Tokai University

2019
Bachelor's classes taught in English
Courses taught in English

Course of Global Japanese Studies [Spring]
(Undergraduate course)

<table>
<thead>
<tr>
<th>Day</th>
<th>Period</th>
<th>Grade No.</th>
<th>Course No.</th>
<th>Credit</th>
<th>Subject</th>
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Courses taught in English

Course of Global Japanese Studies [Fall]
(Undergraduate course)

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Courses taught in English

Department of International Studies
(Undergraduate course)

[Spring]

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[Fall]
(Undergraduate course)

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2019

Course of
Global Japanese Studies
(Undergraduate course)

Subjects taught in English

*Class schedule is subject to change
Spring Semester
Earth environmental problem including global warming is one of the most serious issues that human beings are facing in the 21st century. To become an international citizen, it is quite important to know about the earth environment problems and have the ability of discussing on the issue with people from overseas. In this lecture, various earth environment problems are introduced in plain English using many satellite images. The technology of observing the earth from space is called remote sensing. The themes of the lectures are listed below.

Through the lectures, the students will be requested to do researches on particular theme of interest and report during the class. The earth environment problem will be discussed by all the students from international point of view. The lectures are based on science and technology.

However, the lectures will be prepared understandable even to the students from social science background.

【Schedule】
1. Guidance
2. What is a sustainability??
3. Looking the earth environment from space
4. What is Remote Sensing
5. What to research／How to research
6. Thinking about global warming
7. Thinking about water environment
8. Deforestation of Amazon
9. Reports on progress from students
10. Ozone hole and ultraviolet
11. Let's think about a new environmental friendly energy.
12. Debris in the Pacific Ocean
13. Prepare Presentation, Rehearsal
14. Final reports from students and discussion

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<tr>
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<td>Mon</td>
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<td>ADVANCED SUSTAINABLE ENGINEERING</td>
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</table>
In this course, participants study the relationship between Japan or Japanese people and various regions in the world. Through this study, participants always need to think interesting points and come up with some questions: for example, the relationship of Japan and the world; the structure of Japanese society; a wide-range of views of Japan from the world. Also, by doing discussions and presentations in this course, participants realize various behavioral patterns and mentalities of Japanese people and consider what Japanese identity and social phenomenon are by means of understanding of others.

This course includes various aspects: Language and culture, Education system, Factors of human behavior in different societies. Therefore, participants always need to think diverse problems, and needless to say that active attitudes and participation are mandatory in this course.

**Schedule**
1. Guidance
2. Basic Idea for Writing an Academic Paper 1
3. Basic Idea for Writing an Academic Paper 2
4. Education System in Japan: Its History
5. Education System in Japan: Its History
6. Effects of Education System in Japan: The Past
7. Effects of Education System in Japan: The Present
8. Human behavior and interactions
9. National character and mentality of the East and West 1
10. National character and mentality of the East and West 2
11. Influence of education on human behavior
12. Presentation Preparation Day
13. Final Presentation Day 1
14. Final Presentation Day 2

**Goal**
1. Ability to Challenge: Positive and active attitudes toward each class
2. Ability of Gathering: Summarize what you do and what your group discusses
3. Presentation Skills: Having flexible and creative thoughts
【Summary】
「JAPANESE STUDIES SPECIALITIES PROJECT A」 is a Project Based Learning by the project team, which is one of the educational programs for fostering the four powers of self-thinking ability, gathering ability, challenging ability and accomplishment ability.

Project based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

In Gold Standard PBL, projects are focused on student learning goals and include Essential Project Design Elements.

【Schedule】
1- Orientation, [ disseminate “Japan” to the world]
2- Let's discuss about it.
3- Tell your opinion
4- Set target project and its task [disseminate “Japan” to the world]
5- Project task, Let's discuss in earnest
6- Project task, Let's discuss in earnest
7- Project task, Let's gather information
8- Project task, Let's gather information
9- Project task, Let’s pose an issue
10- Project task, Let's pose an issue
11- Project task, try to envision plan
12- Project task, try to envision plan
13- Project presentation
14- Project presentation

【Goal】
(CT) CRITICAL THINKING SKILLS refer to students being able to analyze complex problems, investigate questions for which there are no clear cut answers, evaluate different points of view or sources of information, and draw appropriate conclusions based on evidence and reasoning.

(CO) COLLABORATION SKILLS refer to students being able to work together to solve problems or answer questions, to work effectively and respectfully in teams to accomplish a common goal and to assume shared responsibility for completing a task.

(CM) COMMUNICATION SKILLS refer to students being able to organize their thoughts, data and findings and share these effectively through a variety of media, as well as orally and in writing.

(CR) CREATIVITY AND INNOVATION SKILLS refer to students being able to generate and refine solutions to complex problems or tasks based on synthesis, analysis and then combining or presenting what they have learned in new and original ways.

