

ILAS Course Catalog #2

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

Spring 2025

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 Culture and Traditions in Japan I		Instructor's name, job title, and department of affiliation	Institute for Liberal Arts and Sciences 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 (Face-to-face course)		Year/semesters	2025・First semester
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 Eternal Concepts in 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						
Lectures 8-10 Accepting and Absorbing the 'New'						
Lecture 8 Hueki ryukou(「不易流行」); Basho and the Art of Haiku Poetry						
Lecture 9 Wakonyousai(「和魂洋才」); Concepts of Modernization in Meiji Literature						
Lecture 10 Jiyujizai(「自由自在」); Quest for Freedom						
Lectures 11-13 Concepts and Their Interpretations in Contemporary Japan and Japanese Language						
Lecture 11 Uchi-soto Jouge Relationships(「ウチ・ソト、上下関係」); Group-orientation and Hierarchical Relationships in Language and Culture						
Lecture 12 Rentaikan(「連帯感」); Values and Language Usages of the Young Japanese						
Lecture 13 Pronominal Terms Such as Watashi(「私」); Speaker-orientation and world view						
Lecture 14 《Student's Presentations 1》(Held on week 14)						
《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 (Face-to-face course)		Year/semesters	2025・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, there is an opportunity to attend. Please see その他 below.
[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.]
<p>(Reference book)</p> <p>Benedict, Ruth 『The Chrysanthemum and the Sword: Patterns of Japanese Culture.』 (Houghton Mifflin, 1946)</p> <p>Nakane, Chie 『Criteria of Group Formation, in Japanese Culture and Behavior, Selected Readings』 (1986, University of Hawaii Press)</p> <p>Doi,Takeo 『Understanding amae : the Japanese concept of need-love : collected papers of Takeo Doi』 (Folkestone, Kent : Global Oriental,2005) (初出1974)</p> <p>Asahi Shinbun 『Selected volumes, ASAHI Keywords』 (Asahi Shinbun shuppan) (Abridged translations in English will be provided.)</p> <p>The Japan Times 『Selected volumes, The Japan Times NEWS DIGEST』 (The Japan Times)</p>
[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.)]
<p>Please make an appointment in advance by e-mail.</p> <p>To local students (non-international students): 当クラスは、人社群科目「日本観照：多文化環境で学ぶ現代日本社会の諸相」と合同で行われます。 日本在住学生 (local students)は「日本観照～」の方を履修してください。</p>

Additional Liberal Arts and Sciences Courses

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,WAKAMATSU FUMITAKA	
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 (Face-to-face course)		Year/semesters 2025・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]						
<p>・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。</p> <p>・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。</p> <p>・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。</p> <p>・ 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</p> <p>・ To be able to introduce various aspects of Japanese language, cultures including social conditions and issues through presentations</p> <p>・ To learn presentation method and how to actively join discussions</p>						
[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)	

[第1部：第1回 - 第7回 - 日本語の特徴 -]	
<p>第1回<河合・若松> オリエンテーション 講義：日本語の特徴 演習：発表準備(1) 問いの立て方</p>	
<p>第2回<河合> 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3回<河合> 講義：日本語教育の教授法・日本語教育実践 演習：発表準備(3) 発表の構成</p>	
<p>第4回<河合> 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>	
<p>第5回<河合・若松> 演習：リハーサル&発表会に向けたフィードバック</p>	
<p>第6, 7回<河合・若松> 発表会</p>	

[第2部：第8回 - 第14回 - 日本文化・日本社会の特徴 -]	
<p>3つの異なった食のテーマから社会関係、グローバル化、ポスト工業社会という日本文化・社会の諸相について講義する。</p>	
<p>第8回 <若松> 講義：「食」から考察する日本文化、日本社会</p>	
<p>第9回 <若松> 講義：誰と何を食べるか 共食から見る日本文化 演習：ディスカッション / 発表準備</p>	
<p>第10回 <若松> 講義：生ものと火を通したものー寿司のグローバル化が作る日本像 演習：ディスカッション / 発表準備</p>	
<p>第11回 <若松> 講義：Going Super Fast コンビニから見るポスト工業化社会</p>	

Continue to 日本語・日本文化演習(3)	

日本語・日本文化演習(3)

演習：ディスカッション / 発表準備

第12回 < 若松・河合 >

演習：発表準備

第13回、14回 < 若松・河合 >

演習：発表リハーサル

第15回フィードバック < 若松・河合 >

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.

Part I: Characteristics of Japanese language and language teaching

Week 1 [Kawai, Wakamatsu]

Guidance

Lecture: Linguistics features of the Japanese language

Seminar: Discussion and Preparing for your presentation (1)

Week 2 [Kawai]

Lecture: The Japanese language variations

Seminar: Discussion and Preparing for your presentation (2)

Week 3 [Kawai]

Lecture: Current conditions in Japanese language education / Japanese language education practice

Seminar: Discussion and Preparing for your presentation (3)

Week 4 [Kawai]

Lecture: Japan culture through Japanese language education

Seminar: Discussion and Preparing for your presentation (4)

Week 5 [Kawai, Wakamatsu]

Seminar: Presentation rehearsal and feedback

Week 6 and 7 [Kawai, Wakamatsu]

Presentations

Part II: Characteristics of Japanese culture and society

This series of lectures will explore key aspects of Japanese culture and society--social relationships, globalization, and post-industrial society--

Continue to 日本語・日本文化演習(4)

日本語・日本文化演習(4)

by examining three different themes on food and eating in Japan.

Week 8 [Wakamatsu]

Investigating Japanese Culture and Society through "Food"

Week 9 [Wakamatsu]

Lecture: Eating What with Whom? Commensality and Japanese Culture

Seminar: Discussion/Presentation preparation (1)

Week 10 [Wakamatsu]

Lecture: Trough the Cooked and the Raw: How Globalization of Sushi Constructed Images of Japan

Seminar: Discussion/Presentation preparation (2)

Week 11 [Wakamatsu]

Lecture: Going SuperFast: Examining the Post-Industrial Society through Convenient Stores

Seminar: Discussion/Presentation preparation (3)

Week 12 [Wakamatsu, Kawai]

Seminar: Presentation preparation

Week 13 [Wakamatsu, Kawai]

Seminar: Rehearsal

Week 14 [Wakamatsu, Kawai]

Seminar: Group presentation

Week 15 [Kawai, Wakamatsu]

Feedback

[Course requirements]

・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*.

PPT slides may be written in Japanese only, or in both Japanese and English.

*Have mastered JLPT N4, CEFR A2 level or higher.

