japan or political economy issues.

4. Agriculture Machinery and Facility for Higher Quality Products

LECTURER Naoshi KONDO
(Professor, Graduate School of Agriculture)
Michihisa IIDA

(Professor, Graduate School of Agriculture)
Yuichi OGAWA
(Associate Professor, Graduate School of Agriculture)
Tetsuhito SUZUKI
(Associate Professor, Graduate School of Agriculture)

OBJECTIVES

Qualities of agricultural products are carefully managed before and after harvesting in Japan. Agricultural machinery and facility have important rolls for the higher quality products: not only labor substitution but also sensing the crops and inspecting products which introduce a concept of precision agriculture. In this lecture, students learn 1) Mechanization (how to produce the higher quality products through machines and facilities), 2) Informatization (how to measure crops and agricultural products), 3) Information Utilization (as the next season guidance to producers and a traceability system for safety and security to consumers).

5. Contemporary Philosophy in Japan – Shozo OMORI(1921-97) and His Students

LECTURER Daisuke KAIDA (Senior Lecturer, Graduate School of Letters)

OBJECTIVES

You probably know of J-POP, Japanese popular music. Musicians in this genre are more or less influenced by western music, they sing in Japanese, and their works are popular among ordinary people. I say that there is a parallel genre (school) in contemporary philosophy in Japan. It started with Shozo OMORI (1921-97) and has been developed by some of his students. Philosophers in this school are more or less influenced by (analytic) western philosophy, they think and write in Japanese, and their works are accessible to and widely read by people outside academic circles. I call this genre “J-PHIL”. In the lectures, I will introduce you to some of the notable achievements in J-PHIL, focusing on the works by Shozo OMORI, Shigeki NOYA (1954-), Hitoshi NAGAI (1951-), and others. No previous knowledge is required.

6. Exercise and Medical Science for Prevention of Lifestyle-related Disease

THEME Exploring the Current Knowledge Concerning the Etiology of Lifestyle-related Disease and Its Prevention

LECTURER Toshio MORITANI
(Professor, Graduate School of Human and Environmental Studies)

COURSE OVERVIEW

This course is designed to describe the current knowledge concerning the etiology of lifestyle-related disease. Exercise and dietary countermeasures will be discussed.

Japanese daily energy intake per person reached a peak value of 2,226 Kcal in 1975 and has since dramatically dropped to 1,902 Kcal in 2004 which is nearly identical to the values immediate post World War II. However, obesity has sharply increased despite this dramatic

decline in energy intake. This may be, in part, the result of a “relative energy surplus” caused by a ***decline in energy expenditure*** far exceeding ***the decreased energy intake*** due to modern industrialization. Bray has proposed the “MONA LISA” hypothesis, an acronym for ***M****ost* ***O****besities k****N****own* ***A****re* ***L****ow* ***I****n* ***S****ympathetic* ***A****ctivity* indicating that obesity is associated with a relative or absolute reduction in the activity of the thermogenic component of the sympathetic nervous system. It is now well recognized that “middle age obesity” is strongly associated with a depressed autonomic nervous system (ANS) activity and aging, particularly the sympathetic thermogenic responses to a high-fat diet and irregular food intake pattern.

Our series of studies have suggested a potential reversibility in ANS activity regulating fat metabolism and appetite control by regular exercise training in middle aged individuals and obese children with depressed ANS activity.

In other words habitual exercise plays a vital role in enhancing not only fat and glucose metabolism, but also ANS activities in the prevention of obesity and appetite control. Recent studies have clearly indicated that exercising obese individuals have a much lower mortality rate and incidence of diseases than lean individuals with little or no exercise. A possible explanation could be due to the effects of exercise on immune functions and myocytokines in preventing and improving of lifestyle-related diseases.

7. Social Science Research Methods in Education

THEME Investigating Japanese Education through Conducting Social Scientific Research

LECTURER Junko KAWAI
(Associate Professor, The Organization for the Promotion of International Relations)

COURSE OVERVIEW

Education is a complex subject partly because everyone, having been educated, has a personal view about what education should be and should not be. However, generalizing from one’s own experience can be dangerous. This is one of the reasons why sociological perspectives become important in the field of education. Moving between the particular and the general, the personal and the social, the concrete and the abstract is one of the capacities we will try to develop in this class.

