

Introduction of some of the classes you can study at Shinshu University.

※These classes are taught in Japanese. Course content may change without notice.

Japanese Title	Title	Code	Summary	Key Words	Class Plan
Rで学ぶ統計の基礎	Basic statistics with R	G1B10001	This course consists of a lecture component and a seminar component. In the lecture component, we explain the basic concept and calculation method of each statistic as well as points of note regarding its application, with the aim of teaching basic knowledge for analysis using descriptive statistics. In the seminar component, we learn how to practically apply the contents of the lectures by engaging in exercises in R. Please bring your own laptop to the seminars (Charging required. Please be prepared to connect to the Internet).	Descriptive statistics, R	1) ○Introduction and installation of R & R Studio 2) ○Basics of R 3) Variable types and frequency tables 4) Expressing distribution with graphs 5) ○Exercises using R 6) Representative values 7) Distribution values 8) ○Standardization/exercises using R 9) Correlation between two quantitative variables: Scatter plots, co-variance, and correlation coefficients 10) Correlation between two quantitative variables: Reading cross-tabulation tables 11) Correlation between two quantitative variables: Cross-tabulation statistics 1 12) Correlation between two quantitative variables: Cross-tabulation statistics 2 13) ○Exercises using R 14) ○Modern uses of R: 15) ○Modern uses of R: Introduction to ggplot/Course survey 16) Final exam  ○ indicates a seminar class; however, the class contents may be adjusted according to how the students' understanding develops.
統計学の基礎	Introduction to Statistics	G1B10005	After explaining the basic concepts of statistics and various techniques according to the textbook, students are taught about data analysis on the computer through examples from the textbook. Spreadsheet software is used in class, so please bring a laptop that can run this kind of software. Assignments are given almost every week, so please follow the instructions regarding the submission deadlines and names of the assignments at the time of submission.	Descriptive statistics, inferential statistics, theoretical distributions, statistical tests, null hypothesis, tests for differences in means, regression and correlation, tests for differences in ratios.	Lectures will be held on the following topics. 1) Guidance 2) Necessity of statistics and representative values 3) Indicators of fluctuation 4) What is a sample mean? 5) Theoretical distribution and probability (1): Normal distribution 6) Theoretical distribution and probability (2): T distribution 7) Tests for differences in means 8) Tests for the differences in paired means 9) Review and mid-term exam 10) One-way variance analysis (1): F-test based on variance ratio 12) One-way variance analysis (2): Comparisons of treatment means 13) Two-way variance analysis (1): Factorial arrangement 14) Two-way analysis of variance (2) 15) Regression and correlation 15) Tests for differences in ratios 16) Final exam
統計学の基礎	Introduction to Statistics	G1B10006	After explaining the basic concepts of statistics and various techniques according to the textbook, students are taught about data analysis on the computer through examples from the textbook. Spreadsheet software is used in class, so please bring a laptop that can run this kind of software. Assignments are given almost every week, so please follow the instructions regarding the submission deadlines and names of the assignments at the time of submission.	Descriptive statistics, inferential statistics, theoretical distributions, statistical tests, null hypothesis, tests for differences in means, regression and correlation, tests for differences in ratios.	Lectures will be held on the following topics. 1) Guidance 2) Necessity of statistics and representative values 3) Indicators of fluctuation 4) What is a sample mean? 5) Theoretical distribution and probability (1): Normal distribution 6) Theoretical distribution and probability (2): T distribution 7) Tests for differences in means 8) Tests for the differences in paired means 9) Review and mid-term exam 10) One-way variance analysis (1): F-test based on variance ratio 12) One-way variance analysis (2): Comparisons of treatment means 13) Two-way variance analysis (1): Factorial arrangement 14) Two-way analysis of variance (2) 15) Regression and correlation 15) Tests for differences in ratios 16) Final exam
質問紙調査入門	Introductory Seminar for Questionnaire Surveys	G1B10007	This course is taught by individuals with more than five years of experience conducting questionnaire surveys with between 2,000 to 8,000 participants. Properly conducting a questionnaire survey requires knowledge of its essential elements and practical experience; therefore, each class consists of two components: a lecture by the instructor in charge and an exercise on statistics and question item design. In the second half of the course, students will conduct a questionnaire survey with about 100 people.	Survey/experiment design, data science, group work, problem discovery/solving, work experience	[Classes 1-9: Held in the classroom or on eALPS (on-demand)] • 1) Orientation and overview of questionnaire surveys • 2) [Lecture] Understanding the "purposes" of questionnaire surveys • 3) [Lecture] Understanding the "subjects" of questionnaire surveys • 4) [Lecture] Understanding the "question items" of questionnaire surveys (1): Types and scales of questions • 5) [Lecture] Understanding the "question items" of questionnaire surveys (2): Hypothesis and wording • 6) [Lecture] Understanding the "ethics" of questionnaire surveys • 7) [Lecture] Understanding the "analytical methods" of questionnaire surveys (1): Necessary pre-analysis works • 8) [Lecture] Understanding the "analytical methods" of questionnaire surveys (2): Organizing and analyzing data • 9) [Lecture] Understanding the "reporting" of questionnaire surveys ★ 1st essay: Critiquing a questionnaire survey report  [10th class onward: Centered on group work in the classroom] • 10) [Exercise] Question item design exercise (1): Question item design practice and 1st evaluation • 11) [Exercise] Question item design exercise (2): Question item design practice and 2nd evaluation • 12) Questionnaire survey practice (1): Grouping and question item design • 13) Questionnaire survey practice (2): Continuation of question item design • 14) Questionnaire survey practice (3): Questionnaire surveys • 15) Questionnaire survey practice (4): Questionnaire survey review and summary (Course survey) ★ 2nd report: Questionnaire survey report  * The schedule and contents are subject to change depending on the number of participants.

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統計学の基礎	Introduction to Statistics	G1B10011	After explaining the basic concepts of statistics and various techniques according to the textbook, students are taught about data analysis on the computer through examples mainly published in the textbook. Spreadsheet software is used in class, so please bring a laptop that can use spreadsheet software. Assignments are given almost every week, so please follow the instructions each time about the submission deadline and assignment name at the time of submission.	Descriptive statistics, inferential statistics, theoretical distributions, statistical tests, null hypothesis, tests for differences in means, regression and correlation, tests for differences in ratios.	Lectures will be held on the following topics. 1) Guidance 2) Necessity of statistics and representative values 3) Indicators of fluctuation 4) What is a sample mean? 5) Theoretical distribution and probability (1): Normal distribution 6) Theoretical distribution and probability (2): T distribution 7) Tests for differences in means 8) Tests for the differences in paired means 9) Review and mid-term exam 10) One-way variance analysis (1): F-test based on variance ratio 12) One-way variance analysis (2): Comparisons of treatment means 13) Two-way variance analysis (1): Factorial arrangement 14) Two-way analysis of variance (2) 15) Regression and correlation 15) Tests for differences in ratios 16) Final exam
統計学入門	Introduction to Statistics	G1B10014	Students will begin by working with descriptive statistics, learning about how to organize data and extract information using tables, graphs, averages, and standard deviations. Next, we will discuss the basic ideas of probability theory and learn about the law of large numbers and the central limit theorem. We will also study important probability distributions, such as normal distributions, t-distributions, and chi-square distributions. Subsequently, students will study inferential statistics; that is, interval estimation will be explained with regard to how to infer the properties of an entire object under study when only some data on the object can be obtained.	Descriptive statistics, inferential statistics, probabilities, normal distributions, interval estimation	1) Guidance 2) Frequency tables and histograms 3) Representative values 4) Standard deviation and data standardization 5) Random variables 6) Expected values of random variables and the law of large numbers 7) Continuous probability distribution 8) Normal distribution and the central limit theorem 9) T distribution and chi-square distribution 10) Basic concepts of inferential statistics and interval estimation 11) Interval estimation of the population mean of a normal population with known population variance 12) Interval estimation of the population mean of a normal population with unknown population variance 13) Interval estimation of the population variance of a normal population 14) Estimation of population proportion 15) T-test (course survey) 16) Final exam
統計学入門	Introduction to Statistics	G1B10015	Students will begin by working with descriptive statistics, learning about how to organize data and extract information using tables, graphs, averages, and standard deviations. Next, we will discuss the basic ideas of probability theory and learn about the law of large numbers and the central limit theorem. We will also study important probability distributions, such as normal distributions, t-distributions, and chi-square distributions. Subsequently, students will study inferential statistics; that is, interval estimation will be explained with regard to how to infer the properties of an entire object under study when only some data on the object can be obtained.	Descriptive statistics, inferential statistics, probabilities, normal distributions, interval estimation	1) Guidance 2) Frequency tables and histograms 3) Representative values 4) Standard deviation and data standardization 5) Random variables 6) Expected values of random variables and the law of large numbers 7) Continuous probability distribution 8) Normal distribution and the central limit theorem 9) T distribution and chi-square distribution 10) Basic concepts of inferential statistics and interval estimation 11) Interval estimation of the population mean of a normal population with known population variance 12) Interval estimation of the population mean of a normal population with unknown population variance 13) Interval estimation of the population variance of a normal population 14) Estimation of population proportion 15) T-test (course survey) 16) Final exam
統計学入門	Introduction to Statistics	G1B10016	Students will begin by working with descriptive statistics, learning about how to organize data and extract information using tables, graphs, averages, and standard deviations. Next, we will discuss the basic ideas of probability theory and learn about the law of large numbers and the central limit theorem. We will also study important probability distributions, such as normal distributions, t-distributions, and chi-square distributions. Subsequently, students will study inferential statistics; that is, interval estimation will be explained with regard to how to infer the properties of an entire object under study when only some data on the object can be obtained.	Descriptive statistics, inferential statistics, probabilities, normal distributions, interval estimation	1) Guidance 2) Frequency tables and histograms 3) Representative values 4) Standard deviation and data standardization 5) Random variables 6) Expected values of random variables and the law of large numbers 7) Continuous probability distribution 8) Normal distribution and the central limit theorem 9) T distribution and chi-square distribution 10) Basic concepts of inferential statistics and interval estimation 11) Interval estimation of the population mean of a normal population with known population variance 12) Interval estimation of the population mean of a normal population with unknown population variance 13) Interval estimation of the population variance of a normal population 14) Estimation of population proportion 15) T-test (course survey) 16) Final exam
統計学からデータサイエンスへ【EA】	Data Sciences Through Statistics and Others	G1B10031	Students will be introduced to a wide range of data science techniques that form the basis of the examples covered in the Data Science Literacy course and read about the applications of each technique.  Specifically, students will learn the fundamentals of basic algorithms, statistics, natural language processing, and speech and image processing while learning Python programs that address various data science topics, using the online environment Google Colaboratory.  Only a browser is necessary to use Google Colaboratory; there is no need to install a special application on your computer.  In each class, students will be required to submit an assignment based on the exercise program practice. This assignment will only require students to change designated parts of examples provided in class— learners do not need to be able to program independently.  Notes • We will not engage in in-depth learning in class until students can program independently. • We will not engage in in-depth learning in class until students can work with statistics independently. • Since it is easier to use R for statistical assignments, we offer both Python and R versions of the exercise program; however, we will only discuss the Python version in class.	Problem detection, logical thinking, data-based decisions	1) Guidance 5–7) Fundamentals of statistics 8–10) Applying statistics 11–12) Natural language processing 13–14) Speech and image processing 15) Summary There is no final exam.

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機械学習入門	Introduction to Machine Learning	G1B10032	The term "artificial intelligence" has long been popular. This course introduces students to machine learning, one of the main technologies responsible for artificial intelligence. Machine learning is a widely used and important technique in data science along with statistics today. This course will require the use of some simple math—but do not let this scare you. The course is designed to easily teach the mechanisms of machine learning to those who were not good at mathematics in high school or who think that mathematics is not useful.	Combining the humanities and the sciences, data science, artificial intelligence, machine learning, useful mathematics	<p>*The order and contents of the following classes may change slightly depending on student progress.</p> <ul style="list-style-type: none"> <li>• 1) Guidance lecture</li> <li>• 2) Overview with a focus on what artificial intelligence is and what it can do</li> <li>• 3) Learning the necessary mathematics (differentiation)</li> <li>• 4) Learning the necessary mathematics (matrices)</li> <li>• 5) Learning the necessary mathematics (probability)</li> <li>• 6) Learning linear regression models</li> <li>• 7) Learning multiple linear regression models</li> <li>• 8) Learning the basics of Python</li> <li>• 9) Learning data processing with Python</li> <li>• 10) Learning data analysis with Python</li> <li>• 11) Regression analysis practice</li> <li>• 12) Learning neural networks</li> <li>• 13) Neural network practice</li> <li>• 14) Learning about clustering</li> <li>• 15) Clustering practice. Course survey</li> </ul>
機械学習入門	Introduction to Machine Learning	G1B10033	The term "artificial intelligence" has long been popular. This course introduces students to machine learning, one of the main technologies responsible for artificial intelligence. Machine learning is a widely used and important technique in data science along with statistics today. This course will require the use of some simple math—but do not let this scare you. The course is designed to easily teach the mechanisms of machine learning to those who were not good at mathematics in high school or who think that mathematics is not useful.	Combining the humanities and the sciences, data science, artificial intelligence, machine learning, useful mathematics	<p>*The order and contents of the following classes may change slightly depending on student progress.</p> <ul style="list-style-type: none"> <li>• 1) Guidance lecture</li> <li>• 2) Overview with a focus on what artificial intelligence is and what it can do</li> <li>• 3) Learning the necessary mathematics (differentiation)</li> <li>• 4) Learning the necessary mathematics (matrices)</li> <li>• 5) Learning the necessary mathematics (probability)</li> <li>• 6) Learning linear regression models</li> <li>• 7) Learning multiple linear regression models</li> <li>• 8) Learning the basics of Python</li> <li>• 9) Learning data processing with Python</li> <li>• 10) Learning data analysis with Python</li> <li>• 11) Regression analysis practice</li> <li>• 12) Learning neural networks</li> <li>• 13) Neural network practice</li> <li>• 14) Learning about clustering</li> <li>• 15) Clustering practice. Course survey</li> </ul>
確率論入門	Introduction to probability	G1B10034	<p>This course will help to develop a fundamental understanding of various concepts and theorems in probability theory. Rather than delve into advanced mathematical definitions and proofs, students will explore interesting problems and mistakes that have arisen in the history of probability theory research, and gain a firsthand experience of various limit theorems through experimentation. Students will also practice solving basic probability problems.</p> <p>First, students will be introduced to finite sample spaces and discrete random variables, and learn how various phenomena can be captured within this framework. Next, we will learn about the independence of random variables and conditional probability. After that, we will explore the law of large numbers, the central limit theorem, and the law of small numbers. Finally, we will learn about simple Markov chains, Lévy's arc sine law, and the concept of hypothesis testing.</p>	Probability and statistics, sample space, random variables, law of large numbers, central limit theorem, law of small numbers, hypothesis testing, Markov chain, arcsine law	<p>(1) Finite sample space (I)  (2) Finite sample space (II)  (3) Finite sample space (III)  (4) Discrete random variables  (5) Expected value and variance of random variables  (6) Independence of random variables  (7) Law of large numbers (I)  (8) Law of large numbers (II)  (9) Conditional probability  (10) Continuous random variables  (11): Central limit theorem  (12): Poisson's law of small numbers  (13): Hypothesis testing  (14): Markov chains  (15): Arcsine law  (16): Final exam</p>
統計リテラシー【EA】	Statistical literacy	G1B1A101	The course will commence with a study of descriptive statistics, where students will learn how to organize and extract information from data using tables, graphs, means, and standard deviations. Subsequently, students will explore fundamental concepts in probability theory, including the law of large numbers and the central limit theorem. Key probability distributions, including the normal, t, and chi-squared distributions, will be examined, followed by an in-depth study of inferential statistics. Specifically, students will investigate how to make inferences about a population based on sample data, with a particular emphasis on the concept of interval estimation.	Descriptive statistics, inferential statistics, probability, normal distribution, interval estimation	<p>Lessons:</p> <p>1: Frequency distribution tables and histograms  2: Representative values (1)  3: Representative values (2)  4: Data processing  5: Two-dimensional data  6: Random variables (1)  7: Random variables (2)  8: Expected value and the law of large numbers  9: Variance of random variables  10: Continuous random variables  11: Central limit theorem  12: Other continuous probability distributions  13: Inferential statistics (1)  14: Inferential statistics (2)  15: Inferential statistics (3)</p>
農学の視点からみた自然科学と技術の歩み	History of Science	G1B20001	<p>In the first six classes of this course, the instructor will provide an overview of the history of science from ancient times to the 20th century from four perspectives (the cosmos, matter, life, and technology). From the seventh class onward, specialized faculty members will be in charge of each session, introducing the history of science and technology from the perspectives of different fields in agriculture according to their expertise in "forest and environmental symbiosis," "animal resource life science," and "plant resource science."</p> <p>At the end of In each class, students will be given assignments, such as small essays and quizzes, to facilitate their review and check their level of understanding (the styles of the assignments will differ depending on the instructor and from session to session.)</p>	History of science, agriculture	<p>Overview of the history of science (1st–6th sessions):</p> <p>1) Overview of the history of science  2) History of cosmology: Before and after Newton's modern science  3) History of the view on matter: Before and after the emergence of the concept of energy  4) History of the view on life 1: Up to Linnaeus's taxonomy  5) History of the view on life 2: Physiology, evolutionary theory, and beyond  6) History of technology  Theories from agricultural perspectives (7th–15th sessions):</p> <p>7) Perspective of symbiosis of forestry and environment 1: The industrial revolution and the origins of forestry  8) Perspective of symbiosis of forestry and environment 2: Modernization and deepening of forest science research  9) Perspective of symbiosis of forestry and environment 3: New forest needs and symbiosis with forests and the environment  10) Perspective of animal resources and life sciences 1: Advances in animal science with the development of microscopy  11) Perspective of animal resources and life sciences 2: Advances in animal science with the development of chemistry  12) Perspective of animal resources and life sciences 3: Advances in animal science with the development of molecular biology  13) Perspective of plant resource science 1: History of breeding science and breeding technology  14) Perspective of plant resource science 2: History of drones and growth monitoring  15) Perspective of plant resource science 3: History of agronomy, Course survey</p> <p>As a means of reviewing the contents of the class and deepening your understanding, you will be given an essay assignment almost every session. In relay-style lectures, the instructor in charge of the next week is often different, with the deadline for submission often being the next week.</p> <p>Since information is presented and files are often submitted via e-ALPS, please get used to navigating e-ALPS as soon as possible and submit assignments according to the instructions and deadlines for essay submissions.</p>



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意外と長い人工知能の歴史	Science of Search and Discovery	G1B20002	Only in the last decade or so have various technologies that can replace human activities started to emerge. However, research on artificial intelligence and its application are not so recent. To unpack the question of why artificial intelligence technology has recently become so widespread, this course will provide a bird's-eye view of the future of artificial intelligence technology, which will continue to spread rapidly in the future, by outlining its history, including its influencing factors. Based on the fact that artificial intelligence technology is currently growing and targets technologies commonly used around the world, this course will address topics such as the environment, education, and regional issues in a timely manner. Further, the lectures will also deal with many other topics related to artificial intelligence, which are detailed in the lesson plan. To check what each student has researched and summarized each week regarding the tasks presented in class, each assignment will be completed on the eALPS provided by the university. While this course deals with history, many of the assigned tasks address problems related to the present day. In pursuing answers to these problems, students will be encouraged to refine their inquiry skills.	Problem detection and solution, logical thinking, intellectual property rights	The first session will be devoted to course guidance. The following topics relating to the structure of artificial intelligence will be discussed in no particular order with the aim of addressing the relevant issues in as timely a way as possible. <ul style="list-style-type: none"> <li>• Jobs made unnecessary by artificial intelligence</li> <li>• Searching and translating using artificial intelligence technology</li> <li>• Development of computers</li> <li>• Development of the Internet</li> <li>• Development of brain science and artificial intelligence</li> <li>• The world of algorithms</li> <li>• The reappearance of analog computers</li> <li>• The spread of open source culture</li> <li>• Recognition of image and audio information</li> <li>• Math (calculation) processing</li> <li>• Development of statistics</li> <li>• Calculators of the future</li> </ul>
科学と政治の日本戦後史	History of Science and Politics	G1B20003	<p>This course will examine how the conduct of science has developed in the context of the modern history of science in Japan, including its links to society and policy.</p> <p>While science has enriched our lives, some of its applications have also caused serious problems that directly affect human survival, such as pollution and nuclear power plants. What are the historical contexts of these issues? What related challenges may we face in the future? By addressing these questions, we will consider the ideal relationship between science and society.</p>	History of science, science policy, science and politics, science and democracy, science and justice, social history of science, STS	1) Introduction: Why study the history of science and politics? 2) What is science? (1): Knowledge in Ancient Greece 3) What is science? (2): Knowledge in the middle ages and modern times 4) Institutionalization of science (1): Science and university education 5) Institutionalization of science (2): World War I and science 6) Systematization of science: World War II and science 7) Post-institutionalization of science (1): The Cold War and science 8) Post-institutionalization of science (2): The era of scientific criticism 9) Problems concerning science and human survival (1): Pollution issues 10) Problems concerning science and human survival (2): Leprosy 11) Problems concerning science and human survival (3): Nuclear power issues 12) Seeking norms to control science (1): Democratic control 13) Seeking norms to control science (2): Science journalism 14) Seeking norms to control science (3): Judicial control 15) Thinking about the future of science and society/Course survey
数と形の歴史を見よう	The history of mathematics	G1B20004	On the back of the cover of a mathematics textbook and in the margin of each chapter, the use of mathematics in daily life and mathematicians are briefly introduced. Focusing on the three course themes, students will investigate the knowledge that humanity has accumulated through group work (GW) and share their findings within their groups.	Science, mathematics, history, group work	1) Pi 1 2) Pi 2 3) Pi 3 (GW) 4) Pi 4 (GW) 5) Pi 5 (G submission, presentation) 6) Prime numbers 1 7) Prime numbers 2 8) Prime numbers 3 (GW) 9) Prime numbers 4 (GW) 10) Prime numbers 5 (G submission, presentation) 11) Shapes 1 12) Shapes 2 13) Shapes 3 (GW) 14) Shapes 4 (GW) 15) Shapes 5 (G submission, presentation) *A course survey (approximately 15 minutes) will be conducted during the 15th session.
論理とパラドクスの思想史【EA】	The History of Logic and Paradoxes	G1B20005	Paradoxes are various cases of unacceptable propositions demonstrated in ways that seem appropriate. Logic is the process of elucidating and systematizing the laws of proper argumentation. As such, knowledge of logic supports an accurate understanding of paradoxes. Further, paradoxes are also notably sometimes deeply connected to historical achievements in logic and mathematics.. This course will introduce students to meaningful paradoxes and practical argumentation techniques against a background of the history of logic and mathematics.	Science literacy, logical thinking	1) Introduction... What is logic? What is a paradox? 2) Arguments in the conduct of science 3) Validity of deduction and the challenges of logic 4) Inference rules of natural deduction [1] 5) Inference rules of natural deduction [2] 6) Zeno's Paradox / Practicing natural deduction [1] 7) Set cardinality and power sets / Practicing natural deduction [2] 8) Binary and diagonal reasoning / Practicing natural deduction [3] 9) Power sets and Cantor's paradox / Practicing natural deduction [4] 10) Russell's paradox / Practicing natural deduction [5] 11) The Hilbert Program and intuitive logic / Practicing natural deduction [6] 12) Diagonal reasoning and self-references / Practicing natural deduction [7] 13) First incompleteness theorem / Practicing natural deduction [8] 14) Second incompleteness theorem / Practicing natural deduction [9] 15) Summary / Practicing natural deduction [10] / Course survey
世界経済の歩み	Economic History of the Modern World	G1B20006	<p>【 Aim of the course】</p> <p>This is a basic course mainly designed for university freshmen (students in their sophomore year or higher can also enroll). The purpose of this course is to introduce students to the history of the world economy and theoretical methods for assessing economic trends in order to grasp the current state of the world economy.</p> <p>The capitalist economy in which we live is a historical movement that emerged from a corner of Europe in the 16th century and now covers the entire world, characterizing the "world economy." In order to understand and analyze the current state of the world economy, two perspectives are necessary: (1) a historical perspective that looks at how the world economy was created and how it developed and (2) a theoretical perspective that clarifies the daily operations of the world economy. The purpose of this course is to provide students with the basic historical knowledge necessary to understand the world economy, including its current state, and recognize economic objects.</p> <p>【 Course contents】</p> <p>This course provides an overview of the historical development of the world economy and the various economic theories stemming from the perceptions of those before us.</p> <p>As a broad framework, the course is divided into two parts: (1) The development of the capitalist economy and economics and (2) An overview of the history of the world economy. More specifically:</p> <p>(1) The first part will provide a bird's-eye view of the evolution of the major theories of economics and a brief overview of the transition from the establishment of economics to contemporary economic theories. The focus is on learning that the discipline of economics is not only limited to mainstream economics but also composed of other economic theories.</p> <p>(2) The second part will explore the history of the world economy to the present day—roughly, we will look at its characteristics in the context of historical trends. In particular, this part of the course will explore the following topics:</p> <p>(1) Pre-capitalist societies            (2) Rise of the capitalist economy in the "Age of Discovery" in the 16th century            (3) Establishment of the capitalist economy in the 19th century            (4) Transformation of the capitalist economy from the late 19th century to World War I            (5) Emergence of modern capitalism in the Interwar Period            (6) Establishment of modern capitalism after World War II            (7) Changes in modern capitalism since the 1980s            (8) 21st-century capitalism</p> <p>In line with this structure, we will explore the historical events leading to the rise of the modern economy and the current state of the capitalist economy. We will also quantitatively consider the social phenomena that emerged with the rise of the commodity economy from the perspective of the "history of science.</p>	Economic history, economic theory	<p>The course plan is below. Please note that it is subject to change.</p> <p>1) Introduction: Economics and understanding the world economy            2) I. Development of the capitalist economy and the history of economics: Classical economics and earlier            3) Economics after classical economics: Neoclassical economics and Keynes            4) Economics after classical economics: Marx and the critique of economics            5) II. History of the world economy: Pre-capitalist societies            6) The age of mercantilism and the formation of capitalist society: The formative period of Pax Britannica            7) The age of "liberalism" and the establishment of the capitalist economy: The establishment of Pax Britannica            8) The age of "imperialism" and the period of capitalist maturation: The maturity of Pax Britannica            9) The world economy in the Interwar Period: The birth of contemporary capitalism            10) The Great Depression (1929–1933) and national responses            11) The establishment and transformation of contemporary capitalism: The establishment of Pax Americana            12) The world economy and rapid economic growth after World War II            13) The transformation of the postwar accumulation system since the 1970s: The turmoil and reorganization of Pax Americana            14) Transition to the neoliberal phase and Reaganomics            15) Lecture on financial globalization and the new imperial cycle: Progress and limitations of globalization, Course survey</p>

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自然科学史	History of Science	G1B20007	In these omnibus-style lectures (15 lectures in total), faculty members from the Faculty of Science will introduce students to the history of various fields of natural science according to their own fields of expertise. At the end of each lecture, students will complete a mini-test or report on the lecture contents.	Modern science, algebraic equations, magnetism, elementary particles, ancient chemistry, periodic table, theory of continental drift, plate tectonics, fossils, the earth and the universe, evolution, life and the environment, geological formations, history of the earth and environmental science, soil, and humans, Chibanian	1) Course overview / History of magnets 2) History of elementary particles 3) "Evolutionary" biology in the history of science (1) 4) "Evolutionary" biology in the history of science (2) 5) "Evolutionary" biology in the history of science (3) 6) Life and the environment 7) Earth and humans 8) Geoenvironmental history related to the Chibanian 9) History of mathematics and topology 10) Changes in views on fossils 11) Establishing the view on earth and the universe 12) From continental drift theory to plate tectonics 13) Ancient chemistry 14) The beginning of modern chemistry 15) The development of the periodic table (Ishikawa); the last 15 minutes of this lecture will comprise a course survey
医学・生命科学における継往開来	Introduction to Medicine and Life Sciences	G1B20008	Each lecture will cover one or few topics related to medicine and the life sciences. The content includes the history of the field, what is at stake, its significance in society, characteristics and strategies of the scientific method, results obtained so far, and issues and ethical problems to be addressed.	Medicine, medical care, life sciences, genetics, genomics, regenerative medicine, organ transplantation, biological clock, microbes, vitamins, drugs, obesity, brain, cancer, life span, aging, bioethics, medical ethics	1) How have humans understood "heredity"? 2) Discovery of genes and DNA 3) Molecular genetics as the foundation of life sciences 4) Genome science 5) Genome editing: Present and future 6) Organ transplantation 7) Animal cloning 8) Brain science 9) Infectious diseases (1) 10) Infectious diseases (2) 11) Why do drugs work? 12) Cancer biology (1) 13) Cancer biology (2) 14) Bioscience of aging and longevity (1) 15) Bioscience of aging and longevity (2), Submission of class questionnaire
科学技術の進歩がもたらした人間社会の変革	Revolution of Human Society Caused by Advances of Science and Technology	G1B20010	This course first provides an overview of the history of scientific and technological advancements before exploring how they have affected human life through concrete examples. Ultimately, the course aims to clarify the relationship between scientific progress and human life.	This is a lecture-style course. After an overview of the history of science and technology, students will learn about the various benefits brought about by science and technology, such as medicine, machinery, chemistry, psychology, and textiles.	1) Timeline of the history of science and technology: The history of the establishment of modern scientific "common sense" 2) The scientific revolution and the establishment of the scientific method: From Ptolemaic to Heliocentric theory 3) Changes in the social standing of scientists and engineers: Organizational training and professionalization 4) The industrialization of modern Japan in the textile industry: The top industry of Meiji Japan 5) Science and society: The rise and fall of scientific universalism since the Modern Era 6) History of artificial organs (1) 7) History of artificial organs (2) 8) History of bulbs 9) History of detergents 10) History of comparative psychology 11) The boys and girls invention club touching on the history of everyday science 12) History of protective clothing and personal protective equipment 13) History of nanofibers 14) History of wireless communications 15) The history of Shinshu and science and technology, course survey
現代生物学史：分子遺伝学編	History of modern biology: On Molecular Genetics	G1B20011	This course begins by asking "what is science?" and responds to this question by exploring the development of biology from antiquity through the Middle Ages and up to Mendel. Next, starting with Mendel's research in the mid-19th century, we review the process of the formation and development of molecular genetics, focusing on the research of Nobel Prize laureates and the historical backgrounds of such work. Finally, we consider possible future developments of such work.	Genetics, genetic diagnosis, genome editing, group work	1) Guidance: Goals, progression, and assessment method 2) Reasons for studying the history of science, views of life up to the Middle Ages 3 to 13) Research trajectories 1—9: From Mendel to J. Doudna and E. Charpentier. During these sessions, we will consider how to frame the Asilomar Conference, the Cartagena Protocol, human genome sequencing, genetic diagnosis, and so forth. 14) The dawn and future of (molecular) genetics and biology in Japan 15) Science and biology, The future of molecular genetics, course survey
生活者の視点から考えるSDGs	SDGs from the consumer's point of view	G1B20012	This course will ask students to explore the historical background of the SDGs and discover connections between the SDGs and their own lives. Specifically, students will be asked to explore the SDGs from various perspectives rooted in daily life, such as those related to their family and household, food, clothing, housing, and lifestyle. This work is designed to help students improve their logical thinking skills.  This course includes content related to gender equality.  This course is conducted by multiple faculty members (omnibus).	Sustainable Development Goals, consumers, household life	*The order of the contents of Sessions 1—15 may change. Classes may also be held online. 1) Guidance and background of the course contents 2) Our lives and the SDGs 3) Gender equality 4) Professional labor and domestic work to support livelihoods 5) Family life and relationships with local communities and companies 6) Poverty and nutrition 7) Food mileage and local production for local consumption 8) Food loss 9) Eco-cooking and cutting down on plastic containers and packaging 10) How to choose a suit that can be worn for a long time 11) Remaking the color and shape of textile products 12) Commnality and environmental symbiosis of housing 13) Energy for life 14) Recycling, preservation, and utilization of buildings 15) Course summary, course survey
大学生が出会う法律問題	Law in University Life	G1B30001	Faculty members at the Department of Integrated Law in the Faculty of Economics and Law will explain legal issues that university students should know about. Normally, it takes about four years to understand the overall picture of various fields of law, but this course provides an overview of all fields across approximately 15 sessions, including topics related to student life. Guest speakers may be invited to deliver talks on their expertise.	Society, law, students, life	1) Guidance and the constitution (1): Constitutional issues encountered by 18-year-olds 2) The Constitution (2): Constitutional issues encountered by 18-year-olds 3) The Constitution (3): Constitutional issues encountered in job hunting 4) International law: Seemingly far away, but surprisingly close? The world of international law and travel 5) Tort law: Examples of traffic accidents and social media slander issues 6) Contract law: Familiar legal issues related to contracts 7) Family law: Obligations of university students and parents to support, marital and extramarital relations 8) Commercial law and corporate law: Before starting a business 9) Civil Procedure Law: Difficulties in collecting information (evidence) 10) Criminal Law: Criminal liability for traffic accidents 11) Code of Criminal Procedure Law: What moves the other party is what can be done 12) Criminal policy (crime victims): Criminals are brought to justice, but what happens to the victims? 13) Social law: Job-hunting and the public pension system 14) Intellectual property law: Between the state of the art and everyday life 15) Environmental law: How humans should act to preserve the environment, course survey 16) Final exam  The final exam consists of a total of 70 questions. Based on the field of law in each session, students will come to understand the relationship between that field of law and university life.  *The above contents and schedule are subject to change depending on the situation. Classes may be held in the 5th or 6th period on Wednesdays, so please take note.



Japanese Title	Title	Code	Summary	Key Words	Class Plan
人生100年時代のライフデザイン【EA】 ※This is the content for 2024.	Lectures for Designing 100-Year Life	G1B30003	<p>The "100-year life" (reference book [1]) became a buzzword in 2017. The true intention of its advocates was not to encourage middle-aged and elderly people to save for retirement or improve their lifestyles. Instead, the term notably highlights the increase in the average life expectancy, which has led to major changes in the social structure and invalidated the conventional premise that a single life course follows the path of "education" → "work" → "retirement." With the disappearance of this one-size-fits-all course, each person has to design their own unique life. However, Japanese society does not easily facilitate diverse life designs (reference book [2]). Further, Japan is lagging behind in a globalized world. For example, Japan's gender gap index is low (125th out of 146 countries).</p> <p>In this course, we will analyze and consider these trends from various perspectives, exploring futures of work, life, and society not bound by conventional stereotypes. The course will unfold in an omnibus format with multiple faculty members and external lecturers with practical experience, with lecturers addressing different themes from their own standpoints.</p>	Diversity and inclusion, gender, gender equality, career, work experience	1) Guidance 2) Equality and human rights: the basics 3) Structures of inequality 4) Career continuity and work-life balance 5) Humanities, sciences, and gender 6) To be decided 7) Work-life balance 8) Sexual and reproductive health/rights 9) SOGI diversity and LGBTQ+ 10) The Law and Society related to LGBT 11) Your choices will change the world: The choice of "entrepreneurship" 12) Let's draw a career vision 13) Men and childcare 14) French work styles and startup support: French tech and entrepreneurship 15) Lecture summary, course survey
山国信州の風土とくらし(風土の中の衣食住)	Climate and living of Shinshu	G1B30004	<p>People's lives are highly dependent on the climates of the areas in which they live. This course aims to enrich the lives of Shinshu University students living in Shinshu by exploring the local climate and the lifestyles of the people who live here. To this end, we explore the characteristics of each region of Shinshu from the perspectives of food, clothing, and housing. Based on this knowledge, we will visit various places in Shinshu and experience its wonderful nature. This course is based on the goal of "making life twice as fun by knowing Shinshu."</p>	Shinshu; climate; food, clothing, and housing; geography	1) Shinshu's climate and diverse regional cultures: "The climate of Shinshu, Japan's roof" 2) Food and cultural properties in Shinshu: Soba, oyaki, tsukemono 3) Shinshu's local food 4) Shinshu's hunting culture 5) Shinshu's climate and tools 6) Shinshu's climate and leisure 8) Shinshu's climate and industry 9) Shinshu's climate and house 10) Shinshu's climate and textiles 11) Shinshu's climate and agriculture 12) Shinshu's climate and scenic spots 13) Shinshu's climate and education 14) Shinshu's climate and towns 15) Shinshu's people, course survey
キャリア形成論 I【EA】	Career Development I	G1B30007	<p>Students set goals for their university life. These goals may be related to their learning, including the knowledge and skills they will need in society. To give students an opportunity to learn about different career options, this course will include lectures by guest speakers (corporate managers, practitioners, social entrepreneurs, and alumni) on their experiences and ideas. These lectures will also encourage students to consider the meaning of work and working, find career paths that suit them, and imagine (create) their own careers.</p>	Career, work-life balance, communication, presentation, purposeful thinking, entrepreneurship, portfolio, problem-solving, logical thinking, community development, the public, Shinshu-oriented, region-oriented, regional revitalization, regional management, multicultural collaboration, career, work experience, group work, fieldwork	1) Orientation: Understanding the course 2) Your career as a university student: Learning a specialty, the researcher's way of life 3) Learning about different careers (1): Money and work 4) Understanding self-analysis and basic skills for members of society 5) Learning about different careers (2): Learning corporative perspectives 6) Work related to the community: Work styles of local government employees 7) Learning about different careers (3): Creating new value and jobs 8) Learning more about working: Internships and manners 9) Learning about different careers (4): Long-term career vision 10) Work that changes society: The future of food and energy 11) Students in action can move the local community: Trying out extracurricular activities 12) Work that shapes lives: The future of architecture and energy 13) Learning about different careers (5): Self-improvement and social and community contributions 14) The future of living: Urban development in light of regional issues 15) Conclusion: Communication skills, presentation of final assignment, course survey
キャリア形成論 I【EA】	Career Development I	G1B30008	<p>Students set goals for their university life. These goals may be related to their learning, including the knowledge and skills they will need in society. To give students an opportunity to learn about different career options, this course will include lectures by guest speakers (corporate managers, practitioners, social entrepreneurs, and alumni) on their experiences and ideas. These lectures will also encourage students to consider the meaning of work and working, find career paths that suit them, and imagine (create) their own careers.</p>	Career, work-life balance, communication, presentation, purposeful thinking, entrepreneurship, portfolio, problem-solving, logical thinking, community development, the public, Shinshu-oriented, region-oriented, regional revitalization, regional management, multicultural collaboration, career, work experience, group work, fieldwork	1) Orientation: Understanding the course 2) Your career as a university student: Learning a specialty, the researcher's way of life 3) Learning about different careers (1): Money and work 4) Understanding self-analysis and basic skills for members of society 5) Learning about different careers (2): Learning corporative perspectives 6) Work related to the community: Work styles of local government employees 7) Learning about different careers (3): Creating new value and jobs 8) Learning more about working: Internships and manners 9) Learning about different careers (4): Long-term career vision 10) Work that changes society: The future of food and energy 11) Students in action can move the local community: Trying out extracurricular activities 12) Work that shapes lives: The future of architecture and energy 13) Learning about different careers (5): Self-improvement and social and community contributions 14) The future of living: Urban development in light of regional issues 15) Conclusion: Communication skills, presentation of final assignment, course survey
地域活性化システム論	Learning for Regional Vitalization	G1B30010	<p>In this course, students will learn about real problems in their local community and society as well as the perspectives, knowledge, abilities, and mindsets necessary to build Shikake-Shikumi systems from practitioners working to solve such problems. Students will engage with a variety of people, including faculty members, local government officials, entrepreneurs, and university researchers.</p> <p>Students will independently study the themes of each session. Based on their basic knowledge, they will listen to the lecturer, verify the problem, analyze the causes, and think about the perspectives necessary to solve the problem as well as other necessary elements and measures. Students will acquire the basics of action research (research methods based on repeated cycles of theory and practice) required for future studies.</p> <p>This course will be conducted by (1) the instructor in charge (with entrepreneurial experience or corporate work experience) and (2) external lecturers (practitioners).</p>	Regional orientation, regional issues, regional revitalization, regional innovation, Cabinet Office regional revitalization systems theory, Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs (COC+R), ENGINE, university-wide special education programs, local innovator training courses, strategic design human resource training courses, entrepreneurial training, work experience, group work, essay feedback	1) Guidance 2 and 3) Action research/Active learning 4 and 5) Human recognition and value 6 and 7) How to identify issues 8 and 9) Perspectives on regional issues 10 and 11) Industry-academia-government collaboration 12 and 13) Thinking about Shikake 14 and 15) Regional revitalization systems theory  ○ Students will study one theme and perspective every two sessions. ○ The date, time, contents, and order are subject to change depending on the progress of the class and the circumstances of the external instructors. ○ A course survey will be presented in the 15th session.
韓国の文化(映画で学ぶ)	Korean Culture (Learning about Korea through Movies)	G1B30011	<p>In this course, we will watch films; contextualize them within Korean culture, history, and customs; and engage in related discussions.</p>	Asian culture, Korean culture, comparative culture, intercultural exchanges	1) Course guidance 2 and 3) "Love Story": Korean politics and society from 1960–2000 4 and 5) "Hakuji no Hito": The era of Japanese colonial rule in Korea 6 and 7) "Take Off": Korean sports and modern society 8 and 9) "Welcome to Dongmakgol": Relations with North Korea 10 and 11) "Ode to My Father": Learning about changes in Korean society from 1950 to the present day 12 and 13) "A Taxi Driver": Gwangju Democracy Movement 14 and 15) "Miracle in Cell No. 7": Thinking about the death penalty system; a course survey will be presented in the last 15 minutes of the last session

Japanese Title	Title	Code	Summary	Key Words	Class Plan
キャリア形成論Ⅱ【EA】	Career Development II	G1B30016	We imagine our work lives based on our knowledge of industries and occupations and by thinking about how we may apply our university education in society. This course will teach students everything they need to know about the law before beginning work and how to think positively. The lectures will be delivered by guests from companies, local governments, NPOs, and other organizations, which will also give students opportunities to learn about different careers.	Career, work-life balance, communication, presentations, purposeful thinking, entrepreneurship, portfolio, problem-solving, logical thinking, urban development, public, Shinshu-oriented, region-oriented, regional revitalization, regional management, multicultural collaboration, career, work experience, group work, fieldwork, data analysis, ESG, food, infrastructure, tourism, transportation	1) Orientation: Understanding this course 2) Explanation of practical tasks and self-analysis: Basic skills and portfolios for working adults 3) Understanding industries and companies: Industry research and vocational interests 4) Knowledge of the law useful to have before starting work: Taxes, labor, and intellectual property 5) Learning about different careers (1): IoT and disaster prevention 6) Learning about different careers (2): Media literacy 7) Learning about companies: Participation in career development events 8) Learning about different careers (3): Self-branding 9) Preparing for disasters and accidents: Thinking about insurance 10) Mind design: Learning to think in different ways 11) Learning about different careers (4): The vacant house issue and inheritance 12) Learning about different careers (5): Career development and career change 13) The importance of vision: Envisioning future living 14) Learning about different careers (6): Traditional industries and the global economy 15) Creating a career vision (final assignment), course survey
キャリア形成論Ⅱ【EA】	Career Development II	G1B30017	We imagine our work lives based on our knowledge of industries and occupations and by thinking about how we may apply our university education in society. This course will teach students everything they need to know about the law before beginning work and how to think positively. The lectures will be delivered by guests from companies, local governments, NPOs, and other organizations, which will also give students opportunities to learn about different careers.	Career, work-life balance, communication, presentations, purposeful thinking, entrepreneurship, portfolio, problem-solving, logical thinking, urban development, public, Shinshu-oriented, region-oriented, regional revitalization, regional management, multicultural collaboration, career, work experience, group work, fieldwork, data analysis, ESG, food, infrastructure, tourism, transportation	1) Orientation: Understanding this course 2) Explanation of practical tasks and self-analysis: Basic skills and portfolios for working adults 3) Understanding industries and companies: Industry research and vocational interests 4) Knowledge of the law useful to have before starting work: Taxes, labor, and intellectual property 5) Learning about different careers (1): IoT and disaster prevention 6) Learning about different careers (2): Media literacy 7) Learning about companies: Participation in career development events 8) Learning about different careers (3): Self-branding 9) Preparing for disasters and accidents: Thinking about insurance 10) Mind design: Learning to think in different ways 11) Learning about different careers (4): The vacant house issue and inheritance 12) Learning about different careers (5): Career development and career change 13) The importance of vision: Envisioning future living 14) Learning about different careers (6): Traditional industries and the global economy 15) Creating a career vision (final assignment), course survey
新聞と私たちの社会（信濃毎日新聞社寄付講義）	Newspaper and Our Society	G1B30019	Each session of this course will be delivered by a guest speaker from the Shinano Mainichi Shimbun. These speakers will talk about how newspapers are produced, how to read them, and their role in society. Moreover, Q&A sessions will be held after each lecture to give students an opportunity to interact directly with guest speakers. We also deepen the dialogue by asking students to write down their impressions and questions.	Newspapers, media, society, communication, work experience	1) Guidance 2) Local newspapers and their readers 3) Newspaper writing and newspaper scraps 4) What is the job of a photojournalist? 5) Perspectives of female reporters 6) The evolution of the newspaper, the work of reporters 7) Thoughts of a newspaper reporter 8) Covering the Beijing Olympics 9) Exploring digital editing, Shinmai Digital, the field 10) Newspapers read by the younger generation 11) Learning from Yoko Morosawa 12) Contributing to local culture: Newspaper advertisements during the COVID-19 pandemic 13) Dealing with smartphones and social media 14) Freedom of speech 15) Working at a newspaper, course survey *The contents and order of the sessions are subject to change.
現代社会における人権	Human Rights in Contemporary Society	G1B30020	This course explores current events related to basic human rights, the issues reflected by these events from the perspective of basic human rights, and possible solutions.  We will begin with an overview of issues of human rights in modern society before turning to the fundamental concepts of basic human rights. Moreover, we will discuss current affairs related to equality, freedom of thought, and conscience, exploring related human rights solutions in light of the backgrounds and keypoints of these issues.	Reflections on human resources, constitutional law, constitutional litigation, current affairs, problem discovery/solving, logical thinking	1) Introduction: What are human rights issues exist in modern society? 2) The concept of basic human rights 3) Where are the limits to human rights? 4) Equality before the law (1): What is equality? 5) Equality before the law (2): Human rights issues related to equality 6) Mind and freedom (1): What is freedom of thought and conscience? 7) Mind and freedom (2): Human rights issues concerning freedom of thought and conscience 8) Expressive activities and freedom (1): What is the significance of expression for human beings? 9) Freedom of expression (2): Human rights issues concerning freedom of expression 10) Economy and human rights (1): Property rights 11) Economy and human rights (2): Poverty and human rights 12) Body and freedom (1): Freedom from slave bondage 13) Body and freedom (2): Freedom from arbitrary restraint 14) Human rights not written in the constitution (1): The right to self-determination 15) Human rights not written in the constitution (2): Privacy rights, course survey
地域のトップリーダーを繋ぐ【EA】	Connecting the regional top leaders	G1B30022	This course is conducted in collaboration with Shinshu University, Toyama University, and Kanazawa University. In this course, students will first learn about local community problems, new perspectives on regional revitalization, and solutions from top community leaders through relay talks. Second, students will discuss the social needs and consider the solutions for the local revitalization with the cross-university teams. As this class adopts the active learning method, students will be encouraged to participate in the local community and learn how to relate to society. FYI: This course is also offered as a credit for the "Local-Area Literacy" enhancement phase of the "ENGINE" program. The "ENGINE Program" is part of the COC+R project ( Universities as Drivers of Regional Revitalization through New Human Resources Education Programs) , which started as a MEXT ( Ministry of Education, Culture, Sports, Science and Technology) subsidy Project.	Regional orientation; regional issues; regional reconstruction; regional revitalization; regional innovation; group work; fieldwork; essay feedback; work experience; Ministry of Education, Culture, Sports, Science and Technology (MEXT Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs (COC+R)' ENGINE	1) Guidance session 2) Entry session 3 to 5) Inter-university exchange workshop (Theme: Transportation) 6 to 8) Inter-university exchange workshop (Theme: Food) Mid-term summary 9 to 11) Inter-university exchange workshop (Theme: Tourism) 12 to 14) Inter-university exchange workshop (Theme: Infrastructure) 15) Summary  ○ The date, time, contents, and order are subject to change depending on the progress of the class and circumstances of the external instructor. ○ A course survey will be presented on the last day of class



