

Syllabus(Excerpts from classes taught in 2024)

SHINSHU UNIVERSITY Faculty of Arts

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
哲学・思想論特論Ⅰ	Philosophy Ⅰ	L1133100	[1] Students will develop skills to determine whether inferences/arguments are made in a logically appropriate manner and [2] acquire knowledge of the methodologies and strategies of logic. These will [a] enable students to judge whether various inferences and arguments are logically valid, and [b] support their capacity to understand modes of logical and creative thinking.		Session 1: Introduction (extensional reasoning and deduction) Session 2: Truth tables and logical validity of reasoning Session 3: Conducting deductive reasoning: Natural deduction. Question for assignment [1] Session 4: Interrelationships between logical connectives and 'if' problems. Question for assignment [2] Session 5: Evaluating deductive reasoning: Tableau method. Question for assignment [3] Session 6: Mastering the tableau method (propositional logic). Question for assignment [4] Session 7: Quantifiers and propositional functions. Question for assignment [5] Session 8: Multiweighting. Question for assignment [6] Session 9: Four rules regarding quantifiers. Question for assignment [7] Session 10: Mastering tableau logic (predicate logic). Question for assignment [8] Session 11: Two rules regarding the identity symbol '='. Question for assignment [9] Session 12: Functional constants, predicate variables, and functional variables. Question for assignment [10] Session 13: Completeness of first-order predicate logic. Question for assignment [11] Session 14: Undecidability of first-order predicate logic. Question for assignment [12] Session 15: Incompleteness of second-order predicate logic. Course questionnaire. Question for assignment [13]	Career
哲学・思想論特論Ⅳ	Philosophy Ⅳ	L1133400	Students will survey and examine the latest research trends on the philosophical possibilities of 'self-transformative experiences'. This fiscal year, the work of the up-and-coming philosopher Agnes Callard will be the subject of particular consideration.	Special Lectures on Western Thought	Session 1: Guidance Session 2: Introduction Session 3: Practical rationality (1) Session 4: Practical rationality (2) Session 5: Proleptic reasons (1) Session 6: Proleptic reasons (2) Session 7: Intrinsic and extrinsic conflict (1) Session 8: Intrinsic and extrinsic conflict (2) Session 10: Akrasia (1) Session 11: Akrasia (2) Session 12: The problem of self-creation (1) Session 13: The problem of self-creation (2) Session 14: Self-creation and responsibility Session 15: Conclusion, class survey	Career
哲学・思想論特論Ⅶ	Philosophy Ⅶ	L1133700	The lecture will be titled 'War and Peace in Ancient Chinese Thought'. Though no textbooks will be used, each lecture will refer to the original texts of ancient Chinese thought (translated into Japanese) to ascertain how ancient Chinese thinkers developed their arguments on the issue of 'war and peace'. Through this, we will deepen our understanding of the basic ideas of traditional East Asian thought, which will be a basis for considering varieties of present issues in the world (To be precise, we will examine whether these ideas can be used as a basis).	Lectures on Chinese Ideology	Lesson plan Week 1: Guidance Week 2: Philosophy of Mozi Week 3: About Songzi Week 4: Confucius' 'Exodus of soldiers' Week 5: 'The Regal Way' and 'Benevolent Government' in Mencius Week 6: About Mencius' 'No Just Wars in the Spring and Autumn Annals' Week 7: Philosophy of Xunzi Week 8: 'Warfare' and 'Battle' and Laozi Week 9: The philosophy of Zhuangzi and Liezi Week 10: Military strategist: Sun Tzu Week 11: Military strategist: Wu Tzu Week 12: Military strategist: Wei Liaozi Week 13: About Han Feizi Week 14: About the Lüshi Chunqiu Week 15: Summary and course questionnaire Scheduled exams: None (report submission)	Multicultural cooperation

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哲学・思想論特論Ⅹ	Philosophy Ⅹ	L1134000	This course will take up several topics for comparative philosophy as its subject matter, with a focus on Buddhist philosophy, and explain the differences between the approaches of Buddhist and Western philosophies. The following four topics will be included in discussion: (1) epistemology of enlightenment, (2) causal and dependent co-arising theory, (3) the problem of temporality, and (4) Buddhist ethics.		1 What is comparative philosophy? 2 Epistemology of enlightenment (1): What is epistemology? 3 Epistemology of enlightenment (2): Yogi's intuition 4 Epistemology of enlightenment (3): Objections and responses to Yogi's intuition 5 Causation and dependent origination: Buddha's dependent origination 6 Causation and dependent origination: Dharmakirti's causation 7 Causation and dependent origination: Prajnakaragupta's theory of future causes 8 Issues in the theory of time (1): Theory of existence in three times 9 Issues in the theory of time (2): Nagarjuna's theory of time 10 Buddhist ethics (1): The idea of karma 11 Buddhist ethics (2): King Ajase's salvation 12 Buddhist ethics (3): Shinran's natural law 13 Buddhist ethics (4): Buddhism and antinatalism 14 Buddhist ethics (5): Buddhism and cosmopolitanism 15 Course questionnaire – Summary	Multicultural cooperation
哲学・思想論基幹演習Ⅰ	Philosophy Foundation Seminar Ⅰ	L1134300	Introductory books written in Japanese will be used as learners' materials. From Session 3 onwards, each class session will consist of a presentation by each student in turn and a discussion following the presentation. Furthermore, students will complete four assignments in total through the course. The aims of the course are to consolidate the basic concepts and techniques of contemporary philosophy through these activities.		Session 1: Explanation of the purpose of this seminar and the literature to be used Session 2: Preparation for Session 3 and onwards Session 3: Chapter 1: Problems – What is difficult about causality? Session 4: Chapter 2: Regularity – Is there unconnected causality? Session 5: Chapter 3: Time and space – Does the cause occur before the effect? Session 6: Chapter 4: Necessity – Does the cause guarantee the effect? Session 7: Chapter 5: Counterfactual conditional dependence – Does the cause make a difference? Session 8: Reviewing Chapters 1–5 Questions for Assignment ① Session 9: Chapter 6: Physicalism – Is everything reduced to transmission? Session 10: Chapter 7: Pluralism – Are there many different causalities? Session 11: Chapter 8: Primordialism – Is causality the most basic? Questions for Assignment ② Session 12: Chapter 9: Dispositionalism – What has a tendency? Session 13: Chapter 10: Finding the cause – Where is it? Session 14: Reviewing Chapters 6–10 Questions for Assignment ③ Session 15: Explanations and discussions, course questionnaire Questions for Assignment ④	Career

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哲学・思想論基幹演習Ⅳ	Philosophy Foundation Seminar Ⅳ	L1134600	<p>It is self-evident that studying and mastery of the skills of reading, thinking, arguing, and writing are essential to the study of philosophy. However, to be able to use these philosophical techniques, it is equally important to go through a process of manebi/imitation, in which one understands representative views on various questions, stores them as background knowledge, and learns to use them as part of one's own vocabulary.</p> <p>Based on this approach, this course aims to (1) select standard-level texts written in either Japanese or English that deal with historically significant philosophical questions, (2) establish a solid intellectual foundation that will serve as the basis for further learning through independent reading of these texts, and (3) cultivate the ability to make clear presentations and engage in constructive dialogue through joint discussions based on the reports of the person in charge.</p> <p>During this academic year, by reading literature on the theme of 'Pragmatist views on "truth in politics and morality"', the final goal is for students to acquire a basic knowledge of not only contemporary political and moral philosophies but also traditional pragmatic thinking, and to be able to begin to think for themselves about the possibility to succeed to such traditional pragmatists today.</p>	Core Exercises in Philosophy	<p>Session 1: Guidance</p> <p>Session 2: The problem of justification (Carl Schmitt)</p> <p>Session 3: The problem of justification (Rorty and Rawls)</p> <p>Session 4: The problem of justification (Habermas, Apels, transcendental argument)</p> <p>Session 5: Truth, inquiry, experience (Peirce's theory of truth)</p> <p>Session 6: Truth, inquiry, experience (pragmatism and dequotation)</p> <p>Session 7: Truth, inquiry, experience (inquiry and truth)</p> <p>Session 8: Truth, inquiry, experience (holism)</p> <p>Session 10: Moral deliberation (pursuit of truth and giving reasons)</p> <p>Session 11: Moral deliberation (neutrality)</p> <p>Session 12: Moral deliberation (conflict, difference, community)</p> <p>Session 13: Moral deliberation (pluralism and underdetermination)</p> <p>Session 14: Conclusion</p> <p>Session 15: Summary, course questionnaire</p>	Multicultural cooperation
哲学・思想論基幹演習Ⅶ	Philosophy Foundation Seminar Ⅶ	L1134900	<p>The course text consists of correspondence between a philosopher and an anthropologist. The correspondence revolves around themes such as 'chance' and 'illness and death'. In each session, a person in charge will be assigned to report on a summary of the contents, issues raised, and reflections. All participants will discuss the reports with each other. Through the reporting and discussion, students will develop their skills for critical analysis and learn how to write papers and theses.</p>	Introductory Seminar in Philosophy and Ideology I	<p>Week 1: Guidance</p> <p>Week 2: How to write a report resume</p> <p>Week 3: 'Part 1: Suddenly feeling unwell' Reading and discussion</p> <p>Week 4: 'Part 2: What illuminates the present?' Reading and discussion</p> <p>Week 5: 'Part 3: Four consecutive losses and alternative treatments.' Reading and discussion</p> <p>Week 6: 'Part 4: Shuzo-san.' Reading and discussion</p> <p>Week 7: 'Part 5: Misfortune and witchcraft.' Reading and discussion</p> <p>Week 8: 'Part 6: Changes and leaps.' Reading and discussion</p> <p>Week 9: 'Part 7: 'You can't say 'odajini (take care of yourself)'. Reading and discussion</p> <p>Week 10: 'Part 8: The ace's job.' Reading and discussion</p> <p>Week 11: 'Part 9: Cut a path through the world!' Reading and discussion</p> <p>Week 12: 'Part 10: Suddenly feeling really sick.' Reading and discussion</p> <p>Week 13: Summary and discussion by Group 1</p> <p>Week 14: Summary and discussion by Group 2</p> <p>Week 15: Summary and discussion by Group 3, course questionnaire</p> <p>Scheduled exams: None (submit a report)</p>	Arts and culture, Multicultural cooperation

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哲学・思想論発展演習 I	Philosophy Advanced Seminar I	L1142100	The course material is 'Philosophische Untersuchungen' by Wittgenstein/translated into Japanese by Kikai. Careful reading and discussion will be conducted, with reference to the original text where necessary.		<p>Session 1: Explanation of the purpose of this seminar and the literature to be used</p> <p>Session 2: Preparation for Session 3</p> <p>Session 3: Review of Sections 185–192 of 'Philosophical Investigations'</p> <p>Session 4: Looking back on Sections 185–192 of 'Philosophical Investigations' and Sections 193–197</p> <p>Session 5: Looking back on Sections 193–197 of 'Philosophical Investigations' and Sections 198–208</p> <p>Session 6: Looking back on Sections 198–208 of 'Philosophical Investigations' and Sections 209–223</p> <p>Session 7: Looking back on Sections 209–223 of 'Philosophical Investigations' and Sections 224–242</p> <p>Session 8: Looking back on Sections 224–242 of 'Philosophical Investigations' and Sections 243–253</p> <p>Session 9: Looking back on Sections 185–242 of 'Philosophical Investigations' (considerations regarding compliance with rules) – Assignment ①</p> <p>Session 10: Looking back on Sections 243–253 of 'Philosophical Investigations' – Examining 254–265</p> <p>Session 11: Looking back on Sections 254–265 of 'Philosophical Investigations' – Examining 266–280</p> <p>Session 12: Looking back on Sections 288–280 of 'Philosophical Investigations' – Examining 281–291 – Assignment ②</p> <p>Session 13: Looking back on Sections 281–291 of 'Philosophical Investigations' – Examining 292–303</p> <p>Session 14: Looking back on Sections 292–303 of 'Philosophical Investigations', – Examining 304–315</p> <p>Session 15: Looking back on Sections 304–315 of 'Philosophical Investigations' – Course questionnaire – Question for Assignment ③</p>	Career

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哲学・思想論発展演習Ⅳ	Philosophy Advanced Seminar Ⅳ	L1142400	<p>It is self-evident that studying and mastery of the skills of reading, thinking, arguing, and writing are essential to the study of philosophy. However, to be able to use these philosophical techniques, it is equally important to go through a process of manebi/imitation, in which one understands representative views on various issues, stores them as background knowledge, and learns to use them as part of one's own vocabulary.</p> <p>Based on this approach, this course aims to (1) select advanced-level texts written in either Japanese or English that deal with historically significant philosophical questions, (2) establish a solid intellectual foundation through independent reading of these texts, which will serve as the basis for further learning, and (3) cultivate the ability to make clear presentations and engage in constructive dialogue through joint discussions based on the report of each student in charge.</p> <p>During this academic year, the ultimate goal is for students to read literature on the theme of 'Philosophy in the Age of AI' to gain first-hand experience of what it means to 'philosophise while confronting contemporary issues head-on' and to be able to begin independent philosophical reflection on various contemporary issues.</p>	Advanced Seminar in Philosophy	<p>Session 1: Guidance</p> <p>Session 2: AI as 'us' (1)</p> <p>Session 3: AI as 'us' (2)</p> <p>Session 4: Various AI (1)</p> <p>Session 5: Various AI (2)</p> <p>Session 6: Is AI a slave? (1)</p> <p>Session 7: Is AI a slave? (2)</p> <p>Session 8: AI and freedom (1)</p> <p>Session 10: AI and freedom (2)</p> <p>Session 11: AI as a companion (1)</p> <p>Session 12: AI as a companion (2)</p> <p>Session 13: Equipping AI with ethics (1)</p> <p>Session 14: Equipping AI with ethics (2)</p> <p>Session 15: AI as a close friend, course questionnaire</p>	Multicultural cooperation
哲学・思想論発展演習Ⅶ	Philosophy Advanced Seminar Ⅶ	L1142700	<p>In this course the students are to read 'Mumonkan: Zen Monologues in Forty-eight Chapters' translated into Japanese by Yoshio Uogae (Kadokawa Sophia Bunko). In each course session, a person in charge will be assigned to report on the results of the reading and consideration, which will then be discussed by all the course students.</p> <p>Mumonkan is a collection of 'Zen questions and answers' established in the Song dynasty of China. 'Zen Q&A' consists of questions and answers that Zen monks ask and answer to attain enlightenment. A disciple raises a question and the master answers it. By extension, it refers to questions and conversations whose true meaning is difficult to grasp before deep introspection (Daijisen Dictionary). However, from a non-religious perspective, it is the goal of this course to engage with these issues in a rational and logical manner.</p>	Advanced Seminar of Chinese Ideology	<p>Week 1: Guidance</p> <p>Week 2: How to write a report summary, reading 'Commentary (Nakamura Hajime)'</p> <p>Week 3: Reading and discussing four rules such as '1. Do dogs have a Buddha nature?'</p> <p>Week 4: Reading and discussing four rules such as '5. Kogen and climbing trees'</p> <p>Week 5: Reading and discussing four rules such as '9. Great wisdom and victory of Buddha'</p> <p>Week 6: Reading and discussing four rules such as '13. Tokusan holds a bowl'</p> <p>Week 7: Reading and discussing four rules such as '17. Kokushi is called three times'</p> <p>Week 8: Reading and discussing four rules such as '21. Unmon's kusobera'</p> <p>Week 9: Reading and discussing four rules such as '25. Sermon at the third meeting'</p> <p>Week 10: Reading and discussing four rules such as '29. Neither the wind nor the flag'</p> <p>Week 11: Reading and discussing four rules such as '33. Neither the mind nor the Buddha'</p> <p>Week 12: Reading and discussing four rules such as '37. The sawara tree in the garden'</p> <p>Week 13: Reading and discussing four rules such as '41. Calming the mind of the Dharma'</p> <p>Week 14: Reading and discussing four rules such as '45. What is a person?'</p> <p>Week 15: General discussion, course questionnaire</p> <p>Scheduled exams: None (final report)</p>	Arts and culture, Multicultural cooperation

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哲学・思想論発展演習Ⅹ	Philosophy Advanced Seminar Ⅹ	L1143000	In line with the textbook, the course will cover a cross-section of the main debates in Indian philosophy (including Buddhism). Some people may associate Indian philosophy with something mystical, but through reading the textbook, it becomes clear that this is a one-sided understanding. The bearers of Indian philosophy have developed philosophical reflections on knowledge and language, and on the practical side debated on the existence of the ego and the nature of ethics. Through this exercise, students will explore these discussions to construct their arguments, partly incorporating a comparative perspective with Western philosophy.		Session 01: Introduction Session 02: History of Indian philosophy Session 03: Values ①: Hindu ethics Session 04: Values ②: Buddhist ethics Session 05: Values ③: Jain ethics Session 06: Knowledge ①: Pramana theory Session 07: Knowledge ②: Direct perception Session 08: Knowledge ③: Scepticism Session 09: Words ①: Meaning Session 10: Words ②: Negation Session 11: Words ③: Universality Session 12: Self ①: Dualism Session 13: Self ②: Monism Session 14: Self ③: No-self theory Session 15: Summary, class survey	Multicultural cooperation
芸術コミュニケーション特論Ⅰ	Art Communication: Lecture with Workshop I	L1233100	This is an omnibus course in which the three teaching staff members in charge will present an overall picture of their studies on communication in art. The research subjects and methods related to each lecturer's specialisation will be explained, the connections with other specialisations and exercises taken into account when needed. Although the course sessions generally take the form of lectures, students' researches and presentations are also welcome. Furthermore, students will deepen their understanding by reading excerpts from related literature (mainly in Japanese but also in English in some cases) as required. The introduction and examination of practical activities in art in local areas will be conducted with the cooperation of the Shinshu Arts Council.	Advanced Theory of Art Communication I	1. Performing arts, the subject of physical expression (Kitamura) 2. History of physical expression and dance (Kitamura) 3. Current state of physical expression and dance (Kitamura) 4. Appreciation and criticism of performing arts (Kitamura) 5. Creating physical expression in art (Kitamura) 6. The scope of musicology (Hamasaki) 7. What it means to 'write' music (Hamasaki) 8. What is an instrument? (Hamasaki) 9. Regions and music (Hamasaki) 10. Perspectives on music-art-dance (Hamasaki) 11. The subject of aesthetics and art history (Kanai) 12. History and current state of sculpture research (Kanai) 13. Museology (Kanai) 14. Contemporary art and regional practice (Kanai) 15. Artistic practice and the public, 15-minute course questionnaire (Kanai)	Arts and culture
芸術コミュニケーション特論Ⅱ	Art Communication: Lecture with Workshop II	L1233200	This course, entitled 'Contemporary Art Now and Then', will mainly discuss the flow of art since the 20th century and the development of art theory related to it. It will also consider the political as well as the social context of the same period, aiming for a multidimensional understanding of art. Although the course sessions are generally in the form of lecture, students' researches and presentations are also welcome. Students will also deepen their understanding of the contents of lecture by reading extracts from relevant literature (mainly in Japanese but also in English in some cases) as well as by compiling a short report each time. Several of the lessons will draw on the practical experience of a lecturer as a curator.	Advanced Theory of Art Communication IV	1. Introduction 2. After post-impressionism 3. The rise of abstraction 4. Diversity of the avant-garde 5. Dada and surrealism 6. Return to order 7. Post-war modernism 8. Pop and nouveau réalisme 9. Conceptual art 10. Minimal art 11. Post-minimalism and land art 12. Installation and media art 13. Globalising art practice 14. Relational and participatory art 15. Summary and 15-minute course questionnaire	Arts and culture

