

<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>●Objectives 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 Contents</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>●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 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>Special Lecture (Studium Generale I)</b>			
<b>Registration Code</b>	0065511	<b>Credits</b>	2.0
<b>Course Category</b>	InterD Liberal		
<b>Term (Semester) / Day / Period</b>	G-I (1st year, Fall Semester) / Fri. / 5 (16:30~18:00)		
<b>Instructor</b>	VASSILEVA Maria		
<b>Target Schools (Programs)</b>	Hu(J)·La(S)·Ec(S)·Sc(P·C·B)·En(P·C·Au)·Ag(B)		
<p><b>●Objectives of the course</b>            Studium Generale is a unique course that focuses on “diversity”.            The course offers exposure to various topics presented in an accessible way. It provides an opportunity to explore topics outside students’ majors or research fields, including topics related to career paths, performing arts and business.            The name comes from a similar concept in old European universities, still prevalent in German universities. Studium Generale is also unique in its audience diversity. The course is offered as (1) a credit-course to undergraduate students, AND as (2) an Open Course to all members of Nagoya University and Gifu University. Students are given opportunity through discussion sessions to interact with people outside their major. The goal of the course is to expose students to different ideas – from the different speakers and topics, and from interaction with different participants during discussion sessions.            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>●Course Prerequisites</b>            No prerequisites!</p> <p><b>●Course Contents</b>            The format of the course includes guided discussions among participants and talks by invited speakers. A different invited speaker, from Nagoya University or elsewhere, gives each talk thus the content of each session is different. Topics are renewed every semester.  <i>Detailed course information - time schedule and lectures information - available on the course website:</i>  <a href="http://www.bio.nagoya-u.ac.jp/G30StudiumGenerale/">http://www.bio.nagoya-u.ac.jp/G30StudiumGenerale/</a>  <i>Videos of some previous talks may be seen on Nagoya University OCW page:</i>  <a href="http://ocw.nagoya-u.jp/index.php?lang=en&amp;mode=c&amp;id=624&amp;page_type=index">http://ocw.nagoya-u.jp/index.php?lang=en&amp;mode=c&amp;id=624&amp;page_type=index</a>  <i>Some lectures have been translated into Japanese and added to the NUAcL webpage:</i>  <a href="http://nuact.ilas.nagoya-u.ac.jp/ocw/index.html">http://nuact.ilas.nagoya-u.ac.jp/ocw/index.html</a></p> <p><b>●Evaluation methods</b>            Participation (50%); written reports (50% of the grade).            Attendance is taken every class.            Short written reports are submitted at the end of EVERY CLASS by the attending students. Report forms will be distributed during class. Each report should summarize the main idea of the talk and describe what the student liked most about/ learned from the talk. Reports grading is based on understanding of the lecture content and logical organization of ideas.</p> <p><b>●Notice for students</b>            1. Reminder of basic manners: talking with friends and working on the computer during lectures is very disruptive for the rest of the audience and especially for the speakers. Such behavior will not be tolerated.            2. Students who join but do not intent to complete the course need to submit a Course Withdrawal Form. This can be done at any time during the course. Students who register but never come to class will receive an Absent grade.この講義を最後まで履修しない場合には、履修取り下げ届を提出すること。この手続きは、授業期間中いつでも可能。            3. Please note that this course is also an Open Course! Audience who are not credit-seeking undergraduate students register through the course website. ILAS students do not need to register there.            Participants registering for the open course (through the course website) follow separate requirements to receive a Certificate of Completion. These requirements DO NOT apply to ILAS students.</p>			
<b>Textbook</b>	None		
<b>Reference Book</b>	None		

<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>●Objectives 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 Contents</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>●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 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 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>	None		
<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>Thinking about Japanese Society in the 21st Century from Gender Perspectives</b>			
<b>Registration Code</b>	0064431	<b>Credits</b>	2.0
<b>Course Category</b>	InterD Liberal		
<b>Term (Semester) / Day / Period</b>	G- III (2nd 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>●Objectives of the course</b> This course aims to enhance a student's understanding of gender equality and gender-related issues in Japan and global society, and to discuss 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 Contents</b></p> <ul style="list-style-type: none"> <li>● What is gender equality?</li> <li>● 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>● Sexual Orientation and Gender Identity</li> <li>● Group Presentations</li> <li>● Student Presentations</li> </ul> <p><b>●Evaluation methods</b> Participation 30%, Presentation 30% (group &amp; individual), A short paper 40% Students need to submit a Course Withdrawal Form when requesting course withdrawal.</p> <p><b>●Notice for students</b> None</p>			
<b>Textbook</b>			
<b>Reference Book</b>	Kimmel, Michael S. The Gendered Society., Oxford University Press.		

<b>Special Lecture (Go in Japanese Culture)</b>					
<b>Registration Code</b>	0065431	<b>Credits</b>	1.0		
<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>●Objectives of the course</b></p> <p>Students will learn how to play “Go”, its history and presence in Japanese culture and society.</p> <p><b>●Course Prerequisites</b></p> <p>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></p> <p>&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>	Go, A complete Introduction to the Game, by Cho Chikun Kiseido Publishing Company, 1997 ISBN: 978-4-906574-50-6				
<b>Reference Book</b>					