Japanese Title	Title	Code	Summary	Key Words	Class Plan
ベンチャー起業入門【EA】	Introduction to Venture Entrepreneurship	G1B30023	This course will teach students the basic knowledge and skills they need to start their own businesses. In addition to meeting experts, such as entrepreneurs who can be as role models and investor, students will create and pitch a business plan, which is necessary for starting their own business. The top winners of the mock pitch contest will enter the 2023 Shinshu Venture Contest. This course will be taught by a faculty member with practical experience who is in charge of venture support and shared office management at the university.	Entrepreneurship, entrepreneurial spirit, entrepreneurial mind, ventures, startups, company formation, business model, fundraising, business plans, team building, venture capital, pitching, venture contests, work experience	<p>[Schedule]</p> <p>1) Guidance</p> <p>2) Basic knowledge for starting a business (1): Various forms of entrepreneurship, Shinshu University's venture support</p> <p>3) Case studies by entrepreneurs (1)</p> <p>4) Basic knowledge for starting a business (2): Various business models</p> <p>5) Case studies by entrepreneurs (2)</p> <p>6) Basic knowledge for starting a business (3): Thinking about business models</p> <p>7) Case studies by entrepreneurs (3)</p> <p>8) Basic knowledge for starting a business (4): Preparations and procedures for establishing a company</p> <p>9) Case studies by entrepreneurs (4)</p> <p>10) Basic knowledge for starting a business (5): Financing and capital policy</p> <p>11) Skills required for starting a business: Creating a business plan / creating presentation materials / pitching</p> <p>12) Basic knowledge for starting a business (6): Investment decisions made by venture capitalists</p> <p>13) Case studies by entrepreneurs (5)</p> <p>14) Human resources and systems that support entrepreneurship, support organizations, and co-working inside and outside the region</p> <p>15) Mock pitch contest, course survey</p> <p>[Report assignment]</p> <p>After the 3rd and 8th lectures, students will be asked to submit an essay (2-5 A4 pages) on starting their own business; specifically, the report assignment should focus on the commercialization of the students' own start-up ideas based on the knowledge they have gained in class. There will be a dedicated form for the report assignment.</p> <p>[Business plan creation &amp; pitching experience]</p> <p>From the 11th lecture onward, students will create a business plan for their own business, presentation materials to explain their business plan to investors and financial institutions, and a concise "pitch" (approximately 3 minutes long) to sell their business plan quickly. These materials must be submitted at the end of the 13th lecture. The instructor will evaluate the submitted business plans and pitch videos and select 5-10 pitch videos for the 15th lecture mock pitch contest, which will be judged by students (including participants) and instructors (including several external instructors). The top winners will receive awards.</p>
異文化理解(中国の文化)	-	G1B30024	This course will introduce students to Chinese culture to improve their cross-cultural understanding. Additionally, we will incorporate more general content on cross-cultural understanding. To deepen understanding, we will engage in group work in every class. Students will be asked to write a class review sheet as homework to promote understanding and retention.	Chinese culture, cross-cultural understanding	<p>1) Orientation and Different cultures (1)</p> <p>2 and 3) Geography and history of China: and Different cultures (2)</p> <p>4 to 6) Chinese food, clothing, and housing and Noticing difference(3)</p> <p>7 and 8) Chinese and Chinese characters and Thinking about discrimination (4)</p> <p>9 to 11) Chinese literature and Friends and lovers from different cultures (5)</p> <p>12 and 13) Faith and Nonverbal communication (6)</p> <p>14 and 15) National holidays</p> <p>*Course survey at the end of the class.</p>
ベンチャー起業入門	Introduction to Venture Entrepreneurship	G1B30027	This course will teach students the basic knowledge and skills they need to start their own businesses. In addition to meeting experts, such as entrepreneurs who can be as role models and investor, students will create and pitch a business plan, which is necessary for starting their own business. The top winners of the mock pitch contest will enter the 2023 Shinshu Venture Contest. This course will be taught by a faculty member with practical experience who is in charge of venture support and shared office management at the university.	Entrepreneurship, entrepreneurial spirit, entrepreneurial mind, ventures, startups, company formation, business model, fundraising, business plans, team building, venture capital, pitching, venture contests, work experience	<p>[Schedule]</p> <p>1) Guidance</p> <p>2) Basic knowledge for starting a business (1): Various forms of entrepreneurship, Shinshu University's venture support</p> <p>3) Case studies by entrepreneurs (1)</p> <p>4) Basic knowledge for starting a business (2): Various business models</p> <p>5) Case studies by entrepreneurs (2)</p> <p>6) Basic knowledge for starting a business (3): Thinking about business models</p> <p>7) Case studies by entrepreneurs (3)</p> <p>8) Basic knowledge for starting a business (4): Preparations and procedures for establishing a company</p> <p>9) Case studies by entrepreneurs (4)</p> <p>10) Basic knowledge for starting a business (5): Financing and capital policy</p> <p>11) Skills required for starting a business: Creating a business plan / creating presentation materials / pitching</p> <p>12) Basic knowledge for starting a business (6): Investment decisions made by venture capitalists</p> <p>13) Case studies by entrepreneurs (5)</p> <p>14) Human resources and systems that support entrepreneurship, support organizations, and co-working inside and outside the region</p> <p>15) Mock pitch contest, course survey</p> <p>[Report assignment]</p> <p>After the 3rd and 8th lectures, students will be asked to submit an essay (2-5 A4 pages) on starting their own business; specifically, the report assignment should focus on the commercialization of the students' own start-up ideas based on the knowledge they have gained in class. There will be a dedicated form for the report assignment.</p> <p>[Business plan creation &amp; pitching experience]</p> <p>From the 11th lecture onward, students will create a business plan for their own business, presentation materials to explain their business plan to investors and financial institutions, and a concise "pitch" (approximately 3 minutes long) to sell their business plan quickly. These materials must be submitted at the end of the 13th lecture. The instructor will evaluate the submitted business plans and pitch videos and select 5-10 pitch videos for the 15th lecture mock pitch contest, which will be judged by students (including participants) and instructors (including several external instructors). The top winners will receive awards.</p>
出会いの哲学	Philosophy of Encounter	G2B40104	Starting from 13 "doors," including "place," "people," and "language," we consider what it means to engage in "encounters" by exploring specific examples. "Philosophy" is one of these doors. "Encounters" have been an important theme in 20th-century philosophy. Meanwhile, 21st-century philosophy will likely center on "events." In this world, even the "self"—which should be the closest thing to you—becomes a partner in an "encounter" and the scene of an "event." We explore the meaning of this world with reference to texts, videos, and music.	Philosophy, thought, art, decolonization	<p>1) Guidance</p> <p>2) Encountering places</p> <p>3) Encountering people</p> <p>4) Encountering words</p> <p>5) Encountering literature</p> <p>6) Encountering music</p> <p>7) Encountering movies</p> <p>8) Encountering philosophy</p> <p>9) Encountering history</p> <p>10) Encountering politics</p> <p>11) Encountering animals</p> <p>12) Encountering friends</p> <p>13) Encountering relatives</p> <p>14) Encountering yourself</p> <p>15) Conclusion, course survey</p>
世界の音楽	Introduction to World Music	G2B40201	<p>This course provides an overview of musical culture in various parts of the world and explains their characteristics in terms of style, instrumentation, social function, history, etc. It also looks at the relationships between music and the surrounding environment, politics, and religion. In order to understand these diverse musical cultures from a comprehensive perspective, the lectures also touch on issues such as the taxonomy of musical instruments and the visualization of sounds.</p> <p>This course is generally conducted face-to-face, but on-demand recordings are also used depending on the situation. The specific methods will be explained in the first session.</p>	Arts, music, multiculturalism	<p>1)Introduction to World Music</p> <p>2) Musical Instruments</p> <p>3) European musical culture (1): What is "classical music"?</p> <p>4) European musical culture (2): Between "classical music" and folk music</p> <p>5) Musical culture in West Asia (1): The relationships between culture, religion, and music in the Islamic World</p> <p>6) Musical culture in West Asia (2): Sufism and music</p> <p>7) Musical culture in West Asia (3): Music in Turkey</p> <p>8) Music cultures in South Aisa (1) Music of India</p> <p>9) Music cultures in South Aisa (2)</p> <p>10) Music cultures in Southeast Asia (1): Characteristics of Indonesian music and musical instruments</p> <p>11) Music cultures in Southeast Asia (2): Tourism and entertainment</p> <p>12) Music cultures in East Asia (1): Music of Japan</p> <p>13) Music cultures in East Asia (2)</p> <p>14) Rethinking the history of East-West musical exchanges</p> <p>15) Summary and course survey</p> <p>16) Final exam and comments</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
映画史入門	History of Film Style: An Introduction	G2B40202	<p>Each lecture involves watching excerpts from a variety of moving images.</p> <p>In particular, focusing on the formal style of cinema, we will trace its transformation in detail from the birth of cinema to the contemporary film and video culture (from Hollywood movies to TV commercials and videos circulating on the Internet such as YouTube, TikTok, and video GIFs). The course will examine the characteristics of cinema/moving image as a visual art form.</p> <p>Students are expected to answer questions to check their understanding of the lecture contents each class.</p>	Film, moving image, television, video, history, visual art, Internet, media	1) Orientation 2) What is "cinema"? 3) What is a "shot"? 4) What constitutes a "shot"? 5) What is a "long take"? 6) What is "close-up" in cinema? 7) What is an "attraction" in cinema? 8) What is a "story" in cinema? 9) What does "time" mean in cinema? 10) What is "editing" in cinema? 11) What is "classical editing"? 12) What is "continuity" in editing? 13) What is "modern editing"? 14) What is "sound" in cinema? 15) Summary (extra day) 16) Written exam *Subject to change.
映像・人類学	Visualizing Anthropology	G2B40203	<p>Anthropology starts with encounters with different cultures. That is, anthropologists begin their academic activities by encountering people living in different cultures. In this course, students will mainly watch documentary films in order to meet people living in different cultures. By encountering various people through screens, we will think about how to understand others and live together.</p>	Imaging, cultural anthropology, cross-cultural understanding	1) Guidance 2) Encounters with different cultures 3) Fieldwork 4) Questions 5) How to depict different cultures 6) Living "far away" 7) Listen 8) Conclusion 9) A world without sound 10) Tokyo in the 1980s 11) Listening to the thoughts of "others" 12) Remembrance or uncertainty of the self 13) Expressing "your own" thoughts 14) How to face the world 15) Conclusion, course survey
映像・人類学	Visualizing Anthropology	G2B40204	<p>Anthropology starts with encounters with different cultures. That is, anthropologists begin their academic activities by encountering people living in different cultures. In this course, students will mainly watch documentary films in order to meet people living in different cultures. By encountering various people through screens, we will think about how to understand others and live together.</p>	Imaging, cultural anthropology, cross-cultural understanding	1) Guidance 2) Encounters with different cultures 3) Fieldwork 4) Questions 5) How to depict different cultures 6) Living "far away" 7) Listen 8) Conclusion 9) A world without sound 10) Tokyo in the 1980s 11) Listening to the thoughts of "others" 12) Remembrance or uncertainty of the self 13) Expressing "your own" thoughts 14) How to face the world 15) Conclusion, course survey
映像で見て読んで考えるアメリカ	Watching and Reading America	G2B40301	<p>In addition to gaining basic knowledge of the history and geography of the United States as well as basic knowledge of video and film, students will watch, discuss, and think about images related to American society (mainly movies). We will not passively look at the videos but watch them repeatedly. We will watch about 4 films per semester at most. Typically, we will watch a film in its entirety first and then review it in detail. Students will need to read the textbooks and handouts, watch the videos, think about them, and answer (and think about) the quizzes given.            *Please note that some movies may have a restricted rating.</p>	America, geography, history, adaptation, novels, stories, videos, movies, media, society	Week 1) Orientation, what is America? Week 2) Geography and history of America Week 3) Video techniques Week 4) Video 1 Week 5) Video 1 review Week 6) Video history Week 7) Video 2 Week 8) Video 2 review Week 9) Mid-term summary Week 10) Video 3-1 Week 11) Video 3-2 Week 12) Video 3 review Week 13) Video 4 Week 14) Video 4 review Week 15) Exam, course survey *This is an overview. A detailed plan with dates will be handed out in the first session.
出版メディアと江戸文学	Study of Publishing media and Japanese Literature in the Edo period	G2B40302	<p>During the Edo period, Japan began to publish full-fledged commercial publications for the first time. Combined with the popular culture that emerged in Kyoto, Osaka, and Edo, the classics, newly created works, and practical books that had been passed down up to that time were printed one after another.</p> <p>In this course, we will focus mainly on publishers who were active in the early Edo period and their publications, relationships among bookstores, and the book publication process in the context of contemporary cultural circumstances.</p>	Edo period, publishing culture, classics	1) Guidance 2) The Edo period and the beginning of commercial publishing 3) Publications of the early Edo period (1): Old print editions 4) Publications in the early Edo period (2) : Reprints 5) Production costs, prices, and publication status 6) The spread of publishing culture and relevant issues, especially "kamikata" and "Edo" 7) Emergence of copyright awareness 8) The trend of amorous books: "Kamikata" and "Edo" 9) Edo publishing in the Genroku period: Focusing on a few bookstores 10) Developing organizations: Cooperation and conflict in publishing among the three cities (1) 11) Cooperation and conflict in publishing among the three cities (2): Illicit publications 12) Cooperation and conflict in publishing among the three cities (3): Publication of books related to the Nakasendo 13) Edo literary publishing (1) 14) Edo literary publishing (2) 15) Summary: Course summary, instructions for the final essay, course survey
日本文学概論	Japanese literature : lecture	G2B40303	<p>This course will introduce students to representative works of early modern Japanese literature in the context of the texts' historical, cultural, and ideological backgrounds.</p> <p>We will consider what kind of changes "modernization" brought through literary materials.</p> <p>The course contents are roughly indicated in the "Lesson Plan," but it may be altered according to the level of understanding of the students.</p>	Japanese literature, early modern literature, modern literature	1) Orientation 2) Lecture on the Otagizoshi and the Kanazoshi 3) Lecture on the Ukiyozoshi 4 and 5) Lectures on the works of Ihara Saikaku 6 and 7) Lectures on the works of Chikamatsu Monzaemon 8) Early haiku: Renga: The emergence of haiku 9) Lecture on Matsuo Basho's "Back Roads to Far Towns" 10) Lecture on Ueda Akinari's "Ugetsu Monogatari" 11) Lecture on early plays 12) Lecture on late plays 13) Lecture on Meiji enlightenment literature 14) Lecture on modern literature and novels 15) Review, explanation of supplementary materials, course survey Mid-term essay: Themes will be presented after the 7th session and the deadline for submission is approximately one month later. Final essay: Themes will be presented after the 12th session and the deadline for submission is approximately one month later.

Japanese Title	Title	Code	Summary	Key Words	Class Plan
日本文学概論	Japanese literature : lecture	G2B40304	<p>This course will introduce students to representative works of early modern Japanese literature in the context of the texts' historical, cultural, and ideological backgrounds.</p> <p>We will consider what kind of changes "modernization" brought through literary materials.</p> <p>The course contents are roughly indicated in the "Lesson Plan," but it may be altered according to the level of understanding of the students.</p>	Japanese literature, early modern literature, modern literature	1) Orientation 2) Lecture on the Otogizoshi and the Kanazoshi 3) Lecture on the Ukiyozoshi 4 and 5) Lectures on the works of Ihara Saikaku 6 and 7) Lectures on the works of Chikamatsu Monzaemon 8) Early haiku: Renga: The emergence of haiku 9) Lecture on Matsuo Basho's "Back Roads to Far Towns" 10) Lecture on Ueda Akinari's "Ugetsu Monogatari" 11) Lecture on early plays 12) Lecture on late plays 13) Lecture on Meiji enlightenment literature 14) Lecture on modern literature and novels 15) Review, explanation of supplementary materials, course survey Mid-term essay: Themes will be presented after the 7th session and the deadline for submission is approximately one month later. Final essay: Themes will be presented after the 12th session and the deadline for submission is approximately one month later.
比較文学への招待	Introduction to Comparative Literature	G2B40309	<p>This course will focus on two romance novels: Junichiro Tanizaki's "Shunkinsho" and Abbé Prévot's "Manon Lescaut" (Prévot was an 18th-century French writer). Both are masterpieces of romance fiction that shine brightly in the history of literature. While these two works do not seem to have anything in common, they are not without a connection—they both depict "the fate of a no-good man who has fallen in love with an outrageous woman." In this course, students will read these two works while paying attention to their relationships with various other literary works, such as music and films, and think about the relationship between the linguistic art of the novel and love. We will also introduce various theories of love (e.g., that of a modern philosopher named Jean-Luc Nancy). Please note that this course is not intended to teach students how to be successful in love. It would be cruel to ask the person in charge of this course to do so.</p> <p>Students will be asked to submit two small papers during the semester.</p>	Comparative literature, Japan, France, romance novels	1) Orientation 2) Overview "What is comparative literature?" 3) Overview "Romance and literature" 4) Junichiro Tanizaki: Works and life 5) Reading "Shunkinsho" (1): Love and whip 6) Reading "Shunkinsho" (2): Love and crime 7) Reading "Shunkinsho" (3): Love and memory 8) Reading "Shunkinsho" (4): Shunkin and British love 9) Reading "Shunkinsho" (5): Shunkin and French love 10) Abbé Prévot: Works and life 11) Reading "Manon Lescaut" (1): Love and corpse 12) Reading "Manon Lescaut" (2): The reformed prostitute 13) Reading "Manon Lescaut" (3): Manon made into an opera 14) Reading "Manon Lescaut" (4): Manon made into a film 15) Summary and prospects, course survey
古典文学の恋愛裏事情【EA】	Reading of Classic Japanese	G2B40310	<p>The course will explore a selection of renowned classical works, with each being the focus of one or two sessions. Each class will emphasize the following key elements, and students will work towards achieving these objectives over the course.</p> <p>① By analyzing classical works from the perspective of love, students will gain an understanding of how these texts serve as a bridge between ancient and modern eras. They will discover that, while methods of expression may evolve, the fundamental thoughts of people remain unchanged. When reading classical works, students will focus on the essence of the expressions, without being bound by traditional interpretations or grammar-centric approaches.</p> <p>② To achieve the course objectives, students are expected to consider the following perspectives:</p> <ul style="list-style-type: none"> <li>a. The continuity of Japanese culture</li> <li>b. Genuine reflections on the concept of love</li> <li>c. Overcoming aversion to classic Japanese literature</li> <li>d. Reflection on one's own romantic feelings</li> <li>e. The ability to communicate and foster deeper understanding through the exchange of opinions with peers.</li> <li>f. The ability to discuss collaboratively and summarize topics</li> </ul> <p>③ Through reading, experiencing, and observing the works, students will cultivate the ability to view subjects from multiple perspectives. This multifaceted approach can be applied in each student's field of expertise.</p>	Classic Japanese literature, love, popular trends	Lessons: No. 1: Course orientation No. 2: Imagination, reverie, and fantasy: reading J-POP lyrics No. 3: The miraculous divine: the world of the Kojiki and Nihon Shoki No. 4: Expressing love skillfully: love poems from the Manyoshu anthology and throughout history No. 5: Playboy Narihira: love affairs in the Tales of Ise (First report assignment due in two weeks) No. 6: The one who looks and the one who is looked at: love affairs through a glimpse No. 7: Japan's own Cinderella: love in Ochikubo Monogatari No. 8: A dazzling love story? Hikaru Genji is human too! No. 9: Life repeats itself: Do not pursue a married woman No. 10: The love of a dying soldier: the tragic tale of the Heike clan (Second report assignment due in two weeks) No. 11: Free-spirited commoners: love affairs in story collections No. 12: The seductive world of popular music: Senryu and folk songs No. 13: Modern love poems (tanka) written by young people: The timeless emotion of love No. 14: Love is blind: Oshichi from "Koshoku Gonin Onna" No. 15: Love and romance in classical literature and modern times: Cultivating a rich and expressive language (Final report assignment [submission deadline specified separately])
「優れた言語学習者」から考える日本語教育学	Introduction to Teaching Japanese from a perspective of good language learners	G2B40406	<p>Students will learn basic knowledge regarding the attributes of learners best equipped to learn a second language, including the characteristics of Japanese learning and mastery for foreign learners. They will also learn about the role of Japanese teachers in Japanese learning and the features of the Japanese language. Based on the above points, they will also acquire the basic concepts necessary for the professional study of Japanese education. Classes will comprise lectures as well as question and answer and discussion sessions as necessary. Technical matters will also be addressed. This course is managed by faculty members with experience in teaching Japanese.</p>	Japanese education, Japanese learners, second-language learning, communication, work experience, group work	<p>The course covers the following topics and flows. In addition to explaining specialized matters, the instructor in charge will provide feedback on the opinions and questions raised by the students. Please note that the lesson plan is subject to change depending on the students' level of understanding.</p> <p>Week 1) Guidance/components of Japanese Education            Week 2) Teaching and learning Japanese as a second language            Week 3) "Acquisition" and "learning" of second language            Week 4) What makes a "good language learner"?"            Week 5) Characteristics of a good language learner 1 (basic motivational attributes)            Week 6) Characteristics of a good language learner 2 (motivation and success in learning a second language)            Week 7) Characteristics of a good language learner 3 (characteristics of learning styles and learning strategies)            Week 8) Characteristics of a good language learner 4 (learning strategies and autonomy)            Week 9) Language learning of a good language learner 1 (acquisition and learning of a second language)            Week 10) Language learning of a good language learner 2 (vocabulary and grammar learning)            Week 11) Language learning of a good language learner 3 (output activities)            Week 12) Language learning of a good language learner 4 (input activities)            Week 13) Second-language learning based on the attributes of a good language learner            Week 14) Second-language teaching based on the attributes of a good language learner            Week 15) Summary and lesson reflection (course survey in the last 15 minutes)            Week 16) Regular exam (essay on issues related to Japanese learners using class handouts)</p>
中世英語文献学入門	An Introduction to Medieval English Philology	G2B40407	<p>Even if you know English, you probably cannot read English written in the Middle Ages. This course will teach students how medieval English literature, which we rarely study, may be of interest to Japanese people living in the 21st century. Learning about heroes and mysteries, romances, myths, the supernatural, imaginary creatures, clothing, ways of life, and ways of thinking of the people of the Western Middle Ages allows us to understand the world in which these stories were told. We hope that students will learn that people can get to know and understand each other through writing and understanding, transcending time and geographical constraints.</p>	Philology, medieval Nordics, medieval literature, legends, mythology, history, Old and Middle English, fantasy literature, reception research	1) Introduction: What is medieval England? 2) Medieval English literature, comprehension task 3) Authors and readers of medieval English literature 4) Studying medieval English Literature (JRR Tolkien, author of the fantasy work "The Lord of the Rings") 5) "Beowulf," an Old English heroic epic (this lecture will be based on the film "The Hobbit") 6) The discovery and reception of "Beowulf" 7) Solving problems using the tradition of "mystery poetry" by reading Old English rhymes 8) Romance in the early Middle Ages 9) The meaning of English literature in the Early Middle Ages (Anglo-Saxon Chronicle) 10) The beginning of the late Middle Ages (and the reasoning behind the periodization of the early and late Middle Ages) 11) Relationship between medieval Norse philology and Norse mythology 12) King Arthur and 21st-century romance 13) The sins and ethics of Sir Gawain, one of the Knights of the Round Table 14) The medieval English romance poem "Sir Gawain and the Green Knight" 15) General discussion ("Orfeo," if we have time), course survey Even in sessions with no quizzes, students will be given a small assignment in the form of a response paper that requires them to summarize what they have learned and thought about during that session.



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英語学入門	English Linguistics for Non-specialists	G2B40409	Many students view English in the context of "language learning" from a young age. In this course, students will learn about English from the perspective of linguistics and become accustomed to seeing English as an object of "research." Specifically, students will learn about the relationship between language skills and human cognitive skills in the first half of the course and then about the relationship between language skills and society in the second half, mainly using actual examples from English.	English linguistics, linguistics, sociolinguistics , cognitive linguistics	1) Orientation: What is English linguistics? 2) History of English linguistics 3) Categorization 4) Contrual 5) Metaphor 6) Grammaticalization 7) Constructions 8) Linguistic knowledge 9) Image schemas and semantic extension 10) Language variation (1) 11) Language variation (2) 12) Code-switching and style shifts 13) Politeness 14) Language and communication 15) Final summary, course survey
雑学から始める日本語学	Introduction to Japanese Linguistics from daily questions	G2B40411	A spark of interest in a field of study often arises from everyday questions. While the systematic presentation of structured knowledge can be intimidating, the true excitement of academia lies in discovering the organic interconnectedness of diverse phenomena, rather than understanding them in isolation. In this course, students will use their everyday questions about the Japanese language as a springboard to explore Japanese linguistics and the broader field of linguistics.	Japanese language, phonetics, phonology, written notation, neologism, abbreviations, slang	Lessons: 1: Course orientation 2: Intriguing Japanese pronunciations and notations (1) 3: Intriguing Japanese pronunciations and notations (2) 4: Intriguing Japanese pronunciations and notations (3) 5: Intriguing Japanese neologisms and abbreviations (1) 6: Intriguing Japanese neologisms and abbreviations (2) 7: Intriguing Japanese neologisms and abbreviations (3) 8: Intriguing Japanese grammar and conjugation (1) 9: Intriguing Japanese grammar and conjugation (2) 10: Intriguing Japanese grammar and conjugation (3) 11: Intriguing Japanese expressions (1) 12: Intriguing Japanese expressions (2) 13: Intriguing Japanese expressions (3) 14: From intriguing fact to systematic knowledge (1) 15: From intriguing fact to systematic knowledge (2), end-of-course survey  The topics may be modified in response to the student feedback in the reaction paper.
モノの世界史【EA】	Global History of Drugs	G2B40502	We buy and consume imported luxury goods as a matter of course. When did this lifestyle become commonplace? Why put sugar in coffee? Why do luxury chocolates make good gifts? Why was it cool to smoke cigarettes? Why are drugs bad? these lectures will explore the history of the production and consumption of luxury goods in a global historical context.	Globalization, world history, economic history, asian history	1) Guidance 2) How the world became connected: The Mongolian silver network 3) The world history of spices (1): Desire crossing the seas 4) The world history of spices (2): Imported products for everyday use 5) The world history of sugar and slavery: Oppressing the black to refine the white 6) The world history of tea: Wake up, workers! 7) The world history of coffee (1): The pride of an independent nation 8) The world history of coffee (2): Global food companies 9) The world history of cacao: Between Godiva and Kit Kat 10) The world history of tobacco (1): The age of nasal cancer 11) The world history of tobacco (2): "Independent women who smoke" 12) The world history of opium, tea, and cotton: Crush the "enemies of freedom!" 13) The world history of opium, tin, and coolie: "Want to recoup the money you spent on employees?" 14) The Japan-UK conflict over opium: The birth of international drug regulations 15) The global economy from the perspective of infectious diseases, course survey
史学概論	Introduction to history	G2B40506	Course format: Each class is centered on presentations by groups of about 5–10 students designated in advance, followed by questions and answers with the other students.  Learning overview: In one of his books, historian Tadami Chizuka writes, "The study of history is not a system of knowledge that has already been established, but a living organism that is constantly changing its face, exploring new fields, reviewing objects from different perspectives, and inventing new methods and borrowing from adjacent sciences. However, as long as it remains an academic discipline, there will exist a basic framework that does not change." In this course, we discuss the basic properties that form the framework of history, as pointed out by Tadami Chizuka.  Course plan: In this course, students are divided into three groups: presenters, designated discussants, and other students. At the beginning of each class, the group in charge of the presentation that day will be asked to present using slides prepared in advance. After the presentation, the 90-minute class proceeds with a Q&A session with the designated discussants, a Q&A session with the other students, and supplementary explanations from the instructor.  All students will be required to be presenters and designated discussants at least once; accordingly, all students will be required to prepare presentation slides in advance, practice their presentation, and come up with questions.  We are looking for students with a clear intention to study history and a proactive attitude toward learning.	History	Class 1: Introduction Class 2: Letter to the teacher, grouping, guidance on course progression Class 3: Purpose of the study of history 1 Class 4: Purpose of the study of history 2 Class 5: Objects of the study of history and their perceptions 1 Class 6: Objects of the study of history and their perceptions 2 Class 7: Objects of the study of history and their perceptions 3 Class 8: Boundaries of the study of history 1 Class 9: Boundaries of the study of history 2 Class 10: Basic characteristics of historical perceptions 1 Class 11: Basic characteristics of historical perceptions 2 Class 12: Basic characteristics of historical perceptions 3 Class 13: Course summary Class 14: Course summary Class 15: Conclusion
古代の社会と文明	Ancient Civilizations	G2B40507	[Course Objectives] Throughout history, humanity has built complex civilizations, which have given rise to modern academic disciplines, professions, and living standards. By examining ancient history, or the formative period of human civilization, this course aims to equip students with the knowledge and skills needed to systematically analyze societies and cultures. Through this analysis, students will acquire the foundational academic abilities necessary for university-level study.  [Course Content] Each lecture, excluding the course orientation and final summary, will focus on a specific theme, systematically exploring various aspects of ancient societies and civilizations. While the primary focus will be on China and East Asia, the course will also reference examples from other regions, such as the Orient, Mediterranean, and the Americas, and make comparisons across different historical periods including the Middle Ages, Early Modern, and later periods. To meet course requirements, students will submit reaction papers or complete short quizzes and receive feedback. Additionally, students will choose a specific topic of interest, attend relevant lectures, and prepare a final term paper. (Please refer to section (5) for the grading method. Further details will be provided during the orientation.)	Ancient history, world history, Oriental history, Asian history, Chinese history, archaeology, society, civilization, culture	Lessons: 1: Course orientation (explanation of course rules) 2: Humans and nature: a perspective from human history and environmental history [comment sheet 1] 3: Obtaining food: with a focus on agriculture and livestock farming 4: Clothing and tools: insights from artifacts 5: Dwellings and families: insights from archaeological remains 6: What is a "country"? Examining society, power, ethnicity, and war [comment sheet 2] 7: Midterm summary (Feedback on comment sheets) 8: Judgment and punishment: Legal systems 9: Production and logistics: Economy and finance 10: Urban design and buildings [comment sheet (or quiz) 3] 11: Thought and science 12: Transmission of words, letters, and knowledge: ancient linguistic environments and education [Report draft (ongoing feedback on eALPS)] 13: Healing and prayer: Medicine and religion 14: From the cradle to the grave: Views on life and death [comment sheet (or quiz) 4] 15: Final summary: What is "ancient"? (Feedback on comment sheets, end-of-course survey) *Note: There will be no regular exams. The topics for the assignments indicated in brackets may be adjusted by one or two sessions depending on the actual progress of the course.  * Except for the course orientation and final summary, each session will focus on a specific topic related to various aspects (elements) of ancient societies and civilizations. In this way, students will acquire systematic knowledge. * Questions and concerns will be addressed through the submission of comment sheets (which may be replaced by short quizzes from the third session onwards, depending on class size and progress) and feedback in the final summary session. This will deepen and solidify understanding. * As the course progresses, students will have the opportunity to select personalized research topics based on individual interests and expertise. Through the process of writing reports incorporating course content and reference material, students will be able to articulate the significance of the acquired knowledge in their own words (see section 5 for assessment methods).

Japanese Title	Title	Code	Summary	Key Words	Class Plan
知っておくべき知的財産と研究倫理の基本	Introduction to Intellectual Property and Research Ethics	G2B40604	In this course, students acquire basic essential knowledge from scratch about intellectual property and research ethics. In addition to basic knowledge about intellectual property, familiar products and news will also be used as teaching materials. Meanwhile, students will also learn risk management methods in addition to basic knowledge about research ethics. This course will be taught by a faculty member who works with these matters and serves as the head of the Intellectual Property and Venture Support Office at the university.	Intellectual property, inventions, patents, utility models, designs, trademarks, copyrighted works, copyrights, new types, licenses, patent searches, patent contests, technology transfer, license agreements, intellectual property strategy, research ethics, research misconduct, conflicts of interest, security export control, conventions on biological diversity, confidentiality, group work, work experience	<p>[Schedule]</p> <p>Class 1: Why do you need to learn about intellectual property and research ethics?</p> <p>Class 2: Basic knowledge about patent and utility model (1)</p> <p>Class 3: Basic knowledge about patent and utility model (2)</p> <p>Class 4: Basic knowledge about design</p> <p>Class 5: Basic knowledge about trademarks and plant breeder's right</p> <p>Class 6: Basic knowledge about copyrights, trade secrets, tangible research results, etc.</p> <p>Class 7: Summary of intellectual property (mini-test, group discussion based on case studies)</p> <p>Class 8: Basic knowledge about research ethics</p> <p>Class 9: Learning from case studies on research ethics</p> <p>Class 10: Search, analysis, and utilization of intellectual property information (patent and utility model)</p> <p>Class 11: Searching for intellectual property information (design and trademark search)</p> <p>Class 12: Intellectual property cases / universities and intellectual property (technology transfer, university-launched venture companies)</p> <p>Class 13: Interim presentation of group work</p> <p>Class 14: Knowledge about intellectual property and research ethics necessary for university life (lecture summary)</p> <p>Class 15: Final presentation of group work, course survey</p> <p>[Report assignments]</p> <p>At the end of Classes 2-5 and 7-12, students will be assigned report on the course contents (10 classes in total).</p> <p>[Mini-works]</p> <p>For Classes 1-9, students will complete mini-works (10-20 minutes) related to the lecture contents. We plan to have quizzes, workshops, discussions, and other game-like activities. Depending on how the course progresses, we may skip the mini-works.</p> <p>[Group work]</p> <p>From Class 10 on, students will conduct group work to create new inventions for entry into a patent contest (<a href="https://www.patentcontest.inpit.go.jp">https://www.patentcontest.inpit.go.jp</a>). During Classes 8 and 9, students will define problems to solve in groups, develop ideas, and create concrete inventions.</p> <p>In Class 13, students will make an interim presentation based on an invention summary form (A4 size, 1-3 sheets). Students will refine their inventions based on feedback from other students. For Class 15, they will prepare an application form and presentation materials for the patent contest and deliver a final presentation. For the final presentation, intellectual property experts, such as former corporate intellectual property managers and patent attorneys, will serve as judges (2-3 people) of the presentations.</p>
社会学入門：社会とのかかわり方	Sociology: The Relationship between Society and Individuals	G2B40613	<p>Sociology, as its name suggests, is the study of society. However, compared to fields like law (the study of laws) or economics (the study of the economy), "the study of society" might seem vague and unclear. For me, the appeal of sociology lies in two aspects: ① the nearly limitless range of topics that fall within the concept of "society," making it a field where "anything goes," and ② the unique sociological perspective, way of thinking, and approach. This course will introduce students to the essence of sociology in an engaging and understandable manner by ① beginning with familiar topics, and then ② collaboratively exploring what it means to view things from a sociological perspective.</p> <p>Additional Notes:</p> <p>* As the instructor, I would be delighted to welcome all interested students to this course. The class is scheduled for the fifth period to maximize accessibility. Please feel free to enroll.</p> <p>* I would like to express my sincere gratitude to the peer supporters at last year's Lib (writing advisors) for their invaluable contributions to the design of this course.</p>	Problem identification and resolution, logical thinking, human rights, gender, report feedback, practical experience	<p>Lessons:</p> <p>01: Course orientation</p> <p>02: Learning and teaching: What kind of place is "school"?</p> <p>03: The role of friends: "Friendship hell"</p> <p>04: Discourse: A mirror reflecting modern society</p> <p>05: Work: The social position of work</p> <p>06: Internet, society, and democracy. Students will complete a comment sheet based on lessons 2-6.</p> <p>07: Overall feedback on the comment sheet and introduction to the report assignment</p> <p>08: Marriage and family: the modernization and diversification of the family</p> <p>09: Birth: the choice of pregnancy and childbirth</p> <p>10: Illness and aging: sociology in medicine</p> <p>11: Death: sociology and suicide, "death" in the context of society</p> <p>12: Science and scholarship: society and societal relations. Students will complete a comment sheet based on lessons 7-12.</p> <p>13: Overall feedback on the comment sheet and progress check on the report assignment</p> <p>14: The sociology of time</p> <p>15: Final summary and end-of-course survey</p> <p>*This schedule is subject to change.</p>
政策科学の基礎	Introduction to Policy Science	G2B40614	<p>It has often been stated that the primary causes of Japan's declining birthrate are delayed marriages and an increasing number of unmarried individuals. Both national and local governments have, over a decade, developed and implemented various government-sponsored matchmaking initiatives, such as speed dating events, matchmaking parties, and dating applications. Can we truly say that these governmental policies to promote marriage have been effective? Why or why not? Policy science is an academic discipline that seeks to scientifically answer such questions (or, more strictly speaking, to provide a fundamental framework to answer such questions). When discussing "policy," we are often referring to public policy. In this sense, this course may be directly beneficial to students aspiring to become public servants. However, the methodological approach to studying policy as a science can also be applied to fields such as human resource management in private companies, making it highly versatile. Surely, some form of policy must be related to the specialized field of your respective departments. With this in mind, this course aims to provide foundational knowledge of policy science with concrete examples, while encouraging students to apply this knowledge to their own areas of expertise and interest.</p> <p>Here are some of the case studies we plan to cover:</p> <p>* Revitalization policies for urban centers</p> <p>* Regulatory reforms for over-the-counter drug sales via the internet</p> <p>* Welfare policies</p> <p>* Policies to improve academic achievement</p> <p>* Analysis of factors contributing to deteriorating public safety</p> <p>Please note that these case studies are subject to change, and we may even be able to accommodate new proposals or requests from students, such as the discussion of Kagawa Prefecture's ordinance on countermeasures against internet and game addiction.</p> <p>Additional Notes:</p> <p>* As the instructor, I would be delighted to welcome all interested students to this course. The class is scheduled for the fifth period to maximize accessibility. Please feel free to enroll.</p> <p>* I would like to express my sincere gratitude to the peer supporters at last year's Lib (writing advisors) for their invaluable contributions to the design of this course.</p> <p>Education Based on Practical Experience:</p> <p>Drawing on my experience as a staff member at a private university, where I assisted with teacher training policies and systems, I intend to provide content that concretely considers the power dynamics within the policy process, including the roles of actors, arenas, and issues.</p>	Problem identification and resolution, logical thinking, report feedback, practical experience	<p>Lessons:</p> <p>1: Course orientation</p> <p>2: Systematization of policy science</p> <p>3: Development of policy science</p> <p>4: Approach to policy problems</p> <p>5: Theoretical model of policy decision-making</p> <p>6: Methodology to collect materials and data + Fill out reaction paper based on lessons #2-#6</p> <p>7: Overall feedback on reaction paper, explanation of the report assignment</p> <p>8: Policy process and policy decision-making</p> <p>9: Structuring policy problems</p> <p>10: Approach to policy selection</p> <p>11: Policy evaluation</p> <p>12: Verifying hypotheses + Filling out reaction paper based on lessons #7-#12</p> <p>13: Overall feedback on reaction paper and progress check of report assignment</p> <p>14: Ethical issues in policy science and policy decision-making</p> <p>15: Final summary, end-of-course survey</p> <p>*Lessons are subject to change depending on circumstances.</p>
大学と社会	The University and Society	G2B40615	<p>Are you happy with your decision to attend Shinshu University? Or do you have regrets? When we view university education as an economic transaction, there is a clear information asymmetry: students have limited information about the university experience before enrolling ("purchase"). Furthermore, the product (university education) is largely non-exchangeable, as switching to a different university after enrollment is often difficult, except in cases where students drop out or transfer. My area of expertise is the study of higher education, where I delve into the fundamental questions of what a university is and what it should be. In this course, we aim to: 1) provide students with a comprehensive overview of the history and the current state of Japanese universities, using concrete contemporary examples; 2) uncover and relativize the implicit notions of a "university" as held by students; and 3) jointly create opportunities for students to approach their daily university studies from a fresh perspective.</p> <p>Additional Notes:</p> <p>* As the instructor, I would be delighted to welcome all interested students to this course. The class is scheduled for the fifth period to maximize accessibility. Please feel free to enroll.</p> <p>* I would like to express my sincere gratitude to the peer supporters at last year's Lib (writing advisors) for their invaluable contributions to the design of this course.</p>	Problem identification and resolution, logical thinking, report feedback, practical experience	<p>Lessons:</p> <p>1: Course orientation</p> <p>2: A more diverse student body</p> <p>3: The transformation of the university professor</p> <p>4: The foundation and development of universities</p> <p>5: The transplantation and spread of the university model</p> <p>6: Completion of comment sheets based on curriculum and course content in lessons 2-6</p> <p>7: Overall feedback from comment sheets. Explanation of report assignment</p> <p>8: The modernization of Japan and universities</p> <p>9: Postwar Japanese society and university reform</p> <p>10: Advanced information society and universities</p> <p>11: The relevance of university education</p> <p>12: Universities, the society, and economy. Complete comment sheets based on lessons 7-12</p> <p>13: Overall feedback from comment sheets. Check progress of report assignments</p> <p>14: Universities in the midst of globalization</p> <p>15: Final summary, end-of-course survey</p> <p>*Items are subject to change depending on circumstances.</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
信州大学バイオグラフィー【EA】	Shinshu University Biography	G2B40616	A biography is a detailed account of a person's life. In this course, students will collectively write a "biography" of Shinshu University, highlighting the contributions of individuals who have shaped it and those who will do so in the future. Students from outside Nagano Prefecture are strongly encouraged to take the course, "Shinshu Studies [EA]" concurrently.	Field work, report feedback, peer review	Lessons: 1: Course orientation, self-introduction 2: University history (region) 3: University history (campus) 4: Graduates (notable alumni) 5: Graduates (creating introduction materials) 6: International students (international students at Shinshu University) 7: International students (interactions with international students) 8: Final summary and conclusion, end-of-course survey *Classes are scheduled to commence from late May to early June.
臨床心理学概論【EA】	Clinical psychology	G2B40701	Clinical psychology is an academic discipline that elucidates the psychological mechanisms underlying psychiatric disorders and determines effective treatments. There are different intensities of psychiatric disorders, and targets of clinical psychology range from everyday problems to serious disorders. In this course, students learn about a wide range of topics relevant to clinical psychology, including the history, client-centered therapy, psychodynamic therapy, cognitive behavioral therapy, and cutting-edge research.	Psychotherapy, counseling, psychopathology, cognitive behavioral therapy	Class 1: Guidance, overview of clinical psychology Class 2: History of clinical psychology 1: The origins of clinical psychology Class 3: History of clinical psychology 2: Client-centered therapy Class 4: History of clinical psychology 3: Psychoanalysis Class 5: Conducting modern psychotherapy Class 6: Psychiatric diagnostics 1 Class 7: Psychiatric diagnostics 2 Class 8: Cognitive therapy: Beck's cognitive therapy 1 Class 9: Cognitive therapy: Beck's cognitive therapy 2 Class 10: Advancing cognitive therapy: Teasdale's theory and mindfulness Class 11: Advancing cognitive therapy: Wells's metacognitive therapy Class 12: Behavioral therapy: Exposure and response prevention Class 13: Advancing behavioral therapy: Behavioral activation, acceptance and commitment therapy Class 14: Interventions for personality disorders and neurodevelopmental disorders Class 15: Crisis intervention, suicide, course survey
メディア心理学【EA】	Media Psychology	G2B40704	We use a variety of media in our daily lives, such as smartphones and video games. These media have various effects on our psychology and behavior. This course outlines the impact of the Internet, video games, and advertising from a social psychological perspective using concrete examples.  Students will be asked to submit a response paper that confirms their attendance in each class.	Psychology, media, gaming, Internet, advertising	Class 1: Guidance Class 2: Television and cognitive abilities Class 3: Television and aggression Class 4: Television and social behaviors Class 5: Games and cognitive abilities Class 6: Games and aggression Class 7: Games and social behaviors Class 8: The Internet and communication Class 9: The Internet and bullying Class 10: The Internet and addiction Class 11: Advertising and cognitive processing (attention and memory) Class 12: Advertising and cognitive processing (mere exposure/brand) Class 13: Advertising, persuasion, and requests Class 14: Advertising and statistics Class 15: Summary (course survey in the last 15 minutes)
感情心理学への招待	Invitation to Psychology of Emotions	G2B40705	Emotions are at the heart of our lives. In this course, students learn about what emotions are, why they exist, and how they affect our behavior. In addition to acquiring this knowledge, students will be required to think for themselves and formulate their own opinions about how to consider issues related to various emotions.	Psychology, emotions	Class 1: Guidance, what is emotions? Class 2: Components of emotions Class 3: Emotions and the body Class 4: Emotions and development Class 5: Emotions and culture Class 6: Emotions and expressions Class 7: Emotions as signals (1): Crying Class 8: Emotions as signals (2): Laughter Class 9: Negative emotions (1) Class 10: Negative emotions (2) Class 11: Positive emotions (1) Class 12: Positive emotions (2) Class 13: Mixed emotions Class 14: Emotions in society Class 15: Dealing with emotions, course survey
現代教育を考える	Introduction to Education	G2B40801	Contemporary topics in pedagogy and related disciplines are covered and explained.	Educational practice science, developmental and educational psychology, intercultural education, education using ICT, psychological support education	Class 1: Guidance, student coordination, psychology of learning Class 2: Qualities and abilities for living in the new era Class 3: Methods for changing behavior Class 4: Learning and career development Class 5: What is a school? Class 6: Communication theory Class 7: What is education? Class 8: Education for foreign students Class 9: Developmental psychology and education Class 10: Developmental disabilities and education Class 11: Ability to utilize information as a foundation for learning Class 12: Motivation for learning Class 13: Understanding and supporting children's minds Class 14: Collaboration between medical care and schools Class 15: The psychology of testing * The order of lectures may be adjusted at the lecturers' discretion. Such changes will be announced during the first class. * The class themes may be changed according to the interests of the students and at the discretion of the lecturers. * Course survey
グローバル人材論 (「グローバル」マインド養成)	Global Human Resources (What is global mind?)	G2B40802	This course involves frequent group work which will require students (including international students) to exchange views and work on tasks together. Students will learn about globalization policies implemented by companies and local governments in Nagano Prefecture as well as related experience in the field. This is a basic course that provides students with opportunities, knowledge, and ways of thinking to envision their own global glocal careers.	Study abroad, global career, collaborative classes, communication, group work, local communities	Class 1: Guidance (class aims, lesson plan, etc.), What are glocal human resources? Class 2: Understanding international human resource management Class 3: Understanding international human resource management Class 4: International co-learning Class 5: International co-learning Class 6: Guest lecture (1) by an administrative staff member with experience in overseas assignments (Nagano Prefecture) (planned) Class 7: What are glocal human resources? Class 8: Guest lecture (2) by an administrative staff member on support for local companies responding to globalization (Nagano Prefecture) (planned) Class 9: International co-learning Class 10: Guest lecture (3) by an administrative staff member on support for regional diversity and globalization (Nagano Prefecture) (planned) Class 11: International co-learning Class 12: Guest lecture (4) on globalization in companies (Nagano Prefecture) (planned) Class 13: International co-learning Class 14: Thinking about the abilities necessary to adapt to the global-glocal environment Class 15: General discussion, group presentations on "What are glocal human resources?", and course survey (15 minutes)  The contents may change depending on the course progress, and the deadline for the assignment will be announced in class.

