

# COURSE DESCRIPTIONS

Term 4 & 5, 2017

Term 1 & 2, 2018



CHIBA  
UNIVERSITY

**Note:**

This leaflet is originally made for J-PAC students who are participating in the International Liberal Arts Program and the Japanese Studies Program.

## Important Information on Courses

### 1. Courses taught in English and specialized seminars for J-PAC students

The course descriptions from p.3 offer information on courses taught in English, courses where both Japanese and English are used and specialized research and seminar for J-PAC students. All courses except specialized seminars for J-PAC students are also offered to Japanese students, which creates a unique international study environment and enables students to broaden their perspectives.

Students in the International Liberal Arts Program with Japanese language competence equivalent to Japanese 5xx at Chiba University or lower have to take at least two subjects from among the courses taught either in English or in both Japanese and English in each term.

### 2. Courses taught in Japanese

Courses for learning about Japan in Japanese (日本語で日本について学ぶ授業) recommended to exchange students are listed in the pamphlet J-PAC 2017-2018 and their course descriptions will be available on the following website in late March. When you search for subjects offered by department other than 教育学部 or 国際教養学部, be sure to set the 時間割所属 item on the search page to 普遍教育.

<http://www.chiba-u.ac.jp/campus-life/syllabus/index.html> (Japanese page)

The details for regular courses taught in Japanese offered at Chiba University from October 2017 to February 2018 will be also available on the same website. Exchange students may enroll in those courses with the teacher's permission.

### 3. Japanese language courses

Please refer to the following website for the course descriptions of Japanese language courses.

- Basic, Pre-intermediate and Intermediate courses: <https://j1cr.chiba-u.jp/top.php>
- Advanced courses (日本語上級): <http://www.chiba-u.ac.jp/campus-life/syllabus/index.html>

「時間割所属」は普遍教育を選び「授業科目名」に日本語と入れて、検索けんさくして下さい。

If you have not learnt basic Japanese, we strongly recommend that you take free online self-study courses conducted by the Japan Foundation: Hiragana, Katakana, Marugoto (Katsudo & Rikai) A1-1, Marugoto (Katsudo & Rikai) A1-2. <https://minato-jf.jp/Home/Index#CourseList>

### 4. Course numbering system

Please refer to the following webpage for the course numbering system of Chiba University. Three digit numbers following the course titles indicate the level of each course.

[http://www.chiba-u.ac.jp/e/course-program/course-numbering/files/course\\_numbering\\_system.pdf](http://www.chiba-u.ac.jp/e/course-program/course-numbering/files/course_numbering_system.pdf) (English page)

*1. Term 4 (October-November)*

**(1) Courses taught in English**

**■Globalizing Japan: Society and Culture A (JS) (Prof. H. Igarashi) 100**

Japanese society is often described as a “traditional” or “urban,” “cool” or “strange,” and “homogeneous” or “diverse.” What is a "real" picture of Japanese society? This introductory course reviews various domains of contemporary Japanese society from a sociological perspective. We will examine how demographic characteristics and social norms and institutions have shaped social life of people in Japan. We will also focus on how these norms and institutions have been transformed due to various effects of globalization. This course covers the following topics: the paradigms of Japanese studies, social class, geographical and generational variations, work, and education. By becoming familiar with sociological concepts to explain the mechanism of Japanese society, students will be asked to foster their abilities to view Japan not only from a sociological point of view, but also from “your own gaze” beyond local and tourist gazes.

**■Globalizing Japan: Society and Culture B (JS) (Prof. H. Igarashi) 100**

Japanese society is often described as a “traditional” or “urban,” “cool” or “strange,” and “homogeneous” or “diverse.” What is a "real" picture of Japanese society? This introductory course reviews various domains of contemporary Japanese society from a sociological perspective. We will examine how demographic characteristics and social norms and institutions have shaped social life of people in Japan. We will also focus on how these norms and institutions have been transformed due to various effects of globalization. This course covers the following topics: the paradigms of Japanese studies, “Japanese-ness,” racial/ethnic minority groups, gender and family, popular culture, civil society and social movements. By becoming familiar with sociological concepts to explain the mechanism of Japanese society, students will be asked to foster their abilities to view Japan not only from a sociological point of view, but also from “your own gaze” beyond local and tourist gazes.