Students will learn the nature, purposes and methods of social science research in the field of education and each student will experience a small-scale research project. Students will be asked to go out and take a close look at what is happening and what has happened in Japanese education.

8. Entrepreneurship

LECTURER Tetsuo KITANI
(Professor, Office of Society-Academy Collaboration for Innovation)

OBJECTIVES

We are now living in the entrepreneurial age. Knowledge about entrepreneurial process is critical, not only for students who are interested in entrepreneurial career, but also for students who seek to work in large organizations, because the need for all companies to maintain an entrepreneurial perspective is increasingly important.

This course will examine the venture creation and growth process at the various stages of generating ideas, recognizing and pursuing opportunities, raising capital, building infrastructure, and eventually harvesting the venture. This course addresses the issues faced by entrepreneurs who wish to turn opportunity into viable start-up companies that create value, and empowers students to develop their own approaches, guidelines, and skills for being entrepreneurs. During this course, students can practice the entrepreneurial process, and can become more adept at the decision making and skills of OPPORTUNITY RECOGNITION and RESOURCE ACQUISITION.

9. Global Business Strategy

LECTURER Hiroaki NAGAYAMA
(Professor, The Organization for the Promotion of International Relations)

OBJECTIVES

This course is a continuation of the "Essentials of Business Strategy I" series. The course covers basic knowledge of management which is not covered in "Essentials of Business Strategy I(Global marketing)". We will also use several case studies of Harvard Business School, IMD, and Keio Business School to help us understand theoretical frameworks of global business strategy. We will then explore the linkages between concepts and practices.

During this course, students are expected to acquire an ability to create strategies and make decisions according to various situations which may be faced in real business.

10. Southeast Asian Comparative Political-Economy

LECTURER Kosuke MIZUNO
(Professor, Center for Southeast Asian Studies)
Masaaki OKAMOTO
(Associate Professor, Center for Southeast Asian Studies)
Pavin CHACHAVALPONGPUN
(Associate Professor, Center for Southeast Asian Studies)
MIENO Fumiharu
(Associate Professor, Center for Southeast Asian Studies)

OBJECTIVES

Asia is on the rise politically and economically. The academic and business worlds are excited with the rise of China and India, and their attentions are not paid much on Southeast Asian countries. But Southeast Asian countries are playing a hub role to construct a creative and future-oriented network among conflicting major powers, Japan, China, Korea and India.

This introductory class on Southeast Asia aims to give the analytical framework to understand the politics and economy on Southeast Asian countries and also the region-making process in

Southeast and East Asia. The class is roughly divided into two sessions; the politics and the economy on Southeast Asia. Major countries covered in the class are Thailand, Indonesia, the Philippines, Malaysia and Myanmar. After giving the historical development of Southeast Asia in general and the important issues regarding Southeast Asian countries, the first half of the class is devoted to the politics in Southeast Asia, starting from the historical development of political regimes such as authoritarian, socialistic and democratic regimes to the key concepts such as colonialism, nationalism and separatism.

The latter half of the class is on the economy in Southeast Asia and deals with the rapid transformation of macro and micro economy of each country and shows several important analytical frameworks and policy issues such as dual society, agricultural involution, corporate finance and microfinance. It will also discuss implications of Asian Economic Crisis in 1997 and the Lehman Shock in 2008 for Southeast Asian countries.

The class will also give lectures on the process of region-making in Southeast and East Asia, focusing on the role of overseas Chinese and also on ASEAN as a regional organization.

11. Mental Illness and Health Care

THEME Learning the foundations of mental health in modern society

LECTURER Yu SAKAGAMI
(Medical Doctor, Associate Professor, the Organization for the Promotion of International Relations)

COURSE OVERVIEW

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 reports, students will learn the foundations of mental health care.

