

<b>Past and Present of Democracy</b>			
<b>Registration Code</b>	0061511	<b>Credits</b>	2.0
<b>Course Category</b>	Arts Liberal		
<b>Term (Semester) / Day / Period</b>	G-I (1st year, Fall Semester) / Mon. / 5 (16:30~18:00)		
<b>Instructor</b>	WESTRA Richard John		
<b>Target Schools (Programs)</b>	Hu(J)·La(S)·Ec(S)·Sc(P·C·B)·En(P·C·Au)·Ag(B)		
<p>●<b>Aim of the course</b>  This class offers students a comprehensive introduction to democracy as a concept and form of political organization. The course moves from democracy as it was conceived and practiced in ancient societies through the advent of modern bourgeois or liberal democracy to the travails and setbacks democracy has experienced in the late 20<sup>th</sup> and 21<sup>st</sup> centuries.</p> <p>●<b>Prerequisites</b>  None</p> <p>●<b>Course contents</b>  Preliminary definitions of democracy  Democracy in ancient Greece  Typologies of democracy  Advent of liberal democracy  “Waves” of democracy in the modern world  Lessons on what makes democracy  Lost promises of democracy in the world today</p> <p>●<b>Evaluation methods</b>  Participation.....30%  Mid-term exam....30%  <u>Final exam.....40%</u>  100%</p> <p>●<b>Notice for students</b>  Course drop period for grade of “absent” prior to mid-term exam.</p>			
<b>Textbook</b>	Jørgen Møller and Svend-Erik Skaaning, <i>Democracy and Democratization in Comparative Perspective: Conceptions, Conjunctures, Causes, and Consequences</i> (London: Routledge, 2013)		
<b>Reference Book</b>	---		

<b>Special Lecture (Studium Generale I)</b>			
<b>Registration Code</b>	0062611	<b>Credits</b>	2.0
<b>Course Category</b>	InterD Liberal		
<b>Term (Semester) / Day / Period</b>	G-I (1st year, Fall Semester) / Tue, Thu / 2 time per week(18:15~19:45)		
<b>Instructor</b>	VASSILEVA Maria (course manager)		
<b>Target Schools (Programs)</b>	Hu(J)·La(S)·Ec(S)·Sc(P·C·B)·En(P·C·Au)·Ag(B)		
<p><b>●Aim of the course</b>            Studium Generale offers exposure to various academic topics presented in an accessible way. It provides an opportunity to explore topics outside one`s major or research field.            ヨーロッパで800年の伝統を持つ「開かれた大学」の理念に基づいた講義を体験することを狙う。使用言語は英語。学内留学の気分!</p> <p><b>●Prerequisites</b>            No prerequisites! Everyone is welcome.</p> <p><b>●Course contents</b>            This is an intensive course.            The course starts on 30<sup>th</sup> October 2018 and ends on 20th December 2018, running every Tuesday and Thursday during this period. Total of 14 lectures and 2 final Discussion sessions.            Each lecture is given by an invited speaker, from Nagoya University or elsewhere, thus each lecture is different. Lecture topics are renewed every semester.            Detailed course information - time schedule and lectures information - available on the course website:  <a href="http://www.bio.nagoya-u.ac.jp/G30StudiumGenerale/">http://www.bio.nagoya-u.ac.jp/G30StudiumGenerale/</a>            Some of the topics in Spring 2018 included:            1. Geographical information around us            2. Towards social self-driving vehicles            3. Photo-graphy            4. The science of shampoo</p> <p><b>●Evaluation methods</b>            Attendance is taken every class! Attendance constitutes 50% of the grade.            毎回の授業で出席を取り、授業への取り組みが成績評価の50%を占める。  <b>ILAS students:</b> Attendance (50%); ONE written report (50% of the grade).            Written report: Choose ONE lecture, explain why you liked it most. Format: free format, 1 page. Submit at the last class (Discussion session) or bring to the course manager`s office (Science building E, room 202) at the end of the course.  <b>NUPACE students:</b> Attendance (50%); written reports FOR EVERY CLASS PARTICIPATED (50% of the grade). Report guidelines: For every lecture, explain what you learned from this lecture and what you liked most about it; free format, 1 page. Bring to the next class or the course manager`s office (Science building E, room 202) each week.</p> <p><b>●Notice for students</b>  <b>IMPORTANT: The “Absent” grade is reserved for students who submit a withdrawal form.</b>            履修取り下げ届を提出した学生のみ「欠席」とする。            Withdrawal form can be submitted any time during the course. Students who do not submit a withdrawal form and do not meet passing requirements will receive an F grade. For enquiries write to the manager of the course. PLEASE NOTE that this course is an open course. Audience who are not ILAS/NUPACE students register through the course website (General Registration). ILAS/NUPACE students do not need to register there.  <b>Reference web page:</b> Detailed course information available at the course website:  <a href="http://www.bio.nagoya-u.ac.jp/G30StudiumGenerale/">http://www.bio.nagoya-u.ac.jp/G30StudiumGenerale/</a></p>			
<b>Textbook</b>	None		
<b>Reference Book</b>	None		