**■ Introduction to Japanese Language (Prof. M. Holda) 100**

This class is meant to give the student an overview of the Japanese language regarding its grammatical, lexical and phonological system including a number of sociolinguistic issues. The aim of the course is broaden the student's linguistic perspective and raise his/her awareness of the position of Japanese among other languages of the world. Japanese language proficiency is not required as a prerequisite.

■ **Climate Change Leadership -Behavior Change and Culture I (JS) (Lecturer: Bai) 100**

This course provides an introduction to the basic concept of climate change science and conceptions about mitigation and adaptation, sustainable development, and climate change leadership. It focuses on environmental, economic, political, and social issues underlying the threat of global climate change. The course explores how and why climate change is happening, and what might happen in the future. Students will gain the scientific basis to analyze and critique climate policy using the latest climate projections. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic, and environmental consequences of climate change.

■ **Mitigating Urban Heat Islands and Motivating Citizen Actions I (JS) (Lecturer: Bai) 100**

Urban areas are usually warmer than their rural surroundings, a phenomenon known as the “heat island effect.” Urban heat islands (UHIs) can affect communities by increasing summertime peak energy demand, air pollution, heat-related illness and mortality, and water quality. This course provides a broad overview of the UHI effects and UHI mitigation strategies in mega-cities around the world. Students will learn how UHIs form and how communities can reduce the UHI effects. The course explores nature-based solutions to UHIs such as bioclimatic building design, permaculture city (applying permaculture principles to a wide variety of urban concepts), and urban forestry initiatives. Students will discuss the voluntary efforts and policy efforts to provide communities with information needed to lessen future risks that Tokyo might face during the Tokyo 2020 Games.

■ **Design Project Work (Prof. A. Paskevicius) 200**

This program aims to design new public service systems. This program extracts the problems from the user observation, and proposes new service systems. Sustainable society will be realized by new service systems. The course outline is as follows:

- Target Setting
- Fact Findings
- User Observation
- User Interview
- Summary of Problem
- User Scenario Making
- Service Scenario Making
- Service Design
- Prepare Presentation

Presentation

Key words: Service, Design, Public, Sustainable

Evaluation: Presentation Results and Report

## **(2) Courses where both Japanese and English are used**

### **■ Japanese Modern History from a Global Perspective (JS) (Prof. J. Biontino) 200**

This class will consider events in the history from Modern Japan from a Global Perspective. This way, students can learn about the advantages and caveats of "global history" all the while they will be enabled by this theoretical approach to reconsider what they have learned about Japanese history so far. Main readings will be in English, depending on the students' proficiency in Japanese there is always an option to add Japanese texts. Also, students will also try to explore old Western Sources on Japanese historical events in class, such as newspaper reports about the Sino-Japanese War from America etc.. In dealing with questions like whether the Russo-Japanese War can be considered "World War Zero", students will also learn about historical events in World History that are connected to the Modern History of Japan. Students without any prior knowledge of Japanese History are also welcome, but should be prepared for more reading effort.

### **■ Introduction to Intercultural Communication B (Lecturer: R. Ohri) 100**

This course aims to create an in-depth awareness about 1) what intercultural communication is, 2) the importance of intercultural communication. By taking an insightful look at different cultural norms introduced in the class, students will get hands-on knowledge and experience of what it is like to communicate with people from different cultural background in real life.

### **■ Language and Media B (Lecturer: R. Ohri) 200**

The aim of this course is to provide students with foundational knowledge about how language functions and the communicative role it plays in the media. Students will be able to think critically about the power and influence of the media in our daily lives and will be able to acquire new perspectives and a deeper awareness of a variety of global phenomena. With examples that span the full spectrum of Japanese and foreign media, students upon successful completion of this course, will develop the ability to think through the complexities of media like gender, race, power representation and rethink about its impact on us.