Japanese Title	Title	Code	Summary	Key Words	Class Plan
グローバル人材論 (グローバルキャリアデザイン)	Global Human Resources ( What is global career design ?)	G2B40803	This course involves frequent group work which will require students (including international students) to exchange views and work on tasks together. Students will learn about globalization policies implemented by companies and local governments in Nagano Prefecture as well as related experience in the field. This is a basic course that provides students with opportunities, knowledge, and ways of thinking to envision their own global glocal careers.	Study abroad, global career, collaborative classes, communication, group work	Class 1: Guidance (course aims, lesson plan, etc.), What are global human resources? Class 2: Understanding international human resource management Class 3: Understanding international human resource management Class 4: Guest lecture (1) by a speaker with experience in overseas assignments (planned) Class 5: International co-learning Class 6: Guest lecture (2) by a graduate of a science and engineering faculty affiliated with production technology with experience in overseas assignments (planned) Class 7: International co-learning Class 8: Consider the overseas expansion of Japanese companies, the uniqueness and strengths of Japan Class 9: Guest lecture (3) by an international graduate employed by a Japanese company (planned) Class 10: International co-learning Class 11: International co-learning Class 12: Understanding international human resource management Class 13: Understanding research trends related to global human resources Class 14: Learning about early career and overseas assignments Class 15: General discussion, group presentations on "What are glocal human resources?", and course survey (15 minutes)  The contents may change depending on the course progress, and the deadline for the assignment will be announced in class.
グローバル人材論 (ADVANCEDコース)	Global Human Resources ( ADVANCED COURSE)	G2B40805	Using records of growth (portfolios, rubrics) created for setting and reflecting on personal goals, students will present what they learned during their independent overseas training and share their opinions with each other. In addition to discovering new perspectives based on the awareness, experience, and learning of others, students will also look back on their own independent overseas training programs and deepen their learning. Furthermore, students will be asked to apply learning from past experiences, lectures, and guest talks to conduct case studies.	Study abroad, global career, communication, international society, group work	* Students planning to take the ADVANCED course will be contacted with information on the class schedule, synchronous and asynchronous classes, etc.  Class 1: Orientation and course aims Class 2: Presentations on students' learning during their independent overseas training programs Class 3: Information-sharing and discussion among participants Class 4: Re-evaluation and discussion of independent overseas training Class 5: "Eating" based on history, culture, and social background Class 6: Guest speaker (planned) on global human resources Class 7: Group assignment Class 8: Diversity management Class 9: Group assignment Class 10: Group assignment Class 11: Presentation preparation Class 12: Presentations Class 13: Discussions Class 14: Reflection, worksheet creation Class 15: General discussions, group presentations on "What are global human resources?", and course survey (last 15 minutes)  The contents may change depending on course progress, and the deadline for the assignment will be announced in class.
大学生から始める キャリアデザイン	Career Design for University Student	G2B40806	In this course, students will learn about knowledge and abilities indispensable for future involvement and active participation in society. Students will independently identify, analyze, and solve issues. Classes will involve activity-based learning based on solving problems while improving communication skills and active learning rooted ingroup work. Moreover, this course will be conducted by (1) the instructor in charge (who has entrepreneurial experience / experience working in a company) and (2) an external lecturer (practitioner).	Communication, problem discovery and solving, logical thinking, urban development, business planning, public services, Shinshu orientation, regional orientation, regional issues, regional revitalization, regional management, multicultural collaboration, career, work experience, group work, fieldwork	Class 1: Course guidance: What is career design? Class 2: Know yourself (1): Self-analysis and goal setting Class 3: Know yourself (2): Basic skills and portfolios for working adults Class 4: Know your career (1) The work of a financial planner Class 5: Dialogue: Solving problems as a team Class 6: Knowing your career (2): Work that tackles local issues Class 7: Communication etiquette Class 8: Ability to define problems (1): Ability to investigate and analyze (information literacy) Class 9: Ability to define problems (2): Structuring issues to connect resources and problems Class 10: Know your career (3): A life of working abroad Class 11: Know your career (4): Work in your own way Class 12: Problem-solving skills (1): Practical problem-solving (suggesting problems) Class 13: Problem-solving skills (2): Ability to summarize and convey thoughts (presentations) Class 14: Problem-solving skills (3): Group work Class 15: Problem-solving skills (4): Presentations, course survey
国際教養A	International Liberal Studies (A course)	G2B40807	The contents of this course are not determined in advance.  Based on applications from applicants who have completed a wide range of overseas activities, the contents, number of hours, difficulty, etc. of the activities (classes) are individually evaluated as "international liberal arts" and their compatibility with other courses at the university. Success is judged according to the degree of achievement, after which credits are awarded to successful applicants.  As such, it is possible to apply for achievements from the host university, language school, culture school, etc. during study abroad regardless of whether or not credits have been earned, and it is also possible to apply for a combination of multiple courses and achievements.	Wide-ranging overseas activities, degree of achievement, global human resource development, credit recognition	In your final semester of overseas activities, such as study abroad and overseas experience, or in the following semester, please prepare the following materials and submit them to the assistant faculty member (Koichi Nagata: 3rd floor, South Building, General Education Lecture Building 1) for prior confirmation. Applications submitted by the end of July will be accepted for the first semester, and applications submitted by the end of December will be accepted for the second semester. An application form confirmed in advance will be submitted to the General Education Office by the assistant faculty member.  • Application form for international liberal arts courses • A set of attached documents listed in the application form (documents certifying the contents of the activities (courses), number of hours, etc., credit certificates, certificates of completion, etc.) • Other materials as instructed by the instructor in charge of the course, etc.
国際教養A	International Liberal Studies (A course)	G2B40808	The contents of this course are not determined in advance.  Based on applications from applicants who have completed a wide range of overseas activities, the contents, number of hours, difficulty, etc. of the activities (classes) are individually evaluated as "international liberal arts" and their compatibility with other courses at the university. Success is judged according to the degree of achievement, after which credits are awarded to successful applicants.  As such, it is possible to apply for achievements from the host university, language school, culture school, etc. during study abroad regardless of whether or not credits have been earned, and it is also possible to apply for a combination of multiple courses and achievements.	Wide-ranging overseas activities, degree of achievement, global human resource development, credit recognition	In your final semester of overseas activities, such as study abroad and overseas experience, or in the following semester, please prepare the following materials and submit them to the assistant faculty member (Koichi Nagata: 3rd floor, South Building, General Education Lecture Building 1) for prior confirmation. Applications submitted by the end of July will be accepted for the first semester, and applications submitted by the end of December will be accepted for the second semester. An application form confirmed in advance will be submitted to the General Education Office by the assistant faculty member.  • Application form for international liberal arts courses • A set of attached documents listed in the application form (documents certifying the contents of the activities (courses), number of hours, etc., credit certificates, certificates of completion, etc.) • Other materials as instructed by the instructor in charge of the course, etc.
国際教養B	International Liberal Studies (B course)	G2B40809	The contents of this course are not determined in advance.  Based on applications from applicants who have completed a wide range of overseas activities, the contents, number of hours, difficulty, etc. of the activities (classes) are individually evaluated as "international liberal arts" and their compatibility with other courses at the university. Success is judged according to the degree of achievement, after which credits are awarded to successful applicants.  As such, it is possible to apply for achievements from the host university, language school, culture school, etc. during study abroad regardless of whether or not credits have been earned, and it is also possible to apply for a combination of multiple courses and achievements.	Wide-ranging overseas activities, degree of achievement, global human resource development, credit recognition	In your final semester of overseas activities, such as study abroad and overseas experience, or in the following semester, please prepare the following materials and submit them to the assistant faculty member (Koichi Nagata: 3rd floor, South Building, General Education Lecture Building 1) for prior confirmation. Applications submitted by the end of July will be accepted for the first semester, and applications submitted by the end of December will be accepted for the second semester. An application form confirmed in advance will be submitted to the General Education Office by the assistant faculty member.  • Application form for international liberal arts courses • A set of attached documents listed in the application form (documents certifying the contents of the activities (courses), number of hours, etc., credit certificates, certificates of completion, etc.) • Other materials as instructed by the instructor in charge of the course, etc.
国際教養B	International Liberal Studies (B course)	G2B40810	The contents of this course are not determined in advance.  Based on applications from applicants who have completed a wide range of overseas activities, the contents, number of hours, difficulty, etc. of the activities (classes) are individually evaluated as "international liberal arts" and their compatibility with other courses at the university. Success is judged according to the degree of achievement, after which credits are awarded to successful applicants.  As such, it is possible to apply for achievements from the host university, language school, culture school, etc. during study abroad regardless of whether or not credits have been earned, and it is also possible to apply for a combination of multiple courses and achievements.	Wide-ranging overseas activities, degree of achievement, global human resource development, credit recognition	In your final semester of overseas activities, such as study abroad and overseas experience, or in the following semester, please prepare the following materials and submit them to the assistant faculty member (Koichi Nagata: 3rd floor, South Building, General Education Lecture Building 1) for prior confirmation. Applications submitted by the end of July will be accepted for the first semester, and applications submitted by the end of December will be accepted for the second semester. An application form confirmed in advance will be submitted to the General Education Office by the assistant faculty member.  • Application form for international liberal arts courses • A set of attached documents listed in the application form (documents certifying the contents of the activities (courses), number of hours, etc., credit certificates, certificates of completion, etc.) • Other materials as instructed by the instructor in charge of the course, etc.



Japanese Title	Title	Code	Summary	Key Words	Class Plan
日本国憲法	Japanese Constitutional Law	G2B40901	<p>Basic human rights, such as freedom and equality, are indispensable in carving out our own lives and pursuing happiness.</p> <p>State power is necessary to ensure human rights. As such, the primary purpose of the Constitution is to establish legislative, executive, and judicial powers. However, state power poses a threat to human rights because it involves strong powers, including the authority to punish. Accordingly, the Constitution guarantees basic human rights to ensure state power is not abused.</p> <p>This course focuses on the structure of the constitutional democratic political system as envisioned by the Japanese Constitution, critically examines Japanese society in light of the principles of the Japanese Constitution, and considers ideal forms of society. In particular, this year we will closely explore freedom of expression.</p> <p>*This course supports the Shinshu University Gender Equality Declaration.</p>	Basic human rights, freedom of expression, liberalism, democracy, pacifism	<p>Class 1: The Constitution and governing structure</p> <p>Class 2: Normative contents and the significance of Article 9</p> <p>Class 3: Article 9 and national security</p> <p>Class 4: Liberty and social rights</p> <p>Class 5: Double standard theory and the level of scrutiny</p> <p>Class 6: Freedom of thought and conscience</p> <p>Class 7: Distinction between content-based and content-neutral restrictions on speech</p> <p>Class 8: Obscenity, incitement and hate speech</p> <p>Class 9: Right to privacy and reputation, and freedom of expression</p> <p>Class 10: The Sarufutsu case and public officials' freedom of political activities</p> <p>Class 11: Freedom of the press and the right to know</p> <p>Class 12: Censorship and prior suppression</p> <p>Class 13: Freedom of assembly and association</p> <p>Class 14: Other human rights</p> <p>Class 15: Summary, course survey</p> <p>Regular exam"□</p>
日本国憲法	Japanese Constitutional Law	G2B40902	<p>In this course, we explain the basic knowledge, theory, and judicial precedents of the Japanese Constitution in an easy-to-understand manner for beginners, thinking about familiar social issues together.</p> <p>To begin, we will consider the significance of studying the Constitution. Next, we will explore the reasons and purposes of the Constitution from a historical perspective. Then, while closely examining the basic human rights guaranteed by the Constitution and the mechanisms of governance, we will explore how to solve real social problems.</p>	Human rights, constitutional law, constitutional history, constitutional litigation, problem discovery and solving, logical thinking	<p>Class 1: Why study the Constitution?</p> <p>Class 2: Constitutional history (1): Constitutions in world history—Why have constitutions been established?</p> <p>Class 3: Constitutional history (2): The Constitution in Japanese history—Why did Article 9 of the Constitution stipulate pacifism?</p> <p>Class 4: What are basic human rights and who are they for?</p> <p>Class 5: Structure of governance: Courts as "bastions of human rights"</p> <p>Class 6: The right to spiritual freedom (1): Freedom of thought and conscience—Can the state teach children "morality"?</p> <p>Class 7: The right to spiritual freedom (2): Freedom of religion and the principle of separation of church and state—Does religious neutrality obstruct faith?</p> <p>Class 8: The right to spiritual freedom (3): Freedom of expression—Are discriminatory remarks acceptable?</p> <p>Class 9: The right to spiritual freedom (4): Academic freedom—Should there be restrictions in scientific research?</p> <p>Class 10: Economic freedom: What was your dream when you were little?</p> <p>Class 11: Social sights (1): Right to life—The significance of guaranteeing the right to life</p> <p>Class 12: Social rights (2): Right to education—Why do I have to go to school?</p> <p>Class 13: Social rights (3): Basic labor rights—How should we deal with exploitative part-time work?</p> <p>Class 14: Equality rights: What does it mean to treat people equally?</p> <p>Class 15: Constitutional amendments: What does it mean to "amend" the Constitution?, course survey</p> <p>Class 16: Final exam</p>
日本国憲法	Japanese Constitutional Law	G2B40903	<p>In this course, we explain the basic knowledge, theory, and judicial precedents of the Japanese Constitution in an easy-to-understand manner for beginners, thinking about familiar social issues together.</p> <p>To begin, we will consider the significance of studying the Constitution. Next, we will explore the reasons and purposes of the Constitution from a historical perspective. Then, while closely examining the basic human rights guaranteed by the Constitution and the mechanisms of governance, we will explore how to solve real social problems.</p>	Human rights, constitutional law, constitutional history, constitutional litigation, problem discovery and solving, logical thinking	<p>Class 1: Why study the Constitution?</p> <p>Class 2: Constitutional history (1): Constitutions in world history—Why have constitutions been established?</p> <p>Class 3: Constitutional history (2): The Constitution in Japanese history—Why did Article 9 of the Constitution stipulate pacifism?</p> <p>Class 4: What are basic human rights and who are they for?</p> <p>Class 5: Structure of governance: Courts as "bastions of human rights"</p> <p>Class 6: The right to spiritual freedom (1): Freedom of thought and conscience—Can the state teach children "morality"?</p> <p>Class 7: The right to spiritual freedom (2): Freedom of religion and the principle of separation of church and state—Does religious neutrality obstruct faith?</p> <p>Class 8: The right to spiritual freedom (3): Freedom of expression—Are discriminatory remarks acceptable?</p> <p>Class 9: The right to spiritual freedom (4): Academic freedom—Should there be restrictions in scientific research?</p> <p>Class 10: Economic freedom: What was your dream when you were little?</p> <p>Class 11: Social sights (1): Right to life—The significance of guaranteeing the right to life</p> <p>Class 12: Social rights (2): Right to education—Why do I have to go to school?</p> <p>Class 13: Social rights (3): Basic labor rights—How should we deal with exploitative part-time work?</p> <p>Class 14: Equality rights: What does it mean to treat people equally?</p> <p>Class 15: Constitutional amendments: What does it mean to "amend" the Constitution?, course survey</p> <p>Class 16: Final exam</p>
日本国憲法	Japanese Constitutional Law	G2B40904	<p>In this course, we explain the basic knowledge, theory, and judicial precedents of the Japanese Constitution in an easy-to-understand manner for beginners, thinking about familiar social issues together.</p> <p>To begin, we will consider the significance of studying the Constitution. Next, we will explore the reasons and purposes of the Constitution from a historical perspective. Then, while closely examining the basic human rights guaranteed by the Constitution and the mechanisms of governance, we will explore how to solve real social problems.</p>	Human rights, constitutional law, constitutional history, constitutional litigation, problem discovery and solving, logical thinking	<p>Class 1: Why study the Constitution?</p> <p>Class 2: Constitutional history (1): Constitutions in world history—Why have constitutions been established?</p> <p>Class 3: Constitutional history (2): The Constitution in Japanese history—Why did Article 9 of the Constitution stipulate pacifism?</p> <p>Class 4: What are basic human rights and who are they for?</p> <p>Class 5: Structure of governance: Courts as "bastions of human rights"</p> <p>Class 6: The right to spiritual freedom (1): Freedom of thought and conscience—Can the state teach children "morality"?</p> <p>Class 7: The right to spiritual freedom (2): Freedom of religion and the principle of separation of church and state—Does religious neutrality obstruct faith?</p> <p>Class 8: The right to spiritual freedom (3): Freedom of expression—Are discriminatory remarks acceptable?</p> <p>Class 9: The right to spiritual freedom (4): Academic freedom—Should there be restrictions in scientific research?</p> <p>Class 10: Economic freedom: What was your dream when you were little?</p> <p>Class 11: Social sights (1): Right to life—The significance of guaranteeing the right to life</p> <p>Class 12: Social rights (2): Right to education—Why do I have to go to school?</p> <p>Class 13: Social rights (3): Basic labor rights—How should we deal with exploitative part-time work?</p> <p>Class 14: Equality rights: What does it mean to treat people equally?</p> <p>Class 15: Constitutional amendments: What does it mean to "amend" the Constitution?, course survey</p> <p>Class 16: Final exam</p>
日本国憲法	Japanese Constitutional Law	G2B40905	<p>In this course, we explain the basic knowledge, theory, and judicial precedents of the Japanese Constitution in an easy-to-understand manner for beginners, thinking about familiar social issues together.</p> <p>To begin, we will consider the significance of studying the Constitution. Next, we will explore the reasons and purposes of the Constitution from a historical perspective. Then, while closely examining the basic human rights guaranteed by the Constitution and the mechanisms of governance, we will explore how to solve real social problems.</p>	Human rights, constitutional law, constitutional history, constitutional litigation, problem discovery and solving, logical thinking	<p>Class 1: Why study the Constitution?</p> <p>Class 2: Constitutional history (1): Constitutions in world history—Why have constitutions been established?</p> <p>Class 3: Constitutional history (2): The Constitution in Japanese history—Why did Article 9 of the Constitution stipulate pacifism?</p> <p>Class 4: What are basic human rights and who are they for?</p> <p>Class 5: Structure of governance: Courts as "bastions of human rights"</p> <p>Class 6: The right to spiritual freedom (1): Freedom of thought and conscience—Can the state teach children "morality"?</p> <p>Class 7: The right to spiritual freedom (2): Freedom of religion and the principle of separation of church and state—Does religious neutrality obstruct faith?</p> <p>Class 8: The right to spiritual freedom (3): Freedom of expression—Are discriminatory remarks acceptable?</p> <p>Class 9: The right to spiritual freedom (4): Academic freedom—Should there be restrictions in scientific research?</p> <p>Class 10: Economic freedom: What was your dream when you were little?</p> <p>Class 11: Social sights (1): Right to life—The significance of guaranteeing the right to life</p> <p>Class 12: Social rights (2): Right to education—Why do I have to go to school?</p> <p>Class 13: Social rights (3): Basic labor rights—How should we deal with exploitative part-time work?</p> <p>Class 14: Equality rights: What does it mean to treat people equally?</p> <p>Class 15: Constitutional amendments: What does it mean to "amend" the Constitution?, course survey</p> <p>Class 16: Final exam</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
日本国憲法	Japanese Constitutional Law	G2B40906	<p>In this course, we explain the basic knowledge, theory, and judicial precedents of the Japanese Constitution in an easy-to-understand manner for beginners, thinking about familiar social issues together.</p> <p>To begin, we will consider the significance of studying the Constitution. Next, we will explore the reasons and purposes of the Constitution from a historical perspective. Then, while closely examining the basic human rights guaranteed by the Constitution and the mechanisms of governance, we will explore how to solve real social problems.</p>	Human rights, constitutional law, constitutional history, constitutional litigation, problem discovery and solving, logical thinking	<p>Class 1: Why study the Constitution?</p> <p>Class 2: Constitutional history (1): Constitutions in world history—Why have constitutions been established?</p> <p>Class 3: Constitutional history (2): The Constitution in Japanese history—Why did Article 9 of the Constitution stipulate pacifism?</p> <p>Class 4: What are basic human rights and who are they for?</p> <p>Class 5: Structure of governance: Courts as "bastions of human rights"</p> <p>Class 6: The right to spiritual freedom (1): Freedom of thought and conscience—Can the state teach children "morality"?</p> <p>Class 7: The right to spiritual freedom (2): Freedom of religion and the principle of separation of church and state—Does religious neutrality obstruct faith?</p> <p>Class 8: The right to spiritual freedom (3): Freedom of expression—Are discriminatory remarks acceptable?</p> <p>Class 9: The right to spiritual freedom (4): Academic freedom—Should there be restrictions in scientific research?</p> <p>Class 10: Economic freedom: What was your dream when you were little?</p> <p>Class 11: Social sights (1): Right to life—The significance of guaranteeing the right to life</p> <p>Class 12: Social rights (2): Right to education—Why do I have to go to school?</p> <p>Class 13: Social rights (3): Basic labor rights—How should we deal with exploitative part-time work?</p> <p>Class 14: Equality rights: What does it mean to treat people equally?</p> <p>Class 15: Constitutional amendments: What does it mean to "amend" the Constitution?, course survey</p> <p>Class 16: Final exam</p>
日本国憲法	Japanese Constitutional Law	G2B40907	<p>In this course, we explain the basic knowledge, theory, and judicial precedents of the Japanese Constitution in an easy-to-understand manner for beginners, thinking about familiar social issues together.</p> <p>To begin, we will consider the significance of studying the Constitution. Next, we will explore the reasons and purposes of the Constitution from a historical perspective. Then, while closely examining the basic human rights guaranteed by the Constitution and the mechanisms of governance, we will explore how to solve real social problems.</p>	Human rights, constitutional law, constitutional history, constitutional litigation, problem discovery and solving, logical thinking	<p>Class 1: Why study the Constitution?</p> <p>Class 2: Constitutional history (1): Constitutions in world history—Why have constitutions been established?</p> <p>Class 3: Constitutional history (2): The Constitution in Japanese history—Why did Article 9 of the Constitution stipulate pacifism?</p> <p>Class 4: What are basic human rights and who are they for?</p> <p>Class 5: Structure of governance: Courts as "bastions of human rights"</p> <p>Class 6: The right to spiritual freedom (1): Freedom of thought and conscience—Can the state teach children "morality"?</p> <p>Class 7: The right to spiritual freedom (2): Freedom of religion and the principle of separation of church and state—Does religious neutrality obstruct faith?</p> <p>Class 8: The right to spiritual freedom (3): Freedom of expression—Are discriminatory remarks acceptable?</p> <p>Class 9: The right to spiritual freedom (4): Academic freedom—Should there be restrictions in scientific research?</p> <p>Class 10: Economic freedom: What was your dream when you were little?</p> <p>Class 11: Social sights (1): Right to life—The significance of guaranteeing the right to life</p> <p>Class 12: Social rights (2): Right to education—Why do I have to go to school?</p> <p>Class 13: Social rights (3): Basic labor rights—How should we deal with exploitative part-time work?</p> <p>Class 14: Equality rights: What does it mean to treat people equally?</p> <p>Class 15: Constitutional amendments: What does it mean to "amend" the Constitution?, course survey</p> <p>Class 16: Final exam</p>
日本国憲法[EA]	Japanese Constitutional Law	G2B40908	<p>Course format</p> <p>This course is conducted online and on-demand. Students will watch videos of the lectures and submit impressions and assignments for each session. Feedback on impressions and issues will also be provided online (eALPS).</p> <p>Lesson plan</p> <p>The first half of the course will outline the basic principles of the Japanese Constitution and various types of human rights, examining their characteristics and related issues. The second half will outline the functions of the governance system established to guarantee human rights.</p> <p>This course includes contents concerning gender equality.</p>	Human rights, power, freedom, equality	<p>Course outline</p> <p>Class 1: The Constitution and constitutionalism: Explaining the basic concepts of the Constitution and the ideas of constitutionalism that make up its core</p> <p>Class 2: History of the Japanese Constitution: Outlining the historical process from the Constitution of the Empire of Japan to the establishment of the current Constitution and its legitimacy</p> <p>Class 3: The principle of popular sovereignty: Explaining the preamble of the Constitution, popular sovereignty, and the imperial system</p> <p>Class 4: The principle of pacifism: Explaining interpretations of Article 9 and issues relating to the Self-Defense Forces, discussing the theory of constitutional revision</p> <p>Class 5: The principles of basic human rights: Explaining the various forms of human rights and the subjects of human rights</p> <p>Class 6: Comprehensive basic rights and equality before law: Explaining Articles 13 and 14, and examining relevant precedents</p> <p>Class 7: Civil liberties I: Explaining freedom of thought, conscience, religion, and scholarship, and examining related judicial precedents</p> <p>Class 8: Civil liberties II: Freedom of expression—Considering the limits of freedom of expression and the right to knowledge through an examination of judicial precedents</p> <p>Class 9: Civil liberties III: Personal freedoms—Explaining personal freedoms and the criminal justice system (including the jury system)</p> <p>Class 10: Civil liberties IV: Economic freedom—Explaining the freedom to choose one's occupation and the right to property, with reference to important judicial precedents</p> <p>Class 11: Suffrage and social rights: Outlining the significance and characteristics of suffrage, the right to life, the right to education, and the basic rights to labor</p> <p>Class 12: Governing structure I: Parliament—Explaining the powers of the Diet and the processes of enacting laws</p> <p>Class 13: Governing structure II: Cabinet—Outlining the powers of the Cabinet and the parliamentary system of government (including comparisons with the presidential system)</p> <p>Class 14: Governance structure III: Courts and local autonomy—Explaining the role of courts, the independence of the judiciary branch, and the system of local self-government</p> <p>Class 15: Constitutional revision: Looking back on what we have learned so far and examining the significance of the Constitution and the theory of constitutional revision, course survey (last fifteen minutes)</p> <p>Class 16: Final exam or final essay</p> <p>*Students will be required to submit an assignment via eALPS for each lecture.</p>
法学入門	Introduction to Law	G2B40909	<p>Law is an academic field that students begin to study in earnest for the first time at university, as there are few opportunities to study law before that. As such, the goal of this course is to help students who aspire to study law understand what "law" is and how to study it, thereby making it easier for them to proceed with specialized courses in the future.</p> <p>In doing so, we would like to convey the meaning of studying law in an easy-to-understand manner while showing how law is actually used in courts.</p> <p>This course addresses these concepts using familiar and concrete examples; therefore, it is accessible to students who are not majoring in law. Students from other majors are accordingly welcome to participate.</p>	Jurisprudence, legal hermeneutics, six basic laws (constitutional law, civil law, criminal law, commercial law,law of civil procedure, law of criminal procedure), legal syllogisms, case law, academic theory, lawyers/attorneys,prosecutors, judges, practical experience	<p>Class 1: Introduction</p> <p>Textbook Introduction</p> <p>Class 2: What is law?</p> <p>Textbook Chapter 1</p> <p>Class 3: Structure of law</p> <p>Textbook Chapter 2</p> <p>Class 4: Application of law (1): Legal syllogisms</p> <p>Textbook Chapter 3</p> <p>Class 5: Application of law (2): What is "interpretation"?</p> <p>Textbook Chapter 4</p> <p>Class 6: Judicial precedents, theories, and administrative interpretations</p> <p>Textbook Chapter 5</p> <p>Class 7: Overview of the fields of law</p> <p>Textbook Chapter 6</p> <p>Class 8: Bearers of law</p> <p>*Including the mid-term exam (tentative)</p> <p>Class 9: How to study law (1): Investigation and presentation</p> <p>Textbook Chapter 7</p> <p>Class 10: How to study law (2): How to read and research precedents</p> <p>Textbook Chapter 8</p> <p>Class 11: What is the scope of judicial precedents?</p> <p>Textbook Chapter 9</p> <p>Class 12: Thinking about the limits of interpretation</p> <p>Textbook Chapter 10</p> <p>Class 13: Practical exercises (1)</p> <p>Textbook Chapter 11</p> <p>Class 14: Practical exercises (2)</p> <p>Textbook Chapter 12</p> <p>Class 15: Summary, course survey</p> <p>* Final exam</p> <p>** The first half of the course (from Class 8) focuses on knowledge input. The second half of the course (from Class 9) focuses on knowledge output. If we are short on time in the first half of the course, the hours may be adjusted with reference to the lesson plan.</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
現代社会における統治機構	System of Government in Contemporary Society	G2B40912	<p>This course will examine current affairs related to governance, highlight issues contained in the basic principles of governance stipulated in the Japanese Constitution, and consider solutions.</p> <p>The course will begin with an overview of governance issues in modern society before outlining the basic principles of governance stipulated in the Japanese Constitution. We will then discuss current affairs related to the Diet, the Cabinet, and the courts, present the relevant background and points of contention for these issues, and explore what solutions are available from the perspective of the basic principles of governance.</p>	Structure of governance, Constitution, current affairs, problem discovery and solving, logical thinking	<p>Class 1: What governance issues exist in modern society?</p> <p>Class 2: Basic principles of governance (1): Respect for basic human rights—Objectives of governance</p> <p>Class 3: Basic principles of governance (2): Pacifism—The meaning of Article 9 of the Constitution</p> <p>Class 4: Basic principles of governance (3): Popular sovereignty—What does it mean for the people to have sovereignty?</p> <p>Class 5: The Diet (1): What kind of body is the Diet?</p> <p>Class 6: The Diet (2): Diet members as representatives of the people</p> <p>Class 7: Electoral system (1): Election mechanisms—Elections and forms of democracy</p> <p>Class 8: Electoral system (2): Basic principles of elections—How should low voter turnout be addressed?</p> <p>Class 9: The Cabinet (1): What kind of body is the Cabinet?</p> <p>Class 10: The Cabinet (2): The parliamentary cabinet system—Electing the prime minister</p> <p>Class 11: Fiscal democracy: Unsound finances</p> <p>Class 12: Courts (1): What kind of body is a court?</p> <p>Class 13: Court (2): The constitutional review system—Scope and limits of constitutional review</p> <p>Class 14: Local autonomy: Local autonomy as a school of democracy</p> <p>Class 15: The symbolic emperor system: What is a "symbol"?, course survey</p>
知的財産法入門	Introduction to Intellectual Property Law	G2B40917	<p>This introductory law course discusses current topics in law. Lectures are designed to benefit individuals who work both in and outside the field of law (e.g., individuals who want to start a business can benefit from this course by developing some "knowledge of the lay of the land" in law).</p> <p>In today's economy, value no longer centers on "tangible things," such as land, machinery, and equipment, but instead on invisible and untouchable assets, such as intellectual property. For example, Apple—now the world's largest company—derives a large part of its value through its branding and technological capabilities rather than its factory equipment. Accordingly, intellectual property, such as patents, trade secrets, copyrights, and trademarks, are at the heart of the contemporary economy, especially from a legal perspective. This economy is referred to as the "knowledge economy."</p> <p>Further, due to the nature of the law, it is important to adhere to old principles and basic ideas even when it comes to the latest topics. As such, this course will explain the basic concepts of law using current issues. For example, when it comes to contracts, the most familiar ones have to do with "buying and selling," such as buying things at a store or "leasing" a room in a boarding house—these issues normally come up in introductory law courses. However, in this course, we use celebrity appearance contracts and copyright license agreements to explain how contracts are used in business.</p> <p>Since the faculty member in charge (Katsuya Tamai) is also a professor at the University of Tokyo, the course is generally held every other week and comprises a total of seven classes (plus 1 or 2 make-up classes) with two consecutive classes on the 4th and 5th periods on Fridays. The contents of each session are as described in the lesson plan.</p> <p>The faculty member in charge (Katsuya Tamai) is a registered lawyer with entrepreneurial experience. The contents of the course are drawn from the faculty member's practical experience.</p>	Inventions, patents, copyrights, trade secrets, brands, trademarks, Unfair Competition Prevention Act, knowledge economy, economic security, globalization, trials, contracts, properties	<p>Section I. Classes 1 and 2</p> <p>Class 1: Guidance Since most students in this course are just beginning university, we will begin by discussing what it means to study at a university, the differences between university and high school, and some good ways to approach your university life over the next four years.</p> <p>Class 2: Various fields of jurisprudence and intellectual property law/the knowledge economy and intellectual property I explain why the field of intellectual property law is so important in modern society. Since the end of the Cold War in the 1990s, "globalization" has become a key trend. This has resulted in the growing importance of intellectual property. We will contextualize these topics in the histories of major developed countries, such as Japan, the United States, and other countries in Europe.</p> <p>Section II. Classes 3 and 4 Contracts 1: Business models for coexistence and co-prosperity—Centralized copyright processing</p> <p>Our lives are filled with contractual relationships. For example, you take classes in a classroom, but both the building and the site are owned by Shinshu University—why does entering the university without permission not infringe upon Shinshu University's ownership? Why do you have to pay a certain fare when you board an Alpico bus? Why does singing karaoke not violate music copyrights? The answers to these questions are caught up in contracts. In particular, I will use the third topic here as an example to explain the role of contracts.</p> <p>Section III. Classes 5 and 6 Contracts 2: Contracts between entertainers and agencies, etc.</p> <p>We invite Atsuhiko Yamagata from Tokyo to talk about contractual practices. I would like to make the first session (Class 5) a lecture and the second session (Class 6) a Q&amp;A session. Section IV. Classes 7 and 8 Property rights: Predatory business models—Patent trolls</p> <p>I begin by giving a general explanation of so-called "rights" in the legal context. Among them, property rights, especially intellectual property rights, have a strong economic character. Rights are usually determined by laws, such as copyright law, trademark law, and patent law. I explain how "patent trolls" make money by skillfully using these "rights," what constitutes such rights, and related restrictions.</p> <p>Section V. Classes 9 and 10 Torts: The processes by which "interests" that are less than rights appear in legal contexts</p> <p>The most basic tool in civil law is "tort." Within tort law, a victim to seek damages from a perpetrator for an act that infringes on their "interests" protected by law. Sometimes these interests are stated in articles of law, but not always. For example, does the act of creating and selling calendars using photos of celebrities violate interests protected by law? What if the calendar used pictures of racehorses? Based on these issues, we discuss the generation of legal interests and "rights."</p> <p>Section VI. Classes 11 and 12 Criminal Law: Rule-making using criminal penalties—Trade secrets</p> <p>The legal system surrounding trade secrets is meant to apply to "not publicly known and useful information managed as secrets." Since the late 1990s, the United States has been focusing on the development of trade secret legislation, and unlike other fields of intellectual property law, criminal law has been actively used in this context. This has led to the recent detainment and indictment of the vice-chairman of Huawei Electronics. What should Japan do in this context? I explain the actual situation from the perspective of international "rule-making strategies."</p> <p>Section VII. Classes 13 and 14 Public authority: The role of the government—Antitrust laws (U.S. v. Microsoft)</p> <p>Since the 1990s, Microsoft has flourished due to its outstanding technological capabilities and innovative business strategies. However, at the height of its success, Microsoft was sued by the US government for violating antitrust laws, which resulted in the company's effective defeat, and this greatly constrained its subsequent business. Without Microsoft's business success and legal failure, Apple and Google would not be where they are today. We will explore how this example illustrates the impact of law on business.</p> <p>Section VIII. Class 15 (+ supplementary class) International law: International law and intellectual property rights</p> <p>The globalization of the world economy was legally shaped by the establishment of the World Trade Organization (WTO) in 1995. However, it has been greatly shaken by the so-called "new Cold War" between the United States and China. Furthermore, Russia's war of aggression against Ukraine since February 2022 is breaking down the post-war international cooperation system. We may be entering a turbulent period defined by the end of the era of globalization and the rise of an era of economic security. I will explain this current state of affairs from the perspective of law.</p>
マクロ経済学入門	Introduction to Macroeconomics	G2B41001	This course is divided among five faculty members and is conducted in an omnibus format. It explains how to understand economic phenomena from a macroeconomic perspective; how to collect, analyze, and utilize macroeconomic data; and the characteristics of such data.	Macroeconomics, national accounts, public finance, income and asset distribution, statistical systems, monetary theory	<p>Yamaoki (3 classes): While discussing and explaining the current debates on the fiscal system, tax system, and government bonds, I will explain how these issues are closely related to the macroeconomy.</p> <p>Tokui (3 classes): While explaining the indicators of business cycles, the world seen through GDP, and the consumption function controversy, I will showcase how we may look at society through the lens of macroeconomics.</p> <p>Fujimori (3 classes): Official statistics are often used in macroeconomics to verify the applicability of theories and make predictions for the future. In these classes, I will discuss some examples of official statistics related to households and companies, explain how they are prepared, outline their characteristics, and introduce the theoretical background of statistics used to create statistical data from sample surveys.</p> <p>Aoki (3 classes): I will discuss and explain data from the past 100 years related to economic growth, disparities, and inequalities, allowing us to summarize the economic debate over "growth strategy" and "income inequality."</p> <p>Tsuzuki (3 classes): I will explain securities investment from the perspectives of financial instruments, fundraising, financial markets, and risk. I will also introduce topical examples related to these matters.</p> <p>The course contents may be subject to small changes. The last 15 minutes of the last class (Class 15) will be used for the course survey.</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
金融リテラシー	financial literacy	G2B41006	This course focuses on financial literacy, the essential financial knowledge and decision-making skills individuals need to develop life plans and prepare for major life events. The course, organized by the Nagano Prefectural Council for Financial Services Information [secretariat: Nagano Office, Bank of Japan], will be conducted primarily in an omnibus format by financial experts.	Finance, life plan, risk, investment trust, work experience	<p>Class 1: Introduction: Life and financial literacy</p> <ul style="list-style-type: none"> <li>Purpose and significance of this course, lecture outline, management policy, etc.</li> <li>Changes in social conditions and financial literacy, lifelong wealth, the importance of life and financial planning, scholarship systems, etc.</li> </ul> <p>Class 2: Making money</p> <ul style="list-style-type: none"> <li>Significance of career choice, employment status and lifetime income, income and expenditure management, self-responsibility, and the basics of the social security system, etc.</li> </ul> <p>Class 3: Money and the economy</p> <ul style="list-style-type: none"> <li>Functions of money, the relationship between finance and the economy, the impact of economic fluctuations on life and policy, investing (compound interest, relationship between risk and return, long-term and diversified investment), finance and SDGs, etc.</li> </ul> <p>Class 4: Creating a life plan (1)</p> <ul style="list-style-type: none"> <li>The importance of a life plan, the three major expenses in life, social security systems, etc.</li> </ul> <p>Class 5: Creating a life plan (2)</p> <ul style="list-style-type: none"> <li>Cash flow analysis exercises based on Class 4 (to be submitted at a later date as a take-home assignment)</li> </ul> <p>Class 6: Increasing money (1)</p> <ul style="list-style-type: none"> <li>Significance of asset formation and investment, the relationship between risk and return, risk management methods, the importance of long-term investment, etc.</li> </ul> <p>Class 7: Increasing money (2)</p> <ul style="list-style-type: none"> <li>Structure and characteristics of investment trusts, significance of diversified investment, etc.</li> </ul> <p>Class 8: Passing on money</p> <ul style="list-style-type: none"> <li>The structure and role of trusts in wills, inheritance, business succession, etc.</li> </ul> <p>Class 9: Preparing for risks (1)</p> <ul style="list-style-type: none"> <li>Risk and the role of insurance, how life insurance works, how to use it across different life stages, etc.</li> </ul> <p>Class 10: Preparing for risks (2)</p> <ul style="list-style-type: none"> <li>Risks in daily life and the role of insurance, role and use of non-life insurance, etc.</li> </ul> <p>Class 11: Borrowing money</p> <ul style="list-style-type: none"> <li>The role of financial intermediaries such as banks, various payment methods, housing loans, credit cards, consumer loan systems, etc.</li> </ul> <p>Class 12: Protecting yourself</p> <ul style="list-style-type: none"> <li>Unscrupulous business practices to which students and young professionals are likely to fall victim, financial product fraud and preventive measures, etc.</li> </ul> <p>Class 13: The regional economy and finance</p> <ul style="list-style-type: none"> <li>The role of regional banks in regional economies, the role of regional banks in regional revitalization, etc.</li> </ul> <p>Class 14: Creating a life plan (3)</p> <ul style="list-style-type: none"> <li>Discussing the Class 5 assignment, confirming important knowledge and know-how, etc.</li> </ul> <p>Class 15: Summary</p> <ul style="list-style-type: none"> <li>Reviewing important matters, answering questions from all lectures, etc.</li> </ul> <p>Class 16: Exam</p>
グローバルキャリアのすすめ	Encouragement for Global Career	G2B41016	In these lectures, faculty members and lecturers who have worked overseas will talk about the differences in employment systems and cultures between Japan and other countries based on their experiences. Students will learn about the joys, struggles, and significance of working in global environments directly from not only faculty members and lecturers but also from guest speakers. Students will engage in group discussions about their individual career plans. The main topics of discussion will be the United States and Southeast Asia.	Study abroad, global career, group work	<p>Class 1: Guidance (course aims, lesson plan, etc.)</p> <p>Class 2: Differences in the labor markets of Japan and the US</p> <p>Class 3: Japan's employment system</p> <p>Class 4: Guest lecture by a speaker with overseas assignment experience (planned)</p> <p>Class 5: US employment system</p> <p>Class 6: Differences in performance evaluation methods between Japan and the US</p> <p>Class 7: Differences in job hunting in Japan and the US</p> <p>Class 8: Guest lecture by a speaker with overseas assignment experience (planned)</p> <p>Class 9: Japan and Southeast Asia (politics, religion, and industry in Malaysia) (1)</p> <p>Class 10: Japan and Southeast Asia (politics, religion, and industry in Malaysia) (2)</p> <p>Class 11: Group discussion</p> <p>Class 12: Japan and Southeast Asia (politics, religion, and industry in Cambodia) (1)</p> <p>Class 13: Japan and Southeast Asia (politics, religion, and industry in Cambodia) (2)</p> <p>Class 14: Early career and overseas assignments</p> <p>Class 15: Group discussion, group presentations on "What is a global career?", and course survey (15 minutes)</p> <p>The contents may change depending on the progress of the course, and the deadline for the assignment will be announced in class.</p>
グローバルキャリアのすすめ	Encouragement for Global Career	G2B41017	In these lectures, faculty members and lecturers who have worked overseas will talk about the differences in employment systems and cultures between Japan and other countries based on their experiences. Students will learn about the joys, struggles, and significance of working in global environments directly from not only faculty members and lecturers but also from guest speakers. Students will engage in group discussions about their individual career plans. The main topics of discussion will be the United States and Southeast Asia.	Study abroad, global career, group work	<p>Class 1: Guidance (course aims, lesson plan, etc.)</p> <p>Class 2: Differences in the labor markets of Japan and the US</p> <p>Class 3: Japan's employment system</p> <p>Class 4: Guest lecture by a speaker with overseas assignment experience (planned)</p> <p>Class 5: US employment system</p> <p>Class 6: Differences in performance evaluation methods between Japan and the US</p> <p>Class 7: Differences in job hunting in Japan and the US</p> <p>Class 8: Guest lecture by a speaker with overseas assignment experience (planned)</p> <p>Class 9: Japan and Southeast Asia (politics, religion, and industry in Malaysia) (1)</p> <p>Class 10: Japan and Southeast Asia (politics, religion, and industry in Malaysia) (2)</p> <p>Class 11: Group discussion</p> <p>Class 12: Japan and Southeast Asia (politics, religion, and industry in Cambodia) (1)</p> <p>Class 13: Japan and Southeast Asia (politics, religion, and industry in Cambodia) (2)</p> <p>Class 14: Early career and overseas assignments</p> <p>Class 15: Group discussion, group presentations on "What is a global career?", and course survey (15 minutes)</p> <p>The contents may change depending on the progress of the course, and the deadline for the assignment will be announced in class.</p>
生命保険を考える	Overview of the Life Insurance Business in Japan	G2B41018	This course begins by overviewing Japan's public security (social security system). Then, against the backdrop of various issues related to the social security system caused by the declining birthrate and ageing population, students will deepen their understanding and consideration of how to create their life-plan, various relations between public and private security, and significance thereof, as well as the necessity and effectiveness of self-help. Students will also engage in group discussions on analysis of issues and solutions and will compile recommendations. (These lectures are endowed by the Life Insurance Association of Japan. The lectures will be delivered by instructors with extensive practical experience.)	Life plan, risk, finance, social security, practical experience, group work	<p>Class 1: Orientation, overview of life insurance</p> <p>Class 2: Life planning and risk management</p> <p>Class 3: Public security and life insurance (1): Medical benefits</p> <p>Class 4: Public security and life insurance (2): Death benefits</p> <p>Class 5: Public insurance and life insurance (3): Old-age and nursing-care benefits</p> <p>Class 6: Life insurance and taxes</p> <p>Class 7: Structure of the life insurance policy</p> <p>Class 8: Changes and trends in life insurance products</p> <p>Class 9: Life insurance and investment</p> <p>Class 10: Group discussion</p> <p>Class 11: Disaster response (earthquake disaster response, etc.)</p> <p>Class 12: Organization and operations of life insurance companies</p> <p>Class 13: Customer Complaint handling (financial ADR systems)</p> <p>Class 14: Neighbouring industries</p> <p>Class 15: Wrap up, course survey</p> <p>There is no final exam.</p> <p>The lecture schedule will be explained in the first class, but it will generally unfold as described above.</p> <p>Lectures by guest speakers may also be included, and the contents and order of the classes are subject to change.</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
フランス語圏の文化	Cultures of French-speaking world I	G2B41102	<p>As shown in the "lesson plan and achievement criteria" below, each session of this course will focus on a theme related to Francophone culture and provide information in accordance with that theme. However, we will also make adjustments to our lesson plan as needed in response to students' levels of understanding.</p> <p>Assessment is comprehensively based on normal scores, a mid-term essay, and a year-end essay.</p>	Area Studies, Europe, Francophone countries	<p>Class 1: Orientation  Class 2: Lecture on "Geography and climate of France"  Class 3: Lecture on "The districts of Paris"  Classes 4–5: Overview of the history of France  Class 6: Lecture on "Quebec and Algeria"  Class 7: Lecture on "Cooking"  Class 8: Lecture on "Architecture"  Class 9: Lecture on "Art and museum"  Class 10: Lectures on "Fashion"  Class 11: Lecture on "Film"  Class 12–13: Lectures on "Wine"  Class 14: Lecture on "Chanson"  Class 16: Review, explanation of supplementary materials, course survey</p> <p>Mid-term essay: The essay topic will be announced at the end of Class 7 and the essay will be due approximately a month later.  Final essay: The essay topic will be announced at the end of Class 12 and the essay will be due approximately a month later.</p>
アフリカ文化論	Studies on African Culture	G2B41105	<p>Africa is a continent spanning approximately 30.3 million square kilometers (approximately 80 times the size of Japan) and home to approximately 1.4 billion people across 55 countries and regions. These lectures introduce students to the cultures and contemporary issues of this vast and rich region, including the possibilities and challenges of African cultures.</p>	Africa, images, history, problem discovery and solving	<p>Class 1: Guidance  Class 2: Africa in the imagination  Class 3: Mythology  Class 4: Masks and art  Class 5: Music  Class 6: Food  Class 7: History  Class 8: Nature conservation  Class 9: Disputes  Class 10: Ethnic issues  Class 11: HIV/AIDS  Class 12: Development assistance I  Class 13: Development assistance II  Class 14: Citizen movements  Class 15: Conclusion, course survey</p>
国際理解と多文化共生を考える I	International Understanding and Multi-cultural co-living I	G2B41112	<p>International and Japanese students will be broken into groups of about 4–6. Group members will change after a month—each participant will be in three groups. After obtaining information about the week's theme in the first half of the class and in the pre-study period, students will discuss "multicultural coexistence" and "international understanding" in their groups to deepen their understanding by exchanging information and opinions. The course instructors, who have worked at companies in Japan, will also apply their professional experience to guide students.</p> <p>After each session, students will be given an assignment regarding their opinion on the topic at hand. Moreover, students will also be asked to take multiple eALPS quizzes.</p> <p>Students will also be split into groups for English discussions. Students who want to engage in discussions in English are welcome to take this course.</p> <p>In the first semester of 2022, there were a total of 76 participants, resulting in 13 groups of 5 or 6 students.</p>	Group work, COIL, communication, identity, multicultural coexistence, immigrants	<p>Class 1: Guidance, basics of multicultural coexistence  Class 2: Effective self-introduction, introduction to Matsumoto City  Class 3: Thinking about multicultural coexistence (1): People of foreign origin near you  Class 4: Miscommunicating with people of foreign origin  Class 5: Multicultural coexistence (2): Why it is "good" for people of foreign origin to live together  Class 6: Religion  Class 7: Multicultural coexistence (3): Education for children of foreign origin and related problems  Class 8: Multicultural coexistence (4): Multicultural coexistence among young people in Korea and Japan  Class 9: The environment and activities that we can do ourselves  Class 10: Multicultural coexistence (5): Alienation and English  Class 11: Assumptions  Class 12 and 13: Multicultural coexistence (6): Improving education for children of foreign origin  ★ Group work focused on creating slides for presentations (7/12, no class)  Class 14: Thinking seriously about studying abroad  Class 15: Multicultural coexistence (7): Basic law, final assignment announced (due two weeks later)  ★ Course survey in the last 15 minutes</p>
国際理解と多文化共生を考える II	International Understanding and Multi-cultural co-living II	G2B41113	<p>International and Japanese students will be broken into groups of about 4–6. Group members will change after a month—each participant will be in three groups. After obtaining information about the week's theme in the first half of the class and in the pre-study period, students will discuss "multicultural coexistence" and "international understanding" in their groups to deepen their understanding by exchanging information and opinions. The course instructors, who have worked at companies in Japan, will also apply their professional experience to guide students.</p> <p>After each session, students will be given an assignment regarding their opinion on the topic at hand. Moreover, students will also be asked to take multiple eALPS quizzes.</p> <p>Students will also be split into groups for English discussions. Students who want to engage in discussions in English are welcome to take this course.</p> <p>In the first semester of 2022, there were a total of 76 participants, resulting in 16 groups of 5 students.</p>	Group work, COIL, communication, multicultural coexistence, reading comprehension, schema, immigrants	<p>Class 1: Guidance, basics of multicultural coexistence  Class 2: Effective self-introduction, multicultural coexistence (1): Ishinogumi  Class 3: Japanese for foreigners  Class 4: Multicultural coexistence (2): People of foreign origin near you  Class 5: LGBTQ+  Class 6: A society of singles  Class 7: Multicultural coexistence (3): Nationality and identity  Class 8: Language  Class 9: Historical perception in the modern age  Class 10: "Reading comprehension" and engagement with foreign countries  Class 11: Multicultural coexistence (4): Language policy for people of foreign origin  Class 12: Thinking about peace and happiness in Myanmar and Afghanistan (12/27, no class)  Classes 13 and 14: Multicultural coexistence (5): What is needed for a happy coexistence with immigrants?  ★ Group work to create slides for presentations  Class 15: Multicultural coexistence (6): Japan in 2050?, final assignment announced (due two weeks later)  ★ Course survey in the last fifteen minutes</p>
スペイン語圏の文化 (ラテンアメリカ)	Cultures of the Spanish-Speaking World (Languages and Culture of Latin America)	G2B41114	<p>The course aims to enhance students' understanding of Latin America from cultural perspectives. Each session is focused on the themes outlined in the course plan. In addition to lectures, the class includes activities to share the attractive aspects of Spanish-speaking societies and facilitate student-to-student output-feedback. The activities are designed to deepen students' reflections on complex phenomena within Latin American societies.</p>	Latin America, Hispanophone countries, culture, diversity, group work	<p>Classes from Week 1 to Week 11 will cover the following themes and will include group activities designed to deepen understanding of Spanish-speaking cultures through collaborative exploration and reflection.</p> <p>Week 1: Orientation, expansion of the Hispanophone world  Week 2: What is Latin America? Introduction to Latin American politics, economics, history, etc.  Week 3: Ethnicity, language, and religion  Week 4: Latino immigrants: Migration and Latin American cultures  Week 5: Food culture  Week 6: Tourism  Week 7: Japan-Latin America Relations and the Global Position of Latin America  Week 8: Art and architecture  Week 9: Music, dance, and film  Week 10: Literature and Philosophy  Week 11: Sports and education  Weeks 12–15: Student Presentations and Feedback  Week 16: Final exam, course survey</p>
海外実践	Study at the overseas partner universities	G2B41122	<p>Students will participate in a two-week English-language summer training program organized by UoW College, a language school affiliated with the University of Wollongong in Australia (an overseas academic exchange partner university). The program is designed to help students improve their English, communication and cross-cultural comprehension and expose them to the differences between Japanese and Australian society, culture, and environment, improving their adaptability.</p> <p>In the preparatory study, students will learn about topics such as Australian history, geography, culture, society, and industry and improve their English listening, pronunciation, and presentation skills.</p> <p>In the post-study, students will review their training and create opportunities for international exchanges with students from overseas partner universities and within Shinshu University to improve their English communication skills.</p>	Communication, short-term study abroad, English proficiency, cross-cultural understanding, international awareness, international collaborative learning	<p>(1) May to July: Guidance and pre-study  (2) Early August (after the final exam): Last-minute guidance  (3) Mid-August to early September (2 weeks): UoW College English Training Program  (4) Mid- to late September: Post-study and reports</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
オンライン国際共修 ICL(A)【EA】	Online Intercultural Collaborative Learning, ICL (A) 【 EA】	G2B41123	<p>This course is intended for students seeking to take one of the two-credit Intercultural Collaborative Learning (ICL) courses offered by four universities in Japan (Tohoku University, Tokyo University of Foreign Studies, Osaka University, and Kobe University) as part of the "Intercultural Collaborative Learning Channels" project adopted by the Japan Forum for Internationalization of Universities (of which Shinshu University is a member). Students can earn credits at Shinshu University by taking these courses.</p> <p>Intercultural collaborative learning is a learning activity in which domestic and international students recognize their linguistic and cultural differences through collaboration and learn from each other by considering these differences through group work and PBL.</p>	SDGs, earthquake reconstruction, cross-cultural understanding, industry-academia collaboration, leadership, Japanese culture and society, local community, group work, COIL	This course is conducted according to the syllabuses of the intercultural collaborative learning courses offered by four Japanese universities.
オンライン国際共修 ICL(B)【EA】	Online Intercultural Collaborative Learning, ICL (B) 【 EA】	G2B41124	<p>This course is intended for students seeking to take one of the two-credit Intercultural Collaborative Learning (ICL) courses offered by four universities in Japan (Tohoku University, Tokyo University of Foreign Studies, Osaka University, and Kobe University) as part of the "Intercultural Collaborative Learning Channels" project adopted by the Japan Forum for Internationalization of Universities (of which Shinshu University is a member). Students can earn credits at Shinshu University by taking these courses.</p> <p>Intercultural collaborative learning is a learning activity in which domestic and international students recognize their linguistic and cultural differences through collaboration and learn from each other by considering these differences through group work and PBL.</p>	SDGs, earthquake reconstruction, cross-cultural understanding, industry-academia collaboration, leadership, Japanese culture and society, local community, group work, COIL	This course is conducted according to the syllabuses of the intercultural collaborative learning courses offered by four Japanese universities.
オンライン国際共修 ICL(A-1)【EA】	Online Intercultural Collaborative Learning, ICL (A-1) 【 EA】	G2B41125	<p>This course is intended for students seeking to take one of the two-credit Intercultural Collaborative Learning (ICL) courses offered by four universities in Japan (Tohoku University, Tokyo University of Foreign Studies, Osaka University, and Kobe University) as part of the "Intercultural Collaborative Learning Channels" project adopted by the Japan Forum for Internationalization of Universities (of which Shinshu University is a member). Students can earn credits at Shinshu University by taking these courses.</p> <p>Intercultural collaborative learning is a learning activity in which domestic and international students recognize their linguistic and cultural differences through collaboration and learn from each other by considering these differences through group work and PBL.</p>	SDGs, earthquake reconstruction, cross-cultural understanding, industry-academia collaboration, leadership, Japanese culture and society, local community, group work, COIL	This course is conducted according to the syllabuses of the intercultural collaborative learning courses offered by four Japanese universities.
オンライン国際共修 ICL(B-1)【EA】	Online Intercultural Collaborative Learning, ICL (B-1) 【 EA】	G2B41126	<p>This course is intended for students seeking to take one of the two-credit Intercultural Collaborative Learning (ICL) courses offered by four universities in Japan (Tohoku University, Tokyo University of Foreign Studies, Osaka University, and Kobe University) as part of the "Intercultural Collaborative Learning Channels" project adopted by the Japan Forum for Internationalization of Universities (of which Shinshu University is a member). Students can earn credits at Shinshu University by taking these courses.</p> <p>Intercultural collaborative learning is a learning activity in which domestic and international students recognize their linguistic and cultural differences through collaboration and learn from each other by considering these differences through group work and PBL.</p>	SDGs, earthquake reconstruction, cross-cultural understanding, industry-academia collaboration, leadership, Japanese culture and society, local community, group work, COIL	This course is conducted according to the syllabuses of the intercultural collaborative learning courses offered by four Japanese universities.
比較哲学入門ゼミ	Introductory Seminar for Comparative Philosophy	G2B45101	<p>Course format: Seminars.</p> <p>Theme: Anti-natalism.</p> <p>After the general introduction, we will focus on presenting and discussing each chapter of the textbook. A presenter and discussants will be assigned for each class (10 students in total). All other participants will be asked to write their opinions about the presentations and discussions on eALPS after each class. In other words, one out of every three classes has a presenter and a discussant. For more details, please carefully read the pre- and post-study contents and the notes on enrollment.</p>	Philosophy, comparative philosophy, buddha, Nietzsche, anti-natalism, group work	<p>Class 1: Introduction: What is comparative philosophy?</p> <p>Class 2: Guidance on how to present and deciding the order of the presentations</p> <p>Class 3: Chapter 1 —“You must live”</p> <p>Class 4: Chapter 2—“Is birth evil?” (part 1)</p> <p>Class 5: Chapter 2—“Is birth evil?” (part 2)</p> <p>Class 6: Chapter 3—“Schopenhauer’s anti-natalism” (part 1)</p> <p>Class 7: Chapter 3—“Schopenhauer’s anti-natalism” (part 2)</p> <p>Class 8: Chapter 4—“The reincarnating immortal atman” (part 1)</p> <p>Class 9: Chapter 4—“The reincarnating immortal atman” (part 2)</p> <p>Class 10: Chapter 5—“How did the Buddha think about birth?” (part 1)</p> <p>Class 11: Chapter 5—“How did the Buddha think about birth?” (part 2)</p> <p>Class 12: Chapter 6—“Nietzsche: Can you love the destiny you were born for?” (part 1)</p> <p>Class 13: Chapter 6—“Nietzsche: Can you love the destiny you were born for?” (part 2)</p> <p>Class 14: Chapter 7—“Affirming birth and philosophizing about life” (part 1)</p> <p>Class 15: Chapter 7—“Affirming birth and philosophizing about life” (part 2); course survey</p>
時について考えるゼミ	Toki' Seminar	G2B45102	This course will focus on several topics related to time (toki) (mainly in the context of science and speculation in the modern era). In general, we will alternate between lectures by the faculty member and student-led group work every week. Students from any faculty are welcome.	Toki, communication, group work, peer review	<p>Two weeks will be devoted to each of the following themes:</p> <ul style="list-style-type: none"> <li>• Time in modern science</li> <li>• The mechanical universe and God's whereabouts</li> <li>• The material world and the spiritual world</li> <li>• A warm universe</li> <li>• A high-dimensional world</li> <li>• The labyrinth of time in the mind</li> </ul> <p>* A course survey will be conducted at the end of the semester.</p>
時について考えるゼミ	Toki' Seminar	G2B45103	This course will focus on several topics related to time (toki) (mainly in the context of science and speculation in the modern era). In general, we will alternate between lectures by the faculty member and student-led group work every week. Students from any faculty are welcome.	Toki, communication, group work, peer review	<p>Two weeks will be devoted to each of the following themes:</p> <ul style="list-style-type: none"> <li>• Time in modern science</li> <li>• The mechanical universe and God's whereabouts</li> <li>• The material world and the spiritual world</li> <li>• A warm universe</li> <li>• A high-dimensional world</li> <li>• The labyrinth of time in the mind</li> </ul> <p>* A course survey will be conducted at the end of the semester.</p>
芸術教養音楽ゼミ	Academic Studies in Music	G2B45202	To acquire basic knowledge of music, students will learn the fundamentals of performance expression, music history, and music theory. Moreover, they will practice skills related to reading music and ensembles.	Music, arts, music education, group work (ensemble)	<p>Class 1: Guidance</p> <p>Class 2: Student performance presentations</p> <p>Class 3: Contemporary popular opera works and their composers</p> <p>Class 4: Source of music: Musical expression with folk instruments</p> <p>Class 5: Music listening and visualization</p> <p>Class 6: Music listening and music structure</p> <p>Class 7:History and Development of Orchestras</p> <p>Class 8: Music of the world (1)—Musical expression with the voice</p> <p>Class 9: Music of the world (2)—Various musical instruments</p> <p>Class 10: Music of the world (3)—Music and bodily expression</p> <p>Class 11: New approaches to musical expression</p> <p>Class 12: Fundamentals of musical expression with the body and familiar materials</p> <p>Class 13: Applications of musical expression with the body and familiar materials</p> <p>Class 14: Ensemble presentations</p> <p>Class 15: Summary, course survey</p> <p>*While the above is the plan, the order of the topics may be subject to change.</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
芸術教養美術ゼミ	Basic Fine Arts Seminar	G2B45203	This is an omnibus-style course taught by faculty members specializing in art education and practical skills and affiliated with the arts and crafts and art education courses in the Faculty of Education. Students will learn modelling through lectures, exercises, and practical activities on basic contents related to each faculty member's specialization. Students will be required to submit an essay or assignment for each class taught by a different faculty member.	Art and crafts, fine art, art education, practical art, drawing, group work, essay feedback	Class 1: Initial guidance, practical skill test if the capacity is exceeded Class 2: Basics of drawing Class 3: The charm of paintings I—Learning from Spanish realism, Essay assignment 1 Class 4: The charm of paintings II—Practicing miniature painting , Productive task 1 Class 5: Charm of drawings—Practicing still life painting Class 6: Creative site , Essay assignment 2 Class 7: Drawing, Productive assignment 2 Class 8: Materials and techniques in sculpturing, Essay assignment 3 Class 9: Forms being made and forms created Class 10: What is art? Thinking about art Class 11: Thinking about what it means to look at works of art Class 12: Viewing art works Essay 4 Class 13: What is an ideal art education? I Class 14: What is an ideal art education? II , Essay 5 Class 15: Summary, course survey
西洋古典語の世界ゼミ	Classical Greek and Latin seminar	G2B45301	This academic year, students will embark on a journey into the fundamentals of the Latin language. For six months, they will delve into the first half of a beginner's grammar textbook. Participants will independently study the explanations of grammar points in the textbook and tackle practice exercises before attending class sessions. Inside the classroom, active engagement will be encouraged through practice exercises and supplementary explanations on grammar. Additionally, if time permits, discussions will further explore literature, philosophy, myths, and stories written in Latin.	Classical Greek, Western classics, Latin, comparative literature, comparative linguistics, linguistics	Class 1: Guidance Class 2: Textbook I–II Class 3: Textbook III–IV Class 4: Textbook V–VI Class 5: Textbook VII–VIII Class 6: Textbook IX–X Class 7: Textbook XI–XII Class 8: Textbook XIII–XIV Class 9: Textbook XV–XVI Class 10: Textbook XVII–XVIII Class 11: Textbook XIX–XX Class 12: Textbook XXI–XXII Class 13: Textbook XXIII–XXIV Class 14: Textbook XXV–XXVI Class 15: Final exam
フランス文学ゼミ	French literature: Seminar	G2B45302	Students will read several works of French literature from the 17th to the 20th centuries in groups. Each session will include a lecture about a particular author, the rough plot of the author's work, the background of the work, and some points of interest followed by a class discussion.	European literature, French literature, Francophone literature, group work	Each group will present on the works listed for each class below.  While the plan for the course is as follows, the schedule may change in response to the students' level of understanding.  Class 1: Orientation, course goals, study plans, etc. Class 2: Perrault's Little Red Riding Hood, deciding the groups Class 3: Perrault's Bluebeard Class 4: Molière's Tartuffe Class 5: Abbé Prévot's Manon Lescaut Class 6: Beaumarchais's The Marriage of Figaro Class 7: Bernardin de Saint-Pierre's Paul and Virginie Class 8: Balzac's Old Man Goriot Class 9: Georges Sand's La Petite Fadette (Little Fadette. A Domestic Story) Class 10: Flaubert's Madame Bovary Class 11: Maupassant's Boule de Suif (Ball of Lard) Class 12: Radiguet's The Ball of Count Orgel Class 13: Cocteau's Les Enfants Terribles (The Holy Terrors) Class 14: Saint-Exupéry's The Little Prince Class 15: Camus's The Stranger, course survey
原書で読むシャーロック・ホームズゼミ	A Reading Seminar on the Original Sherlock Holmes Stories	G2B45304	Out of all the Holmes texts—comprising four novels and 56 short stories—this course focuses on the original texts, accompanied by illustrations by Sidney Paget, of the most important short stories (these short stories were serialized in The Strand Magazine, which propelled their popularity). Group work will also be conducted. Students will be asked to fully utilize English-Japanese dictionaries, Japanese dictionaries, and various other dictionaries to express the contents and flavor of the English texts in Japanese. We will also ask students to watch some of the well-known film adaptations produced by Granada Television in the UK and compare them with the original texts.	Sherlock Holmes, reading the original texts, group work	Class 1: Guidance Class 2: Background of the Holmes stories (1) Class 3: Text reading (1) and the background of the work (2)  Class 4: Text reading (2) and a biography of the author (1) Class 5: Text reading (3) and a biography of the author (2) Class 6: Text reading (4) and the Holmes novels Class 7: Text reading (5) and the Holmes short stories Class 8: Text reading (6) and The Strand Magazine Class 9: Text reading (7) and Holmes' reasoning Class 10: Text reading (8) and the fin de siècle Class 11: Text reading (9) and art supremacy Class 12: Text reading (10) and dandyism Class 13: Text reading (11) and Holmes's character (1) Class 14: Text reading (11) and Holmes's character (2) Class 15: Summary: Holmes's character (3) and film adaptations Class 16: Final exam *The lesson plan may be subject to change based on the students' level of understanding.
漢文学ゼミ	Chinese classical literature	G2B45308	Classical Chinese literature, as it is commonly known, primarily refers to ancient Chinese texts. However, the term often includes Japanese language texts considered as classical works. The primary objective of this seminar course is to develop proficiency in reading these texts aloud. Beyond this foundational skill, students will delve into vocabulary, grammar, and historical context to deepen their contextual understanding, and finally apply their newly acquired knowledge. Students will develop these skills through sustained daily practice.	Chinese literature	*In a seminar-style format, students will be assigned specific sections to read and discuss as a group. 1. Testing individual abilities (assessment) 2. Commentary and overview 3. 雙林鎮燕青遇故 4. 宋公明兵渡黄河 5. 盧俊義賺城黑夜 6. 振軍威小李廣神箭 7. 打蓋郡智多星密籌 8. 李逵夢鬧天池 9. 宋江兵分兩路 10. 關勝義降三將 11. 李逵莽陷衆人 12. 宋公明忠感后土 13. 喬道清術敗宋兵 14. 幻魔君術奪五龍山 15. 入雲龍兵圍百谷嶺
翻訳を通してことばと文化を考えるゼミ	Introductory Seminar on Translation	G2B45412	In translation work, knowledge of the language and a thorough understanding of the culture of the countries or regions where the language is spoken are essential. Simultaneously, translation can deepen one's comprehension of related languages and cultures.  This seminar aims to gain insights into language and culture through hands-on activities, such as translation practice, examining the causes of mistranslations, and addressing the challenges of subtitling and dubbing. Following an overview of the wide variety of contemporary translation fields, students will explore issues related to a topic of interest and propose solutions. By the end of the semester, they will conduct a group or individual presentation to share their findings.	English-Japanese/Japanese-English translation, Industrial translation, Audio-visual translation, problem discovery and solving, group work	Week 1: Guidance Weeks 2–3: Key aspects of translation Weeks 4–6: Various modern translation fields Weeks 7–8: Shifting from English composition: "Japanese-English translation" through a change in thinking Weeks 9–11: "Transcreation and video translation" (drama series, films, etc.) Weeks 12–13: Presentation preparation Weeks 14–15: Presentations Week 16: Summary and course survey  The contents and the order of the contents may change based on the students' situation.