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芸術コミュニケーション特論 V	Art Communication: Lecture with Workshop V	L1233500	This course will focus on dance, theatrical plays, and performing arts as research subjects, weaving in fieldwork. Through hands-on experience in various areas at theatre sites, the course will examine the current state of dance stage productions and representation of human body.	Advanced Theory of Art Communication VII	1. Guidance 2. Current state of performing arts 3. Dance and choreography ① 4. Dance and choreography ② 5. Physical techniques and expression ① 6. Physical techniques and expression ② 7. Workshop research ① 8. Workshop research ② 9. Workshop planning and production ① 10. Workshop planning and production ② 11. Workshop planning and production ③ 12. Workshop planning and production ④ 13. Workshop implementation ① 14. Workshop implementation ② 15. Summary and course questionnaire	Regional governance, Arts and culture, Multicultural cooperation, Career
芸術コミュニケーション特論 VIII	Art Communication: Lecture with Workshop VIII	L1233800	Music is a mirror that reflects the aesthetics of an era, a society, a region, or an individual. This seminar course will explore ways of approaching 'music, as expressed by people'. By analysing and practising music, mainly based on Western musical theory, we aim to understand the multifaceted nature of music and consider how to decipher the variety of aestheticism projected in music. The music covered in the lectures will range from Western classical music to Western and Japanese popular music including enka (traditional Japanese ballads) and so forth, with one or two pieces of music being addressed in each lecture. In analysing the music, each piece will be examined from the perspective of melody, scale structure, rhythm, tonality, lyrics, and others. In the second half of the course, students will practise music together with music analyses through group works.		1. Introduction: Various aspects of interpretation and expression in 'music' 2. Review of basic knowledge of music theory: Rhythm, pitch 3. Review of basic knowledge of music theory: Scale, tonality 4. Review of basic knowledge of music theory: Chords, chord names 5. Music analysis: From the aspect of melody 6. Music analysis: From the aspect of chords 7. Music analysis: Possibilities of rhythm 8. Music analysis: Social background surrounding the work 9. Possibilities of music analysis 10. Group presentation and discussion (1) Focusing on melody 11. Group presentation and discussion (2) Focusing on rhythm 12. Group presentation and discussion (3) Focusing on pitch 13. Group presentation and discussion (4) Focusing on chords 14. Group presentation and discussion (5) Focusing on the relationship with society 15. Group presentation and discussion (6) Summary and course questionnaire *The order and content of lectures may be changed slightly depending on the students' level of understanding.	Arts and culture

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芸術コミュニケーション基幹演習Ⅱ	Art Communication: Basic Seminar Ⅱ	L1234200	Basic art literacy, which supports artistic communication, will be developed through the analysis of artworks and reading of literature. The presentation-style class format will enhance the presentation skills of each student. This academic year's theme is 'Aspects of Contemporary Art', with both close reading of literature and attentive investigation into artists' works conducted in parallel. Students will also participate in the 'Kougei no Gogatsu (Matsumoto Arts and Crafts Fair in May)' and learn about the possibilities and challenges of art and culture in a practical fashion. While examining the relationships and differences between various cases and perspectives, the possibilities for artistic research will be discussed. Part of the course will draw on the practical experience of the lecturer as a curator. The introduction and examination of artistic practice in the region will be conducted in cooperation with the Shinshu Arts Council.	Basic Seminar on Art Communication Ⅱ	1. Guidance 2. Literature reading (expression, creativity 1) + author introduction 3. Literature reading (expression, creativity 2) + author introduction 4. Literature reading (genre, medium 1) + author introduction 5. Literature reading (genre, medium 2) + author introduction 6. Literature reading (institutions and society 1) + author introduction 7. Literature reading (institutions and society 2) + author introduction 8. Literature reading (institutions and society 3) + author introduction 9. Literature reading (curation 1) + author introduction 10. Literature reading (curation 2) + author introduction 11. Survey of practice examples (overview) 12. Survey of practice examples (planning preparation) 13. Survey of practice examples (planning management) 14. Survey of practice examples (discussion) 15. Summary and 15-minute course questionnaire	Arts and culture
芸術コミュニケーション基幹演習Ⅴ	Art Communication: Basic Seminar Ⅴ	L1234500	Research presentations and discussions based on literature research on theatre, performing arts, and dance.	Advanced Seminar on Art Communication Ⅳ	Week 1: Guidance Week 2: Literature analysis and research ① Week 3: Discussion about presentation assignment ① Week 4: Literature analysis and research ② Week 5: Discussion about presentation assignment ② Week 6: Literature analysis and research ③ Week 7: Discussion about presentation assignment ② Week 8: Literature analysis and research ④ Week 9: Discussion about presentation assignment ④ Week 10: Literature analysis and research ⑤ Week 11: Discussion about presentation assignment ⑤ Week 12: Literature analysis and research ⑥ Week 13: Discussion about presentation assignment ⑥ Week 14: Discussion about presentation assignment ⑦ Week 15: Summary, course questionnaire	Arts and culture, Multicultural cooperation

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芸術コミュニケーション基幹演習Ⅷ	Art Communication: Basic Seminar Ⅷ	L1234800	This course will focus on issues concerning music and folklore. Currently, many local traditional performing arts are in danger of disappearing, mainly due to a lack of successors to continue the local traditions. How can we face these problems? What kind of business is involved in 'inheritance of music'? In this seminar course, we will examine the structures that support the transmission of music and the backgrounds that 'jeopardise' the transmission of music. We will also consider how to tackle these issues by examining the actual conditions surrounding the transmission of music. Focusing particularly on folk music in Nagano Prefecture, students will learn, discuss, and explore in a practical way.		1: Introduction 2: On the transmission of music: 'Written music' and 'Unwritten music' 3: Folk music and transmission 4: Research methods for oral traditions, considering oral history 5: How to interview those passing down arts 6: How to collect and record music 7: On recording media (audio recordings, video, documents) 8: Considering group project proposals 9: Advance preparation (literature survey) 10: Advance preparation (interviews) 11: Field practice 12: Data collection, analysis, video recording 13: Presentation (1) 14: Presentation (2) 15: Presentation (3), summary, course questionnaire *The above classes may be held intensively on or off campus depending on the subject of the field research.	Arts and culture
芸術コミュニケーション発展演習Ⅱ	Art Communication: Advanced Workshop Seminar Ⅱ	L1241200	This course aims to help students develop 'artistic execution skills' to further develop art literacy in a practical manner. Students will take on the role of curator or educator, in accordance with their interests, and promote independent planning activities, while simultaneously holding discussions and improving their communication and problem-solving skills. With the aim of organising an exhibition or a workshop event, the course will involve all necessary activities, such as discussing concepts, interacting with artists and art professionals, visiting exhibitions, planning, assigning and managing tasks, designing and implementing related programmes, and analysing and documenting the results. The lecturers will utilise their practical experience as leading curators. Note that collaboration with art practices in the region will be conducted in cooperation with the Shinshu Arts Council.	Advanced Seminar on Art Communication Ⅱ	1. Guidance 2. Planning meeting (1) Allocating roles and exchanging opinions 3. Off-campus research 4. Meeting with guests 5. Planning meeting (2) Deciding on the outline 6. Planning preparation (1) Project planning 7. Planning preparation (2) Arranging the venue 8. Planning preparation (3) Public relations 9. Arranging the venue 10. Venue management 11. Related planning and management 12. Dismantling the venue 13. Analysis of results 14. Record-keeping 15. Summary and 15-minute course questionnaire	Regional governance, Arts and culture, Environmental symbiosis, Multicultural cooperation

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芸術コミュニケーション発展演習Ⅴ	Art Communication: Advanced Workshop Seminar Ⅴ	L1241500	Students will read papers and conduct discussions based on literature research on theatre, performing arts, and dance. Students will also practice the planning, production, and promotion of arts events as opportunities arise.	Advanced Seminar on Art Communication IV	Week 1: Guidance Week 2: Literature analysis and research ① Week 3: Discussion about presentation assignment ① Week 4: Literature analysis and research ② Week 5: Discussion about presentation assignment ② Week 6: Literature analysis and research ③ Week 7: Discussion about presentation assignment ② Week 8: Literature analysis and research ④ Week 9: Discussion about presentation assignment ④ Week 10: Literature analysis and research ⑤ Week 11: Discussion about presentation assignment ⑤ Week 12: Literature analysis and research ⑥ Week 13: Discussion about presentation assignment ⑥ Week 14: Discussion about presentation assignment ⑦ Week 15: Summary, course questionnaire	Regional governance, Arts and culture, Multicultural cooperation, Career
芸術コミュニケーション発展演習Ⅷ	Art Communication: Advanced Workshop Seminar Ⅷ	L1241800	What social, cultural, and musical phenomena are involved in the background of events in which certain music continues to be sung over time from generation to generation or propagated? In this seminar course, using the example of the well-known Turkish folk song 'Uskudara', we will consider the background and meanings of the diffusion of certain music beyond geographical and temporal constraints, as well as its musical characteristics, taking into account historical perspectives. In the first half of the course, we will place particular focus on Buchanan, Donna A. ed. (2007). 'Balkan Popular Culture and the Ottoman Ecumene: Music, Image, and Regional Political Discourse'. In the second half of the course, students will perform and create their own interpretations of 'Uskudara'.		1. Introduction 2. Singing uskudara gider iken 3. Analysing uskudara 4. Group presentation – Focusing on developments in Turkey 5. Group presentation – Focusing on developments in the Balkans 6. Group presentation – Focusing on developments in North and South America 7. Group presentation – Focusing on developments in Europe 8. Group presentation – Focusing on developments in Japan 9. Arranging music – Relationship with orientalism? 10. Group discussion (1) 11. Group discussion (2) 12. Group discussion (3) 13. Group presentation and discussion (1) 14. Group presentation and discussion (2) 15. Group presentation and discussion (3) *The lecture content may be changed slightly depending on the students' level of understanding.	Arts and culture

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
文化情報論基礎実習Ⅰ	Rudimentary Data Processing PracticeⅠ	L1330100	Students will learn how to handle information by utilising the features of basic application software, followed by practical exercises in collecting, analysing, and expressing information by applying these features. A particular emphasis is placed on improvement of the ability to use information equipment flexibly, as well as of the presentation skills and of the skills for graphical expression. As the practical training is also aimed at beginners in information-literacy, advanced knowledge and skills in computers and information systems are not particularly necessary at the start of the course. However, upon participating in the practical training, it is necessary for the students to ensure an extra time for self-study.	Practice in Culture and Information	The content and order may change slightly as the programme progresses. Week 1: Acquire information organisation and editing skills for intellectual productivity. 1 Guidance Week 2: Do. 2 Characteristics of document information processing Week 3: Do. 3 Understanding the DRY principle Week 4: Process data around you flexibly and use it for your purpose. 1 Numerical data processing Week 5: Do. 2 Use of functions Week 6: Do. 3 Applied analysis of real data Week 7: Visualise information to make it easier to understand. 1 Basic processing of image data Week 8: Do. 2 Object editing Week 9: Do. 3 Application of diagrams Week 10: Train visual information expression and presentation skills. 1 Basic theory Week 11: Do. 2 Applied training Week 12: Do. 3 Presentation – Assigned project Week 13: Do. 4 Presentation – Visual assignment Week 14: Do. 5 Final presentation assignment Comprehensive Week 15: Summarise information utilisation skills and find clues for further improvement. Course questionnaire	
文化情報論基礎実習Ⅱ	Rudimentary Data Processing PracticeⅡ	L1330200	Students will conduct a series of tasks from setting the themes for survey design, formulating hypotheses, preparing questionnaires for surveys, sampling, distributing and collecting the questionnaires, compiling, sifting and tabulating, processing, and analysing the data, to, finally, presenting the findings of the investigation orally and writing research reports.	Practice in Social Research	To achieve the purpose of the course goals, the following themes will be set. Practical training will be conducted in each session: Week 1: Sessions 1 and 2: Investigation theme study, setting Week 2: Sessions 3 and 4: Investigation theme study, survey of previous research, setting of investigation theme Week 3: Sessions 5 and 6: Hypothesis setting Week 4: Sessions 7 and 8: Questionnaire development Week 5: Sessions 9 and 10: Sampling Week 6: Sessions 11 and 12: Re-examination of the questionnaire Week 7: Sessions 13 and 14: Field test Week 8: Sessions 15 and 16: Data entry Week 9: Sessions 17 and 18: Data cleaning, missing value treatment Week 10: Sessions 19 and 20: Labelling of variables and values, processing of data (inversion of values, creation of binary and dummy variables, etc.) Week 11: Sessions 21 and 22: Simple tabulations, basic statistics, cross-tabulations (linkage coefficients, residual analysis) Week 12: Sessions 23 and 24: Correlation coefficient, partial correlation coefficient, t-test Week 13: Sessions 25 and 26: Analysis of variance, multiple regression analysis Week 14: Sessions 27 and 28: Slides for reporting survey results, preparation of survey report Week 15: Sessions 29 and 30: Report on survey results, summary, class questionnaire Scheduled examinations: None	Regional governance, Career

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
文化情報論特論Ⅰ(心理学統計法)[EA]	Cultural Informatics: Special Seminar I	L1330300	In principle, this course will be conducted as a real-time online class ([EA] subject). This course will consist of lectures on a wide range of techniques for analysing and handling various types of data and then processing, summarising, and presenting the data as meaningful information. The course will mainly focus on specific data from social surveys and psychological research, touching on the process for statistic analysis and presentation concerning these data, in order to introduce the basic concepts of data analysis and information representation in a variety of fields. This foundational knowledge can be applied to not only cultural information theory, sociology, and psychology but also many areas of the humanities, and can be taken by students from a wide range of specialisations. In particular, the classes are planned to help students acquire the necessary perspective on statistical data to avoid falling into media information traps. In essence, as an EA subject, the course will be conducted in real-time and online, but there will also be face-to-face class sessions. In particular, 'the first class session will take place in a designated classroom, so be sure to meet in the classroom'. Make sure to regularly check the postings on eALPS for various expected changes in the conduct of the classes.	Cultural Informatics: Special Seminar I	1. Basic knowledge for expressing and interpreting information 2. Representation of frequency distribution tables and graphs 3 Basics of descriptive statistics: Various mean values 4 Indicators of dispersion: Variance and standard deviation 5 Standard scores and deviation values 6 Basics of compiling survey data 7 Pearson's product-moment correlation coefficient 8 Interpretation of correlation coefficients and spurious correlation 9 Interpretation of correlation coefficients 10 Regression phenomena and analysis 11 Probabilistic estimation of populations 12 Basics of inferential statistics 13 Basics of cross-tabulation and chi-squared test 14 Cross-tabulation and chi-squared test of independence 15 Summary of descriptive statistics and inferential statistics, course questionnaire 16 Final exam	
文化情報論特論Ⅱ(心理学統計法)[EA]	Cultural Informatics: Special Seminar II	L1330400	In principle, this course will be conducted as a real-time online class ([EA] subject). After reviewing the basic ideas on inferential statistics acquired in the spring-summer term's 'Cultural Informatics: Special Seminar I', this course will go one step further and provide practical lectures, referring to specific research examples on each of the following methods: extended cross-table analysis, analysis of variance and experimental design methods, multivariate analysis method focusing on multiple regression analysis, and factor analysis.	Special Seminar on Cultural Information II (Statistical Psychology) [EA]	1. Previous term review 2. Analysis of cross-tabulations 3. Expanding and elaborating cross-tabulations 4. Comparison of the means of two independent groups 5. Testing homogeneity of variance 6. Comparison of paired means 7. Sampling methods 8. Basics of analysis of variance 9. Understanding interactions and subtests 10. Experimental design and multifactorial analysis of variance 11. Applications of analysis of variance 12. Scaling, reliability, and validity 13. From regression analysis to multivariate analysis 14. Multiple regression analysis 15. Factor analysis, course questionnaire 16. Final exam	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
文化情報論特論Ⅲ	Cultural Informatics: Special Seminar Ⅲ	L1330500	Among the research methods for collecting, analysing, and furnishing information, this course outlines the theories and techniques of psychological experimental methods and deepens students' understanding of them through group work. The course includes a series of experiential learning processes, such as setting a theme for survey design based on the students' ideas, setting independent and dependent variables, practicing experimental procedures, conducting experiments, analysing data, and writing reports. The course also introduces students to online experimental methods, which have spread in recent years.	Psychological Experiment Methods	Session 1: What is causation? Session 2: The basics of experiments Session 3: Factorial design: One-factor design Session 4: Factorial design: Two-factor design Session 5: Measuring dependent variables Session 6: Controlling residual variables Session 7: Creating experimental procedures Session 8: Experimental ethics Session 9: Preliminary experiments Session 10: Main experiments Session 11: Data analysis Session 12: How to write a research paper: Problems and methods Session 13: How to write a research paper: Results and discussion Session 14: Online experiments Session 15: Summary and course questionnaire	
文化情報論基幹演習Ⅱ	Cultural Informatics: Basic Seminar Ⅱ	L1330800	Building on the basics acquired in the Basic Seminar in the spring-summer term, third-year and fourth-year students will select a topic in the area of cognitive psychology, before each one of them design and conduct their own research, and present and discuss their research process. Second-year students will work in groups to design and conduct simple experiments, as well as participate in discussions and debates on senior students' research plans. The content is tailored to cognitive psychology within the field of cultural information theory, but students from other fields are welcome to participate.	Basic Seminar on Culture and Information 2	Session 1: Deepening understanding of research papers. 1 Basics of cognitive research Session 2: Do. 2 Presentation and discussion of selected papers by third-year students Session 3: Do. 3 Presentation and discussion of selected papers by third-year students Session 4: Do. 4 Presentation and discussion of selected papers by third-year students Session 5: Do. 5 Presentation of research projects by second-year students Session 6: Do. 6 Presentation of research projects by second-year students Session 7: Do. 7 Presentation of research projects by second-year students Session 8: Learning how to plan and implement research plans. 1 Examination of sample research plans Session 9: Do. 2 Third-year student pre-graduation thesis review Session 10: Do. 3 Third-year student pre-graduation thesis review Session 11: Engage in practical research and report/discuss progress. 1Third year research plan presentation Session 12: Do. 2 Third-year student research plan presentation Session 13: Do. 3 Third-year student research plan presentation Session 14: Comprehensive presentation of applied research. 1Second-year student review presentation Session 15: Do. 2 Second-year student review presentation. Course questionnaire conducted	

Syllabus(Excerpts from classes taught in 2024)

SHINSHU UNIVERSITY Faculty of Arts

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
文化情報論基幹演習Ⅵ	Cultural Informatics: Basic Seminar Ⅵ	L1331200	Students will read articles and textbooks on psychology, social psychology, and sociology and engage in discussions based on the contents of these articles and textbooks. The central task is to acquire the basic principles and representative research methods of the field. Furthermore, as part of practical activities for information dissemination, students will operate and manage a social networking service platform for cultural information theory.	Basic Seminar on Cultural Information Ⅵ	<p>Session 1: Guidance (presentations, assignment of SNS management)</p> <p>Session 2: Research concept presentation (second-third-year students)</p> <p>Session 3: Paper presentation and discussion (third-year students)</p> <p>Session 4: Paper presentation and discussion (third-year students)</p> <p>Session 5: Paper presentation and discussion (third-year students)</p> <p>Session 6: Paper presentation and discussion (third-year students)</p> <p>Session 7: Textbook presentation and discussion (second-year students)</p> <p>Session 8: Textbook presentation and discussion (second-year students)</p> <p>Session 9: Textbook presentation and discussion (second-year students)</p> <p>Session 10: Textbook presentation and discussion (second-year students)</p> <p>Session 11: Research presentation and discussion (fourth-year students)</p> <p>Session 12: Research presentation and discussion (fourth-year students)</p> <p>Session 13: Paper presentation and discussion (third-year students)</p> <p>Session 14: Paper presentation and discussion (third-year students)</p> <p>Session 15: Paper presentation and discussion (third-year students), course questionnaire</p> <p>*Each student will present the contents of the paper or textbook that they are interested in.</p>	
文化情報論応用実習Ⅰ	Applied Informatics: Seminar Ⅰ	L1340100	Students will acquire advanced media literacy to appropriately aggregate, analyse, and furnish information through the process of identifying problems in contemporary social issues, conducting surveys and research, and making arguments and solutions. Specifically, the theme is social attitudes towards familiar problems. Students will learn about the entire process of research and survey, including finding problem and formulation of agenda, planning surveys, scale construction, simple tabulation, multivariate analysis, and thesis (report) writing.	Practice in Application of Cultural Information Ⅰ	<p>The content and order may change slightly as the practical training progresses.</p> <p>1. Basic statistics: Calculation of basic statistics</p> <p>2. Statistical practice: Analysis of data transformation and cross-tabulation</p> <p>3. Statistical data analysis: Statistical testing of mean values</p> <p>4. First survey: Construction of social attitude scale, consideration of question items, questionnaire survey method</p> <p>5. Preliminary survey data item analysis: GP analysis and reliability coefficient</p> <p>6. Analysis of variance and interaction</p> <p>7. How to write a survey report</p> <p>8. Second survey: Web survey method: Preliminary survey and item analysis</p> <p>9. Multivariate analysis and factor analysis</p> <p>10. Scale construction using factor analysis</p> <p>11. Basics of multiple regression analysis</p> <p>12. Multiple regression analysis in practice and logistic regression</p> <p>13. Other multivariate analyses</p> <p>14. Research presentations and discussions</p> <p>15. Overall survey summary, course questionnaire</p> <p>Scheduled exams: None</p>	Regional governance, Career