*2. Term 5 (December-February)*

## **(1) Courses taught in English**

### **■ "Japanese": Race in US Society (JS) (Prof. S. Kobayashi) 200**

What is “race”? How does it matter to “Japanese”? In this class, students will gain basic understanding of how “race” is shaped and practiced in a historical and contemporary US society. In particular, the class focuses on race relations, racialized interconnections as well as racial hierarchy involving Japanese descendants in the US, then reflectively understand the contemporary racial situation in Japan. Topics include racial categorization, citizenship, immigration, equity, legal and political system, and cross- and intra-racial and ethnic relationships. Aside from Japanese Americans, the class discusses issues involving other “Asians,” “white,” “black” and “Latino” in the US.

■ **Climate Change Leadership -Behavior Change and Culture II (JS) (Lecturer: Bai)**  
**100**

Climate change has already led to a wide range of impacts on the environment, the economy, and society. Adaptation to the observed and projected impacts in coming decades is needed, complementary to global climate mitigation actions. This course provides a comprehensive overview on climate change policies and three types of solutions to climate change with a focus on climate change leadership. Students will discuss the latest proposed solutions to climate change, their potential capacities and limitations (or risks). By the end of this course, students will be able to evaluate the successes and failures of past national and international efforts to address climate change, and evaluate prospects for future management of climate change under the Paris Agreement.

■ **Mitigating Urban Heat Islands and Motivating Citizen Actions II (JS) (Lecturer: Bai)**  
**100**

Urban heat islands (UHIs) can affect communities by increasing summertime peak energy demand, air pollution, heat-related illness and mortality, and water quality. This course provides comprehensive case studies of nature-based solutions to UHIs, applying and promoting key principles of green infrastructure and permaculture. These nature-based solutions can provide multiple functions and benefits on the same spatial area. The multiple functions can be environmental, social, and economic. Students will apply these community-based approaches in their own projects (practices for mitigating UHI) to better understand the “multiple co-benefits” of UHI mitigation strategies. Additionally, students will learn how to develop and implement their action plans to make community or region more environmentally and economically, healthy, habitable, and resilient.

■ **Introduction to Japanese Grammatical System (Prof. M. Holda) 100**

This course is designed to give international students an insight into Japanese grammatical categories by analysing differences between the Japanese language and the students' native language(s). Class participation and students' presentations will be encouraged. On the other hand,

Japanese students attending the course will gain an opportunity of looking at their own language from a different perspective.

## **(2) Courses where both Japanese and English are used**

### **■ Religion & Society (JS) (Prof I.Gaitanidis) 100**

This course deals with some fundamental subjects of debate about the relation between religion and society, taking contemporary Japan as a case study. With a constitution containing one of the strictest separations between religion and politics, with the increasing visibility of faith-related volunteer groups offering social support after 3.11, and with a contemporary history marked by the 1995 Aum affair, a nerve gas attack in urban Tokyo that forced anti-terrorist policy-makers worldwide to put religion on their agenda, Japan offers the chance to peer into the innermost workings of religion in post-industrial societies and, more specifically, into religion's relations with politics, social engagement and violence. You will find no definite answers in this course, but you will undoubtedly leave every week with the knowledge and skills that are necessary to understand and build your own arguments.

### **■ Japanese Culture from Intercultural Perspectives (JS) (Prof. K. Nishizumi) 100**

In this seminar, students learn and talk in group about Japanese traditional aspects of important life events, customs and contemporary social issues, e.g. marriage, education, food culture and national holidays, together with Japanese students from the intercultural perspectives, and they also deepen their understanding and awareness of Japanese and their own culture. This is a bilingual seminar where both Japanese and English are used in class so that students are expected to experience a bilingual/multilingual environment and think about what is important to promote mutual understanding in group work.