[Evaluation methods and policy]

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。

Continue to 日本語・日本文化演習(5)

日本語・日本文化演習(5)
<p>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>
[References, etc.]
<p>(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: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., Part II: To be announced in class.</p>
[Study outside of class (preparation and review)]
<p>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.</p>
[Other information (office hours, etc.)]
<p>(1) 全学共通科目「多文化教養演習：見・聞・知@XXX」受講のための推奨科目となっている。 XXX=香港、タイ、ベトナム、中国大陸、インドネシア、台湾、韓国、バルセロナ、京都</p> <p>(2) 交換留学生のための履修推奨科目になっている。</p> <p>(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, 全学共通科目「多文化教養演習：見・聞・知@ ~ 」("Seminar for Multicultural Studies: Watch, Listen and Learn @ XXX"). XXX=Hong Kong, Indonesia, Thailand, Mainland China, Vietnam, Taiwan, Korea, Barcelona, and Kyoto. (3) This class is one of the "recommended classes" for international exchange students.</p> <p>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。</p>

Lecture code: H275001 for Fri. 1
H275002 for Fri. 2

Course number		U-LAS01 10008 LE38			
Course title (and course title in English)	Western History I-E2 Western History I-E2			Instructor's name, job title, and department of affiliation	Graduate School of Human and Environmental Studies Senior Lecturer,BHATTE, Pallavi Kamlakar
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 (Face-to-face course)		Year/semesters 2025 • First semester
Days and periods	Fri.1/Fri.2		Target year	All students	Eligible students For all majors
[Overview and purpose of the course]					
This is an introductory undergraduate course that enables students to find answers to a common yet less understood question, what is "Empire"? The course will focus on how Western colonialism has shaped the past and present of Asian, African and Latin American people. We will explore the meaning and significance of "Freedom" for the colonized by learning about their confrontation and challenges to Western imperialism in the form of resistance, political subversion, military uprisings and revolution. A variety of sources including films, government documents, secret documents, photographs, memoirs, speeches, political cartoons will be introduced to enhance learning and develop analytical skills.					
[Course objectives]					
The goals of this course are to guide students to					
(a) compare alternative and compelling views and interpretations and assess their significance,					
(b) become familiar with key debates of the period,					
(c) assess primary sources in the light of historical research and					
(d) present arguments clearly and concisely both orally and on paper.					
[Course schedule and contents]					
Week: Content					
1: Introduction to the course and Overview					
2 & 3: What is " Empire " ?					
Britain and the Modern World					
Empire outside of Europe					
Spain, Portugal and the " New World "					
Pirates and Rebels					
The Seven Years War					
4: Review; Activity based on 2 & 3					
5 & 6: Revolution:					

Continue to Western History I-E2(2)					

Western History I-E2(2)

American Revolution Declaration of Independence Haitian Revolution Declaration of the Rights of Man
7: Review; Activity based on 5 & 6
8 & 9: Political Subversion: The Mughal Empire and Western Powers English East India Company and the Raj
10: Review; Activity based on 8 & 9
11 & 12: Rebellion and Revolt: 1857 Indian Uprisings Latin American Revolutions
13: Review; Activity based on 11 & 12
14: Conclusion and Summary Final examination
15: Feedback
*Note: The schedule may change slightly depending on class requirements.
[Course requirements]
None
[Evaluation methods and policy]
A system of continuous evaluation will be adopted. Students are expected to be physically and mentally present for each class, engage in discussions and/or presentations and, submit written work in English as per instructions.
Note-taking is an essential element, slides will NOT be uploaded. Final grade will be based on the following:
30% Active participation and activity in class 70% Assignments/Exams
IMPORTANT:
1. Class participation is MANDATORY, unless special exemption is granted (e.g. for illness, other conditions).
2. Absence from FOUR or more classes, will result in loss of credits for the course.
3. Tardiness (by 15 minutes or more) will be treated as absence.
4. Systematic tardiness and/or unexplained early departures will greatly reduce your attendance and participation grade.
5. Final Exam is a MUST to pass the course.

Continue to Western History I-E2(3)

Western History I-E2(3)
[Textbooks]
Not used Reference materials and readings will be provided in class as per requirements. Students will be expected to go through the handouts and bring them to class as per instruction.
[References, etc.]
(Reference book) Introduced during class
[Study outside of class (preparation and review)]
No prior knowledge of history is required. Students should be able to participate in discussions with their classmates in English. All necessary out of class preparation announced in class is mandatory.
[Other information (office hours, etc.)]
<p>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.</p> <p>Inclusivity & Classroom Behavior:</p> <p>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.</p> <p>Academic Integrity:</p> <p>Written work submitted throughout the course should adhere to the standards of academic honesty, as defined in the Kyoto University Student Handbook.</p>

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 (Face-to-face course)		Year/semesters	2025・First semester
Days and periods	Tue.5		Target year	All students	Eligible students	For all majors
[Overview and purpose of the course]						
Contrary to the common image of anthropology (e.g., studying the ‘ strange ’ social institutions and practices of ‘ exotic ’ peoples), an increasing number of studies in this domain have analyzed everyday interactions among ordinary people. One justification for this approach is that it provides an opportunity to study how persons and sociocultural worlds mutually constitute each other. It follows that “ mind ” and “ culture ”, both of which are fundamental and important concepts in contemporary research about self and society, are not static entities but are part of a social reality that is deployed in moment-to-moment interactions. This perspective is derived from Linguistic Anthropology, which has developed as one of four field approaches to anthropology. Based on this perspective, this course aims to explore concepts of mind and culture. Thus, after introducing this increasingly popular domain of anthropology and its theoretical background, I will reconsider several spheres of social life in which mind and culture intersect (e.g., social cognition, understanding others, socialization and child development, language and communication, and emotion) based on a micro-analysis of everyday interactions in several societies in which I have conducted field research (e.g., Japan, the US, Botswana, and Namibia).						
[Course objectives]						
In this course, we will develop the above areas of interest by analyzing selected domains of everyday life based on various ethnographic materials. The attendants become able to apply what they have learned to explain the interactions around them.						
[Course schedule and contents]						
TOPICS 1. Introduction to Linguistic Anthropology (weeks 1-2) 2. Theory (weeks 3-4) 3. Social Cognition (weeks 5-6) 4. Understanding Others (weeks 7-8) 5. Socialization and Child Development (weeks 9-10) 6. Language and Communication (weeks 11-12) 7. Emotion (weeks 13-14) 8. Due of End-of-term Paper (week 15) 9. Feedback (week 16)						
----- Continue to Linguistic Anthropology(2) -----						

Linguistic Anthropology(2)					

[Course requirements]					
None					
[Evaluation methods and policy]					
Grades will be based on the following: (1) Class attendance and active participation, 40% (2) Two reports, 40% (3) End-of-term paper, 20%					
[Textbooks]					
Instructed during class					
[References, etc.]					
(Reference book) 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.					
[Study outside of class (preparation and review)]					
Students will be required to submit two reports, one at the beginning and one during the middle of the course. Details about these reports will be provided in class. Additionally, at the end of the term, students will be required to submit a paper (minimum of 2000 words, printed on A4 sheets) that discusses an aspect of everyday interactions related to the period covered in class. All sources of information (e.g., books, articles, etc.) must be cited appropriately in the paper.					
[Other information (office hours, etc.)]					

Lecture code: H917001 for Wed. 3
H917002 for Wed. 4

Course number		U-LAS06 10009 LE43						
Course title (and course title in English)		Contemporary Economics I-E2 Contemporary Economics I-E2		Instructor's name, job title, and department of affiliation	Graduate School of Economics Professor,Alireza Naghavi			
Group		Humanities and Social Sciences	Field(Classification)		Jurisprudence, Politics and Economics(Foundations)			
Language of instruction		English		Old group	Group A	Number of credits		2
Number of weekly time blocks		1	Class style	Lecture (Face-to-face course)		Year/semesters	2025 • First semester	
Days and periods		Wed.3/Wed.4		Target year	All students	Eligible students	For all majors	
[Overview and purpose of the course]								
This course is an introductory undergraduate course that teaches the fundamentals of microeconomics. For some students, it provides a solid foundation for economic analysis and thinking that can last throughout their education and subsequent professional careers. For other students, it may provide a foundation for many years of study in economics, business, or related fields.								
[Course objectives]								
- Understand consumer and firm behavior - Analyze different types of market structures - Solve a consumer's utility maximization problem mathematically and graphically; analyze the impact of changes in price and income on a consumer's decision via shifting income and substitution effects. - Analyze the behavior of firms in a monopoly or oligopoly, and calculate the resulting changes in producer or consumer surplus - Use economic tools to analyze economic policies								
[Course schedule and contents])								
This course begins with an introduction to supply and demand and the basic forces that determine an equilibrium in a market economy. Next, it introduces a framework for learning about consumer behavior and analyzing consumer decisions. We then turn our attention to firms and their decisions about optimal production, and the impact of different market structures on firms' behavior. The final section of the course provides an introduction to some of the more advanced topics that can be analyzed using microeconomic theory. These include antitrust policy and negative and positive externalities.								
1. Introduction to Microeconomics 2. Applying Supply and Demand 3. Elasticity 4. Consumer Choices 5. Applying Consumer Theory 6. Firm and Production 7. Costs 8. Competitive Firms and Markets 9. Applying the Competitive Model 10. General Equilibrium and Economic Welfare 11. Monopoly								

