

ILAS Course Catalog #2

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

Spring 2023

Kyoto University

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Recommended Courses for KUINEP Students

Lecture code: HB01001

Course number		U-LAS07 10001 LE31				
Course title (and course title in English)	Culture and Traditions in Japan I		Instructor's name, job title, and department of affiliation	Institute for Liberal Arts and Sciences		
	Culture and Traditions in Japan I			Professor,PALIHAWADANA Ruchira		
Group	Humanities and Social Sciences		Field(Classification)	Understanding Japan		
Language of instruction	English		Old group	Group A	Number of credits	2
	Number of weekly time blocks	1		Class style		Lecture
Days and periods	Mon.5		Target year	All students	Eligible students	International students
[Overview 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 objectives]						
The basic goal of this course is to obtain a comprehensive understanding of the core concepts in Japanese culture.						
[Course schedule and contents]						
Lecture 1 Introduction to the Course						
Lectures 2-4 Sen no Rikyu and the Japanese Culture						
Lecture 2 Wakeiseijaku(「和敬清寂」); Concepts in Tea Ceremony						
Lecture 3 Ichigoichie(「一期一会」); Approaches to Human Relationship in Tea Ceremony						
Lecture 4 Wabi-Sabi(「わびさび」); Tea Rooms and Aesthetic Perceptions						
Lectures 5-7 Buddhist Concepts in Japanese Culture						
Lecture 5 Ishindenshin(「以心伝心」); Zen and the Culture of Arts						
Lecture 6 Jigoujitoku(「自業自得」); Buddhist Philosophy in Japanese Culture						
Lecture 7 Ware tada taru wo shiru(「吾唯足知」); Zen and Japanese Gardens						
Lecture 8 Student' s Presentations 1						
Lectures 9-10 Culture through Literature						
Lecture 9 Hueki ryukou(「不易流行」); Basho and the Art of Haiku Poetry						
Lecture 10 Wakonyousai(「和魂洋才」); Concepts of Modernization in Meiji Literature						
Lectures 11-14 Concepts and Their Interpretations in Contemporary Japan and Japanese Language						
Lecture 11 Uchi-soto Relationships(「ウチ・ソト関係」); Group-orientation in Language and Culture						
Lecture 12 Jouge Relationships(「上下関係」); Hierarchical Relationships in Language and Culture						
Lecture 13 Rentaikan(「連帯感」); Values and Language Usages of the Young Japanese						
Lecture 14 Pronominal Terms Such as Watashi(「私」); Speaker-orientation and world view						
《Student's Presentations 2》(Held on week 15)						
Lecture 15 Feedback & discussion						
----- Continue to Culture and Traditions in Japan I(2)						

Culture and Traditions in Japan I(2)	
[Course requirements]	
This class is limited to international students. However, any local students who wish to attend this class on a non-credit basis are welcome.	
[Evaluation methods and policy]	
Presentation 30% (Individual contribution to the group presentation)	
Term final paper 40%	
Participation in discussions and attendance 30%	
[Textbooks]	
Handouts will be provided.	
[References, etc.]	
(Reference book)	
Varley, Paul 『Japanese Culture』 (University of Hawaii Press) ISBN:0-8248-2152-1 (2000)	
Suzuki, Daisetz Teitaro and Jaffe 『Zen and Japanese Culture』 (Princeton University Press) ISBN:978-0-691-14462-7 (2010)	
Okakura, Tenshin 『The Book of Tea』 (Kodansha International) ISBN:4-7700-2379-0 (1998)	
Additional reading material will be announced in each class.	
[Study outside 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. They should submit the PowerPoint slides one week before the presentation date.	
[Other information (office hours, etc.)]	
Thursday 4th period (14:45 ~ 16:15)	
Please, contact beforehand for appointments.	

Lecture code: HB03001

Course number	U-LAS07 10003 LE31				
Course title (and course title in English)	Current Issues in Japan I Current Issues in Japan I		Instructor's name, job title, and department of affiliation	Institute for Liberal Arts and Sciences Professor,KAWAI JUNKO	
Group	Humanities and Social Sciences		Field(Classification)	Understanding Japan	
Language of instruction	English		Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Year/semesters 2023・First semester
Days and periods	Thu.5		Target year	All students	Eligible students International students
[Overview and purpose of the course]					
This course introduces current conditions and issues in Japanese society, examining the effects of social changes on everyday practices in the family, schools, and the workplace. While “ Current Issues in Japan II ” covers industries, economy, and management, this course “ Current Issues in Japan I ” spends time to look into daily practices in Japanese society.					
Key concepts will be introduced within the main topics of households, education, technology, sports and leisure, and media and communication. We will investigate the background of these aspects of Japanese society by using texts taken from such fields as sociology, anthropology, literature, and history, as well as various media in order to understand the complexity of current issues in Japan.					
Each class includes a lecture and discussions led by students. Each student, as a group, is required to facilitate discussion of at least one assigned reading over the course of the semester.					
[Course objectives]					
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.					
Continue to Current Issues in Japan I(2)					

Current Issues in Japan I(2)
(不登校、ひきこもり、いじめ、入試改革、学力低下問題、日本人学生の英語力と言語教育)
Weeks 8-9) Current Issues 3: Technology and Sciences How do technology and science affect social issues, and vice versa? Key concepts: Development of technology in Japan, artisans in Japanese industry, rise of the machines: merits and demerits of robots and AI (Artificial Intelligence) (日本の技術革新、職人、ロボット・人工知能の発達の功罪)
Weeks 10-11) Current Issues 4: Work, leisure, and sports What are the characteristics of work life and leisure in Japanese society? How do social changes reflect the characteristics of current conditions? Key concepts: Working hours of Japanese workers and time for leisure, multicultural aspects in Japanese sports (日本人の労働時間と余暇、スポーツに見る文化的多様性)
Weeks 12-13) Current Issues 5: Media and communication What issues do Japanese media and communication face today? How do social changes reflect the characteristics of current conditions? Key concepts: Internet Addiction Disorder (ネット依存)
Week 14) Conclusion: What do we know about Japan now?
Week 16) Feedback
[Course requirements]
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.
[Evaluation methods and policy]
Participation in class activities (30%), a group discussion facilitation (30%)*, a midterm exam (20%)**, and a final report (20%).
* About a group discussion facilitation: - Each student will be assigned to one reading and facilitate small group discussion during weeks 3-13. - The facilitator will prepare a handout (A4x 1page) including a summary of the reading and 3-5 discussion questions and submit it to the instructor by one day before your presentation date. - The facilitator will give 10 minutes presentation to the small group and lead a group discussion in 10-15 minutes. - The discussion group will be decided randomly each week. - After facilitating the group discussion, each facilitator of the week will give a short summary orally to 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.
Continue to Current Issues in Japan I(3)

Current Issues in Japan I(3)
[Textbooks]
Handouts will be distributed. プリント配布
[References, etc.]
(Reference book) Goodman, Roger (ed) 『Family and Social Policy in Japan: Anthropological Approaches』 (Cambridge University Press) Kingston, Jeff (ed) 『Critical Issues in Contemporary Japan』 (Routledge) Asahi Shinbun 『Selected volumes, ASAHI Keywords』 (Asahi Shinbun shuppan) (Abridged translations in English will be provided.) The Japan Times 『Selected volumes, The Japan Times NEWS DIGEST』 (The Japan Times)
[Study outside of class (preparation and review)]
<ul style="list-style-type: none"> • Students are expected to complete the reading assignments and actively participate in class discussion every week. • Students are expected to prepare for facilitating a discussion on one of the assigned readings.
[Other information (office hours, etc.)]
Please make an appointment in advance by e-mail.

Additional Liberal Arts and Sciences Courses

Lecture code: W607001

Course number	U-LAS54 10007 SB47				
Course title (and course title in English)	日本語・日本文化演習 Japanese Language & Culture		Instructor's name, job title, and department of affiliation	Institute for Liberal Arts and Sciences Professor,KAWAI JUNKO Institute for Liberal Arts and Sciences Program-Specific Associate Professor,SASAKI YUKI	
Group	Career Development		Field(Classification)	Other Career Development Courses	
Language of instruction	Japanese and English		Old group		Number of credits 2
Number of weekly time blocks	1	Class style	Seminar	Year/semesters	2023・First semester
Days and periods	Tue.2	Target year	All students	Eligible students	For all majors
[Overview and purpose of the course]					
<p>本授業では、まず講義で日本語や日本文化の特徴、およびその様々な検討方法を学ぶ。その際、日本文化を広義に定義し、その範囲に日本社会の状況をも含んで講義を進めていく。</p> <p>そして、日本語、日本文化、日本の社会状況を紹介する経験とその準備を通して、日本人学生と留学生が共に、日本語、日本文化、社会状況ならびに自分自身が身につけてきた言語や文化、そして自分自身が育ってきた社会の特徴を再発見することを目指す。そして、その過程を通じて、グローバルな視野に立った物の見方・考え方を養うことを目的とする。</p> <p>In this class, both Japanese and international students will be introduced to and exchange views on Japanese language and cultures. We define culture broadly in this class to include social conditions in Japanese society. Learning about Japanese culture together will allow students of all backgrounds to rediscover their own cultures and develop new perspectives regarding languages, cultures and social conditions in today's global contexts.</p>					
[Course objectives]					
<ul style="list-style-type: none"> ・日本語、日本文化、日本の社会状況ならびに自分自身が身につけてきた言語、文化を捉える多様な視点を学ぶこと。 ・日本語、日本文化、日本の社会状況を紹介し、異なる文化的背景を持つ学生間で議論を行うことによってグローバルな視野に立った物の見方・考え方を身につけること。 ・母語とは異なる言語による、より効果的なプレゼンテーション及びディスカッションの技法を習得すること。 <ul style="list-style-type: none"> ・ To gain understanding of diverse viewpoints and develop various perspectives on Japanese language and cultures including social conditions and issues as well as on international students' cultures ・ To be able to introduce various aspects of Japanese language, cultures including social conditions and issues through presentations ・ To learn presentation method and how to actively join discussions 					
[Course schedule and contents]					
<p>多様な文化を有する人たちとの交流の中で、自国文化や社会的状況を多面的に理解し紹介できることが要請される場面は多い。日本人であっても日本語や日本文化について深い理解をもって解説するためには、言語・文化に意識的に向き合わなければならない。本授業は、日本語や日本文化を意識的に捉え、深い理解に立って他者と見方や考え方を共有できるようなることを目的に、講義を中心としながら、演習・討議を交えて進めていく。</p>					
Continue to 日本語・日本文化演習(2)					