Japanese Title	Title	Code	Summary	Key Words	Class Plan
古文書で学ぶ近世ゼミ	Seminar of Edo Period	G2B45501	This seminar will utilize ancient documents housed in the Japanese History research laboratory of the Faculty of Arts, Shinshu University as primary texts. Students will decipher and interpret these documents, present their findings individually, and engage in group discussions. Additionally, depending on interest, students may visit local museums and conduct fieldwork in regions related to the seminar.	Edo period, ancient documents, report feedback	Lessons: 1. Course orientation 2. Learn how to read ancient documents 3. Learn how to research ancient documents 4. Learn how to decipher ancient Japanese script 5. Interpret ancient documents (1) 6. Interpret ancient documents (2) 7. Interpret ancient documents (3) 8. Interpret ancient documents (4) 9. Interpret ancient documents (5) 10. Interpret ancient documents (6) 11. Interpret ancient documents (7) 12. Interpret ancient documents (8) 13. Interpret ancient documents (9) 14. Interpret ancient documents (10) 15. Interpret ancient documents (11), end-of-course survey
西洋史入門ゼミ	Western history seminar	G2B45505	Whether we acknowledge it or not, Western society has profoundly influenced Japanese society. Despite our apparent familiarity with Western society, there remain numerous nuances and complexities to uncover. This course invites students to select a research topic and present their findings. The findings will be the subject of group discussions and collective analysis.	Western history	1st week: Course orientation 2nd week: About ancient times 3rd week: About ancient times 4th week: About the Middle Ages 5th week: About the Middle Ages 6th week: About the Early modern period 7th week: About the Early modern period 8th week: About the modern period 9th week: About the modern period 10th week: About the present era 11th week: About the present era 12th week: In any era 13th week: In any era 14th week: In any era 15th week: Final summary
課題解決インターンシップゼミ【EA】	Project Based Internships	G2B45603	<p>In this course, students will choose their local fields, define local issues, and identify specific hosts (companies, municipalities, organizations, and local communities) indispensable for solving them and work on them regularly (internship).</p> <p>Students will create an action plan based on the knowledge and experience they have gained and implement a PDCA cycle of executing, analyzing, reporting, and proposing points to be improved.</p> <p>This course will be conducted with the support and assistance of (1) the faculty member in charge (who has entrepreneurial experience / corporate work experience) and (2) an external lecturer (practitioner).</p>	Problem solving, regional creation, regional orientation, regional issues, regional revitalization, local innovation, university-wide special education program, fieldwork, internship, practice, work experience, COC+R (or Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs), ENGINE program	This course is held from 4/1 to 10/31 with the following contents. (*ISP: Internship Program) Step 1: Mindset formation: Pre-study and task setting Mindset formation, task setting, and writing a proposal as a preliminary preparation for implementation Class 1: Pre-study—Introduction Class 2: Pre-study—Learning manners Class 3: Pre-study—Procedures for the host company Class 4: Individual interviews Class 5: Task setting—Defining the implementation program Submission of host report and implementation plan (schedule) ○ We conduct individual consultations regarding coordinating with hosts and about the program. ○ It is mandatory to sign up for student education and research accident insurance and student education and research liability insurance. ○ Owing to the need to explain the necessary procedures, attendance at the above pre-study (classes) is mandatory. ○ We will conduct procedures for activities outside the university. ○ The dates, times, contents, and order are subject to change depending on the progress of the class and the circumstances of the external instructor. ○ After consulting with the host company, we will decide the contents of the implementation. Moreover, a mentor will provide support. Therefore, be sure to consult with them at regular time intervals. Step 2: Field learning (August to September) Doing an internship based on what you have planned Class 6: Lecture and seminar Class 7: Lecture and seminar Class 8: Lecture and seminar Class 9: Practice—Survey design and data collection preparation (preparation for questionnaires and hearings) Class 10: Symposium ○ This class will be held in the field outside the university (companies, local governments, organizations, local communities). ○ Activities will generally comprise 5 days or more. However, these days are not necessarily continuous. Step 3: Report and presentation Summarize, record, and communicate the results of your actions Class 11: Post-internship tasks (1)—Writing an internship report and innovation plan Class 12: Post-internship tasks (2)—Writing an internship report and innovation plan Class 13: Submission of post-internship tasks—Submission of internship report and innovation plan Class 14: Achievement report—Presentations Class 15: Achievement report—Presentations and course survey ○ You will be asked to submit an internship report. The format will be predetermined. ○ You will present at the Local Innovation Forum (February to March). ○ This course may be held as a training camp (with accommodation) in the field. ○ The dates, times, contents, and order are subject to change depending on the progress of the class and the circumstances of the external instructor.
リアル・プロジェクトマネジメントゼミ【EA】	Local Innovator Development Course: Seminar for Learning Project management	G2B45604	Students will take the lead in practicing the operation (planning) of DaishigoTalk in Shinshu (planned for Saturday, November 6, 2022), in which more than 500 local companies and students participate. Based on their experiences at DaishigoTalk, students will plan and run the Local Innovation Forum, a place to share the perspectives necessary for local innovation with students, faculty, staff, and the community. Using the on the job training (OJT) method, students will take the lead in securing venues, coordinating keynote speakers, writing MC scripts, appropriately delegating roles among team members, and managing collaborations. This course is conducted with (1) the faculty member in charge (who has entrepreneurial experience / corporate work experience) and (2) an external lecturer (practitioner).	Communication, problem discovery and solving, logical thinking, group work, management, on the job training, planning and management, regional orientation, regional issues, regional revival, regional revitalization, regional creation, local innovation, university-wide special education program, research literacy, case method, group work, fieldwork, essay feedback, work experience, COC+R (or Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs), ENGINE Program	(1) Regular seminars Regular seminars are held once a month (scheduled for Period 6 on Mondays). In regular seminars, students will acquire basic knowledge for intensive classes, interact with other course students, and liaise on extracurricular activities. (2) Intensive classes ・ DaishigoTalk: Planned for November ・ Local Innovation Forum: Held in mid-February Preparations for each event will be conducted as needed and managed by the leader. Class 1: Project launch (brainstorming) ・ Sharing goals ・ Implementation structure and delegation of roles ・ Identification of tasks Class 2: Choosing group leaders ・ Confirmation of work contents (planning, public relations, publicity, etc.) ・ Creating schedules and tasks ・ Deciding on how to share information Class 3: Management ・ PDCA cycle ・ Research ・ Hou-Ren-Sou Classes 4–9: Group tasks ・ Regular meetings ・ Progress management Classes 10–11: Day-before preparations ・ Venue preparation・ Printed materials・ Acoustics・ Presentation materials・ MC script ・ Rehearsal Classes 12–14: On-the-day management ・ MC-ing・ Handling the presenters ・ Timekeeping ・ Recording and filming ・ Media support Class 15: Reflection meeting ・ What went well・ What can be improved ・ Report (PR magazine) Class 16: Reporting opportunities ・ Preparation of presentation materials ・ Presentations (e.g., presentations by students from the Chubu region, etc.) The schedule may be subject to change according to the schedules of the participating students. ○ A course survey is conducted on the last day of class.