DIRECTION SKILLS refer to students being able to take responsibility for their learning by identifying topics to pursue and processes for their own learning, and being able to review their own work and respond to feedback.

(G) GLOBAL CONNECTIONS refers to students being able to understand global, geo-political issues including awareness of geography, culture, language, history, and literature from other countries.

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<td>JAPANESE STUDIES’ SPECIALITIES PROJECT A</td>
<td>Almohmen Abdulla</td>
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Do you know or have you ever heard a word of ‘sustainability’? Recently, this word has been used in wide areas, including civil engineering. In this lecture, the students will study the sustainability in the general society. And then, they will study about the sustainable constructions. Finally, the lecture will be focused on sustainable bridges.

In this lecture, a few topics related to sustainability will be explained. After that students will discuss about the topic in small group in English.

【Schedule】
1. Guidance
2. Sustainable society
3. Sustainability in construction: Introduction
4. Sustainability in construction: Energy
5. Sustainability in construction: Environment
6. Introduction of the final model and presentation
7. Sustainable bridges: Introduction and Life cycle cost
8. Sustainable bridges: Aesthetics vs Sustainability, Serviceability and Safety vs Sustainability
9. Sustainable bridges: steel, concrete, Timber, Stone and bricks
10. Making bridge model and presentation 1: design
11. Making bridge model and presentation 2: assemble
12. Making bridge model and presentation 3: finalize
13. Making bridge model and presentation 4: finalize the model and prepare presentation
14. Final judge, presentation and discussion including peer review
In this course, participants are going to study about “different countries” and “different people”. Global Area Studies is about History, Economy, Politics, Culture, Language, People etc. We are going to concentrate on analyses of this spears in Hawaiian and European Context.

Through different type of activities such as discussion, paper writing and presentation, participants are going to form a view about whole situation, problems and challenges of different areas.

【Schedule】
1. Guidance
2. Basic Idea for Writing an Academic Paper ①
3. Basic Idea for Writing an Academic Paper ②
4. Basic Idea of Hawai‘i: History
5. Basic Idea of Hawai‘i: History
6. Basic Idea of Hawai‘i: Language and Culture
7. Basic Idea of Hawai‘i: Future
8. Europe in Global Context
9. Europe in Politics
10. Europe in World Economy
11. Europe in Global Culture
12. Presentation Preparation Day
13. Final Presentation Day ①
14. Final Presentation Day ②

【Goal】
(1) Ability to Challenge: Positive and active attitudes toward each class
(2) Ability of Gathering: Summarize what you do and what your group discusses
(3) Presentation Skills: Having flexible and creative thoughts
In this course, participants study comparative view of human societies. Especially, we will focus on Japan and Russia. However, the theme will not only focus on these countries, but also some cases in Asia, Pacific, or Europe may also be included.

Through this study, participants always need to think interesting points and come up with some questions: for example, the relationship of Japan and the world; the relationship of Russia and the world; a wide-range of views of various countries. Also, by doing discussions and presentations in this course, participants realize various issues in international societies.

This course includes various aspects: International Relations, Society, Compare and Contrast in international affairs and issues. Therefore, participants always need to think diverse problems, and needless to say that active attitudes and participation are mandatory in this course.

【Schedule】
1. Guidance
2. Basic Idea for Writing an Academic Paper 1
3. Basic Idea for Writing an Academic Paper 2
4. Japan and Its Relationship with Other Countries: In the Past
5. Japan and Its Relationship with Other Countries: In the Past
6. Japan and Its Relationship with Other Countries: In the Present
7. Japan and Its Relationship with Other Countries: In the Future
8. Russian Foreign Policy
9. World View on Russia
10. Russia in Global Affairs
11. Economic Constraints on Russian Foreign Policy
12. Presentation Preparation Day
13. Final Presentation Day 1
14. Final Presentation Day 2

【Goal】
(1) Ability to Challenge: Positive and active attitudes toward each class
(2) Ability of Gathering: Summarize what you do and what your group discusses
(3) Presentation Skills: Having flexible and creative thoughts
“Globalization” is one of the popular words to describe different processes in the Modern World. Recently, diversification of globalization is growing more and more. Culture and Communications are not the exception. In this course, we are going to study different aspects of worldwide Culture in the terms of Globalization processes and its connection and (or) influence on Communication.

Through theoretical and practical types of activities, participants are going to learn how to analyze the changing situation of Culture Globalization and Globalization of the structure of the Communication, and its dependency.