### **■ Global Project Work B (JS) (Prof. S. Kobayashi & Prof. I. Gaitanidis) 100**

In this age of globalization, the times when students of Japanese universities are required to or wish, because of personal interest, to talk about Japan have tremendously increased in number. Making friends with people of different nationalities, finding employment at international corporations, traveling around the world, all these are just a few examples of occasions when anyone of us may be asked to introduce the country we currently live in. But can we do it? And can we do it in a comprehensive manner that reflects the depth and richness of Japanese culture while avoiding generalizing comparisons that may reinforce, rather than eliminate, stereotypes? In this class, students discuss in groups a topic related to contemporary Japanese society, culture, politics or technology, conduct research about it and build a presentation in English, after going through a process of collaborative learning that includes brainstorming sessions, discussions, and the learning

of academic research skills and of a presentation software (Prezi).

■ **Intercultural Communication in the Japanese context B (Lecturer: R. Ohri) 200**

This course will use Japan as a case-study and provide students with foundational knowledge about what intercultural communication means in a Japanese context. Upon successful completion of this course, students will be able to, 1) critically evaluate their own intercultural competence, 2) reflect on how cultural norms differ or/and are similar at the same time, 3) develop communicative competence for working and studying effectively and confidently in a range of multicultural situations and, 4) understand how to minimize misunderstandings and miscommunication in a multicultural and/or multilingual context.

■ **Language in Society B (Lecturer: R. Ohri) 300**

In this course students will be able to build up on the foundational knowledge gained in the Language and Media course, Students will be able to learn and reconsider their image of Japan and the Japanese language by reflecting on their own experiences and will be able to acquire new perspectives and a deeper awareness of a variety of global phenomena. Upon successful completion of this course, students will have learnt the importance of language in communication, how to use language in a multicultural setting, how the use of language can lead to the formation of power relations between the speakers, and be able to identify factors that can lead to power relations, self-orientalism, stereotyping, and prejudice in communication.

*3. Term 4-Term 5(October-February)*

**(1) Courses taught in English**

■ **Introduction to Architectural Design (Prof. K. Yanagisawa) 100**

This course will cover various topics in traditional and contemporary architecture. I will give you a lecture, showing many slides. After a lecture, we will discuss about the topic shown in the slide. Besides regular classes, we would like to visit to the site of traditional and contemporary Japanese architecture as a field excursion.

Course Contents:

1. Design of Vernacular Architecture
2. Design of Traditional Architecture
3. Design of Japanese Architecture by Prof. Martin Morris
4. Off Campus Study Tour "Visit to Japanese History Museum and Samurai House"
5. Design of Modern Architecture
6. Human Behavior and Design
7. Environment by Prof. Jun Munakata

8. Design of Educational Facilities
9. Design of Healthcare Facilities
10. Design of Residential Facilities
11. Design of Workplace
12. Individual Presentation and Discussion Part.1
13. Individual Presentation and Discussion Part.2

■ **Environmental issues: Think Globally and Act Locally (Lecturer: Y. Ohkura)**  
**100**

Many environmental issues concerned, nowadays, are not just one nation's problems but most likely the problems that need to be solved with cooperation amongst the societies in the world. Moreover, actions of individuals can be a key to conserve the quality of environment.

This course focuses on the two particular environmental issues concerned in Japan and the world, emphasis on the survey and observation methods used for the two field works (held on weekends). Students will learn the basics for working at the field first-handedly, as well as to see how their lifestyles and activities may relate to those issues, what actions taken by Japanese people and how they can contribute themselves to solve the problems in their countries and also in a global manner.

■ **Seminar on Global and Japanese Economy (Prof. H. Ishido) 300**

1. Course Description

The aim of this course is to help the participants gain some basic concepts and global and Japanese economy. While international trade and poverty reduction is the main focus, the course will also touch upon the uniqueness of the Japanese economy (including "culture"). The participants are expected to learn what trade and investment theory is, how those concepts are actually related to the issue of "North-South problem" (i.e., income gap between the rich and the poorer countries), and how poverty reduction could be achieved globally. Along the way, the participants are encouraged to interact among themselves on the issue of "the uniqueness of Japan/East Asia (in terms of economy and culture)".