Japanese Title	Title	Code	Summary	Key Words	Class Plan
新聞をつくろう！(MGプレス制作ゼミ)	Let's Create a Newspaper!	G2B45605	<p>MG Press is a tabloid-style regional information paper that has been publishing more than 100,000 copies in the Central Shinshu region, such as Matsumoto, Azumino, and Shiojiri, for a long time—since the days of its predecessor, Matsumotodaira Town Information. It is published five times a week and is folded into the morning edition of the Shinano Mainichi Shinbun.</p> <p>The purpose of this course is to help students learn about regional media by engaging them in the creation of this paper; while working with this paper, they will learn how to write easy-to-understand sentences and improve their communication.</p> <p>For this purpose, we will gain basic knowledge about creating newspapers and develop an actual newspaper with the support of people with practical experience in editing and publishing newspapers. There will also be lectures on how the media should work, how to conduct interviews, how to take photos, how to organize a newspaper, etc. Each group will have a series of editorial meetings on select themes and will actually collect information, report, write, and finalize their work.</p>	Communication, problem discovery and solving, group work, fieldwork	<p>Class 1: Orientation</p> <p>Class 2: The work of a newspaper reporter</p> <p>Class 3: Role of local newspapers</p> <p>Class 4: Dissemination of regional information - Paper and the Internet</p> <p>Class 5: The Influence of Local Information Newspapers - From the Receiving Side</p> <p>Class 6: Practical training in article production - Interview and write with other students</p> <p>Class 7: Brief review of the article &amp; presentation of the theme of the interview</p> <p>Class 8: Discussion of coverage themes and grouping</p> <p>Class 9: Organizing the theme of the interview as a group</p> <p>Class 10: Interviews and article writing</p> <p>Class 11: Interviews and article writing</p> <p>Class 12: Interviews and article writing</p> <p>Class 13: Observe the typesetting process at MG Press</p> <p>Class 14: Proofreading and additional interviews</p> <p>Class 15: Publications, evaluations</p>
テレビのメディアリテラシー(テレビ信州参与ゼミ)	Seminar: Media literacy about television	G2B45606	<p>These lectures will be held with the full cooperation of TV Shinshu and will feature guest speakers in charge of news commentary, cameras, technology, announcements, etc. Students will learn about the current state of television media by listening to the voices of people with experience in the field and learning about the knowledge they have gained from their experiences and their varied emotions; further, students can ask the speakers questions.</p> <p>We will also produce mock news program contents and learn the difficulties and fun of production from the perspective of the sender in a practical manner. However, rather than acquiring techniques, this production training aims to contribute to the improvement of media literacy by allowing students to experience, feel, and discuss the perspectives of senders and receivers.</p>	Group work, media, television, literacy, work experience	<p>Class 1: Introduction—Why study TV journalism?</p> <p>Class 2: Origins—Why were the media wrong?</p> <p>Class 3: Comparisons—Reading the media characteristics of the Internet, TV, and newspapers</p> <p>Class 4: Editorial theory (1)—News (what to keep and what to discard)</p> <p>Class 5: Editorial theory (2)—Documentary methods and manners</p> <p>Class 6: Linguistics—How much can a TV anchor say?</p> <p>Class 7: Practice (1)—Creating breaking news</p> <p>Class 8: Practice (2)—Mock press conference (selecting information, mid-term essay assignment)</p> <p>Class 9: Data science (1)—Reading the numbers about COVID-19 (mid-term essay collection)</p> <p>Class 10: Data science (2)—Visualizing the hypothesis of a rise of 4°C</p> <p>Class 11: Practice (3)—"Visualizing" news numbers</p> <p>Class 12: Practice (4)—Presentation and critique of "visualization" deliverables</p> <p>Class 13: Practice (5)—To what extent is it possible to communicate without words?</p> <p>Class 14: Industry theory—The TV industry: The reality and ideal of viewership</p> <p>Class 15: Conclusion—An era that calls for individual literacy (final essay assignment)</p> <p>* A course survey will be conducted in Class 15.</p>
イノベーション人材のための教養ゼミ	Liberal Arts and Science for Innovation	G2B45609	<p>This course is rooted in student group discussions. To conduct effective discussions, students must prepare for them (input). Therefore, you will be asked to prepare for class by reading reference books and summarizing the main points of their contents. To consider the society of the future, it is important to first know about cutting-edge technologies and be able to use that knowledge. To consider advanced technologies, we will outline various industries, research cutting-edge technologies before class, and discuss the society of the future. Near the end of the course, you will be asked to choose one of the themes covered in class and submit an essay on it. By repeating this course, you will acquire applicable knowledge.</p>	Communication, leadership, followership, logical thinking, critical thinking, dialectics, group work	<p>Class 1: Orientation—Understanding how the course is structured</p> <p>Class 2: Advanced technology and human behavior and emotions (1)</p> <p>Class 3: Advanced technology and human behavior and emotions (2)</p> <p>Class 4: Advanced technology and human behavior and emotions (3)</p> <p>Class 5: Advanced technology and human behavior and emotions (4)</p> <p>Class 6: Citizen Public Service Activities and Donations Aimed at Social Change: A Comparison among Regions (1)</p> <p>Class 7: Citizen Public Service Activities and Donations Aimed at Social Change: A Comparison among Regions (2)</p> <p>Class 8: Citizen Public Service Activities and Donations Aimed at Social Change: A Comparison among Regions (3)</p> <p>Class 9: Citizen Public Service Activities and Donations Aimed at Social Change: A Comparison among Regions (4)</p> <p>Class 10: Understanding Innovation in Diverse Fields</p> <p>Class 11: Science, Technology and Innovation - Thinking about social implementation of research results (1)</p> <p>Class 13: Science, Technology and Innovation - Thinking about social implementation of research results (2)</p> <p>Class 13: Science, Technology and Innovation - Thinking about social implementation of research results (3)</p> <p>Class 14: Science, Technology and Innovation - Thinking about social implementation of research results (4)</p> <p>Class 15: Class review and summary": Review of the class as a whole and a class questionnaire</p> <p>*Discussions and presentations will be held in each session (1) to (4).</p> <p>*In the discussion, issues will be raised based on the class theme. In the discussion, issues will be raised in response to the class theme, discussed in groups, and a summary presentation will be made at the end of the class.</p> <p>*Themes and order of topics may be subject to change depending on the progress of the class.</p>
ストラテジー&リサーチ・リテラシーゼミ	Strategy and Research Literacy	G2B45610	<p>Course aims</p> <p>Faced with unknown changes, such as population decline and COVID-19, it is important to grasp our circumstances accurately and analyze and solve problems strategically. As for strategy literacy, students will learn to think critically and use logic models to formulate strategies and organize causal relationships between things. In terms of research literacy, students will learn how to grasp and describe objective phenomena, define indicators to measure changes, and analyze them based on social research methods, experimental design methods, and basic statistical concepts. Through these activities, students will learn to decompose and organize unknown and complex problems, grasp their structure, design hypotheses and verification processes for issues to be addressed, and develop the ability to present their ideas based on data.</p> <p>Course outline</p> <p>Although this course unfolds through lectures, these lectures are not knowledge-oriented classroom lectures; instead, they emphasize the necessity of knowledge and experiences of utilizing knowledge through real practice in the field (therefore, we will engage in action learning and project-based learning, which are forms of active learning). Therefore, the course will be held in cooperation with companies and local governments. By exploring the causes of various regional, social, and economic problems and structurally organizing them, we aim to acquire empirical and practical knowledge for defining appropriate issues (hypothesis setting), problem solving, and disseminating information to society.</p> <p>Potential partners: Major telecommunications company, local governments</p> <p>This course is conducted with (1) the faculty member in charge (who has entrepreneurial experience / corporate work experience) and (2) an external lecturer (practitioner).</p>	Logic model, EBPM (evidence based policy making), critical thinking, data science, social research, statistics, experiment design, research literacy, psychology, kansei informatics, marketing and branding, regional orientation, regional issues, regional revival, regional revitalization, regional creation, Regional Revitalization, Ministry of Education, Culture, Sports, Science, and Technology (MEXT) Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs (COC+R), ENGINE program-certified subject, group work, fieldwork, essay feedback, work experience	<p>Class 1: Guidance (*deciding on participants), research field presentation (collaborators)</p> <p>Class 2: Basics of strategy literacy 1</p> <p>Class 3: Basics of strategy literacy 2</p> <p>Class 4: Basics of research literacy 1</p> <p>Class 5: Basics of research literacy 2</p> <p>Class 6: Problem discovery and defining issues (logic model setting/verification)</p> <p>Class 7: Problem discovery and defining issues (logic model validation)</p> <p>Class 8: Logic model evaluation (indicator setting)</p> <p>Class 9: Research design for logic model verification</p> <p>Class 10: Refining the research plan (sampling and implementation coordination)</p> <p>Class 11: Research, practice, and feedback</p> <p>Class 12: Research, practice, and feedback</p> <p>Class 13: Progress report on data analysis results, etc.</p> <p>Class 14: Proposal to revise the logic model (strategy/policy/tactics/measures)</p> <p>Class 15: Course summary, checking the direction of the proposal, course survey</p> <p>◎ The contents and schedule are subject to change depending on the progress of the course and the circumstances of the partner companies.</p> <p>◎ A course survey will be conducted on the last day of class.</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
ENGINEインターンシップゼミ【EA】	ENGINE internship seminar	G2B45611	<p>In this course, students will utilize their knowledge, skills, and ways of thinking based on scientific evidence and work on problem-solving proposals for a set period (problem-solving internship). The field comprises companies, local governments, organizations, and other entities with specific regional, social, and economic problems, aiming to investigate and analyze the current situation, define issues and hypotheses, and apply this knowledge to take action. Based on real practice, the course emphasizes gaining experience in utilizing knowledge and understanding its necessity. This is why it is a project-solving learning (PBL) course conducted in collaboration with companies and local governments, with the plan being to report outcomes to the community.</p> <p>Moreover, this course is conducted with (1) the faculty member in charge (who has entrepreneurial experience / corporate work experience) and (2) an external lecturer (practitioner).</p> <p>This course is conducted collaboratively and through an exchange between Shinshu University, the University of Toyama, and Kanazawa University.</p> <p>This course is offered as a mandatory course in the practical skills enhancement phase of the ENGINE program, which is part of the Project for Universities as Drivers of Regional Revitalization through the New Human Resources Education Programs (COC+R) of the Ministry of Education, Culture, Sports, Science and Technology (MEXT).</p>	Logic model, EBPM (evidence based policy making), critical thinking, data science, social research, statistics, experiment design, research literacy, psychology, kansei informatics, marketing and branding, regional orientation, regional issues, regional revival, regional revitalization, regional creation, Regional Revitalization, Ministry of Education, Culture, Sports, Science and Technology (MEXT) Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs (COC+R), ENGINE program-certified subject, group work, fieldwork, essay feedback, work experience	<p>Class 1: Joint orientation of the three universities  Class 2: Team building and goal setting  Class 3: Input from companies (1)  Class 4: Input from companies (2)  Class 5: Fieldwork in the local community (1)  Class 6: Reflecting on goals  Class 7: Fieldwork in the local community (2)  Class 8: Feedback from companies and faculty members  Class 9: Fieldwork in the local community (3)  Class 10: Fieldwork in the local community (4)  Classes 11–12: Mid-term presentations (summer intensive camp)  Class 13: Feedback from companies and faculty members  Class 14: Final presentations  Class 15: Reflecting on goals</p> <p>© The contents and schedule are subject to change based on the progress of the course and the circumstances of the partner companies.</p>
アントレプレナー実践ゼミ	Action Research for Entrepreneur	G2B45702	<p>In this course, experienced practitioner faculty members and companies engaged in practical business creation will teach students how to become entrepreneurs and new value creators. More concretely, we will conduct surveys and plan and make proposals regarding real cases from local governments, companies, and so forth. Basic knowledge cannot be learned from only classroom lectures but requires active participation in class (e.g., group discussions, collaborative work, and presentations are required). Moreover, as we conduct action research, which confirms and verifies what you have learned in practice, it is necessary to go out into the community outside of regular class time (Saturdays, Sundays, free time on weekdays, etc.). It is assumed that participants can do so. This course is conducted with (1) the faculty member in charge (who has entrepreneurial experience / corporate work experience) and (2) an external lecturer (practitioner). The number of participants will be limited to approximately 16 to facilitate the group guidance system based on the field and work experience of the mentors.</p>	Entrepreneur development, entrepreneurship, entrepreneurship, startup, venture creation, business creation, regional brands, brands, regional orientation, regional issues, regional revival, regional revitalization, regional creation, social business, marketing and branding, group work, fieldwork, essay feedback, work experience, Ministry of Education, Culture, Sports, Science and Technology (MEXT) Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs (COC+R), ENGINE Program	<p>Class 1: Guidance (*deciding on participants, explanation of course outline, etc.)  Class 2: Introduction to regional brands, fieldwork preparation  Class 3: Fieldwork preparation (regional overview)  *Fieldwork to be conducted  Class 4: Fieldwork summary (problem discovery, analysis, structuring→task setting)  Class 5: Case study and task setting  Class 6: Case study and task setting  Class 7: Digging deeper into the problem and task setting 1  Class 8: Digging deeper into the problem and task setting 2  Class 9: Examination of problem-solving plan 1  Class 10: Examination of problem-solving plan 2  Class 11: Prototype design and implementation 1  Class 12: Prototype design and implementation 2  Class 13: Progress report, including implementation results  Class 14: Refinement of proposal/additional survey 1  *Intensive work to be conducted  Class 15: Refinement of proposal/additional survey 2 *Course evaluation  Class 16: Presentation rehearsal 1  Class 17: Presentation rehearsal 2  • Debriefing (mid-February)  Remarks  © The plan is to hold this course in collaboration with local companies (AYR4: Alpico Group).  © The contents and schedule are subject to change depending on course progress and the circumstances of the partner company.  (In the second half of the course, the practical stage, two classes may be conducted in a row.)  © Students will cover the expenses (transportation costs, lunch costs, etc.) incurred during fieldwork.</p>
コミュニティの社会心理学ゼミ	Social psychology of community	G2B45704	<ul style="list-style-type: none"> <li>Students will select a topic of interest from the textbook, summarize its contents, and deliver a presentation incorporating related research and examples.</li> <li>Students will be divided into groups to conduct fieldwork or survey on issues within the local community and discuss the results.</li> <li>Drawing from the presentation contents, students will discuss how to address these local community issues by applying psychology knowledge.</li> </ul>	Community, social psychology, group work	<p>Class 1: Orientation  Class 2: Understanding Criminal and Disaster Issues  Class 3: Understanding Education and Child-rearing Issues  Class 4: Understanding Scenery and Environmental Issues  Class 5: Understanding Volunteering in the Community  Class 6: Understanding Intergenerational and Inter-regional Exchanges  Class 7: Understanding Citizen Participation and Government Relations  Class 8: Discussion and In-depth Analysis of Criminal and Disaster issues  Class 9: Discussion and In-depth Analysis of Education and Child-rearing Issues  Class 10: Discussion and In-depth Analysis of Scenery and Environmental Issues  Class 11: Discussion and In-depth Analysis of Volunteering in the Community  Class 12: Discussion and In-depth Analysis of Intergenerational and Inter-regional Exchanges  Class 13: Discussion and In-depth Analysis of Citizen Participation and Government Relations  Class 14: Comprehensive Discussion on Local Community Issues  Class 15: Summary and Course Survey  Individual topics may vary based on students' interests and social circumstances.</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
価値創造実践ゼミ	Action Learning for VALUE CREATION	G2B45808	<p>In this course, students will aim to acquire practical knowledge about problem discovery and solution methods in the local and social fields, as well as experiential knowledge of new value creation. More concretely, we will participate in a collaborative project with JR East Japan Nagano Branch to conduct surveys, plan, make proposals, and act. This course does not center on classroom lectures but on exercises and practice. Therefore, it is necessary to have an attitude of active participation (e.g., group discussions, collaborative work, and presentations are required). Furthermore, we will go out into the community to conduct fieldwork and demonstration experiments outside of regular class time (Saturdays, Sundays, free time on weekdays, etc.). Although the time cost of participation is higher than that of regular classes, we are looking for students who want to gain real experience from companies (experiences that are not normally possible) and the knowledge necessary for their future career development.</p> <p>©Joint implementation with JR East Japan Nagano Branch The plan is to hold this course in collaboration with JR East Japan Nagano Branch. Employees of JR East Japan will participate in the classes. Classes will be rooted in active learning/action research and mainly conducted at Matsumoto Station and other locations. Additionally, this course will be conducted with (1) the faculty member in charge (who has entrepreneurial experience / corporate work experience) and (2) an external lecturer (practitioner). The number of participants is limited to approximately 16 to facilitate the group guidance system based on the field and work experience of the mentors.</p>	Psychology, kansei informatics, marketing and branding, regional brands, regional orientation, regional issues, regional revival, regional revitalization, regional creation, tourism human resource development, entrepreneurship, social business, problem solving and discovery, group work, fieldwork, essay feedback, work experience, Ministry of Education, Culture, Sports, Science and Technology (MEXT) Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs (COC+R), University-wide Special Education Program, Local Innovator Training Course, Strategy Design Human Resource Development Course	<ul style="list-style-type: none"> <li>• Pre-class: May be held in the second or third week of September (undecided)</li> <li>• Class 1: Guidance (*deciding on participants, course outline, introducing the previous year's initiatives, etc.)</li> <li>• Class 2: Basic knowledge learning (1)—Tourism business of JR East Japan (*case study)</li> </ul> <p>*FW (1): Fieldwork to discover new tourism value</p> <ul style="list-style-type: none"> <li>• Class 3: Basic knowledge learning (2)—Case study on tourism promotion (guest lecturer)</li> <li>• Class 4: Fieldwork preparation (FW perspectives, methods, etc.)</li> <li>• Class 5: FW (2)—Planning and learning presentation skills</li> <li>• Class 6: FW (2)—Presenting and refining the plan</li> </ul> <p>*FW (2) Implementation</p> <ul style="list-style-type: none"> <li>• Class 7: FW (1)—Summary and report (from problem discovery, analysis, and structuring to task setting)</li> <li>• Class 8: FW (2)—Planning centered on the task setting (5WIH organization)</li> </ul> <p>*FW (3) Implementation</p> <ul style="list-style-type: none"> <li>• Class 9: Task setting refinement (5WIH finishing), considering solutions (measures)</li> <li>• Class 10: Designing a verification plan for the solution hypothesis (if necessary: guest practice case study)</li> <li>• Class 11: Proposal preparation (template learning), coordination, and implementation with related parties for execution</li> <li>• Class 12: Proposal preparation (template learning), coordination, and implementation with related parties for execution</li> <li>• Class 13: Proposal preparation (template learning), coordination, and implementation with related parties for execution</li> <li>• Class 14: Implementation and summary (improvement)</li> <li>• Class 15: Implementation and summary (improvement), course evaluation</li> <li>• Class 16: Summary (*You may do your work)</li> <li>• Class 17: Presentation rehab 1</li> <li>• Class 18: Presentation rehab 2</li> </ul> <p>© Project proposal and achievement report meeting</p>
キャリアデザイン実践ゼミ	Action Research of Career Design	G2B45809	<p>Students will acquire knowledge as well as the research and analysis methods necessary to understand regional issues, learn how to express them clearly, and propose plans to solve problems based on actual regional issues. Classes will involve exercises centered on group work; thus, you must speak proactively. It is assumed that students will go out into the community outside of regular class time (Saturdays, Sundays, etc.). The number of participants is limited to 15–25 or fewer for practical reasons. Moreover, it is assumed that all students can do the above. As this is a project-based learning (PBL) course, the plan is to report the outcomes to the local community. Furthermore, this course will be conducted with (1) the faculty member in charge (who has entrepreneurial experience / corporate work experience) and (2) an external lecturer (practitioner).</p>	Communication, problem discovery and solving, analytical skills, expressive skills, logical thinking, regional creation, regional revitalization, problem solving, group work, fieldwork, presentations, urban development, career, practice, innovation, work experience, COC+R (or Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs), ENGINE Program, data analysis, ESG, food, tourism, transportation, infrastructure	<p>Class 1: Course guidance, what is career design?</p> <p>Class 2: Explaining the practical tasks, self-analysis—Basic skills and portfolios for working adults</p> <p>Class 3: Learning problem-solving and execution skills (1)—How to conduct a questionnaire</p> <p>Class 4: Learning problem-solving and execution skills (2)—Gathering information through interviews</p> <p>Class 5: Learning more about "working"—Manners for communication</p> <p>Class 6: Learn about co-creative thinking to solve problems in a team—Conversational skills in group work</p> <p>Class 7: Learning problem-solving and execution skills (3)—Fieldwork</p> <p>Class 8: Learning problem-solving and execution skills (4)—From analysis to proposal</p> <p>Class 9: Future work, future work styles (1) (guest lecturer)</p> <p>Class 10: Planning and connecting skills—Brainstorming practice</p> <p>Class 11: Future work, future work styles (2) (guest lecturer)</p> <p>Class 12: Communication skills—summarizing results, explanation of the final task</p> <p>Class 13: Group preparation task, preparation</p> <p>Class 14: Group presentation task, presentation</p> <p>Class 15: Conclusion—presentation of individual tasks, course survey</p>
キャリアアップニング・ゼミ(キャリア形成論Ⅲ)	Career Planning - Career Development Ⅲ	G2B45813	<p>In this course, to practice career planning, we will "clarify goals (objectives)," "what you want to do and what you do not want to do (organize motivations)," and "action plans (set actions)." By establishing a plan and verbalizing specific actions, you can give meaning to your actions and bring yourself closer to your ideal career path.</p> <p>It is also important to be able to grasp your current abilities to realize your career plan. You will become aware of your growth by understanding what you can do and where your limits lie, the gap between your goals and your current self, and closing that gap. In this course, we will focus on taking action toward goals and increasing your achievements and experiences of success and failure, cultivating the ability to survive in the VUCA era.</p>	Career, work-life balance, communication, presentation, purposeful thinking, portfolio, task setting, self-analysis, career, work experience, group work, action plan, internship, PBL, VUCA, job hunting, career selection	<p>Class 1: Guidance—Basics of your career plan and job hunting process</p> <p>Class 2: Know yourself—Self-analysis</p> <p>Class 3: Getting to know the company—How society and companies work, the practice of industry research</p> <p>Class 4: Company research—Thinking about internship hosts through comparisons</p> <p>★ Extracurricular activities (1)—Participating in corporate research and summary of the self-analysis</p> <p>Class 5: Motivation and entry sheet (try to write an entry sheet for the internship)</p> <p>★ Extracurricular activities (2)—Preparing the entry sheet</p> <p>Class 6: Revising the entry sheet and individual interview</p> <p>Class 7: Internship manners</p> <p>★ Extracurricular activities (3)—Interviews with the host, confirming the contents (individual consultation)</p> <p>Class 8: Creating a career plan</p> <p>Class 9: Reflection—Post-internship check and setting your next goals (September)</p> <p>★ Will be held outside of class hours.</p>
ストラテジー構築実践ゼミⅠ【EA】	Practical Seminar for Strategy Build-up Ⅰ	G2B45814	<p>Course aims This course is offered as a special subject for the "Strategy Design Human Resource Development Course" of Shinshu University's "University-Wide Special Education Program." This course mainly targets second-year students in this program.</p> <p>Amid various developments, such as the declining birthrate, aging population, and climate change, major changes are occurring in terms of flows of people and logistics, the state of cities and rural areas, and the roles of the real and the virtual. The purpose of this course is to understand the importance of discovering problems, scientifically clarify their current status, background, and causes, and find proposals that contribute to solving them to respond effectively to such unknown changes. To achieve this, students will acquire skills in data-driven thinking, task-setting, presenting, and data analysis. After focusing on skill acquisition, students will cultivate practical skills by engaging in problem-based learning (PBL) on themes from governments, companies, etc.</p> <p>Course outline This course cultivates the knowledge, skills, and ways of thinking necessary to propose solutions to problems based on scientific evidence. Students learn basic skills and methods for investigating and analyzing the current situation, setting issues, and coming up with hypotheses in stages. Based on real practice, the course emphasizes gaining experience in utilizing knowledge and understanding its necessity. This is why it is a PBL course conducted in collaboration with companies and local governments, with the plan being to report outcomes to the community. As the course is conducted in a seminar format centered on group work, it is necessary to have a proactive attitude. There is also the possibility of going out into the community outside of regular class time (Saturdays and Sundays, etc.). The number of participants will be limited to 20 or fewer for operational reasons, assuming that all participants can take part in the above. Furthermore, this course will be conducted with (1) the faculty member in charge (who has entrepreneurial experience / corporate work experience) and (2) an external lecturer (practitioner).</p> <p>Companies with planned collaboration: Local governments, Shinshu University IR, major telecommunications company</p>	Logic model, EBPM (evidence based policy making), critical thinking, data science, social research, statistics, experiment design, research literacy, psychology, kansei informatics, marketing and branding, regional orientation, regional issues, regional revival, regional revitalization, regional creation, Ministry of Education, Culture, Sports, Science and Technology (MEXT) Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs (COC+R), ENGINE program-certified subject, group work, fieldwork, essay feedback, work experience	<p>(1) Regular seminars Twice a month (planned for the 6th hour on a fixed weekday) Regular seminars. In regular seminars, students will learn basic skills and methods that can be used in the intensive seminars gradually and communicate and coordinate with other course students about exchanges and extracurricular activities. April: Guidance, basics of data analysis May: Theme selection, choosing appropriate data June: Basics of aggregation and analytical methods July: Analysis, discussion/presentation</p> <p>(2) Intensive seminars Intensive seminars will be held over four days (planned) in the third and fourth weeks of August. During these seminars, we will concentrate on problem-based learning with examples from the field.</p> <p>© The contents and schedule are subject to change depending on course progress and the circumstances of partner companies. © A course survey will be conducted on the last day of class.</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
ストラテジー構築実践ゼミⅡ【EA】	Practical Seminar for Strategy Build-up Ⅱ	G2B45815	<p>Course aims This course is offered as a special subject for the "Strategy Design Human Resource Development Course" of Shinshu University's "University-Wide Special Education Program." This course mainly targets second-year students in this program.</p> <p>Amid various developments, such as the declining birthrate, aging population, and climate change, major changes are occurring in terms of flows of people and logistics, the state of cities and rural areas, and the roles of the real and the virtual. The purpose of this course is to understand the importance of discovering problems, scientifically clarify their current status, background, and causes, and find proposals that contribute to solving them to respond effectively to such unknown changes. To achieve this, students will acquire skills in data-driven thinking, task-setting, presenting, and data analysis. After focusing on skill acquisition, students will cultivate practical skills by engaging in problem-based learning (PBL) on themes from governments, companies, etc.</p> <p>Course outline This course cultivates the knowledge, skills, and ways of thinking necessary to propose solutions to problems based on scientific evidence. Students learn basic skills and methods for investigating and analyzing the current situation, setting issues, and coming up with hypotheses in stages. Based on real practice, the course emphasizes gaining experience in utilizing knowledge and understanding its necessity. This is why it is a PBL course conducted in collaboration with companies and local governments, with the plan being to report outcomes to the community. As the course is conducted in a seminar format centered on group work, it is necessary to have a proactive attitude. There is also the possibility of going out into the community outside of regular class time (Saturdays and Sundays, etc.). The number of participants will be limited to 20 or fewer for operational reasons, assuming that all participants can take part in the above. Furthermore, this course will be conducted with (1) the faculty member in charge (who has entrepreneurial experience / corporate work experience) and (2) an external lecturer (practitioner).</p> <p>Companies with planned collaboration: Local governments, Shinshu University IR, major telecommunications company</p>	Logic model, EBPM (evidence based policy making), critical thinking, data science, social research, statistics, experiment design, research literacy, psychology, kansei informatics, marketing and branding, regional orientation, regional issues, regional revival, regional revitalization, regional creation, Ministry of Education, Culture, Sports, Science and Technology (MEXT) Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs (COC+R), ENGINE program-certified subject, group work, fieldwork, essay feedback, work experience	<p>(1) Regular seminars Twice a month (planned for the 6th hour on a fixed weekday) Regular seminars. In regular seminars, students will learn basic skills and methods that can be used in the intensive seminars gradually and communicate and coordinate with other course students about exchanges and extracurricular activities.</p> <p>(2) Intensive seminars Intensive seminars will be held over four days (planned) in the third and fourth weeks of February. During these seminars, we will concentrate on problem-based learning with examples from the field.</p> <p>◎ The contents and schedule are subject to change depending on course progress and the circumstances of partner companies. ◎ A course survey will be conducted on the last day of class.</p>
ストラテジー・デザインインターンシップゼミ	Strategy Design Internship Seminar	G2B45816	<p>This class is held as a subject exclusive to the Strategy Design Competency Program, one of Shinshu University's Cross-University Special Education Programs. The class is mainly aimed at third-year students in this program.</p> <p>In this class, students make use of science-based knowledge, skills, and methods of thinking to select their fields and work on problem-solving proposals for a certain period of time (problem-solving internship). The fields include businesses, local governments, and organizations, etc., that have specific regional, social, and economic problems. Students investigate and analyze the current situation and establish issues and hypotheses, which they then render into actions. Based on real settings and practice, this class focuses on experience, making use of knowledge, and on understanding the need to do so. As part of the project-based learning (PBL) being held in collaboration with businesses, local government, and others, we intend to report the class outcomes to the regions.</p> <p>This class is conducted by (1) the instructor in charge (who has entrepreneurial/practical business experience) and (2) external lecturers (practitioners).</p>	logic model, evidence-based policy-making (EBPM), critical thinking, data science, social survey, statistics, experiment planning methods, research literacy, psychology, emotional informatics, marketing and branding, locally oriented, regional issues, regional regeneration, regional revitalization, regional creation, MEXT Centers of Community—Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs (COC+R), ENGIE program-accredited subject, group work, fieldwork, report feedback, practical experience	<p>Students determine the timing for this class themselves between April and September. Students will complete the following:</p> <p>Step 1: Mindset formation: Prior study and goal-setting Forming mindsets and establishing issues as preparation for implementation; preparing written plans Session 1: Orientation Session 2–5: Prior study, internship procedures, goal-setting, implementation plan</p> <p>Step 2: Field learning (Aug.–Sep.) Internship relevant to the planned content Sessions 6–10: Practice</p> <p>Step 3: Report and presentation Summarizing, recording, and communicating the implementation outcomes Session 11–14: Preparing post-issues Session 15: Outcome reporting—Presentations</p> <p>◎Note that the content and schedule may change due to the progress of the class and partner companies' circumstances. ◎A class questionnaire will be conducted on the day of the final class.</p>
社会科学の方法ゼミ	Guide to Social Science	G2B45901	<p>The first half of this class focuses on the “methods” of social sciences. We will read and discuss part of a work on the topic of a social phenomenon together. In each session, students summarize a section of text and present it. We read the texts critically through the exchange of opinions between students. In the second half of the class, each student selects a social phenomenon (an event or other occurrence in society) in which they are interested and try applying social science to this phenomenon through group work. Throughout both halves of the class, students learn how to read academic texts and how to write reports.</p>	social science, public policy, media literacy, group work	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Differences between social studies and the social sciences; learning the methods of the natural sciences</li> <li>3. Learning how to write a summary; searching for newspaper articles</li> <li>4. Reading specialized social sciences works (1)</li> <li>5. Reading specialized social sciences works (2)</li> <li>6. Reading specialized social sciences works (3)</li> <li>7. Learning how to write a report (1)</li> <li>8. Peer reviewing reports (interim)</li> <li>9. Finding a social phenomenon of interest (theme) (searching for and collecting information)</li> <li>10. Analyzing information (1) (preparing for group presentation)</li> <li>11. Analyzing information (2) (preparing for group presentation)</li> <li>12. Applying “science” to social phenomena (group presentations)</li> <li>13. Learning how to write a report (2)</li> <li>14. Peer reviewing reports (end of semester)</li> <li>15. Summary (submitting final reports)</li> </ol> <p>Class questionnaire</p>
共生のための人権研究ゼミ	Seminar on Human Rights	G2B45904	<p>In this seminar, students think about the problem awareness they have from the perspective of basic human rights in a practical format.</p> <p>To begin, the first practical session gives an outline of the relationship between human rights and coexistence. The second and third sessions deepen students' awareness of problems and explore relevant literature (see the References section below for a list of this literature). In the fourth and following sessions, students present, debate, and organize their opinions into a report. Through presentation, debate, and report-writing, students acquire problem discovery and solving abilities and communication capabilities.</p>	human rights, constitution, constitutional litigation, issue discovery, issue solving, communication, group work	<p>Session 1: Orientation Session 2: “Examining” your awareness of problems Session 3: “Deepening” your awareness of problems Session 4: Presentation and debate Session 5: Presentation and debate Session 6: Presentation and debate Session 7: Presentation and debate Session 8: Presentation and debate Session 9: Presentation and debate Session 10: Presentation and debate Session 11: Presentation and debate Session 12: Presentation and debate Session 13: Presentation and debate Session 14: Presentation and debate Session 15: General debate: What norms and policies are needed to resolve human rights problems?</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
社会科学の方法ゼミ	Guide to Social Science	G2B45910	The first half of this class focuses on the “methods” of social sciences. We will read and discuss part of a work on the topic of a social phenomenon together. In each session, students summarize a section of text and present it. We read the texts critically through the exchange of opinions between students. In the second half of the class, each student selects a social phenomenon (an event or other occurrence in society) in which they are interested and try applying social science to this phenomenon through group work. Throughout both halves of the class, students learn how to read academic texts and how to write reports.	social science, public policy, media literacy, group work	1. Orientation 2. Differences between social studies and the social sciences; learning the methods of the natural sciences 3. Learning how to write a summary; searching for newspaper articles 4. Reading specialized social sciences works (1) 5. Reading specialized social sciences works (2) 6. Reading specialized social sciences works (3) 7. Learning how to write a report (1) 8. Peer reviewing reports (interim) 9. Finding a social phenomenon of interest (theme) (searching for and collecting information) 10. Analyzing information (1) (preparing for group presentation) 11. Analyzing information (2) (preparing for group presentation) 12. Doing “science” on social phenomena (group presentations) 13. Learning how to write a report (2) 14. Peer reviewing reports (end of semester) 15. Summary (submitting final reports) Class questionnaire
SDGs: 平和ゼミ	SDGs and Peace Studies	G2B45911	Students will learn about past and current peacetimes and wars. Maintaining peaceful international order will provide the foundation for achieving Sustainable Development Goals (SDGs), which is the most critical issue of international relations. Students will gain basic knowledge by reading foundational literature about past and current peacetimes and wars, as well as the SDGs. Finally,they will summarize this literature into reports and discuss them. Each session requires students to prepare a little before participating in practical discussion. The television reports on wars in Ukraine that we see are shocking, but it may be difficult to comprehend them as problems that affect us directly. The current situation is that we have few opportunities to think about what we can do to build a peaceful society or put these actions into practice. Students will participate in external learning through visits to facilities that exhibit Japan’s experiences of war and activities with NGOs that support people in current war zones and government bodies that promote peace education (Matsumoto City, Matsumoto Youth Peace Network). Through these activities, they will learn about what they can do now.	peace research, global issues, international relations, dispute, refugee, modern history, environment, SDGs, group work	1. Orientation: How to learn about war and peace; the current state of “peace and the SDGs” and the associated issues 2. Learning from Japan’s experience of war: Why did Japan engage in war? (literature reading and discussion 1) 3. Learning from Japan’s experience of war: Why did Japan engage in war? (literature reading and discussion 2) 4. Learning and passing on the lessons of war: Visiting Shinshū facilities (planned visit to Matsuhiro, Mugonkan) *Planned to take place on a Saturday 5. Learning and passing on the lessons of war: Presentations and discussion 1 6. Learning and passing on the lessons of war: Presentations and discussion 2 7. War and peace today (War in Ukraine): Lecture, literature reading, discussion 8. War and peace today (Wars in Afghanistan and Iraq): Lecture, literature reading, discussion 9. War and peace today (The nuclear question): Lecture, literature reading, discussion 10. Attempts to build peace: NGOs’ attempts to support people in disputes (lecture by external lecturer) 11. Attempts to build peace and Japan’s role: Lecture, literature reading, discussion 12. Japan’s security policy: Lecture, literature reading, discussion 13. The SDGs and peace (summary): Lecture, literature reading, discussion 14. What is needed to build a peaceful society?: Presentations and discussion 1 15. What is needed to build a peaceful society?: Presentations and discussion 2  *Topics may be adjusted at participants’ request. The topics may be reordered.
信州で考える憲法問題研究ゼミ	Seminar on the Constitutional Problems in Shinshu	G2B45912	In this practical class, students analyze constitutional issues in Shinshū and search for possible solutions.  This year, all students will read Itsutsu-iro no mebiusu [Five-colored Möbius] (Shinano Mainichi Shimbun ed., 2022, Akashi Shoten) and investigate foreign labor issues in Shinshū. After gaining an understanding of the current situation of foreign workers in Shinshū, students will discuss appropriate labor practices.	constitution, human rights, labor law, globalism, labor, group work	Session 1: Introduction Session 2: Focusing on the region Session 3: Methods for literature reading and discussion Session 4: Literature reading and discussion (textbook, chapter 1) Session 5: Literature reading and discussion (textbook, chapter 2) Session 6: Literature reading and discussion (textbook, chapter 3) Session 7: Literature reading and discussion (textbook, chapter 4) Session 8: Literature reading and discussion (textbook, chapter 5) Session 9: Literature reading and discussion (textbook, chapter 6) Session 10: Literature reading and discussion (textbook, chapter 7) Session 11: Literature reading and discussion (textbook, chapter 8) Session 12: Literature reading and discussion (textbook, research date) Session 13: Literature reading and discussion (textbook, chapter 9) Session 14: Literature reading and discussion (textbook, chapter 10) Session 15: Overall debate; class questionnaire
イノベーション・リテラシーゼミ【EA】	Learning for Innovation management	G2B46003	This class aims to cultivate entrepreneurs and innovators through Project Based Learning ( PBL ) . The lecturers are top innovators in their respective domains. We will use their case studies as class materials to learn practically about mindset, idea generation, business processes, and determining issues in dialog with the lecturers. During the summer vacation, we will endeavor to solve real-world problems in collaboration with local government, enterprises, and community groups. Through this experience, students will acquire skills such as information usage literacy, interview design, reviewing materials, proposing plans and presentations, time management, and team organization and cooperation.	locally oriented, regional issues, regional regeneration, regional revitalization, regional creation, social innovation, entrepreneur fostering, entrepreneurship group work, fieldwork, report feedback, practical experience, MEXT Centers of Community—Project for Universities as Drivers of Regional Revitalization through New Human Resources Education Programs (COC+R), ENGINE program	(1) Regular seminars Regular seminars to be held monthly (planned for the 6th period on Mondays). In the regular seminars, students acquire the fundamental knowledge needed for the intensive class, as well as interacting with students from other courses and contacting and coordinating to arrange external activities. (2) Intensive class The intensive class will be held in Karuizawa over 5 days during the 3rd and 4th weeks of August (planned). *May be postponed/canceled depending on the spread of COVID-19, etc., or in the event of disaster, etc. (1) Regular seminars (once monthly: Monday, 6th period) •Apr.: Mindset (LI outline, topic setting, etc.) *Explanations by older students, etc. •May: Fundamentals of innovation literacy •Jun.: Gathering information on local issues and determining issues •Jul.: Gathering information, determining interview candidates, and making appointments •Aug.: Camp lecture (2) Intensive class (camp) Day 1: Forming an image of the region Session 1: Orientation and mindset Session 2: Forming an image of the field Session 3: Forming an image of the field Session 4: Forming an image of the field Evening: Case study with innovators Day 2: Skill practice Session 5: Hypothesis validation research (group activities and practicing with mentors) Session 6: Hypothesis validation research (group activities and practicing with mentors) Session 7: Hypothesis validation research (group activities and practicing with mentors) Session 8: Determining issues and preparing draft plans (group activities and practicing with mentors) Day 3: Forming abilities Session 9: Research and development (group activities and practicing with mentors) Session 10: Research and development (group activities and practicing with mentors) Session 11: Project concept and additional research (group activities and practicing with mentors) Session 12: Project concept and additional research (group activities and practicing with mentors) Day 4: Update (additional research if necessary) Session 13: Refining the project and additional research (group activities and practicing with mentors) Session 14: Refining the project and additional research (group activities and practicing with mentors) Session 15: Preparing a presentation (group activities and practicing with mentors) Session 16: Preparing a presentation (group activities and practicing with mentors) Day 5: Harvesting Session 17: Proposal and review ○The schedule, content, and order may change depending on class progress and external lecturers’ circumstances. ○A class questionnaire will be held on the final day of class.