【Schedule】
1. Guidance
2. Basic Idea for Writing an Academic Paper 1
3. Basic Idea for Writing an Academic Paper 2
4. Cultural Spreading into the World: The United States
5. Cultural Spreading into the World: Japan
6. Mutual Cultural Influences: Japan and Other Countries
7. Mutual Cultural Influences: Japan and Other Countries
8. Cultural Spreading into the World: Europe 1
9. Cultural Spreading into the World: Europe 2
10. Globalization theory and Global Communication
11. How Culture controls Communication?
12. Presentation Preparation Day
13. Final Presentation Day 1
14. Final Presentation Day 2

【Goal】
(1) Ability to Challenge: Positive and active attitudes toward each class
(2) Ability of Gathering: Summarize what you do and what your group discusses
(3) Presentation Skills: Having flexible and creative thoughts
Do you know or have you ever heard a word of ‘sustainability’? Recently, this word has been used in wide area, including civil engineering. In this lecture, the students will study the sustainability in the general society. And then, they will study about the sustainable constructions. Finally, the lecture will be focused on sustainable bridges.

In this lecture, a few topics related to sustainability will be explained. After that students will discuss about the topic in small group in English.

【Schedule】
1. Guidance
2. Latest Environmental issue
3. History of energy consumption
4. Sustainable technologies inspired by nature ---- Biomimetics ---
5. Actual state and issues of hydrogen energy technology for a sustainable society.
6. Environment-friendly products and recycling technologies
7. Effective utilization of renewable energy in industrial- and agricultural fields
8. History of communication and transport technologies.
10. Laboratory tour
11. Group discussion about the classes
12. Group presentation and discussion
13. Rehearsal and final individual presentation
14. Final individual presentation, discussion and peer review
【Summary】
This session course is an unprecedented type of experience-based learning through extracurricular education. We will organize teams beyond the undergraduate level, and will do field work in Japan for about 4 days according to the theme decided by each team. It is up to you to decide what kind of field work to develop! Many themes such as cultural research, historical research, sightseeing research are waiting for you. In addition, in this program, you can concentrate on learning with the support of the specialists in the dispatch destination and the extensive support such as the individual instruction of teachers.

This session course is a [problem-solving type] educational program developed by partnership between industry, government and academia. We will give unit credits to students who attended. A group of 6 to 12 students gathered beyond the boundaries of undergraduate and graduate studies will work on actual issues presented by international organizations and organizations and make proposals for problem solving. In principle, through practical training at institutions and organizations who presented the issues, we will autonomously conduct research and planning work to solve the problem. The feature of the filled work classes in this department is to carry out with the cooperation of cooperating agencies (such as overseas diplomatic missions and international business organizations) with high-level expertise and abundant practical experience.

【Goal】
1. Cross-cultural values and attitudes and their impact on how we communicate across cultures.
2. An in-depth analysis of key cross-cultural communication styles.
3. An understanding of your own cross-cultural communication style and how you need to adapt it for more effective international working.
5. Using virtual communication in a cross-cultural context.
6. Tips and strategies for a better cross cultural communication.

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This session course is a [problem-solving type] educational program developed by partnership between industry, government and academia. We will give unit credits to students who attended. A group of 6 to 12 students gathered beyond the boundaries of undergraduate and graduate studies will work on actual issues presented by international organizations and organizations and make proposals for problem solving. In principle, through practical training at institutions and organizations who presented the issues, we will autonomously conduct research and planning work to solve the problem. The feature of the short-term internship practical training program and filled work classes in this department is to carry out with the cooperation of cooperating agencies (such as overseas diplomatic missions and international business organizations) with high-level expertise and abundant practical experience.

In other words, the expert guidance as an expert at the intermediary introduction of host institution before training, preliminary education and individual guidance, interim follow-up during practical training period (in case of problems during practical training), report meeting after practical training etc. And you can receive advice. Collaborating organizations to accept are limited to practice at internship for about 5 days during vacation during the winter session.

【Goal】
1. Cross-cultural values and attitudes and their impact on how we communicate across cultures.
2. An in-depth analysis of key cross-cultural communication styles.
3. An understanding of your own cross-cultural communication style and how you need to adapt it for more effective international working.
5. Using virtual communication in a cross-cultural context.
6. Tips and strategies for a better cross cultural communication.
Fall Semester
In this course, participants study culture(s) in Japan. We especially focus on Japanese cultures in the Modern Times.

Through this study, participants always need to think interesting points and come up with some questions: for example, some features of Japanese cultures; a wide-range of views of Japanese cultures. Also, by doing discussions and presentations in this course, participants realize various cultures of Japanese people; by means of understanding others, we consider what Japanese identity and social phenomenon are.

This course includes various topics: Japanese culture, Music culture in Japan, the influence “of” and “on” Japanese Culture to the World’s Culture, Japanese Fashion and Japanese Movies. Therefore, participants always need to think diverse problems, and needless to say that active attitudes and participation are mandatory in this course.