<b>Introduction to Career Development Theory</b>			
<b>Registration Code</b>	0063511	<b>Credits</b>	2.0
<b>Course Category</b>	InterD Liberal		
<b>Term (Semester) / Day / Period</b>	G-I (1st year, Fall Semester) / Wed. / 5 (16:30~18:00)		
<b>Instructor</b>	NISHIYAMA Kiyohisa, SAKAI Nobuaki, ITO Akiko, LELEITO Emanuel		
<b>Target Schools (Programs)</b>	Hu(J)·La(S)·Ec(S)·Sc(P·C·B)·En(P·C·Au)·Ag(B)		
<p>●<b>Aim of the Course</b>            This course, which mainly composed by lectures and group works, provides an understanding of the working world of Japan. It also focuses on creating a strategy for effective career development taking advantage of the various backgrounds of the international students.</p> <p>●<b>Course Prerequisites</b>            No prerequisites, but the students are expected to proactively exchange opinions in group discussions.</p> <p>●<b>Course Content</b>            The students firstly analyze the challenges faced by currently existing occupations and learn scientific approaches for problem solving (such as the 40 inventive principles defined by the theory of inventive problem solving) in group work activities. Then, they will be asked to make strategies to get over the challenges to raise awareness on the importance of career planning. The students each finally independently researches on the strategy for own future career path referring the experience in the group work activities and introduces the research results at final presentation.</p> <p>●<b>Course Evaluation Methods</b>            Class attendance and participation: 40%            Report: 30%            Final presentation: 30%</p> <p>●<b>Notice for Students</b></p> <ol style="list-style-type: none"> <li>1. In order to conduct activities and group work effectively, the class capacity is limited to a maximum of 30 students. Please ensure to attend the first class. If the number of students exceeds the stipulated class size, the course coordinator will advise students on registration policy.</li> <li>2. Students are required to have a course attendance rate of 80% or higher. In the absence of extenuating circumstances, students failing to meet this attendance requirement will earn a 'fail'.</li> <li>3. Students who come to class            15 minutes late without an acceptable excuse will be counted as absence.</li> <li>4. Any instance of a student falsely presenting work that is not their own (e.g. plagiarism, cheating) is academic fraud and taken seriously by the University. Consequences may include failure of the assignment or course, suspension, or expulsion.</li> <li>5. Need to submit a Course Withdrawal Request Form when students have no intention of finishing a course during the semester.</li> </ol>			
<b>Textbook</b>	None. Course materials will be distributed in the class		
<b>Reference Book</b>	Richard N. Bolles, What Color Is Your Parachute? 2014: A Practical Manual for Job-Hunters and Career-Changers. Ten Speed Press, 2013		