Continue to Contemporary Economics I-E2(2)								

Contemporary Economics I-E2(2)					

<ol style="list-style-type: none"> 12. Pricing and Advertising 13. Students' Conference on Selected Microeconomic Topics (I) 14. Students' Conference on Selected Microeconomic Topics (II) 15. Feedback 					
By the end of the course, you will be able to understand introductory microeconomic theory, solve basic microeconomic problems, and use these techniques to think about a number of policy questions relevant to the operation of the real economy.					
[Course requirements]					
None					
[Evaluation methods and policy]					
Quizzes (6/10); Presentations (4/10).					
[Textbooks]					
Jeffrey M. Perloff 『Microeconomics, 8e』 (Pearson) ISBN:0134519531 STEVEN A. GREENLAW, DAVID SHAPIRO, TIMOTHY TAYLOR. 『Principles of Microeconomics, 2e』 (Openstax) ISBN:9781947172340					
[References, etc.]					
(Reference book) N. GREGORY MANKIW 『PRINCIPLES OF MICROECONOMICS, Eighth Edition』 (Cengage Learning)					
[Study outside of class (preparation and review)]					
<ul style="list-style-type: none"> - Prepare and review class contents (textbook). - Complete and submit all assignments, and take quizzes by the assigned due dates. 					
[Other information (office hours, etc.)]					
to be announced					

Lecture code: H946001 for Mon. 3
H946002 for Mon. 4

Course number		U-LAS06 10019 LE43				
Course title (and course title in English)		Introduction to Game Theory-E2 Introduction to Game Theory-E2		Instructor's name, job title, and department of affiliation	Graduate School of Economics Program-Specific Senior Lecturer,LI CHEN	
Group	Humanities and Social Sciences		Field(Classification)	Jurisprudence, Politics and Economics(Foundations)		
Language of instruction	English		Old group	Group A	Number of credits	2
Number of weekly time blocks	1	Class style	Lecture (Face-to-face course)		Year/semesters	2025 • First semester
Days and periods	Mon.3/Mon.4		Target year	Mainly 1st year students	Eligible students	For all majors
[Overview and purpose of the course]						
Game theory is the study of strategic interactions among rational decision-makers, where the outcome for each participant depends not only on their own actions but also on the actions of others. It provides a framework for analyzing situations in which individuals or groups must make decisions that affect one another.						
A complete information game is a type of game in which all players have full knowledge of the rules, strategies, and payoffs of other participants, allowing them to make fully informed decisions.						
This course will cover standard undergraduate-level material on complete information games, including the fundamental concepts, the formalization of game models, and key solution concepts such as Nash equilibrium. Through this course, students will gain a foundational understanding of strategic behavior in economic, political, and social contexts.						
[Course objectives]						
<ul style="list-style-type: none">• Develop an understanding of the models and solution concepts of complete information games.• Practice and acquire essential skills to analyze and solve application problems in complete information games.						
[Course schedule and contents)]						
The lectures will be organized as follows.						
1. What is game theory.						
2. Introduction to normal-form games.						
3. Dominance and strictly dominant strategy equilibrium.						
4. Common knowledge of rationality and iterated elimination of strictly dominated strategies.						
5. Nash equilibrium: Theory.						
6. Nash equilibrium: Applications.						
7. Mixed strategy.						
8. Introduction to extensive form games.						
9. Backward induction.						
10. Subgame perfect equilibrium: Theory.						
11. Subgame perfect equilibrium: Applications.						
12. Bargaining game.						

Continue to Introduction to Game Theory-E2(2)						

Introduction to Game Theory-E2(2)					

13. Repeated game. 14. Review lecture. (Final examination.) 15. Feedback.					
[Course requirements]					
Certain topics will assume a foundational understanding of derivatives and integrals.					
[Evaluation methods and policy]					
Homework (25%) Class participation (5%) Final examination (70%)					
[Textbooks]					
Instructed during class					
[References, etc.]					
(Reference book)					
Introduced during class					
[Study outside of class (preparation and review)]					
Students will be assigned three problem sets as the homework.					
[Other information (office hours, etc.)]					
Office hour by e-mail appointment.					

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 Senior Lecturer,BROTHERHOOD Thomas	
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 (Face-to-face course)		Year/semesters	2025・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]						
This course aims to give you the skills to understand and respond to academic texts with confidence, while also introducing you to perspectives and contemporary research in the field of education. Each week, you will be introduced to important ideas in a variety of formats, including academic journal articles, academic presentations, podcasts, online videos, and popular media. You will also be taught a variety of academic skills that will help you to understand these texts more easily, and respond in detail.						
At the end of this course, you will have a foundational understanding of educational research, and the necessary academic skills to support your own exploration of the humanities and social sciences in the future, and have the skills to engage with these ideas with confidence.						
[Course objectives]						
You will...						
- Gain basic knowledge about major perspectives and contemporary research in the field of education.						
- Gain basic knowledge about key historical and modern texts and thinkers in this field.						
- Develop skills to understand academic texts, audio, and videos in English.						
- Develop skills to respond to such texts in a variety of formats, including presentations and reports.						
- Develop the skills and confidence to understand and respond to academic texts in real-time.						
- Gain confidence participating in and leading discussions on academic topics.						
[Course schedule and contents]						
Week 1: Class introduction, syllabus, and learning goals.						
Weeks 2-5: Theme 1: Education and globalisation						
Weeks 6-9: Theme 2: Education and sustainability						
Weeks 10-13: Theme 3: Education and the future						
Weeks 14-15: Presentation workshop and finals						
Week 16: Feedback						
[Course requirements]						
None						
[Evaluation methods and policy]						
Participation (20%)						
Skills Exercises (40%)						
Mini Presentation (20%)						

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)
Final Presentation (20%)
[Textbooks]
There is no assigned textbook for this course. All readings and preparation materials will be distributed via the VLE.
[References, etc.]
(Reference book) There is no assigned textbook for this course. All readings and preparation materials will be distributed via the VLE.
[Study outside of class (preparation and review)]
Students will be expected to contribute between 1-2 hours a week to this course outside of class. This time will be mostly be dedicated to assigned preparation materials, but also to skills exercises and the final presentation.
[Other information (office hours, etc.)]
Office hours will be held once per week for 1 hour (location and time to be announced in the course syllabus).