【Schedule】
1. (9/30) Guidance
2. (10/7) Basic Idea for Writing an Academic Paper 1
3. (10/14) Basic Idea for Writing an Academic Paper 2
4. (10/21) Japan and Music Culture 1
5. (10/28) Japan and Music Culture 2
8. (11/25) Japanese Culture in the World 1（Due date of Paper work 1）
9. (12/2) Japanese Culture in the World 2
10. (12/9) Japanese Fashion
11. (12/16) Japanese Movies
12. (12/23) Presentation Preparation Day（Due date of Paper work 2）
13. (1/6) Final Presentation Day 1
14. (1/20) Final Presentation Day 2

【Goal】
(1) Ability to Challenge: Positive and active attitudes toward each class
(2) Ability of Gathering: Summarize what you do and what your group discusses
(3) Presentation Skills: Having flexible and creative thoughts
The course will be taught mainly in English. In this course, participants study general theoretical aspects of the Human Security Concept and through the group work and discussion activities will be able to think about Human Security from the perspectives of the International Society, Government, Economics etc. To analyse the International Society from different perspectives various real cases connected with Human Security Concept implementation will be used. To enhance the understanding of Human Security Concept such topics as City Security, Migration and Refugees Issues, Domestic Issues of Japan, EU and Russia are included to the course program.

【Schedule】
Class 1 Introduction of the Course
Class 2 Globalization: Theory and Practice
Class 3 Evolution of International Society
Class 4 Political Theories and Security
Class 5 International issues
Class 6 Concepts of Security and Human security (Paper (1) due)
Class 7 Human Rights and Human Security
Class 8 Human Security Issues and International Relations
Class 9 - Human Security Issues in EU and Russia I
Class 10 - Domestic Issues in Human Security in EU and Russia
Class 11 - Migration Issues and Security in EU and Russia
Class 12 - City Security (Paper (2) due)
Class 13 – Final Presentation
Class 14 – Final Presentation and feedback

【Goal】
(1) Analytical ability: streamline and analyze cases connected with Human Security issues that exist in different countries.
(2) Communication skills: express your ideas properly from the standpoint of theory and be able to discuss in English.
(3) Problem solving ability: appropriately understand the role that different actors can play in the process of problem solving.
【Summary】
Do you think the earth environmental is destroying these days by human activity? Do you think these extreme weathers is because of environmental issues? Do you know the meaning of ‘suitability’? You will find the answers when you study in this course. Sustainability can be used for many different areas.
In this class, the sustainability of architectural area will be introduced and learned by the professionals.

【Schedule】
1. Guidance 〈Aoki, Nakano, Nakamura〉
2. Discuss about the environmental issues。〈Aoki〉
3. SDGs 〈Aoki〉
4. Achievement of SDGs 〈Aoki〉
5. What is the ‘tower’? 〈Aoki〉
6. Sustainability in buildings. 〈Nakano〉
7. Environmental Control Strategies of Vernacular Houses. 〈Nakano〉
8. Experiment on Passive Environmental Control of Buildings. 〈Nakano〉
9. Design and Making models 1. 〈Aoki, Nakamura〉
10. Design and Making models 2. 〈Aoki, Nakamura〉
11. Design and Making models 3. 〈Aoki, Nakamura〉
12. Design and Making models 4. 〈Aoki, Nakamura〉
13. Design and Making models 5. 〈Aoki, Nakamura〉
14. Presentation day with peer review. 〈Aoki, Nakano, Nakamura〉
In this course, participants study various aspects of Japanese society. Through this study, participants always need to think interesting points and come up with some questions: for example, the kinship system of Japan and the world; the structure of Japanese society; a wide-range of views of Japan from the world. Also, by doing discussions and presentations in this course, participants realize various behavioral patterns and systems of Japan; by means of understanding of others, participants consider what Japanese identity and social phenomenon are.

This course includes various aspects: Kinship, Social Security System, Residency, Family, Mortgage Loan. Therefore, participants always need to think diverse problems, and needless to say that active attitudes and participation are mandatory in this course.

【Schedule】
1. (10/1) Guidance
2. (10/8) Basic Idea for Writing an Academic Paper 1
3. (10/15) Basic Idea for Writing an Academic Paper 2
4. (10/29) Kinship in Japanese Society
5. (11/5) Kinship in Other Countries
6. (11/12) Small Presentation Day 1: Presenting Your Thoughts on the Concept of Kinship
7. (11/19) Small Presentation Day 2: Presenting Your Thoughts on the Concept of Kinship
8. (11/26) Social Security System in Japan and Europe (Due date of Paper work 1)
9. (12/3) Japanese Residents and Non-residents
10. (12/10) Family
11. (12/17) Mortgage Loan as a Social System
12. (1/7) Presentation Preparation Day (Due date of Paper work 2)
13. (1/14) Final Presentation Day 1
14. (1/21) Final Presentation Day 2

【Goal】
(1) Ability to Challenge: Positive and active attitudes toward each class
(2) Ability of Gathering: Summarize what you do and what your group discusses
(3) Presentation Skills: Having flexible and creative thoughts
【Summary】
「JAPANESE STUDIES SPECIALITIES PROJECT B」 is a Project Based Learning by the project team, which is one of the educational programs for fostering the four powers of self-thinking ability, gathering ability, challenging ability and accomplishment ability.