日本語・日本文化演習(2)	

<p>[第1部：第1回 - 第7回 - 日本文化・日本社会の特徴 -] 第1回 (1) オリエンテーション <河合、佐々木> (2) 講義：日本文化、日本社会への視点：文化、社会の概念<河合></p> <p>第2回 <河合> 講義：日本文化、日本社会、日本語の特徴の検討 「論拠を提示する」 曖昧さとは 演習：ディスカッション / 発表準備</p> <p>第3回 <河合> 講義：日本文化、日本社会、日本語の特徴の検討 「比較する」 日本人はよく働く？ 演習：ディスカッション / 発表準備</p> <p>第4回 <河合> 講義：日本文化、日本社会、日本語の特徴の検討の特徴の検討(3)「反証を提示する」 日本は学歴社会か？ 演習：ディスカッション / 発表準備</p> <p>第5回 <河合・佐々木> 演習：発表準備</p> <p>第6回 <河合・佐々木> 演習：発表リハーサル</p> <p>第7回 <河合・佐々木> 演習：中間発表会</p> <p>[第2部：第8回 - 第14回 - 日本語の特徴と日本語教育 -] 第8回 <佐々木> 講義：日本語の特徴 演習：発表準備(1) 問いの立て方</p> <p>第9回 <佐々木> 講義：日本語のバリエーション 演習：発表準備(2) 関連文献を読み、紹介する</p> <p>第10回 <佐々木> 講義：日本語教育の現状、日本語教育の教授法 演習：発表準備(3) 発表の構成</p> <p>第11回 <佐々木> 講義：日本語教育における日本文化の教えかた 演習：発表準備(4) 発表資料の作成</p>	
Continue to 日本語・日本文化演習(3)	

日本語・日本文化演習(3)
<p>第12回 <佐々木・河合> 演習：リハーサル&発表会に向けたフィードバック</p> <p>第13, 14回 <佐々木・河合> 発表会</p> <p>第15回フィードバック <佐々木・河合></p> <p>When people from different cultural backgrounds meet, it offers an opportunity not only to exchange views, but also to introduce and reflect on aspects of one's own culture and society. Consciously learning about a culture and discussing it with others leads to deeper understanding and a better ability to explain elements of that culture. In this way, this course is beneficial for both international and Japanese students. The class consists of lectures and seminars as well as discussions and student presentations. We will examine Japanese language and culture from a variety of angles and share views among classmates from various cultural and social backgrounds</p> <p>Part I: Japanese culture and society Week 1 (1) Guidance [Kawai, Sasaki] (2) (Introduction) Perspectives on Japanese culture and society [Kawai]</p> <p>Week 2 [Kawai] Lecture: Investigating Japanese culture and society (1). Seminar: Discussion/Presentation preparation (1)</p> <p>Week 3 [Kawai] Lecture: Investigating Japanese culture and society (2) Comparison- Do Japanese work hard? Seminar: Discussion/Presentation preparation (2)</p> <p>Week 4 [Kawai] Lecture: Investigating Japanese culture and society (3) Counter-argument-How meritocratic is our society? Seminar: Discussion/Presentation preparation (3)</p> <p>Week 5 [Kawai, Sasaki] Seminar: Presentation preparation</p> <p>Week 6 [Kawai, Sasaki] Seminar: Rehearsal</p> <p>Week 7 [Kawai, Sasaki] Seminar: Group presentation</p> <p>Part II: Characteristics of Japanese language and language teaching</p> <p>Week 8 [Sasaki] Lecture: Linguistics features of the Japanese language</p>
Continue to 日本語・日本文化演習(4)

日本語・日本文化演習(4)
<p>Seminar: Discussion and Preparing for your presentation (1)</p> <p>Week 9 [Sasaki] Lecture: the Japanese language variations Seminar: Discussion and Preparing for your presentation (2)</p> <p>Week 10 [Sasaki] Lecture: Current conditions in Japanese language education / a comparative analysis of Japanese language education methods Seminar: Discussion and Preparing for your presentation (3)</p> <p>Week 11 [Sasaki] Lecture: Japan culture through Japanese language education Seminar: Discussion and Preparing for your presentation (4)</p> <p>Week 12 [Kawai, Sasaki] Seminar: Presentation rehearsal and feedback</p> <p>Week 13 and 14 [Kawai, Sasaki] Presentations</p> <p>Week 15 [Kawai, Sasaki] Feedback</p>
[Course requirements]
<ul style="list-style-type: none"> ・受講生に日本語初級者が含まれる場合は、主に英語で授業を行います。 ・ただし、日本語が母語でない人は、授業の円滑な理解のために初級修了以上の日本語能力を有していることが望ましいです。PPTスライドは日本語のみ、日英併記の場合があります。日本語能力試験N4、CEFR A2レベルをクリアしていること。 ・ If there are beginner-level Japanese students among the participants, the class will be conducted mainly in English. ・ However, if Japanese is not your first language, for smooth understanding of the class, it is desirable for students to have completed Japanese language classes of Elementary level or higher*. <p>PPT slides may be written in Japanese only, or in both Japanese and English. *Have mastered JLPT N4, CEFR A2 level or higher.</p>
[Evaluation methods and policy]
<p>積極的参加態度 (30%)、"レポート・課題、プレゼンテーション" (70%) で評価する。配点の割合の詳細は講義において示す。 Participation (30%), "Reports, assignments and presentations"(70%). Details will be announced in class.</p>
[Textbooks]
<p>プリントを配布する。 Handouts.</p>
Continue to 日本語・日本文化演習(5)

日本語・日本文化演習(5)

[References, etc.]

(Reference book)

Readings for each week will be handed out in class.

The following books will be our basic guides throughout the course.

Part I

To be announce in class.

Part II

・遠藤織枝 『日本語教育を学ぶ』 第2版 (三修社、2011年3月) [Endoh, Orie, " Nihongo-kyoiku o manabu ", 2011] (Abridged translations in English will be provided.) ・金水敏 『ヴァーチャル日本語 役割語の謎』 (岩波書店、2003年1月) [Kinsui, Satoshi, " Virtual-Nihongo Yakuwarigo no Nazo ", 2003] (Abridged translations in English will be provided.) ・近藤安月子 『「日本語らしさ」の文法』 (研究社、2018年3月) [Kondoh, Atsuko, " ' Nihongo-rashisa ' no Bunpo ", 2018] (Abridged translations in English will be provided.) ・定延利之 『日本語社会のぞきキャラくり』 (三省堂、2011年3月) [Sadanobu, Toshiyuki, " Nihongo-shakai Nozokikyarakuri ", 2011] (Abridged translations in English will be provided.) ・Kingston, Jeff (ed) (2013), Critical Issues in Contemporary Japan, Routledge

[Study outside of class (preparation and review)]

随時課題・レポートが出される。各自、積極的に準備を行うことが求められる。

You will be asked to submit several assignments step by step. Your active participation is expected.

[Other information (office hours, etc.)]

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

(2) 多文化共学短期派遣プログラム (東アジア・アセアン) 参加のための推奨科目となっている。

(3) 交換留学生のための履修推奨科目になっている。

(1) Although this class was designed for students who plan to study abroad, all local and international students who want to learn about Japanese language and cultures from various different perspectives are welcome.

(2) This class is recommended for the local students who are planning to participate in the short term study abroad programs 多文化共学短期派遣プログラム (東アジア・アセアン) Short term study abroad (East Asia/ASEAN) .

(3) This class is one of the "recommended classes" for international exchange students.

平成27年度以前の卒業要件が適用される学部生が履修し、単位を修得した場合には、単位数の2分の1が卒業に必要な単位として算入されます。

Lecture code: H281002 for Wed/3

Lecture code: H281003 for Wed/2

Course number	U-LAS01 10002 LE38				
Course title (and course title in English)	Japanese History I-E2 Japanese History I-E2		Instructor's name, job title, and department of affiliation	Institute for Research in Humanities Associate Professor,KNAUDT , Till	
Group	Humanities and Social Sciences		Field(Classification)	History and Civilization(Foundations)	
Language of instruction	English		Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Year/semesters 2023 · First semester
Days and periods	Wed.2/Wed.3	Target year	All students		Eligible students For all majors
[Overview and purpose of the course]					
In class the participants will work on the course of modern Japanese history from the last years of the early modern period to the end of World War II in Asia. Special attention will be payed to questions of Meiji nation building and political representation, post-World War I industrialization and its social impact, and politics and culture in Japanese Empire in times of peace and total war.					
[Course objectives]					
Knowledge on key phenomena and research perspectives in prewar modern Japanese history.					
[Course schedule and contents]					
1 Introduction 2 The end of the Tokugawa period (1850s~1868) 3~5 Nation building and representation in the Meiji period (1868~1912) 6~8 Industrialization, social movements and imperialism in Taisho; and prewar Showa Japan (1912~1937) 9 Colonialism 10-13 Politics and culture in times of total war (1937~1945) 14 Conclusion 15 Feedback					
[Course requirements]					
None					
[Evaluation methods and policy]					
Evaluation will be based on a written final report (60 %) and a midterm quiz (40%). Students absent from more than three classes cannot pass the course.					
[Textbooks]					
Reading materials will be handed out during class.					
[References, etc.]					
(Reference book) Reading materials will be handed out during class.					
[Study outside of class (preparation and review)]					
Knowledge of modern Japanese history in the Asian and global context is appreciated.					
[Other information (office hours, etc.)]					