Syllabus(Excerpts from classes taught in 2024)

SHINSHU UNIVERSITY Faculty of Arts

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
文化情報論発展演習Ⅱ	Cultural Informatics: Advanced Seminar Ⅱ	L1340400	Building on the basics acquired in the special core exercises of the spring-summer term, third-year and fourth-year students will select a topic in the area of cognitive psychology, before each one of them will choose a theme in the field of cognitive psychology, design and conduct their own research, and present and discuss their process. Second-year students will work in groups to design and conduct simple experiments, as well as participate in and discuss the research plans of senior students. The content is tailored to cognitive psychology within the field of information theory, but students from other fields are welcome to participate.	Advanced Seminar on Culture and Information 2	Session 1: Deepening understanding of research papers. 1 Third-year student summer vacation assignment report Session 2: Do. 2 Third-year student summer vacation assignment report Session 3: Do. 3 Area research review and summary Session 4: Do. 4 Area research review and summary Session 5: Do. 5 Careful reading of the paper Session 6: Do. 6 Careful reading of the paper Session 7: Do. 7 Careful reading of the paper Session 8: Learning how to plan and implement a research plan. 1 Pre-graduation thesis plan review Session 9: Do. 2 Pre-graduation thesis plan review Session 10: Do. 3 Pre-graduation thesis planning Session 11: Engage in practical research, report, and discuss progress on pre-graduation thesis 1 Session 12: Do. 2 Progress report on pre-graduation thesis Session 13: Summarise and present the results of research in the field. 1 Second-year student report Session 14: Do. 2 Second-year student report Session 15: Do. 3 Second-year student report, course questionnaire	
文化情報論発展演習Ⅲ	Cultural Informatics: Advanced Seminar Ⅲ	L1340500	By repeatedly conducting tasks and projects related to visual representation of information, each student will acquire basic skills in processing of image information in vector and raster formats, as well as the attitude and knowledge necessary for effective and persuasive representation of information. The results will be published actively on the Internet and on posters that announce the information of those events for our faculty. This class is a practical training course designed for the students who have obtained credits for the second-year course 'Basic Cultural Information Theory Practice Ⅰ': the students are to tackle this advanced programme in the third year.	Advanced Seminar on Culture and Information 4	The content and order may change slightly depending on the progress of the practical training. Week 1: Guidance for information expression Week 2: Basics of vector format Week 3: Application of vector format Week 4: General vector format Week 5: Vector-raster integration Week 6: Information expression layout Week 7: Production assignment. 1 Joint review Week 8: Application of image information processing Week 9: Production assignment. 2 Joint review Week 10: Advertising expression planning and discussion Week 11: Advertising expression assignment. 1 Prototype Week 12: Advertising expression assignment. 2 Joint review Week 13: Applied use of tools useful for production Week 14: Production assignment. 3 Joint review Week 15: Summarising graphical information utilisation skills and obtaining clues for further improvement, course questionnaire The lesson plan will be flexibly changed according to the schedule of external production requests.	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
文化情報論発展演習Ⅳ	Cultural Informatics: Advanced Seminar Ⅳ	L1340600	This course is a placement-style class in which students will tackle advanced issues on the basis of what they have learnt in 'Basic Cultural Information Theory Practice I', which is held on Wednesdays in three or four classes. Students attend these classes in succession. The outline of the course corresponds to the 'Basic Cultural Information Theory Practice I', with particular emphasis on applicative issues related to information representation.	Advanced Seminar on Culture and Information 4	The content and order may change slightly as the training progresses. Week 1: Acquire information organisation and editing skills for intellectual production. 1 Guidance Week 2: Do. 2 Characteristics of document information processing Week 3: Do. 3 Understanding the DRY principle Week 4: Process data around you flexibly and use it for your purpose. 1 Numerical data processing Week 5: Do. 2 Use of functions Week 6: Do. 3 Applied analysis of real data Week 7: Visualise information to increase ease of understanding. 1 Basic processing of image data Week 8: Do. 2 Object editing Week 9: Do. 3 Application of diagrams Week 10: Train visual information expression and presentation skills. 1 Basic theory Week 11: Do. 2 Applied training Week 12: Do. 3 Presentation, assigned project Week 13: Do. 4 Presentation, visual assignment Week 14: Do. 5 Final presentation assignment, comprehensive review Week 15: Summarise information utilisation skills and obtain clues for further improvement, course questionnaire	
文化情報論発展演習Ⅹ	Cultural Informatics: Advanced Seminar Ⅹ	L1341200	Students will read literature on psychology, social psychology, and sociology in English and engage in discussions based on the content of the literature among themselves. Students' primary task will be to acquire the basic principles and representative field research methodologies. Furthermore, as a practical activity for transmission of information, students will operate and manage a social networking service platform for cultural information theory.	Advanced Seminar on Cultural and Information Studies Ⅹ	Session 1: Guidance (presentations, assignment of social media management) Session 2: Research concept presentation (second-third year students) Session 3: Research presentations and discussions (third-year students) Session 4: Research presentations and discussions (third-year students) Session 5: Paper presentations and discussions (second-year students) Session 6: Paper presentations and discussions (second-year students) Session 7: Paper presentations and discussions (second-year students) Session 8: Research presentations and discussions (fourth-year students) Session 9: Research presentations and discussions (fourth-year students) Session 10: English paper presentations and discussions (third-year students) Session 11: English paper presentations and discussions (third-year students) Session 12: English paper presentations and discussions (second-year students) Session 13: English paper presentations and discussions (second-year students) Session 14: English paper presentations and discussions (second-year students) Session 15: General evaluation and summary, course questionnaire *Each student will present the contents of the paper or textbook they are interested in.	
文化情報論発展演習ⅩⅡ	Cultural Informatics: Advanced Seminar ⅩⅡ	L1341400	As a practical activity for transmitting information on the web, students will provide and furnish information about the resources of tourism in Nagano Prefecture by using websites, social network service, YouTube, and so forth. The course divides students into several groups. Through fieldwork to explore the history and attractions of the region in parallel with lectures on advertising techniques, students will 'create a video to promote the resources of tourism in Nagano Prefecture and provide information on the web'. Fieldwork outside the classroom is also included.	Social Psychology of Transmission of information	Session 1: Guidance Session 2: Lectures on advertising techniques: Human cognitive functions Session 3: Lectures on advertising techniques: Persuasive communication Session 4: Case study Session 5: Planning and organising ideas Session 6: Project presentation Session 7: Setting KPIs Session 8: Fieldwork, preparation for filming Session 9: Fieldwork, filming Session 10: Organising data Session 11: Editing videos Session 12: Re-editing videos Session 13: Measuring the effectiveness of videos Session 14: Building a website Session 15: Final presentation, course questionnaire	Regional governance, Career

Syllabus(Excerpts from classes taught in 2024)