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 Senior Lecturer, Joonha Park	
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 (Face-to-face course)		Year/semesters	2025・First semester
Days and periods	Thu.2		Target year	2nd year students or above	Eligible students	For all majors
[Overview and purpose of the course]						
This course aims to give you the skills to understand and respond to academic texts with confidence, while also introducing you to perspectives and contemporary research in the field of Social and Educational Psychology. Each week, you will be introduced to important ideas in a variety of formats, including academic journal articles, academic presentations, podcasts, online videos, and popular media. You will also be taught a variety of academic skills that will help you to understand these texts more easily, and respond in detail.						
At the end of this course, you will have a foundational understanding of educational issues from a social psychological perspective, and the necessary academic skills to support your own exploration of the psychology and social sciences in the future, and have the skills to engage with these ideas with confidence.						
[Course objectives]						
You will...						
- Gain basic knowledge about major perspectives and contemporary research in the field of social psychology and education.						
- Gain basic knowledge about key historical and modern texts and thinkers in this field.						
- Develop skills to understand academic texts, audio, and videos in English.						
- Develop skills to respond to such texts in a variety of formats, including presentations and reports.						
- Develop the skills and confidence to understand and respond to academic texts in real time.						
- Gain confidence in participating in and leading discussions on academic topics.						
[Course schedule and contents]						
Week 1: Class introduction, syllabus, and learning goals.						
Weeks 2-5: Theme 1: Major theories and studies in social psychology						
Weeks 6-9: Theme 2: Major issues in educational psychology						
Weeks 10-13: Theme 3: Where and how social psychology meets education						
Weeks 14-15: Presentation workshop and finals						
Week 16: Feedback						
[Course requirements]						
None						
[Evaluation methods and policy]						
Participation (20%)						
Skills Exercises (40%)						

Continue to 外国文献研究（教育・英）I -E1(2)						

外国文献研究（教育・英）I -E1(2)	
<p>Mini Presentation (20%)</p> <p>Final Presentation (20%)</p>	
[Textbooks]	
Not used	
[References, etc.]	
<p>(Reference book)</p> <p>There is no assigned textbook for this course. All readings and preparation materials will be distributed via Panda.</p>	
[Study outside of class (preparation and review)]	
Students will be expected to contribute between 1-2 hours a week to this course outside of class. This time will mostly be dedicated to reading/watching assigned preparation materials (mandatory!) and making/practicing for the final presentation.	
[Other information (office hours, etc.)]	
Office hours will be held once per week for 1 hour (location and time to be announced in the course syllabus).	

Course number		U-LAS10 10031 LE55					
Course title (and course title in English)		Calculus-E2 [For non-science majors] Calculus-E2 [For non-science majors]		Instructor's name, job title, and department of affiliation	Graduate School of Engineering Senior Lecturer, Arseniy Aleksandrovich , Kuzmin		
Group		Natural Sciences		Field(Classification)	Mathematics(Foundations)		
Language of instruction		English		Old group	Group B	Number of credits 2	
Number of weekly time blocks		1	Class style	Lecture (Face-to-face course)		Year/semesters	2025・First semester
Days and periods		Tue.3		Target year	All students	Eligible students	For all majors
[Overview and purpose of the course]							
The rapid progress of computers has made it possible to analyze various social and natural phenomena by mathematical methods, and the importance of these methods is increasing.							
As a basis for learning such mathematical methods, this course provides basic mathematics of differential and integral calculus for liberal arts students.							
The course does not require high school mathematics for students aspiring to be scientists and engineers (high school mathematics III) but is designed so that students who have taken only high school mathematics courses for liberal arts can understand the content of the course.							
Differentiation and integration of functions of one variable and differentiation of functions of two variables will be taught.							
[Course objectives]							
To understand the basic concepts and theorems of derivatives and integral of univariate functions and derivatives of bivariate functions and to acquire the computational techniques to apply them.							
[Course schedule and contents]							
The following subjects will be explained. There will be 15 lessons, including feedback. The order of subjects is not fixed, but the lecturer will decide according to the lecturer's lecture policy and the student's background and understanding of the subject.							
1. Number sequences and functions (limits of sequences, *infinite series, limits of functions, continuous functions, composition of functions, elementary functions, *inverse functions) [2-3 weeks]							
2. Differentiation (differential coefficients, derivatives, derivatives of products and quotients, derivatives of composite functions, derivatives of elementary functions, mean value theorem, increase/decrease and maxima/minima of functions, *Taylor expansion) [4-6 weeks]							
3. Integral calculus (indefinite integral, primitive functions of elementary functions, integrals by substitution, integration by parts, definite integral, *area, *volume of revolution) [2-3 weeks]							
4. Differentiation of bivariate functions (functions of two variables, partial differentiation, total differentiation, differentiation of composite functions of two variables, extrema, *tangent plane, *conditional extrema problem) [3-4 weeks]							
5. Feedback [1 week]							

Continue to Calculus-E2 [For non-science majors](2)							

Calculus-E2 [For non-science majors](2)

Items marked with an asterisk (*) will be covered if time permits. In addition to lectures on the above topics, there will be exercises (in-class exercises or homework) related to the topics.
[Course requirements]
Students are assumed to have a good understanding of high school mathematics except calculus.
[Evaluation methods and policy]
30% Homework and participation 20% Midterm quiz 50% Final test
[Textbooks]
Instructions on the textbook will be given in class. For those topics for which no appropriate textbook is available, printed or electronic materials will be provided by the lecturer.
[References, etc.]
(Reference book) Introduced during class
[Study outside of class (preparation and review)]
In order to learn mathematics, it is necessary to try to solve the exercises on your own, in addition to preparing and reviewing the lectures.
[Other information (office hours, etc.)]

<p>Linear Algebra A-E2 [For non-science majors](2)</p> <hr/> <p>Part of subjects marked with # will be given in this class or all of them will be moved to the autumnal course, depending on the progress of the class.</p> <p>In addition to lectures on the above topics, there will be exercises (in-class exercises or homework) related to the topics.</p>
<p>[Course requirements]</p> <p>Students are assumed to have a good understanding of high school mathematics except calculus.</p>
<p>[Evaluation methods and policy]</p> <p>Students will be evaluated primarily on their performance in the final examination. The student's performance in exercises and homework may also be taken into account. The details of the evaluation system will be explained by the lecturer in the first lecture.</p>
<p>[Textbooks]</p> <p>Instructions on the textbook will be given in class. For those topics for which no appropriate textbook is available, printed or electronic materials will be provided by the lecturer.</p>
<p>[References, etc.]</p> <p>(Reference book)</p> <p>Introduced during class</p>
<p>[Study outside of class (preparation and review)]</p> <p>In order to learn mathematics, it is necessary to try to solve the exercises on your own, in addition to preparing and reviewing the lectures.</p>
<p>[Other information (office hours, etc.)]</p>

Course number		U-LAS13 10012 EE60			
Course title (and course title in English)	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 Senior Lecturer, LANDENBERGER, Kira Beth 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 Professor, Cathy McNamee Graduate School of Engineering Associate Professor, ZHU , Tong	
	Fundamental Chemical Experiments-E2				
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 (Face-to-face course)		Year/semesters 2025・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 ⁺ , 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. 	

Course number		U-LAS30 20042 SE11			
Course title (and course title in English)	Programming Practice (Python) -E2			Instructor's name, job title, and department of affiliation	Graduate School of Informatics Assistant Professor,SEO Stela Hanbyeol
	Programming Practice (Python) -E2				
Group	Informatics		Field(Classification)	(Issues)	
Language of instruction	English		Old group		Number of credits 2
Number of weekly time blocks	1	Class style	Seminar (Face-to-face course)		Year/semesters 2025 · First semester
Days and periods	Wed.5/Thu.5		Target year	All students	Eligible students For all majors
[Overview and purpose of the course]					
This course is an introduction to the programming practice in Python, for students without prior programming experience. In this course, students learn how to write simple Python scripts, understand programming practices, and study common programming designs. At the end of the course, they would have a programmer mindset to write good code and basic programming skills in Python. As Python is widely used in many fields including academia and has a large collection of high-quality libraries, students may find their programming skills in Python useful for the rest of their academic years and possibly for their career in the future.					
[Course objectives]					
In this course, students will first learn the syntax of the Python language and the structure of a Python program. Then, they will learn to use some of the standard data structures provided by the Python language and some of its popular libraries. Finally, students will train in designing, writing, and testing their own programs. After attending the course, students should be able to: <ul style="list-style-type: none">• Understand and modify existing simple programs.• Design, implement, and test their own simple programs.• Design, implement, and test their own simple graphical interfaces.					
[Course schedule and contents])					
Introduction (1 session) <ul style="list-style-type: none">• Computer hardware and programming languages,• Python in today ' s programming landscape,• Example of real-world Python use. Part 1: Learning Python and Programming Practices (10 sessions) In this part, students will learn the fundamentals of the Python programming language by studying small example programs and completing simple programming tasks. For each topic, when applicable, we discuss common programming practices. The presentation will include the following topics: <ul style="list-style-type: none">• Discover Python using the interactive mode• Running a Python script• Numeric data and Boolean• Naming and comments• Control structures					
Continue to Programming Practice (Python) -E2(2)					