Lecture code: H803001

Course number	U-LAS05 20007 LE40				
Course title (and course title in English)	Linguistic Anthropology Linguistic Anthropology		Instructor's name, job title, and department of affiliation	Graduate School of Asian and African Area Studies Professor, TAKADA AKIRA	
Group	Humanities and Social Sciences		Field(Classification)	Regions and Cultures(Issues)	
Language of instruction	English		Old group	Group A	Number of credits 2
Number of weekly time blocks	1	Class style	Lecture		Year/semesters 2023 · First semester
Days and periods	Tue.5		Target year	All students	Eligible students For all majors
[Overview and purpose of the course]					
<p>Contrary to the common image of anthropology (e.g., studying the 'strange' social institutions and practices of 'exotic' peoples), an increasing number of studies in this domain have analyzed everyday interactions among ordinary people. One justification for this approach is that it provides an opportunity to study how persons and sociocultural worlds mutually constitute each other. It follows that "mind" and "culture", both of which are fundamental and important concepts in contemporary research about self and society, are not static entities but are part of a social reality that is deployed in moment-to-moment interactions. This perspective is derived from Linguistic Anthropology, which has developed as one of four field approaches to anthropology. Based on this perspective, this course aims to explore concepts of mind and culture. Thus, after introducing this increasingly popular domain of anthropology and its theoretical background, I will reconsider several spheres of social life in which mind and culture intersect (e.g., social cognition, understanding others, socialization and child development, language and communication, and emotion) based on a micro-analysis of everyday interactions in several societies in which I have conducted field research (e.g., Japan, the US, Botswana, and Namibia).</p>					
[Course objectives]					
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]					
<p>TOPICS</p> <ol style="list-style-type: none"> 1. Introduction to Linguistic Anthropology (weeks 1-2) 2. Theory (weeks 3-4) 3. Social Cognition (weeks 5-6) 4. Understanding Others (weeks 7-8) 5. Socialization and Child Development (weeks 9-10) 6. Language and Communication (weeks 11-12) 7. Emotion (weeks 13-14) 8. Due of End-of-term Paper (week 15) 9. Feedback (week 16) 					
----- Continue to Linguistic Anthropology(2) -----					

Linguistic Anthropology(2)
[Course requirements]
None
[Evaluation methods and policy]
<p>Grades will be based on the following:</p> <ol style="list-style-type: none"> (1) Class attendance and active participation, 40% (2) Two reports, 40% (3) End-of-term paper, 20%
[Textbooks]
Instructed during class
[References, etc.]
<p>(Reference book)</p> <p>高田 明 『相互行為の人類学：「心」と「文化」が会える場所』 (新曜社) ISBN:9784788516076 For Japanese students, in order to facilitate the active participation in the class, I recommend to read the above book, which is highly relevant to the lecture contents and is written in Japanese.</p>
[Study outside of class (preparation and review)]
<p>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.</p> <p>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.</p>
[Other information (office hours, etc.)]

Course number	U-LAS03 10004 SB48				
Course title (and course title in English)	外国文献研究 (教育・英) I -E1 Readings in Humanities and Social Sciences (Education, English)I-E1		Instructor's name, job title, and department of affiliation	Graduate School of Education Associate Professor,Jeremy Rappleye	
Group	Humanities and Social Sciences		Field(Classification)	Readings in Humanities and Social Sciences	
Language of instruction	English		Old group	Group C	Number of credits 2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters 2023・First semester
Days and periods	Wed.3		Target year	2nd year students or above	Eligible students For all majors
[Overview and purpose of the course]					
Understanding education requires an expansive worldview: the ability to compare across contexts, think broadly, and understand ideas and research from around the world. One key to this is a strong grasp of English. This course will systematically introduce students in the field of education to academic level English focused on a range of timely topics in education. It will also help students think about what it means to be a 'global jinzai' - Is it only speaking English? Or something deeper?					
[Course objectives]					
By the conclusion of the course, students will feel comfortable reading and discussing relatively high-level English language texts in the field of education. The course will be arranged around one of the most dominant trends in education policymaking today: PISA and the puzzle of East Asia's high-performance. Students first read a text, then discuss it informally, and finally debate utilizing the newly learned vocabulary and material. The goal is for students to acquire the ability to discuss both the theoretical-philosophical and practical-pedagogical dimensions of education with confidence and accuracy.					
In addition to this overarching goal, this course aims to achieve several lesser goals. These include the following:					
- Familiarize students with common vocabulary, argumentative structures, and modes of discourse frequently utilized in qualitative and/or theoretical studies within educational research, particularly sociology, anthropology, and comparative education (students interested specifically in improving their English on more quantitative and/or empirical themes should enroll in the Fall semester of this course)					
- Provide insights into how non-Japanese scholars discuss and think about core themes in educational research. Given different historical, linguistic, social, and cultural contexts, quite often the ways that educational research is 'framed' is different within Japan and outside of Japan. This course will offer students a window on mainstream approaches to educational research outside of Japan, thus helping students prepare for not only a different language (English), but also different modes of thinking about education.					
- To give students a familiarity with issues surrounding international education comparison, specifically focused on promise and perils of international tests such as the OECD's Programme for International Student Assessment (PISA)					
----- Continue to 外国文献研究 (教育・英) I -E1(2) -----					

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

Lecture code: HA04003

Course number	U-LAS03 10004 SB48				
Course title (and course title in English)	外国文献研究 (教育・英) I -E1 Readings in Humanities and Social Sciences (Education, English)I-E1		Instructor's name, job title, and department of affiliation	Graduate School of Education Professor,Emmanuel MANALO	
Group	Humanities and Social Sciences		Field(Classification)	Readings in Humanities and Social Sciences	
Language of instruction	English		Old group	Group C	Number of credits 2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters 2023・First semester
Days and periods	Mon.4		Target year	2nd year students or above	Eligible students For all majors
[Overview and purpose of the course]					
The main purpose of this course is to develop students' English communication skills (reading and writing, listening and speaking) through examination and discussion of recent scientific research studies in education and psychology. Students taking the course will be asked to write brief reports about assigned and self-selected readings, to make short group oral and electronic presentations in class, and to contribute to discussions.					
[Course objectives]					
The goals of this course are to develop the following skills in students: - Reading skills to enable access to information they need from published research articles in education and psychology, - Speaking and listening skills necessary for group work and discussions, - Report writing skills for a general (non-expert) audience, - Academic presentation skills.					
[Course schedule and contents]					
The following is a guide to the structure of the 16 weeks of the semester. As required, some minor adjustments may be made to this structure. Week 1: Introduction to the course and its expectations Week 2: Example research presentation, assignment of articles to present, discussion of presentation requirements Weeks 3 to 4: Presentation preparation and practice Weeks 5 to 8: Group oral presentations and discussion Weeks 9 to 14: Group electronic presentations and discussion Week 15: Examination week (There is no final examination for this course.) Week 16: Feedback week					
Students will be assigned readings to undertake, as well as to look for their own pertinent research articles to read.					
Class sessions will normally comprise of brief presentations from students about the articles they have read, followed by questions, comments from, and discussion with the instructor and other non-presenting students. Active participation is a requirement.					
----- Continue to 外国文献研究 (教育・英) I -E1(2) -----					

外国文献研究 (教育・英) I -E1(2)	
[Course requirements]	
None	
[Evaluation methods and policy]	
Grading for the course will be based on the following requirements: - Two brief presentations = 30% (15% for each): Students make the presentations based on readings they undertake (one assigned, and one self-selected) - Two brief reports = 30% (15% for each): Based on the presentations that students make - Portfolio of work done in class and for homework = 40%: The portfolio (which should be a well-organized folder) should contain summaries of and comments on readings done in class, written comments about other students' presentations, and any other assigned homework tasks (e.g., writing different kinds of questions in response to given reading materials; writing comments about video presentations).	
[Textbooks]	
Not used	
[References, etc.]	
(Reference book) Introduced during class	
[Study outside of class (preparation and review)]	
Students taking this course will be expected to prepare for each class by reading and taking notes from research articles and other materials that the instructor assigns.	
[Other information (office hours, etc.)]	
Students can email the instructor to make an appointment or to ask any questions about the course.	

Lecture code: N374003 for Fri/3 • Fri/4
Lecture code: N374001 for Wed/3 • Wed/4

Course number	U-LAS13 10012 EE60					
Course title (and course title in English)	Fundamental Chemical Experiments-E2 Fundamental Chemical Experiments-E2		Instructor's name, job title, and department of affiliation	Graduate School of Human and Environmental Studies 基礎化学実験授業担当教員 Graduate School of Engineering Associate Professor, Cedric Tassel Graduate School of Engineering Associate Professor, Juha Lintuluoto Graduate School of Engineering Senior Lecturer, Nguyen Thanh Phuc Graduate School of Engineering Associate Professor, Yi Wei Graduate School of Engineering Associate Professor, NAGAMINE SHINSUKE Graduate School of Engineering Senior Lecturer, LANDEBERGER, Kira Beth		
Group	Natural Sciences		Field(Classification)	Chemistry(Foundations)		
Language of instruction	English		Old group	Group B	Number of credits	2
Number of weekly time blocks	2	Class style	Experiment		Year/semesters	2023 • First semester
Days and periods	Wed.3 • 4/Fri.3 • 4	Target year	Mainly 1st year students		Eligible students	For science students
[Overview and purpose of the course]						
The purpose of this laboratory class is to practice the basic identification and synthesis of chemical compounds as well as to learn the underlying principles involved.						
[Course objectives]						
Students will gain understanding in basic chemical concepts by actual hands-on work performing fundamental analysis of chemical compounds.						
[Course schedule and contents]						
Registration information: https://www.z.k.kyoto-u.ac.jp/zenkyo/guidance						
1. General Guidance [2 times] The aims and contents of the experiments, how to make laboratory notes and reports, and how to use experimental instruments, labware and reagents safely.						
2. Qualitative Inorganic Analysis Experiments [4 times] (1) Basic Reactions of Fe ³⁺ and Al ³⁺ (3rd Analytical Group). (2) Basic Reactions of Ag ⁺ , Pb ²⁺ , Cu ²⁺ and Bi ³⁺ (1st and 2nd Analytical Groups). (3) Basic Reactions of Ni ²⁺ , Co ²⁺ , Mn ²⁺ and Zn ²⁺ (4th Analytical Group). (4) Analysis of an Unknown Sample Containing Some Cations.						
3. Volumetric Analysis Experiments [4 times] (1) Chelatometric Titration: Quantitative Determinations of Ca ²⁺ and Mg ²⁺ in tap water. (2) Iodometry: Quantitative Determination of NaClO in Bleach. (3) Oxidation Reaction Rate: Measurement of a Pseudo-first-order Reaction Rate Constant. (4) Adsorption of Oxalic Acid by Activated Carbon.						
----- Continue to Fundamental Chemical Experiments-E2(2) -----						