2. Schedule

- (1) Introduction to global and Japanese economy (including culture)
- (2) Basic concepts of international trade and investment theories
- (3) Toward a public philosophy of the global and Japanese economy

3. References

Study materials will be distributed before the course starts.

4. Conditions

Class size: Japanese economics-major students (already fixed) and several JPAC students.

Evaluation will be done on the basis of attendance (50%) and essay writing (50%; see the final page of this handout).

■ **Introduction to Japanese Traditional Foods (Prof. A. Ando) 100**

In Japan, there are many traditional (fermented) foods, for example 'Natto'. They have the cultural and food technological backgrounds. Making easy introductory lectures, we actually try these traditional foods. In addition to the lectures, attending students (in group) go out and experience Japanese foods and culture. They make some presentation about their experiences

**(2) Courses where both Japanese and English are used**

None.

**(3) Specialized seminars for J-PAC students**

■ **Research Work (Humanities) A (Prof. A.Yoshino, Prof. A. Kaneda, Prof. T. Kenjo and Prof. K. Wada)**

This is a course for those who wish to carry out an independent research project in Japanese studies. The goal of this class is to select a research topic of interest in Japanese studies, acquire research methods, and to set up a plan of research. The students will go on to take Research Work (Humanities) II, in which they will write a report of 6,000 to 9,000 characters in length.

■ **Research Work (Science and Engineering) A (Students' Academic Advisors)**

This course will be offered on an individual basis to science and engineering students who wish to pursue their research under their academic advisor at Chiba University. The language used for instruction depends on the student's language ability in both Japanese and English.

■ **Research Work (Humanities) C (Prof.K. Wada)**

This course will focus on how to gain the most when visiting Japanese history and folklore museums. In their coursework students will design museum exhibition guide in the Japanese Language, which they will later translate into their own languages.

*4. Term 1 (April-June)*

**(1) Courses taught in English**

■ **Health and Healthcare in Japanese Culture (JS) (Prof I.Gaitanidis) 200**

From the popularity of aesthetic surgery to the high rate of suicide, and from the post-Fukushima radiation scare to one of the most advanced reproductive healthcare services in the world, Japan presents fascinating case-studies which allow us to learn about the ways culture, society and politics

influence our conceptions of beauty and of a healthy lifestyle, the diagnosis of illness, and the experience of disease and death. Students taking this course will also, through discussions, engage in comparisons with non-Japanese case studies in order to understand how our sociocultural environment influences to a significant degree how we choose to define the concepts of “health” and “illness.”

### ■ **Schooling and Equity (JS) (Prof. S. Kobayashi) 200**

This course offers an introduction to educational issues linguistically culturally minority students encounter in both historical and contemporary international society. First, participants will be introduced to foundational theories in diversity, learning and schooling. Then, they will reflectively examine issues of educational equity and diversity in Japan. In particular, we will focus on topics that impact native-born and immigrant students including education policies, racial implications within the public education system, and cross- and intra-racial and ethnic peer relationships within K-12 and post-secondary education. The class will discuss topics and issues such as language education, standardized testing, and social relationships and identities among minority students within and across school, community, and other social contexts.

### ■ **Social Inequality and Stratification (JS) (Prof. Igarashi) 200**

Have you ever heard of "*kakusa-shakai*"(unequal or gap society), a word to describe the nature of contemporary Japanese society? What is the nature of *kakusa-shakai*? Since when has the term become popular? Is it a Japan-specific phenomenon? Had Japan been equal before the word became popular? If Japan is an unequal society, is the situation going worse in the future? This class aims to discuss and answer all these above-mentioned questions from the perspective of inequality and social stratification. Through the series of lectures, discussions and group projects, students will examine and deepen their understandings of the system of inequality and social stratification in Japan.