Programming Practice (Python) -E2(2)	
<ul style="list-style-type: none"> • Data structures (list, dictionary, string) • Object oriented programming with Python • Input and Output • Error handling • Using Python modules • Graphical User Interface (GUI) for Python • Scientific computation with Python 	
Part 2: Programming Exercise (3 sessions) The goal is to put in application the knowledge acquired in part 1 and experience real-world software development challenges. The students will have to: <ul style="list-style-type: none"> • Propose a solution, • Implement the solution, • Test the solution. 	
The schedule and contents are subject to change based on class progress.	
Total 14 classes and one feedback class.	
[Course requirements]	
For this course, no prior programming experience is required. Sample programs will be provided as needed. For practicality, some may contain mathematical concepts and calculations, while there are no explanations for mathematical foundations. Students must bring their own computer to participate in this course (BYOD). The course will be using Python 3, available for free on any recent versions of the main operating systems (Windows, Mac, or Linux). Installation is straight-forward; if needed, the instructor will provide extra help to students.	
[Evaluation methods and policy]	
The evaluation will be based on: <ol style="list-style-type: none"> 1. An assignment given during part 1 (50%) 2. A final programming task done during part 2 (50%). The notation criteria will be explained during the classes.	
[Textbooks]	
Not used	
[References, etc.]	
(Reference book) For an application-oriented presentation, you can see [1] for an in-depth presentation you can refer to [2]. There are many on-line resources about Python, check the official Python website (https://www.python.org/). [1] Al Sweigart, Automate the Boring Stuff with Python, 2nd edition, (No Starch Press) ISBN: 978-1593279929 (Python3) [2] Mark Lutz, Programming Python, 5th Edition, (O'Reilly Media, Inc.) ISBN: 9781449398712 (Python2 & Python3)	
Continue to Programming Practice (Python) -E2(3)	

Programming Practice (Python) -E2(3)
<div> (Related URL) </div> <div> https://www.python.org/(Python Software Foundation) </div>
[Study outside of class (preparation and review)]
<p>Students are expected to review the class material during the delivery week to follow the course materials. Students who cannot complete the tasks given during a class should complete them before the next class to follow the course materials.</p>
[Other information (office hours, etc.)]
<p>There are no specific office hours. Students can send emails to communicate with the instructor regarding their assignments, questions, and other inquiries.</p>

Lecture code: W222001 for Wed.1
W222002 for Wed. 2
W222003 for Wed. 3

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 Professor,KATAOKA HITOMI
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 (Face-to-face course)		Year/semesters 2025・First semester
Days and periods	Wed.1/Wed.2/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, Associate Professor Takashi Watari, 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 understand the basic knowledge about Behavior Science and learn about reflective listening works to engage a person/patient who is not motivated to change.					
To be able to talk with a patient using motivational counseling skills					
[9] [10] Program3: Reflective listening/Overcoming barriers to empathy					
[11][12] Evaluation2: Demonstrate motivational interviewing in brief consultations with patients					
[13] Reflection2					
[14] FUN ENGLISH: Medical Reasoning session through Team Based Learning (TBL).					
[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: kataoka.hitomi.5r@kyoto-u.ac.jp).					

Lecture code: Z001422

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)		Instructor's name, job title, and department of affiliation	Graduate School of Letters Program-Specific Senior Lecturer,Tao PAN		
	ILAS Seminar :Scripts and Written Artefacts					
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks	1
Class style	Seminar (Face-to-face course)	Year/semesters	2025・First semester		Quota (Freshman)	10 (10)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Tue.5
Classroom	Seminar room 2, Faculty of Letters Main Bldg. (Main Campus)				Language of instruction	English
Keyword	言語学 Linguistics / ヨーロッパ文学 / European literature / ヨーロッパ史 / History of Europe					
[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 l' 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)						

ILASセミナー : Scripts and Written Artefacts (文字と書かれた遺物) (3)
<p>11.3. Papyrus, Parchment and Codex</p> <p>Week #12 Oriental Manuscripts (discovered along the Silk Roads)</p> <p>12.1. General Introduction</p> <p>12.2. Oriental Manuscripts (Gandhari, Sanskrit, Khotanese, Tocharian, Chinese, etc.)</p> <p>12.3. Differences and Similarities between Western and Oriental Manuscripts</p> <p>References: Manuscript Cultures Mapping the Field; One-Volume Libraries Composite and Multiple-Text Manuscripts</p> <p>Website: Homer (Venetus A): http://beta.hpcc.uh.edu/hmt/archive-dl/VenetustA/ ; 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</p> <p>Week #13 Presentations of Students Part 1</p> <p>Week #14 Presentations of Students Part 2</p> <p>Week #15 Feedback</p>
[Course requirements]
None
[Evaluation methods and policy]
<p>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.</p> <p>1. Attendance + Participation 50%</p> <p>2. Presentation on seminar topics 50%</p>
[Textbooks]
プリント配付 Distribute handouts
[References, etc.]
<p>(Reference book)</p> <p>Please refer to "Course schedule and contents" for the course texts and materials.</p>
[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.)]
<p>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.)</p>

Lecture code: Z001514

Course number		U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー : Investigating Cultural Keywords to Understand Human Psychology (異文化コミュニケーションによる人間心理 の理解)		Instructor's name, job title, and department of affiliation	Institute for Liberal Arts and Sciences Professor,DALSKY , David Jerome		
	ILAS Seminar :Investigating Cultural Keywords to Understand Human Psychology					
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks	1
Class style	Seminar (Face-to-face course)	Year/semesters	2025・First semester		Quota (Freshman)	5 (5)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Mon.5
Classroom					Language of instruction	English
Keyword	foreign language education-related / intercultural communication-related / social psychology-related / linguistics-related					
[Overview and purpose of the course]						
In this course, students will read and discuss materials related to intercultural exchanges focused on culturally unique psychological concepts with an indigenous psychology approach using English.						
Cultural concepts such as amae (Japanese), sajiao (Chinese), and manja (Javanese) will be discussed and researched. Students will engage in face-to-face or virtual intercultural exchanges during the semester with students from various cultural backgrounds.						
[Course objectives]						
Students will obtain knowledge about key cultural concepts in Mandarin Chinese, Indonesian, and Japanese and how to apply an intercultural exchange model and framework involving these concepts for intercultural competence.						
Considering the above in an academic context in English will enable students to improve their English reading, writing, speaking, listening, and presentation skills and confidence by reading academic papers, making two PPT presentation based on the readings, writing a brief academic report, and discussing the weekly reading assignments.						
Critical thinking ability will also be emphasized as the instructor will question the students ' cultural assumptions. Students will also develop skills related to creating animations using an online application that depicts interactions in specific cultural contexts involving cultural concepts. These animations will be posted on an educational Instagram account: https://www.instagram.com/intercultural_word_sensei/						
[Course schedule and contents]						
このセミナーは、主に英語で行われるが、E2科目として認められないことに注意すること。						
Week 1: Course Introduction and Readings						
Week 2: Japanese Cultural Concept: 和						
Week 3: A Japanese / Finnish Online Intercultural Exchange						