<b>Biotechnology</b>													
<b>Registration Code</b>	0064311	<b>Credits</b>	2.0										
<b>Course Category</b>	Sciences Liberal												
<b>Term (Semester) / Day / Period</b>	G-I (1st year, Fall Semester) / Thu. / 3 (13:00~14:30)												
<b>Instructor</b>	CARTAGENA Joyce Abad												
<b>Target Schools (Programs)</b>	Hu (J)·La (S)·Ec (S)·Sc (P·C·B)·En (P·C·Au)·Ag (B)												
<p>●<b>Aim of the course</b></p> <ol style="list-style-type: none"> <li>1. To provide basic knowledge on biological processes that will help students understand the science behind the technologies</li> <li>2. To present examples of actual technology used in the industry</li> <li>3. To discuss the benefits and drawbacks of Biotechnology to humanity and the environment</li> <li>4. To provide a venue for students to express their opinions regarding the issues related to Biotechnology</li> </ol> <p>●<b>Prerequisites</b> None</p> <p>●<b>Course contents</b></p> <p>I. Introduction: The nature of Biotechnology</p> <ol style="list-style-type: none"> <li>1. Basic Science of Biotechnology</li> <li>2. Technologies and Tools in Biotechnology I</li> <li>3. Technologies and Tools in Biotechnology II</li> </ol> <p>II. Products of Biotechnology:</p> <ol style="list-style-type: none"> <li>1. Microbial Biotechnology</li> <li>2. Plant and Animal Biotechnology</li> <li>3. Aquatic Biotechnology and Bioremediation</li> <li>4. DNA Fingerprinting and Forensic Analysis</li> <li>5. Medical Biotechnology</li> </ol> <p>III. Biotechnology Regulations</p> <p>IV. Ethics and Biotechnology</p> <p>●<b>Evaluation methods</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Percentage of final grade</th> </tr> </thead> <tbody> <tr> <td>Attendance and class participation</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Group presentation</td> <td style="text-align: center;">20</td> </tr> <tr> <td>In-class work/homework</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> <p>●<b>Notice for students</b></p> <ol style="list-style-type: none"> <li>1. Course webpage NUCT (Nagoya University Collaboration and Course Tools; <a href="https://ct.nagoya-u.ac.jp/portal">https://ct.nagoya-u.ac.jp/portal</a>) is an online system that will be used for this course. PowerPoint slides, other learning materials (such as videos, websites, etc.) and home works will be accessible through this page.</li> <li>2. Attendance If you cannot attend class, you should contact the instructor as soon as possible either by email or phone.</li> <li>3. Make-up exam Make-up exams may be given on condition that the student can provide acceptable reasons for his/her absence.</li> <li>4. Personal electronics policy</li> </ol>				Activity	Percentage of final grade	Attendance and class participation	30	Group presentation	20	In-class work/homework	20	Examination	30
Activity	Percentage of final grade												
Attendance and class participation	30												
Group presentation	20												
In-class work/homework	20												
Examination	30												

Personal electronic devices should not be visible or audible during class time.

5. Academic honesty and original work

Cheating and copying (including plagiarism) will not be tolerated in this class.

6. Course Withdrawal

Students who wish to withdraw from the course will have to submit a duly accomplished Course Withdrawal Request by November 29, 2018.

<b>Textbook</b>	Introduction to Biotechnology 3/e 2013 (Pearson International Edition) ISBN9780321818928 *or older version Authors: W.J. Thieman and M.A. Palladino
<b>Reference Book</b>	