12. Anthropology of Interaction

LECTURER Akira TAKADA
(Associate Professor, Graduate School of Asian and African Area Studies)

OBJECTIVES

Both “culture” and “mind” are fundamental and important concepts in research about contemporary society and the self. However, it is not easy to precisely define and understand the essence of these terms. Based on a micro-analysis of everyday interactions in several African and Japanese societies, this course aims to deepen our understanding of “culture” and “mind”. To this end, we will focus on the processes by

which social reality is constructed by the act of meaning (Bruner 1990; Halliday 1993). Studies conducted from the perspective the Anthropology of Interaction suggest that the meaning of a particular action is not determined by the material substrate of the body (e.g., physical or neurological processes in the brain). Rather, it is proposed, negotiated, and established during the course of interactions. Hence, both "culture" and "mind" are folk concepts that refer to certain aspects of a constructed social reality. In this course, we will develop these arguments by analyzing selected domains of everyday life based on various ethnographic materials.

13. Universities and University Students in Today's Japan

LECTURER Shinichi MIZOKAMI
(Professor, Center for the Promotion of Excellence in Higher Education)

COURSE OVERVIEW

What is university or higher education like in Japan? Why do young Japanese people study at university? How is the relationship between school (or university) and work changing recently? Is university life still like a vacation between the hard studies of high school and the struggles of the working world for many students? This course answers these questions.

Although this course provides knowledge on Japanese universities and Japanese university students, I expect participants to actively engage with the course material by making comparisons with students and educational situations in their own countries. Also I expect international students to interact with Japanese participants in order to exchange knowledge and experience. I hope that the participants can enjoy the classes while learning, discussing and interacting with other participants.

No specialized knowledge is necessary because this is a general education course. Students of any major are welcome.

14. Global Politics of Forests

LECTURER Wil DE JONG (Professor, Center for Integrated Area Studies)

OBJECTIVES

Forests are an essential natural resource for the global human community. Their importance has again increased now that humanity is facing challenges of greenhouse gasses induced climate change. Deforestation contributes close to 20% to annual global CO2 emission. Forests are also an important resource in the livelihoods of millions of rural dwellers. This course will in a series of lecturers touch upon key aspects of forests and the global human society. It will review the diversity and dynamics of global forests; the significance of forests for global, regional, national and local societies, from a historical perspective, cultural perspective, economic perspective and environmental perspective. The course will review global and national efforts of forest governance, and related topics that define and characterize the relation between human societies and forests.

15. Building a Sustainable Future Principles and Challenges

LECTURERS (in alphabetical order)

Misuzu ASARI (Assistant Professor, Environmental Preservation Research Center)
Katsue FUKAMACHI (Associate Professor, Graduate School of Global Environmental Studies)
Tracey GANNON (Associate Professor, Graduate School of Global Environmental Studies)
Hirohide KOBAYASHI (Associate Professor, Graduate School of Global Environmental Studies)
Ben MCLELLAN (Associate Professor, Graduate School of Energy Science)
Rajib SHAW (Professor, Graduate School of Global Environmental Studies)
Jane SINGER (Associate Professor, Graduate School of Global Environmental Studies)
Miki YOSHIZUMI (Associate Professor, Educational Unit for Studies on Connectivity of Hilltop, Human and Ocean)

COURSE OBJECTIVES

Sustainability – living within our means without compromising future needs – is the core concept explored in this course. Students will first examine key challenges to sustainability facing communities worldwide. Later, after conducting fieldwork in specific communities, student groups will present ideas on addressing these challenges to the class.

16. Intellectual and Cultural History of Early Modern Japan

LECTURER Niels VAN STEENPAAL
(Assistant Professor, Hakubi Center, Graduate School of Letters)

COURSE OUTLINE

This course will introduce the intellectual and cultural history of the Tokugawa period (1600-1868), both as a body of knowledge, and as a historical method. That is, besides deepening our understanding of the philosophies, ideologies, and mentalities that helped shape this period, we will also develop the skills necessary to meaningfully examine these ideas as academic problems. Through class discussion based on research literature, primary sources (translations), and in-class presentations, we will reconstruct the way in which Tokugawa period contemporaries thought (or *did not* think) about a wide range of issues such as prostitution, discrimination, gender, education and the nation. Moreover, by comparing our modern popular conceptions of these periods with actual contemporary practice, we will gain a keen sense of how “traditions” are constructed over time.