Continue to UASセミナー : Investigating Cultural Keywords to Understand Human Psychology (異文化コミュニケーションによる人間心理の理解) (4)						

LASセミナー : Investigating Cultural Keywords to Understand Human Psychology (異文化コミュニケーションによる人間心理の理解) (4)						
<p>Week 4: English as an International Language in Practice: Virtual Intercultural Fieldwork between Balinese and Chinese EFL Learners</p> <p>Week 5: A Virtual Intercultural Training Method: Exchanges of Javanese, Mandarin Chinese, and Japanese Emic Concepts</p> <p>Week 6: Intercultural Learning about Cultural Concepts Using English as a Lingua Franca: Online Exchanges Between German and Japanese University Students</p> <p>Week 7: A Virtual Transcultural Understanding Pedagogy: Online Exchanges of Emic Asian Cultural Concepts</p> <p>Week 8: Testing a Model of Cultural Concept-based Intercultural Training: Applications of Linguistic and Cultural Knowledge</p> <p>Week 9: Mandarin Chinese Cultural Concept: Sajiao</p> <p>Week 10: Japanese Cultural Concept: 甘え</p> <p>Week 11 ~ Week 13: Experiential Learning: Students will engage in intercultural exchanges with international students either online or face to face for structured interviews (guidelines provided) to report during the final presentation and write about for the topic of the final report.</p> <p>Week 14: Final Presentations</p> <p>Week 15: Final Exam</p> <p>Week 16: Feedback</p>						
[Course requirements]						
Students should be able to communicate in English comfortably. This means students should have a positive attitude toward learning in English and have the desire to improve their English skills.						
The learning environment will be relaxed, and confidence related to English skills should improve if students put in effort outside of class to prepare for the class meetings.						
This course would especially be helpful for preparing students planning to study abroad.						
[Evaluation methods and policy]						
Assessments of the course objectives will be based on the quality of the following:						
<p>1) Two Canva or PPT presentations based on the weekly readings</p> <p>2) Weekly discussion questions based on the readings</p> <p>3) Active participation in class discussions</p> <p>4) Final report (200-300 words)</p> <p>5) Animation about one key cultural concept (The animation will be created using simple web-based software and a tutorial will be given on its use.)</p>						
Specific Evaluation Criteria (raw score grades will be used (0-100):						
Two Canva or PPT presentations: 20%						
Weekly discussion questions = 15%						
Final report (200-300 words)= 30%						
Animation = 15%						
Improvement in English skills (self-assessment and instructor assessment) = 20%						
Continue to LASセミナー : Investigating Cultural Keywords to Understand Human Psychology (異文化コミュニケーションによる人間心理の理解) (4)						

<p>LABS27-1: Investigating Cultural Keywords to Understand Human Psychology (異文化コミュニケーションによる人間の理解) (A)</p>
<p>[Textbooks]</p>
<p>その他 A Google Doc will be shared among class members with class materials and more detailed information.</p>
<p>[Study outside of class (preparation and review)]</p>
<p>The teacher will provide tutorials on how to read academic research papers, make PPT academic presentations and deliver them, and apply what they are learning in their English Writing-Listening classes.</p> <p>Homework:</p> <ol style="list-style-type: none"> 1) Weekly reading (one research paper or academic book chapter) 2) Making two Canva or PPT presentations based on a research paper or book chapter 3) Writing two weekly discussion questions (if not presenting during a particular week) 4) Writing the final report (200-300 words) 4) Creating one animation based on a key cultural concept
<p>[Other information (office hours, etc.)]</p>
<p>Office hours by appointment: dalsky.davidjerome.8u@kyoto-u.ac.jp</p>

Lecture code: Z001537

Course number		U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー : バイソンによる科学現象の可視化		Instructor's name, job title, and department of affiliation	Institute for Advanced Study		
	ILAS Seminar :Visualising Science with Python			Program-Specific Assistant Professor,MATTONI, Giordano		
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks	1
Class style	Seminar (Face-to-face course)	Year/semesters	2025・First semester		Quota (Freshman)	15 (15)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Tue.5
Classroom	01, Yoshida-South Campus Bldg. No. 1				Language of instruction	English
Keyword	science / Python / data / analysis / program					
[Overview and purpose of the course]						
This is a practical course with the aim of learning how to make scientific data visible to the human eye. Scientific information often takes the form of written numbers or text that do not have a clear meaning for humans. With a series of hands-on lessons, students will learn how to use Python, a powerful tool and programming language, to make science visible, analyse it, and interpret it. Lessons will be highly interactive, with students required to write their own examples and immediately test what taught in the class. Students will be encouraged to get independent at finding their own resources on the Internet and develop critical scientific thinking.						
[Course objectives]						
- Display scientific data in an effective manner (graphs, labels, pointers) - Learn the basics of Python programming language - Interpret data based on mathematical models, critical thinking - Set up a simple scientific experiment with common tools - Find own resources by Internet search						
[Course schedule and contents]						
このセミナーは、主に英語で行われるが、E2科目として認められないことに注意すること。						
Module I: The basics of data plotting 1. Introduction to the course and Python language, installation on own computers 2. Spyder editor, structure of variables, operators, print function 3. Inputs and functions, IF/FOR loops 4. Loading data, function plotting with matplotlib 5. Multiple curves/plots/labels/zooming						
Assignment I: Plot given data highlighting its interpretation (20pts + 5/3/1pts for top three students)						
Module II: Data analysis 6. Interactive plots and manual fits 7. Data fitting with numpy/complex functions						

Continue to ILASセミナー : バイソンによる科学現象の可視化 (2)						

ILASセミナー : バイソンによる科学現象の可視化 (2)

8. Interpolation and data matching from different sets 9. Data filtering, background subtraction 10. Data digitiser: test model from a published scientific article Assignment II: Re-plot data from given scientific article and test models (20pts + 5/3/1pts for top three students) Module III: Applied science and daily life 11. Parse and plot data from a website 12. Set-up a simple scientific experiment such as pendulum swing, resistivity of a superconductor, light intensity (to be decided according to group size and student interest) 13. Perform measurements with common instruments (i.e., smartphone, voltmeter) 14. Acquire scientific data 15. Final exam: Analysis of data, fitting with a model, interpretation of results (60pts) 16. Feedback class
[Course requirements]
Students are required to bring their own laptops to the lessons and exam. If you do not have a laptop and would like to borrow one for the lessons, please contact the teacher directly. Active participation is encouraged to develop problem-solving skills and independence. Basic knowledge of programming can be helpful, but not required.
[Evaluation methods and policy]
Students will be evaluated based on the assignment I and II (20pts each) and a final in-class examination (60pts). At least 60pts are required to pass this course.
[Textbooks]
No textbooks. In addition to the material provided in the class, students are encouraged to find their own resources by Internet search.
[References, etc.]
(Reference book) Introduced during class
[Study outside of class (preparation and review)]
One of the objectives of this course is for students to learn to search their own material online (guidelines will be provided in the class).
[Other information (office hours, etc.)]
Flexible office hours (schedule to be discussed in the class).