Project based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

In Gold Standard PBL, projects are focused on student learning goals and include Essential Project Design Elements.

【Schedule】
1- Orientation, [disseminate “hidden Japanese culture” to the world]
2- Let's discuss about it.
3- Tell your opinion
4- Set target project and its task [disseminate “hidden Japanese culture” to the world]
5- Project task, hidden Japanese culture. Let's discuss in earnest
6- Project task, hidden Japanese culture. Let's discuss in earnest
7- Project task, hidden Japanese culture. Let's gather information
8- Project task, hidden Japanese culture. Let's gather information
9- Project task, Let's pose an issue
10- Project task, Let's pose an issue
11- Project task, try to envision plan
12- Project task, try to envision plan
13- Project presentation
14- Project presentation

【Goal】
(CT) CRITICAL THINKING SKILLS refer to students being able to analyze complex problems, investigate questions for which there are no clear-cut answers, evaluate different points of view or sources of information, and draw appropriate conclusions based on evidence and reasoning.

(CO) COLLABORATION SKILLS refer to students being able to work together to solve problems or answer questions, to work effectively and respectfully in teams to accomplish a common goal and to assume shared responsibility for completing a task.

(CM) COMMUNICATION SKILLS refer to students being able to organize their thoughts, data and findings and share these effectively through a variety of media, as well as orally and in writing.

(CR) CREATIVITY AND INNOVATION SKILLS refer to students being able to generate and refine solutions to complex problems or tasks based on synthesis, analysis and then combining or presenting what they have learned in new and original ways.

DIRECTION SKILLS refer to students being able to take responsibility for their learning by identifying topics to pursue and processes for their own learning, and being able to review their own work and respond to feedback.

(G) GLOBAL CONNECTIONS refers to students being able to understand global, geo-political issues including awareness of geography, culture, language, history, and literature from other countries.

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<tr>
<th>Day</th>
<th>Period</th>
<th>Course Title (Japanese)</th>
<th>Course Title (English)</th>
<th>Professor</th>
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<td>Tue</td>
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In this course, participants are going to study about “different countries” and “different people”. Global Area Studies, in general, is about History, Economy, Politics, Culture, Language, People, and so on. We are going to concentrate on analyses of these spears in Hawaiian context. We are especially going to focus on traditional cultures and cultures in the present times. Also, we will see how people have been lived with those cultural activities.

Participants always need to think about them from your point of view, and you need to compare and contrast the case in Hawai‘i with other areas.

Through different type of activities such as discussions, paper works, and presentations, participants are going to form a view about whole situation, problems and challenges of different abilities.

Needless to say, attendance is mandatory, and your participations toward each class are expected.

【Schedule】
1. (10/3) Guidance
2. (10/10) Basic Idea for Writing an Academic Paper 1
3. (10/17) Basic Idea for Writing an Academic Paper 2
4. (10/24) The Case Study in Hawai‘i 1: Language and Culture
5. (11/7) The Case Study in Hawai‘i 2: Language and Culture
6. (11/14) Small Presentation Day 1: Introducing Other Areas
7. (11/21) Small Presentation Day 2: Introducing Other Areas （Due date of Paper work 1）
8. (11/28) The Case Study in Hawai‘i 3: Society and People
9. (12/5) The Case Study in Hawai‘i 4: Society and People
10. (12/12) The Case Study in Hawai‘i 5: Tourism Industry and Economy
11. (12/19) The Case Study in Hawai‘i 6: Tourism Industry and Economy
12. (1/9) Presentation Preparation Day （Due date of Paper work 2）
13. (1/16) Final Presentation Day 1: Compare and Contrast between Different Countries
14. (1/23) Final Presentation Day 2: Compare and Contrast between Different Countries

【Goal】
1) Ability to Challenge: Positive and active attitudes toward each class
2) Ability of Gathering: Summarize what you do and what your group discusses
3) Presentation Skills: Having flexible and creative thoughts
In this course, participants study the role of global civil society. Through this study, participants always need to think interesting points and come up with some questions: for example, the fundamental meaning of citizenship and social rights; the role of language and culture in the global society; the relationship of language, culture, and human rights; the case study in Europe. Also, by doing discussions and presentations in this course, participants realize the meaning of citizenship and people’s role in the global civil society; by means of understanding of others, participants focus on how we can be as a global citizen in the present society.

This course includes various topics: The meaning of Citizenship, Language and Culture, Human Rights and Sustainable Development Goals. Therefore, participants always need to think diverse problems, and needless to say that active attitudes and participation are mandatory in this course.