17. Energy and Resources II

THEMES

1. Energy Conversion Technology and Suppression of Global Warming
2. Materials Technology for Saving of Energy and Resources
3. Fuel Cell Technology and Related Issues

LECTURERS

1. Masahiro SHIOJI (Professor, Graduate School of Energy Science)
2. Mamoru MABUCHI (Professor, Graduate School of Energy Science)
3. Hiroshi IWAI (Associate Professor, Graduate School of Engineering)

COURSE OVERVIEW

Modern society relies on abundant use of energy in order to realize a convenient and pleasant daily life. Fossil fuels are the main energy resources for the current energy conversion technology. Fuel reservoir, however, is very much limited in amount. Therefore, the effective uses of fossil fuels are necessary.

This course will introduce the advanced technologies in energy conversion and storage, especially for the supply of power and/or electricity.

2015 Fall Semester (October 2015～March 2016)

1. Development Economics A

THEME Economic development and its impact on poverty, equality and human development

LECTURER Junichi MORI
(Professor, The Organization for the Promotion of International Relations)

COURSE OVERVIEW

The world's population is expanding at a dramatic speed. At the same time, the gap between the rich and the poor is widening, and a large number of people are forced to live below the poverty line. Unfortunately, there is a downward spiral where poverty invites more poverty, creating a tragic situation. We will learn the causes of poverty and inequality and we will seek for ways for better human development.

1) Economics development is a major factor in solving poverty. But what exactly is economic development?
2) The term "a developing country" implies that the country is underdeveloped. Underdevelopment is measured in various ways: lowness of income, unequal distribution of wealth, starvation, high infant mortality rate. Underdevelopment will be analyzed from various statistics.
3) Visitors to developing countries are often surprised by how hard the people are working. Why can those who work so hard achieve only one hundredth of the income of those in a developed country? Economic theory will point to slowness in the accumulation of capital. What role does capital play in economic development? Accumulation of capital does not only imply money but also technical progress and increase in human capital, both of which contribute to economic development. Let us study these factors in the light of economic theory.
4) What kind of an environment does a country need to accumulate capital? What effect does mal-distribution of wealth, which is seen in many developing countries, have on accumulation of capital? How can we provide necessary capital for development?
5) Human resource investment is indispensable for economic development. How can we measure investment in human capital? In many developing countries child labor and gender inequality are very problems. They deprive children of opportunities to learn necessary skills and knowledge for better jobs and healthy lives. We will run the current status of these problems.
6) Recently micro-finance is recognized as an effective measure to help the poor to establish their own business and to get out of poverty. We will study how micro-finance works.

The course will be interactive. We will use Development Economics by Michael Todaro as the textbook. In addition reports of the World Bank and other materials for the following class will be introduced or distributed during each class. Attendants must study the material before each class and will be expected to participate in active discussions. Two papers will be required during the course.

Evaluation will be made based on participation in the discussions during class and the written paper.

2. Applied Statistics

THEME To Learn What Probability and Statistics are and How to Use Them

LECTURER Masayasu AOTANI†
(Associate Professor, The Organization for the Promotion of International Relations)

COURSE OVERVIEW

This class is a survey of basic concepts in statistics and probability. We will focus on applied probability and statistics rather than purely mathematical ones. As such, we will spend most of our time using probability and statistics to analyze real-life situations. The course is mainly intended for the students in humanities and social sciences.