Lecture code: Z001569

Course number		U-LAS70 10001 SJ50					
Course title (and course title in English)	ILASセミナー : Introduction to Global Issues - Inequality and the Fight for Social Justice(グローバル問題入門-不平等と社会正義のための闘い)			Instructor's name, job title, and department of affiliation	Institute for Liberal Arts and Sciences Senior Lecturer,Schipper Sara		
	ILAS Seminar :Introduction to Global Issues - Inequality and the Fight for Social Justice						
Group	Seminars in Liberal Arts and Sciences			Number of credits	2	Number of weekly time blocks	1
Class style	Seminar (Face-to-face course)		Year/semesters	2025・First semester		Quota (Freshman)	15 (15)
Target year	Mainly 1st year students	Eligible students	For all majors			Days and periods	Thu.5
Classroom	23, Yoshida-South Campus Bldg. No. 1					Language of instruction	English
Keyword	社会学 / ジェンダー / global inequalities / SDGs / discrimination						
[Overview and purpose of the course]							
<p>本コースでは、労働、教育、健康、財産所有など、様々な分野における世界的な不平等を探究しながら、同時に学生の英語力に対する自信を築くことを目指します。毎週、異なる重要なテーマに関する短い読み物や動画を通じて学び、積極的な意見交換が求められます。これらの不平等は、国連の「持続可能な開発目標（SDGs）」と深く関連しています。学期後半には、学生それぞれが興味のあるテーマを自主的に研究し、その成果を口頭で発表します。このコースは、英語圏のアカデミックな環境に触れる貴重な機会となるでしょう。</p> <p>This course will explore global inequality in a variety of areas such as work, education, health, and property ownership, while helping students build confidence in their English abilities. Each week, a different key area will be explored with short readings or videos, followed by small-group discussions in which students will be encouraged to express their opinions. The inequalities in these areas underlie many of the United Nation ' s Sustainable Development Goals (SDGs). Later in the semester, students will independently research the issues and present their findings orally. This course provides a great opportunity for students to practice engaging in an English-medium academic environment.</p>							
[Course objectives]							
<p>This course will provide students with an understanding of inequalities based on factors such as race, sex, and minority status within and among countries in the world. Students will also gain an understanding of the progress that has been made in closing these gaps and will have the opportunity to explore potential solutions. By the end of the course, students should be able to participate actively in an English discussion on the topic of global inequalities and the fight for social justice, conduct research on related themes, and share their ideas in a short final presentation.</p>							
[Course schedule and contents])							
このセミナーは、主に英語で行われるが、E2科目として認められないことに注意すること。							
Depending on class size and student needs, more or less time may be spent on each theme.							

Continue to ILASセミナー : Introduction to Global Issues- Inequality and the Fight for Social Justice/70 - 11(問題/不平等と社会正義のための闘い) (Q)							

<small>ILASセミナー : Introduction to Global Issues- Inequality and the Fight for Social Justice/70 - 11(問題/不平等と社会正義のための闘い) (Q)</small>
<p>Week 1: Introductions and background on inequalities (SDGs) Week 2: Poverty (wealth gap, sanitation, hunger) Week 3: Work (unpaid work, occupational segregation, harassment) Week 4: Health (HIV, cancer, medical innovation) Week 5-6: Education (literacy, major choice, digital divide) Week 7: Birth (son preference, maternal mortality, sex education) Week 8: Political participation (voting rights, representation) Week 9: Beauty (dieting, cosmetics, FGM) Week 10: Crime (rape, murder, police brutality) Week 11: Property rights (land ownership, home ownership) Week 12: Marriage (child marriage, the right to marry) Week 13: Human trafficking Week 14: Presentations Week 15: Exam week (there will be no exam) Week 16: Feedback*</p> <p>*During the feedback class, students who would like further consultation with the instructor may schedule an appointment.</p>
[Course requirements]
No course requirements. Students concerned about participating in an English-only environment are strongly encouraged to register.
[Evaluation methods and policy]
30% Written homework assignments (short responses to class content) 30% Participation (preparation for and active participation in small-group discussions) 30% Presentations (a final research presentation) 10% Quizzes (often conducted in groups or with access to notes)
*English proficiency is not included in the grading criteria.
[Textbooks]
Not used Course materials will be provided in class.
[References, etc.]
(Reference book) Joni Seager 『The women's atlas 』 (Penguin, 2018) ISBN:9780143132349 (Some content from this book will be introduced and discussed during class.)
[Study outside of class (preparation and review)]
Students will need to study relevant vocabulary and/or complete short readings to prepare for class discussions and quizzes. Short homework assignments will be assigned regularly (e.g., one-page responses to class discussion). The final presentation will require research and practice, but students will be given adequate time to prepare.
<small>Continue to ILASセミナー : Introduction to Global Issues- Inequality and the Fight for Social Justice/70 - 11(問題/不平等と社会正義のための闘い) (Q)</small>

[Other information (office hours, etc.)]

Office hours Monday, Tuesday, and Thursday during lunch time. Students are encouraged to ask questions in English or Japanese.

Experience using PowerPoint or similar is useful but not required.

Students should be willing to participate in discussions.

Lecture code: Z001570

Course number		U-LAS70 10001 SJ50				
Course title (and course title in English)	ILASセミナー : Exploring Global Leadership Through the Lens of Diversity, Equity, and Inclusion(多様性、公平性、包括性の視点からグローバルリーダーシップを探る)		Instructor's name, job title, and department of affiliation	Institute for Liberal Arts and Sciences Senior Lecturer, LeBlanc Catherine		
	ILAS Seminar :Exploring Global Leadership Through the Lens of Diversity, Equity, and Inclusion					
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks	1
Class style	Seminar (Face-to-face course)	Year/semesters	2025・First semester		Quota (Freshman)	15 (10)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Thu.5
Classroom	Seminar room 22, ILAS Bldg.				Language of instruction	English
Keyword	ジェンダ / leadership styles / women in leadership / DEI initiatives / intercultural competency					
[Overview and purpose of the course]						
The purpose of this course is to explore principles and frameworks surrounding leadership, and how these are applied in a global society. This course will emphasize the evolving nature of leadership in light of recent global events and how these shifts are reflected locally. We will also focus on the need for flexibility and adaptability in an increasingly diverse society. Students will examine leadership issues related to culture, gender, and inclusivity, linking these concepts to their own perspectives. By reflecting on their personal values, vision, and decision-making processes, students will gain insights into how these factors influence their performance and relationships, and practice new leadership behaviors.						
このコースの目的は、リーダーシップにまつわる原則や枠組みを探求し、それらがグローバル社会においてどのように適用されるかを探ることである。このコースでは、近年の世界的な出来事に照らして、リーダーシップの本質が進化していること、そしてその変化がどのように地域社会に反映されているかを強調する。また、ますます多様化する社会における柔軟性と適応性の必要性にも焦点を当てます。受講生は、文化、ジェンダー、包括性に関連するリーダーシップの問題を検討し、これらの概念を自分自身の視点と結びつけていきます。個人的な価値観、ビジョン、意思決定のプロセスを振り返ることで、これらの要素が自分のパフォーマンスや人間関係にどのような影響を与えるかについての洞察を深め、新たなリーダーシップ行動を実践します。						
[Course objectives]						
By the end of this course, students will be able to:						
- Understand and describe the theory and practice of leadership and how it applies to global leaders.						
- Understand intercultural and emotional intelligence and their importance in a diverse workplace.						
- Recognize specific challenges for women in leadership and develop competencies to address these.						
- Demonstrate effective communication skills through class discussions, presentations, and writing assignments to formulate clear and persuasive arguments.						