SHINSHU UNIVERSITY Faculty of Arts

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
社会学特論Ⅲ	Sociology: Lecture Ⅲ	L1430300	Based on previous studies on the theory of social stratification, this course explains the statistical method of capturing 'disparities' and 'inequalities' and the theoretical mechanisms of their emergence.	Social Stratification Theory	Session 1: Course introduction Session 2: Discussion from the perspective of social class Session 3: Educational inequality (1): Intergenerational mobility of educational background Session 4: Educational inequality (2): Parentocracy and educational advancement disparities Session 5: Occupational inequality (1): How we perceive 'work' Session 6: Occupational inequality (2): Intergenerational mobility of occupation: From the OED triangle Session 7: Occupational inequality (3): Intragenerational mobility of occupation Session 8: Income inequality (1): Characteristics and formulation of income distribution Session 9: Income inequality (2): Decomposition of income inequality Session 10: Poverty (1): How to define poverty Session 11: Poverty (2): Decomposition of poverty Session 12: Poverty (3): Child poverty Session 13: Inequality and subjective utility (1): Scar effect Session 14: Inequality and subjective utility (2): The impact of income inequality Session 15: Summary and course questionnaire No scheduled exams	Multicultural cooperation
社会学基幹演習Ⅲ	Sociology: Basic Seminar Ⅲ	L1430900	In the first half of the course, through the reading and discussion of texts, we will attempt to gain a deeper understanding of comparative methodology, one of the basic approaches of empirical social sciences, including sociology, especially from the perspective of causal inference. Based on the methodological understanding acquired, the second half of the course will also include a critical review of existing sociological studies in discussion.	Methods of Comparison	Session 1: Introduction and deciding on the person in charge Session 2: Reading the text and discussion 1 Session 3: Reading the text and discussion 2 Session 4: Reading the text and discussion 3 Session 5: Reading the text and discussion 4 Session 6: Reading the text and discussion 5 Session 7: Reading the text and discussion 6 Session 8: Reading the text and discussion 7 Session 9: Reading the text and discussion 8 Session 10: Reading the text and discussion 9 Session 11: Critical review 1 Session 12: Critical review 2 Session 13: Critical review 3 Session 14: Critical review 4 Session 15: Course questionnaire and critical review 5 No scheduled exams	
社会学基礎実習Ⅱ	Basic Social Research Placement I	L1432200	Sociology deals with various forms of data in accordance with the characteristics of the subject of interest. The aim of this course is to cultivate the basic knowledge and skills needed to collect in an efficient manner and to analyse publicly available digital data appropriately according to their format	Utilisation of Digital Data	Session 1: Course introduction Session 2: Basic operations of R and RStudio Session 3: Basic operations of R and RStudio Session 4: Data collection and analysis using the data archive portal Session 5: Data collection and analysis using the data archive portal Session 6: Data collection and analysis using the data archive portal Session 7: Group work for interim report Session 8: Interim report Session 9: How to analyse text data Session 10: How to analyse text data Session 11: How to analyse text data Session 12: How to collect text data Session 13: How to collect text data Session 14: Group work for final report Session 15: Final report, course questionnaire No scheduled exams	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
社会学発展演習 I	Sociology: Advanced Seminar I	L1440100	The course consists of two components: lectures and exercises. In the lecture component, students will acquire the knowledge required to conduct regression analyses and to appropriately interpret the results, including the concept of regression models, estimation methods, and the derivation of key statistics. In the exercise component, students will learn how to conduct regression analyses correctly using the statistical software R, based on the knowledge acquired in the lectures.	Learning Regression Analysis	Session 1: Course introduction Session 2: Basic operations of R Session 3: Descriptive and inferential statistics using R Session 4: Simple regression analysis ①: Regression model concepts and least squares method Session 5: Simple regression analysis ②: Characteristics of least squares estimators Session 6: Simple regression analysis ③: Evaluation of regression models Session 7: Simple regression analysis using R Session 8: Multiple regression analysis ①: Concepts and characteristics of multiple regression models Session 9: Multiple regression analysis ②: Dummy variables and interaction terms Session 10: Multiple regression analysis ③: Identification of mediation effects Session 11: Multiple regression analysis using R Session 12: Logistic regression analysis ①: Concepts of binomial logistic regression models Session 13: Logistic regression analysis ②: Maximum likelihood estimation method and characteristics of estimators Session 14: Logistic regression analysis using R Session 15: Summary and course questionnaire No scheduled exams	
社会学発展演習 V	Sociology: Advanced Seminar V	L1440500	The aim of this course is to develop the necessary skills of the students to formulate the themes for research design, to examine research trends and previous research in the area related to that theme. The students are to conduct an empirical investigation of their own design, and to complete a thesis. With the main aim of developing the skills for research design, students will first set their own area of interest or theme and with critical examination of the research design of previous studies in that area or theme. Students will also be asked to present the results of their examination. In addition to presenting their research, participants are required to ask questions and make comments to the presenter. Participants will share the responsibility of moderating.	Research Design in Sociology	Session 1: Explanation of instructions and schedule Session 2: Research report and discussion on research subject: Third-year students Session 3: Research report and discussion on research subject: Third-year students Session 4: Research report and discussion on research subject: Third-year students Session 5: Research report and discussion on research subject: Second-year students Session 6: Research report and discussion on research subject: Second-year students Session 7: Research report and discussion on research subject: Second-year students Session 8: Research subject and research design (interim summary) Session 9: Research report and discussion on research topic: Third-year students Session 10: Research report and discussion on research topic: Third-year students Session 11: Research report and discussion on research topic: Third-year students Session 12: Research report and discussion on research topic: Second-year students Session 13: Research report and discussion on research topic: Second-year students Session 14: Research report and discussion on research topic: Second-year students Session 15: Research topic and research design, course questionnaire (Note that the schedule may change depending on the number of students by grade.) No scheduled exams	Regional governance, Multicultural cooperation, Career
心理学基礎実験 I	Psychology: Primary Experiments I	L1532100	One representative experiment in a basic area of psychology will be conducted each week in small groups of 2–3 students. A report must be submitted for each experiment. If the submitted report has shortcomings, the student may be asked to resubmit it. Every student who intends to submit a graduation thesis in the course of Psychology or Social Psychology must take this class.	Basic Experiments in Psychology I	Weeks 1–2: General guidance and explanation of the experiment Week 3: The Müller-Lyer illusion Week 4: Weight judgment Week 5: Paired-associate learning Weeks 6–7: Presentation and discussion of results Week 8: Explanation of the experiment Week 9: Bilateral transfer Week 10: Cognitive conflict Week 11: Serial position effect Week 12: Presentation and discussion of results Weeks 13–15: Summary and course questionnaire No scheduled exams Please note that the contents of the announcement may be changed depending on the situation.	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
心理学基礎実験Ⅱ(心理的アセスメント)	Psychology: Primary Experiments II	L1532200	Based on an understanding of the importance of psychological assessment, students will learn how to employ various testing methods and properly interpret the results. For each testing procedure, students must submit a report outlining the process. If the submitted report has shortcomings, the student may be asked to revise and resubmit it.	Basic Experiments in Psychology II (Psychological Assessment)	Session 1: Orientation Session 2: The importance of assessment in the psychological profession Session 3: WAIS-IV (implementation and interpretation of intelligence tests) (1) Session 4: WAIS-IV (implementation and interpretation of intelligence tests) (2) Session 5: PF study and Baum test (implementation and interpretation of projective tests) (1) Session 6: PF study and Baum test (implementation and interpretation of projective tests) (2) Session 7: YG personality test and NEO-PI-R (implementation and interpretation of personality tests) (1) Session 8: YG personality test and NEO-PI-R (administration and interpretation of personality tests) (2) Session 9: Assessment of depression and anxiety (1) Session 10: Assessment of depression and anxiety (2) Session 11: Scaling method (creating a new questionnaire scale) (1) Session 12: Scaling method (creating a new questionnaire scale) (2) Session 13: Scaling method (creating a new questionnaire scale) (3) Session 14: Scaling method (creating a new questionnaire scale) (4) Session 15: Summary and course questionnaire No regular exams	
心理学基幹演習Ⅱ	Psychology: Basic Seminar II	L1532400	After learning the basics of psychological research methods (experimental methods), students are assigned to take charge of, present a paper of, and discuss actual research in psychology. In class, students will learn how to measure and analyse physiological activity (e.g. electrocardiography and respiration) and body movement. Students will then work in small groups to decide on a theme of research, to develop a research plan, to conduct experiments, and to summarise the results in a written form.		Session 1: Guidance Session 2: Psychological research methods (1) Session 3: Psychological research methods (2) Session 4: Research paper presentation and discussion (1) Session 5: Research paper presentation and discussion (2) Session 6: Measurement and analysis of physiological activity Session 7: Measurement and analysis of physical movement Session 8: Research plan presentation and discussion (1) Session 9: Research plan presentation and discussion (2) Session 10: Experimental implementation and report (1) Session 11: Experimental implementation and report (2) Session 12: Experimental implementation and report (3) Session 13: Experimental implementation and report (4) Session 14: Experimental results presentation and discussion Session 15: Summary, course questionnaire A final report will be assigned at the end of the class.	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
心理学特殊実験Ⅰ(心理学実験)	Psychology: Advanced Experiments I	L1541101	<p>While learning about the overall flow of how research in psychology is conducted, students will organise their awareness of the problem, express it as a research question, and formulate a hypothesis. Furthermore, they determine the methods of data collection to test their hypotheses and construct scenarios and questionnaires for experiments and surveys.</p> <p>In the course of conducting this series of research, group discussions will be held. The class will be structured such that students can stimulate each other by feeding back what they have learnt as knowledge to the whole, rather than focusing solely on their own problems.</p> <p>Furthermore, students can receive sound guidance from teachers outside the class.</p>	Advanced Experiments in Psychology I (Experiments in Psychology)	<p>Session 1: Guidance: What is research in psychology?</p> <p>Session 2: Finding the problem (1): Organising your awareness of the problem and presenting it</p> <p>Session 3: Finding the problem (2): Deepening the problem through group discussion</p> <p>Session 4: Searching for previous research and selecting a research topic (1): Learning how to search for previous research</p> <p>Session 5: Searching for previous research and selecting a research topic (2): Searching for previous research and relativising the problem</p> <p>Session 6: Setting a hypothesis (1): Expressing the problem as a research question</p> <p>Session 7: Setting a hypothesis (2): Confirming the hypothesis through group discussion</p> <p>Session 8: Determining data collection methods and specific implementation procedures (1): Learning how to collect data (experimental methods)</p> <p>Session 9: Deciding on data collection methods and specific implementation procedures (2): Learn how to collect data (survey methods)</p> <p>Session 10: Deciding on data analysis methods and specific implementation procedures (3): Learn how to analyse data (statistics)</p> <p>Session 11: Deciding on data collection and analysis methods and specific implementation procedures (4): Determine data collection and analysis methods through group discussion</p> <p>Session 12: Preparing for experiments and surveys (1): Create an experiment scenario and questionnaire suitable for hypothesis testing through group discussion</p> <p>Session 13: Preparing for experiments and surveys (2): Conduct preliminary experiments and surveys and perform statistical analysis of data</p> <p>Session 14: Preparing for experiments and surveys (3): Improve the experiment scenario and questionnaire based on the results of preliminary experiments and surveys</p> <p>Session 15: Summary and course questionnaire</p> <p>Scheduled exams: None</p>	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
心理学特殊実験Ⅰ(心理学実験)	Psychology: Advanced Experiments I	L1541102	<p>While learning the overall flow of how research in psychology is conducted, students will organise their awareness of the problem, express it as a research question, and formulate a hypothesis. Furthermore, they will determine the methods of data collection to test their hypotheses and construct scenarios and questionnaires for experiments and surveys.</p> <p>In the course of conducting this research, group discussions will be held. The class will be structured such that students can stimulate each other by feeding back what they have learnt as knowledge to the whole, rather than focusing solely on their own problems.</p> <p>Students can also receive sound guidance from teachers outside the class if required.</p>		<p>Session 1: Guidance: What is research in psychology?</p> <p>Session 2: Finding the problem (1): Organising your awareness of the problem and presenting it</p> <p>Session 3: Finding the problem (2): Deepening the problem through group discussion</p> <p>Session 4: Searching for previous research and selecting a research topic (1): Learning how to search for previous research</p> <p>Session 5: Searching for previous research and selecting a research topic (2): Searching for previous research and relativising the problem</p> <p>Session 6: Setting a hypothesis (1): Expressing the problem as a research question</p> <p>Session 7: Setting a hypothesis (2): Formulating a hypothesis based on the research question and confirming the hypothesis through group discussion</p> <p>Session 8: Determining data collection methods and specific implementation procedures (1): Learning how to collect data (experimental methods)</p> <p>Session 9: Data collection methods and specific implementation procedures (2): Learn how to collect data (survey methods)</p> <p>Session 10: Data analysis methods and specific implementation procedures (3): Learn how to analyse data (statistics)</p> <p>Session 11: Data collection and analysis methods and specific implementation procedures (4): Determine data collection and analysis methods through group discussions</p> <p>Session 12: Preparation for experiments and surveys (1): Create an experiment scenario and questionnaire suitable for hypothesis testing and determine the experiment scenario and questionnaire through group discussions</p> <p>Session 13: Preparation for experiments and surveys (2): Conduct preliminary experiments and surveys and perform statistical analysis of data</p> <p>Session 14: Preparation for experiments and surveys (3): Improve the experiment scenario and questionnaire based on the results of preliminary experiments and surveys</p> <p>Session 15: Midterm presentation and summary, course questionnaire</p> <p>Scheduled exams: None</p>	
心理学特殊実験Ⅱ	Psychology: Advanced Experiments II	L1541201	<p>To determine their research topics, each student will read and present relevant literature, planning their own experiments and investigations based on this literature, conduct experiments and studies following the scientific method, acquire data, compile them into a paper, and finally present and discuss their paper.</p> <p>Students will receive sound guidance from lecturers outside the class as appropriate.</p>	Advanced Experiments in Psychology II	<p>Weeks 1–10: Based on the experimental plan drawn up in Special Psychology Experiment I (Psychology Experiment), students will report on how they conduct the experiment/survey while continuing to conduct the experiment/survey in parallel. The results will be compiled into a paper and submitted by the end of November.</p> <p>Weeks 11–14: In line with the submitted paper, students will present and discuss the results of the experiment/survey. If any issues are identified, students will be required to add data or reanalyse, rewrite, and resubmit the paper.</p> <p>Week 15: Summary and course questionnaire</p> <p>No scheduled exams</p>	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
心理学特殊実験Ⅱ	Psychology: Advanced Experiments II	L1541202	To determine their theme of research, each student will read relevant literature and write a paper presentation,, planning their own experiments and investigations based on these, conduct experiments and investigations in a hypothesis-testing manner, obtain data, compile them into a thesis, and finally present and discuss the thesis. Students will receive guidance from teachers outside the class when required.		1. Guidance 2. Conducting experiments and surveys based on the research plan drawn up in Psychology Special Experiment I and reporting on the progress (1) 3. Conducting experiments and surveys based on the research plan drawn up in Psychology Special Experiment I and reporting on the progress (2) 4. Conducting experiments and surveys based on the research plan drawn up in Psychology Special Experiment I and reporting on the progress (3) 5. Conducting experiments and surveys based on the research plan drawn up in Psychology Special Experiment I and reporting on the progress (4) 6. Conducting experiments and surveys based on the research plan drawn up in Psychology Special Experiment I and reporting on the progress (5) 7. Conducting experiments and surveys based on the research plan drawn up in Psychology Special Experiment I and reporting on the progress (6) 8. Conducting experiments and surveys based on the research plan drawn up in Psychology Special Experiment I and reporting on the progress (7) 9. Conducting experiments and surveys based on the research plan drawn up in Psychology Special Experiment I and reporting on the progress (8) 10. Submission of research paper 11. Presentation and discussion of research paper and additional experiments, analysis, etc. (1) 12. Presentation and discussion of research paper and additional experiments, analysis, etc. (2) 13. Presentation and discussion of research paper and additional experiments, analysis, etc. (3) 14. Resubmission of research paper 15. Research presentation and summary, course questionnaire No scheduled exams	
心理学発展演習Ⅱ	Psychology: Advanced Seminar II	L1541400	One student or a small group will criticise a research paper on psychology, and the class will discuss the significance and problems of the research. The students will then work in small groups to decide on a research theme, formulate a research plan, conduct an experiment or survey, and summarise the results in a report.		Session 1: Guidance Session 2: Research paper presentation and discussion (1) Session 3: Research paper presentation and discussion (2) Session 4: Research paper presentation and discussion (3) Session 5: Research paper presentation and discussion (4) Session 6: Research paper presentation and discussion (5) Session 7: Research paper presentation and discussion (6) Session 8: Research plan presentation and discussion (1) Session 9: Research plan presentation and discussion (2) Session 10: Experiment/survey implementation and report (1) Session 11: Experiment/survey implementation and report (2) Session 12: Experiment/survey implementation and report (3) Session 13: Experiment/survey implementation and report (4) Session 14: Experiment/survey results presentation and discussion Session 15: Summary, course questionnaire A final report will be assigned after the class.	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
心理実習Ⅰ(心理実習)	Practical Training in Psychology I	L1541500	In this placement course, the students will mainly visit Matsumoto Juvenile Prison, a facility in the field of justice and crime, and Matsumoto Asahi Gakuen in Nagano Prefecture, a facility in the field of welfare. The students will visit the respective facilities, listen to lectures by the supervisors of the practical training, before the tour around the facilities. Please note that a separate practical training fee (3200 yen per day plus lunch) is required for the two days of practical training at Matsumoto Asahi Gakuen.	Psychological Practice I	Week 1: Guidance Weeks 2-14: Pre-learning and pre-guidance, training at Matsumoto Juvenile Prison (half day), training at Matsumoto Asahi Gakuen in Nagano Prefecture (one day), post-learning (reflection), and post-guidance Week 15: Summary and class questionnaire No scheduled exams The training will be conducted during the summer vacation period, but the training dates and announced contents may change depending on the circumstances of the training site and other circumstances.	
心理実習Ⅱ(心理実習)	Practical Training in Psychology II	L1541600	In this placement course, students will mainly visit the affiliated Matsumoto Elementary School and the Matsumoto Junior High School as facilities in the field of education. The students will visit the respective facilities on site, attend lectures given by the supervisors for the practical training, before the tour around the facilities.	Psychological Practice II	Week 1: Guidance Weeks 2-14: Pre-learning and pre-guidance, practical training at Matsumoto Elementary School (two days), practical training at Matsumoto Junior High School (two days), post-learning (reflection), and post-guidance Week 15: Summary and class questionnaire No regular exams The practical training will be conducted during the summer vacation period, but the training dates and announced contents may change depending on the circumstances of the training site and other circumstances.	
社会心理学基幹演習Ⅰ	Social Psychology: Basic Seminar I	L1632100	Each student will choose a research paper of interest, summarise it in the form of a resume, present it, and discuss interesting points and problems with everyone. For the first presentation, students may choose a paper in Japanese, but from then on, they will mainly read papers written in English for the presentation.	Social Psychology Core Exercise I	Session 1: Guidance: Course procedure and presentation assignments Session 2: Presentation and discussion (1) Session 3: Presentation and discussion (2) Session 4: Presentation and discussion (3) Session 5: Presentation and discussion (4) Session 6: Presentation and discussion (5) Session 7: Presentation and discussion (6) Session 8: Presentation and discussion (7) Session 9: Presentation and discussion (8) Session 10: Presentation and discussion (9) Session 11: Presentation and discussion (10) Session 12: Presentation and discussion (11) Session 13: Presentation and discussion (12) Session 14: Presentation and discussion (13) Session 15: General review and summary, course evaluation survey Scheduled exams: None	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
心理学特殊実験Ⅰ(心理学実験)	Psychology : Advanced Experiments I	L1641101	<p>This course provides an overview of the process of research in social psychology. In the first half of the course, students will read relevant articles published in various journals to build their knowledge of previous research. Students will then organise their awareness of the problem, express it as a research question, and formulate a hypothesis. Furthermore, they will determine the data collection methods to test hypotheses and construct the procedures and questionnaires for experiments and surveys.</p> <p>Through the classes, group discussions will be held so that the students can stimulate each other by feeding back what they have learnt, as collective knowledge, rather than focusing solely on their own issues.</p>	Advanced Experiments in Psychology I (Experiments in Psychology)	<p>Session 1: Guidance: What is research in social psychology?</p> <p>Session 2: Presentation and discussion (1)</p> <p>Session 3: Presentation and discussion (2)</p> <p>Session 4: Presentation and discussion (3)</p> <p>Session 5: Presentation and discussion (4)</p> <p>Session 6: Presentation and discussion (5)</p> <p>Session 7: Presentation and discussion (6)</p> <p>Session 8: Presentation and discussion (7)</p> <p>Session 9: Presentation and discussion (8)</p> <p>Session 10: Hypothesis setting (1): Organisation of interests and expression as a research question</p> <p>Session 11: Hypothesis setting (2): Formulate a hypothesis based on the research question</p> <p>Session 12: Decide on a data collection method and specific implementation procedure</p> <p>Session 13: Decide on data collection and analysis methods and specific implementation procedure</p> <p>Session 14: Preparing for experiments and surveys: Summarising the experimental procedures and questionnaire contents</p> <p>Session 15: Midterm presentation and summary: Presentation of results gathered, course questionnaire</p> <p>Scheduled exams: None</p>	
心理学特殊実験Ⅰ(心理学実験)	Psychology : Advanced Experiments I	L1641102	<p>This course provides an overview of the process of research in cognitive and clinical psychology. In the first half of the course, students will read review articles published in English-language journals to build their knowledge of previous research. Students will then organise their own understanding of the issues, express them as research questions, and formulate them into hypotheses. Furthermore, they will determine the data collection methods to test hypotheses and construct the procedures and questionnaires for experiments and surveys.</p> <p>Through the classes, group discussions will be held so that the students will stimulate each other by feeding back what they have learned, as collective knowledge, rather than focusing solely on their own issues.</p>	Advanced Experiments in Psychology I (Experiments in Psychology)	<p>Session 1: Guidance: What is research in social psychology?</p> <p>Session 2: Presentation and discussion (1)</p> <p>Session 3: Presentation and discussion (2)</p> <p>Session 4: Presentation and discussion (3)</p> <p>Session 5: Presentation and discussion (4)</p> <p>Session 6: Presentation and discussion (5)</p> <p>Session 7: Presentation and discussion (6)</p> <p>Session 8: Presentation and discussion (7)</p> <p>Session 9: Presentation and discussion (8)</p> <p>Session 10: Hypothesis setting (1): Organisation of interests and expression as a research question</p> <p>Session 11: Hypothesis setting (2): Formulate a hypothesis based on the research question</p> <p>Session 12: Decide on a data collection method and specific implementation procedure</p> <p>Session 13: Decide on data collection and analysis methods and specific implementation procedure</p> <p>Session 14: Preparing for experiments and surveys: Summarising the experimental procedures and questionnaire contents</p> <p>Session 15: Midterm presentation and summary: Presentation of results gathered, course questionnaire</p> <p>Scheduled exams: None</p>	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
心理学特殊実験Ⅰ(心理学実験)	Psychology : Advanced Experiments I	L1641103	In this course, students will learn about the overall research process in social psychology, particularly in the field of emotion. In the first half of the course, students will read previous research papers, read a paper about issues that they understand as research questions, and formulate hypotheses. They will then determine the data collection methods to test their hypotheses and construct scenarios and questionnaires for experiments and surveys. Through the classes, group discussion will be held so that the students can stimulate each other through feedback on what they have learnt, as collective knowledge, rather than focusing solely on their own research questions.	Advanced Experiments in Psychology I (Psychological Experiments)	<p>Session 1: Guidance: What is research in social psychology?</p> <p>Session 2: Finding the problem (1): Organising your awareness of the problem and presenting it</p> <p>Session 3: Finding the problem (2): Deepening your understanding of the problem through group discussion</p> <p>Session 4: Searching for previous research and selecting a research topic (1): Learning how to search for previous research</p> <p>Session 5: Searching for previous research and selecting a research topic (2): Looking for connections between previous research and your problem</p> <p>Session 6: Presentation and discussion (1): Presenting key previous research</p> <p>Session 7: Presentation and discussion (2): Critically reading key previous research and deepening connections to your problem</p> <p>Session 8: Setting a hypothesis (1): Expressing the problem as a research question</p> <p>Session 9: Setting a hypothesis (2): Formulate a hypothesis based on the research question and confirm it through group discussion</p> <p>Session 10: Deciding on data collection methods and specific procedures (1): Consider data collection methods, specific procedures, and analysis methods</p> <p>Session 11: Deciding on data collection methods and specific procedures (2): Consider data collection methods, specific procedures, and analysis methods through group discussion</p> <p>Session 12: Deciding on data collection methods and specific procedures (3): Refine and decide on procedures based on group discussion</p> <p>Session 13: Preparing for experiments and surveys (1): Create an experiment scenario and questionnaire suitable for hypothesis testing</p> <p>Session 14: Preparing for experiments and surveys (2): Summarise plans for experiment and survey procedures</p> <p>Session 15: Midterm presentation and summary, class evaluation survey</p>	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
心理学特殊実験Ⅱ	Psychology : Advanced Experiments Ⅱ	L1641201	<p>The units up to the course session 7, as indicated in the 'lesson plan' will be conducted through seminar-style plenary guidance.</p> <p>The 8th and subsequent units will be conducted on their own with individual guidance, but the results of the analysis and the progress of the thesis writing will be successively reported in the seminar and fed back as collective knowledge.</p>	Advanced Experiments in Psychology Ⅱ	<p>Session 1: Guidance: Deepening understanding of research in social psychology</p> <p>Session 2: Decide on the data collection and analysis methods and the specific implementation procedure: Determine the method of data collection and analysis through group discussion</p> <p>Session 3: Preparation for experiments and surveys (1): Create an experimental scenario and questionnaire suitable for hypothesis verification</p> <p>Session 4: Preparation for experiments and surveys (2): Determine the experimental scenario and questionnaire through group discussion</p> <p>Session 5: Preparation for experiments and surveys (3): Conduct preliminary experiments and surveys and perform statistical analysis of data</p> <p>Session 6: Preparation for experiments and surveys (4): Improve the experimental scenario and questionnaire based on the results of preliminary experiments and surveys</p> <p>Session 7: Analysis and discussion of results (1): Learn the overview of data analysis</p> <p>Session 8: Analysis and discussion of results (2): Use statistical software, learn how to use the statistical software (HAD)</p> <p>Session 9: Analysis and discussion of results (3): Analyse data using statistical software (HAD)</p> <p>Session 10: Analysis and discussion of results (1): Conduct analysis to verify hypotheses (descriptive statistics)</p> <p>Session 11: Analysis and discussion of results (2): Conduct analysis to verify hypotheses (t-test, analysis of variance, etc.)</p> <p>Session 12: Analysis and discussion of results (3): Conduct analysis to verify hypotheses (multiple regression analysis, SEM, etc.)</p> <p>Session 13: Analysis and discussion of results (4): Interpret the analysis results</p> <p>Session 13: Summary of research results and writing a paper (1): Compile the research results into a report</p> <p>Session 14: Summary of research results and writing a paper (2): Refine the report based on feedback received</p> <p>Session 15: Summary, comments, course questionnaire</p>	
心理学特殊実験Ⅱ【EA】	Psychology : Advanced Experiments Ⅱ	L1641202	<p>Students will learn the process of research in cognitive and clinical psychology, following its overall flow: they organise their own issues into statement, read a paper about them as research questions, and formulating a hypothesis. Further, students will determine the method for data collection in order to test their hypotheses and confirm the procedure and questionnaires for experiments and surveys. In parallel with data collection and analysis, students will read articles in English related to their topic, summarise the main points, and present their findings to accumulate their knowledge for writing a thesis.</p> <p>In the course of conducting this series of research, students will hold group discussions. The class will be structured such that students can stimulate each other through feedback on what they have learnt, as collective knowledge, rather than focusing solely on their own research questions.</p>	Advanced Experiments in Psychology Ⅱ (Psychology Experiment)	<p>1. Guidance: Learn the entire process of conducting experiments/surveys, analysing, and writing a paper</p> <p>2. Confirming the experiment/survey (1): Present and confirm the experiment/survey</p> <p>3. Confirming the experiment/survey (2): Finalise the experiment/survey through group discussion</p> <p>4. Conducting the experiment/survey (1): Prepare the experiment/survey</p> <p>5. Conducting the experiment/survey (2): Conduct the experiment/survey and collect data</p> <p>6. Conducting the experiment/survey (3): Continue to conduct the experiment/survey and collect data</p> <p>7. Conducting experiments and surveys (4): Creating a data set based on collected data</p> <p>8. Analysing and discussing results (1): Learning the basics of data analysis</p> <p>9. Analysing and discussing results (2): Learning how to use statistical software (HAD)</p> <p>10. Analysing and discussing results (3): Analysing data using statistical software (HAD)</p> <p>11. Analysis and discussion of results: Conduct analysis to verify hypotheses</p> <p>12. Analysis and discussion of results: Interpret the analysis results</p> <p>13. Summary of research findings and write a paper: Summarise the research findings in a report and revise it based on the comments given to the report</p> <p>14. Presentation of research findings</p> <p>15. Summary, course questionnaire</p> <p>No scheduled exams</p>	

Syllabus(Excerpts from classes taught in 2024)