<b>Thinking about Japanese Society in the 21st Century from Gender Perspectives</b>			
<b>Registration Code</b>	0064411	<b>Credits</b>	2.0
<b>Course Category</b>	InterD Liberal		
<b>Term (Semester) / Day / Period</b>	G-I (1st year, Fall Semester) / Thu. / 4 (14:45~16:15)		
<b>Instructor</b>	SAEGUSA Mayumi		
<b>Target Schools (Programs)</b>	Hu(J)·La(S)·Ec(S)·Sc(P·C·B)·En(P·C·Au)·Ag(B)		
<p><b>●Aim of the Course</b> Nagoya University has been selected as the only University IMPACT Champion in Japan by UN Women for the promotion of HeForShe. HeForShe is a solidarity movement for gender equality and engaging men in gender equality is a major aim. This course aims to enhance a student's understanding of gender equality and gender-related issues in Japan and global society, and to review and debate how we could close gender gaps.</p> <p><b>●Course Prerequisites</b> There are no prerequisites for taking this course. Everyone is welcome!</p> <p><b>●Course Content</b></p> <ul style="list-style-type: none"> <li>• What is gender equality, masculinity and femininity?</li> <li>• Gender and Politics</li> <li>• Gender and Work</li> <li>• Love, Marriage and Gender</li> <li>• Gender-based Violence</li> <li>• Gender and Media &amp; Arts</li> <li>• Sexual Orientation and Gender Identity</li> <li>• Gender in STEM fields</li> <li>• Student Presentation</li> </ul> <p><b>●Course Evaluation Methods</b> Participation 30%, Presentation 30%, A short paper 40% Students need to submit a Course Withdrawal Request Form when requesting course withdrawal.</p>			
<b>Textbook</b>			
<b>Reference Book</b>	Kimmel, Michael S. The Gendered Society., Oxford University Press.		

<b>Science of Materials</b>			
<b>Registration Code</b>	0062231	<b>Credits</b>	2.0
<b>Course Category</b>	Sciences Liberal		
<b>Term (Semester) / Day / Period</b>	G-III (2nd year, Fall Semester) / Tue. / 2 (10:30~12:00)		
<b>Instructor</b>	GELLOZ Bernard Jacques		
<b>Target Schools (Programs)</b>	Hu(J)·La(S)·Ec(S)·Sc(P·C·B)·En(P·C·Au)·Ag(B)		
<p>●<b>Aim of the course</b>            To learn about the fundamental and technological aspects of various materials, including metals, semiconductors, polymers, composites, dielectrics, and magnets. The course begins with an introduction of the atomic and crystal structures of materials. The tools used to describe crystal structures will be presented. These topics constitute the first fundamental step towards the understanding of materials properties. The relationships that exist between the structural elements of materials (microscopic properties) and their properties and performance (macroscopic properties) will be emphasized throughout the lectures. The materials mechanical, electrical, thermal and magnetic properties will be discussed both fundamentally and technologically.</p> <p>●<b>Prerequisites</b></p> <p>●<b>Course contents</b>            Atomic Structure and Interatomic Bonding            Crystal Structures            Mechanical Properties            Electrical Properties            Thermal Properties            Magnetic Properties            Optical Properties</p> <p>●<b>Grading</b>            Class attendance is required. A student will be regarded as ABSENT if he is absent without valid reason from any scheduled tests. A student who wishes to be considered as ABSENT must contact the instructor until the end of the final examination.            Class attendance: 5% - Homework (online): 20% - Tests&amp;Presentations: 75%</p> <p>●<b>Related courses:</b> Fundamentals of Physics I, II, III &amp; IV, Fundamentals of Chemistry I            ●<b>Key Words:</b> Material, metal, crystal, structure, mechanical, thermal, electrical, optical, magnetic.</p> <p>●<b>Notice for students</b></p>			
<b>Textbook</b>	William D. Callister, David G. Rethwisch: Fundamentals of Materials Science and Engineering: An Integrated Approach 4 <sup>th</sup> Ed. (John Wiley & Sons, 2012). Price: \$86.95		
<b>Reference Book</b>	William D. Callister, David G. Rethwisch: Materials Science and Engineering: An Introduction (John Wiley & Sons)		