### ■ **Popular Culture in Japan A (JS) (TBA ) 100**

In the last twenty years, Japanese popular culture has attracted unprecedented attention around the world. Discussions about manga and anime, of course, but also television dramas, j-pop music, fiction novels and films produced in Japan are now ubiquitous on social networking sites and popular news outlets. Yet, we often fail to consider the politics behind this phenomenon and the complexity of what we mean by “Japanese” popular culture. These two courses will peer behind the scenes of specific popular culture sectors in Japan, in order to break down the ‘Cool Japan’ phenomenon into its constituent parts, and invite students to contribute through their own knowledge and perspectives into the re-examination of what we mean by “Japanese popular culture” today.

**■ Confronting Natural Disasters: Earthquakes, Floods, and Volcanic Eruptions (JS) (Prof. S. Yoshida) 200**

In this course, students discuss on catastrophic natural disasters. Every student is expected to analyze the current situations coping with natural disaster preventions and mitigations from different points of views. They include (1) individual residents (2) organizations such as schools, hospitals, corporates, and governments from local, regional, to national scales, (3) communities in different sizes including international ones, (4) disaster experts such as scientists and engineers, and (5) media and journalism. Subsequently, each student compares different opinions more objectively by considering logistics and feasibility, prioritizes action plans, and reaches better conclusions and recommendations.

**■ Fascinating Aspects of Applied Sciences A (JS) (TBA ) 100**

We often think that without sufficient scientific knowledge, we will fail to understand daily applications of scientific discoveries, from how for example, a smartphone works, to why the use of satellite imagery can prevent natural disasters. These two courses use examples from Japan, to discuss the challenges facing applied sciences in today's world, not only from a technological perspective (the courses do not require any preliminary scientific knowledge), but also from a socio-cultural perspective. Students will have the opportunity to acquire some basic understanding of a specific field of applied sciences, and also gain awareness of the social implications of the gadgets that we employ in our everyday lives.

**■ Introduction to Japanese Language (Prof. M. Holda) 100**

This class is meant to give the student an overview of the Japanese language regarding its grammatical, lexical and phonological system including a number of sociolinguistic issues. The aim of the course is broaden the student's linguistic perspective and raise his/her awareness of the position of Japanese among other languages of the world. Japanese language proficiency is not required as a prerequisite.

**(2) Courses where both Japanese and English are used**

**■ “Japan” in American films (JS) (Prof. S. Kobayashi) 200**

In this course, students are introduced to issues of ethnic representations in films and other media in the US. Especially, the class focuses on Japanese and other Asians in Hollywood films, drama and cartoons from 1920s to present. Not only do “popular” ideologies in a society influence the portrayal and performance of racial and ethnic groups in media, but these images also become “popular” and socially “desirable” in a global context. Throughout the semester, students will learn

critical perspectives to understand how being embedded and exposed to popular culture impact our “reality” and how these understandings become commodified, distributed and consumed in the world.

### ■ **Introduction to Intercultural Communication A (Lecturer: R. Ohri) 100**

This course aims to create an in-depth awareness about 1) what intercultural communication is, 2) the importance of intercultural communication. By taking an insightful look at different cultural norms introduced in the class, students will get hands-on knowledge and experience of what it is like to communicate with people from different cultural background in real life.

### ■ **Language and Media A (Lecturer: R. Ohri) 200**

The aim of this course is to provide students with foundational knowledge about how language functions and the communicative role it plays in the media. Students will be able to think critically about the power and influence of the media in our daily lives and will be able to acquire new perspectives and a deeper awareness of a variety of global phenomena. With examples that span the full spectrum of Japanese and foreign media, students upon successful completion of this course, will develop the ability to think through the complexities of media like gender, race, power representation and rethink about its impact on us.