Fundamental Chemical Experiments-E2(2)

4. Experiments in Organic Chemistry [4 times] (1) Qualitative Analysis of Organic Compounds. (2) Structure and Property of Organic Compounds: Azo Dyes and Fluorescent Dyes. (3) Organic Synthesis I: Acetylation of 4-Methoxyaniline. (4) Organic Synthesis II: Nitration and Hydrolysis.
5. Feedback [1 time]
[Course requirements]
None
[Evaluation methods and policy]
Grades will be based on submitted reports and performance during of a total of 12 hands-on chemical experiments.
[Textbooks]
『Fundamental Chemistry Experiments』 (This textbook will be delivered at the class.)
[Study outside of class (preparation and review)]
Preparation for each experiment should be done in advance. Understand the principles involved, and summarize these beforehand in the experimental notes regarding the reagents, equipment, and procedures and methods to be used.
[Other information (office hours, etc.)]
<ul style="list-style-type: none"> • For the registration of the class, please see *1 below. • Detailed information of the registration will be given at the homepage “ KULASIS ” in the beginning of April. • Attend the first class, the course guidance will be given there. • When you decide to take the class, you must have your own safety glasses as well as obtain the insurance for study and research “ 学生教育研究災害傷害保険 ” . (Safety glasses can be purchased at the COOP Shop “ 生協 ” and the insurance “ 学生教育研究災害傷害保険 ” is processed at the Education Promotion and Student Support Department Desk “ 教育推進・学生支援部 ” .)
*1
Students must apply for the course before registration if they intend to register for experiment or exercise class of Natural Sciences Group. Please register for the class if you are permitted to participate.
<ul style="list-style-type: none"> • Application period: Before the guidance of the first class • Posted: Details will be posted on “ Notification ” (Academic affairs information on liberal arts and sciences) in KULASIS in early April. • Application method: This will be explained in the “ Notification ” on KULASIS • Selection method: If the number of students who wish to take the class exceeds the course limit, a lottery will be held. The results will be announced after the guidance session.
<ul style="list-style-type: none"> • Notice: Unlike the other class designated courses, students can register the “ Fundamental Chemical Experiments ” course even if it is not the day/period of their class designated course. However, this shall not apply in the case when the class is oversubscribed.

Lecture code: W220001 for Thu/3

Lecture code: W220002 for Thu/4

Course number		U-LAS51 10010 SE48					
Course title (and course title in English)	科学コミュニケーション (理・英) -E3		Instructor's name, job title, and department of affiliation	Part-time Lecturer, James de Witt Graduate School of Science Senior Lecturer, TSUNEMI TOSHINAO			
	Science Communication (Science, English)-E3						
Group	Career Development		Field(Classification)	International Communication			
Language of instruction	English		Old group	Group C	Number of credits	2	
Number of weekly time blocks	1	Class style	Seminar		Year/semesters	2023・First semester	
Days and periods	Thu.3/Thu.4		Target year	2nd year students or above		Eligible students	For science students
[Overview and purpose of the course]							
<p>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 is intended mainly for Rigakubu second-year students.</p> <p>英語の環境下で日本語を通さずに、科学に関する文献や資料を理解するための授業です。グループ学習と議論、語彙の習得、科学的考え方の明確な記述に重点を置きます。誰でも受講できますが、理学部2年生が主な対象です。</p>							
[Course objectives]							
To acquire methods to improve your understanding of English-language scientific information and your skills in presenting them, for later educational and professional purposes							
[Course schedule and contents]							
<p>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.</p> <p>Lessons will include the content below. The planned number of lectures for each topic are indicated in the parentheses. Some adjustments may be made if the classes are held online.</p> <p>Orientation (1) Summarizing information and collaborative discussion (4) Event/observation/description: limitations in scientific communication (2) - Thought experiments conducted in class Organization of ideas in scientific literature (5) - Improving reading comprehension through understanding of logical structure - Standards in journal article structure - Understanding and creating abstracts Presentation of a model, and description of a scientific principle it demonstrates (1) Final quiz, future directions (1) Feedback (1)</p>							
----- Continue to 科学コミュニケーション (理・英) -E3(2) -----							

科学コミュニケーション (理・英) -E3(2)	

<p>Reading and discussion 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.</p> <p>Mr. De Witt is always present for the lessons, and Dr. Tsunemi may occasionally be present.</p>	
[Course requirements]	
None	
[Evaluation methods and policy]	
<p>Preparedness, daily participation, and assignments.</p> <p>Daily in-class grades based on 0, 1, 2, or 3 points will be given as follows: 0-no participation or preparation, 1-some but inadequate participation or preparation, 2-normal, expected level of participation and preparation, 3-extra participation and preparedness, beyond the basic requirement. Plus and minus indicators may also be given, to indicate in-between levels, with 3 such indicators adding to one grade point.</p> <p>One in-class grade point may be subtracted or tardiness, speaking too much Japanese in class, breaking basic rules, etc., for each day with incidence.</p>	
[Textbooks]	
Not used	
Topics will be selected from the scientific literature for discussion, summarization, and presentation.	
[References, etc.]	
(Reference book)	
Introduced during class	
[Study outside of class (preparation and review)]	
Read and summarize assigned articles handed out or online, write an article abstract, prepare a simple model to demonstrate, etc.	
[Other information (office hours, etc.)]	
Students are encouraged to actively participate in discussions and preparations of topics, primarily in small groups or pairs.	
This class is conducted in a remote format where the instructor delivers classes from outside the classroom. So students are required to bring their own devices.	

Lecture code: W222001

Course number	U-LAS51 10012 SE48				
Course title (and course title in English)	臨床コミュニケーション (医・英)-E3 Clinical Communication (Medicine, English)-E3		Instructor's name, job title, and department of affiliation	Graduate School of Medicine Program-Specific Senior Lecturer, YAMADA YUKARI	
Group	Career Development		Field(Classification)	International Communication	
Language of instruction	English		Old group	Group C	Number of credits 2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters 2023・First semester
Days and periods	Wed.1		Target year	2nd year students or above	Eligible students For science students
[Overview and purpose of the course]					
Successful communication helps us better understand people and situations, which is the cornerstone of patient-centered healthcare as well as in a research career. This course aims to develop effective (clear and sensitive) communication skills in English within both clinical and academic contexts.					
To achieve this goal, students will first learn and discuss how science communication can be difficult using a non-fiction history. Based on the awareness that each patient has their background and feeling, students will challenge to confront a misinformed patient about medicine/health as a student doctor, involving patient-doctor communication skills.					
To make the classroom more intensive and the learning experience more learner-centered so that students can explore topics in greater depth by themselves before/after participating in the classroom, we employ an alternate classroom/self-directed learning (SDL) format. While one group participates in classroom activity, the other group engages in SDL sessions outside the classroom, and vice versa.					
[Course objectives]					
By the end of the course, students will be able to: 1) improve communication skills in English, particularly listening and speaking comprehension. 2) collect and interpret relevant evidence, discuss it with other people, and demonstrate their argument. 3) understand the importance of reflective listening in medical counseling and be able to assimilate some of its principles.					
[Course schedule and contents]					
The course is run in collaboration with a part-time lecturer, Guita Youssefian, and several international medical graduate students as teaching assistants throughout the course.					
[1] Introduction/team assignment/ first try to listen to an episode about science and health/discussion					
<Science and Health> Goals: To improve English listening and speaking comprehension To summarize own thoughts and share them with others To understand how easily citizens can be misinformed despite scientific evidence [2] [3] Program1: Listen to one of the episodes and share it with others					
Continue to 臨床コミュニケーション (医・英)-E3(2)					

臨床コミュニケーション (医・英) -E3(2)	

[4] [5] Program2: Listen to one of the episodes and share it with others [6] [7] Evaluation1: Summarize the whole story and construct own argument and present it logically [8] Reflection1	
<Motivational Counselling> Goals: To know that reflective listening works to engage a person/patient who is not motivated to change. To experience a difference in feeling as a speaker between when having a reflective listener and having a defective listener. To be able to talk with a misinformed person using motivational counseling skills	
[9] [10] Program3: Reflective listening/Overcoming barriers to empathy [11][12] Evaluation2: Demonstrate motivational interviewing in brief consultations with misinformed citizens [13] Reflection2	
[14] FUN ENGLISH: Audio /video to improve English conversation [15] Feedback & Make-up exam (Medical students) The schedule shown above is for one of the two groups. The other group starts with [14] followed by [2][3]..	
[Course requirements]	
This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few international students from healthcare-related departments, with a short English proficiency test on the first day of the course.	
[Evaluation methods and policy]	
Since the course employs a small group discussion style, not only your presence in the class but your active participation in the discussion is essential for this course. Students are responsible for satisfying all academic objectives as defined by the instructor. Grading consists of " Evaluation 1 " 25%, " Evaluation2 " 25%, and " Participation " 50%. Criteria are different in each assignment, and we announce them in the class and make it clear and open to all students.	
[Textbooks]	
Not used	
[References, etc.]	
(Reference book) Introduced during class	
[Study outside of class (preparation and review)]	
This class requires minimum study out of the classroom/SDL requirement. Active participation in the classroom using research/findings from SDL is highly expected.	
[Other information (office hours, etc.)]	
Students are welcome to contact the teaching staff anytime. Meetings are possible with an email appointment in advance: Email subject line should start with [ClinCom] for all correspondence (email: yamada.yukari.3c@kyoto-u.ac.jp).	