<b>Academic Writing</b>			
<b>Registration Code</b>	0062331	<b>Credits</b>	2.0
<b>Course Category</b>	Arts Liberal		
<b>Term (Semester) / Day / Period</b>	G-III (2nd year, Fall Semester) / Tue. / 3 (13:00~14:30)		
<b>Instructor</b>	MCGINTY Sean Michael		
<b>Target Schools (Programs)</b>	Hu(J)·La(S)·Ec(S)		
<p>●<b>Aim of the course</b>                      The primary aim of the course is to equip students with the necessary writing skills to complete their undergraduate education and perhaps prepare for more advanced levels of writing.                      The purpose of this class is to introduce students to the craft of academic writing. Students will learn about choosing appropriate research topics, developing their argument, using sources, structuring sentences, paragraphs, and essays, engaging in proper notation, and capturing reader interest.</p> <p>●<b>Prerequisites</b>                      None.</p> <p>●<b>Course contents</b>                      What is academic writing?                      What is academic integrity?                      What is audience and objectivity?                      What are proper sources?                      Choosing a method for different types of papers.                      Understanding clarity in sentence structures.                      Developing good paragraphs.                      Linking paragraph structure to good essays.                      What notation styles are commonly used in academic papers?                      How to develop an argument.                      Writing a research essay.                      Capturing Reader Interest.</p> <p>●<b>Evaluation methods</b>                      Assignments.....40%                      Final exam.....60%                      TOTAL.....100%</p> <p>NOTE: Following the standard rules of withdrawal: A student needs to submit a “Course Withdrawal Request Form” when he or she has no intention of finishing a course during the semester.</p> <p>●<b>Notice for students</b></p>			
<b>Textbook</b>	None. Materials will be distributed in class.		
<b>Reference Book</b>			



<b>Preparedness for Imminent Natural Disasters</b>			
<b>Registration Code</b>	0062531	<b>Credits</b>	2.0
<b>Course Category</b>	InterD Liberal		
<b>Term (Semester) / Day / Period</b>	G-III (2nd year, Fall Semester) / Tue. / 5 (16:30~18:00)		
<b>Instructor</b>	LELEITO Emanuel, NAGAE Takuya		
<b>Target Schools (Programs)</b>	Hu(J)·La(S)·Ec(S)·Sc(P·C·B)·En(P·C·Au)·Ag(B)		
<p><b>●Aim of the Course</b>            (1) Content Knowledge: focusing on Japan's experience, the course will provide students with a comprehensive introduction to disaster risk reduction (DRR) and related innovations.            (2) Transferable Skills: creative thinking and problem solving skills useful both within and outside the DRR context will be introduced and practiced through case studies focusing on DRR related issues.</p> <p><b>●Course Prerequisites</b>            None.</p> <p><b>●Course Content</b>            Japan has become a world leader in disaster risk reduction (DRR) due to the constant need for innovation to cope with frequent and potentially catastrophic natural hazards. Participants in this course will critically examine current innovative DRR solutions and how these solutions have succeeded or failed to protect human life and property during major disasters such as the Tohoku Triple Disaster. Then focusing on the imminent Tokai Earthquake, the participants will work in groups to examine and discuss the current state of disaster preparedness in Nagoya area, and to finally generate creative ideas and proposals for improving DRR at the personal, institutional or governmental level. Throughout the class, basic training on useful creative thinking and problem solving techniques will be provided to support students' creative idea generation. The course includes a field study and/or a service learning component.</p> <p><b>●Course Evaluation Methods</b>            Attendance: 30%, Reports/Projects: 40%, Final Presentation: 30% (No written exam).</p> <p><b>●Notice for Students</b>            Students need to submit a Course Withdrawal Request Form if they have no intention of finishing this course during the semester. Students wishing to withdraw from the course are given an "Absent" grade if they submit the Course Withdrawal Request Form before 30th November. After this date, students will be graded based on the five-step S-A-B-C-F grading system. Withdrawal due to unavoidable circumstances (such as illness) is still possible after the above deadline.</p>			
<b>Textbook</b>			
<b>Reference Book</b>	None (Recommended reading or viewing is given below) (1) Disaster Management in Japan (日本の災害対策) - Pamphlet <a href="http://www.bousai.go.jp/1info/pdf/saigaipamphlet_je.pdf">http://www.bousai.go.jp/1info/pdf/saigaipamphlet_je.pdf</a> (2) Topic related documentaries to watch will be recommended in class.		