【Schedule】
1. (10/3)  Guidance
2. (10/10) Basic Idea for Writing an Academic Paper 1
3. (10/17) Basic Idea for Writing an Academic Paper 2
4. (10/24) Language and Human Rights
5. (11/7) Culture and Human Rights
6. (11/14) Small Presentation Day 1: Present Your Ideas on Human Rights
8. (11/28) Citizenship and Human Rights (Due date of Paper work 1)
9. (12/5) Citizenship Issues
10. (12/12) Sustainable Development Goals and Global Citizenship
11. (12/19) Case Study
12. (1/9) Presentation Preparation Day (Due date of Paper work 2)
13. (1/16) Final Presentation Day 1
14. (1/23) Final Presentation Day 2

【Goal】
(1) Ability to Challenge: Positive and active attitudes toward each class
(2) Ability of Gathering: Summarize what you do and what your group discusses
(3) Presentation Skills: Having flexible and creative thoughts
Do you know or have you ever heard a word of ‘sustainability’? Recently, this word has been used in a wide area, including engineering.

In this lecture, the students will study the sustainability for the engineering technology, such as energy and materials.

Also we will go to the laboratory to see the latest research related to sustainability at this university.

【Schedule】
1: Guidance (Aoki)
2: What is the Sustainability? (Aoki, Uchida)
3: Discuss about the waste problem (AOKI, Genma)
4: International investigation. (Aoki, Uchida, Genma)
5: Sustainable technologies inspired by nature ---- Biomimetics --- (Uchida, Aoki)
6: Actual state and issues of hydrogen energy technology for a sustainable society. (Uchida, Aoki)
7: How to research and how to make presentation. (Aoki, Uchida)
8: Carbon Capture and Storage (Genma, Aoki)
9: Hydrogen Energy and Hydrogen Storage (Genma, Aoki)
10: Design and create the battery model (Genma, Aoki)
11: Create the model using the battery 1(Uchida and Aoki)
12: Create the model using the battery 2 (Genma and Aoki)
13: Presentation and discussion 1(Aoki, Uchida, Genma)
14: Presentation and discussion 2(Aoki, Uchida, Genma)
This course, which mainly conducted during session period as a college-wide program, has been developed to provide students with off-campus learning opportunities that are planned through collaboration with other educational / business / and administrative institutions.

During such activities, students led by a teacher(s) will be extensively supported by those professionals from external institutions and be involved in educational actions as followed; 1) visiting particular sites, 2) fieldwork and empirical research, 3) workshop, 4) discussion and presentation, 5) internship and working experience.

It also requires students to prepare a research either / both on visiting institutions and given assignments from them, utilizing extra hours in prior semester.

Due to the fact that course topic, design, and its partner institutions will be altered in every course, students must follow the instructions given by the course instructors at the orientation / guidance period to comprehend detailed contents of the course before registering the course.

【Goal】
1. To learn basic contents and frameworks related to the topic given and to produce solutions
2. To develop skills of conducting scientific research collecting evidences and objective data to support his/her own hypotheses
3. To develop skills needed to communicate and cooperate with peers to manage team discussions and presentations.
This session course is a [problem-solving type] educational program developed by partnership between industry, government and academia. We will give unit credits to students who attended. A group of 6 to 12 students gathered beyond the boundaries of undergraduate and graduate studies will work on actual issues presented by international organizations and organizations and make proposals for problem solving.

In principle, through practical training at institutions and organizations who presented the issues, we will autonomously conduct research and planning work to solve the problem. The feature of the short-term internship practical training program and filled work classes in this department is to carry out with the cooperation of cooperating agencies (such as overseas diplomatic missions and international business organizations) with high-level expertise and abundant practical experience.

In other words, the expert guidance as an expert at the intermediary introduction of host institution before training, preliminary education and individual guidance, interim follow-up during practical training period (in case of problems during practical training), report meeting after practical training etc. And you can receive advice.

Collaborating organizations to accept are limited to practice at internship for about 5 days during vacation during the winter session.

【Goal】
1. Cross-cultural values and attitudes and their impact on how we communicate across cultures.
2. An in-depth analysis of key cross-cultural communication styles.
3. An understanding of your own cross-cultural communication style and how you need to adapt it for more effective international working.
5. Using virtual communication in a cross-cultural context.
6. Tips and strategies for a better cross cultural communication
2019

Undergraduate School of Humanities and Culture, Department of International Studies

Subjects taught in English

*Class Schedule is Subject to Change
Spring Semester
During the Cold War, Japan-US security alliance was the backbone of Japan's foreign and security policy, and Japan considered the alliance as a safeguard to deal with security threat posed by communist countries such as USSR and China. After the end of the Cold War, Japan continues to recognize the alliance as a cornerstone for peace and stability in the Asia-Pacific region. Why was Japan-US relations considered as a lifeline of Japan during the Cold War? Why Japan-US security alliance was strengthened even after the end of the Cold War? This class will study and understand comprehensively about Japan-US relations focusing upon any aspects, including diplomacy and security but also economy and culture. To do so, this course will make a use of both Japanese materials and English ones.