Japanese Title	Title	Code	Summary	Key Words	Class Plan
プログラミングゼミ	Introductory Programming	G2B46006	<p>This class is aimed at programming novices. The class fosters the ability to use the Ruby programming language to solve issues; students will attain a foundation for resolving issues on their own as non-experts in IT. Consequently, lectures on grammar, syntax, etc., will be limited to the basic scope, and students are encouraged to autonomously study additional knowledge that they need in the course of working on their tasks, for example, by conducting their own research. The first half of each lecture provides commentary, while the second half confirms the lecture content through practice and provides time to work on tasks.</p> <p>The instructor in charge will make use of their practical experience in programming to deliver the lectures.</p>	programming, Ruby, computer, report feedback (guidance by correcting programming)	<p>The 15-week class is anticipated to cover the following lecture content:</p> <p>(1) Introduction, environment setup, executing programs  (2) Computation, strings  (3) Processing flow (branching and repeating)  (4) Arrays  (5) Methods  (6) Regular expressions  (7) File manipulation  (8) Debugging  (9) Commentary on Task 1 (Task 1 feedback)  (10) Classes  (11) Hashes  (12) Programming design  (13) Commentary on Task 2 (Task 2 feedback)  (14) Programming etiquette  (15) Commentary on Task 3 (Task 3 feedback)</p> <p>The last 15 minutes of the final (15th) lesson will be used to answer a class questionnaire.</p>
社会問題研究ゼミ	Social Issues Research Seminar	G2B46009	<p>In this seminar, students will work in groups to study social issues, deepen their understanding through discussion, and compile their findings into a final report, with guidance from the instructor.</p> <p>Social issues are defined as problematic phenomena that cannot be solved by individual efforts alone and are considered to have societal causes. For instance, in our society, values such as freedom and equality are expected to be upheld; however, there are societal constraints (limitations on freedom) and disparities (lack of equality) that challenge these values.</p> <p>During this seminar, students will investigate the current state of these social issues in Japanese society, explore their causes, and contemplate their social impact and possible responses. These findings will then be discussed in the seminar.</p> <p>The seminar will be conducted and discussed in Japanese.</p>	social issues, social sciences, group work	<ol style="list-style-type: none"> <li>Orientation</li> <li>Learning about social issues (1)</li> <li>Learning about social issues (2)</li> <li>Learning about social issues (3)</li> <li>Learning about survey methods (1)</li> <li>Learning about survey methods (2)</li> <li>Investigating social issues (1)</li> <li>Investigating social issues (2)</li> <li>Investigating social issues (3)</li> <li>Learning how to write a report</li> <li>Analyzing social issues (1)</li> <li>Analyzing social issues (2)</li> <li>Analyzing social issues (3)</li> <li>Group presentation of research outcomes</li> <li>Summary and class questionnaire</li> </ol> <p>○Some parts of the class plan may be reordered depending on students' learning progress.</p>
経済分析のためのITスキル入門ゼミ	Introduction to IT Skills for Economics	G2B46011	<p>This course is designed to provide programming beginners and aspiring economists with essential IT skills required to conduct data-driven empirical analysis. Through hands-on training, students will learn about various software tools and how to use them effectively. In each lecture, students will engage in exercises guided by the instructor to solidify their understanding of the course material.</p>	Programming, IT, data analysis	<p>Lessons:</p> <ol style="list-style-type: none"> <li>Course instruction</li> <li>Basic PC operation techniques</li> <li>e-Stat</li> <li>Excel</li> <li>About data types</li> <li>Conditional branching</li> <li>Regression analysis</li> <li>Power query</li> <li>Python</li> <li>Loop statements</li> <li>Random numbers</li> <li>R</li> <li>Functions</li> <li>Github</li> <li>Final summary</li> </ol>
松本市の魅力発見ゼミ-松本のアンバサダーになろう-(松本市寄付講義)	Project Base Learning in Matsumoto City	G2B46101	<p>An employee from Matsumoto City Hall will serve as the lecturer for each session in this class. The class will comprise: (1) an introduction to Matsumoto City by an employee from the department in charge (outline, industry, commerce, agriculture, region, etc.); (2) planning and conducting a survey of needs using a questionnaire, etc.; (3) planning and conducting a tour of Matsumoto; (4) broadcasting information on Matsumoto using social media, etc.; (5) creating a pamphlet aimed at young people wanting to relocate; and (6) presentations on the topic “The city I want to live in and I want to keep living in.”</p> <p>The class format may also include lectures; however, classes mainly involve group work so that students can learn autonomously.</p>	group work, fieldwork, region, Shinshū, Matsumoto, relocation, urban creation, city promotion, policy advice, issue discovery, information broadcasting	<p>Session 1: Orientation; learning about Matsumoto (1) (an outline of Matsumoto City)  Session 2: Learning about Matsumoto (2) (relocation policy in Matsumoto City)  Session 3: Learning about Matsumoto (3) (city policy, guest talk)  Session 4: Learning about Matsumoto (4) (education, culture, guest talk)  Session 5: Learning about Matsumoto (5) (Matsumoto’s districts (1), guest talk)  Session 6: Learning about Matsumoto (6) (Matsumoto’s districts (2), guest talk)  Session 7: Presenting Matsumoto (1) (selecting a district to present)  Session 8: Presenting Matsumoto (2) (method of investigation)  Session 9: Presenting Matsumoto (3) (collecting materials for investigation)  Session 10: Presenting Matsumoto (4) (creating PR media (1))  Session 11: Presenting Matsumoto (5) (creating PR media (2))  Session 12: Presenting Matsumoto (6) (completing PR media)  Session 13: Creating publicity for a Matsumoto district for people interested in living in or moving to a regional area (1)  Session 14: Creating publicity for a Matsumoto district for people interested in living in or moving to a regional area (2)  Session 15: Presentation of recommendations; class questionnaire</p>
フィールドワーク入門ゼミ	Seminar for fieldwork	G2B46104	<p>This seminar has its foundation in the academic field of cultural anthropology, which studies how humans live. Students practice “fieldwork,” the core of cultural anthropology, in various forms. Fieldwork is the act of directing your attention to the occurrences that happen within relationships between yourself, others, and the community and expressing to others what you learned through these experiences. In this seminar, students develop communication skills, the capacity for cooperation, and expressive abilities through presentations about the fieldwork and its outcomes, group work, and other activities.</p>	issue discovery, issue solving, fieldwork, group work, communication	<ol style="list-style-type: none"> <li>Orientation</li> <li>Self-introduction</li> <li>On topics (1)</li> <li>On topics (2)</li> <li>On fieldwork</li> <li>Fieldwork planning (1)</li> <li>Fieldwork planning (2)</li> <li>Fieldwork planning (3)</li> <li>Progress report (1)</li> <li>Progress report (2)</li> <li>Progress report (3)</li> <li>On presenting (1)</li> <li>On presenting (2)</li> <li>Outcome report (1)</li> <li>Outcome report (2); class questionnaire</li> </ol>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
フィールドワーク入門ゼミ	Seminar for fieldwork	G2B46105	This seminar has its foundation in the academic field of cultural anthropology, which studies how humans live. Students practice “fieldwork,” the core of cultural anthropology, in various forms. Fieldwork is the act of directing your attention to the occurrences that happen within relationships between yourself, others, and the community and expressing to others what you learned through these experiences. In this seminar, students develop communication skills, the capacity for cooperation, and expressive abilities through presentations about the fieldwork and its outcomes, group work, and other activities.	issue discovery, issue solving, fieldwork, group work, communication	1. Orientation 2. Self-introduction 3. On topics (1) 4. On topics (2) 5. On fieldwork 6. Fieldwork planning (1) 7. Fieldwork planning (2) 8. Fieldwork planning (3) 9. Progress report (1) 10. Progress report (2) 11. Progress report (3) 12. On presenting (1) 13. On presenting (2) 14. Outcome report (1) 15. Outcome report (2); class questionnaire
韓国ゼミ	Seminar on Korean studies	G2B46112	This class is conducted through group work. Students divide into groups, select an element of Korean culture that they want to know more about, investigate it, and give a presentation. After learning about Korean culture, students discuss it to gain a general overview of South Korea. The class also provides students with the opportunity to think about the Japanese culture that they may have taken for granted.	Asian culture, Korean culture, comparative culture, cross-cultural communication, group work	1) Orientation 2) Interaction between students 3) Group work: Deciding on and investigating presentation topics 4) Group work: Summarizing 5) Group work: Presentations 6) Group work: Presentations 7) Group work: Presentations 8) Group work: Deciding on, investigating, and summarizing presentation topics 9) Group work: Summarizing 10) Group work: Presentations 11) Group work: Presentations 12) Group work: Presentations 13) Group work: Presentations, pre-study for films 14) Watching films (1) 15) Watching films (2), class questionnaire (conducted in the last 15 minutes)
フィールドワーク入門ゼミ	Seminar for fieldwork	G2B46120	This seminar has its foundation in the academic field of cultural anthropology, which studies how humans live. Students practice “fieldwork,” the core of cultural anthropology, in various forms. Fieldwork is the act of directing your attention to the occurrences that happen within relationships between yourself, others, and the community and expressing to others what you learned through these experiences. In this seminar, students develop communication skills, the capacity for cooperation, and expressive abilities through presentations about the fieldwork and its outcomes, group work, and other activities.	issue discovery, issue solving, fieldwork, group work, communication	1. Orientation 2. Self-introduction 3. On topics (1) 4. On topics (2) 5. On fieldwork 6. Fieldwork planning (1) 7. Fieldwork planning (2) 8. Fieldwork planning (3) 9. Progress report (1) 10. Progress report (2) 11. Progress report (3) 12. On presenting (1) 13. On presenting (2) 14. Outcome report (1) 15. Outcome report (2); class questionnaire
オンライン国際共修ゼミ(マレーシア)【EA】	Online Intercultural Collaborative Learning Seminar (Malaysia)【EA】	G2B46121	This Collaborative Online International Learning (COIL) program is held online with students from Universiti Putra Malaysia (UPM). The program mainly comprises group work, except for the lectures (held on weekends) and the interim and final presentations. The program’s content consists of tandem learning, where students teach each other the English language and Malaysian culture, and the Japanese language and Japanese culture. The program also involves project-based learning (PBL), aiming to solve the social issues shared by Japan and Malaysia.	COIL, PBL, group work, Global Core Competency Program, tandem learning, Malaysia	Week 1: Joint orientation for students from both universities; team building; lecture on PBL topics Week 2: Project activities in groups; progress management; tandem learning Week 3: Project activities in groups; progress management; tandem learning; lecture on PBL topics; interim presentations Week 4: Project activities in groups; progress management; tandem learning; final presentations Week 5: Review session; class questionnaire (approximately 15 minutes)  Note that the content may change according to the progress of the class. Task deadlines will be provided in class.
オンライン国際共修ゼミ(日本伝統文化と現代社会)【EA】	Online Intercultural Collaborative Learning Seminar (Japanese Culture and Society)【EA】	G2B46122	<p>•This Collaborative Online International Learning (COIL) program is held online with students from foreign universities. It is scheduled for February in the spring break. Students hear lectures about Japanese traditional culture, such as haiku, incense ceremony, and Noh, and complete individual tasks, group tasks, and group work.</p> <p>•Students learn about the difficulty of handing down Japanese traditional culture from the perspectives of modern society and economics.</p>	COIL, PBL, group work, Global Core Competency Program	<p>The course involves pre-study, lectures, reviews, group work, group tasks, and individual tasks that cover each topic relating to Japan’s traditional culture, such as haiku, incense ceremony, and Noh.</p> <p>The contents may change according to the progress of the class. Task deadlines will be provided in class.</p> <p>(1) Orientation (2) Lecture on haiku (3) Group work on haiku (4) Outcome presentations (5) Lecture on incense ceremony (6) Group work on incense ceremony (7) Outcome presentations (8) Review of activities (9) Lecture on Noh (10) Group work on Noh (11) Outcome presentations (12) Lecture on Ōshima pongee fabric (13) Group work on Ōshima pongee fabric (14) Outcome presentations (15) General debate; class questionnaire (15 minutes)</p>
国際共修ICPゼミ	International Co-Learning Practice Seminar	G2B46123	<p>Not everyone communicates in the same way. As each person has their own perspective owing, for example, to their age, the environment they grew up in, and the place where they live, their responses to and interpretations of communication also differ. Learning about differences between speech communities is useful for improving communication in both local and international communities and settings.</p> <p>This two-month intensive seminar focuses on interaction and the exchange of opinions between Japanese students, international students, and community members. Students will improve their cross-cultural and cross-generational communication abilities and gain knowledge about regional research and social inclusion through group work.</p> <p>In Part 1, students learn about communication as a means of exchange, investigate the question “What is successful communication?”, and gain an awareness of their own conversation styles through logical thinking and group activities. They experience barriers such as lacking confidence in speaking English and being unable to make themselves understood in Japanese, and think about ways to overcome them.</p> <p>In Part 2, students go out into the community and communicate with various people, aiming to understand the local culture and inform each other of their needs. Students will report the results of this work to students in Germany through an online meeting.</p>	group work, fieldwork, cross-cultural communication, cross-generational communication, urban and regional research, social inclusion	<p>Part 1: What is communication?</p> <p>(1) Orientation (class aims, planning, etc.); What are international joint study and communication? (2) Cross-cultural and cross-generational communication theory (3) Group activities; communication styles; gender [Pre-study test (1)] (4) Creating a venue for communication (guest speaker) (5) Local community research (guest speaker) [Pre-study test (2)]</p> <p>Part 2: Regional research: Meeting the community, talking with the community (6) Online exchange with students in Germany 1: Input lecture; establishing issues [Pre-study test (3)] (7)+(8) Meeting the community, talking with the community 1: Finding venues for interaction with the local community (9) Interview methods; data analysis (10)+(11)+(12) Meeting the community, talking with the community 2: Group work; interviewing</p> <p>(13)+(14) Online exchange with students in Germany 2: Group presentation and discussion (15) Review; class questionnaire (15) Review; class questionnaire</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
国際共修ICPゼミ	International Co-Learning Practice Seminar	G2B46124	<p>Not everyone communicates in the same way. As each person has their own perspective owing, for example, to their age, the environment they grew up in, and the place where they live, their responses to and interpretations of communication also differ. Learning about differences between speech communities is useful for improving communication in both local and international communities and settings.</p> <p>This two-month intensive seminar focuses on interaction and the exchange of opinions between Japanese students, international students, and community members. Students will improve their cross-cultural and cross-generational communication abilities and gain knowledge about regional research and social inclusion through group work.</p> <p>In Part 1, students learn about communication as a means of exchange, investigate the question “What is successful communication?”, and gain an awareness of their own conversation styles through logical thinking and group activities. They experience barriers such as lacking confidence in speaking English and being unable to make themselves understood in Japanese, and think about ways to overcome them.</p> <p>In Part 2, students go out into the community and communicate with various people, aiming to understand the local culture and inform each other of their needs. Students will report the results of this work to students in Germany through an online meeting.</p>	group work, fieldwork, cross-cultural communication, cross-generational communication, urban and regional research, social inclusion	<p>Part 1: What is communication?</p> <p>(1) Orientation (class aims, planning, etc.); What are international joint study and communication?</p> <p>(2) Cross-cultural and cross-generational communication theory</p> <p>(3) Group activities; communication styles; gender [Pre-study test (1)]</p> <p>(4) Creating a venue for communication (guest speaker)</p> <p>(5) Local community research (guest speaker) [Pre-study test (2)]</p> <p>Part 2: Regional research: Meeting the community, talking with the community</p> <p>(6) Online exchange with students in Germany 1: Input lecture; establishing issues [Pre-study test (3)]</p> <p>(7)+(8) Meeting the community, talking with the community 1: Finding venues for interaction with the local community</p> <p>(9) Interview methods; data analysis</p> <p>(10)+(11)+(12) Meeting the community, talking with the community 2: Group work; interviewing</p> <p>(13)+(14) Online exchange with students in Germany 2: Group presentation and discussion</p> <p>(15) Review; class questionnaire [Final report to be submitted within one week]</p>
立志学【EA】	Life Design	G2B4F201	Students will develop a profound understanding of the motivations and goal-setting strategies employed by successful individuals from Nagano Prefecture, through pre-assignments and collaboration with peers from different majors and universities. Students will also engage in self-reflection to identify their individual strengths and reaffirm values, to shape their future goals and guide their academic pursuits during their university years. The findings will be compiled into a narrated slideshow presentation.	Self-reflection, life design	<p>The course will primarily be conducted through synchronous online classes, with the exception of session 3, held in person.</p> <p>Lessons:</p> <p>1: (Synchronous online class) Course guidance on the learning method and detailed explanation</p> <p>2: (Synchronous online class) Group work related to guest lecturer (A)</p> <p>3: (In-person class) Lecture by guest lecturer (A) and Q&amp;A session.</p> <p>4: (Synchronous online class) Group work related to guest lecturer (B)</p> <p>5: (Synchronous online class): Lecture by guest lecturer (B) and Q&amp;A</p> <p>6: (Synchronous online class) Group work related to guest lecturer (C)</p> <p>7: (Synchronous online class: Lecture by guest lecturer (C) and Q&amp;A</p> <p>8: (Synchronous online class) Peer review and summary of the final assignment</p>
物理へのいざない	Invitation to Physics	G2B50201	This omnibus-style lecture is delivered by instructors from the Department of Physics in the Faculty of Science. The lecture introduces various aspects of physical phenomena, according to the instructors' research topics, from space to the properties of familiar materials.	fundamental knowledge of natural sciences, knowledge of physics, logical thinking	<p>Instructors from the Department of Physics in the Faculty of Science conduct this class in a relay format.</p> <p>Each session comprises introductory lectures on various interesting phenomena in physics and a short test to measure students' understanding. A class questionnaire is also conducted on the last day.</p>
身近な物理現象と先端応用	Physics Nearby and the Advanced Applications	G2B50202	<p>Students learn about everyday phenomena and their applications in relation to the fundamentals of physics, with a specific subject and theme set for each session. The content covers general physics knowledge. Students are required to listen to and understand lectures and commentary about familiar examples and their applications in relation to forces, waves, electricity and magnetism, atoms, and other areas. Through the simple tasks set in each session's lecture, students should be able to think about and explain the phenomena by themselves.</p> <p>Note that the class plan and content may change depending on the class's progress and students' circumstances. Furthermore, the lecture materials may be uploaded onto eALPS, so please pay attention to announcements about the lectures.</p>	physics, familiar phenomenon, leading-edge applications, force, wave, electricity, magnetism, atoms	<p>Session 1: What is physics? (includes orientation)</p> <p>Topics relating to forces</p> <p>Session 2: Balances between motion and rigid bodies on planes (1)</p> <p>Session 3: Balances between motion and rigid bodies on planes (2)</p> <p>Session 4: Work and energy</p> <p>Session 5: Circular motion and universal gravitation</p> <p>Topics relating to waves</p> <p>Session 6: The characteristics of waves and sound: Familiar sound phenomena and their applications</p> <p>Session 7: About light: Familiar light phenomena and their applications</p> <p>Session 8: About radio waves: Familiar radio technologies</p> <p>Topics relating to electricity and magnetism</p> <p>Session 9: Creating electrical energy</p> <p>Session 10: Transmitting electrical energy</p> <p>Session 11: Electricity and magnetism</p> <p>Session 12: Electricity and biometrics</p> <p>Topics relating to atoms</p> <p>Session 13: Atomic and molecular bonds; crystallization</p> <p>Session 14: Regular arrangements of atoms and molecules; single-crystal growth</p> <p>Session 15: Control and functionalization at the atomic and molecular level (A class questionnaire will be conducted)</p>
教養としての物理学	Physics	G2B50204	This class covers the physics fields of dynamics, electromagnetism, and the theory of relativity. The class discusses only limited topics from each field; however, it proceeds so that students gain an overview of the path taken by physics toward the theory of relativity, rather than a mere collection of knowledge. Students from any faculty are eligible. Lectures are mainly conducted via demonstrations shown on the board.	dynamics, electromagnetism, theory of relativity	<p>Session 1: Laws of motion</p> <p>Session 2: Motion under gravity</p> <p>Session 3: Circular motion and universal gravitation</p> <p>Session 4: The harmony of the worlds as seen by Kepler</p> <p>Session 5: Electric charge and electric fields</p> <p>Session 6: Two ways of looking at natural laws</p> <p>Session 7: Current and magnetic fields</p> <p>Session 8: Electricity, magnetism, light</p> <p>Session 8: The constant speed of light</p> <p>Session 10: Lorentz transformations and expanding and contracting space-time</p> <p>Session 11: <math>E = mc^2</math></p> <p>Session 12: The principle of equivalence and warps in time-space</p> <p>Session 13: Time slowing due to gravity and black holes</p> <p>Session 14: Einstein and the theory of relativity</p> <p>Session 15: Spare day; class questionnaire</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
生活のなかの天文学	Astronomy in Daily Life	G2B50205	Students learn a broad swath of the history of the evolution of the universe, from the Big Bang, when the universe began, to the origins of life on earth. Based on this knowledge, we narrow the topic for each session to the connections between various issues in modern society and astronomy and think about this topic deeply. The lectures have a wide scope, from fundamental science (physics, chemistry, biology, geology) to modern society (social activities, human activities). The world of stars that we can see when we look up at the night sky is becoming increasingly familiar. This course welcomes students from all fields who are interested in interdisciplinary study.	astronomy	<p>To begin, we review the history of astronomy to gain background information. Next, we discuss the relationships between astronomy and various fields of fundamental science, as well as the relationships between astronomy and scientific technologies (mainly astronomical observation technologies). Finally, we reflect on the relationship between astronomy and modern society and culture, based on the knowledge gained.</p> <p>A. Introduction</p> <ol style="list-style-type: none"> <li>1. Orientation</li> </ol> <p>B. The history of astronomy: Changes in humanity's view of the world and space</p> <ol style="list-style-type: none"> <li>2. History of astronomy</li> </ol> <p>C. Fundamental knowledge on astronomy: Imagining a map of space</p> <ol style="list-style-type: none"> <li>3. From the Earth to the solar system</li> <li>4. From our Galaxy to galaxy zoo</li> <li>5. From galaxy clusters to the cosmic large scale structure</li> </ol> <p>→Students attain fundamental knowledge on astronomy</p> <p>D. Fundamental science and astronomy: Through the history of the universe</p> <ol style="list-style-type: none"> <li>6. The Big Bang universe (relationship with fundamental physics)</li> <li>7. The chemical evolution of the universe (relationship with chemistry)</li> <li>8. Forming the solar system and its planets (relationship with geology)</li> <li>9. Astrobiology (relationship with biology)</li> </ol> <p>→ Students learn about the relationships between astronomy and fundamental science</p> <p>E. Applied science (technology) and astronomy:Developments in observation technologies</p> <ol style="list-style-type: none"> <li>10. The history of astronomical telescopes (from Galileo to space telescopes)</li> <li>11. Various observation devices (imaging, spectroscopic, photometric observation)</li> <li>12. Multiwavelength astronomical observation (from radio to gamma rays)</li> </ol> <p>→Students learn about the mechanisms of observational technologies and the history of their development</p> <p>F. Social and human activities and astronomy: Astronomy in daily life</p> <ol style="list-style-type: none"> <li>13. Social activities and astronomy (politics, economy, environment)</li> <li>14. Human activities and astronomy (literature, art, pseudoscience)</li> <li>15. The outlook for space development (space travel and relocation plans); class questionnaire (15 minutes)</li> </ol> <p>→Students learn about the relationships between astronomy and our everyday life</p> <p>G. Summary</p> <ol style="list-style-type: none"> <li>16. Final test</li> </ol> <p>→ A test will be held to confirm students' level of understanding of the lessons.</p> <p>* A questionnaire on the class content is conducted in each session. These questionnaires are published in aggregate the following week.</p>
生活のなかの天文学	Astronomy in Daily Life	G2B50206	Students learn a broad swath of the history of the evolution of the universe, from the Big Bang, when the universe began, to the origins of life on earth. Based on this knowledge, we narrow the topic for each session to the connections between various issues in modern society and astronomy and think about this topic deeply. The lectures have a wide scope, from fundamental science (physics, chemistry, biology, geology) to modern society (social activities, human activities). The world of stars that we can see when we look up at the night sky is becoming increasingly familiar. This course welcomes students from all fields who are interested in interdisciplinary study.	astronomy	<p>To begin, we review the history of astronomy to gain background information. Next, we discuss the relationships between astronomy and various fields of fundamental science, as well as the relationships between astronomy and scientific technologies (mainly astronomical observation technologies). Finally, we reflect on the relationship between astronomy and modern society and culture, based on the knowledge gained.</p> <p>A. Introduction</p> <ol style="list-style-type: none"> <li>1. Orientation</li> </ol> <p>B. The history of astronomy: Changes in humanity's view of the world and space</p> <ol style="list-style-type: none"> <li>2. History of astronomy</li> </ol> <p>C. Fundamental knowledge on astronomy: Imagining a map of space</p> <ol style="list-style-type: none"> <li>3. From the Earth to the solar system</li> <li>4. From our Galaxy to galaxy zoo</li> <li>5. From galaxy clusters to the cosmic large scale structure</li> </ol> <p>→Students attain fundamental knowledge on astronomy</p> <p>D. Fundamental science and astronomy: Through the history of the universe</p> <ol style="list-style-type: none"> <li>6. The Big Bang universe (relationship with fundamental physics)</li> <li>7. The chemical evolution of the universe (relationship with chemistry)</li> <li>8. Forming the solar system and its planets (relationship with geology)</li> <li>9. Astrobiology (relationship with biology)</li> </ol> <p>→ Students learn about the relationships between astronomy and fundamental science</p> <p>E. Applied science (technology) and astronomy:Developments in observation technologies</p> <ol style="list-style-type: none"> <li>10. The history of astronomical telescopes (from Galileo to space telescopes)</li> <li>11. Various observation devices (imaging, spectroscopic, photometric observation)</li> <li>12. Multiwavelength astronomical observation (from radio to gamma rays)</li> </ol> <p>→Students learn about the mechanisms of observational technologies and the history of their development</p> <p>F. Social and human activities and astronomy: Astronomy in daily life</p> <ol style="list-style-type: none"> <li>13. Social activities and astronomy (politics, economy, environment)</li> <li>14. Human activities and astronomy (literature, art, pseudoscience)</li> <li>15. The outlook for space development (space travel and relocation plans); class questionnaire (15 minutes)</li> </ol> <p>→Students learn about the relationships between astronomy and our everyday life</p> <p>G. Summary</p> <ol style="list-style-type: none"> <li>16. Final test</li> </ol> <p>→ A test will be held to confirm students' level of understanding of the lessons.</p> <p>* A questionnaire on the class content is conducted in each session. These questionnaires are published in aggregate the following week.</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
観測天文学入門	An Introduction to Observational Astronomy	G2B50207	After touching upon an outline of astronomical observation, most lectures in this course are devoted to learning about astronomy as general education. (Note that observation methods are not a major topic.) In each session, we select one topic from research outcomes that have sparked discussion in the past few years and think deeply about the ideas and observed facts underpinning this topic. If an interesting discovery is made during the semester, we may cover it in a lecture, as appropriate. This course welcomes students from all fields who are interested in space.	astronomy	<p>Revised sentences/proposed sentences of column L</p> <p>The basis of astronomical observation lies in capturing various kinds of “light” that came from space. To begin, we learn about the history of astronomical observation and an outline of observation devices. Next, we pick up a topic for each session, from cosmology, the cosmic large scale structure of space, galaxies, our Galaxy on a large scale, to the solar system, Earth, and shooting star on a small (and more familiar) scale, and think deeply about astronomy as general education.</p> <p>A. An invitation to observational astronomy</p> <ol style="list-style-type: none"> <li>1. The history of observational astronomy: Orientation</li> </ol> <p>B. Fundamental knowledge of observational astronomy: An outline of research institutes and observation facilities</p> <ol style="list-style-type: none"> <li>2. Research institutes</li> <li>3. Observation facilities and observation devices</li> <li>4. The process of astronomical observation and data analysis</li> </ol> <p>→ Students learn how astronomical research is conducted</p> <p>C. Outcomes of observational astronomy: From cosmology to shooting star</p> <ol style="list-style-type: none"> <li>5. The acceleratingly expanding universe</li> <li>6. Observational evidence of the Big Bang</li> <li>7. Ways to investigate intergalactic space</li> <li>8. Giant black holes at the center of galaxies</li> <li>9. Space-time ripples that echo through the universe</li> <li>10. A three-dimensional view of distant galactic cores</li> <li>11. Seeing the past with the echoes of supernova explosions</li> <li>12. Exoplanets that travel backward compared to the rotation of the main star</li> <li>13. Circular polarization and the origins of life on Earth</li> <li>14. The atmospheric tunnel cut by shooting star</li> </ol> <p>→ Students take a deep dive into a different topic in each session to think about specific research outcomes</p> <p>(Some topics may change)</p> <p>D. The future of observational astronomy</p> <ol style="list-style-type: none"> <li>15. Plans for large telescopes and the expected outcomes; class questionnaire (15 minutes)</li> </ol> <p>→Students learn about observational astronomy in the future</p> <p>E. Summary</p> <ol style="list-style-type: none"> <li>16. Final test</li> </ol> <p>→ A test will be held to confirm the level of understanding of the class.</p> <p>* A questionnaire on the lecture content is conducted in each session. These questionnaires are published in aggregate the following week.</p>
観測天文学入門	An Introduction to Observational Astronomy	G2B50208	After touching upon an outline of astronomical observation, most lectures in this course are devoted to learning about astronomy as general education. (Note that observation methods are not a major topic.) Each session, we select one topic from research outcomes that have sparked discussion in the past few years and think deeply about the ideas and observed facts underpinning this topic. If an interesting discovery is made during the semester, we may cover it in a lecture, as appropriate. This course welcomes students from all fields who are interested in space.	astronomy	<p>Revised sentences/proposed sentences of column L</p> <p>The basis of astronomical observation lies in capturing various kinds of “light” that came from space. To begin, we learn about the history of astronomical observation and an outline of observation devices. Next, we pick up a topic for each session, from cosmology, the cosmic large scale structure of space, galaxies, our Galaxy on a large scale, to the solar system, Earth, and shooting star on a small (and more familiar) scale, and think deeply about astronomy as general education.</p> <p>A. An invitation to observational astronomy</p> <ol style="list-style-type: none"> <li>1. The history of observational astronomy: Orientation</li> </ol> <p>B. Fundamental knowledge of observational astronomy: An outline of research institutes and observation facilities</p> <ol style="list-style-type: none"> <li>2. Research institutes</li> <li>3. Observation facilities and observation devices</li> <li>4. The process of astronomical observation and data analysis</li> </ol> <p>→ Students learn how astronomical research is conducted</p> <p>C. Outcomes of observational astronomy: From cosmology to shooting star</p> <ol style="list-style-type: none"> <li>5. The acceleratingly expanding universe</li> <li>6. Observational evidence of the Big Bang</li> <li>7. Ways to investigate intergalactic space</li> <li>8. Giant black holes at the center of galaxies</li> <li>9. Space-time ripples that echo through the universe</li> <li>10. A three-dimensional view of distant galactic cores</li> <li>11. Seeing the past with the echoes of supernova explosions</li> <li>12. Exoplanets that travel backward compared to the rotation of the main star</li> <li>13. Circular polarization and the origins of life on Earth</li> <li>14. The atmospheric tunnel cut by shooting star</li> </ol> <p>→ Students take a deep dive into a different topic in each session to think about specific research outcomes</p> <p>(Some topics may change)</p> <p>D. The future of observational astronomy</p> <ol style="list-style-type: none"> <li>15. Plans for large telescopes and the expected outcomes; class questionnaire (15 minutes)</li> </ol> <p>→Students learn about observational astronomy in the future</p> <p>E. Summary</p> <ol style="list-style-type: none"> <li>16. Final test</li> </ol> <p>→ A test will be held to confirm the level of understanding of the class.</p> <p>* A questionnaire on the lecture content is conducted in each session. These questionnaires are published in aggregate the following week.</p>
暮らしのサイエンス	Science for Life	G2B50302	The lecture begins with fundamental chemistry, such as atoms and elements, and then moves to physical and chemical changes, solutions, and acids and bases. Students learn that macroscopic phenomena can be explained by the microscopic behaviors of atoms, molecules, and chemical bonds. Also, students learn fundamental knowledge about foods and cleaning agents in daily life. Furthermore, the course provides an outline of radioactivity, medicines, substances relating to electronics, resources, and environmental purification and discusses the relation between chemistry and society. A test or report will be given at the end of each class.	atoms, elements, acids, bases, food chemistry, cleaning agents, radioactivity, electronic materials, medicines, petrochemistry, carbon materials	<ol style="list-style-type: none"> <li>1. Introduction to chemistry</li> <li>2. Solutions and solubility</li> <li>3. Acids and bases</li> <li>4. Atoms and elements</li> <li>5. Energy and life</li> <li>6. Physical and chemical changes</li> <li>7. Food chemistry (1)</li> <li>8. Food chemistry (2)</li> <li>9: Cleaning agents and cosmetics</li> <li>10. Nuclear chemistry (1)</li> <li>11. Nuclear chemistry (2)</li> <li>12. Organic chemistry and electronic materials</li> <li>13. Medicines and drugs</li> <li>14. Petrochemistry and pollution</li> <li>15. Carbon materials (the last 15 minutes are used for a class questionnaire)</li> </ol>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
ニューバイオテクノロジー入門	Introduction to New Biotechnology	G2B50303	<p>This lecture provides an overview of biotechnology, focusing on topics related to items (1) to (7):</p> <p>(1) From conventional biotechnology, including enzymes, to new biotechnology using genome engineering</p> <p>(2) From breeding to epigenetics—biotechnology's new potential in wide-ranging fields</p> <p>(3) Issues in the research and development of small pharmaceuticals and biopharmaceuticals</p> <p>(4) Fundamental knowledge of fungi, the expansion of which is attracting attention from industry, and methods of developing breeding and cultivating technologies</p> <p>(5) Systemic analysis methods of fungi, which have diversified in the process of evolution at the genetic level, and the latest research outcomes</p> <p>(6) The structure of DNA and the operation of genes; genetic modification using microbe, plant, and animal cells</p> <p>(7) Ways of thinking about the usefulness and safety of genetically modified creatures and foods</p>	microbe, cyanobacteria, fungus, stem cell, virus, genetic manipulation, genetic engineering, genome engineering, protein engineering, epigenetics, biofuel, medicine, small pharmaceuticals, biopharmaceuticals, genetically modified foods, genetically modified creatures	<p>1. Outline: lecture on the change from old bio to new bio</p> <p>2. Lecture on an example of new bio (1): Leading-edge medicine</p> <p>3. Lecture on an example of new bio (2): The impact of microbe genomes</p> <p>4. Lecture on an example of new bio (3): Green plastics and biofuels</p> <p>5. Lecture on issues in small pharmaceutical research and development</p> <p>6. Lecture on issues in biopharmaceutical research and development</p> <p>7. Lecture on epigenetics</p> <p>8. Lecture on exchanges of information between organs</p> <p>9. Lecture on food ingredients that promote qualitative changes in cells</p> <p>10. Lecture on organ aging and cell aging</p> <p>11. Lecture on fungus biotechnology: Fungus breeding technology (1)</p> <p>12. Lecture on fungus biotechnology: Fungus breeding technology (2)</p> <p>13. Lecture on the development of pharmaceuticals using microbe resources (1)</p> <p>14. Lecture on the development of pharmaceuticals using microbe resources (2)</p> <p>15. Lecture on an overview of the history of genetic manipulation technology; class questionnaire</p> <p>16. Final test (Hosaka)</p>
化学と材料の進歩が世界を変える【EA】	Revolution via chemistry and materials	G2B50304	<p>While instructors in the Chemistry and Materials Department of the Faculty of Textile Science and Technology weave in leading-edge research, this course includes lectures on how chemistry and materials have progressed and contributed to the world. Lectures also consider a view of the future, examining how chemistry and materials are expected to develop and contribute to society.</p>	textiles, fibers, life science, environment, energy, molecular function, functional materials	<p>* As a general rule, this class is offered as an on-demand remote lecture through eALPS.</p> <p>* The sessions may be reordered according to the circumstances.</p> <p>Session 1: (Outline) A bird's-eye view of the entire chemistry and materials domain</p> <p>Session 2: Charge a smartphone in three seconds! Modern technology that enables instant charging and discharging</p> <p>Session 3: The pigmented society of the future</p> <p>Session 4: To be determined</p> <p>Session 5: Will a hydrogen society using fuel cells achieve the ultimate ecology?</p> <p>Session 6: Let electricity flow, with electricity glow! The basics and front line of organic electronics</p> <p>Session 7: Nanofibers, useful in environmental problems</p> <p>Session 8: The deep tale of bioactive substances: Hormones and pheromones</p> <p>Session 9: The functions and microstructure of soft materials and their relation to dynamics</p> <p>Session 10: A tale of light and chemistry</p> <p>Session 11: High-performance fibers, supporting a safe and secure society</p> <p>Session 12: Origami made from various materials</p> <p>Session 13: Making a car body from fibers created from timber! The world of nanocellulose</p> <p>Session 14: Polymeric materials derived from living creatures</p> <p>Session 15: (Summary) Final task; class questionnaire</p>
生化学の基礎	Basics of Biochemistry	G2B50305	<p>To begin, students gain the fundamental knowledge of chemistry and biology necessary to learn biochemistry. Next, they learn about structures, functions, and metabolisms of biological molecules,including carbohydrates, lipids,amino acids, proteins, and nucleic acids. In addition, students learn about functions of various proteins, mechanisms of gene expression, functions of vitamins and minerals in the body, and how hormones regulate the homeostasis.</p>	carbohydrate, lipid, nucleic acid, protein, enzyme, gene, chromosome	<p>The class plan is as follows (lecture materials will be uploaded to eALPS by the day before the lecture. Students are requested to download them):</p> <p>Week 1: Understanding the fundamentals of learning biochemistry</p> <p>Week 2: Understanding an outline of biological substances and the functions of cells</p> <p>Week 3: Understanding enzymes and chemical reactions in the body</p> <p>Weeks 4, 5: Understanding the classification, structures, functions, and metabolisms of carbohydrates in the body</p> <p>Weeks 6, 7: Understanding the classification, structures, functions, and metabolisms of lipids in the body</p> <p>Weeks 8, 9: Understanding the classification, structures, functions, and metabolisms of amino acids and proteins</p> <p>Week 10: Understanding the functions of various proteins</p> <p>Week 11: Understanding the structures and functions of nucleic acids</p> <p>Weeks 12, 13: Understanding genetic information and the regulation of gene expression</p> <p>Week 14: Understanding the functions of vitamins and minerals</p> <p>Week 15: Understanding the functions of hormones and signal transduction in cells</p>
生活の中の化学	Living chemistry	G2B50307	<p>This class follows a textbook on fundamental chemistry that discusses familiar subject matter. We begin with basic knowledge on chemistry (science) and move on to learning about the chemistry around us. Environmental problems should not be discussed (it is not possible to consider the truth or falsity of environmental problems) without fundamental knowledge of chemistry. While we cannot discuss these problems in detail during the lectures, we plan to proceed in a way that creates triggers for thinking about them.</p>	fundamental chemistry, environmental chemistry, issue discovery, issue solving, logical thinking	<p>Session 1: The Story of Chemistry: The Scientific Method: Think, Measure, Rethink</p> <p>Session 2: Atoms: All About atoms and What's Inside Them</p> <p>Session 3: Everything: The Ways We Organize and Classify Matter</p> <p>Session 4: Bonds: An Introduction to the Forces within Substances</p> <p>Session 5: Carbon: Elemental Carbon, Organic Molecules, and Carbon Footprints</p> <p>Session 6: Air: A Study of the Gases in Our Atmosphere</p> <p>Session 7: Chemical Reactions: How We Keep Track of Chemical Changes</p> <p>Session 8: Water: Why Water Is Critical for Human Beings and for the Planet</p> <p>Session 9: Salts and Aqueous Solutions: The Nature of Salts and How They Interact with Water</p> <p>Session 10: pH and Acid Rain: Acid Rain and Our Environment</p> <p>Session 11: Nukes: The Fundamentals of Nuclear Chemistry</p> <p>Session 12: Energy, Power, and Climate Change: New Ways to Generate Power and Store Energy</p> <p>Session 13: Sustainability and Recycling: Finding Better Ways to Use (and Reuse) Our Resources</p> <p>Session 14: Food: The Biochemistry of the Foods We Eat</p>
食と微生物	food and microorganisms	G2B50401	<p>Microbes have been involved in humans' food since ancient times. These microbes have brought people diverse benefits and detriments, for example, fermentation to create foods, soil microbes that contribute to foodstuff production, and microbes that are affected by food, including enterobacteria. This class provides a commentary on these diverse relationships between human food and microbes. Note that this class is composed of relay-style lectures delivered by several instructors (15 sessions in total).</p>	food, microbes, fermented foods, food production, enterobacteria, soil fungi	<p>Session 1: Fermentation and yeast (1)</p> <p>Session 2: Fermentation and yeast (2)</p> <p>Session 3: Fermentation and yeast (3)</p> <p>Session 4: Fermentation and yeast (4)</p> <p>Session 5: Fermented milk around the world and its history</p> <p>Session 6: Shinshū's fermented food culture</p> <p>Session 7: Microbes that make amino acids</p> <p>Session 8: Microbes that make organic acids (The mechanisms that make vinegar)</p> <p>Session 9: Microbes that make functional fatty acids (3)</p> <p>Session 10: Microbes that make functional fatty acids (4)</p> <p>Session 11: The power of lactobacilli that live in foods</p> <p>Session 12: The power of yeasts that live in foods</p> <p>Session 13: Food and intestinal flora (1)</p> <p>Session 14: Food and intestinal flora (2)</p> <p>Session 15: Food production and microbes; class questionnaire</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
動物生命科学	Animal Life Science	G2B50402	<p>This course includes lectures delivered in a relay style on livestock, poultry, laboratory animals, and wild animals. The lectures explain basic information about the bodily structure of animals that are broadly and closely related to our lifestyles, origination, reproduction, immunity, and other vital phenomena. The lectures also explore the role of these animals in animal testing, the manufacture of laboratory animals, and their relation to wild animals.</p>	tissue, immunity, origination, specialization, reproduction, genetics, animal testing, nutritive feedstock, stem cell, wild animals	<p>Session 1: Outline of animal life science  Session 2: Application of life science to animal production  Session 3: Raising animals at a university  Session 4: A lifestyle with livestock  Session 5: The history of the relationship between humans and beasts  Session 6: The establishment and cultivation of cell lines  Session 7: The characteristics and applications of cell lines  Session 8: Reproductive cells and the formation of eggs  Session 9: The formation of sperm and fertilization  Session 10: Laboratory animals  Session 11: Genetically modified animals and disease model animals  Session 12: Stem cells and tissue regeneration  Session 13: Using animals to experiment  Session 14: The foundations of immunology  Session 15: The relationship between immunity and illness  Session 16: Final test</p>
食と植物の文化論	Plants and food culture	G2B50403	<p>Of the many plants that exist, humans have selected those that are useful as food and cultivated them. By doing so, humans have developed a variety of food cultures and agricultural cultures, and have caused plants to specialize and evolve. Accordingly, cultivated crops and humans can be considered to be in an important coexistent relationship. Even today, agriculture with characteristics that make the most of natural conditions is being expanded throughout Japan and around the world. These lectures discuss agriculture in terms of ethnobotany, focusing on the relationships between people and plants in Japan and international regions and the history thereof.</p> <p>The lectures are delivered in a relay style, providing content that leverages each instructor's academic and research field and their experience of investigations on the ground to date. The regions that are covered are spread around the world; however, we also discuss the geographical conditions and food culture formed by nature in Shinshū.</p>	ethnobotany, useful plant, crop, food culture, agricultural culture	<p>1. Orientation: What is ethnobotany? The roots and history of vegetables  2. The traditional vegetables of Japan and Shinshū  3. The buckwheat of Japan and Shinshū  4. The roots and history of red pepper  5. Shinshū flax and specialization  6. Amaranthus, the crop tossed about by history  7. The mochi quality of crops and food culture  8. The qualities of fruits and their unique properties  9. Uses of fruits seen in culture and history (1): Chinese quince and quince  10. Uses of fruits seen in culture and history (2): The science of persimmons and persimmon tannin  11. The plants and food culture of Africa  12. The agricultural culture of Africa  13. The use and culture of cereals in Asia (1)  14. The use and culture of cereals in Asia (2)  15. The future of the Earth, agricultural science, and ethnobotany; class questionnaire</p> <p>The class is held in a relay style across the above 15 sessions. Students submit a short report each session to demonstrate the level of their understanding of the lecture content. A final report is to be submitted, through which outcomes will be evaluated using the following method.</p>
農環境保全学	Conservation Science of Agro-environment	G2B50404	In this class, five instructors give lectures on the impact of agriculture on the environment. In the first half of the class, we talk about the environmental impact of agriculture. In the second half, we touch upon agriculture's multifaceted functions and debate the preservation of the agricultural environment.	sustainable production, environment, agriculture, diversity	<p>1. Orientation  2. The environmental burden in agricultural production (1): History  3. The environmental burden in agricultural production (2): Chemical fertilizers  4. The environmental burden in agricultural production (3): Global warming  5. The environmental burden in agricultural production (4): Herbicides and pesticides  6. The environmental burden in agricultural production (5): Disinfectants  7. The concept of biodiversity  8. The environment and diversity of rice paddies  9. The environment and diversity of farmland and grassland  10. The diversity of microbes in cropland  11. The diversity of pathogenic microbes  12. Microbes and environmental conservation  13. The multifaceted functions of farmland and the conservation of seminatural areas  14. Integrated pest management (IPM)  15. The light and shade of environment-conserving agriculture  Class questionnaire</p>
応用生物学への招待	Introduction of Applied Biology	G2B50405	<p>This class is delivered in the form of relay-style lectures given by instructors from the Division of Applied Biology in the Faculty of Textile Science and Technology.</p> <p>In each session, first-year students listen to a lecture on a topic from the specialty field of the instructor in charge and the outcomes of the instructor's research to allow them to cultivate a perspective on applied biology. Students work on a short test (or similar) at the end of each session to confirm their understanding of the content. The method of conducting the class differs between instructors, so students must follow the directions of the instructor in charge.</p> <p>Note that Professor Moriwaki's lecture in session 2 will discuss his experiences of environmental policy as a local government employee. Professor Matsumura's lecture in session 13 will discuss his experience of cultivating crop breeds and research and development related to this practice in a regional local government.</p>	applied biology, use of living creatures, biological research	<p>Session 1: Orientation  Session 2: Cleaning the environment with bioresources  Session 3: Living creatures are skilled synthesizers  Session 4: Biology as learned from insects  Session 5: Crops in future tense  Session 6: Insects that transmit disease  Session 7: Protein: Nanomachines and nanomaterials created by creatures  Session 8: Reproductive engineering as learned through keywords  Session 9: Sensory physiology of the creatures writing in seminatural areas  Session 10: The mysteries of fungi  Session 11: Applied biology of silkworms  Session 12: The operations of various environmental microbes  Session 13: Genomic science and its practical uses  Session 14: Intravital functional polymers: Utilizing proteins  Session 15: Developing new breeding technologies and food production (a class questionnaire will be conducted at the end of the class)</p>
生態学入門	Introduction to ecology	G2B50407	This class comprises lectures using slides on the diversity and evolution of living creatures, the qualities of creature populations, various interrelationships between creatures in biotic communities, and the structures and functions of ecosystems.	evolutionary ecology, population, community, ecosystem, conservation ecology	<p>1. Biodiversity  2. The evolution and ecology of living creatures (1)  3. The evolution and ecology of living creatures (2)  4. The evolution and ecology of living creatures (3)  5. The growth and dynamics of populations; report  6. The structure of plant communities and the history of plant lifestyles  7. Animal behavior and society (1)  8. Animal behavior and society (2)  9. Biotic communities and ecological positions; report  10. Interrelationships between creatures (1)  11. Interrelationships between creatures (2)  12. Changes in biotic communities (ecological shift)  13. Structures and functions of ecosystems (1)  14. Structures and functions of ecosystems (2); report  15. Conserving biodiversity and ecosystems; class questionnaire  16. Final test</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
地球の素材（産状・成分と色彩）	Precious mineral and rock on the earth	G2B50505	Taking the materials listed in the keywords as its subject matter, this class provides commentary on the colors these materials express, their shapes, origins, and generation mechanisms. We explain methods of analyzing and ways of thinking about these materials through real-world examples. We also present evidence and theories that discuss the origins of these materials and the validity.	origin, component, coloration, meteorite, diamond and other gemstones, glass	Week 1: Class outline Week 2: Meteorites and the earth forming rocks Week 3: Variation in the earth forming rocks Week 4: Mineral behaviors Week 5: Mineral formation referred to simple phase diagrams Week 6: Mineral color (1) - object colors and their spectrums Week 7: Mineral color (2) - color in non, semi and good-conductors Week 8: Mineral color (3) - absorption colors resulting from impurity elements Week 9: Mineral color (4) - colors caused by fine mineral inclusions Week 10: Mineral color (5) - Actual structural colors caused by several mineral textures Week 11: Diamond variations Week 12: Mantle diamonds and their genesis Week 13: Micro diamonds and their genesis Week 14: Diamond synthesis Week 15: Jadeite and Ruby Week 16: Exam
地球の素材（産状・成分と色彩）	Precious mineral and rock on the earth	G2B50506	Taking the materials listed in the keywords as its subject matter, this class provides commentary on the colors these materials express, their shapes, origins, and generation mechanisms. We explain methods of analyzing and ways of thinking about these materials through real-world examples. We also present evidence and theories that discuss the origins of these materials and the validity.	origin, component, coloration, meteorite, diamond and other gemstones, glass	Week 1: Class outline Week 2: Meteorites and the earth forming rocks Week 3: Variation in the earth forming rocks Week 4: Mineral behaviors Week 5: Mineral formation referred to simple phase diagrams Week 6: Mineral color (1) - object colors and their spectrums Week 7: Mineral color (2) - color in non, semi and good-conductors Week 8: Mineral color (3) - absorption colors resulting from impurity elements Week 9: Mineral color (4) - colors caused by fine mineral inclusions Week 10: Mineral color (5) - Actual structural colors caused by several mineral textures Week 11: Diamond variations Week 12: Mantle diamonds and their genesis Week 13: Micro diamonds and their genesis Week 14: Diamond synthesis Week 15: Jadeite and Ruby Week 16: Exam
信州の防災学	Seminer of disaster prevention in Shinshu	G2B50507	The opportunities for hearing that an earthquake, flood, or other disaster has occurred have increased, and experiencing a natural disaster is certainly not just something that happens to others. To date, Japan's disaster prevention systems have been constructed with a focus on public assistance, and it is necessary to supplement these systems with preparations for self-assistance and mutual assistance to prepare for disasters. The Japanese public has become more aware of disaster prevention following the Great East Japan Earthquake and other events in recent years. There is currently also an increased need for personnel in charge of regional disaster prevention. Through the lectures and practical sessions in this course, students will learn about the basic content and issues related to disaster prevention and reduction, from the mechanisms by which earthquakes, wind and water damage, and other disasters occur to ways in which individuals and society should respond. We intend to work on preparing for disasters, incorporating lectures by instructors who are collaborating with the university's Center for Disaster Mitigation and Prevention. These lectures have been given the status of a recommended subject for qualifying as a "disaster prevention officer" (bōsaishi). (See the notes on course registration)	earthquake, wind damage, flooding, disaster, regional disaster prevention, disaster prevention education, disaster prevention, disaster reduction, disaster prevention officer, emergency response	Session 1: Orientation Session 2: The volcanoes of Shinshū and disaster prevention Session 3: Principles of fire phenomena and self-assistance and mutual assistance in residential fires Session 4: Disasters due to earthquakes and tsunamis Session 5: River disasters in Shinshū and countermeasures Session 6: Prevention of earthquake disasters in buildings Session 7: Current state of and issues in disaster prevention information Session 8: Making use of hazard maps and training using disaster maps Session 9: Recovery and reconstruction after disasters and daily life Session 10: Medical treatment and mental care in times of disaster Session 11: Mental care in times of disaster Session 12: Disaster victim support by diverse agents and collaboration between them Session 13: Disaster prevention education in schools Session 14: Government countermeasures against disasters and risk management; Disaster activities and awareness using knowledge (1) Session 15: Corporate disaster prevention initiatives, their current state and issues; Disaster activities and awareness using knowledge (2) Session 16: Passing down an oral history of disasters within the region  ○ A separate task report will be set in the final session for students wishing to qualify as disaster prevention officers. ○ The dates, content, and order of the sessions may change depending on the progress of the class and the external lecturers' circumstances. ○ Sessions 8 and 9 may be held on the same day in periods 4 and 5.
電子情報システム工学入門	Introduction to Electrical & Computer Engineering	G2B50601	This omnibus-style course is comprised of lectures on seven topics related to Electrical & Computer Engineering. Assignments are given for each lecture to confirm students' level of understanding. Some topics may require a laptop computer.	history of electricity and electronics, electronics, electrical energy, digital communications, computer science, computer systems, programming	1. Course overview, Outline of Electrical & Computer Engineering 2. History of electricity and electronics (1) History from humanity's encounter with electricity and magnetism in ancient times to the rise of classical physics such as the invention of the battery, the discovery of electromagnetic phenomena and the introduction of the concept of fields in the 18th and 19th centuries 3. History of electricity and electronics (2) Electrical circuits and the theory of alternating current, the invention of electrical devices, the expansion from electrical engineering to electronic engineering and information engineering in the 19th and 20th centuries, and the use of ICT in the 21st century 4. Electronics around us (1)     The technology supporting the electronics around us 5. Electronics around us (2)     The future of the electronics around us 6. Generating and using electrical energy (1) Fundamentals of electricity generation (learning about the fundamentals of hydraulic, thermal, and nuclear power generation and generating electricity from renewable energies) 7. Generating and using electrical energy (2) Fundamentals of electricity transmission (the reason alternating current transmission is most common, smart grids, and transformation technologies such as AC/DC transformation) 8. Digital communication technology (1)     Basic principles of digital communications 9. Digital communication technology (2)     Applications of digital communications 10. Computer science (1)     XML and its applications 11. Computer science (2)     Optimizing algorithms and their applications 12. Computer systems (1)     Examples of computer systems; functions of computer systems; mechanisms of computer systems 13. Computer systems (2)     Large-scale systems; grid computing; virtualization technology, future computer systems 14. Outline of computer applications (1) (bring a notebook computer) Develop a simple application in a group work format. The required software must be installed in advance. Students develop a program individually while exchanging information with other group members. 15. Outline of computer applications (2) (bring a laptop computer)     Complete the application