TOPICS

1. Basic Probability Theory
2. Elements of Statistics
3. Describing Sets of Data
4. The Normal Distribution
5. Estimation
6. Test of Hypothesis
7. Regression Analysis
8. Time Series
9. Analysis of Variance
10. Decision Analysis

3. Agriculture and Foods in Japan

LECTURERS Yasuo MATSUMURA (Professor, Graduate School of Agriculture)
Tatsuhiko SHIRAIWA (Professor, Graduate School of Agriculture)
Masaru KAGATSUME (Professor, Graduate School of Agriculture)

COURSE OVERVIEW

Rice is the symbol of Japan, its culture, food and environment. Besides rice, Japanese has utilized soybean and wheat as a starting material for as a seasoning Miso and Shoyu, and a Japanese noodle, Udon. The production of these important crops takes place under changing environment in terms not only of climate but also of social circumstances. In this class, three agricultural scientists will give lectures on rice, soybean and wheat as crop plants and of Japanese agriculture. Particular attention will be paid to a modern processing of these grains, technological development of rice production, sociological aspects of agricultural industry.

4. Introduction to Metaphysics

LECTURER Daisuke KAIDA
(Senior Lecturer, Graduate School of Letters)

OBJECTIVES

This course is a topical introduction to contemporary analytic metaphysics, a branch of

philosophy that attempts to describe the world in the most comprehensive manner at a very fundamental level. The topics we will likely to focus include: personal identity, time, free will, material constitution, and properties. We will also study some metaphysical problems in Buddhist philosophy. No previous knowledge is required.

5. Japan in World History

LECTURER Niels VAN STEENPAAL
(Assistant Professor, Hakubi Center, Graduate School of Letters)

COURSE OUTLINE

This course will offer an introduction to Japanese history from a global perspective. That is, we will approach the Japanese archipelago not as an isolated territory that seamlessly transformed into the nation state as we now know it, but as a geographical hub that has been shaped by centuries of "foreign" encounters through the centuries. We will look at how trade, war, diplomacy and ideas fostered international connections that have played crucial roles in deciding the trajectory of Japan's development.

6. Global Marketing

LECTURER Hiroaki NAGAYAMA
(Professor, The Organization for the Promotion of International Relations)

OBJECTIVES

The business strategy should be the guidelines which the company sets up for its long-term goals- to employ/utilize management resources and construct/establish a competitive domain in a changing environment. The aim of this course is for students to acquire basic knowledge and skills in corporate management, especially for global marketing and become capable of originating consistent strategic options.

The lectures of this course provide students with basic concepts and skills in developing business strategies, and global marketing strategies. Special emphasis will be placed on case studies of Japanese and international companies provided by Harvard Business School, IMD, and Keio Business School, looking into their management issues to help us understand the theoretical frameworks. We will use these cases as teaching materials. Every case study is an actual situation. We will then explore the linkages between concepts and practices.

The course consists of lecture-based instruction followed by guided discussion, readings as homework, student presentations, and a final examination. During this course, students are expected to acquire an ability to create strategies and make decisions according to various situations which they may face in a real business environment.

7. Understanding Education, Human Lives and Cultures from Philosophical and Sociological Perspectives

LECTURERS

Hachiro Iwai (Professor, Sociology of Education, Graduate School of Education)

Naoko Saito (Associate Professor, Philosophy of Education, Graduate School of Education)

THEMES AND PURPOSE OF THE COURSE

This course is designed to improve your understanding of education, human lives and cultures from philosophical and sociological perspectives. There are two parts to the course. The first explores implications of American philosophy for education and the understanding of other cultures. The second examines the meaning of changing Japanese lives for contemporary education using sociological research results. Taken together, you are expected to deepen your thinking of how education contributes to developing a global citizen.

8. Self-Formation in Adolescence

LECTURER Shinichi MIZOKAMI
(Professor, Center for the Promotion of Excellence in Higher Education)

COURSE OVERVIEW

How do people know, understand, and form the self? What is the difference between self and identity? This course explores them focusing mainly on adolescence.
Self and identity are rather abstract concepts, so in this course, I will ask you about your experiences (ex. your own experience, what you have about others and the world, etc) and connect them to the concepts.

I have to teach some technical terms regarding self/identity in the course, but this is a general education course. The main purpose of the course is to know what happened/is happening/will happen to you regarding self/identity formation through understanding self/identity concepts. Students of any majors are welcome.