SHINSHU UNIVERSITY Faculty of Arts

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
心理学特殊実験Ⅱ	Psychology : Advanced Experiments II	L1641203	Students will learn the process of research in social psychology, particularly in the field of emotion. Following its overall flow, students will give out their understanding of the issues that they identify as research questions and formulate a hypothesis. They will then decide the method to collect data to test the hypothesis, confirm the procedure and questionnaires for experiments and surveys, before actually collect the data. In parallel with the experiments and surveys, students will read papers related to their topic to write a better thesis. Finally, they will prepare a thesis based on the data they have obtained. Through these activities in the classes, group discussion will be held so that students can stimulate each other through feedback on what they have learnt, as collective knowledge, rather than focusing solely on their own research questions.	Advanced Experiments in Psychology II	<p>Session 1: Guidance: About the entire process from data acquisition to writing a paper</p> <p>Session 2: Confirming the experiment/survey plan: Presenting the experiment/survey plan</p> <p>Session 3: Refining the experiment/survey plan: Refining the experiment/survey plan through group discussion</p> <p>Session 4: Preparing to conduct the experiment/survey: Preparing to conduct the experiment/survey</p> <p>Session 5: Conducting the experiment/survey (1): Conducting the experiment/survey and collecting data</p> <p>Session 6: Conducting the experiment/survey (2): Continue to conduct the experiment/survey and collect data</p> <p>Session 7: Conducting the experiment/survey (3): Conducting the experiment/survey and organising the data</p> <p>Session 8: Data analysis (1): Analyse the acquired data</p> <p>Session 9: Data analysis (2): Continue to analyse the acquired data</p> <p>Session 10: Data analysis (3): Present the analysis results and deepen the interpretation through group discussion</p> <p>Session 11: Data review (1): Interpret the obtained results</p> <p>Session 12: Data review (2): Interpret the obtained results while considering the relationship with previous research</p> <p>Session 13: Thesis writing (1): Summarise the research results in the form of a thesis</p> <p>Session 14: Thesis writing (2): Summarise the research results in the form of a thesis and present the contents to the whole class</p> <p>Session 15: Summary, class evaluation survey</p>	
社会心理学発展演習Ⅰ	Social Psychology: Advanced Seminar I	L1641300	Each student will choose a research paper of interest, summarise it in the form of a resume, read a paper about it, and discuss interesting points and problems with all members of the group. For the first presentation, students will read and present an article in English (unless otherwise specified, a peer-reviewed article published within the last 10 years).	Social Psychology Advanced Exercise I	<p>Session 1: Guidance: Course procedure and presentation assignments</p> <p>Session 2: Presentation and discussion (1)</p> <p>Session 3: Presentation and discussion (2)</p> <p>Session 4: Presentation and discussion (3)</p> <p>Session 5: Presentation and discussion (4)</p> <p>Session 6: Presentation and discussion (5)</p> <p>Session 7: Presentation and discussion (6)</p> <p>Session 8: Presentation and discussion (7)</p> <p>Session 9: Presentation and discussion (8)</p> <p>Session 10: Presentation and discussion (9)</p> <p>Session 11: Presentation and discussion (10)</p> <p>Session 12: Presentation and discussion (11)</p> <p>Session 13: Presentation and discussion (12)</p> <p>Session 14: Presentation and discussion (13)</p> <p>Session 15: General review and summary, course evaluation survey</p> <p>Scheduled exams: None</p>	
心理実習Ⅲ(心理実習)	Practical Training in Psychology III	L1641500	This practical training will take place at the Faculty of Medicine's affiliated hospital as a healthcare facility and will consist mainly of visiting tour. Students will visit the facility on site, listen to a lecture by the supervisor for the practical training, before the tour around the facility.	Placement in Psychology III	<p>Week 1: Guidance</p> <p>Weeks 2-14: Pre-learning and pre-guidance, practical training at the hospital affiliated with the School of Medicine (several days), post-learning (reflection), and post-guidance</p> <p>Week 15: Summary and course questionnaire</p> <p>No regular exams</p> <p>The practical training will take place during the summer vacation, but the dates and contents of the training may change depending on the circumstances of the training site and other circumstances.</p>	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
心理演習	Seminar in Psychology	L1641600	Students will learn psychotherapy techniques and assessment techniques required for licensed public psychologists. In course sessions 2-9, students will learn psychotherapy techniques through lectures and practice. From session 10, students will learn to know about the methodology for assessment and deepen their study of methods to put it into practice with clients through lectures and exercises.		Session 1: Orientation Session 2: Overview of client-centred therapy Session 3: Client-centred therapy practice Session 4: Maintaining focus and feedback Session 5: Overview of motivational interviewing Session 6: Motivational interviewing practice Session 7: Overview of cognitive behavioural therapy Session 8: Cognitive behavioural therapy practice: Cognitive restructuring, functional analysis Session 9: Cognitive behavioural therapy practice: Exposure Session 10: Psychiatric diagnosis Session 11: Psychiatric diagnosis (2) Session 12: Psychiatric diagnosis (3) Session 13: Psychiatric diagnosis exercise Session 14: Clinical psychology assessment exercise Session 15: Summary, course questionnaire Scheduled exams	Multicultural cooperation
東洋史特論Ⅲ	Lecture of Asian History Ⅲ	L1830300	<p>The Chinese view of their region is largely longitudinal in a north-south manner, as in the traditional adage 'south ships, north horses'. The culture of Chinese character and the earliest dynasties emerged in the 'north' (the Yellow River valley), but the 'south' of China is already visible in the legendary sayings of the Chunqiu (Spring and Autumn) era and Warring States periods, such as 'Wu Yue Dong Zhuan' and 'Chuxin sells shields and spears (Han Feizi)'. Further on in history, dynasties calling themselves 'Zhonghua ('the Middle-Magnificence' as China)' emerged in the Yangtze River basin; economic development was also significant. Meanwhile, the 'north' of China, bordering the steppes and plateaus, has recently attracted attention as a historical space characterised by the intersection of the nomadic and agricultural worlds. The scope of this research is not only to review the history of China but also to reconstruct a historical image on a Eurasian scale.</p> <p>What is the significance of the 'south' of China (the space from the Yangtze River basin to the border zone with Southeast Asia) in this historical development and research context? By focusing on southern China and its neighbouring regions and examining regional and research history, this class will consider two points: the role played by southern China mainly in ancient and medieval history, and the link between the region of southern China and the wider history of China beyond the history of a single country.</p>	The History of China and Eastern Eurasia from the 'South'	Session 1: Guidance (explanation of course outline, evaluation method, course rules, etc.) Session 2: History (1) Chu - Middle Yangtze River Basin Session 3: History (2) Wu and Yue - Lower Yangtze River Basin Session 4: History (3) Ba and Shu - Upper Yangtze River Basin Session 5: History (4) Between Chu and Yue Session 6: History (5) Lingnan - Pearl River Basin and Red River Basin Session 7: History (6) Yungui - Southwestern mountainous region Session 8: History Part (7) The eastern Tibetan Plateau - The source of the great river Session 9: Research (1) Looking to the 'South' Session 10: Research (2) Modern explorers Session 11: Research (3) Geography and archaeology Session 12: Research (4) Local history and regional history Session 13: Research (5) Pluralism in 'China' from the 'South' Session 14: Research (6) Eurasian regional history and the 'South' Session 15: Summary (Summary, course questionnaire) *There will be no scheduled exams.	Arts and culture, Environmental symbiosis, Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
			<p>This course will be divided into two parts—a history section (first half) and a research section (second half)—and will be conducted in a lecture format. In the history section, the characteristics and general history of each region south of the Yangtze River basin will be discussed, with the ancient and medieval regional cohesion as the approximate unit. In this way, the history of China's 'South' (not Chang'an, Luoyang, or Beijing) is systematically organised.</p> <p>The research section takes up the history of historical research itself as well as of the historical research into China's 'South' (research history and historiography) and examines the historical significance of China's 'South' by setting out six themes in line with the timeline and issues under discussion. In this context, academic and cultural history since the modern era and trends in historical research as a whole will also be discussed as much as possible.</p> <p>Overall, students will learn about the pluralism of the historical world of China, the regional diversity of China, and the various perspectives of historical research, such as 'regional history' and 'broader history', through real-life examples.</p>			
東洋史特論Ⅳ【EA】	Lecture of Asian History Ⅳ	L1830400	<p>[This class is fully online and available on demand. Video recordings of class sessions will be available by Tuesdays from the start of the class in April. Class assignment questions will be due on Fridays. For a detailed schedule, see the page for this class on eALPS.]</p> <p>From East Asia to Southeast Asia, and from South Asia to the Atlantic Ocean, regions have been closely connected and sometimes sharply disjointed since prehistoric times. This lecture will provide an overview of the history of Asia, or Maritime Asia, which is linked by the sea to the modern global economy.</p> <p>This lecture deals mainly with the history of Maritime Asia since the 18th century.</p>	Studies in the History of Maritime Asia	<p>[This class is completely online and available on-demand]</p> <p>Session 1: The China Sea: A flashpoint in East Asia?</p> <p>Session 2: The last wako: Taiwan's Zheng Dynasty</p> <p>Session 3: The Qing Dynasty and the China Sea Rim World (18th Century): A time of economic boom</p> <p>Session 4: Japan's foreign relations in the 18th Century: Completion of the 'closed country' policy</p> <p>Session 5: The Korean Peninsula in the 18th Century: Glorious isolation</p> <p>Session 6: Eastern mainland Southeast Asia until the 18th Century: China, the south of China</p> <p>Session 7: Western mainland Southeast Asia until the 18th century: A prosperous rice-producing region</p> <p>Session 8: Island Southeast Asia until the 18th Century: The Dutch advance</p> <p>Session 9: The British Empire's eastward expansion: The rise of a free trade empire</p> <p>Session 10: The Qing Dynasty in the first half of the 19th Century: A descent into hell</p> <p>Session 11: The era of overseas Chinese and 19th century Southeast Asia: From America to Southeast Asia</p> <p>Session 12: The emergence of Meiji Japan: People who are neither Chinese nor European</p> <p>Session 13: The Qing Dynasty in the second half of the 19th century: V-shaped economic recovery and confused politics</p> <p>Session 14: Southeast Asia in the late 19th Century: Division creates borders</p> <p>Session 15: Summary: World War I and the Melting Sea of Asia</p> <p>Course questionnaire</p> <p>No scheduled exams</p>	Environmental symbiosis, Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
東洋史基幹演習Ⅲ	Asian History: Basic Seminar Ⅲ	L1831300	<p>This course will introduce techniques used to read historical source materials and methods of using various tools to evaluate historical sources as indispensable knowledge and skills for studying in the history program. This course aims to familiarise students with the process of reading historical sources and the use of reference books ('tool books') and electronic resources for this purpose, using Chinese texts (classical and written Chinese), which are often used in graduation theses in the field of oriental history. Specific course content includes:</p> <ul style="list-style-type: none"> •Reading, in classical Chinese, excerpts from Zeng Xianzhi's 'Eighteen Historical Overviews', a brief history of China up to the Southern Song period, covering the Southern Dynasties, the Sui and Tang Dynasties (5th–7th century). In each session, a person will be chosen to be in charge of reporting. They will be required to prepare and bring with them materials (a resume) consisting of readings (translations into written Japanese), modern translations (translations into modern Japanese), and glosses, as well as an introduction and analysis of related research. In class, the person in charge will read out the material, and all students will discuss the translations and interpretations, followed by a question-and-answer session. The person in charge is expected to take notes on the content of the Q&A session and the points raised by the lecturers and to prepare and submit revised material based on these notes at the end of the term. •Students will be expected to submit at least one report during the term. Assignments will be prepared during the guidance class session. The presentation and requirements of the documents will also be explained in detail during the guidance. Depending on the number of students, it is possible that more than one presenter will be allocated to a single class. In such cases, the amount of responsibility will be adjusted to ensure that the reporting burden is evenly distributed among all students. 	Fundamentals of Reading Chinese Historical Documents	<p>Session 1: Guidance (participants' self-introduction, explanation of textbooks, explanation of course rules, survey of preferred persons in charge, tentative decision)</p> <p>Session 2: Preparation for lectures (lecture on basic matters, confirmation of instructors, sample: Emperor Ming of the Southern Song Dynasty and later deposed emperors)</p> <p>Session 3: Reading (1) Emperor Shun of the Southern Song Dynasty, Emperor Taizu, and Emperor Wu</p> <p>Session 4: Reading (2) King Yulin of Southern Qi, King Hailing, Emperor Ming, and Donghun Hou</p> <p>Session 5: Reading (3) Emperor He of Southern Qi and Emperor Wu of Liang (first half)</p> <p>Session 6: Reading (4) Emperor Wu of Liang (second half)</p> <p>Session 7: Reading (5) Emperor Yuan of Liang and Emperor Jing</p> <p>Session 8: Reading (6) Emperor Wu of Chen, Emperor Wen, emperor dethroned, Emperor Xuan</p> <p>Session 9: Reading (7) Emperor Chen posthu</p> <p>Session 10: Reading (8) Emperor Wen of Sui</p> <p>Session 11: Reading (9) Emperor Yang of Sui (first half)</p> <p>Session 12: Reading (10) Emperor Yang of Sui (second half) and Emperor Gaozu of Tang (first half)</p> <p>Session 13: Reading (11) Emperor Gaozu of Tang (second half)</p> <p>Session 14: Reading (12) Emperor Taizong of Tang</p> <p>Session 1:5 Summary (summary, course questionnaire, contact regarding submission of revised materials)</p> <p>*The course will be conducted with discussions driven by student reports. As such, the content of readings (1) to (12) may vary slightly depending on the number of students and the content of the student reports.</p>	Arts and culture, Multicultural cooperation

Syllabus(Excerpts from classes taught in 2024)

SHINSHU UNIVERSITY Faculty of Arts

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
東洋史基幹演習Ⅳ	Asian History: Basic Seminar Ⅳ	L1831400	In this course, students will specify a region and time period of their choice. While examining articles for the general public relating to the analysis of the current situation and historiographical analysis of East and South-East Asia, they will examine the information on which the articles are based, critically identify trends in the content of the articles, and then conduct basic analysis of regional and historiographical studies relating to the Asian region. The course will be conducted in the form of exercises. The person in charge chosen for each class session will prepare a presentation and resume, the contents of which will be made known to the students in advance and discussed by all students.	Methodology of Oriental History and Area Studies	<p>Session 1: Guidance</p> <p>Session 2: Historical analysis of 'China'</p> <p>Session 3: Status quo analysis of the People's Republic of China</p> <p>Session 4: Historical analysis of the Korean Peninsula</p> <p>Session 5: Status quo analysis of the Republic of Korea</p> <p>Session 6: Status quo analysis of the Democratic People's Republic of Korea</p> <p>Session 7: Historical analysis of the Indochina Peninsula</p> <p>Session 8: Status quo analysis of the Socialist Republic of Vietnam</p> <p>Session 9: Status quo analysis of the Kingdom of Cambodia and the Lao People's Democratic Republic</p> <p>Session 10: Status quo analysis of the Kingdom of Thailand</p> <p>Session 11: Status quo analysis of the Republic of the Union of Myanmar</p> <p>Session 12: Historical analysis of the Southeast Asian islands</p> <p>Session 13: Status quo analysis of the Federation of Malaysia</p> <p>Session 14: Status quo analysis of the Republic of the Philippines</p> <p>Session 15: Status quo analysis of the Republic of Indonesia, course questionnaire</p> <p>No scheduled exams</p> <p>*This may change depending on the research themes chosen by students.</p>	Environmental symbiosis, Multicultural cooperation
東洋史発展演習Ⅰ	Asian History: Advanced Seminar Ⅰ	L1841100	<p>The skills of reading historical sources and organising and analysing information are essential in the task of preparing a successful graduation thesis in the field of history. In this course, using Chinese-language materials (classical Chinese and literary Chinese), the language of historical sources that is frequently used in graduation theses in the field of Oriental history, students will ① practise reading literary sources and ② practise collecting, organising, and analysing information written in historical sources with a specific problem in mind, in parallel with each other.</p> <p>Regarding ①, the students will read, in turn, excerpts from Zeng Xianzhi's 'Eighteen Historical Overviews', a brief general history of the pre-Song dynasty written in Chinese, relating to the pre-Han dynasty (2nd century BC to 1st century AD). The text is identical to that of the first term's 'Core Exercises in Oriental History III', but reading at a faster pace will help students to become proficient in reading the original texts and using primer books.</p> <p>For ②, we will examine local officials of the same Han period. From the 'Table of Governors of the Two Han Dynasties' (a document that comprehensively organises the local directors and inspectors of the Han dynasty for which historical records now exist), prepared by Yan Koumou, a researcher who worked at the Academia Sinica and</p>	Reading and Analysis of Chinese Historical Documents	<p>Session 1: Guidance (participants introduce themselves, explain the textbook, explain the rules for taking the course, tentatively decide who will take charge)</p> <p>Session 2: Preparation for reading (explanation of basic matters, confirmation of who will take charge; sample: Emperor Gaozu/Western Han [former Han] Youzhou, Jiaozhou, Shuofangzhou)</p> <p>Session 3: Reading (1) ① Emperor Xiaohui and Emperor Xiaowen (first half)/② Sili of the Western Han</p> <p>Session 4: Reading (2) ① Emperor Xiaowen (second half)/② Yuzhou, Jizhou, Yanzhou of the Western Han</p> <p>Session 5: Reading (3) ① Emperor Xiaojing/② Xuzhou, Qingzhou, Jingzhou of the Western Han</p> <p>Session 6: Reading (4) ① Emperor Xiaowu (first half)/② Yangzhou, Liangzhou, Bingzhou of the Western Han</p> <p>Session 7: Reading (5) ① Emperor Xiaowu (Middle)/② Sili of the Eastern Han [later Han] (first half)</p> <p>Session 8: Reading (6) ① Emperor Xiaowu (later)/② Sili of the Eastern Han Dynasty (middle)</p> <p>Session 9: Reading (7) ① Emperor Xiaozhao/② Sili of the Eastern Han Dynasty (later)</p> <p>Session 10: Reading (8) ① Emperor Xiaoxuan (first half)/② Yuzhou of the Eastern Han Dynasty</p> <p>Session 11: Reading (9) ① Emperor Xiaoxuan (second half)/② Jizhou of the Eastern Han Dynasty</p> <p>Session 12: Reading (10) ① Emperor Xiayuan/② Yanzhou of the Eastern Han Dynasty</p> <p>Session 13: Reading (11) ① Emperor Xiaocheng, Emperor Xiaoi, Emperor Xiaoping/② Xuzhou of the Eastern Han Dynasty</p> <p>Session 14: Reading (12) ① Ru Ziyang/② Qingzhou of the Eastern Han Dynasty</p> <p>Session 15: Summary (summary, course questionnaire, contact regarding submission of revised materials)</p> <p>*The course will be conducted with discussions driven by student reports. As such, the content of readings (1) to (12) may vary slightly depending on the number of students and the content of the student reports.</p>	Arts and culture, Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
			<p>elsewhere, we will extract the relatively easy- to-handle 'Table of the Stinging Historians' section to verify whether Yan's organisation is correct. By searching for the historical documents shown in the table and comparing them with the revised editions published after the publication of the 'Table of Governors', the course aims to familiarise participants with the task of searching, organising, and analysing information with a theme in mind.</p> <p>Each participant will be expected to work on both ① and ② at least once during the term. Depending on the number of students enrolled, two people may share the responsibility for one reading session. In such a case, the scope of responsibility will be adjusted to ensure that the reporting burden is evenly distributed throughout the course. The person in charge of reporting will work on ① and ② for their area of responsibility and report the prepared material (resume) in class. The material is read out in class, followed by a question-and-answer session and confirmation by all members of the class. The person in charge of reporting will be required to take notes of the discussions that take place on the day and prepare a revised version of the material after class (to be submitted at the end of the term).</p>			

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
東洋史発展演習Ⅱ	Asian History: Advanced Seminar II	L1841200	In this course, books based on historical findings will be selected by each person in charge, critically reviewed for content, and positioned in a research history on the respective subject of interest.	Advanced Seminar in Oriental History	<p>Session 1: Guidance/selection of books to be in charge of</p> <p>Session 2: Review of Chen Laixiong's 'The General Chamber of Commerce System in Modern China: The Connected World of Chinese' (Kyoto University Press, 2016)</p> <p>Session 3: Yoshiyuki Nishizato's 'A Study of the History of Sino-Ryukyuan-Japanese Relations in the Late Qing Dynasty' (Kyoto University Press, 2005)</p> <p>Session 4: Osamu Aoyama's 'Modern China's Overseas Consulates and Asia' (Nagoya University Press, 2014)</p> <p>Session 5: Yoko Tanii's 'A Study of the Eight Banner System' (Kyoto University Press, 2015)</p> <p>Session 6: Tatsuya Nakanishi's 'Islam in Dialogue with China' (Nagoya University Press, 2013)</p> <p>Session 7: Susumu Tsukase's 'A Study of Manchurian History' (Yoshikawa Kobunkan, 2014)</p> <p>Session 8: Hiroshi Tanaka's 'Political Integration and Local Communities in Modern China' (Kenbun Publishing, 2010)</p> <p>Session 9: Miki Watanabe, 'Early Modern Ryukyu and Sino-Japanese Relations' (Yoshikawa Kobunkan, 2012)</p> <p>Session 10: Nobuyoshi Fujinami, 'Ottoman Empire and Constitutional Government' (Nagoya University Press, 2011)</p> <p>Session 11: Satoshi Naraoka, 'What Were the Twenty-One Demands?' (Nagoya University Press, 2015)</p> <p>Session 12: Hitoshi Noda, 'Russo-Chinese Empire and Kazakh Khanate' (University of Tokyo Press, 2011)</p> <p>Session 13: Lee Zhenghee, 'Korean Overseas Chinese and Modern East Asia' (Kyoto University Press, 2012)</p> <p>Session 14: Peng Hao, 'History of Early Modern Japanese-Chinese Trade Relations' (University of Tokyo Press, 2015)</p> <p>Session 15: Summary, course questionnaire</p> <p>No scheduled exams</p> <p>*Subject to change depending on students' research themes.</p>	