## *5. Term 2 (June-August)*

### **(1) Courses taught in English**

#### ■ **Deviance and Taboo (JS) (Prof I. Gaitanidis) 100**

In this course, we will peer into areas of Japanese society that often form the subject of taboo or embarrassment in daily conversations. Love hotels, organized crime, prostitution, conspiracy theories, or beliefs considered “superstitious,” we will explore several examples of the forbidden, marginalized and ignored aspects of today’s Japan and will delve into comparisons with the way these subjects are dealt with in other parts of the world. And since every time something is forbidden, something else is allowed, this course opens also a window on manners and rules regulating everyday life and how these are shaped by sociohistorical and cultural factors.

#### ■ **Global Social Changes (JS) (Prof. Igarashi) 200**

What is globalization? What does it mean to live in this globalizing world? This class aims to examine how various dimensions of society—political, economic, cultural, and educational, and those of lifestyle and leisure and inequality--have been transformed under globalization from a sociological perspective. By the series of readings, you will learn concepts and theories on globalization and use them to analyze Japanese society. Through the series of lectures, discussions

and group projects, students will examine the nature of globalization and its effects upon Japanese society and elsewhere. The main goal of this course is to acquire your knowledge and analytical skills to answer the question—what is globalization?—and to find joys, difficulties and meanings to live in this globalizing society.

### ■ **Popular Culture in Japan B (JS) (TBA ) 100**

In the last twenty years, Japanese popular culture has attracted unprecedented attention around the world. Discussions about manga and anime, of course, but also television dramas, j-pop music, fiction novels and films produced in Japan are now ubiquitous on social networking sites and popular news outlets. Yet, we often fail to consider the politics behind this phenomenon and the complexity of what we mean by “Japanese” popular culture. These two courses will peer behind the scenes of specific popular culture sectors in Japan, in order to break down the ‘Cool Japan’ phenomenon into its constituent parts, and invite students to contribute through their own knowledge and perspectives into the re-examination of what we mean by “Japanese popular culture” today.

### ■ **Fascinating Aspects of Applied Sciences B (JS) (TBA ) 100**

We often think that without sufficient scientific knowledge, we will fail to understand daily applications of scientific discoveries, from how for example, a smartphone works, to why the use of satellite imagery can prevent natural disasters. These two courses use examples from Japan, to discuss the challenges facing applied sciences in today’s world, not only from a technological perspective (the courses do not require any preliminary scientific knowledge), but also from a socio-cultural perspective. Students will have the opportunity to acquire some basic understanding of a specific field of applied sciences, and also gain awareness of the social implications of the gadgets that we employ in our everyday lives.

### ■ **Introduction to Japanese Grammatical System (Prof. M. Holda) 100**

This course is designed to give international students an insight into Japanese grammatical categories by analysing differences between the Japanese language and the students' native language(s). Class participation and students' presentations will be encouraged. On the other hand, Japanese students attending the course will gain an opportunity of looking at their own language from a different perspective.

## **(2) Courses where both Japanese and English are used**

### ■ **Education, Societies, & Inequality (JS) (Prof. Igarashi) 200**

This course will provide an overview of sociological theories and empirical studies in the field of education and inequality with a main focus on Japanese society and examine the relationships

between education and societies. The topics covered in this course are: meritocracy, social reproduction, resistance and deviance and globalization of education. Students will discuss and deepen their understandings on social aspects of education and schooling and how inequality is embedded in various aspects of their everyday experiences and critically rethink our education systems.

### ■ **Global Project Work A (JS) (Profs I.Gaitanidis & S.Kobayashi) 100**

In this age of globalization, the times when students of Japanese universities are required to or wish, because of personal interest, to talk about Japan have tremendously increased in number. Making friends with people of different nationalities, finding employment at international corporations, traveling around the world, all these are just a few examples of occasions when anyone of us may be asked to introduce the country we currently live in. But can we do it? And can we do it in a comprehensive manner that reflects the depth and richness of Japanese culture while avoiding generalizing comparisons that may reinforce, rather than eliminate, stereotypes? In this class, students discuss in groups a topic related to contemporary Japanese society, culture, politics or technology, conduct research about it and build a presentation in English, after going through a process of collaborative learning that includes brainstorming sessions, discussions, and peer-feedback.