【Schedule】
1. Introduction: the Origin of Japan-US Relations
3. Why Does the Japan-US Alliance Matter Now?
4. Contemporary Japan-US Relations over China
5. Contemporary Japan-US Relations over Korean Peninsula
6. Contemporary Japan-US Relations over Southeast Asia
7. Contemporary Japan-US Relations over Russia
8. Contemporary Japan-US Relations: Alliance Theory and Comparative Analyses with NATO and US-UK ‘Special Relationship’
9. Field Research: Visit to Camp Zama or JICA Yokohama
11. Japan-US Trade Relations: Trans-Pacific Partnership (TPP) and Beyond
12. ‘Bridging Roles’ In Between: Presence of ‘Japanese Americans’
13. Aftermath of ‘311’ Great Earthquake: Towards Greater Friendship
14. Conclusion and Submission of Final Essay

【Goal】
1. Capable of understanding the basics of international security
2. Capable of discussing issues and topics in English in class
3. Capable of giving a presentation
This course focuses on the communication challenges faced by people in a globalizing world. During the first half of the course, students will learn about and discuss several theories of intercultural communication as well as evaluate their own intercultural communication styles. During the second half of the course, students will read and discuss Polite Fictions. Throughout the course, students will participate in exercises in which they will discuss and practice overcoming specific challenges in intercultural communication. This course involves significant class participation and is particularly recommended for students who have studied, worked, or interned overseas or plan to study, work, or intern overseas. Students must register for and attend both Intercultural Communications A and Intercultural Communications B.

**Schedule**
- Week 1: Course introduction and stumbling blocks in intercultural communication
- Week 2: Collectivism, individualism, and high- and low-context communication
- Week 3: Richard Lewis's cultural classifications
- Week 4: Geert Hofstede's cultural dimensions
- Week 5: Erin Meyer's cultural dimensions
- Week 6: Intercultural communication self-assessment
- Week 7: Mid-term presentations and mid-term report submission
- Week 8: Polite Fictions, Chapters 1 and 2
- Week 9: Polite Fictions, Chapters 3 and 4
- Week 10: Polite Fictions, Chapters 5 and 6
- Week 11: Polite Fictions, Chapters 7 and 8
- Week 12: Polite Fictions, Chapters 9, 10, and 11
- Week 13: Final presentations and final report submission
- Week 14: Review and course conclusion

**Learning Objectives**
By the end of the course, students will:
1. have acquired an understanding of the potential difficulties in intercultural communication;
2. have become more aware of their own communication styles; and
3. have gained confidence in speaking in English in difficult intercultural contexts.
Fall Semester
This class aims at learning development theories and practices mainly from economic, political, and social perspectives. It is necessary to learn both evolution of development theories and actual development practices to understand the applicability and challenges of development theories and reality of development situations on the ground. Visual materials will be used occasionally to promote multi-dimensional views on development issues in this class. Classes will be conducted in English. Assigned students will be required to read reading materials and present the summaries in the class. Students are also required to make mid-term group presentations and take final exam both in English. According to the new curriculum, this class consists of A and B, however, students are instructed to take both.

【Schedule】
1. Overview
2. Introduction What is “development”? , Measuring “development”
3. Historical influences and central actors
4. Classical Theories, Keynesianism and Neoliberalism (1)
5. Classical Theories, Keynesianism and Neoliberalism (2)
6. Marxist Theories, Dependency Theories and World Systems Theory
   Relations between Advanced Countries and Developing Countries (1) Film 「Darwin’s Nightmare」
   Relations between Advanced Countries and Developing Countries (2) Discussions and In class report writing
7. Gender and Development (1)
9. Gender and Development (3) Film 「Sonita」
10. Gender and Development (4) Discussions and In class report writing
11. Group presentations
12. Group presentations
13. Environment and Development Theory (1) Film 「An Inconvenient Truth」
14. Environment and Development Theory (2) Discussions and In class report writing
15. International Organizations and Official Development Assistance (1) Film 「Poverty, Inc」
16. International Organizations and Official Development Assistance (2) Discussions and In class report writing
17. Conflicts and Development (1)
   Civil War and Development Policy
18. Conflicts and Development (2)
19. Conflicts and Development (3), Film 「Blood Diamond」
20. Conflicts and Development (4) Discussions and In class report writing
21. UNDP development projects analysis exercise (1)
22. UNDP development projects analysis exercise (2)
23. Review of the class (1)
24. Review of the class (2)
25. Final Exam (1)
26. Final Exam (2)

【Goal】
1. Capable of understanding basic theories of international development
2. Capable of understanding actual practices of international development
3. Capable of organizing own ideas and expressing in English
【Summary】
This class aims to understand and discuss issues in international security. Each session will consist of a presentation by a small number of students of a chapter or a section of assigned texts, followed by questions and answers and a discussion session. Please note that all the sessions will be conducted in English.