<b>Special Lecture (Go in Japanese Culture)</b>					
<b>Registration Code</b>	0065431	<b>Credits</b>	2.0		
<b>Course Category</b>	InterD Liberal				
<b>Term (Semester) / Day / Period</b>	G-III (2nd year, Fall Semester) / Fri. / 4 (14:45~16:15)				
<b>Instructor</b>	SHIGENO Yuki				
<b>Target Schools (Programs)</b>	Hu(J)·La(S)·Ec(S)·Sc(P·C·B)·En(P·C·Au)·Ag(B)				
<p>●<b>Aim of the course</b> Students will learn how to play “Go”, its history and presence in Japanese culture and society.</p> <p>●<b>Prerequisites</b> No pre-requisites! Students from any background are eligible. The course is not designed for Go players, and suitable for students of wide background.</p> <p>●<b>Course contents</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Lesson 1: Introduction. History of “Go” and its diffusion in Japan. Go equipment. The rules of Go, part 1. “Capture Go” (9×9 board). Technical terms. Game-playing manners.</p> <p>Lesson 2: Life of Go professional. The rules of Go, part 2. Ending a game. Individual games (9×9 board).</p> <p>Lesson 3: Diffusion of Go around world. The rules of Go, part 3. Individual games against the computer. Individual games (9×9 board).</p> <p>Lesson 4: Perspectives on Go. Opening strategy (13×13 board). Individual games (13×13 board).</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Lesson 5: International Go events in Japan. Middle game strategy. Individual games (13×13 board).</p> <p>Lesson 6: Artificial intelligence and Go. End game strategy. Individual games (13×13 board).</p> <p>Lesson 7: Lecture by a special guest speaker. Review of a game. Life and death. Individual games (19×19 board).</p> <p>Lesson 8: Team games (19×19 board). Individual games (19×19 board). Summary and questions.</p> </td> </tr> </table> <p>●<b>Evaluation methods</b></p> <ul style="list-style-type: none"> <li>- Submission of a paper discussing either the cultural and historical aspects of Go.</li> <li>- Lessons attendance rate.</li> <li>- Number of games played during the lectures.</li> <li>- Some quizzes will be held during the lectures. Students who miss more than 30% of the quizzes will not pass the course.</li> </ul> <p>●<b>Notice for students</b> &lt;Reference website for this course&gt;</p> <ul style="list-style-type: none"> <li>- International Go Federation (IGF) <a href="http://www.intergofed.org">http://www.intergofed.org</a></li> <li>- Cosumi: <a href="http://www.cosumi.net/play.html">http://www.cosumi.net/play.html</a></li> </ul>				<p>Lesson 1: Introduction. History of “Go” and its diffusion in Japan. Go equipment. The rules of Go, part 1. “Capture Go” (9×9 board). Technical terms. Game-playing manners.</p> <p>Lesson 2: Life of Go professional. The rules of Go, part 2. Ending a game. Individual games (9×9 board).</p> <p>Lesson 3: Diffusion of Go around world. The rules of Go, part 3. Individual games against the computer. Individual games (9×9 board).</p> <p>Lesson 4: Perspectives on Go. Opening strategy (13×13 board). Individual games (13×13 board).</p>	<p>Lesson 5: International Go events in Japan. Middle game strategy. Individual games (13×13 board).</p> <p>Lesson 6: Artificial intelligence and Go. End game strategy. Individual games (13×13 board).</p> <p>Lesson 7: Lecture by a special guest speaker. Review of a game. Life and death. Individual games (19×19 board).</p> <p>Lesson 8: Team games (19×19 board). Individual games (19×19 board). Summary and questions.</p>
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<b>Textbook</b>	Cho, C 1997, Go, a complete introduction to the game, Kiseido Publishing Company, Tokyo				
<b>Reference Book</b>	---				