### ■ **Intercultural Communication in the Japanese context A (Lecturer: R. Ohri) 200**

This course will use Japan as a case-study and provide students with foundational knowledge about what intercultural communication means in a Japanese context. Upon successful completion of this course, students will be able to, 1) critically evaluate their own intercultural competence, 2) reflect on how cultural norms differ or/and are similar at the same time, 3) develop communicative competence for working and studying effectively and confidently in a range of multicultural situations and, 4) understand how to minimize misunderstandings and miscommunication in a multicultural and/or multilingual context.

### ■ **Language in Society A (Lecturer: R. Ohri) 300**

In this course students will be able to build up on the foundational knowledge gained in the Language and Media course, Students will be able to learn and reconsider their image of Japan and the Japanese language by reflecting on their own experiences and will be able to acquire new perspectives and a deeper awareness of a variety of global phenomena. Upon successful completion of this course, students will have learnt the importance of language in communication, how to use language in a multicultural setting, how the use of language can lead to the formation of power relations between the speakers, and be able to identify factors that can lead to power relations,

self-orientalism, stereotyping, and prejudice in communication.

*6. Term 1-Term 2(April- August)*

**(1) Courses taught in English**

**■ Fundamentals of Imaging Science (Prof. T. Horiuchi) 100**

This course is designed to introduce the major currents in modern imaging science and will provide basic principle of imaging science and technology.

1. Introduction: Education and Research of Imaging Science at Chiba University
2. Principle of Digital Imaging
3. Color and Vision
4. Computer Graphics
5. Appearance Reproduction
6. Preservation of Photography
7. Distributed Sensing Techniques Utilizing Scattering Phenomena in Optical Fibers
8. Digital Image Processing for Medical Imaging
9. Color Image Processing
10. Photolithography and Materials
11. Cryptography and its Applications
12. Preference Color
13. Color Science and Colorimetry
14. Labo Tour (1)
15. Labo Tour (2)

**■ Design Science (Prof. K. Ono) 100**

In this class, every week different researchers of Department of design (fifteen researchers) give students introductory talks on design science. Each of them talks about topics related to his/her own research field.

Department of Design aims to educate students who are eager to understand and learn design as practical science and integrated activities of academic disciplines, technologies and arts so as to contribute to solve various problems against human beings and environments from a viewpoint of design. Thus, the contents of the lectures are in the context, although they are introductory.

**(2) Courses where both Japanese and English are used**

None.

### **(3) Specialized seminars for J-PAC students**

#### **■ Language and Culture Exchange (Prof. K. Nishizumi)**

Students participate in language courses other than Japanese, i.e. English, German and Chinese language courses (subject to change), offered at Chiba University as a native speaker. They meet an instructor who is in charge of a language course regularly to discuss what they perform and how they help Japanese students to learn the language and culture in class. This course aims to deepen their understanding and awareness of their own language, culture and language education.

#### **■ Research Work (Humanities) B (Prof. A. Yoshino, Prof. A. Kaneda, Prof. T. Kenjo and Prof. K. Wada)**

Continuation from Research Work (Humanities) A. There is a session at which students present their research papers, which will then be collected and published.

#### **■ Research Work (Science and Engineering) B (Students' Academic Advisors)**

Same as Research Work (Science and Engineering) A.

#### **■ Research Work (Humanities) D (Prof. K. Wada)**

Continuation of the term 4-5 course.

#### **■ Research Work (Humanities) E (Prof. A. Kaneda)**

Students from Thailand will attend the course "Introduction for Thai Study". They will teach basic Thai and introduce the Thai culture to Japanese students who intend to study in Thailand. Through those activities they are encouraged to reflect on their own culture and realize the differences and similarities between their culture and Japanese culture.