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
比較文学特論Ⅲ	Comparative Literature: Lecture Ⅲ	L2030300	In this academic year, this course will deal with the theme 'The birth and development of colloquial free verse – A comparative literary study of modern Japanese poetry'. The history of modern Japanese poetry, which emerged under the strong influence of Western literature in the Meiji era, will be reviewed. Some excellent works of colloquial free verse written during the inter-war period will be taken up and examined from a comparative literary perspective. Japanese poets scheduled to be dealt with in the classes include Taro Tominaga, Iku Takenaka, and Chuya Nakahara. Their works will be read with particular attention to their relationship with Western literature and art. While presenting various approaches to comparative literary studies, this course aims to convey some of the appeal of 'vernacular free verse', a literary genre that lacks norms. A course goal will be to combine micro-level reading that thoroughly focuses on the details of the work with a historical study that examines the changes in the reception of Western culture in Japan.		<p>Session 1: Orientation</p> <p>Session 2: Tanka/Haiku/modern poetry</p> <p>Session 3: Representative translated poetry collections from the Meiji and Taisho periods</p> <p>Session 4: The development of modern Japanese poetry – Up to the birth of colloquial free verse</p> <p>Session 5: The case of Taro Tominaga (period and works)</p> <p>Session 6: The case of Taro Tominaga (focusing on explication de texte)</p> <p>Session 7: The case of Taro Tominaga (focusing on comparative literary studies)</p> <p>Session 8: The case of Taro Tominaga (focusing on comparative cultural studies)</p> <p>Session 9: The case of Iku Takenaka (focusing on explication de texte)</p> <p>Session 10: The case of Iku Takenaka (focusing on comparative literary studies)</p> <p>Session 11: The case of Iku Takenaka (focusing on comparative cultural studies)</p> <p>Session 12: The case of Chuya Nakahara (focusing on explication de texte)</p> <p>Session 13: The case of Chuya Nakahara (focusing on comparative literary studies)</p> <p>Session 14: The case of Chuya Nakahara (focusing on explication de texte)</p> <p>Session 15: Summary and outlook (part of the time will be used for the course questionnaire)</p> <p>The above schedule may change depending on the number of students, their interests, and their level of understanding.</p>	Arts and culture
比較文学特論Ⅳ	Comparative Literature: Lecture Ⅳ	L2030400	In this academic year, this course will include a reading of Ovidius' 'Metamorphoses' in the Latin original, aimed at those who have studied the basics of Latin grammar.	Reading of the Classical Western Literature	<p>Students are required to prepare in advance for each class and attend the class having studied the material to be covered. Preparation includes accurate reading of the text aloud (in the case of verse), rhythm, grammar, semantic analysis using a dictionary, literal translation based on the original text, rhetorical and literary explanations, and interpretation of the author's intent. After the person in charge gives a presentation based on their preparation, the instructor will provide a detailed explanation of the above points.</p> <p>Session 1: Guidance</p> <p>Session 2: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 3: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 4: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 5: Ovids, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 6: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 7: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 8: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 9: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 10: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 11: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 12: Ovids, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 13: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 14: Ovid, 'Metamorphoses' Sections specified in the textbook</p> <p>Session 15: Ovid, 'Metamorphoses' Sections specified in the textbook. Conduct course questionnaire.</p>	Arts and culture

Syllabus(Excerpts from classes taught in 2024)

SHINSHU UNIVERSITY Faculty of Arts

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
比較文学基幹演習Ⅲ	Comparative Literature : Basic Seminar Ⅲ	L2030900	<p>This year, on the 80th anniversary of Saint-Exupéry's death, we will devote the offering of this course to the study of Saint-Exupéry. We will read Saint-Exupéry's works, with a focus on his masterpiece 'The Little Prince', to discover the roots of the author's enduring appeal, study comparative literary ideas, and learn techniques for conducting comparative literature research.</p> <p>To this end, we will first discuss the interpretation of 'The Little Prince'. The lecturer will then introduce four themes or points of interest for a comparative literary study of the work. Students are encouraged to research and reflect on the ones that particularly interest them and present their findings.</p> <p>*Depending on the number of students, the presentations may be given in groups of several students.</p>		<ol style="list-style-type: none"> 1. Orientation 2. Discussion on the interpretation of 'The Little Prince' 3. Continued discussion on the interpretation of 'The Little Prince' 4. Lecture focus 'Literature of Exiles' 5. Lecture focus 'Topic Research: Earth and Others' 6. Lecture focus 'Acceptance in Japan' 7. Lecture focus 'Cross Genre' 8. Selection of presentation topics 9. Preparation of presentations 10. Progress report 11. Student presentation 'Literature of Exiles' 12. Student presentation 'Topic Research: Earth and Others' 13. Student presentation 'Acceptance in Japan' 14. Student presentation 'Cross Genre' 15. Summary and outlook (serves as a backup presentation day) <p>*Students will be asked to fill out a course questionnaire during the final session. *The course may be conducted differently depending on the number of students, their interests, and their level of understanding.</p>	Arts and culture
比較文学基幹演習Ⅳ	Comparative Literature : Basic Seminar Ⅳ	L2031000	<p>Students will be invited to read closely six or seven representative works of 19th- and 20th-century French poetry in the original language. These works are of importance in comparative literary studies, and proportionally 'linguistically' approachable. In the process, students will also learn the basics of French poetic techniques.</p> <p>In class sessions 2-7, we will read a French poem in the original language and simultaneously introduce the Japanese poems or unique translations of poems closely related to the work discussed in the class. There will also be an opportunity for students to share what they enjoyed about the work (sessions 9-14). The French poems will be read aloud first, followed by the presenter's own translation of the French poem, before the main topic is introduced. Depending on the number of students, presentations may be given in groups of two or three.</p> <p>An exam will be administered during the end-of-term examination period.</p>		<ol style="list-style-type: none"> 1. Guidance (explanation of the lessons' objectives and procedures, and introduction to the reference materials.) 2. Reading of Baudelaire's poems + introduction of Japanese poetry closely related to the work 3. Reading of Verlaine's poems + introduction of Japanese poetry closely related to the work 4. Reading of Rimbaud's poems + introduction of Japanese poetry closely related to the work 5. Reading of Verhaeren's poems + introduction of Japanese poetry closely related to the work 6. Reading of Desnos' poems + introduction of Japanese poetry closely related to the work 7. Reading of Supervielle's poems + introduction of Japanese poetry closely related to the work 8. Explanation of how to prepare presentation materials, etc. 9. Student presentations 1) 'Baudelaire's poetry and Japanese poetry' 10. Student presentations 2) 'Verlaine's poetry and Japanese poetry' 11. Student presentations 3) 'Rimbaud's poetry and Japanese poetry' 12. Student presentations 4) 'Verhaeren's poetry and Japanese poetry' 13. Student presentations 5) 'Desnos' poetry and Japanese poetry' 14. Student presentations 6) 'Supervielle's poetry and Japanese poetry' 15. Summary (15 minutes will be allocated to the completion of a course questionnaire) <p>The plan may change depending on students' understanding and interest. A final exam will be held.</p>	Arts and culture

Syllabus(Excerpts from classes taught in 2024)

SHINSHU UNIVERSITY Faculty of Arts

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
比較文学発展演習 I	Comparative Literature: Advanced Seminar I	L2041100	In this year, this course will include a reading of Ovidius' 'Metamorphoses' in the Latin original, aimed at those who have studied the basics of Latin grammar.	Reading the Classical Western Literature	<p>Students are required to prepare in advance for each class and attend the class having studied the material to be covered. Preparation includes accurate reading of the text aloud (in the case of verse), rhythm, grammar, semantic analysis using a dictionary, literal translation based on the original text, rhetorical and literary explanations, and interpretation of the author's intent. After the person in charge gives a presentation based on their preparation, the instructor will provide a detailed explanation of the above points.</p> <p>Session 1: Guidance Session 2: Ovid, 'Metamorphoses' Sections specified in the textbook Session 3: Ovid, 'Metamorphoses' Sections specified in the textbook Session 4: Ovid, 'Metamorphoses' Sections specified in the textbook Session 5: Ovid, 'Metamorphoses' Sections specified in the textbook Session 6: Ovid, 'Metamorphoses' Sections specified in the textbook Session 7: Ovid, 'Metamorphoses' Sections specified in the textbook Session 8: Ovid, 'Metamorphoses' Sections specified in the textbook Session 9: Ovid, 'Metamorphoses' Sections specified in the textbook Session 10: Ovid, 'Metamorphoses' Sections specified in the textbook Session 11: Ovid, 'Metamorphoses' Sections specified in the textbook Session 12: Ovid, 'Metamorphoses' Sections specified in the textbook Session 13: Ovid, 'Metamorphoses' Sections specified in the textbook Session 14: Ovid 'Metamorphoses' Sections specified in the textbook Session 15: Ovid, 'Metamorphoses' Sections specified in the textbook. Conduct course questionnaire.</p>	Arts and culture
比較文学発展演習IV	Comparative Literature: Advanced Seminar IV	L2041400	<p>The course is primarily based on student-led independent research presentations.</p> <p>First, the lecturer will explain the main themes and methods of research in comparative literature. (Be advised, however, that it will be assumed that students have a basic knowledge of comparative literature and that the discussion will expound on such material.) Students will then present their research at least once (twice if possible) during the term. The students will choose one of the following five topics: 'French psychological fiction', 'French Romantic literature', 'French naturalist literature', 'French symbolic poetry', and 'French modernist literature'. They will select a specific work from the chosen topic, with advice from the teacher, and present their research. Students should also research and analyse as much as possible about how the work has been received in Japan. As a rule, French literary work should be from an original source.</p>		<p>1. Guidance (explains the purpose and procedures of the class and introduces the reference materials) 2. Themes and methods of comparative literature research 3. Consideration of presentation titles 4. Selection of presentation titles 5. Progress report 1): Bibliographies 6. Progress report 2): Presentation plans 7. Rules for research presentations and research papers (how to add notes) 8. Student presentations + Q&A (French psychological novels) 9. Student presentations + Q&A (French Romantic literature) 10. Student presentations + Q&A (French Naturalist literature) 11. Student presentations + Q&A (French Symbolist poetry) 12. Student presentations + Q&A (French Modernist literature) 13. General discussion: About French literature 14. General discussion: About the reception of French literature in Japan 15. Summary (15 minutes will be allocated to the completion of a course questionnaire) The course plan may change depending on the students' understanding and interest.</p>	Arts and culture

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
ドイツ言語文化特論Ⅰ	German Language Culture: Basic Seminar I	L2232100	We will read German texts on the theme of 'language' and analyse the structural features of these texts. First, students will gain a general understanding of the texts written in German and analyse and interpret their structure. After a thorough understanding of the content of the text, a summary text will be prepared in German.	History of the German Language	<p>First, after understanding the outline of the text, we will analyse the grammatical structure and outline the characteristics of German texts.</p> <p>Session 1: Guidance (review of basic German grammar) Session 2: Text 1 (theme analysis) Session 3: Text 1 (theme development) Session 4: Text 1 (summary writing) Session 5: How to correct texts Session 6: Text 2 (keyword analysis) Session 7: Text 2 (keyword linking) Session 8: Text 2 (summary writing) Session 9: How to write objective texts Session 10: Text 3 (style analysis) Session 11: Text 3 (vocabulary and expression diversity) Session 12: Text 3 (summary and comment writing) Session 13: How to write subjective texts Session 14: Cohesion of texts Session 15: Summary, course questionnaire</p> <p>The pace will be adjusted according to the students' level of proficiency.</p>	
ドイツ言語文化特論Ⅳ	German Language Culture: Basic Seminar IV	L2232400	The course consists of lectures on texts on cultural and literary criticism and the presentations and discussions by the students on the culture and literature of the German-speaking world based on the lectures.		<p>After the introduction, a lecture format is used until the second class session. From the third session onwards, students will read one chapter of the textbook in each session in a round-reading format. The person in charge will prepare a resume or slides of the area they are responsible for, provide explanations, supplement and clarify questions as appropriate, and discuss them as a whole. Based on the insights gained through this work, subsequent individual presentations will analyse a cultural phenomenon or literary work from a German-speaking country of their choice. In the final report, participants will further develop the issues identified in the presentations and discussions.</p> <p>Session 1: Introduction Session 2: Overview of literary theory (lecture by instructor) Session 3: Chapter 1 (literary theory, alienation) Session 4: Chapter 2 (text theory) Session 5: Chapter 3 (reception theory) Session 6: Chapter 4 (structuralism) Session 7: Chapter 5 (deconstruction) Session 8: Chapter 6 (psychoanalysis) Session 9: Individual presentation ① Session 10: Individual presentation ② Session 11: Individual presentation ③ Session 12: Individual presentation ④ Session 13: Individual presentation ⑤ Session 14: General discussion Session 15: Course summary, general review, course questionnaire</p> <p>Please note that due to the nature of the course, the schedule may change slightly depending on the number of students.</p>	Arts and culture, Multicultural cooperation

Syllabus(Excerpts from classes taught in 2024)

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Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
ドイツ言語文化基幹演習 I	German Language Culture: Specialized Study I	L2233000	In this course, students will learn basic research methods in German linguistics and acquire the ability to critically analyse and develop the previous researches. First, students will review the basics of German grammar and deepen their understanding of how the German language works. After developing a deeper understanding of German, students will read previous research papers in group work.	Theories of German Grammar	<p>Classes will be conducted mainly through a group work format.</p> <p>Session 1: Guidance (studying German) Session 2: German grammar basics (subordinate clauses) Session 3: German grammar basics (passive expressions) Session 4: German grammar basics (speech ①) Session 5: German grammar basics (speech ②) Session 6: German grammar basics (speech ③) Session 7: Group work (paper assignments) Session 8: Presentation (Group 1) Session 9: Presentation (Group 2) Session 10: Presentation (Group 3) Session 11: Presentation (Group 4) Session 12: Presentation (Group 5) Session 13: Summary (beginner-intermediate German grammar) Session 14: Summary (advanced German grammar) Session 15: Summary, course questionnaire</p> <p>The pace of this course will be adjusted by the instructor according to the students' level of proficiency.</p>	
ドイツ言語文化基幹演習 IV	German Language Culture: Specialized Study IV	L2233300	In this course, students will read German-language texts on various cultural, literary, ideological, and social genres and discuss their contents. They will also collect and organise information on these topics, establish problems, and present and discuss them.		<p>In the first half of the class, students will read relatively easy German texts about German culture, aiming to solidify basic grammar and share basic knowledge of German culture (difficulty level may change depending on the overall proficiency level). In the second half, students will make presentations and have discussions about German-speaking cultures of their choice.</p> <p>Session 1: Introduction Session 2: Germany Session 3: Germany Session 4: Buch ① Session 5: Buch ② Session 6: Oesterreich ① Session 7: Oesterreich ② Session 8: Judentum ① Session 9: Judentum ② Session 10: Japan Session 11: Presentations and discussion ① Session 12: Presentations and discussion ② Session 13: Presentations and discussion ③ Session 14: Presentations and discussion ④ Session 15: Summary, conclusion, course questionnaire</p> <p>Owing to the nature of the class, changes may occur depending on the number of students. In such cases, the changes will be explained to the students, and their consent will be obtained.</p>	Arts and culture, Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
ドイツ言語文化発展演習Ⅲ	German Language Culture: Advanced Seminar Ⅲ	L2241300	Students will read the epic poem 'Der arme Heinrich (Poor Heinrich)' written in Middle High German. The students will first understand the background of the work and its characters and then read the story with reference to modern German and Japanese translations. Students will deepen their understanding of Middle High German and German grammar while gaining an understanding of the court culture and social background of medieval Europe or Germany.	Studies in Middle-High German	<p>The course will be conducted in the form of presentations. For each presentation, students will be asked to translate the part they are responsible for into Japanese and provide a grammatical explanation. They will also be required to record the content of the lesson they are responsible for (explanation of the main text and content of the Q&A session) and submit the file before the next class. At the start of course, all students will review the content of the previous lesson and confirm what they have learned.</p> <p>Session 1: Introduction (1) About Middle High German Session 2: Introduction (2) About court poets and court language Session 3: Introduction (3) About 'Poor Henry' Session 4: Prologue (1) Session 5: Prologue (2) Session 6: Main text (lines 25-34) Session 7: Main text (lines 35-44) Session 8: Main text (lines 45-54) Session 9: Main text (lines 55-64) Session 10: Main text (lines 65-74) Session 11: Main text (lines 75-84) Session 12: Main text (lines 85-94) Session 13: Main text (lines 95-104) Session 14: Main text (lines 105-114) Session 15: Summary, course questionnaire</p>	
ドイツ言語文化発展演習Ⅳ	German Language Culture: Advanced Seminar Ⅳ	L2241400	In this course, students will read lectures on poetics at the University of Tübingen presented in German by Yoko Tawada, who writes in both Japanese and German. Students will consider the significance of reading German as a foreign language rather than as a mother tongue, as well as the significance of the foreign language itself.		<p>When reading, a specific section will be assigned to a specific person in advance. In addition to translating, the person in charge will provide notes and explanations on grammar and content. If there are any questions or concerns, they will be clearly stated, and someone other than the person in charge will provide an appropriate explanation.</p> <p>Session 1: Introduction Session 2: Reading 'Stimme aines Vogels' ① Session 3: Reading 'Stimme aines Vogels' ② Session 4: Reading 'Stimme aines Vogels' ③ Session 5: Reading 'Stimme aines Vogels' ④ Session 6: Reading 'Stimme aines Vogels' ⑤ Session 7: Reading 'Stimme aines Vogels' ⑥ Session 8: Reading 'Stimme aines Vogels' ⑦ Session 9: Reading 'Gesichte aines Fisches' ① Session 10: Reading 'Gesichte aines Fisches' ② Session 11: Reading 'Gesichte aines Fisches' ③ Session 12: Reading 'Gesichte aines Fisches' ④ Session 13: Reading 'Gesichte aines Fisches' ⑤ Session 14: Reading 'Gesichte aines Fisches' ⑥ Session 15: Reading 'Gesichte aines Fisches' ⑦ and general discussion, questionnaire</p>	Arts and culture, Multicultural cooperation

Syllabus(Excerpts from classes taught in 2024)