Japanese Title	Title	Code	Summary	Key Words	Class Plan
グリーンテクノロジー	Green Technology	G2B50602	<p>The industrial activity of the previous century has made us materially wealthy. However, it has become apparent that the mass consumption of resources and energy has had an adverse influence on the global environment. In this century (the twenty-first century), environmentally friendly technologies for making high-function substances (items) with the smallest possible burden on the natural environment are considered important in order to protect the global environment.</p> <p>For the global environment and human society to coexist in harmony, it is important to work on environmental problems from the perspective of chemistry-based green technologies. Students learn the chemistry of environmental catalysts, environmental materials, and the like in order to earnestly take on the creation of goods in the future, considering the environment, energy, and function important.</p>	environmentally friendly technology, green technology, green chemistry, sustainable chemistry, environmental issue, Sustainable Development Goals (SDGs17)	<p>Instructors in the Department of Materials Chemistry will deliver the following lectures on green technology in a relay style.</p> <p>Each lecture has a specific topic and regards green technology from a multifaceted perspective. Reports and short tests are set to promote learning about green technology.</p> <ol style="list-style-type: none"> <li>1. Thinking about environmental problems</li> <li>2. The chemistry of clay</li> <li>3. The environment and the science of adsorption</li> <li>4. The environment and carbon super space</li> <li>5. Nanotechnology and plating technology</li> <li>6. The chemistry of batteries</li> <li>7. Ecocar technology and materials</li> <li>8. Discussing common glass and special glass</li> <li>9. The environment and lighting</li> <li>10. Environmental technologies using catalysts</li> <li>11. A hydrogen-based society (1)</li> <li>12. A hydrogen-based society (2)</li> <li>13. Photocatalysts (1)</li> <li>14. Photocatalysts (2)</li> <li>15. Solar cells; class questionnaire (conducted in the last 15 minutes)</li> </ol> <p>* Some parts may be reordered with advance notice.</p>
教養としての物質科学	Materials Science	G2B50604	This class provides an overview of the science behind various substances and materials that support modern civilized society, such as steel and semiconductors. Students from any faculty are eligible. Lectures are mainly conducted via demonstrations shown on the board.	crystals, phase transformation, metallic materials, semiconductor, magnetic materials	<p>Session 1: Orientation</p> <p>Session 2: Interatomic forces</p> <p>Session 3: What are crystals?</p> <p>Session 4: Representative crystalline structures</p> <p>Session 5: Defects and properties (1)</p> <p>Session 6: Defects and properties (2)</p> <p>Session 7: Laws of thermodynamics</p> <p>Session 8: Entropy</p> <p>Session 9: Reading phase diagrams (1)</p> <p>Session 10: Reading phase diagrams (2)</p> <p>Session 11: The effects of time: Steel, duralumin, glass</p> <p>Session 12: Semiconductors (1)</p> <p>Session 13: Semiconductors (2)</p> <p>Session 14: Magnetic materials</p> <p>Session 15: Spare day; class questionnaire</p>
情報学入門(社会と情報システム)【EA】	Introduction to Informatics (Computer & Network Systems in Our society)	G2B50708	<ul style="list-style-type: none"> <li>• Students learn about and experience the basic operating principles of computers and networks, which are the foundation of the information-oriented society.</li> <li>• An instructor with experience in building systems in the corporate sector presents real-world examples of information systems in society. Students think about the information systems that would be good for them.</li> <li>• Students learn the rules that they should know for being active in an information-oriented society.</li> <li>• Through the above, students learn how to use information systems appropriately in various settings and the importance of effective system proposals.</li> </ul>	information systems, information ethics, information-oriented society, practical experience	<ol style="list-style-type: none"> <li>1. Orientation (class format; grading; attendance)</li> <li>2. Information and society</li> <li>3. Information systems</li> <li>4. Information systems in society</li> <li>5. Information-oriented societies and ethics</li> <li>6. Characteristics of information systems (report task)</li> <li>7. Utilizing information systems (1)</li> <li>8. Utilizing information systems (2)</li> <li>9. Computer fundamentals (1)</li> <li>10. Computer fundamentals (2)</li> <li>11. Computer and networking fundamentals (1)</li> <li>12. Computer and networking fundamentals (2) (report task)</li> <li>13. Using information systems in the corporate sector (1)</li> <li>14. Using information systems in the corporate sector (2) (report task)</li> <li>15. General learning</li> </ol> <p>* The content of each session may be adjusted. A simple task will be set in each session.</p> <p>* The first semester gives a bird's-eye view of information systems in society. The discussion in the second semester will focus on specific developments in technology. We will also introduce examples of information systems and their background.</p>
情報学入門(プログラミング、ネットワーク)【EA】	Introduction to Informatics (Programming, Network)	G2B50709	<ul style="list-style-type: none"> <li>• Students learn about and experience the basic operating principles of computers and networks, which are the foundation of the information-oriented society.</li> <li>• An instructor with experience in building systems in the corporate sector presents real-world examples of information systems in society. Students think about the information systems that would be good for them.</li> <li>• Students learn the rules that they should know for being active in an information-oriented society.</li> <li>• Through the above, students learn how to use information systems appropriately in various settings and the importance of effective system proposals.</li> </ul>	programming, networking, information systems, information ethics, information-oriented society, practical experience	<ol style="list-style-type: none"> <li>1. Orientation (class format; grading; attendance)</li> <li>2. What is information?</li> <li>3. Information systems</li> <li>4. Expressing information; computing theory (report task)</li> <li>5. Computer fundamentals</li> <li>6. Programming (1)</li> <li>7. Programming (2)</li> <li>8. Computers and networking (1)</li> <li>9. Computers and networking (2)</li> <li>10. Networks and security (1)</li> <li>11. Networks and security (2) (report task)</li> <li>12. Information-oriented societies and information ethics</li> <li>13. Information system fundamentals that support society</li> <li>14. Examples of information systems that support society (report task)</li> <li>15. General learning</li> </ol> <p>* The content of each session may be adjusted. A simple task will be set in each session.</p> <p>* The first semester mainly covers technical content. In the second semester, we also introduce the technical aspects of networks, as well as examples of information systems and their background.</p>
ライフクリエイター入門講義	Life Creator Theory	G2B50710	<p>Students learn how AI is related to our lives and acquire basic ways of thinking to become “life creators”—AI personnel capable of creating their own lives.</p> <p>In what is currently known as the third AI boom, we are living surrounded by AI without even realizing it. Video distribution websites recommend videos that they think we would want to watch next, and news websites promote articles they think we want to read. In the near future, AI-powered robots will do bothersome housework for us, and we will be able to go wherever we want just by telling an automated car our destination. We will come to lead more and more convenient lives in spaces filled with things are comfortable that AI provides us with. However, if AI only selects and provides those things that are comfortable to us, is there not a risk that we would not consider the opinions of someone whose ideas differ from ours? In the midst of the COVID-19 pandemic, when we cannot move around freely, we are viewing the world through our smartphones. Is the world where we view information selected by AI through our smartphones real?</p> <p>As we will be living with AI for a long time, we need to understand what kinds of mechanisms present-day AI operates under. In this course, students will learn about the fundamental ideas behind the AI used today and examples of its application. Students will also think about how modern AI is used and the issues associated with it, while considering various perspectives on how to forge a path in their fields of expertise without being at the mercy of AI.</p>	AI, artificial intelligence	<p>Session/ Lecturer in charge</p> <p>Session 1 Orientation</p> <p>Session 2 What present-day AI enables (1)</p> <p>Session 3 What present-day AI enables (2)</p> <p>Session 4 The definition and history of AI (1)</p> <p>Session 5 AI and intellectual property strategy</p> <p>Session 6 The definition and history of AI (2)</p> <p>Session 7 Mechanisms of present-day AI (1)</p> <p>Session 8 Mechanisms of present-day AI (2)</p> <p>Session 9 AI and the law and ethics</p> <p>Session 10 AI and fairness and ethics (1)</p> <p>Session 11 AI and fairness and ethics (2)</p> <p>Session 12 AI and medicine and startups</p> <p>Session 13 AI and occupations (1)</p> <p>Session 14 AI and occupations (2)</p> <p>Session 15 Summary</p> <p>* A short test will be held in each session of the class.</p> <p>* Sessions may be reordered. This information will be provided in the orientation in the first session.</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
統計数学ゼミ	Seminar in Mathematics for Statistics II	G2B55102	Following a circle reading format, students learn the mathematics necessary to understand advanced statistical theories. In circle reading, the person in charge of the presentation studies a pre-assigned section in advance and gives a presentation. The content of the presentation is then discussed and learned by the students. Through the circle reading, students will not only learn mathematical content but also basic knowledge needed for various activities, such as interpreting texts and methods of preparing for presentations.	group work, economics, mathematics, microeconomics, macroeconomics, quantitative economics	Session 1: Orientation Session 2: Preparation and presentation; assigning students in charge of presenting Session 3: Chapter 1—Definition of and operations on sets Session 4: Chapter 1—The universal set Session 5: Short test 1 and Chapter 2—Mapping Session 6: Chapter 2—Surjective mapping, injective mapping, and composite mapping Session 7: Chapter 2—Set systems and set families Session 8: Chapter 2—Binary relations Session 9: Chapter 2—Quotient sets and well-definedness; Short test 2 Session 10: Chapter 2—Quotient sets and well-definedness (continued) Session 11: Chapter 3—Concentration Session 12: Chapter 3—Bernstein's theorem Session 13: Chapter 3—Well-ordered sets Session 14: Chapter 3—Axiom of choice Session 15: Chapter 3—Axiom of choice (continued); Short test 3 The course will follow the textbook as a guideline, while allowing flexibility for adjustments.
数理決定法入門ゼミ	Introduction to Operations Research	G2B55106	In life, we often encounter situations where we must choose one option from several. For example, when you open this syllabus and read through it, how can you make a suitable decision about whether to join the "Introduction to Operations Research" seminar or another seminar? In this seminar, we will learn how to make such decisions using a mathematical approach, through various examples.  This course will be conducted in a seminar format. The seminar leader and the textbook section to be covered for each day are assigned in advance. The leader pre-studies the assigned section and conducts necessary research. During the seminar, the designated student will give a presentation while the other students listen attentively and ask questions to clarify any uncertainties. In essence, this format requires students to conduct thorough research and present their findings.	Operations research, linear programming	1. Preparations 2. Class organization problem (1) 3. Class organization problem (2) 4. Determining the entrance exam admission quota (1) 5. Determining the entrance exam admission quota (2) 6. Job selection problem (1) 7. Job selection problem (2) 8. Introduction to financial engineering (1) 9. Introduction to financial engineering (2) 10. Evaluating the efficiency of universities (1) 11. Evaluating the efficiency of universities (2) 12. Managing large classes (1) 13. Managing large classes (2) 14. Criteria for class organization (1) 15. Criteria for class organization (2), end-of-course survey
数え上げ数学入門ゼミ	Introduction to Combinatorics	G2B55114	This course will focus on a specific type of counting problem known as integer partitions. An integer partition is a way of writing a positive integer as a sum of positive integers. For example, the number 5 can be partitioned as 2+3 or 1+1+1+1+1. The primary goal is to determine the total number of possible partitions under this system. Although this concept may initially appear simple, it intersects with various branches of mathematics, and remains an active area of ongoing research.  The course will involve a reading seminar. In the first session, the instructor will lead the discussion. From the second session onwards, students will decide the order of presentations. Presenters are expected to prepare notes in advance and use these notes to guide their presentations.	Division of integers, one-to-one correspondence, group work	Lessons: 1. Course orientation 2. Presentation by participants 3. Presentation by participants 4. Presentation by participants 5. Presentation by participants 6. Presentation by participants 7. Presentation by participants 8. Presentation by participants 9. Presentation by participants 10. Presentation by participants 11. Presentation by participants 12. Presentation by participants 13. Presentation by participants 14. Presentation by participants 15. Presentation by participants, end-of-course survey
カオス体験ゼミ	Hands-on seminar on Chaos	G2B55201	Using their own laptop computers, students will calculate and depict the phenomena of randomness and the fractal nature of chaos to further their understanding. In particular, students will interpret the high sensitivity to initial conditions that characterize chaos by graphically observing phenomena that change considerably as a result of subtle changes to the initial values. Finally, as part of a project conducted in groups of at least two students, students will determine a chaos phenomenon that exists in society and explain it using chaos theory.	chaos, fractal, stochastic, random, determinism, group work	Lectures will be given on the following topics. Practical exercises will be conducted as necessary.  Sessions 1, 2. Basic formula for the Mandelbrot set Sessions 3, 4. Methods for calculating the Mandelbrot set/Julia set Sessions 5, 6. Programming a Julia set Sessions 7, 8. Calculating values using the calculus of finite differences (1) Sessions 9, 10. Calculating values using the calculus of finite differences (2) Sessions 11, 12. Numerical calculation of the motion of a double pendulum using the calculus of finite differences Sessions 13, 14. Observing the motion of a double pendulum Session 15. Flow instability/turbulence; class questionnaire (conducted in the last 15 minutes)  Each session is delivered over two periods (lecture and practice). However, topic 8 (Flow instability/turbulence) is delivered in one period.
宇宙を学際的に考えるゼミ	Interdisciplinary Seminar on Space	G2B55202	There are many “universes” hidden around us. Most people have, at one time, taken an interest in astrology, science fiction novels, space travel, second Earth, and the search for aliens. In this seminar, we will first think about why it is necessary to discuss universes broadly (i.e., in an interdisciplinary manner). Next, each group will exchange their opinions and give presentations on a topic selected by the instructor in charge. In the second half of the class, each group will select, investigate, and give a presentation on its own research topic. Time will be allotted for questions and answers after the presentations, so we look forward to an active exchange of opinions.  Finally, each student will compile and submit a report about what they have learned through the seminar.	universe, interdisciplinary, group work	1. Orientation: Seminar overview 2. Introduction: The importance of thinking about the universe from an interdisciplinary perspective 3–4. Group work: Shared topic (1) 5–6. Group work: Shared topic (2) 7. Group work: Independent topic 8–13. Group presentations and Q&A: Presenting each group's research 14. Report writing 15. Summary, class questionnaire * The class content and order are subject to change depending on students' progress.
化学ゼミ	Seminar on Chemistry	G2B55301	We will perform simple calculations using spreadsheet software and discuss the relationship between these calculations and chemistry. Though the seminar involves some technical knowledge, we will keep the content as simple as possible. However, please note that the content of this seminar differs significantly from the chemistry taught up to the senior high school level.	fundamental chemistry, chemical reaction dynamics, molecular spectroscopy, report feedback	Planned seminar content Details are subject to change depending on class progress. Session 1: Orientation; basic operations Session 2: Trigonometric functions; exponential functions Session 3: Applications of trigonometric functions Session 4: Differentials (trigonometric functions, exponential functions) Session 5: Integrals (trigonometric functions, exponential functions); how to write a report (Report Assignment 1) Session 6: Chemical kinetics; first-order reactions; differential equations Session 7: How to write a report (2) (Resubmission of Report Assignment 1) Session 8: Chemical kinetics; reversible reactions Session 9: Consecutive reactions; complex reactions (Report Assignment 2) Session 10: Random numbers Session 11: How to write a report (3) (Resubmission of Report Assignment 2) Session 12: Diffusive; normal distribution Session 13: Least squares method (Report Assignment 3) Session 14: How to write a report (4) Session 15: Practical examination (chemical kinetics); class questionnaire

Japanese Title	Title	Code	Summary	Key Words	Class Plan
生きものたちのふしぎ・多様性ゼミ	The wonder of creatures on earth: Seminar for life-sciences and biodiversity	G2B55401	<p>How did living creatures evolve on Earth? In this seminar, we will explore the basic system that has created diversity through repeated speciation and extinction over many years. We will then deepen our understanding of why biodiversity is so important by relating it to our human lives. Students will learn about the factors that make the whole Japanese archipelago a “global hotspot” for biodiversity and learn that Shinshū is a particularly important region within this archipelago.</p> <p>The seminar also considers how we should confront biodiversity: Through various discussions, students will acquire an understanding of biodiversity and scientific literacy. In the second half of the course, after learning effective presentation techniques, students will work in groups to examine topics such as genetic and embryonic manipulation. They will then give presentations covering everything from defining a potential problem to proposing a solution.</p>	natural science, life science, earth science, biodiversity, evolution, world view, human life, conservation, natural environment, spirit, genetic manipulation, embryonic manipulation, bioethics, SDGs, Society 5.0	<p>1. Introduction: What is biodiversity?</p> <p>2. The origins of life and the mechanisms for generating biodiversity (the birth and extinction of species)</p> <p>3. Japan and Shinshū as global hotspots for biodiversity</p> <p>4. Issues related to human life and biodiversity (1)</p> <p>5. Issues related to human life and biodiversity (2)</p> <p>6. Issues related to human life and biodiversity (3)</p> <p>7. Issues related to human life and biodiversity (4)</p> <p>8. Issues related to human life and biodiversity (5)</p> <p>9. Life science and human life</p> <p>10. What is an effective presentation?</p> <p>11. Group work (1)</p> <p>12. Group work (2)</p> <p>13. Group work (3)</p> <p>14. Presentation (1)</p> <p>15. Presentation (2); general summary; class questionnaire</p> <p>* About two-thirds of the sessions (at least 10) will involve group work and report work in an interactive format. (This may vary depending on the number of students in the seminar.)</p>
利己的遺伝子説から生物像を描くゼミ	Seminar course on Biology: Selfish-gene and a shape of life	G2B55404	<p>After reading the relevant chapter of The Selfish Gene, students will discuss the points that they consider important in groups of three or four. Students will also seek to understand the content of each chapter by resolving any queries they may have. The following week, we will verify and correct any misunderstandings from students' summaries of the chapter. After gaining an understanding of the book's claims through these activities, students will compile a report, in their own words, on various familiar events from the perspective of a selfish gene. The seminar will also give students the opportunity to gain a sense of game theory by reproducing the interactions between the individuals that feature in the book.</p>	gene, evolution, ethology, group work	<p>The Japanese translation of The Selfish Gene, which is used as the textbook for this seminar, consists of Chapters 1 to 13 from the original text, as well as the prefaces and translators' afterwords to each revised edition and excerpts from reviews of the book. From week 3 onward, we will generally read one chapter per week. Once it has been confirmed that students understand the points presented, they will engage in group discussions on topics that correspond to the content of each chapter. Each member of the group will then summarize the content of the chapter.</p> <p>1. Orientation</p> <p>2. Introduction</p> <p>3. Why are people?</p> <p>4. The replicators</p> <p>5. Immortal coils</p> <p>6. The gene machine</p> <p>7. Aggression: Stability and the selfish machine</p> <p>8. Genesmanship</p> <p>9. Family planning</p> <p>10. Battle of the generations</p> <p>11. Battle of the sexes</p> <p>12. You scratch my back, I'll ride on yours</p> <p>13. Memes: The new replicators</p> <p>14. Nice guys finish first</p> <p>15. The long reach of the gene; class questionnaire</p>
遺伝学入門ゼミ	Seminar course on Biology: Basic Genetics	G2B55405	<p>In this seminar, we will first examine “genetic literacy” in today's society through group discussions. After confirming fundamental terms and concepts, we will then discuss the relationship between genes and “characteristics of living things,” using mold (filamentous fungi) and Escherichia coli as materials. Finally, we will debate genetic literacy again and confirm and summarize what we learned through this seminar.</p>	gene, genomic editing, prenatal diagnosis, heritability, crossing experiment, Mendel, group work	<p>1. Orientation</p> <p>2. Group discussion (1): Social issues related to genetics (1)</p> <p>3. Group discussion (2): Mendel's genetics; life cycle of Aspergillus (eucaryotic fungus)</p> <p>Crossing experiment (1): Inoculation of preserved strains</p> <p>4. * Device handling (1): Micropipettes, etc.</p> <p>Crossing experiment (2): Initiation of cocultivation</p> <p>5. Device handling (2): Stereoscopic microscope</p> <p>Crossing experiment (3): Transplantation of fused hyphae</p> <p>6. Group discussion (3): Life cycle and heredity of Aspergillus (eucaryotic fungus)</p> <p>7. * Crossing experiment (4): Segregation of sexual spores</p> <p>8. Crossing experiment (5): Testing the segregation ratio in later generations</p> <p>9. Crossing experiment (6): Testing auxotrophy</p> <p>10. Crossing experiment (7): Statistical analysis of segregation ratios (Report (1))</p> <p>11. Group discussion (4): Central dogma and gene expression; the operation of enzymes</p> <p>12. * Transformation of colon bacilli (1): Introduction of DNA</p> <p>13. Transformation of colon bacilli (2): Observation of transformant (Report (2))</p> <p>14. Group discussion (5): Social issues related to genetics (2)</p> <p>15. General summary (time adjustment); class questionnaire</p> <p>* Even the fastest group may not finish within class time.</p> <p>• The above plan is subject to change depending on the availability of materials. etc. In that case, this will be indicated in the orientation materials uploaded onto eALPS before the course starts.</p>
遺伝学入門ゼミ	Seminar course on Biology: Basic Genetics	G2B55408	<p>In this seminar, we will first examine “genetic literacy” in today's society through group discussions. After confirming fundamental terms and concepts, we will then discuss the relationship between genes and “characteristics of living things,” using mold (filamentous fungi) and Escherichia coli as materials. Finally, we will debate genetic literacy again and confirm and summarize what we learned through this seminar.</p>	gene, genomic editing, prenatal diagnosis, heritability, crossing experiment, Mendel, group work	<p>1. Orientation</p> <p>2. Group discussion (1): Social issues related to genetics (1)</p> <p>3. Group discussion (2): Mendel's genetics; life cycle of Aspergillus (eucaryotic fungus)</p> <p>Crossing experiment (1): Inoculation of preserved strains</p> <p>4. * Device handling (1): Micropipettes, etc.</p> <p>Crossing experiment (2): Initiation of cocultivation</p> <p>5. Device handling (2): Stereoscopic microscope</p> <p>Crossing experiment (3): Transplantation of fused hyphae</p> <p>6. Group discussion (3): Life cycle and heredity of Aspergillus (eucaryotic fungus)</p> <p>7. * Crossing experiment (4): Segregation of sexual spores</p> <p>8. Crossing experiment (5): Testing the segregation ratio in later generations</p> <p>9. Crossing experiment (6): Testing auxotrophy</p> <p>10. Crossing experiment (7): Statistical analysis of segregation ratios (Report (1))</p> <p>11. Group discussion (4): Central dogma and gene expression; the operation of enzymes</p> <p>12. * Transformation of colon bacilli (1): Introduction of DNA</p> <p>13. Transformation of colon bacilli (2): Observation of transformant (Report (2))</p> <p>14. Group discussion (5): Social issues related to genetics (2)</p> <p>15. General summary (time adjustment); class questionnaire</p> <p>* Even the fastest group may not finish within class time.</p> <p>• The above plan is subject to change depending on the availability of materials. etc. In that case, this will be indicated in the orientation materials uploaded onto eALPS before the course starts.</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
利己的遺伝子説から生物像を描くゼミ	Seminar course on Biology: Selfish-gene and a shape of life	G2B55409	After reading the relevant chapter of The Selfish Gene, students will discuss the points that they consider important in groups of three or four. Students will also seek to understand the content of each chapter by resolving any queries they may have. The following week, we will verify and correct any misunderstandings from students' summaries of the chapter. After gaining an understanding of the book's claims through these activities, students will compile a report, in their own words, on various familiar events from the perspective of a selfish gene. The seminar will also give students the opportunity to gain a sense of game theory by reproducing the interactions between the individuals that feature in the book.	gene, evolution, ethology, group work	The Japanese translation of The Selfish Gene, which is used as the textbook for this seminar, consists of Chapters 1 to 13 from the original text, as well as the prefaces and translators' afterwords to each revised edition and excerpts from reviews of the book. From week 3 onward, we will generally read one chapter per week. Once it has been confirmed that students understand the points presented, they will engage in group discussions on topics that correspond to the content of each chapter. Each member of the group will then summarize the content of the chapter. 1. Orientation 2. Introduction 3. Why are people? 4. The replicators 5. Immortal coils 6. The gene machine 7. Aggression: Stability and the selfish machine 8. Genesmanship 9. Family planning 10. Battle of the generations 11. Battle of the sexes 12. You scratch my back, I'll ride on yours 13. Memes: The new replicators 14. Nice guys finish first 15. The long reach of the gene; class questionnaire
微生物学入門ゼミ	Introduction to microbiology	G2B55410	"Microorganisms" is the general name for an extremely diverse collection of microscopic organisms that cannot be seen with the naked eye. This seminar will explain the different types of microorganisms, their ecology, their roles in the ecosystem, and their relationship with humans. We will also observe some familiar microorganisms. Working in groups, students will give presentations on microorganisms that are part of our daily lives.	microorganism, virus, bacteria, fungi, protist	1. What are microorganisms? 2. The world of microorganisms (1) 3. The world of microorganisms (2) 4. The world of microorganisms (3) 5. Operating a microscope 6. Observation of microorganisms (1) 7. Observation of microorganisms (2) 8. Observation of microorganisms (3) 9. Observation of microorganisms (4) 10. The global environment and microorganisms 11. Microorganisms in everyday life 12. Group work (1) 13. Group work (2) 14. Presentation (1) 15. Presentation (2); class questionnaire
環境科学ゼミ	Environmental Science Seminar	G2B55501	After gaining an understanding of the structures and functions of natural ecosystems and the material cycles of the elements of life (carbon, nitrogen, sulfur, etc.), with a focus on aquatic ecosystems, students will learn about environmental pollutants (heavy metals, pesticides, etc.) generated by human activity. The seminar will also explain the effects of environmental hormones, etc., on the ecosystem and our health from the perspective of ecology and environmental toxicology. This class includes content related to gender equality.	environmental science, ecosystem structure, ecosystem function, carbon cycle, nitrogen cycle, sulfur cycle, environmental pollutant, heavy metal pollution, environmental hormone, agricultural chemical pollution, radioactive material pollution, global environmental problem, group work, SDGs, report feedback	1. What is environmental science? 2. Ecosystem structure 3. Ecosystem function 4. The carbon cycle in the natural world 5. The nitrogen cycle in the natural world 6. The sulfur cycle in the natural world 7. Midterm test; What are environmental pollutants? 8. Heavy metal pollution in the past and present 9. Pollution from organochlorine compounds 10. The reality of pesticide pollution 11. Behavior of environmental pollutants in ecosystems 12. Impact of environmental pollutants on ecosystems 13. Effects of environmental pollutants on the human body 14. Purifying environmental pollutants and environmental restoration (1) 15. Purifying environmental pollutants and environmental restoration (2); class questionnaire 16. Final test
技術とエネルギーの入門ゼミ	Introduction to technology and energy seminar(Technology and environmental field)	G2B55601	(1) In this seminar, we discuss "efficiency" as the basic concept in energy transformation technology. In groups, students will deepen their understanding of the technical mechanisms, estimation of effects, dissemination methods, etc., of various technologies to improve efficiency from several perspectives.  (2) Through literature reviews, preparing presentation materials, group presentations, and discussions, students will broaden their knowledge of the increased environmental burden caused by the mining, use, and disposal of metallic materials, as well as the effects of the environment on the performance of metallic materials.  (3) The machines around us change the energy given to them into useful forms and perform work that serves us. Students will enhance their understanding of technology and energy from the perspectives of mechanical engineering (e.g., machinery, fluids, and heat) and the environment.	environmental mindset education, environmental change, global warming, metal corrosion, anticorrosion, materials science, energy, technology, group work	Session 1: Mechanical technology and the energy around us Session 2: Mechanical engineering (fluid dynamics, thermodynamics) and energy Session 2: Group presentations and discussion on mechanical technology and energy conversion Session 4: Environmentally friendly mechanical technology Session 5: Group presentations and discussion on the environment and mechanical technology Session 6: Metallic materials, resources, and energy Session 7: Each group researches and prepares a presentation on a given topic Session 8: Group presentation (I) (Metallic materials and the need to recycle them) Session 9: Group presentation (II) (Human life, metals, and metallic materials) Session 10: Group presentation (III) (Corrosion of metallic materials and anticorrosion technologies) Session 11: Introduction of research cases related to the corrosion of metallic materials and corrosion prevention Session 12: Energy conversion technology and efficiency Session 13: Debate practice (1) Session 14: Debate practice (2) Session 15: Summary of debates ; class questionnaire
ロボティクス実践ゼミ	Practice of Robotics : Seminar	G2B55602	Students build a robot using a simple kit and learn programming to control it. By creating their own programs, students will learn the basics of how to handle data from various sensors, how to control motors, communication methods, etc. By applying these skills, they will be able to program more advanced movements in robots. In addition, by tackling the tasks in each session and creating their original robots, students will develop project management and problem-solving skills. Students will make presentations on the learning outcomes, such as the robot-building process and the programs they create.	project-based learning, robotics, programming, autonomous system, autonomous robot, embedded system, group work, network protocol, Internet, remote sensing, development environment, control logic, Python, Linux, shell, IoT, communication protocol, MQTT, HTTP	Week 1: Class introduction Week 2: Introduction to shell scripting Week 3: Introduction to Python; making robots (training model) Week 4: Controlling robots using Python's interactive mode Week 5: Using functions and control flows Week 6: Extending the robots and introducing new classes Week 7: Using touch sensors Week 8: Using color sensors and making a line-following robot Week 9: Line-following with PID control Week 10: Using ultrasonic sensors Week 11: Using gyro sensors Week 12: Making a self-balancing robot Week 13: Using inner functions Week 14: Using graphics functions Week 15: Robot-to-robot communication using MQTT; class questionnaire Week 16: Communication with robots using HTTP  The report for each session (which will mainly comprise the program that students write) will be due the day before the following week's class.

Japanese Title	Title	Code	Summary	Key Words	Class Plan
ものづくり入門ゼミ	Seminar for Introduction to Manufacturing	G2B55605	<p>This course will be taught by faculty with industry experience at Sakaki Corporation. Leveraging this experience, the instructor will focus on the following aspects of manufacturing:</p> <p>1) The course will emphasize independent thinking and discussion.</p> <p>2) After acquiring a high-level understanding of traditional manufacturing processes such as materials or fabrication methods, students will conduct research on specific manufacturing techniques using online or library resources. They will present their findings to the class.</p> <p>3) Students may choose to focus on a wide range of products, including consumer goods, food, medical products, sports and games equipment, office and school supplies, industrial equipment, high-tech products, civil engineering and construction, vehicles, recycling, and handmade pieces.</p> <p>4) Time permitting, field trips to industry exhibitions or factory tours will be arranged.</p>	Manufacturing, materials, processing methods, research presentation, group work, practical experience, exhibition visits, factory visits	<p>Lessons:</p> <p>1: Course orientation, overview of manufacturing</p> <p>2: Industrial materials (1) About metal and exhibitions Exhibition visit *Participation is optional</p> <p>3: Industrial materials (2) resin</p> <p>4: Industrial materials (3) ceramics, etc.</p> <p>5: Cutting (1)</p> <p>6: Cutting (2)</p> <p>7: Plastic working</p> <p>8: Casting</p> <p>9: Welding</p> <p>10: 3D additive manufacturing</p> <p>11: Create presentations (Notes on creating presentation materials, present self-introduction )</p> <p>12: Research on manufacturing methods and presentation preparation (1) (group work)</p> <p>13: Research on manufacturing methods and presentation preparation (2) (group work)</p> <p>14: Presentation about manufacturing methods. End-of-course survey(1) (conducted in final 15 minutes)</p> <p>15: Presentation about manufacturing methods. End-of-course survey(2) (conducted in final 15 minutes)</p> <p>*Detailed dates and times will be provided during the course orientation (Lesson 1).</p> <p>Each lecture is divided into two parts: a lecture by the instructor followed by individual or group exercises related to the lecture material.</p>
3Dプリンタ活用ゼミ	Seminar on the utilization of 3D printers	G2B55606	This course teaches the fundamentals of 3D modeling. Using a 3D printer, students will collaborate in small groups to design and create custom musical instruments, such as violins, ukuleles, or ocarinas.	3D printer, 3D modeling, 3D CAD, 3D CG, CG, CAD, musical instrument making, prototyping, DIY, group work	<p>1. Course orientation</p> <p>2. Basic knowledge of 3D printers and slicing software</p> <p>3-4. Introduction to 3D modeling using 3D CAD software</p> <p>5-6. Creating original musical instruments I</p> <p>7-8. Introduction to 3D modeling using 3D CG software</p> <p>9-10. Creating original musical instruments II</p> <p>11. Interim presentation</p> <p>12-15. Creating original musical instruments III</p> <p>16. Presentation</p>
新聞で広げる社会の見方ゼミ(信濃毎日新聞社寄付講義)	Newspapers in Society	G2B55701	<p>This course is held in collaboration with Shinano Mainichi Shimbun. Each lecture is given by a reporter from the newspaper. The course content covers: (1) the importance of acquiring a wide range of information, the characteristics of newspaper articles, and writing techniques; (2) presentations using excerpts of newspaper articles; and (3) group work aimed at problem-solving using newspaper articles. The goal is for students to acquire the habit of being interested in and learning about various issues through newspapers, as well as for them to be able to summarize their own thinking and communicate it to others using evidence from several sources.</p>	newspaper, media, information, society, problem-solving, region, practical experience, group work, fieldwork	<p>Session 1: Orientation; the need for information</p> <p>Session 2: Characteristics of newspapers</p> <p>Session 3: Excerpts of interesting articles and presentations</p> <p>Session 4: Making a newspaper for circulation</p> <p>Session 5: Site tour of the Shinano Mainichi Shimbun head office in Matsumoto</p> <p>Session 6: Techniques for writing newspaper articles</p> <p>Session 7: Editorials</p> <p>Session 8: Headlines</p> <p>Session 9: Regional newspapers</p> <p>Session 10: Scrapbook review</p> <p>Session 11: Problem-solving group work (1): Reading and understanding articles</p> <p>Session 12: Problem-solving group work (2): Gathering materials</p> <p>Session 13: Problem-solving group work (3): Presentation I and examining counterarguments</p> <p>Session 14: Problem-solving group work (4): Rebuttal and re-examination</p> <p>Session 15: Problem-solving group work (5): Re-examination and presentation II</p> <p>Class questionnaire</p>
情報社会論ゼミ	Seminar for Information Society	G2B55707	<p>The recent spread of computers and information and communications technology has significantly changed our way of life, including how we communicate and make decisions. Much of this work is now down by mobile phones and computers. Things that used to require considerable effort to find out can now be easily looked up by simply entering a few keywords. But are our brains being used better as a result of this reduced burden?</p> <p>This seminar aims to deepen students' understanding of the positives and negatives of the network society by considering the topics below.</p>	group work, computer, information and communications technology, ICT, Internet, information society	<p>In small groups, students will engage in group work on topics related to various technological innovations in a society where computers and networks have become commonplace, as well as the technical infrastructure that supports them and the impact that they have on life in society.</p> <p>The group work will proceed in the following order: collecting materials, defining and organizing problems, preparing presentation materials, and giving presentations.</p> <p>Five weeks are allotted for each topic, so each participant will work on three topics over the course of the seminar.</p> <p>The following list provides examples of possible topics; however, participants are not restricted to this list and are free to select their own topics based on discussions in their groups.</p> <p>1) History of the Internet</p> <p>2) Consequences of search engines</p> <p>3) Consumption in an online society</p> <p>4) How the WWW works</p> <p>5) Creating a webpage</p> <p>6) The Internet and copyright</p> <p>7) The Winny trial</p> <p>8) Law and ethics in an information society</p> <p>9) Any other related topic</p>
プログラミング入門ゼミ	Introduction to Programming : Seminar	G2B55710	Students will work in teams to build their own robots by combining various bricks, motors, gears, sensors, etc. They will learn how to control these robots using programs written on a computer. The tasks include creating a robot that draws letters and shapes, a robot that moves while avoiding obstacles, a robot that follows a black line, a robot that communicates with other robots, and a robot that grabs objects. The final goal of the course is to participate in a mini robot contest (RoboCon). For each task, students will present the process and results of their robot-making online.	project-based learning, robotics, programming, autonomous system, embedded system, group work, report feedback, C language, Python, control system	<p>Week 1: Class introduction</p> <p>Week 2: Explanation of the kit, checking parts, assembling a simple robot</p> <p>Weeks 3-4: Learning the basics of programming (understanding the workflow for robot control)</p> <p>Weeks 5-6: Making a robot that draws simple shapes</p> <p>Week 7: Making a robot using touch sensors and learning logical operations</p> <p>Week 8: Making a robot using light sensors</p> <p>Weeks 9-10: Making a robot that follows a line</p> <p>Week 11: Using angle sensors and ultrasonic sensors to improve movement accuracy</p> <p>Week 12: Making robots that communicate with each other (understanding communication mechanisms)</p> <p>Weeks 13-14: Making a practical robot to compete in a mini RoboCon (combining two kits to make robots with more complex movements)</p> <p>Week 15: mini RoboCon rehearsal; final adjustments; class questionnaire</p> <p>Week 16: Exam (mini RoboCon)</p>
Web制作ゼミ	Seminar on Web development	G2B55711	Students will learn the basic language, methods, and concepts required for web development, such as HTML and CSS, based on recommendations from the World Wide Web Consortium (W3C). Students will gain an understanding of the concept of accessibility and aim to create websites that are easy to use for as many people as possible. In addition, we will consider various copyright issues through the practice of website development. Students will discuss these points in groups at each stage of development, starting from site planning. Depending on students' progress, they may also learn the basics of the scripting languages that are commonly used to create dynamic websites, leading to more advanced development. However, we intend to select the course content flexibly according to students' level of understanding and learning progress.	ability to pursue one's own end, Internet, web system, structured document, HTML, CSS, JavaScript, accessibility, copyright, group work, network protocol	<p>Week 1: Orientation</p> <p>Week 2: Introduction to how the Internet and the World Wide Web work</p> <p>Weeks 3-5: Learning HTML and creating webpages (understanding the logical structure of documents)</p> <p>Week 6: Website planning (objective, target audience, development guidelines, and outline)</p> <p>Weeks 7-9: Learning and applying CSS (understanding how documents are displayed)</p> <p>Week 10: Basics of copyright</p> <p>Weeks 11-13: Learning scripting languages(Introduction to JavaScript)</p> <p>Weeks 14-15: Uploading files to the web server and content review (class questionnaire conducted in week 15)</p> <p>Week 16: Presentation of each student's results</p>
Web制作ゼミ	Seminar on Web development	G2B55712	Students will learn the basic language, methods, and concepts required for web development, such as HTML and CSS, based on recommendations from the World Wide Web Consortium (W3C). Students will gain an understanding of the concept of accessibility and aim to create websites that are easy to use for as many people as possible. In addition, we will consider various copyright issues through the practice of website development. Students will discuss these points in groups at each stage of development, starting from site planning. Depending on students' progress, they may also learn the basics of the scripting languages that are commonly used to create dynamic websites, leading to more advanced development. However, we intend to select the course content flexibly according to students' level of understanding and learning progress.	ability to pursue one's own end, Internet, web system, structured document, HTML, CSS, JavaScript, accessibility, copyright, group work, network protocol	<p>Week 1: Orientation</p> <p>Week 2: Introduction to how the Internet and the World Wide Web work</p> <p>Weeks 3-5: Learning HTML and creating webpages (understanding the logical structure of documents)</p> <p>Week 6: Website planning (objective, target audience, development guidelines, and outline)</p> <p>Weeks 7-9: Learning and applying CSS (understanding how documents are displayed)</p> <p>Week 10: Basics of copyright</p> <p>Weeks 11-13: Learning scripting languages(Introduction to JavaScript)</p> <p>Weeks 14-15: Uploading files to the web server and content review (class questionnaire conducted in week 15)</p> <p>Week 16: Presentation of each student's results</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
データから見る長野県ゼミ	Seminar of Nagano Prefecture with Data Visualization	G2B55714	<p>Under a national call for “regional revitalization,” we are discovering the attractions of each region, and our ability to broadcast information about these attractions are now being questioned. In this course, students will deepen their understanding of the current situation in Nagano Prefecture through topics presented by individuals involved in local government administration and the collection and dissemination of information. Students will make use of data science perspectives to discover new challenges and give presentations that examine the issues that emerge in the data with which they are provided.</p> <p>Students will deepen their understanding of the problems in Nagano Prefecture based on concrete data provided by Suzaka City, Matsumoto City, and Takamori Town and the Nagano Association for Public Opinion Research and TV Shinshu (organizations responsible for collecting and disseminating information). Each of these authorities and organizations will hold two to three topic sessions. The data will comprise both numerical data and unfiltered opinions (e.g., free-form responses, interviews).</p> <p>Depending on the content of each topic, students may discuss and give presentations on it individually or in groups.</p>	problem-solving, problem discovery, group work, data science	<p>Students will take part in group work with individuals from local government. At the end of this exercise, students will give a presentation and receive feedback.</p> <p>1. Orientation Nagano Association for Public Opinion Research 2. Public opinion polling in Nagano: What is a public opinion poll? 3. The “We the Shinshū People” survey series: A cross-tabulation and multivariate analysis of Shinshū residents Session 3 and the subsequent sessions may proceed in a different order. TV Shinshu 1. Reading the COVID-19 statistics 2. Visualizing the +4°C hypothesis 3. “Visualizing” numbers Saku City 1. Policy formation in Saku (lecture) 2. Group work (exercises to understand the policy formation process) 3. Announcing policy proposals to Saku City Matsumoto City 1. Matsumoto City's policies 2. Issues in Matsumoto City as Seen from Human Flow Data (Group Work) 3. Presentations based on group work Takamori Town 1. Urban creation in Takamori (actual town development based on planning) 2. What is a population target? 3. Specific initiatives (group work and presentation)</p>
現代メディア・マーケティング入門ゼミ	Media and Marketing Seminars	G2B55715	<p>In modern society, media such as social networking sites are becoming increasingly diverse. What information reaches people is now often controlled by AI, and this information is being distributed more and more unevenly.</p> <p>This seminar is taught by Mr. Ikegami Akira, who is active on the front lines of the media, and Mr. Harada Yōhei (CyberAgent) and Mr. Ōtsuki Hitoshi (Spicebox), who have long been involved in media marketing. The seminar focuses on the diversity of the media and information dissemination. The course aims to help students understand basic marketing methods, appropriately acquire unevenly distributed information, and analyze this information from multiple perspectives.</p> <p>Specifically, the course covers three main areas: media theory, youth marketing, and web marketing. It is offered in a practical format, with the objective that students will gain the following skills:</p> <ul style="list-style-type: none"> <li>• Students will understand the diversity of media that disseminate information and the marketing methods used by each.</li> <li>• Students will be able to appropriately acquire information from the media and examine it from multiple perspectives.</li> <li>• Students will be able to accurately convey the information they want to convey to the audiences they want to convey it to.</li> </ul>	problem discovery, logical thinking	<p>1. Orientation (Maruhashi) 2. Introduction to media theory (1) 3. Introduction to media theory (2) 4. Introduction to media practice (1) 5. Introduction to media practice (2) 6. Introduction to youth marketing (1) 7. Introduction to youth marketing (2) 8. Introduction to youth marketing (3) 9. Introduction to youth marketing practice (1) 10. Introduction to youth marketing practice (2) 11. Introduction to web marketing (1) 12. Introduction to web marketing (2) 13. Introduction to web marketing (3) 14. Introduction to web marketing practice (1) 15. Introduction to web marketing practice (2)</p> <p>* Full details will be given during the Orientation session. The order and content of the classes are subject to change.</p>
AIジェネラルスキル基礎ゼミ	Life Creator Theory 2	G2B55716	<p>We are currently in the third AI boom, the core technology of which is deep learning. Developments in deep learning have made autonomous driving possible and allowed AI to beat the world's top Go players, rapidly detect lesions from medical images, predict future illnesses from patient records, automate pesticide spraying with drones, and cultivate fruits with high sugar content. The quality of automatic translation is dramatically improving, news summaries of financial results are automatically distributed, household appliances can be controlled by voice commands, AI learning diagnostics can recommend effective educational programs for difficult subjects, and AI can help people find the ideal partner. Things that used to seem a long way off are becoming possible every day.</p> <p>Through lectures delivered by expert professors, students will learn the fundamentals of deep learning, which is a key technology in modern AI, and understand how it is used in various fields. In addition, they will participate in group work in interdisciplinary teams to deepen their understanding of how AI can be used to solve common issues through a “launch a startup” exercise.</p> <p>During the course, students will also aim to obtain the G-Certificate, a generalist deep learning certification offered by the Japan Deep Learning Association.</p>	group work, communication, problem discovery, problem-solving, logical thinking, AI, artificial intelligence	<p>Session Title Lecturer Session 1: Orientation Session 2: Group work (1) Session 3: Fundamentals of deep learning (1) Session 4: Fundamentals of deep learning (2) Session 5: Deep learning exercise Session 6: Group work (2) Session 7: Special lecture: AI and robots Session 8: Special lecture: AI and governance Session 9: Special lecture: AI and agriculture Session 10: Special lecture: AI and education Session 11: Group work (3) Session 12: Group work (4) Session 13: Group work (5) Session 14: Group work (6) Session 15: Group work (7) * Sessions may be reordered. Any changes will be shared in the Orientation during the first session.</p>
AIジェネラルスキル応用ゼミ	Life Creator Theory 3	G2B55718	<p>Over 10 years after the major breakthrough in 2012 that triggered the third AI boom, the implementation of AI in society is progressing competitively around the world. Through this course, students will learn about the characteristics of AI and how new technologies are being used to solve social issues.</p> <p>AI is currently being developed by startup companies for various uses. In addition to learning about such AI startups, students will participate in group work in which they will simulate launching their own AI startup.</p> <p>Students will study examples of the social implementation of AI around the world, learn about the startup companies that have implemented AI, and think about how AI can be applied to common issues through group work in interdisciplinary teams as they launch “AI startups.”</p> <p>During the course, students will also aim to obtain the G-Certificate, a generalist deep learning certification offered by the Japan Deep Learning Association.</p>	group work, fieldwork, report, AI, artificial intelligence, deep learning, startup	<p>Session Title Lecturer Session 1: Orientation (on-demand) Session 2: Social implementation of AI around the world Session 3: AI startups around the world Session 4: Group work (1): Forming teams, minimum viable product (MVP) Session 5: Base model (1) Session 6: Base model (2) Session 7: Group work (2) Session 8: Special lecture: AI, medicine, and startups Session 9: Special lecture: AI startups and legal affairs Session 10: Group work (3) Session 11: Group work (4) Session 12: Group work (5) Session 13: Group work (6) Session 14: Group work (7) Session 15: Summary</p>
高大接続におけるデータサイエンスゼミ	Seminar on Data Science in High School and University Connections	G2B55721	<p>In this seminar, an individual who has been working on connections between high schools and universities for about six years (since AY2016) will offer guidance based on this experience. Specifically, the course will provide an overview of work related to the connection between high school and university, such as researching and analyzing university entrance exams, publicity on university entrance exams, pre-university education and first-year education, and follow-up research. We will discuss these topics in groups to deepen our understanding of the roles of admissions personnel. In the second half of the seminar, students will use data provided by the instructor on publicity activities related to university entrance exams in an exercise to communicate the appeal of Shinshu University.</p>	high school–university connection, data science, group work, problem discovery, problem-solving, practical experience	<p>Sessions 1–8: Common to all classes offered in the first and second semesters</p> <ul style="list-style-type: none"> <li>• Session 1: Orientation (explanation of how the class will proceed and admissions personnel)</li> <li>• Session 2: Introduction to research on university admissions; survey on preferences for lecture content</li> <li>• Sessions 3–8: Theory (in no particular order, based on survey of requested lecture content) <ul style="list-style-type: none"> <li>– Management of university entrance exams</li> <li>– Publicity on university entrance exams</li> <li>– Education before and immediately after university admission</li> <li>– Analyzing entrance exam results</li> <li>– Follow-up survey</li> <li>– Other topics as requested by participants</li> </ul> </li> </ul> <p>From Session 9 onward: Limited to classes offered in the first semester</p> <p>In an exercise to communicate the appeal of Shinshu University, students will conduct publicity activities at the Shinshu University Open Campus (a joint program for all faculties) in person or online.</p> <ul style="list-style-type: none"> <li>• Sessions 9–10: In groups of 3–4, students will prepare to give a presentation at the Open Campus (including an analysis of provided data)</li> <li>• Sessions 11–13: Presentation rehearsal</li> <li>• Sessions 14–15: (intensive lectures, participation dates, and presentation methods will be arranged separately): Assisting in managing the Open Campus and presentations; class questionnaire</li> </ul>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
高大接続におけるデータサイエンスゼミ	Seminar on Data Science in High School and University Connections	G2B55722	In this seminar, an individual who has been working on connections between high schools and universities for about six years (since AY2016) will offer guidance based on this experience. Specifically, the course will provide an overview of work related to the connection between high school and university, such as researching and analyzing university entrance exams, publicity on university entrance exams, pre-university education and first-year education, and follow-up research. We will discuss these topics in groups to deepen our understanding of the roles of admissions personnel. In the second half of the seminar, students will use data provided by the instructor on publicity activities related to university entrance exams in an exercise to communicate the appeal of Shinshu University.	high school–university connection, data science, group work, problem discovery, problem-solving, practical experience	<p>Sessions 1–8: Common to all classes offered in the first and second semesters</p> <ul style="list-style-type: none"> <li>• Session 1: Orientation (explanation of class procedures and admissions personnel)</li> <li>• Session 2: Introduction to research on university admissions; survey of preferences for lecture content</li> <li>• Sessions 3–8: Theory (in no particular order, based on survey of requested lecture content) <ul style="list-style-type: none"> <li>– Management of university entrance exams</li> <li>– Publicity on university entrance exams</li> <li>– Education before and immediately after university admission</li> <li>– Analyzing entrance exam results</li> <li>– Tracing surveys</li> <li>– Other topics as requested by participants</li> </ul> </li> </ul> <p>From Session 9 onward: Limited to classes offered in the second semester</p> <p>In an exercise to communicate the appeal of Shinshu University, students will produce videos and posters summarizing the university’s attractiveness. (The items produced will be used at university information sessions, high school visits, etc.)</p> <ul style="list-style-type: none"> <li>• Sessions 9–10: Grouping; preparation for video and poster production (including analysis of provided data)</li> <li>• Sessions 11–14: Video and poster production</li> <li>• Session 15: Video and poster presentation; class questionnaire</li> </ul> <p>* The dates for Session 13 and subsequent sessions will be determined in consultation with students, taking into account the status of the video and poster production, etc.</p>
データから白馬村の観光を考えるゼミ(ドコモ・白馬村連携講義)	Seminar of Hakuba Tourism with Data Visualization	G2B55723	The village of Hakuba is recognized as one of the best snow resorts in Japan. Recently, the number of tourist spots in Hakuba that can be enjoyed even during the green season has increased. Meanwhile, the COVID-19 pandemic has changed the way people travel, and new forms of tourism are emerging. Considering this context, students will learn about the tourism issues facing Hakuba and what can be done to solve them. Using information provided by the Hakuba government, big data held by DOCOMO on tourism in Hakuba, and field surveys in Hakuba, students will deepen their understanding and prepare presentations of what they have learned.	problem-solving, problem discovery, group work, data science, tourism policy	<p>* This is a provisional schedule as of February 2023. The final schedule will be shared during Orientation in the first session.</p> <p>* Abbreviations: H – representative from Hakuba; D – representative from DOCOMO; S – representative from Shinshu University</p> <ul style="list-style-type: none"> <li>• Session 1 (S): Orientation</li> <li>• Session 2 (H): Basic knowledge (1): Tourist attractions and problem awareness in Hakuba</li> <li>• Session 3 (D): Basic knowledge (2): Introduction to DOCOMO’s regional development initiatives</li> <li>• Session 4 (S): Dividing into groups; icebreakers; presentation of the problems to be solved</li> <li>• Session 5 (S): Lecture on problem-solving methods; preparation for field survey</li> <li>• Sessions 6, 7 (Intensive classes) (S): Field survey in Hakuba</li> <li>• Session 8 (S): Review of field survey; directions for future issues</li> <li>• Session 9 (D): Basic knowledge (3): Introduction to mobile spatial statistics</li> <li>• Session 10 (D): Basic knowledge (4): Introduction to Docomo’s Premiere Panels</li> <li>• Session 11 (S, D): Lecture on data analysis; data browsing and tabulation</li> <li>• Session 12 (S, D): Mid-term presentations</li> <li>• Session 13 (S): Preparation for final presentation</li> <li>• Session 14 (S, D): Rehearsal for final presentation</li> <li>• Session 15 (S, H, D): Final presentation; class questionnaire</li> </ul>
データからの地域課題発見ゼミ	Looking at Regional Data and Developing Own Thought	G2B55724	<p>Many of the issues covered in this class involve the use of geographic information systems (GIS). Map apps like Google Maps, which many of us frequently use, are a type of GIS.</p> <p>RESAS (Regional Economy and Society Analyzing System), a system that uses open data to contribute to regional development, was launched in 2005. RESAS allows the comparison of numerical data on regions (by prefecture or municipality) through various graphs and map displays. Following the below steps, students will repeatedly analyze regional data, individually or in groups. They will then share their findings on the regional characteristics they have discovered.</p> <ol style="list-style-type: none"> <li>1. Through RESAS, students will discover the characteristics of various regions and share their findings among themselves. Although many discoveries can be made using RESAS, the system suffers from a weakness in that information can only be obtained through pre-prepared menus.</li> <li>2. Students will directly analyze the data they obtained from RESAS using Looker Studio, an online data analysis environment. This service is provided by Google and was known as Google Data Portal until 2022.</li> <li>3. Participants will share their opinions on a specific topic in groups to reveal the problems facing each region. Students will give a presentation at the end of the course.</li> </ol>	regional problem discovery, visualization of information, open data	<p>1. Orientation (please refer to the materials provided online on eALPS. In-person participation is not required.)</p> <p>2–5. Discovering regional issues with RESAS</p> <p>6–9. Discovering regional issues with Looker Studio</p> <p>10–14. Examining regional issues in groups</p> <p>15. Group presentation on regional issues</p>
データからの地域課題発見ゼミ	Looking at Regional Data and Developing Own Thought	G2B55726	<p>Many of the issues covered in this class involve the use of geographic information systems (GIS). Map apps like Google Maps, which many of us frequently use, are a type of GIS.</p> <p>RESAS (Regional Economy and Society Analyzing System), a system that uses open data to contribute to regional development, was launched in 2005. RESAS allows the comparison of numerical data on regions (by prefecture or municipality) through various graphs and map displays. Following the below steps, students will repeatedly analyze regional data, individually or in groups. They will then share their findings on the regional characteristics they have discovered.</p> <ol style="list-style-type: none"> <li>1. Through RESAS, students will discover the characteristics of various regions and share their findings among themselves. Although many discoveries can be made using RESAS, the system suffers from a weakness in that information can only be obtained through pre-prepared menus.</li> <li>2. Students will directly analyze the data they obtained from RESAS using Looker Studio, an online data analysis environment. This service is provided by Google and was known as Google Data Portal until 2022.</li> <li>3. Participants will share their opinions on a specific topic in groups to reveal the problems facing each region. Students will give a presentation at the end of the course.</li> </ol>	regional problem discovery, visualization of information, open data	<p>1. Orientation (please refer to the materials provided online on eALPS. In-person participation is not required.)</p> <p>2–5. Discovering regional issues with RESAS</p> <p>6–9. Discovering regional issues with Looker Studio</p> <p>10–14. Examining regional issues in groups</p> <p>15. Group presentation on regional issues</p>
AIジェネラルスキル実践ゼミ	Life Creator Theory 4	G2B55728	<p>Following Life Creator Theory in semester 1, Life Creator Theory 2 in semester 2 of the first year, and Life Creator Theory 3 in semester 1 of second year, we offer Life Creator Theory 4 as the cumulation of the Life Creator Competency Program.</p> <p>The aim of this seminar is to provide a more practical understanding of various issues related to AI by completing “Model Business Part 3,” in which students “launch” a startup company that “solves local issues with AI.” The challenges considered will be rooted in the local area, and the university will prepare (or purchase) real data as necessary.</p> <p>A professor from the Research Center for Social Systems will be assigned to each team as an academic mentor to provide technical and academic support. Entrepreneurs with startup experience will also be assigned to each team as business mentors, who will consult with students regularly to help refine their business plans. External directors will be appointed to supervise the business plans from a legal and ethical standpoint.</p> <p>Students’ progress will be reviewed monthly by the instructor. In the final review, students will be evaluated and graded on their business plans.</p>	group work, fieldwork, report, AI, artificial intelligence, deep learning, startup	<p>Session Title Lecturer</p> <p>Session 1: Orientation (on-demand)</p> <p>Optional: Visit to DCON2023 final</p> <p>Session 2: Kickoff</p> <p>Session 3: Kickoff</p> <p>Sessions 4 and 5: Progress check (1)</p> <p>Sessions 6 and 7: Progress check (2)</p> <p>Sessions 8 and 9: Progress check (3)</p> <p>Sessions 10 and 11: Progress check (4)</p> <p>Session 12: Final review</p> <p>Session 13: Final review</p> <p>Session 14: Final review</p> <p>Session 15: Summary</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
時系列データ分析ゼミ	Time Series Analysis Seminar	G2B55730	<p>Data where time is a significant factor is known as time series data. You may have seen graphs in news reports where the horizontal axis represents time and the vertical axis displays variables, such as the number of infected individuals or exchange rates. In time series data, it is important to know the chronological order of the events. For example, when measuring the heights of Japanese people, the order in which you measure—whether person A is measured before person B or vice versa—does not matter. However, there is an important difference between it raining today and being sunny tomorrow, or being sunny today and raining tomorrow. For these reasons, special data analysis methods are required for time series data.</p> <p>Time series data is ubiquitous, from everyday life to business, technology, and scientific fields, underscoring its undeniable importance. However, opportunities to learn time series analysis are often limited, typically introduced only in specialized courses within science, engineering, or economics. This is partly because a solid foundation in mathematical statistics is required as a prerequisite. However, unless one is aiming to gain a strict mathematical understanding, it is surprisingly easy to learn the basics. Additionally, there are numerous software tools available for analysis. A quick way to gain proficiency is to simply dive in and experiment.</p> <p>In this seminar, we will learn about time series analysis methods through group discussions and exercises. We will first learn the mathematical mechanisms of time series analysis methods, and then apply these methods to real-world data using programming. Python, a programming language widely used in AI and data science, will be used. Prior experience in programming is not a prerequisite and beginners are welcome.</p> <p>There is no distinction between humanities and science/engineering majors when taking this course. A basic understanding of high school mathematics, equivalent to the level of Mathematics IA and IIB, is a prerequisite. A general understanding of these concepts is sufficient; it is not necessary to be able to solve complex university entrance exam problems. Specifically, a basic understanding of topics such as 'numbers and expressions', 'quadratic functions', 'trigonometric functions', and 'sequences' would be sufficient. Additionally, it would be preferable to have a basic idea of differential and integral calculus, if not the ability to perform complex calculations. While a basic knowledge of statistics may enhance comprehension, it is not essential. The primary objective of this seminar is to foster an appreciation for mathematics and motivate students to pursue further study of mathematical and data science.</p>	Time series data, data science, mathematical models, statistical models, applied mathematics, useful mathematics, integration of humanities and sciences, Python, programming	<p>* The following items may change slightly in order and content based on progress.</p> <p>Lessons:</p> <ol style="list-style-type: none"><li>1: Course orientation</li><li>2: Review of high school mathematics</li><li>3: Time series data analysis</li><li>4: Introduction to mathematical statistics</li><li>5: Sequences and differential equations</li><li>6: Probability and stochastic processes</li><li>7: AR model, ARMA model</li><li>8: ARIMA model, ARIMAX model, VAR model</li><li>9: Introduction to Python</li><li>10: Introduction to Python</li><li>11: Data analysis with Python</li><li>12: Data analysis with Python</li><li>13: Analysis practice</li><li>14: Analysis practice</li><li>15: Final assignment and end-of-course survey</li></ol>
化学の世界【EA】	The world of chemistry	G2B5C101	The course will follow a basic chemistry textbook that discusses familiar subject matter. Students will study fundamental chemistry (science) concepts and their applications in everyday life. A solid foundation in chemistry is essential for effectively understanding and addressing complex global issues like the environment and energy. This course aims to inspire students to think critically about such issues.	Basic chemistry, environmental chemistry, problem discovery and solving, logical thinking	<p>Lessons:</p> <ol style="list-style-type: none"><li>1: Course orientation</li><li>2: The Story of Chemistry: The Scientific Method: Think, Measure, Rethink</li><li>3: Atoms: All About atoms and What's Inside Them</li><li>4: Everything: The Ways We Organize and Classify Matter</li><li>5: Bonds: An Introduction to the Forces within Substances</li><li>6: Carbon: Elemental Carbon, Organic Molecules, and Carbon Footprints</li><li>7: Air: A Study of the Gases in Our Atmosphere</li><li>8: Chemical Reactions: How We Keep Track of Chemical Changes</li><li>9: Water: Why Water Is Critical for Human Beings and for the Planet</li><li>10: Salts and Aqueous Solutions: The Nature of Salts and How They Interact with Water</li><li>11: pH and Acid Rain: Acid Rain and Our Environment</li><li>12: Nukes: The Fundamentals of Nuclear Chemistry</li><li>13: Energy, Power, and Climate Change: New Ways to Generate Power and Store Energy</li><li>14: Sustainability and Recycling: Finding Better Ways to Use (and Reuse) Our Resources</li><li>15: Food: The Biochemistry of the Foods We Eat</li></ol>
生物学の世界【EA】	Biology	G2B5D101	This biology course will examine the fundamental question: "What is life?" To answer this question from both micro and macro perspectives, students will explore the fields of genetics, biochemistry, cell biology, evolution, classification and phylogenetics, and ecology, building upon the knowledge gained in high school biology.	Genetics, evolution, biochemistry, ecology	<ol style="list-style-type: none"><li>1: Definition of a living organism</li><li>2: Mendelian genetics</li><li>3: DNA as a gene and its structure</li><li>4: Central dogma</li><li>5: Higher-order structure and function of proteins</li><li>6: Cell structure</li><li>7: Cell cycle</li><li>8: Mutation and damage repair mechanisms</li><li>9: Biodiversity and biological evolution</li><li>10: Classification and phylogeny of organisms</li><li>11: Organisms and the environment</li><li>12: Groups of organisms (biological population)</li><li>13: Animal societies and behavior</li><li>14: Biological communities</li><li>15: Ecosystems</li></ol>
地学の世界【EA】	Earth Science Literacy	G2B5E101	This course will begin with an overview of Earth's geological phenomena, examining plate tectonics, earthquakes, and volcanoes. Students will then learn about atmospheric and oceanic circulation, and natural disasters. Furthermore, students will explore Earth's history by analyzing geological evidence, gaining insights into the evolution of life and past environmental changes. Expanding the focus beyond earth, students will study about planets, stars, and galaxies, to gain a foundational understanding of geological phenomena on a cosmic scale. Finally, students will develop an understanding of nature's gifts and gain a future mindset to live harmoniously with nature.	Earth, earthquake, volcano, atmosphere, solar radiation, ocean circulation, weather, history of the Earth, evolution of life, planet, fixed star, galaxy	<p>Lessons:</p> <ol style="list-style-type: none"><li>1: Overview of the Earth</li><li>2: Earth's dynamics</li><li>3: Earthquakes and volcanoes</li><li>4: Earthquake/volcanic disasters and disaster prevention</li><li>5: Atmospheric structure</li><li>6: Solar radiation and atmospheric movement</li><li>7: Atmospheric and oceanic circulation</li><li>8: Japan's meteorology and disasters</li><li>9: Reading Earth's history</li><li>10: Evolution of the Earth and life</li><li>11: Geology of Nagano Prefecture</li><li>12: The world of planets</li><li>13: The world of stars</li><li>14: The world of galaxies</li><li>15: Coexistence with Nature</li></ol>
工学入門【EA】	An Introduction to Engineering	G2B5F101	This course will introduce students to the fundamental concepts and principles of engineering and provide an overview into various engineering fields. Students will gain a comprehensive understanding of engineering and its diverse disciplines, focusing on the fundamentals needed to foster innovation. Specifically, students will learn about the definition, history, major fields, and roles of engineering. Furthermore, they will gain a practical understanding of engineering through real-world engineering projects and case studies. Using Orion Machinery Company as an example, students will examine initiatives in dairy farming and industrial machinery to learn how to identify problems and challenges and develop practical solutions.	Geopolitics, mechanical engineering, hydraulic engineering, civil engineering, architecture, chemistry, textile science	<p>Lessons:</p> <ol style="list-style-type: none"><li>1: Global resources, industry distribution, and trends (1): China's reform and opening-up policy and global industry</li><li>2: Global resources, industry distribution, and trends (2): Russia's industry and resources as a BRICS nation</li><li>3: Introduction to mechanical systems: Historical origins of machines</li><li>4: Introduction to mechanical systems: Introduction to robotics</li><li>5: Introduction to electrical and electronic systems: History of electricity and electronics</li><li>6: Introduction to electrical and electronic systems: Generation and utilization of electrical energy</li><li>7: Introduction to water environment and civil engineering: Water infrastructure</li><li>8: Introduction to water environment and civil engineering: Building with earth and wood</li><li>9: Introduction to architecture and design: Architecture in Nagano and architects with ties to Nagano</li><li>10: Architecture and digital transformation technology</li><li>11: Past, present, and future of textile engineering and industry</li><li>12: Manufacturing of textile products</li><li>13: History and future of automobiles</li><li>14: Mobility and energy</li><li>15: The history of Orion Machinery and journey towards becoming a 100-year company</li></ol>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
環境法入門	Introduction to Environmental Law	G2B60102	Students will legally analyze various environmental issues and explore possible solutions. The course will address and explain a range of environmental issues, including air and water pollution, soil contamination, waste management, chemical regulation, conservation, and global warming. Although classes will be conducted in a lecture format, there will be instances when I engage students by asking questions.	Environmental issues, environmental law, law, jurisprudence	1: Course orientation 2: Climate change issue (1) 3: Climate change issue (2) 4: Ozone layer depletion 5: Preservation of World Heritage Sites and national parks 6: Biodiversity conservation 7: Problem-solving through environmental treaties 8: Air pollution 9: Soil pollution 10: Marine pollution 11: Waste management and resource circulation 12: Judicial and administrative remedies for damages caused by pollution and environmental problems 13: Precautionary principle and precautionary approach 14: Chemical substance management 15: Environmental impact assessment, end-of-course survey (conducted in final 15 minutes) 16: Regular exam
再生可能エネルギー概論	Introduction to Sustainable Energy	G2B60103	This course comprises 15 lectures. Evaluation is based on a mid-term report and a final report. Lectures will be conducted using a projector and other materials, as appropriate. The lectures will provide an overview of contemporary issues related to global warming and the environment, and students will learn about the current status and challenges of using renewable energy to achieve a circular society. In addition, students will hear first-hand opinions from senior students working at a wind power startup company and the president of a small hydropower generation business. They will learn technical skills and use them as a reference for future career planning and development.	global warming, renewable energy, new energy, sustainable society	1. Introduction: What is renewable energy? 2. Current environmental issues 3. Solar power generation (1) 4. Solar power generation (2); wind power generation (1) 5. Wind power generation (2) 6. Wind power generation (guest speaker): Students will learn about cutting-edge technology from employees of a wind power generation startup company. They will receive an introduction to the realities of startups, which can serve as a reference for their own career planning and development. 7. Biomass energy (1) 8. Biomass energy (2) 9. Solar thermal energy 10. Ocean energy (1) 11. Ocean energy (2) 12. Geothermal power generation 13. Solar power, hydropower, biomass (guest speaker): Students will learn lessons from actual usage sites 14. Small and medium-sized hydropower generation 15. Small and medium-sized hydropower generation (guest speaker): Students will hear about the reality of small hydropower generation sites and learn the key points for career development from a business director's perspective. Class summary.  Please note that the last 15 minutes of Session 15 will be allocated to completing a class questionnaire. This schedule is subject to change depending on the guest speakers' availability.
再生可能エネルギー概論	Introduction to Sustainable Energy	G2B60104	This course comprises 15 lectures. Evaluation is based on a mid-term report and a final report. Lectures will be conducted using a projector and other materials, as appropriate. The lectures will provide an overview of contemporary issues related to global warming and the environment, and students will learn about the current status and challenges of using renewable energy to achieve a circular society. In addition, students will hear first-hand opinions from senior students working at a wind power startup company and the president of a small hydropower generation business. They will learn technical skills and use them as a reference for future career planning and development.	global warming, renewable energy, new energy, sustainable society	1. Introduction: What is renewable energy? 2. Current environmental issues 3. Solar power generation (1) 4. Solar power generation (2); wind power generation (1) 5. Wind power generation (2) 6. Wind power generation (guest speaker): Students will learn about cutting-edge technology from employees of a wind power generation startup company. They will receive an introduction to the realities of startups, which can serve as a reference for their own career planning and development. 7. Biomass energy (1) 8. Biomass energy (2) 9. Solar thermal energy 10. Ocean energy (1) 11. Ocean energy (2) 12. Geothermal power generation 13. Solar power, hydropower, biomass (guest speaker): Students will learn lessons from actual usage sites 14. Small and medium-sized hydropower generation 15. Small and medium-sized hydropower generation (guest speaker): Students will hear about the reality of small hydropower generation sites and learn the key points for career development from a business director's perspective. Class summary.  Please note that the last 15 minutes of Session 15 will be allocated to completing a class questionnaire. This schedule is subject to change depending on the guest speakers' availability.
環境のためのナノカーボン、エネルギー材料、水処理	Nanotechnology for environment	G2B60105	The lectures in this course explain the fundamentals of nanotechnology and its environment-related applications in simple terms, incorporating the latest real-world examples.	environment, nanotechnology, nanocarbon, lithium-ion battery, capacitor, water treatment	Session 1: Nanocarbon (1) (Orientation) Session 2: Nanocarbon (2) (Types, structures) Session 3: Nanocarbon (3) (Applications) Session 4: Nanocarbon (4) (Summary); quiz Session 5: Nanomaterials (1) (Overview) Session 6: Nanomaterials (2) (Types, structures) Session 7: Nanomaterials (3) (Applications) Session 8: Nanomaterials (4) (Summary); quiz Session 9: Energy materials (1) (Overview) Session 10: Energy materials (2) (Types, structures) Session 11: Energy materials (3) (Applications) Session 12: Energy materials (4) (Summary); Quiz Session 13: Water treatment (1) (Overview) Session 14: Water treatment (2) (Applications) Session 15: Water treatment (3) (Summary); quiz; class questionnaire
環境と材料科学 & 生物科学	Environmental Sciences-Viewpoints from Material & Biochemical Sciences	G2B60109	In this sequential course, students will learn to consider various environmental issues from an engineering perspective, including climate change, air pollution due to PM 2.5, and pollution caused by microplastics and other chemicals.	environmental science, biodiversity, environmental pollutant, plastic, environmental hormone, environmentally friendly material, polymer material, fiber material	The lecture content for this course is planned as follows; however, the schedule is subject to change depending on the availability of the instructors in charge. The lectures are mostly held in person, but some will be held online. The deadlines for tasks and quizzes will be set by each instructor on a case-by-case basis.  (Names of instructors in charge in parentheses) <Class name and instructor> Session 1: Environmental science and the aquatic environment (1): Factors determining water quality Session 2: Environmental science and the aquatic environment (2): Factors that change water quality and methods to assess water quality [Online] Session 3: The history of environmental pollution Session 4: The reality of environmental pollution and analysis methods Session 5: Water purification methods Session 6: Ecosystems of rivers [Online] Session 7: Life and water: The water cycle, water supply, and sewerage Session 8: The plastic waste problem Session 9: Environmentally friendly polymer materials Session 10: The environment and living organisms Session 11: Fuel cell chemistry and materials Session 12: Manufacturing fuels and chemical raw materials from biomass Session 13: Developing circular and biodegradable polymers Session 14: Surfactants and colloids around us Session 15: Scientifically studying fibers in the environment