Course number	U-LAS51 10012 SE48				
Course title (and course title in English)	臨床コミュニケーション (医・英)-E3 Clinical Communication (Medicine, English)-E3		Instructor's name, job title, and department of affiliation	Graduate School of Medicine Program-Specific Senior Lecturer, YAMADA YUKARI	
Group	Career Development		Field(Classification)	International Communication	
Language of instruction	English		Old group	Group C	Number of credits 2
Number of weekly time blocks	1	Class style	Seminar		Year/semesters 2023・First semester
Days and periods	Wed.2		Target year	2nd year students or above	Eligible students For science students
[Overview and purpose of the course]					
Successful communication helps us better understand people and situations, which is the cornerstone of patient-centered healthcare as well as in a research career. This course aims to develop effective (clear and sensitive) communication skills in English within both clinical and academic contexts.					
To achieve this goal, students will first learn and discuss how science communication can be difficult using a non-fiction history. Based on the awareness that each patient has their background and feeling, students will challenge to confront a misinformed patient about medicine/health as a student doctor, involving patient-doctor communication skills.					
To make the classroom more intensive and the learning experience more learner-centered so that students can explore topics in greater depth by themselves before/after participating in the classroom, we employ an alternate classroom/self-directed learning (SDL) format. While one group participates in classroom activity, the other group engages in SDL sessions outside the classroom, and vice versa.					
[Course objectives]					
By the end of the course, students will be able to: 1) improve communication skills in English, particularly listening and speaking comprehension. 2) collect and interpret relevant evidence, discuss it with other people, and demonstrate their argument. 3) understand the importance of reflective listening in medical counseling and be able to assimilate some of its principles.					
[Course schedule and contents]					
The course is run in collaboration with a part-time lecturer, Guita Youssefian, and several international medical graduate students as teaching assistants throughout the course.					
[1] Introduction/team assignment/ first try to listen to an episode about science and health/discussion					
<Science and Health> Goals: To improve English listening and speaking comprehension To summarize own thoughts and share them with others To understand how easily citizens can be misinformed despite scientific evidence [2] [3] Program1: Listen to one of the episodes and share it with others					
Continue to 臨床コミュニケーション (医・英)-E3(2)					

臨床コミュニケーション (医・英) -E3(2)					
[4] [5] Program2: Listen to one of the episodes and share it with others [6] [7] Evaluation1: Summarize the whole story and construct own argument and present it logically [8] Reflection1					
<Motivational Counselling> Goals: To know that reflective listening works to engage a person/patient who is not motivated to change. To experience a difference in feeling as a speaker between when having a reflective listener and having a deflective listener. To be able to talk with a misinformed person using motivational counseling skills [9] [10] Program3: Reflective listening/Overcoming barriers to empathy [11][12] Evaluation2: Demonstrate motivational interviewing in brief consultations with misinformed citizens [13] Reflection2					
[14] FUN ENGLISH: Audio /video to improve English conversation [15] Feedback & Make-up exam (Medical students) The schedule shown above is for one of the two groups. The other group starts with [14] followed by [2][3].					
[Course requirements]					
This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few international students from healthcare-related departments, with a short English proficiency test on the first day of the course.					
[Evaluation methods and policy]					
Since the course employs a small group discussion style, not only your presence in the class but your active participation in the discussion is essential for this course. Students are responsible for satisfying all academic objectives as defined by the instructor. Grading consists of " Evaluation 1 " 25%, " Evaluation2 " 25%, and " Participation " 50%. Criteria are different in each assignment, and we announce them in the class and make it clear and open to all students.					
[Textbooks]					
Not used					
[References, etc.]					
(Reference book) Introduced during class					
[Study outside of class (preparation and review)]					
This class requires minimum study out of the classroom/SDL requirement. Active participation in the classroom using research/findings from SDL is highly expected.					
[Other information (office hours, etc.)]					
Students are welcome to contact the teaching staff anytime. Meetings are possible with an email appointment in advance: Email subject line should start with [ClinCom] for all correspondence (email: yamada.yukari.3c@kyoto-u.ac.jp).					

Lecture code: W222003

Course number	U-LAS51 10012 SE48				
Course title (and course title in English)	臨床コミュニケーション (医・英)-E3 Clinical Communication (Medicine, English)-E3	Instructor's name, job title, and department of affiliation	Graduate School of Medicine Program-Specific Senior Lecturer, YAMADA YUKARI		
Group	Career Development	Field(Classification)	International Communication		
Language of instruction	English	Old group	Group C	Number of credits	2
Number of weekly time blocks	1	Class style	Seminar	Year/semesters	2023・First semester
Days and periods	Wed.3	Target year	2nd year students or above	Eligible students	For science students
[Overview and purpose of the course]					
Successful communication helps us better understand people and situations, which is the cornerstone of patient-centered healthcare as well as in a research career. This course aims to develop effective (clear and sensitive) communication skills in English within both clinical and academic contexts.					
To achieve this goal, students will first learn and discuss how science communication can be difficult using a non-fiction history. Based on the awareness that each patient has their background and feeling, students will challenge to confront a misinformed patient about medicine/health as a student doctor, involving patient-doctor communication skills.					
To make the classroom more intensive and the learning experience more learner-centered so that students can explore topics in greater depth by themselves before/after participating in the classroom, we employ an alternate classroom/self-directed learning (SDL) format. While one group participates in classroom activity, the other group engages in SDL sessions outside the classroom, and vice versa.					
[Course objectives]					
By the end of the course, students will be able to: 1) improve communication skills in English, particularly listening and speaking comprehension. 2) collect and interpret relevant evidence, discuss it with other people, and demonstrate their argument. 3) understand the importance of reflective listening in medical counseling and be able to assimilate some of its principles.					
[Course schedule and contents]					
The course is run in collaboration with a part-time lecturer, Guita Youssefian, and several international medical graduate students as teaching assistants throughout the course.					
[1] Introduction/team assignment/ first try to listen to an episode about science and health/discussion					
<Science and Health> Goals: To improve English listening and speaking comprehension To summarize own thoughts and share them with others To understand how easily citizens can be misinformed despite scientific evidence [2] [3] Program1: Listen to one of the episodes and share it with others					
Continue to 臨床コミュニケーション (医・英)-E3(2)					

臨床コミュニケーション (医・英) -E3(2)
[4] [5] Program2: Listen to one of the episodes and share it with others [6] [7] Evaluation1: Summarize the whole story and construct own argument and present it logically [8] Reflection1
<Motivational Counselling> Goals: To know that reflective listening works to engage a person/patient who is not motivated to change. To experience a difference in feeling as a speaker between when having a reflective listener and having a defective listener. To be able to talk with a misinformed person using motivational counseling skills [9] [10] Program3: Reflective listening/Overcoming barriers to empathy [11][12] Evaluation2: Demonstrate motivational interviewing in brief consultations with misinformed citizens [13] Reflection2
[14] FUN ENGLISH: Audio /video to improve English conversation [15] Feedback & Make-up exam (Medical students) The schedule shown above is for one of the two groups. The other group starts with [14] followed by [2][3].
[Course requirements]
This course is primarily for the 2nd year students in the Faculty of Medicine, but we welcome a few international students from healthcare-related departments, with a short English proficiency test on the first day of the course.
[Evaluation methods and policy]
Since the course employs a small group discussion style, not only your presence in the class but your active participation in the discussion is essential for this course. Students are responsible for satisfying all academic objectives as defined by the instructor. Grading consists of " Evaluation 1 " 25%, " Evaluation2 " 25%, and " Participation " 50%. Criteria are different in each assignment, and we announce them in the class and make it clear and open to all students.
[Textbooks]
Not used
[References, etc.]
(Reference book) Introduced during class
[Study outside of class (preparation and review)]
This class requires minimum study out of the classroom/SDL requirement. Active participation in the classroom is highly expected based on Self Directed Learning.
[Other information (office hours, etc.)]
Students are welcome to contact the teaching staff anytime. Meetings are possible with an email appointment in advance: Email subject line should start with [ClinCom] for all correspondence (email: yamada.yukari.3c@kyoto-u.ac.jp).

Lecture code: W224001 for Mon/4

Lecture code: W224002 for Mon/5

Course number		U-LAS51 10014 SB48					
Course title (and course title in English)	科学コミュニケーションの基礎と実践 (薬・英) A-E3			Instructor's name, job title, and department of affiliation	Graduate School of Pharmaceutical Sciences Program-Specific Associate Professor, CAMPBELL, Douglas Simon		
	Theory and Practice in Scientific Writing and Discussion (Pharmaceutical Sciences, English)A-E3						
Group	Career Development		Field(Classification)	International Communication			
Language of instruction	Japanese and English		Old group	Group C	Number of credits	2	
Number of weekly time blocks	1	Class style	Seminar		Year/semesters	2023・First semester	
Days and periods	Mon.4/Mon.5		Target year	2nd year students or above		Eligible students	For science students
[Overview and purpose of the course]							
<p>"Theory and Practice in Scientific Writing and Discussion" will provide students with the basics of scientific English.</p> <p>Expressions and vocabulary used in scientific texts are different from everyday English. When giving a presentation or a seminar, or writing a report or research manuscript, it is critical to use a well organized and precise language so that the ideas and discoveries are well communicated.</p> <p>This course is mainly targeted to students who wish to pursue a scientific career, especially in research. Although learning new vocabulary and grammar is a substantial part of this course, the emphasis will be put on practice.</p>							
[Course objectives]							
<p>To acquire basic knowledge on the structure and vocabulary of scientific English (biology, physics, chemistry).</p> <p>To be able to build sentences using the vocabulary and grammar they have learned.</p> <p>To learn English names of common scientific tools.</p> <p>To be able to accurately describe dimensions and relative positions of objects, scientific equations, chemical reactions and other scientific concepts.</p> <p>To be able to communicate scientific content in English in a relaxed manner and without hesitation.</p>							
[Course schedule and contents]							
<ol style="list-style-type: none"> 1. What is Scientific English? (1 week) 2. The basic units and dimensions, numerals, enunciation and comprehension of complex numbers and equations. (1 week) 3. Chemicals and chemical reactions. (1 week) 4. Latin and Greek roots of modern scientific English. (1 week) 5. How to describe the relative position and dimensions of an object, descriptions of movements and force, basic human and animal anatomy. (3 weeks) 6. Mid-term exam / Description of experimental setups (1 week) 7. Description of experimental setups in Biology and Chemistry. (2 weeks) 8. Listening to a scientific presentation/TV program and asking questions on its content (2 weeks) 9. Introduction to giving presentations - Elevator Pitch / self- introduction and Scientific-flash talks (3 weeks) Presentations 10. Presentations and Feedback (1 week) 							
Continue to 科学コミュニケーションの基礎と実践 (薬・英) A-E3(2)							