9. Introduction to Classical Japanese Literature

THEME Exploring Recurrent Themes, Ideas and Values Seen in Classical Japanese Literature

LECTURER Shikiko YUKAWA
(Associate Professor, The Organization for the Promotion of International Relations)

COURSE OVERVIEW

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

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

In the course of our study, we will attempt to answer these and other questions based on a careful reading of selected works. We will explore themes such as *mononoahare*, *wokashi*, *irogonomi*, *mujo*, *yugen*, *hana*, *fuga*, *wabi*/*sabi*, *kanzenchoaku*, etc., as seen in representative works from the

Nara Period through Edo times. In many cases the themes are recurrent, drawing upon the literature of preceding eras or profoundly influencing that of later periods, and they offer valuable insight into Japanese ideals and ways of thinking. We will also discuss examples, as seen in the text, of pre-modern Japanese conventions, cultural practices and social values — *tsumadohi, inton (tonsei), masurawo/tawoyame, hoganbiiki, giri-ninjo*, to name just a few.

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

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

10. The World Open Education

LECTURER Toru IIYOSHI
(Professor, The Center for the Promotion of Excellence in Higher Education)

OBJECTIVES

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.

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.

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 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.

11. Energy and Resources I

LECTURERS

1. Hideyuki OKUMURA (Associate Professor, Graduate School of Energy Science)
2. Shiro SAKA (Professor, Graduate School of Energy Science)
3. Tetsuo TEZUKA (Professor, Graduate School of Energy Science)

THEMES

1. Energy-Environmental Issues and Technology
2. Biomass Resources as the Post-Petroleum Science
3. Systems-Analysis Approach to Energy-environmental Issues

SYLLABUS

Energy and resource issues are closely related to our day-to-day modern lives and the environment. Various global environmental issues have become major challenges of the 21st century, and furthermore the Great East Japan Earthquake and Tsunami (2011) has revealed many related issues, including nuclear power, bringing energy and resource issues further to the forefront of issues to be tackled. In the 4.6 billion year history of Earth, the past 200-years of activity of humankind has had special significance in the sense that human activity can now cause major impacts on the earth. Therefore, there is a strong need for responsible action in the future. In this lecture series three instructors will overview and discuss various environmental problems such as resource depletion and energy issues, based on not only a technological approach but also in regards to human decision-making to select potential futures.

The course will first address the importance of acknowledging the existence of various environmental issues - both locally and globally - that are associated with our daily lives. The course will then discuss what measures can be taken that are effective or realistic in order to solve these issues. Effective utilization of sunlight as a natural source of energy is an important theme, not only for our lives now but for the planet and future generations as well, and in this lecture series, (i)Photocatalytic technology as environmental remediation and potential energy generation, and (ii)Biofuel conversion technology with optimal use of a variety of biomass resources, which is carbon-neutral, will be overviewed, as eco-technology for utilizing sunlight. Regarding human activities and important decisions on such energy and environmental issues, the systems-analysis approach, and the use of various models, will be discussed in terms of a decision-making framework for the entire system as well as the supply and demand of energy. The aim of the lectures throughout the series is thus to cultivate students' potential to consider the issues of energy, resources and environment through understanding them, and to develop perspectives on our future society.

12. Social Science Research Methods in Education I

THEME Japanese Education from Cross-cultural Perspectives

LECTURER Junko KAWAI
(Associate Professor, The Organization for the Promotion of International Relations)

COURSE OVERVIEW

This course provides an introduction to various aspects in Japanese education, while it focuses on sociological research and theory that are related to education from cross-cultural perspectives. Topics will include; patterns of socialization, processes of transmittion of culture and social control in education, analysis on “meritocracy” in various countries, and educational issues facing current Japanese education.

The primary purpose of the course is to provide the student with the factual knowledge, conceptual tools and approaches for understanding Japanese education and education of student’s own. Class will be interactive in a mixed style of lectures and discussions, with occasional use of activities including videos and a field trip to one of the local schools. (The second semester starting April will focus more on developing knowledge and skills to conduct research project.)