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Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
ドイツ言語文化発展演習Ⅵ	German Language Culture: Advanced Seminar Ⅵ	L2241600	In this course, through a close reading of Thomas Mann's 'The Magic Mountain' in German, a classic in the history of German literature, we will examine how this work has been interpreted in the past and consider the methodology of literary studies.		<p>When reading, a specific section will be assigned to each person in advance. In addition to translating, the person in charge will provide notes and explanations on grammar and content.</p> <p>Session 1: Introduction, Thomas Mann's place in literary history Session 2: Reading 'Der Zauberberg' ① Session 3: Reading 'Der Zauberberg' ② Session 4: Reading 'Der Zauberberg' ③ Session 5: Reading 'Der Zauberberg' ④ Session 6: Reading 'Der Zauberberg' ⑤ and summary ① Session 7: Reading 'Der Zauberberg' ⑥ Session 8: Reading 'Der Zauberberg' ⑦ Session 9: Reading 'Der Zauberberg' ⑧ Session 10: Reading 'Der Zauberberg' ⑨ Session 11: Reading 'Der Zauberberg' ⑩ and summary ② Session 12: Reading 'Der Zauberberg' ⑪ Session 13: Reading 'Der Zauberberg' ⑫ Session 14: Reading 'Der Zauberberg' ⑬ Session 15: Reading 'Der Zauberberg' ⑭ and general discussion, questionnaire</p>	Arts and culture, Multicultural cooperation
フランス言語文化特論Ⅱ	French Literature and Culture: Specialized Study Ⅱ	L2330200	In this course, students will read extracts from 'Un ete avec Colette' (Des Equateurs, 2022) by Antoine Compagnon, a renowned scholar in French literature and a professor at Collège de France. Having written during the summer holidays, Professor Compagnon published a series of plain introductory essays to the authors in order to familiarise the public readers of literary works. The authors dealt with in this book include Montaigne, Proust, Baudelaire, and others. Colette (1873–1954) was one of leading women writers in France and was highly acclaimed for her unique perspectives on love, nature, and social themes in works such as 'Chéri' and 'Green Wheat'. Known for her liberal spirit and keen powers of observation, Colette's works are characterised by their focus on women's rights and the importance of self-expression. This book is a brilliant introduction to Colette's fascinating literary world, presented in a light-hearted tone.		<p>1. Guidance: Explanation of the textbooks and reference books used, how the course will proceed, and how to prepare for and review for the course. 2. Why Colette? 3. Animals (1) 4. Animals (2) 5. Paris (1) 6. Paris (2) 7. Film adaptation (1) 8. Film adaptation (2) 9. From Brittany to the south of France (1) 10. From Brittany to the south of France (2) 11. The occupation (1) 12. The occupation (2) 13. Writers' side jobs (1) 14. Writers' side jobs (2) 15. Summary, questionnaire about this course (10 minutes)</p>	Arts and culture, Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
フランス言語文化特論Ⅴ 【EA】	French Literature and Culture: Specialized Study Ⅴ	L2330500	Honoré de Balzac (1799–1850) contributed to the establishment of realistic novel by publishing 'La Comédie humaine', a collection of over 90 works based on an ambitious plan for comprehensive depiction of the social mores of his time. However, owing to this, he was regarded as an object to be overcome by later generations of novelists and has often been seen as an 'old-fogeyish writer'. However, from around 1980, mainly in France, there was a growing momentum for re-evaluation. Balzac's works were reinterpreted rather than adapted to contemporary interests, which has continued to the present day. In this course, we will pursue the possibility of rereading Balzac's body of work from a new perspective in light of these trends in reception and research. First, an overview of Balzac's life and historical background will be provided, followed by a chronological tracing of the development of the author's activities and a review of how these activities were received. Particular attention will then be paid to the construction and compositional problems of 'La Comédie humaine', and an interpretation of the major works will be attempted.		<p>*This course will be conducted online (on-demand).</p> <p>1. Guidance This class session will provide detailed guidance on the materials and reference books to be used, the class procedure, and home study, as well as an overall overview of the course.</p> <p>2. Balzac's life and writing activities This class session will delve into Balzac's life and writing activities, focusing on the background and historical context that influenced his works.</p> <p>3. History of critical reception This class session will explore how Balzac's works have been received and evaluated; we will also discuss their influence.</p> <p>4. Construction of the cycle This class session will delve deeper into the construction of the cycle in 'The La Comédie Humaine' and its meaning.</p> <p>5. Issues of paratext Focusing on the influence of the texts and contexts surrounding Balzac's works, we will consider their impact on the work.</p> <p>6. Publication format and chapter structure We will discuss the intentions and effects behind the publication format and chapter structure of Balzac's works.</p> <p>7. Character reappearance We will delve into the characteristics and meanings of the character reappearance used by Balzac.</p> <p>8–14. Reading the work Each class session will focus on a specific work and provide an in-depth reading of literary elements and themes.</p> <p>8. Reading (1): 'Rough Skin'</p> <p>9. Reading (2): 'Father Goriot'</p> <p>10. Reading (3): 'Disillusionment'</p> <p>11. Reading (4): 'César Birotteau'</p> <p>12. Reading (5): 'The Country Muse'</p> <p>13. Reading (6): 'The Unwitting Comedian'</p> <p>14. Reading (7): 'Cousin Pons'</p> <p>15. Summary We will summarise the contents and themes learned throughout the course as well as the knowledge we have gained throughout; we will also take a survey about the course (approximately 10 minutes)</p>	Arts and culture, Multicultural cooperation
フランス言語文化基幹演習Ⅱ	French Language and Culture: Basic Seminar Ⅱ	L2330800	This course is aimed at students who have completed elementary French. The course will cover current topics related to France and the French-speaking world in an easy-to-understand text. Students will review the basics of French and learn about the social and cultural diversity behind the language in a natural manner through a wide range of interesting topics in politics, economics, history, society, industry, culture, education, the arts, sports, and so forth.		<p>1. Guidance: Receive a course explanation and overview of the textbooks, dictionaries, and pre- and post-learning methods</p> <p>2. Notre Dame de Paris</p> <p>3. Emmanuel Macron and the French Parliament</p> <p>4. The Paris Olympics and Paralympics</p> <p>5. Baguette</p> <p>6. Jean-Jacques Sempé</p> <p>7. ChatGPT</p> <p>8. Annie Ernaux</p> <p>9. Will cars no longer be able to run in cities?</p> <p>10. Christian Dior</p> <p>11. Senegalese snipers</p> <p>12. Quebec food and wine culture</p> <p>13. French chanson and rap; alternative medicine</p> <p>14. Consolidation and abolition of ENA; local complementary currency</p> <p>15. Summary; We will conduct a survey about this course (approximately 10 minutes)</p>	Arts and culture, Multicultural cooperation

Syllabus(Excerpts from classes taught in 2024)

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Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
フランス言語文化基幹演習 IV	French Language and Culture: Basic Seminar IV	L2331000	<p>By learning about the underpinning circumstances and contexts of French pop culture, namely, French chanson, students will deepen their understanding of French society, history, culture, and ideas. They will compare and contrast them with the society, ideas, and culture of their home countries, thereby deepening their intercultural understanding and improving their communication skills in foreign languages.</p> <p>Specifically, students will read literature on the situation of French chansons in the 1960s (Souvenirs, souvenirs. Cent ans de chanson française), develop their French reading comprehension skills, and examine French society at the time through songs.</p> <p>Students will occasionally make use of videos to analyse and verify specific hit songs of the time.</p>		<p>Session 1: Examining the rock and roll trend, examining Johnny Hallyday's music.</p> <p>Session 2: Focusing on French rock bands, mainly on Chausset Noir.</p> <p>Session 3: Examining the yeah-yeah trend. France Gall, Chera, etc.</p> <p>Session 4: Examining 'Salut les copains' and the youth culture situation.</p> <p>Session 5: Listening to music by Sylvie Vartan, Françoise Hardy, etc.</p> <p>Session 6: Examining trends such as the twist and the music of Claude François.</p> <p>Session 7: Listening to music by contemporary French chanson artists ①</p> <p>Session 8: Examining folk songs. Examining Maxime Le Forestier, etc.</p> <p>Session 9: Examining trends in literary chanson. Jacques Brel, Léo Ferré, etc.</p> <p>Session 10: Listening to chanson by Georges Brassens.</p> <p>Session 11: Examining Serge Gainsbourg.</p> <p>Session 12: Examining singers who sang Aragon. Augelet, Ferrat, Aubrey, etc.</p> <p>Session 13: Examining Mai 68 and chanson. Julien Clair, etc.</p> <p>Session 14: Examining trends in show business and the media.</p> <p>Session 15: Appreciation of music by contemporary French chanson artists ② Course questionnaire.</p> <p>Session 16: Final exam</p>	Arts and culture
フランス言語文化発展演習 I	French Literature and Culture: Advanced Seminar I	L2340100	<p>Students will read the 20th-century French writer Saint-Exupéry's masterpiece 'Le Petit Prince' in the original language (French).</p>		<ol style="list-style-type: none"> 1. Orientation 2. Overview (about the author) + Reading pp. 11-15 3. Overview (about the historical background) + Reading pp. 16-20 4. Reading pp. 21-25 + Discussion 5. Reading pp. 26-30 + Discussion 6. Reading pp. 31-34 + Discussion 7. Reading pp. 35-38 + Discussion 8. Reading pp. 39-44 + Discussion 9. Reading pp. 45-49 + Discussion 10. Reading pp. 50-54 + Discussion 11. Reading pp. 55-59 + Discussion 12. Reading pp. 60-65 + Discussion 13. Reading pp. 66-71 + Discussion 14. Reading pp. 72-78 + Discussion 15. Summary and outlook <p>Exams will be held during the final exam period.</p> <p>The plan may change depending on the students' understanding and interest.</p>	Arts and culture

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
フランス言語文化発展演習Ⅱ	French Literature and Culture: Advanced Seminar Ⅱ	L2340200	This course focuses on a close reading of the original short story 'L'arrestation d'Arsene Lupin' by French mystery novelist Maurice Leblanc (1864–1941). Influenced by Émile Gaboriau and others, Leblanc developed a style of authentic mystery fiction and is best known for his series of adventures of a courteous, intelligent, and dynamic gentleman thief. Always resourceful, the Gentleman Thief devises bizarre schemes and plays tricks on the most renowned detectives. Through the reading of texts, this course examines the genre of the mystery novel and how new poetics of popular fiction emerged.		<ol style="list-style-type: none"> Guidance: Receive a course explanation and overview of the textbooks, dictionaries, and pre- and post-learning methods Introduction: Overview of the author and work Reading the original text: pp. 2–3 Reading the original text: pp. 4–5 Reading the original text: pp. 6–7 Reading the original text: pp. 8–9 Reading the original text: pp. 10–11 Reading the original text: pp. 12–13 Reading the original text: pp. 14–15 Reading the original text: pp. 16–17 Reading the original text: pp. 18–19 Reading the original text: pp. 20–21 Reading the original text: pp. 22–23 Summary discussion There will be a summary of the course, a final report assignment, and a course questionnaire (approximately 10 minutes). 	Arts and culture, Multicultural cooperation
英語学特論Ⅱ	Special Lecture on English Linguistics Ⅱ	L2430200	In this introductory course, students will gain an basic knowledge of Old Icelandic as related to English philology, which they will use to read medieval literary texts on Norse mythology. Students will learn how to use grammatical knowledge to understand literary texts through the use of glossaries and notes.	An Introduction to Old Icelandic	<ol style="list-style-type: none"> Orientation: Introduction to the country of Iceland. We will explain how the class will proceed and introduce reference materials. Learn the morphology of Old Icelandic nouns, articles, adjectives, and numerals. Learn the morphology of Old Icelandic verbs. Learn about the relationship between Old Icelandic and Old English documents, and after understanding the relationship between the two, learn what 'Snorri's Edda' is. Read and understand Chapter 1 of Part 1, 'Gylvi's Confessions,' from 'Snorri's Edda' (Gefyn's Theft of Zealand). Read and understand Chapter 2 of Part 1, 'Gylvi's Confessions,' from 'Snorri's Edda' (King Gylvi's Theft of Zealand). From 'Snorri's Edda', read Chapter 4 of Part 1, 'Gylvi's Confessions' (Gylvi's dialogue about the creation) From 'Snorri's Edda', read Chapter 44 of Part 1, 'Gylvi's Confessions' (the beginning of the dialogue about Thor) From 'Snorri's Edda', read Chapter 45 of Part 1, 'Gylvi's Confessions' (Thor's encounter with Skrymir) From 'Snorri's Edda', read Chapter 46 of Part 1, 'Gylvi's Confessions' (Thor's invitation to the feast) Read and understand Chapter 47 (Utgardaroki's revelation) of Part 1, 'Gylvi's Temptation', from 'Snorri's Edda'. Read and understand Chapter 39, 'Otr's Reparation,' from Part 2, 'Skaldskaparmal', from 'Snorri's Edda'. Read and understand Chapter 39, 'Sigurd's Slaying of Fafnir,' from Part 2, 'Skaldskaparmal', from 'Snorri's Edda'. Read and understand Part II 'Skaldskaparmal', Chapter 39 'Dialogue of the Tithe' from 'Snorri's Edda', which is the same verse as 'Fafnismal', series 32 and 33 in the 'Edda' in verse. Sigurd's killing of Fafnir is told in the Old English Beowulf as the legend of Sigemund's dragon slaying. In the text read in class session 13, the name of Sigurd's father, Sigmundr, appears in Old Icelandic. Consider how this should be understood. <p>*A course questionnaire will be conducted after the final lecture.</p>	Arts and culture, Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
英語学特論Ⅲ	Special Lecture on English Linguistics Ⅲ	L2430300	Is the 'Japanese' you use in your everyday life always the same? Is it exactly the same as 'the Japanese language' of the native speakers of Japanese around you? In this course, these questions will be the starting point for learning about the various relationships between language and society. While questioning familiar themes related to language and communication from an academic perspective, the course aims to deepen students' understanding of the self and others.		Session 1: Orientation: What is sociolinguistics? Session 2: Language variation (1) Language and region Session 3: Language variation (2) Language and social class Session 4: Language variation (3) Language and ethnicity Session 5: Language variation (4) Language and gender Session 6: Language variation (5) Language and age Session 7: Language variation (6) Language choice Session 8: Language variation (7) Situational differences in language Session 9: Language variation (8) World Englishes Session 10: Language variation (9) Genre and society Session 11: Communication mechanisms (1) Conversation analysis Session 12: Communication mechanisms (2) Ethnography of communication Session 13: Communication mechanisms (3) Sociolinguistics of interaction Session 14: Communication mechanisms (4) Sociolinguistics and intercultural communication Session 15: End-of-term summary, course questionnaire	Multicultural cooperation
英語学基幹演習Ⅶ	Basic Seminar on English Linguistics Ⅶ	L2431300	The Cognitive Grammar and Usage Basis Model have revealed the vast and specific grammatical knowledge that underpins the use of language by native speakers. How should the findings of cognitive grammar be incorporated into English language teaching and learning? In this course, we will consider the relationship between cognitive grammar and English education and learning through weekly readings and discussions of short articles (in Japanese) that examine English education from the perspective of cognitive grammar. The class format will be based on student presentations and group work.		Session 1: Orientation Session 2: Cognitive grammar and usage-based model of linguistics Session 3: Rich grammar Session 4: The relative pronoun 'what' Session 5: Present perfect Session 6: Is the Japanese phrase 'made ni' the same as the English 'by'? Session 7: Verbs and constructions Session 8: Natural language learning Session 9: Logical relations Session 10: Discourse and 'actually' Session 11: Speech intention and 'if I were you' Session 12: Genre Session 13: Conventional language Session 14: Cognitive grammar and English learning Session 15: Final summary, course questionnaire	Multicultural cooperation

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Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
英語学基幹演習Ⅷ	Basic Seminar on English Linguistics Ⅷ	L2431400	In this course, students will essentially practise close reading of set texts, question their contents, examine their evidence, back up what is being discussed, and construct and discuss their own theories by proving or citing counter-evidence. In-class question-and-answer sessions will encourage students to evaluate, understand, and enhance each other's work by keeping and revising other students' presentations.	An Introductory Seminar of English Philology	<p>Each session from the second one onwards will have a summary and criticism part, in which students will read, summarise, and critique the designated sections of the set texts according to the lesson plan. The summary and critique will be presented orally.</p> <ol style="list-style-type: none"> 1. Introduction: Students will be introduced to the book, learn about the differences between the book and the Japanese translation, and the background of the book. 2. 1-3. Foreword & 4-13. Fairy-story: Definition of fairy 3. 14-22. Fairy-story: Differences between fairy-stories and the others 4. 23-30. Origins: Philological notes 5. 31-41. Origins: Nature myths and fairy-stories 6. 42-52. Children: Are fairy-stories specifically for children? 7. 53-64. Children: Truth and story-telling 8. 65-75. Fantasy: Imagination, fancy, and fantasy 9. 76-80. Fantasy: Enchantment, magic, and fantasy 10. 81-90. Recovery, escape, consolation: Recovery and escapism 11. 91-101. Recovery, escape, consolation: Escapism and consolation 12. 102-106. Epilogue 13. Notes A, B, C 14. Notes D, E, F 15. Notes G, H <p>*A course questionnaire will be administered during the final class.</p>	Arts and culture, Environmental symbiosis, Multicultural cooperation
英語学発展演習Ⅱ	Advanced Seminar on English Linguistics Ⅱ	L2441200	<p>Why is 'explain me this' 'incorrect English' (the correct phrase is 'explain this to me')? The meaning is conveyed well enough, and there are similar expressions using the fourth sentence pattern (e.g. tell me this). 'Explain me this' is very 'sayable', but native speakers do not 'say it' this way.</p> <p>To solve the problem of 'explain me this' (i.e., the problem of 'I could say it, but I don't') it is necessary to explore the nature and operation of linguistic knowledge in our minds through psychological experiments. In this course, we will read a textbook (in Japanese) dealing with this kind of content each week, and the class will focus on presentations by students and group work.</p>		<p>Session 1: Orientation</p> <p>Session 2: The 'explain me this' problem and native speaker linguistic production</p> <p>Session 3: Word meaning</p> <p>Session 4: Semantic relations and competition</p> <p>Session 5: Grammatical patterns also have meaning</p> <p>Session 6: Grammatical patterns and their relationship to society and discourse</p> <p>Session 7: Knowledge and memory</p> <p>Session 8: Conventionality and creativity</p> <p>Session 9: Coverage and evidence</p> <p>Session 10: Statistical preemption</p> <p>Session 11: Statistical preemption and 'explain me this'</p> <p>Session 12: Error-driven learning</p> <p>Session 13: Language production in young children</p> <p>Session 14: Adult language learners</p> <p>Session 15: Final summary, course questionnaire</p>	Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
英語学発展演習Ⅳ	Advanced Seminar on English Linguistics Ⅳ	L2441400	(A) Students will learn of the wide variety of philological material written in English. This exercise will allow each student to select and critically analyse a selection of material of interest to them in terms of 'subject matter', 'style of the genre', 'diachronic linguistic characteristics', and 'sociolinguistic characteristics'. (B) To achieve this course's goals, students will set the following action items: (a) Through group study, students will linguistically analyse an English text presented to them. (b) Students will then present the results of their group analysis to the class. (c) Students will listen critically to the presentations of other groups; compare them with their own knowledge; and offer advice, comments, and questions to help develop and improve the content.	Advanced Seminar on English Philology	Session 1: Orientation: Introduction to the texts and websites to be used in the course Session 2: Learn, consider the birth of English: Clues in placenames Session 3: Learn, consider investigating changes in English Session 4: Learn, consider marks on the page Session 5: Learn, consider spellings and speech sounds Session 6: Learn, consider borrowing words Session 7: Learn, consider new words from old Session 8: Learn, consider changing meanings Session 9: Learn, consider English grammar (nouns, case declension, word order) Session 10: Learn, consider English grammar (verbs, conjugation, word order) Session 11: Learn, consider dialects in England Session 12: Learn, consider standardisation Session 13: Learn, consider world Englishes Session 14: Follow-up (class follow-up: Q&A) Session 15: Summary of the semester *A course questionnaire will be administered during the final class.	Arts and culture, Multicultural cooperation
英語文学特論Ⅰ	Literature in English Ⅰ	L2532100	In this course, in addition to lectures on the history of American literature, students will read representative works as time permits (poems and short works will be read in English). Video and other audiovisual aids will also be used.	History of American Literature Ⅰ	Week 1: Orientation (explanation of the plan for each class session) Week 2: Colonial period (1607–1775) 1 Week 3: Colonial period (1607–1775) 2 Week 4: Colonial period (1607–1775) 3 Week 5: From the American Revolution to the Civil War (1776–1865) 1 Week 6: From the American Revolution to the Civil War (1776–1865) 2 Week 7: From the American Revolution to the Civil War (1776–1865) 3 Week 8: From the American Civil War to World War I (1865–1917) 1 Week 9: From the American Civil War to World War I (1865–1917) 2 Week 10: From the American Civil War to World War I (1865–1917) 3 Week 11: From the American Civil War to World War I (1865–1917) 4 Week 12: From the American Civil War to World War I (1865–1917) 5 Week 13: From the American Civil War to World War I (1865–1917) 6 Week 14: Reading Week 15: Summary, course questionnaire Week 16: Final exam This plan is rough and tentative. A detailed and finalised plan will be distributed during the first week of the course.	Multicultural cooperation