科学コミュニケーションの基礎と実践 (薬・英) A-E3(2)	
[Course requirements]	
Students uncomfortable in social interactions may find this course challenging.	
[Evaluation methods and policy]	
<ul style="list-style-type: none"> - Class participation (answering and asking questions or discussion, 40%). - Midterm exam (30%) - Assignments (such as role play in Laboratory or Pharmacy, elevator pitch / self introduction, scientific flash talk, 30%). <p>The balance between the above will be dependent on the number of assignments given.</p>	
[Textbooks]	
<p>Anthony FW FOONG 『Comprehensive Scientific English (A) 4th Edition』 (IMEX, Japan) ISBN:978-4-9905790-2-9 (4th edition, April 2020)</p> <p>OpenStax Biology, Anatomy and Physiology, Chemistry and Physics, freely available to download at the URL below.</p>	
[References, etc.]	
<p>(Reference book)</p> <p>Introduced during class</p> <p>References and articles will also be given via Panda.</p> <p>(Related URL)</p> <p>https://openstax.org/subjects</p>	
[Study outside of class (preparation and review)]	
Review from the textbook, listening exercises on the CDs, class material and preparation for assignments to be presented either in class or submitted.	
[Other information (office hours, etc.)]	
The contents of the syllabus are a guide to the content of the course, the exact content may change. Input from students is very welcome to suggest aspects of scientific English to cover in the course. I am always happy to discuss with students, please contact me via email in the first instance.	

Course number		U-LAS51 10031 SB48					
Course title (and course title in English)	理系のための英語プレゼンテーション入門 (理・英) -E3			Instructor's name, job title, and department of affiliation	Part-time Lecturer, KANZAWA KATSUNORI		
	Introduction to English Presentation for Science Students (Science, English)-E3						
Group	Career Development		Field(Classification)	International Communication			
Language of instruction	Japanese and English		Old group	Group C	Number of credits	2	
Number of weekly time blocks	1	Class style	Seminar		Year/semesters	2023・First semester	
Days and periods	Tue.5		Target year	2nd year students or above		Eligible students	For science students
[Overview and purpose of the course]							
<p>In this course, students will work on their research projects and present and discuss the findings in English. Through the process, students will learn how to conduct research and develop English "four skills," especially writing and presentation abilities.</p> <p>This course is mainly targeted at students of second-year or above of the Faculty of Science. Therefore, students must choose research topics related to science. Also, this course is designed for students with a basic to intermediate level of English proficiency. Students should consider their English level before taking the course.</p> <p>この授業では、受講生自身がリサーチプロジェクトに取り組み、その成果を英語で発表し、議論する。その過程でリサーチの方法を身につけるとともに、英語4技能、とりわけライティング能力、プレゼンテーション能力といった発信力に関わる技能の強化を目指す。</p> <p>この授業は理学部2年生以上を主な対象とする。したがって、リサーチのトピックは理系のものに限定する。また、英語習熟度が中程度からやや低めの学生を対象とする。自身の英語レベルを考慮した上で受講すること。</p>							
[Course objectives]							
<ol style="list-style-type: none"> Students will be able to present and discuss academic content in English. Students will be able to write academic content in English. Students will be able to carry out research independently. <ol style="list-style-type: none"> アカデミックな内容に関して、英語で発表し、議論する。 アカデミックな内容に関して、英語でライティングができる。 自らリサーチを進めることができる。 							
[Course schedule and contents]							
<p>Weeks 1 to 8 will be assigned for a group slide presentation, and Weeks 9 to 15 for an individual poster presentation.</p> <p>The detailed schedule is as follows.</p> <p>Week 1: Orientation. Attendance is required because students will be assigned to groups.</p> <p>Weeks 2-7: Decide on a research theme and conduct research for the final presentation. Students are required to give a mid-term presentation during Week 6.</p> <p>Week 8: Final presentation</p> <p>Weeks 9-14: Decide on a research theme and conduct research for the final presentation. Feedback on the group slide presentation is conducted during Week 9. Students are required to give a mid-term presentation during Week 13.</p>							
Continue to 理系のための英語プレゼンテーション入門(理・英)-E3(2)							

理系のための英語プレゼンテーション入門(理・英)-E3(2)	

<p>Week 15: Final presentation</p> <p>Week 16: Feedback</p> <p>前半(第1~8週)はグループでのスライド発表、後半(第9~15週)は個人でのポスター発表を行う。</p> <p>具体的な予定は以下の通り。</p> <p>第1週目はオリエンテーションを行う。グループ分けを行うため、必ず出席すること。</p> <p>第2~7週目は最終発表に向け、テーマを決め、リサーチを行う。第6週目に中間発表を行う。</p> <p>第8週目に最終発表を行う。</p> <p>第9~14週目は最終発表に向け、テーマを決め、リサーチを行う。第9週目にグループでのスライド発表のフィードバック(振り返り)を行う。第13週目に中間発表を行う。</p> <p>第15週目に最終発表を行う。</p> <p>第16週目にフィードバックを行う。</p>	
[Course requirements]	
No specific requirements. The number of students will be limited. Details will be announced on KULASIS. 特になし。授業の性格上、受講希望者の人数を制限予定である。KULASISで別途周知するので確認すること。	
[Evaluation methods and policy]	
<ol style="list-style-type: none"> Group slide presentation: 25% Individual poster presentation: 25% Research sheet: 20% Feedback sheet: 15% Active participation in the class: 15% <p>Students who miss more than three classes will be disqualified.</p> <ol style="list-style-type: none"> グループでのスライド発表: 25% 個人でのポスター発表: 25% リサーチシート: 20% フィードバックシート: 15% 授業への積極的な参加: 15% <p>4回以上欠席すると不合格となる。</p>	
[Textbooks]	
Course materials will be provided by the lecturer. 教員が配布する。	
[References, etc.]	
(Reference book)	
Introduced during class	
[Study outside of class (preparation and review)]	
<p>This course will be based on the students' research. Therefore, students will need to conduct research and complete the PowerPoint slides and posters outside the classes. Students will also be required to prepare reports such as research sheets and feedback sheets.</p> <p>この授業は受講生のリサーチに基づいて進められる。したがって、受講生は授業外にリサーチを行い、スライドやポスターを完成させる必要がある。また、リサーチシートやフィードバックシートなどのレポートを作成することを求められる。</p>	
Continue to 理系のための英語プレゼンテーション入門(理・英)-E3(3)	

理系のための英語プレゼンテーション入門(理・英)-E3(3)

[Other information (office hours, etc.)]

This course is mainly based on group work. Questions about the course will be welcomed before and after the classes as well as via e-mail.

この授業はグループワークが中心となる。授業に関する質問は、授業の前後に受け付けるほか、授業中に知らせる教員メールアドレスでも受け付ける。

Lecture code: Z001027

Course number	U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー : 分子細胞生物学入門 (英語講義) ILAS Seminar : Introduction to Molecular Cell Biology		Instructor's name, job title, and department of affiliation	Graduate School of Biostudies Associate Professor, GUY, Adam Tsuda	
Group	Seminars in Liberal Arts and Sciences	Number of credits	2	Number of weekly time blocks	1
Class style	Seminar	Year/semesters	2023・First semester	Quota (Freshman)	20 (15)
Target year	Mainly 1st year students	Eligible students	For all majors	Days and periods	Mon.5
Classroom	Seminar room 24, ILAS Bldg.			Language of instruction	English (Japanese commentary)
Keyword	分子細胞生物学 / 英語 / Molecular Biology / Cell Biology / English				
[Overview and purpose of the course]					
<p>ミクロ系生物学 (分子生物学・細胞生物学等) の英語での入門講義です。生物学の基礎知識を英語で学ぶ事を目的としています。英語資料を読み、現代の生命科学がどのように発展したか、補助的な資料を提示しつつ解説します。質疑応答はできるだけ英語でもしてもらいます。分かり難い場合は適宜日本語での説明も付け加えますので、生物学・英語どちらかの知識が少なくても心配ありません。</p> <p>This class is an introduction to molecular cell biology, in English. The objective of this class is to introduce students to the basic fundamentals of molecular cell biology, whilst gaining confidence in English listening and speaking skills at the same time. We will start at the most very basic level of atoms and simple chemistry, going on to learn about biological macromolecules, the Central Dogma of Molecular Biology, and learn some fundamentals of bioenergetics and cell structure and function. Later in the course we will touch on some slightly more advanced topics including DNA technology, cancer and genetic diseases, and evolutionary biology.</p>					
[Course objectives]					
<p>The course objective is to acquire, in English, knowledge of concepts in biochemistry, molecular biology and cell biology, leading to basic appreciation of the fundamentals of biology.</p> <p>基礎的な生化学、分子生物学、細胞生物学の知識が得られる。日本人学生にとっては、教員からの基礎的な質問への返答を英語ですることにより、積極的な授業への参加姿勢が身に付く。</p>					
[Course schedule and contents]					
<p>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。 授業回数はフィードバックを含め全15回とする</p> <p>The class schedule is flexible, and in the latter half of the course I usually give the students the choice of what topics to study. In principle, the schedule is as follows:</p> <ol style="list-style-type: none"> 1. Introductory Lecture 2. The Chemistry of Life 					
Continue to ILASセミナー : 分子細胞生物学入門 (英語講義) (2)					