Continue to LAS252+ - Exploring Global Leadership Through the Lens of Diversity, Equity, and Inclusion(多様性、公平性、包括性の視点からグローバルリーダーシップを探る)						

LAS252+ - Exploring Global Leadership Through the Lens of Diversity, Equity, and Inclusion(多様性、公平性、包括性の視点からグローバルリーダーシップを探る)	
[Course schedule and contents]	
このセミナーは、主に英語で行われるが、E2科目として認められないことに注意すること。	
The course will be adapted to the level and interest of the students. Therefore, the number of weeks for each topic may vary. Topics will include some of the following:	
Week 1: Course introduction and overview - Why global leadership?	
Week 2-4: Principles and Frameworks <ul style="list-style-type: none"> - What is leadership and how do we talk about it? - Leadership: challenges and opportunities 	
Week 5-7: Leadership and Culture <ul style="list-style-type: none"> - Leadership styles - Intercultural competency and communication - Emotional intelligence 	
Week 8-10: Diversity and Inclusion <ul style="list-style-type: none"> - Creating and leading in a supportive work environment - Avoiding “ diversity pitfalls ” 	
Week 11-13: Women in leadership <ul style="list-style-type: none"> - Women-led local and international initiatives - Challenges, obstacles, and solutions - Pervasive narratives for women in the workplace 	
Week 14: Course review and reflection	
Week 16: Feedback	
[Course requirements]	
None	
[Evaluation methods and policy]	
A central part of this course will be pair, group, and whole-class discussions; therefore, active participation of students is crucial to the success of this course. Be prepared to discuss in English with other students and the lecturer; however, English language proficiency will not be part of the course evaluation. Students will be evaluated on class participation (40%), short reports (30%), and a final report/presentation (30%).	
[Textbooks]	
No textbooks; readings and other materials will be introduced and distributed before the class.	
[References, etc.]	
<p>(Reference book)</p> <p>Edited by Mark E. Mendenhall, Joyce Osland, Allan Bird, Gary R. Oddou, Michael J. Stevens, Martha Maznevski, G#252nter K. Stahl 『Global Leadership: Research, Practice, and Development (Global HRM) 』 (2017) (Some content from this book may be discussed in class.)</p> <p>Tracey Camilleri, Samantha Rockey, and Robin Dunbar 『The Social Brain: The Psychology of Successful Groups 』 (2023) (Some content from this book may be discussed in class.)</p> <p>Craig Calhoun 『Dictionary of the Social Sciences 』 (2002)</p>	
<p>-----</p> <p>Continue to LAS252+ - Exploring Global Leadership Through the Lens of Diversity, Equity, and Inclusion(多様性、公平性、包括性の視点からグローバルリーダーシップを探る)</p>	

[Study outside of class (preparation and review)]

Students are expected to read and/or view audio-visual materials, write short reports, and prepare for class discussion.

[Other information (office hours, etc.)]

Classes will be conducted mainly in English, but some supporting materials and explanations are available in Japanese. Students are welcome to ask questions in English or Japanese during and/or after the class. Students can also make an appointment directly or via email for further questions and discussion.

Lecture code: Z002006

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 (Face-to-face course)	Year/semesters	2025 • First semester		Quota (Freshman)	15 (15)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Tue.5
Classroom					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						
Week 15: Report Submission (No Class)						
Week 16: 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		
	ILAS Seminar-E2 :Smart Materials (Innovations in Materials Chemistry)					
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks	1
Class style	Seminar (Face-to-face course)	Year/semesters	2025・First semester		Quota (Freshman)	25 (15)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Thu.5
Classroom	26, Yoshida-South Campus Bldg. No. 1				Language of instruction	English
Keyword	Structural materials and functional materials / stimuli responsive materials / self-healing / shape memory / mimicking nature					
[Overview and purpose of the course]						
Students will be equipped with a basic understanding of what "smart materials" are and how these materials are present both in current research and the world around them. Students are encouraged in this course to be more creative in their own future studies and potential research in any of the sciences. 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]						
Students will be provided 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]						
1.Introduction to Smart Materials						
2.Thermoreponsive Materials						
3.Light Responsive Materials						
4.Magnetic Materials						
5.Piezoelectric Materials						
6.Ion, pH and Electroresponsive Materials						
7.Research and Presentations Methods						
8.Self-Healing Materials						
9.Shape Memory Materials						
10.Drug Delivery Systems						
11-12.Biomimetic Materials (2 Seminars)						
13-14.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)						
15.Feedback						

Continue to LAS 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.	

Course number		U-LAS70 10002 SE50				
Course title (and course title in English)	ILAS Seminar-E2 :Integrated Disaster Risk Management: An Implementation Perspective (統合災害リスク管理 : 実施の観点)		Instructor's name, job title, and department of affiliation	Disaster Prevention Research Institute Associate Professor,SAMADDAR , Subhajyoti		
	ILAS Seminar-E2 :Integrated Disaster Risk Management: An Implementation Perspective					
Group	Seminars in Liberal Arts and Sciences		Number of credits	2	Number of weekly time blocks	1
Class style	Seminar (Face-to-face course)	Year/semesters	2025・First semester		Quota (Freshman)	25 (15)
Target year	Mainly 1st year students	Eligible students	For all majors		Days and periods	Thu.5
Classroom	23, Yoshida-South Campus Academic Center Bldg. North Wing				Language of instruction	English
Keyword	Society and Disaster / disaster plans / disaster preparedness / disaster and culture / implementation					
[Overview and purpose of the course]						
Globally, disaster risks are increasing. There was a time when disasters were considered acts of God that humans could not control. Now we realize that disasters are social and cultural processes. All disasters are man-made. The course will provide a social and cultural perspective on disasters. Along with understanding the conceptual dimension of the social dimension of disaster, the course will explore what can be done to reduce disaster risk, what strategies are effective, and what strategies are not and why so. To understand the dynamics of disaster risk, we will review past and current disaster risk reduction plans and policies, as well as explore the strategies, plans, and tools that can be used to implement disaster risk reduction strategies.						
[Course objectives]						
The course has the following objectives - Understanding disaster risks from a social and cultural perspective The purpose of this study is to understand the factors that contribute to the willingness of the community to prepare for disasters. Exploring disaster risk reduction plans and strategies. Identify implementation challenges and effective methods of disaster risk reduction plans and policies.						
[Course schedule and contents]						
Week 1 : Disaster Risk : hazards, exposure, and vulnerability Week 2 : Social vulnerability: concept, indicators and quantification Week 3 : Disaster management cycle: response, relief, recovery, reconstruction and preparedness. Week 4 : Disaster risk perception: nature, factors and role in disaster risk management Week 5 : Disaster preparedness: why do some people want to prepare for disasters, while others do not? Week 6 : Society and disaster risks Week 7 : Disaster and Culture Week 8 : Mental models of disaster preparedness						
Continue to LAS Seminar-E2 :Integrated Disaster Risk Management: An Implementation Perspective (統合災害リスク管理 : 実施の観点) (2)						

LAS Seminar-E2 :Integrated Disaster Risk Management: An Implementation Perspective (統合災害リスク管理：実施の観点) (2)						

Week 9 : Case studies on disaster preparedness from Africa and Europe: what works and what not ? Week 10 : Case studies on disaster preparedness projects in Asia Week 11 : Disaster recovery and the community's views Week 12 : Disaster risk governance and local community's participation in the decision-making process Week 13 : Reconstruction and rehabilitation strategies: Case Studies Week 14 : Implementation strategies of disaster risk reduction : Review Week 15 : Final Presentation Week 16 : Feedback class						
[Course requirements]						
None						
[Evaluation methods and policy]						
Two group Presentations. Each will carry 40 Marks. (40 × 2 = 80) Two group discussions . Each group discussion will carry 10 marks (10 × 2 = 20).						
[Textbooks]						
Instructed during class						
[Study outside of class (preparation and review)]						
The instructor will provide you with notes, handouts, and papers. Students should read papers, watch documentary videos and review plans and policies on the internet as preparation.						
[Other information (office hours, etc.)]						