Syllabus(Excerpts from classes taught in 2024)

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Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
英語文学特論Ⅱ	Literature in English Ⅱ	L2532200	In this course, in addition to lectures on the history of American literature, students will read representative works as time permits (poems and short works will be read in English). Video and other audiovisual aids will also be used.	History of American Literature II	<p>Week 1: Orientation (explaining the course content and schedule)</p> <p>Week 2: From World War I to World War II (1917-1945) 1</p> <p>Week 3: From World War I to World War II (1917-1945) 2</p> <p>Week 4: From World War I to World War II (1917-1945) 3</p> <p>Week 5: From World War I to World War II (1917-1945) 4</p> <p>Week 6: From World War I to World War II (1917-1945) 5</p> <p>Week 7: From post-World War II to the end of the Cold War (1945-1990) 1</p> <p>Week 8: From post-World War II to the end of the Cold War (1945-1990) 2</p> <p>Week 9: From post-World War II to the end of the Cold War (1945-1990) 3</p> <p>Week 10: From post-World War II to the end of the Cold War (1945-1990) 4</p> <p>Week 11: From post-World War II to the end of the Cold War (1945-1990) 5</p> <p>Week 12: Post-Cold War (1990-) 1</p> <p>Week 13: Post-Cold War (1990-) 2</p> <p>Week 14: Post-Cold War (1990-) 3</p> <p>Week 15: Summary, course questionnaire</p> <p>Week 16: Final exam</p> <p>This plan is rough and tentative. A detailed and finalised plan will be distributed during the first week of the course.</p>	Multicultural cooperation
英語文学特論Ⅳ	Literature in English IV	L2532400	<p>The history of cinema must be viewed from multiple perspectives, not only as a history of art, but also as a history of politics, society, economics, science, and technology. In this course, students will hear lectures on the history of cinema (film and history), with a focus on American cinema, while viewing excerpts from films.</p> <p>We will also cover films other than 'Hollywood films' (such as race movies, documentaries, and government propaganda films), which are rarely mentioned in existing histories of American cinema. Furthermore, we will reconsider film history, which has been written from the perspective of the American white majority, by introducing the perspectives of minorities (African Americans, Native Americans, Asians, Jews, etc.). Where appropriate, reference will be made to the film histories of other countries. 'Advanced English Literature IV' will cover the period from the World War II era to the present.</p>	History of Anglo-American Cinema (from Nascence to the World War II Period)	<p>This course is envisaged to have the following structure. However, these details may be subject to change.</p> <p>Week 1: American films up until the end of World War II – Propaganda films</p> <p>Week 2: Postwar and social issue films (1) – 'Film noir' and female representation</p> <p>Week 3: Postwar and social issue films (2) – The rise of racial issue films</p> <p>Week 4: The collapse of Hollywood (1) – The Red Scare and the collapse of the studio system</p> <p>Week 5: The collapse of Hollywood (2) – Propaganda for American democracy</p> <p>Week 6: The collapse of Hollywood (3) – Suburbanisation and the rise of TV</p> <p>Week 7: The end of 'classical Hollywood' (1) – The abolition of the production code</p> <p>Week 8: The end of 'classical Hollywood' (2) – The beginning of 'New Hollywood'</p> <p>Week 9: The Vietnam War and American film</p> <p>Week 10: The rise of 'Blaxploitation' films</p> <p>Week 11: American film in the giant media industry</p> <p>Week 12: American film in the age of multiculturalism</p> <p>Week 13: Globalisation and the end of 'American film'</p> <p>Week 14: Catch up, supplementary session</p> <p>Week 15: Summary, course questionnaire</p> <p>Week 16: Exams</p>	Arts and culture, Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
英語文学特論VI	Literature in English VI	L2532600	<p>Unlike most final term reports, the graduation thesis requires students to choose their own theme (topic), formulate their own questions, argue their own points persuasively through analysis of the target texts, and provide a critical reading of previous research. The aim of this course is for students in their second year or above to learn how to find a theme or question for their graduation thesis in film studies as early as possible and to acquire the basic skills to write/present an academic thesis with a clear question or argument.</p> <p>In the first half of the course, students will learn concepts such as the difference between a 'theme (topic)' and a 'question', which form the basis for selecting a theme and learning how to find a question. In the middle part of the course, students will learn practical methods through reading film reviews and articles, focusing on 'questions', 'issues', and 'approaches'. In the final part of the course, students will be required to discover their own themes, questions, and arguments through practical exercises, including discussions between students. They also have to give an academic presentation. (The presentation may include a summary in English.)</p> <p>The course is open to anyone, as it teaches methods that can be applied beyond film studies, but it is strongly recommended that students who are considering writing their graduation thesis in film studies take the course.</p>	Academic Writing in Film Studies	<p>Week 1: Guidance/orientation</p> <p>Week 2: Themes (topics) and questions</p> <p>Week 3: What is a question?</p> <p>Week 4: Questions and problems</p> <p>Week 5: Reading movie reviews 1 (reading the argument)</p> <p>Week 6: Reading movie reviews 2 (reading the value assessment)</p> <p>Week 7: Reading research papers 1 (reading the question)</p> <p>Week 8: Reading research papers 2 (reading the argument)</p> <p>Week 9: Reading research papers 3 (reading the approach)</p> <p>Week 10: Case study 1 (finding the question)</p> <p>Week 11: Case study 2 (finding the approach)</p> <p>Week 12: Case study 3 (making an argument)</p> <p>Week 13: Summary</p> <p>Week 14: Research presentations by students (second-year students)</p> <p>Week 15: Research presentations by students (third-year students and above)</p> <p>*The above details are subject to change.</p>	Arts and culture, Multicultural cooperation

Syllabus(Excerpts from classes taught in 2024)

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Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
英語文学特論Ⅶ	Literature in English Ⅶ	L2532700	This course centres on a close reading of 'The Glass Menagerie' (1945), a play by leading American playwright Tennessee Williams (1911–1983). The play has been called a 'remembrance play' about his sister, mother, and Williams himself. It is the classic play that launched Williams to stardom and was made into a film in 1987. The course aims to help students acquire advanced English operational skills through reading the play script, demonstrating scenes, discussing them, and writing reports. In addition to reading and acknowledging the surface-level meaning of the play, students will also focus on the deeper issues and dramatic techniques of the play. In doing so, the aim is for students to acquire the ability to think from multiple perspectives and to consider the potential of theatre as a medium for reflecting on American culture and society. In addition to the act of 'reading' 'The Glass Menagerie', classes will be conducted from the perspective that dramatic works are essentially 'performed' and 'directed'. In each class session, students will be asked to read and demonstrate the dialogue. However, this is not for the purpose of improving students' acting skills, but to promote further and deeper understanding/analysis of the work. As such, students do not need to be confident in their acting skills. Active class participation by students is expected.		<p>Session 1: Class orientation (overview of Tennessee Williams)</p> <p>Session 2: Scene 1 (careful reading of the work, saying lines, read-along ①)</p> <p>Session 3: Scene 2 (careful reading of the work, saying lines, read-along ②)</p> <p>Session 4: Scene 3 (careful reading of the work, saying lines, read-along ③)</p> <p>Session 5: Scene 4 (careful reading of the work, acting ①)</p> <p>Session 6: Scene 5 (careful reading of the work, acting ②)</p> <p>Session 7: Review and discussion</p> <p>Session 8: Scene 6, first half (careful reading of the work, acting ③)</p> <p>Session 9: Scene 6, second half (careful reading of the work, acting ①)</p> <p>Session 10: Scene 7, ① (careful reading of the work, acting ②)</p> <p>Session 11: Scene 7, ② (careful reading of the work, acting ③)</p> <p>Session 12: Scene 7 ③ (careful reading of the work, acting ④)</p> <p>Session 13: Preparation for performance presentation</p> <p>Session 14: Performance presentation</p> <p>Session 15: Overall summary, course questionnaire</p> <p>The course schedule may change. Details will be explained in the first class, so please be sure to attend.</p>	Multicultural cooperation
英語文学基幹演習Ⅲ	Literature in English Basic Seminar Ⅲ	L2533500	In this course, we will read several classic American short stories, as well as research papers on them.		<p>1. Orientation</p> <p>2. Short story 1-1</p> <p>3. Short story 1-2</p> <p>4. Short story 1-3</p> <p>5. Short story 1-4</p> <p>6. Short story 1 Essay 1-1</p> <p>7. Short story 1 Essay 1-2</p> <p>8. Short story 1 Essay 1-3</p> <p>9. Short story 2-1</p> <p>10. Short story 2-2</p> <p>11. Short story 2 Essay 1-1</p> <p>12. Short story 2 Essay 1-2</p> <p>13. Short story 2 Essay 1-3</p> <p>14. English exam</p> <p>15. Summary</p> <p>* During the first class session, a more detailed course schedule will be decided and distributed.</p>	Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
英語文学基幹演習Ⅳ	Literature in English Basic Seminar Ⅳ	L2533600	<p>The aim of this course is for students to develop the ability to analyse and examine representations of race, class, gender, and sexuality in Anglo-American film, and to familiarise themselves with various approaches/methods to study these works.</p> <p>The course also aims to develop students' reading comprehension of academic literature written in English and to nurture their issue-spotting and presentation skills by requiring them to give a presentation in each class.</p> <p>To gain a proper understanding of what meanings can be constructed from details in films that are often taken for granted and overlooked, as well as to cultivate the foundational skills to critically analyse and examine representations of race, class, gender, and sexuality in cinema, students will read English-language literature on approaches/methods for analysing and examining various representations in films.</p> <p>The ultimate aim is to critically examine and analyse the representations in films of the students' choice.</p> <p>Several students will give a presentation during each class session, to be followed by commentary and discussion by the class.</p>	Race, Class, Gender, and Sexuality in Film: A Foundational Course	<p>Week 1: Guidance/orientation</p> <p>Week 2: Film expression and representation</p> <p>Week 3: Structure and history of Hollywood filmmaking</p> <p>Week 4: Representation of 'White' people 1 (Irish; Italian)</p> <p>Week 5: Representation of 'White' people 2 (Jewish; Arab)</p> <p>Week 6: Representation of African Americans 1 (classic Hollywood)</p> <p>Week 7: Representation of African Americans 2 (contemporary Hollywood)</p> <p>Week 8: Representation of Native Americans</p> <p>Week 9: Representation of Asian Americans</p> <p>Week 10: Representation of Latin Americans</p> <p>Week 11: Case study 1 ('BlackKlansman')</p> <p>Week 12: Case study 2 ('Crazy Rich Asians')</p> <p>Week 13: Summary</p> <p>Week 14: Analysis and discussion presentations by students (second-year students)</p> <p>Week 15: Analysis and discussion presentations by students (third-year students and above) + course questionnaire</p> <p>*The above details are subject to change.</p>	Arts and culture, Multicultural cooperation

Syllabus(Excerpts from classes taught in 2024)

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Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
英語文学基幹演習Ⅶ	Literature in English Basic Seminar Ⅶ	L2533900	<p>This course will link American theatre to politics, society, and culture and see it as one effective medium to reflect America. The aim of the course is to study American society and culture by examining the genealogy, current status, and issues of American theatre.</p> <p>In the 2024 academic year, the theme will be African American theatre. The core seminar (first term) deals with August Wilson (1945–2005), who is regarded as the greatest African American playwright in the history of American theatre. From the 1980s to 2005, the year of his death, Wilson completed a cycle of 10 plays that depict the history of African American folklore in the 20th century (100 years).</p> <p>We will select a few of the plays from this cycle to explore the issues highlighted in African American theatre in the 21st century. The plays by Wilson covered in this class will provide significant guidance and intellectual stimulation in considering the dynamism of American theatre from the 1990s to the present day and the future direction of America, while illuminating the diverse issues that America encompasses.</p> <p>Class sessions will be centred on presentations and discussions. Each class will have a presenter in charge of a presentation, which will be followed by commentary and discussion with the class. By deepening their individual understanding and discussion, students will enjoy a multifaceted and multi-layered view of 20th- and 21st-century American theatre.</p>		<p>Session 1: Course orientation (overview of August Wilson)</p> <p>Session 2: 'Fences' (1985) Act 1, first half</p> <p>Session 3: 'Fences' (1985) Act 1, second half</p> <p>Session 4: 'Fences' (1985) Act 2, first half</p> <p>Session 5: 'Fences' (1985) Act 2, second half</p> <p>Session 6: 'The Piano Lesson' (1990) Act 1, first half</p> <p>Session 7: 'The Piano Lesson' (1990) Act 1, second half</p> <p>Session 8: 'The Piano Lesson' (1990) Act 2, first half</p> <p>Session 9: 'The Piano Lesson' (1990) Act 2, second half</p> <p>Session 10: 'Gem of the Ocean' (2003) Act 1, first half</p> <p>Session 11: 'Gem of the Ocean' (2003) Act 1, second half</p> <p>Session 12: 'Gem of the Ocean' (2003) Act 2, first half</p> <p>Session 13: 'Gem of the Ocean' (2003) Act 2, second half</p> <p>Session 14: Reading previous research and discussion</p> <p>Session 15: Overall summary, course questionnaire</p> <p>The course schedule may change. Details will be explained in the first class, so please be sure to attend.</p>	Multicultural cooperation
英語文学発展演習Ⅲ	Literature in English Advanced Seminar Ⅲ	L2541300	<p>This course not only develops the methods and theories of adaptation studies but also analyses the adaptation of novels to film. The text is James Joyce's classic short story 'The Dead' from 'The Dubliners' (1914). We will analyse the film through a careful reading of the short story. We will also read several critiques.</p>		<p>1. Session 1: Introduction/What is adaptation?</p> <p>2. Session 2: What is a novel? – Narratology of novels</p> <p>3. Session 3: What is a film? – Film techniques and production</p> <p>4. Session 4: Adaptation theory</p> <p>5. Session 5: Adaptation research practice 1: 'The Dead' 1</p> <p>6. Session 6: Adaptation research practice 2: 'The Dead' 2</p> <p>7. Session 7: Adaptation research practice 3: 'The Dead' 3</p> <p>8. Session 8: Adaptation research practice 4: 'The Dead' 4</p> <p>9. Session 9: Adaptation research practice 5: 'The Dead' 5</p> <p>10. Session 10: Criticism 1</p> <p>11. Session 11: Criticism 2</p> <p>12. Session 12: English test on text</p> <p>13. Session 13: Criticism 3</p> <p>14. Session 14: Criticism 4</p> <p>15. Summary, class survey</p> <p>*A detailed schedule with dates will be distributed at the first class session. Furthermore, the schedule may be subject to change depending on the progress of the class.</p>	Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
英語文学発展演習Ⅳ	Literature in English Advanced Seminar Ⅳ	L2541400	<p>The aim of this course is to build on the skills acquired through Literature in English Basic Seminar Ⅳ in the first term to analyse and examine representations of race, class, gender, and sexuality in Anglo-American film works and to synthesise various approaches/methods to the study of these works.</p> <p>The course also aims to develop students' reading comprehension of academic literature written in English, as well as their issue-spotting and presentation skills by requiring them to give a presentation in each class.</p> <p>By adding approaches/methods from the perspectives of class, gender, and sexuality to the approaches/methods from the perspectives of race and ethnicity learned in the English Literature Core Seminar Ⅳ in the first term, the course aims to develop the ability to comprehensively apply critical analysis and consideration to various representations in film works. In the final part of the course, students will be asked to practise analysis and reflection on a film of their choice.</p> <p>Several students will give a presentation each time, followed by commentary and discussion.</p>	Race, Class, Gender, and Sexuality in Film: An Applicative Course	<p>Week 1: Guidance/orientation</p> <p>Week 2: Representations of class</p> <p>Week 3: Class struggle and representations of workers</p> <p>Week 4: Representations of women 1 (classic Hollywood)</p> <p>Week 5: Representations of women 2 (feminist film theory)</p> <p>Week 6: Representations of masculinity</p> <p>Week 7: Representations of gender since the 1960s</p> <p>Week 8: Representations of sexuality 1 (classic Hollywood)</p> <p>Week 9: Representations of sexuality 2 (1950s and onwards)</p> <p>Week 10: Representations of disability</p> <p>Week 11: Case study 1 ('Love, Simon (Confessions of a 17-year-old)')</p> <p>Week 12: Case Study 2 ('Children of a Lesser God')</p> <p>Week 13: Summary</p> <p>Week 14: Analysis and presentation by students (second year)</p> <p>Week 15: Analysis and presentation by students (third year and above) + course questionnaire</p> <p>*Subject to change</p>	Arts and culture, Multicultural cooperation

Japanese Title	Title	Code	Course overview	Course title	Course plan	"Themes" studied during course
英語文学発展演習Ⅶ	Literature in English Advanced Seminar Ⅶ	L2541700	<p>This course will link American theatre with politics, society, and culture and consider it as an effective medium that reflects "America". The purpose of the class is to study American society and culture by examining the genealogy, current situation, and issues of American theatre.</p> <p>In the 2024 academic year, the theme will be African American theatre. In the advanced seminar (second term), we will focus on Suzan-Lori Parks (1964-), who became the first African American female playwright to win the Pulitzer Prize in 2002 for 'Topdog/Underdog'. Parks, a playwright representing postmodern America at the turn of the century from the late 20th century to the early 21st century, states that her primary interest as a playwright is in 'history'. Parks believes that the experiences of black people are erased and excluded from recorded 'history' (= official history) and aims to create an alternative history that includes the experiences of black people on stage. In this class, we will examine Parks' works, particularly those that deal with the issue of 'history'. We will also examine and discuss Parks's intentions and strategies for 'destroying and creating history through theatre works' and the world image represented therein, using the keywords 'race, gender, and history'. In this way, we will explore the issues of African American theatre in the 21st century. Furthermore, by focusing on Parks's dramaturgy, we will deepen our understanding of Parks' philosophy, theatrical structure, and theatrical effects.</p> <p>This class will proceed mainly through presentations and discussions. In each session, a leader will give a presentation, and the lecturer will provide commentary and facilitate discussion. By deepening each student's understanding and discussion, we aim to enjoy the study of 20th- and 21st-century American theatre in a multifaceted and multilayered way.</p>		<p>Session 1: Class orientation (overview of Suzan-Lori Parks)</p> <p>Session 2: Parks's playwriting philosophy (reading 'Possession' and 'Elements of Style')</p> <p>Session 3: 'The America Play' (1994) Act I</p> <p>Session 4: 'The America Play' (1994) Act II</p> <p>Session 5: 'Topdog/Underdog' (2001) Scene 1–Scene 2</p> <p>Session 6: 'Topdog/Underdog' (2001) Scene 3–Scene 4</p> <p>Session 7: 'Topdog/Underdog' (2001) Scene 5</p> <p>Session 8: 'Topdog/Underdog' (2001) Scene 6</p> <p>Session 9: 'Venus' (1996) Overture – Scene 27 (up to pp. 37)</p> <p>Session 10: 'Venus' (1996) Scene 26–Scene 20G (up to pp. 70)</p> <p>Session 11: 'Venus' (1996) Scene 20 H–Scene 15 (up to pp. 100)</p> <p>Session 12: 'Venus' (1996) Scene 14–Scene 9 (up to pp. 131)</p> <p>Session 13: 'Venus' (1996) Scene 8–Scene 1 (up to pp. 162)</p> <p>Session 14: Reading and discussion of previous research</p> <p>Session 15: Overall summary, course questionnaire</p> <p>The class schedule may change. Details will be explained in the first class session. Please be sure to attend.</p>	Multicultural cooperation