ILASセミナー : 分子細胞生物学入門 (英語講義) (2)
<ol style="list-style-type: none"> 3. Water, Carbon and Biological Macromolecules 4. Biological Macromolecules II 5. Energy and Life 6. Cell Structure and Function 7. The Central Dogma 8. The Central Dogma II 9. The Central Dogma III 10. Cell Division 11. DNA Technology 12. Cancer and Genetic Diseases 13. Introduction to Evolution 14. Evolution, Science & Society 15. Exam Class (written assignments due) 16. Feedback Class
[Course requirements]
<p>High school-level chemistry or biology is required, and both is recommended. Intermediate ability of English conversation is recommended. However, the most important requirement is that students should be enthusiastic and motivated to learn about biomedical science topics in English.</p>
[Evaluation methods and policy]
<p>Class participation (50%); one coursework written assignment/essay (50%). The written assignment must be submitted by Class 15 (exam day). Students have a choice of several topics for their essay.</p>
[Textbooks]
<p>Not used Lecture handouts will be provided for each class.</p>
[References, etc.]
<p>(Reference book) Introduced during class</p>
[Study outside of class (preparation and review)]
<p>Students may need 2-3 hours per week to review the lecture materials, and look up any background or English as necessary. Some students may know the subjects already but need to learn the English vocabulary; other students may have good English skills but need to learn biology. Therefore, preparation and review work may involve a balance of reading about biology and acquisition of English technical vocabulary.</p>
[Other information (office hours, etc.)]
<p>In principle, anytime. Please contact the instructor by e-mail if you have any questions. For consultations about course-related matters outside class hours, please make an appointment directly or by e-mail.</p>

Course number	U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー : 労働社会学入門 ILAS Seminar : Introduction to Sociology of Work	Instructor's name, job title, and department of affiliation	Graduate School of Letters Associate Professor, Stephane Heim		
Group	Seminars in Liberal Arts and Sciences	Number of credits	2	Number of weekly time blocks	1
Class style	Seminar	Year/semesters	2023・First semester	Quota (Freshman)	8 (8)
Target year	Mainly 1st year students	Eligible students	For all majors	Days and periods	Tue.5
Classroom	Seminar room 1, Faculty of Letters Main Bldg. (Main Campus)			Language of instruction	Japanese and English
Keyword	Sociology of Work / Automotive Industry / Toyota Motor Corporation / Battery manufacturing / Labor unions				
[Overview and purpose of the course]					
<p>This seminar will focus on the labor conditions in the development and manufacturing of batteries for electric vehicles (EVs) in Japan. Since the Financial Crisis in 2008, the EV industry has been especially expanding in China, and new Chinese car and battery makers dominate this industry. They not only redefine the international division of labor in the automotive industry, but they also create new forms of precarious working and employment conditions. The question of how "traditional car makers" adapt themselves to this "industrial revolution" is a central question for economists and sociologists.</p> <p>This seminar is dedicated to a case study of the EV development and labor conditions of the world largest car maker, Toyota. From the perspective of sociology of work, we will inquire the technical and social division of labor that emerges at Toyota's EV development and manufacturing plants. This case study aims at analyzing the new forms of work, employment conditions, and skills in a traditional industry evolving in an unforeseen manner.</p>					
[Course objectives]					
<p>1. Students will acquire a strong knowledge on the automotive industry, and more specifically the Japanese one. This covers several aspects such as industrial policies, firms' production organization, and division of labor at the industrial, firm, and workplace levels.</p> <p>2. Students will develop skills in the elaboration of fieldwork research related to Sociology of work. A 2-day fieldwork research at 2 plants of Primearth EV Energy (a subsidiary of Toyota Motor Corporation that is manufacturing batteries) in the Shizuoka Prefecture, including interviews with the firm's representatives, workers, and labor unions, and also the factories visits is planned.</p> <p>3. Students will learn about the dynamic processes of industrial and working re-organization during a period of rapid industrial evolution. The current large introduction of electronics and batteries in the automotive industry is a unique chance to observe and analyze such rare "manufacturing and labor revolutions".</p>					
[Course schedule and contents]					
<p>Week 1. Introduction: Automotive Industries and Labor Relations</p> <p>Week 2. The Development of the Electric Vehicle Industry: new geopolitics</p> <p>Week 3. The Development of the Electric Vehicle Industry: Japanese battery and car makers</p> <p>Week 4. Employment relations in the Japanese Automotive Industry</p> <p>Week 5. Working and Labor conditions at Toyota</p>					

Continue to ILASセミナー : 労働社会学入門(2)					

ILASセミナー : 労働社会学入門(2)

<p>Week 6. Toyota in Aichi and Shizuoka Prefectures</p> <p>Week 7. The Toyota Group and development of EVs</p> <p>Week 8. Literature review on labor conditions in the EV industry</p> <p>Week 9. Preparation of interview guideline on the labor conditions at Toyota and Primearth EV energy</p> <p>Week 10. Preparation of interviews of firms' representatives, workers and labor unions</p> <p>Week 11. Preparation of the fieldwork research: technical dimensions of battery manufacturing</p> <p>Week 12. Preparation of the fieldwork research: labor dimensions of battery manufacturing</p> <p>Week 13. Preparation of the fieldwork research: Labor unions in Aichi and Shizuoka Prefectures</p> <p>Week 14. Final Preparation, fieldwork research</p> <p>Week 16. Feedback class</p>
[Course requirements]
None
[Evaluation methods and policy]
Final Report (100%)
[Textbooks]
Instructed during class
[References, etc.]
(Reference book)
Introduced during class
[Study outside of class (preparation and review)]
参考書等に目を通すこと
[Other information (office hours, etc.)]

Course number	U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) ILAS Seminar :Scripts and Written Artefacts		Instructor's name, job title, and department of affiliation	Graduate School of Letters Program-Specific Senior Lecturer, Tao PAN	
Group	Seminars in Liberal Arts and Sciences	Number of credits	2	Number of weekly time blocks	1
Class style	Seminar	Year/semesters	2023・First semester	Quota (Freshman)	10 (10)
Target year	Mainly 1st year students	Eligible students	For all majors	Days and periods	Tue.5
Classroom	Faculty of letters, Pan office, 4F (Main Campus)			Language of instruction	English
Keyword	script / language / manuscript				
[Overview and purpose of the course]					
In this seminar several important scripts and writing systems will be introduced. Not only the writing systems of Indo-European languages (Greek, Latin, Sanskrit, etc.) but also non-Indo-European languages (Egyptian, Akkadian, etc.) will be analysed in detail. Besides scripts numerous examples of written artefacts and manuscript cultures will be presented. Based on the knowledge of scripts and ancient languages, several reading exercises are planned to facilitate the understanding of writing cultures.					
[Course objectives]					
The participants will gain basic knowledge of various scripts, logic of writings systems and development of writing cultures.					
[Course schedule and contents]					
Week #01 Writing Systems in the World 1.1. General Introduction 1.2. Logic of Writing and Typology of Scripts 1.3. Logogram (表語文字) vs Phonogram (表音文字) {grapheme 書記素} Logogram: logo-consonantal (Egyptian hieroglyph) vs logo-syllabic (Hittite cuneiform); Phonogram: alphabetic vs syllabic. 1.4. Interplay between Scripts and Languages (e.g. Scripts and Word Forms, cf. Katakana) References: The worlds writing systems; Handbook of Comparative and Historical Indo-European Linguistics Volume 1, 5. The writing systems of Indo-European;					
Week #02 Writing Systems of Indo-European Languages Part 1 2.1. Alphabetic Greek 2.2. Case Study: Venetus A Manuscript of Iliad 2.3. Case Study: Plato (Stephanus Plato edition 1578; A Manuscript Paris Gr. 1807)					
Week #03 Writing Systems of Indo-European Languages Part 2 3.1. Mycenaean Greek Script (Linear B) 3.2. Case Study: Documents KN Ca 895 and PY Ta 722					
Continue to ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (2)					

ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (2)					

Week #04 Writing Systems of Indo-European Languages Part 3 4.1. Gothic Alphabet and Runic Script 4.2. Case Study: Gothic Codex-Argenteus Gospel of Mark 4.3. Latin Letters (Etruscan and Greek Letters)					
Week #05 Writing Systems of Indo-European Languages Part 4 5.1. Brahmi Script, Story of Decipherment 5.2. Case Study: Asoka Inscription in Brahmi; 5.3. Case Study: Read Sanskrit Manuscript (Udanavarga, Catalogue System "SHT")					
Week #06 Writing Systems of Indo-European Languages Part 5 6.1. Kharosthi Script 6.2. Case Study: Asoka Inscription in Kharosthi; 6.3. Case Study: Coins in Greek and Gandhari 6.4. Historical Development of Brahmi and Kharosthi Script References: Salomon 1998 Indian epigraphy; Falk 2006 Asokan Sites and Artefacts; Handout (glass_salomon_kharosthi); A companion to linear B Mycenaean Greek texts and their world 1; Introduction a 1 'Avesta; Outline of the Historical and Comparative Grammar of Latin 2020; Website: http://www.indoskript.org ; http://calibra.classics.cam.ac.uk ; https://damos.hf.uio.no/1 ; The Story of Decipherment From Egyptian Hieroglyphs to Maya Script; The Luwians.					
Week #07 Writing Systems of Indo-European Languages Part 6 7.1. Avestan Script 7.2. Case Study: Yasna Manuscript in Kopenhagen 7.3. The Multimedia Yasna References: https://muya.soas.ac.uk/tool/film-multimedia/ , Avestan Digital Archive (https://ada.geschkult.fu-berlin.de/), Narten 1986 Der Yasna Haptanhaiti.					
Week #08 Writing Systems of Indo-European Languages Part 7 8.1. Hittite Cuneiform 8.2. Case Study: CTH 360 Appu Story References: Hethitisches Zeichenlexikon; StBoT14.					
Week #09 Writing Systems of Indo-European Languages Part 8 9.1. Hieroglyph Luvian 9.2. Case Study: Ivriz Luwian Hieroglyph; Karkamis A11					
Week #10 Writing Systems of non-Indo-European Languages 10.1. Egyptian Hieroglyph 10.2. Case Study: Cartouches of Pharaohs; Meir Tomb; References: Grosses Handwoerterbuch Aegyptisch-Deutsch; Einfuehrung in die hieroglyphisch-aegyptische Schrift und Sprache; Grundriss der akkadischen Grammatik; How to read Egyptian hieroglyphs.					
Week #11 Western Manuscripts 11.1. General Introduction 11.2. Western Manuscripts (Greek, Latin, Old Church Slavonic, Gothic, Old High German, Old Icelandic, etc.)					