【Schedule】
1. Introduction
   SECURITY STUDIES
2. Realism and National Security
3. War and World Politics
4. International and Global Security
5. Human Security as a new concept of security
6. Gender and international security
7. The United Nations
8. NGOs in world politics
9. Environmental Issues
10. Terrorism and Globalization
11. Proliferation of weapons of mass destruction
12. Nationalism, national self-determination, and international relations
THE US FOREIGN AND SECURITY POLICY
14. Obama’s ‘Rebalance’ to Asia and Trump

【Goal】
1. Capable of understanding the basics of international security
2. Capable of discussing issues and topics in English language
3. Capable of making an effective presentation in English language
In the Tuesday sessions (Global Issues A), we will discuss multiculturalism (or the lack of it) in Japan and in other parts of the world, and, on Fridays (Global Issues B), we will deal with the issue of global migration from demographic perspectives -- a more fact-based approach.

In the Tuesday sessions students must:
1. Work together with other students to give a group presentation on the current situations of multiculturalism in the country of origin of the member foreign students. Each group should present the results of their research within 45 minutes with the use of PowerPoint and/or other visual aids,
2. Write, individually, two (2) short reports in the process of preparing for the group presentation, and
3. Submit, at the end of the semester, a final report summarizing the discussion that took place during the presentation of the group.

In the Friday sessions students will listen to lectures, participate in small group discussions and present the results of the discussion to the whole class. Grades will be given, for the Tuesday sessions, based on the quality of the presentation and the reports, and for the Friday session, on the final exam and the contribution the student makes to small group discussions. This class is conducted bilingually in English and Japanese. Students are free to give their presentation and write reports in either one of the languages.

**Schedule**

**Global Issues A (Tuesdays)**
- Week 1 – Course orientation
- Week 2 – Introduction: What is multiculturalism?
- Week 3 – Workshop: Your experiences with multiculturalism/every-day conviviality
- Week 4 – Multiculturalism in Japan
- Week 5 – Multiculturalism in Japan
- Week 6 – Workshop: What we know about each other’s country
- Week 7 – Workshop: What we know about each other’s country (Submit your short report-2)
- Week 8 – Presentations (Countries 1 and 2)
- Week 9 – Presentations (Countries 3 and 4)
- Week 10 – Presentations (Countries 5 and 6)
- Week 11 – Multiculturalism in the world
- Week 12 – Multiculturalism in the world
- Week 13 – Multiculturalism in the world
- Week 14 - Reflection (Submit your final report)

**Global Issues B (Fridays)**
- Week 1 – Introduction: What is demography?
- Week 2 – Demography and migration
- Week 3 – Demographics of Japan
- Week 4 – Demographics of Japan
- Week 5 – Prospects of the world population
- Week 6 – Prospects of the world population
- Week 7 – Demographics of the countries of origin of the participating members of the course
- Week 8 – Demographics of the countries of origin of the participating members of the course
- Week 9 – Demographics of the countries of origin of the participating members of the course
- Week 10 – SDGs and international development explained from demographic perspectives
- Week 11 – SDGs and international development explained from demographic perspectives
- Week 12 – Review of the facts
- Week 13 – Final exam
- Week 14 – Final exam returned

**Goals**

1. To develop a critical perspective in understanding:
   - current situations of multiculturalism in Japan and in other countries
   - relationship between the demography and global migration
   - SDGs in the context of demographic transition
2. To develop necessary skills to work with other (Japanese and international) students in classroom discussions and in preparing and giving a country case-study presentation
3. To develop step-by-step skills to organize one’s thoughts in writing reports
【Summary】
What does “Make America Great Again” mean? This course investigates the origins of modern American society. The course will start by focusing on current issues in American society and then progress backward through history to detect the roots of today’s societal debates. Students will be expected to complete three reports and weekly homework. This course requires consistent and active class participation and is particularly recommended for students who have studied/worked/interned in the United States or plan to study/work/intern in the United States.

【Schedule】
Week 1: Introduction
Week 2: Government
Week 3: Expression
Week 4: Guns
Week 5: Justice
Week 6: Economy
Week 7: Healthcare
Week 8: Education
Week 9: Immigration
Week 10: Race
Week 11: Gender
Week 12: People
Week 13: Environment
Week 14: Course review

【Learning Objectives】
By the end of the course, students will
(1) have acquired an understanding of current issues in American society;
(2) have improved English-language research skills; and
(3) have gained confidence in communicating in English about social issues and historical events.