Continue to ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (3)					

11.3. Papyrus, Parchment and Codex

Week #12 Oriental Manuscripts (discovered along the Silk Roads)

12.1. General Introduction

12.2. Oriental Manuscripts (Gandhari, Sanskrit, Khotanese, Tocharian, Chinese, etc.)

12.3. Differences and Similarities between Western and Oriental Manuscripts

References: Manuscript Cultures Mapping the Field; One-Volume Libraries Composite and Multiple-Text Manuscripts

Website: Homer (Venetus A): <http://beta.hpcc.uh.edu/hmt/archive-dl/VenetusA/>; Aeneas: https://digi.vatlib.it/view/MSS_Vat.lat.3867; Gothic: <http://www.alvin-portal.org/alvin/view.jsf?pid=alvin-record%3A173610&dswid=7503>; Old High German: <http://www.handschriftencensus.de/werke>; Etymologisches Woerterbuch des Althochdeutschen; Kommentar zu den Liedern der Edda / Band 1; Old Icelandic: <http://www.germanicmythology.com/works/CODEXREGIUS.html>; Old English: <https://ebeowulf.uky.edu/ebeo4.0/CD/main.html>; Sanskrit: <http://idp.bbaw.de/>; Gandhari: <https://gandhari.org/>; Avestan: <https://ada.geschkult.fu-berlin.de>

3A173610&dswid=7503 ; Old High German: <http://www.handschriftencensus.de/werke> ; Etymologisches

Woerterbuch des Althochdeutschen; Kommentar zu den Liedern der Edda / Band 1; Old Icelandic: <http://www.germanicmythology.com/works/CODEXREGIUS.html>;

Old English: <https://ebeowulf.uky.edu/ebeo4.0/CD/main.html> ; Sanskrit: <http://idp.bbaw.de/> ; Gandhari: <https://gandhari.org/> ; Avestan: <https://ada.geschkult.fu-berlin.de>

fu-berlin.de

Week #13 Presentations of Students Part 1

Week #14 Presentations of Students Part 2

Week #15 Feedback

[Course requirements]

None

[Evaluation methods and policy]

The course is conducted in form of lectures. The participants will be asked to prepare short presentations based on further reading materials. These presentations will either provide further details to the topics dealt with before, or introduce new topics.

1. Attendance + Participation 50%

2. Presentation on seminar topics 50%

[Textbooks]

Instructed during class

Please refer to "Course schedule and contents" for the course texts and materials.

[References, etc.]

(Reference book)

Introduced during class

Please refer to "Course schedule and contents" for the course texts and materials.

[Study outside of class (preparation and review)]

The participants are expected to review the course content covered in the previous sessions and prepare the reading materials assigned after each session.

[Other information (office hours, etc.)]

オフィスの詳細については、KULASISで確認してください。(Please visit KULASIS to find out about office hours.)

Continue to ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (4)

Course number	U-LAS70 10002 SE50				
Course title (and course title in English)	ILAS Seminar-E2 :Contemporary History (現代史) ILAS Seminar-E2 :Contemporary History	Instructor's name, job title, and department of affiliation	Graduate School of Human and Environmental Studies Senior Lecturer,BHATTE, Pallavi Kamlakar		
Group	Seminars in Liberal Arts and Sciences	Number of credits	2	Number of weekly time blocks	1
Class style	Seminar	Year/semesters	2023 • First semester	Quota (Freshman)	15 (15)
Target year	Mainly 1st year students	Eligible students	For all majors	Days and periods	Tue.5
Classroom	Seminar room 22, ILAS Bldg.			Language of instruction	English
Keyword	Nationalism / Independence Movements / Decolonization / Imperialism / Colonialism				
(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.)					
[Overview and purpose of the course]					
This is an undergraduate introductory course, providing students an understanding of nationalist and independence movements.					
The ultimate goal of this course is to provide a platform for students to engage in investigating significant questions and debates in Contemporary History.					
[Course objectives]					
This course aims to help students: 1. Acquire various academic language skills necessary to develop reading, thinking and writing in English. 2. In using Primary and Secondary Sources effectively. 3. In areas such as acquisition of historical analysis, interpretation, and content literacy skills.					
[Course schedule and contents]					
The course will cover themes relating to Nationalist and Independence movements in Africa and Asia and post-1945 Central European States.					
Week 1: Introduction to the Course and Overview					
Case Study on five States mentioned below:					
Week 2 to Week 4: Zimbabwe					
Week 5 to Week 7: India & Pakistan					
Week 8 to Week 10: Vietnam					
Week 11 to Week 13: Czechoslovakia					
Week 14: Poland					
Final week: Feedback & Summary of the Course					
*Note: This syllabus will be subject to changes and/or revisions					
Continue to ILAS Seminar-E2 :Contemporary History (現代史) (2)					

ILAS Seminar-E2 :Contemporary History (現代史) (2)
[Course requirements]
None
[Evaluation methods and policy]
Method: Giving students exposure to presentation skills and academic writing and enabling them to understand the basic rules thereof. 1. Providing students with opportunities to receive guidance on academic writing skills. 2. Providing students with opportunities for presentation and discussion
Evaluation: Students are continuously evaluated by class participation and activity (20%); presentation (30%);reports(50%) submitted on assigned Case Study topics dealt with in the Course.
[Textbooks]
Not used Readings will be introduced and distributed in class.
[References, etc.]
(Reference book) Introduced during class
[Study outside of class (preparation and review)]
Students are expected to participate in discussions and group activities with their classmates in English.
[Other information (office hours, etc.)]
Tuesdays 1:30-2:30 pm, and by appointment; email *in advance* to meet in person or set up remote meeting (via Zoom) during office hours. Please visit KULASIS to find out about office hours.
Inclusivity & Classroom Behavior: Please be respectful to everyone and everything in class. I will remain mindful of the need to foster an inclusive academic environment and ask you to do the same. If you have any specific needs related to accessibility, please discuss them with me, confidentially, as soon as possible.
Academic Integrity: Written work submitted throughout the course should adhere to the standards of academic honesty, as defined in the Kyoto University Student Handbook.

Lecture code: Z002025

Course number	U-LAS70 10002 SE50				
Course title (and course title in English)	ILAS Seminar-E2 :Smart Materials (Innovations in Materials Chemistry) (スマートマテリアル-材料化学の革新)		Instructor's name, job title, and department of affiliation	Graduate School of Engineering Senior Lecturer, LANDENBERGER, Kira Beth	
Group	Seminars in Liberal Arts and Sciences	Number of credits	2	Number of weekly time blocks	1
Class style	Seminar	Year/semesters	2023・First semester	Quota (Freshman)	15 (15)
Target year	Mainly 1st year students	Eligible students	For all majors	Days and periods	Thu.5
Classroom	3B, Yoshida-South Campus Academic Center Bldg. North Wing			Language of instruction	English
Keyword	stimuli responsive / self-healing / shape-memory / drug delivery systems / biomimetic				
[Overview and purpose of the course]					
This course is intended to equip students with a basic understanding of what “ smart materials ” are and how these materials are present both in current research and the world around them. This course also aims to encourage students to be more creative in their own future studies and research. The course will focus on basic stimuli-sensitive materials in the beginning and then on smart material systems in the second half of the class.					
[Course objectives]					
This course will provide students with a broad overview and introduction to “ smart materials ” as present in current research and current applications. The research topics will consider various “ smart materials ” including stimuli-responsive materials, drug delivery systems, self-healing materials, shape memory materials and various biomimetic systems. Students will be asked to engage in the course material more fully by preparing a semester project as well as completing occasional tasks outside of class throughout the semester.					
[Course schedule and contents]					
Introduction to Smart Materials Thermoresponsive Materials Light Responsive Materials Magnetic Materials Piezoelectric Materials Ion, pH and Electroresponsive Materials Research and Presentations Methods Self-Healing Materials Shape Memory Materials Drug Delivery Systems Biomimetic Materials (2 Seminars) Smart Surfaces (2 Seminars) Final Presentations (instead of a final exam; depending on the number of students and the needs of the course this will take place over the exam and/or the feedback session)					
----- Continue to ILAS Seminar-E2 :Smart Materials (Innovations in Materials Chemistry) (スマートマテリアル-材料化学の革新) (2)					

ILAS Seminar-E2 :Smart Materials (Innovations in Materials Chemistry) (スマートマテリアル-材料化学の革新) (2)	
[Course requirements]	
None	
[Evaluation methods and policy]	
Class attendance and participation (45%), homework (10%) and a semester presentation (45%).	
[Textbooks]	
Not used Handouts will be provided as necessary.	
[References, etc.]	
(Reference book)	
Mel Schwartz 『 Smart Materials 』 (CRC Press) ISBN:9781420043723 (A useful resource for the course)	
Xu Hou 『 Design, Fabrication, Properties and Applications of Smart and Advanced Materials 』 (CRC Press) ISBN:9781498722483 (A useful resource for the course)	
[Study outside of class (preparation and review)]	
Students will be asked to prepare a short oral presentation for the end of the semester. Additionally, to encourage students to engage with the course material throughout the semester, short assignments will occasionally be given.	
[Other information (office hours, etc.)]	
Office hours by request.	