Japanese Title	Title	Code	Summary	Key Words	Class Plan
動物と人間社会	Animals and human society	G2B60110	In this course, 15 lectures will be given by a lecturer who is a veterinarian and has been engaged in the care and management of laboratory animals. The lectures will cover specialized issues related to animal lives and the problems and risks related to interactions between animals and the human society. Each student will create a presentation on these issues along with solutions to solve them, and they will share and discuss the content of this presentation.	animal, risk, infectious disease, environment, laws and regulations	<p>The course schedule is shown below; however, the topics and schedule may change in consultation with students.</p> <p>Session 1: Lecture aims and points to note</p> <p>Session 2: Animal lives (1): Natural disasters</p> <p>Session 3: Animal lives (2): Domestic animals</p> <p>Session 4: Animal lives (3): Exhibited animals; biodiversity</p> <p>Session 5: Presentations and discussions based on the topics covered in Sessions 2 to 4</p> <p>Session 6: Animal lives (4): Industrial animals</p> <p>Session 7: Animal lives (5): Laboratory animals — Laws and management</p> <p>Session 8: Anima lives (6): Laboratory animals — Practical uses</p> <p>Session 9: Presentations and discussions based on the topics covered in Sessions 2 to 8</p> <p>Session 10: Animal-derived foods and risks</p> <p>Session 11: Infectious diseases unique to animals</p> <p>Session 12: Presentations and discussions based on the topics covered in Sessions 2 to 11</p> <p>Session 13: Zoonotic diseases (1)</p> <p>Session 14: Zoonotic diseases (2)</p> <p>Session 15: Presentations and discussions based on the topics covered in Sessions 2 to 14</p>
環境保全論入門	Introduction to environmental conservation	G2B60111	<p>Both domestically and internationally, human society is currently facing various environmental problems. About half a century ago, there was a common understanding that “environmental problems” referred to pollution. However, today, a wide variety of problems, such as global climate change, conserving biodiversity, and ocean plastics, must be considered. It is not an overstatement to say that a basic knowledge of environmental issues will be essential no matter what field of expertise students progress into. In these lectures, students will learn a broad range of fundamental knowledge on environmental issues.</p> <p>In many cases, it will be too late to address environmental issues if we wait until clear scientific evidence is presented. Thus, it is necessary to deal with the problems we are facing at the same time as undertaking research activities to clarify their scientific basis. In these lectures, students will acquire the latest information on environmental issues and develop the ability to think independently by working on assignments using newspapers, academic literature, and books, etc.</p>	global environmental problem, climate change, environmental pollution, biodiversity, ecosystem service, threatened species, Sustainable Development Goals (SDGs)	<p>1. Orientation</p> <p>2. History of environmental conservation</p> <p>3. “Humans” and environmental issues</p> <p>4. The decline in biodiversity (2)</p> <p>5. The decline in biodiversity (3)</p> <p>6. The decline in biodiversity (4)</p> <p>7. Climate change (1)</p> <p>8. Climate change (2)</p> <p>9. Climate change (3)</p> <p>10. Climate change and energy resources</p> <p>11. The plastic waste problem (1)</p> <p>12. The plastic waste problem (2)</p> <p>13. Resource depletion (1)</p> <p>14. Resource depletion (2)</p> <p>15. Summary; class questionnaire</p> <p>Please note that the above content may be reordered or changed depending on the progress of the class.</p>
環境保全論入門	Introduction to environmental conservation	G2B60112	<p>Both domestically and internationally, human society is currently facing various environmental problems. About half a century ago, there was a common understanding that “environmental problems” referred to pollution. However, today, a wide variety of problems, such as global climate change, conserving biodiversity, and ocean plastics, must be considered. It is not an overstatement to say that a basic knowledge of environmental issues will be essential no matter what field of expertise students progress into. In these lectures, students will learn a broad range of fundamental knowledge on environmental issues.</p> <p>In many cases, it will be too late to address environmental issues if we wait until clear scientific evidence is presented. Thus, it is necessary to deal with the problems we are facing at the same time as undertaking research activities to clarify their scientific basis. In these lectures, students will acquire the latest information on environmental issues and develop the ability to think independently by working on assignments using newspapers, academic literature, and books, etc.</p>	global environmental problems, climate change, environmental pollution, biodiversity, ecosystem service, threatened species, Sustainable Development Goals (SDGs)	<p>1. Orientation</p> <p>2. History of environmental conservation</p> <p>3. “Humans” and environmental issues</p> <p>4. The decline in biodiversity (2)</p> <p>5. The decline in biodiversity (3)</p> <p>6. The decline in biodiversity (4)</p> <p>7. Climate change (1)</p> <p>8. Climate change (2)</p> <p>9. Climate change (3)</p> <p>10. Climate change and energy resources</p> <p>11. The plastic garbage problem (1)</p> <p>12. The plastic garbage problem (2)</p> <p>13. Resource depletion (1)</p> <p>14. Resource depletion (2)</p> <p>15. Summary; class questionnaire</p> <p>Note that the contents may be reordered or changed due to the progress of the class.</p>
生物と環境	Life and environment	G2B60114	This course will explain fundamental knowledge and concepts related to the distribution and life of biological populations in various environments, interactions between populations in biological communities, and the structure and functions of ecosystems, which comprise biological communities and the environments surrounding them. The lectures will also explain several problems related to living organisms and the environment, from our immediate surroundings to a global scale, using slides and video teaching materials.	natural environment, environmental change, biodiversity, ecosystem service, natural environment conservation and regeneration of nature	<p>1. The global environment and living organisms</p> <p>2. Land environments and biomes</p> <p>3. Japan's natural environment and living organisms (1)</p> <p>4. Japan's natural environment and living organisms (2); report</p> <p>5. Groups of living organisms (populations)</p> <p>6. Structures of biological communities</p> <p>7. Changes in biological communities (ecological shift)</p> <p>8. Structures and functions of ecosystems</p> <p>9. Transformation of the natural environment due to human activities; report</p> <p>10. Environmental pollution and environmental destruction</p> <p>11. Global warming and climate change (1)</p> <p>12. Global warming and climate change (2)</p> <p>13. Biodiversity and its conservation (1)</p> <p>14. Biodiversity and its conservation (2); report</p> <p>15. Conserving biodiversity and nature regeneration; class questionnaire</p> <p>16. Final test</p>
環境共存の社会学入門	Introduction to Sociology of the Co-existence with Nature	G2B60118	<p>Environmental sociology in Japan is based on “the sociology of environmental issues,” which aims to resolve problems like pollution and large-scale development, and research on “the sociology of coexistence with nature,” which is driven by ethnology, anthropology, and area studies. The Introduction to the Sociology of Environmental Coexistence course explores the characteristics of societies that have coexisted in harmony with the natural environment. It covers topics such as local attempts to regenerate the environment, town planning that focuses on resource recycling, and the coexistence of human society with nature on a global level. Through these lectures, students will develop the insight and creativity to ascertain what the relationship between people and the environment was in the past and what it is like today.</p> <p>In the first half of the course, students will examine the characteristics of societies that have coexisted in harmony with the natural environment, based on the ways of life and subsistence patterns of indigenous peoples. The main reference will be the Baram River basin in Sarawak (Borneo), East Malaysia. The course will provide an overview of the ways of life and subsistence patterns of hunter-gatherers living in the tropical rainforest, as well as the characteristics of their food security and use of resources and energy. In the second half of the course, we will consider various issues related to socioeconomic globalization, using global commodities and primary products as examples. While investigating the relationship between people and the global environment, as well as the contemporary issues facing both, we will search for clues and possibilities for a society that causes as little damage to others and the planet as possible.</p>	environmental coexistence, environmental issue, global environment, rainforest, hunter-gatherer, farmer , ecological resource, diversity, monoculture, human rights, environmental mindset	<p>1. Introduction</p> <p>2. History of the “People and the Environment”</p> <p>3. Hunter-gatherer and agricultural societies</p> <p>4. Questions from anthropology and area studies</p> <p>5. Cultural ecology</p> <p>6. Value-chain theory</p> <p>7. Commons theory</p> <p>8. Global commodities: Tropical timber</p> <p>9. Global commodities: Palm oil</p> <p>10. Certification system</p> <p>11. Follow-the-thing approach</p> <p>12. Fair trade</p> <p>13. The “McDonaldization” of society</p> <p>14. Monocultures of the mind</p> <p>15. Summary; class questionnaire</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
環境共存の社会学入門	Introduction to Sociology of the Co-existence with Nature	G2B60119	<p>Environmental sociology in Japan is based on “the sociology of environmental issues,” which aims to resolve problems like pollution and large-scale development, and research on “the sociology of coexistence with nature,” which is driven by ethnology, anthropology, and area studies. The Introduction to the Sociology of Environmental Coexistence course explores the characteristics of societies that have coexisted in harmony with the natural environment. It covers topics such as local attempts to regenerate the environment, town planning that focuses on resource recycling, and the coexistence of human society with nature on a global level. Through these lectures, students will develop the insight and creativity to ascertain what the relationship between people and the environment was in the past and what it is like today.</p> <p>In the first half of the course, students will examine the characteristics of societies that have coexisted in harmony with the natural environment, based on the ways of life and subsistence patterns of indigenous peoples. The main reference will be the Baram River basin in Sarawak (Borneo), East Malaysia. The course will provide an overview of the ways of life and subsistence patterns of hunter-gatherers living in the tropical rainforest, as well as the characteristics of their food security and use of resources and energy. In the second half of the course, we will consider various issues related to socioeconomic globalization, using global commodities and primary products as examples. While investigating the relationship between people and the global environment, as well as the contemporary issues facing both, we will search for clues and possibilities for a society that causes as little damage to others and the planet as possible.</p>	environmental coexistence, environmental issue, global environment, rainforest, hunter-gatherer, farmer, ecological resource, diversity, monoculture, human rights, environmental mindset	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. History of the “People and the Environment”</li> <li>3. Hunter-gatherer and agricultural societies</li> <li>4. Questions from anthropology and area studies</li> <li>5. Cultural ecology</li> <li>6. Value-chain theory</li> <li>7. Commons theory</li> <li>8. Global commodities: Tropical timber</li> <li>9. Global commodities: Palm oil</li> <li>10. Certification system</li> <li>11. Follow-the-thing approach</li> <li>12. Fair trade</li> <li>13. The “McDonaldization” of society</li> <li>14. Monocultures of the mind</li> <li>15. Summary; class questionnaire</li> </ol>
環境問題の社会学入門	Introduction to Environmental Sociology	G2B60121	<p>Most environmental problems are related to human social activities. To date, countless people have been injured or suffered due to the destruction of nature and environmental pollution. In many cases, environmental problems have social causes, and solving them requires not only scientific and technological solutions but also a unified response from society as a whole. This course introduces students to the theoretical thinking and practical research methods of environmental sociology to allow them to make their own considerations and criticisms of environmental issues.</p> <p>The issues that will be discussed include: 1) the perpetrators and damage structures of environmental problems and the characteristics of the various institutions and organizations involved, and 2) the triggers for and results of environmental actions and movements, and the difficulties and obstacles facing collective action. Various environmental problems around the world will be used as examples. Environmental sociology is an “active sociology” that aims to solve the environmental issues created by humans, and we expect students to actively learn about the implications of their own daily activities through these lectures. This course includes content relating to gender equality.</p>	environmental issue, environmental movement, mechanisms of damage, social dilemma, political ecology, environmental justice, gender, environmental coexistence, environmental mindset	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Social history of pollution</li> <li>3. Social history of environmental issues</li> <li>4. Research methodology</li> <li>5. Social dilemma theory</li> <li>6. Mechanisms of damage: Minamata disease (20th century)</li> <li>7. Mechanisms of damage: Minamata disease (21st century)</li> <li>8. Social structure of victimizer-victim relationships</li> <li>9. Environmental movements in Europe and the US</li> <li>10. Environmental movements in Asia</li> <li>11. Environmental movements in Japan</li> <li>12. Political ecology theory</li> <li>13. The political ecology of tropical rain forest</li> <li>14. Platforms related the the environment</li> <li>15. Summary; class questionnaire</li> </ol>
環境マインド実践基礎論	Introduction to Eco-Mind Program: Experience-Based Training for Environmental Competence	G2B60122	<p>In this course, guest speakers from government, businesses, environmental NPOs, etc., who are involved in environmental action in Nagano Prefecture will share their accounts of their efforts and their thoughts. By listening to lectures on topics such as the various ways to engage with environmental issues, perspectives on environmental issues, and challenges in practice, students will broaden their knowledge of the environmental field and develop the ability to think and act with an environmental mindset.</p> <p>In the second half of the course, each student will produce a presentation on “ways of getting involved in the environmental field” and deepen their understanding through group work and question-and-answer sessions. Emphasis will be placed on students’ comments and participation. Each student will prepare a final report based on this work.</p> <p>This class is a subject exclusive to the Environmental Awareness Training Course, one of the new cross-university special education programs created in AY2019; therefore, priority may be given to students of this program who wish to take the course.</p>	SDGs, sustainable development, global warming, zero carbon, regional recycling symbiosis area, international cooperation, ecosystem service, ecotourism, environmental education, NPO, consensus formation, Shinshū, natural environment, environmental mindset, group work, fieldwork, communication, practical experience	<p>In the Orientation in Session 1, the instructor in charge will explain the structure of the course and several topics in the environmental field. In Sessions 2 to 12, practitioners from government, businesses, and NPOs will give lectures as guest speakers. The lectures will focus on various environmental initiatives in Nagano Prefecture. Based on these lectures, students will prepare presentations on ways they can be involved in the environmental field. Students will also deepen their understanding through group work and question-and-answer sessions. A general discussion will be held for each topic, with emphasis placed on students’ contributions and participation in these discussions and the question-and-answer sessions. Students will then prepare a final report that explains their approach to addressing environmental challenges.</p> <ol style="list-style-type: none"> <li>1. Orientation (various issues in the environmental field)</li> <li>2. Regional circulation symbiotic sphere</li> <li>3. Chūbu-Sangaku National Park</li> <li>4. NPO initiatives aimed at achieving a sustainable local community (rice terraces)</li> <li>5. Energy measures and food waste (Matsumoto City)</li> <li>6. Forest creation</li> <li>7. The global warming problem (Nagano Prefecture)</li> <li>8. Energy conservation measures in buildings</li> <li>9. ESG financing</li> <li>10. Ecotourism</li> <li>11. International cooperation</li> <li>12. Solving the world’s water problems: Efforts at the Global Aqua Innovation Center</li> <li>13. Discussion</li> <li>14. Presentation assignment</li> <li>15. Summary; class questionnaire</li> </ol> <p>Lectures 2–12 will be given by guest lecturers with practical experience, and the topics are subject to change. The contents may be reordered or changed depending on the progress of the class.</p>
自然環境と文化	Natural Environments and cultures	G2B60124	Based on anthropological findings, this course will introduce the cultures of people who live in close contact with the natural environment, including aspects of food culture, sickness and healing, death and ritual, music and dancing, and clothing and adornments. The course will also present the current state of our own culture and consider how we should live and interact with nature in the future.	nature, culture, environmental mindset, anthropology	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Nature and humans</li> <li>3. Natural disasters: Climate change and the SDGs</li> <li>4. Modern man in anthropological history</li> <li>5. Eating right</li> <li>6. The hunter-gatherer way of life</li> <li>7. Fishing as a way of life</li> <li>8. Agriculture as a way of life</li> <li>9. Summary</li> <li>10. Sickness and healing</li> <li>11. Death and ritual (I)</li> <li>12. Death and ritual (II)</li> <li>13. Music and dance</li> <li>14. Clothing and adornment</li> <li>15. Summary; class questionnaire</li> </ol>
自然環境と文化	Natural Environments and cultures	G2B60125	Based on anthropological findings, this course will introduce the cultures of people who live in close contact with the natural environment, including aspects of food culture, sickness and healing, death and ritual, music and dancing, and clothing and adornments. The course will also present the current state of our own culture and consider how we should live and interact with nature in the future.	nature, culture, environmental mindset, anthropology	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Nature and humans</li> <li>3. Natural disasters: Climate change and the SDGs</li> <li>4. Modern man in anthropological history</li> <li>5. Eating right</li> <li>6. The hunter-gatherer way of life</li> <li>7. Fishing as a way of life</li> <li>8. Agriculture as a way of life</li> <li>9. Summary</li> <li>10. Sickness and healing</li> <li>11. Death and ritual (I)</li> <li>12. Death and ritual (II)</li> <li>13. Music and dance</li> <li>14. Clothing and adornment</li> <li>15. Summary; class questionnaire</li> </ol>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
自然環境と文化	Natural Environment s and cultures	G2B60126	Based on anthropological findings, this course will introduce the cultures of people who live in close contact with the natural environment, including aspects of food culture, sickness and healing, death and ritual, music and dancing, and clothing and adornments. The course will also present the current state of our own culture and consider how we should live and interact with nature in the future.	nature, culture, environmental mindset, anthropology	1. Orientation 2. Nature and humans 3. Natural disasters: Climate change and the SDGs 4. Modern man in anthropological history 5. Eating right 6. The hunter-gatherer way of life 7. Fishing as a way of life 8. Agriculture as a way of life 9. Summary 10. Sickness and healing 11. Death and ritual (I) 12. Death and ritual (II) 13. Music and dance 14. Clothing and adornment 15. Summary; class questionnaire
自然環境と文化	Natural Environment s and cultures	G2B60127	Based on anthropological findings, this course will introduce the cultures of people who live in close contact with the natural environment, including aspects of food culture, sickness and healing, death and ritual, music and dancing, and clothing and adornments. The course will also present the current state of our own culture and consider how we should live and interact with nature in the future.	nature, culture, environmental mindset, anthropology	1. Orientation 2. Nature and humans 3. Natural disasters: Climate change and the SDGs 4. Modern man in anthropological history 5. Eating right 6. The hunter-gatherer way of life 7. Fishing as a way of life 8. Agriculture as a way of life 9. Summary 10. Sickness and healing 11. Death and ritual (I) 12. Death and ritual (II) 13. Music and dance 14. Clothing and adornment 15. Summary; class questionnaire
環境共存の社会学入門	Introduction to Sociology of the Co-existence with Nature	G2B60136	Environmental sociology in Japan is based on “the sociology of environmental issues,” which aims to resolve problems like pollution and large-scale development, and research on “the sociology of coexistence with nature,” which is driven by ethnology, anthropology, and area studies. The Introduction to the Sociology of Environmental Coexistence course explores the characteristics of societies that have coexisted in harmony with the natural environment. It covers topics such as local attempts to regenerate the environment, town planning that focuses on resource recycling, and the coexistence of human society with nature on a global level. Through these lectures, students will develop the insight and creativity to ascertain what the relationship between people and the environment was in the past and what it is like today.  In the first half of the course, students will examine the characteristics of societies that have coexisted in harmony with the natural environment, based on the ways of life and subsistence patterns of indigenous peoples. The main reference will be the Baram River basin in Sarawak (Borneo), East Malaysia. The course will provide an overview of the ways of life and subsistence patterns of hunter-gatherers living in the tropical rainforest, as well as the characteristics of their food security and use of resources and energy. In the second half of the course, we will consider various issues related to socioeconomic globalization, using global commodities and primary products as examples. While investigating the relationship between people and the global environment, as well as the contemporary issues facing both, we will search for clues and possibilities for a society that causes as little damage to others and the planet as possible.	environmental coexistence, environmental issue, global environment, rainforest, hunter-gatherer, farmer , ecological resource, diversity, monoculture, human rights, environmental mindset	1. Introduction 2. History of the “People and the Environment” 3. Hunter-gatherer and agricultural societies 4. Questions from anthropology and area studies 5. Cultural ecology 6. Value-chain theory 7. Commons theory 8. Global commodities: Tropical timber 9. Global commodities: Palm oil 10. Certification system 11. Follow-the-thing approach 12. .Fair trade 13. The “McDonaldization” of society 14. Monocultures of the mind 15. Summary; class questionnaire
生物と環境	Life and environment	G2B60139	This class will explain fundamental knowledge and concepts related to the distribution and life of biological populations in various environments, interactions between populations in biological communities, and the structure and functions of ecosystems, which comprise biological communities and the environments surrounding them. The lectures will also address several problems related to living organisms and the environment, from our immediate surroundings to a global scale, using slides and video teaching materials.	natural environment, environmental change, biodiversity, ecosystem service, natural environment conservation, nature regeneration	1. Global environment and living organisms 2. Land environments and biomes 3. Japan's natural environment and living organisms (1) 4. Japan's natural environment and living organisms (2); report 5. Groups of living organisms (populations) 6. Structures of biological communities 7. Changes in biological communities (ecological shift) 8. Structures and functions of ecosystems 9. Transformation of the natural environment due to human activities; report 10. Environmental pollution and destruction 11. Global warming and climate change (1) 12. Global warming and climate change (2) 13. Biodiversity and its conservation (1) 14. Biodiversity and its conservation (2); report 15. Conserving biodiversity and nature regeneration; class questionnaire 16. Final test
環境問題の社会学入門	Introduction to Environmental Sociology	G2B60142	Most environmental problems are related to human social activities. To date, countless people have been injured or suffered due to the destruction of nature and environmental pollution. In many cases, environmental problems have social causes, and solving them requires not only scientific and technological solutions but also a unified response from society as a whole. This course introduces students to the theoretical thinking and practical research methods of environmental sociology to allow them to make their own considerations and criticisms of environmental issues.  The issues that will be discussed include: 1) the perpetrators and damage structures of environmental problems and the characteristics of the various institutions and organizations involved, and 2) the triggers for and results of environmental actions and movements, and the difficulties and obstacles facing collective action. Various environmental problems around the world will be used as examples. Environmental sociology is an “active sociology” that aims to solve the environmental issues created by humans, and we expect students to actively learn about the implications of their own daily activities through these lectures. This course includes content relating to gender equality.	environmental issue, environmental movement, mechanisms of damage, social dilemma, political ecology, environmental justice, gender, environmental coexistence, environmental mindset	1. Introduction 2. Social history of pollution 3. Social history of environmental issues 4. Research methodology 5. Social dilemma theory 6. Mechanisms of damage: Minamata disease (20th century) 7. Mechanisms of damage: Minamata disease (21st century) 8. Social structure of victimizer-victim relationships 9. Environmental movements in Europe and the US 10. Environmental movements in Asia 11. Environmental movements in Japan 12. Political ecology theory 13. The political ecology of tropical rain forest 14. Platforms related the the environment 15. Summary; class questionnaire
環境問題の社会学入門	Introduction to Environmental Sociology	G2B60143	Most environmental problems are related to human social activities. To date, countless people have been injured or suffered due to the destruction of nature and environmental pollution. In many cases, environmental problems have social causes, and solving them requires not only scientific and technological solutions but also a unified response from society as a whole. This course introduces students to the theoretical thinking and practical research methods of environmental sociology to allow them to make their own considerations and criticisms of environmental issues.  The issues that will be discussed include: 1) the perpetrators and damage structures of environmental problems and the characteristics of the various institutions and organizations involved, and 2) the triggers for and results of environmental actions and movements, and the difficulties and obstacles facing collective action. Various environmental problems around the world will be used as examples. Environmental sociology is an “active sociology” that aims to solve the environmental issues created by humans, and we expect students to actively learn about the implications of their own daily activities through these lectures. This course includes content relating to gender equality.	environmental issue, environmental movement, mechanisms of damage, social dilemma, political ecology, environmental justice, gender, environmental coexistence, environmental mindset	1. Introduction 2. Social history of pollution 3. Social history of environmental issues 4. Research methodology 5. Social dilemma theory 6. Mechanisms of damage: Minamata disease (20th century) 7. Mechanisms of damage: Minamata disease (21st century) 8. Social structure of victimizer-victim relationships 9. Environmental movements in Europe and the US 10. Environmental movements in Asia 11. Environmental movements in Japan 12. Political ecology theory 13. The political ecology of tropical rain forest 14. Platforms related the the environment 15. Summary; class questionnaire

Japanese Title	Title	Code	Summary	Key Words	Class Plan
共生社会のための障害学入門	An Introduction to Disability Studies for Social Inclusion	G2B60201	<ul style="list-style-type: none"> <li>• This 15-session course will focus on disability.</li> <li>• Students will participate in simple simulated experiences and group work.</li> <li>• Assignments will be set for each session, which students will be required to submit via the assignment submission section of eALPS by the deadline.</li> <li>• Students will undertake independent study on the course topics and share their findings in class discussions.</li> </ul>	disability studies normalization symbiotic society disability	Session 1: Orientation (class overview) Session 2: Understanding disability (1) (deepening our understanding of the medical and social models of disability) Session 3: Understanding disability (2) (learning about the changes in the argument that disability means individuality) Session 4: Learning about major disabilities (1) (understanding the role of the senses and thinking about visual impairment in particular) Session 5: Learning about major disabilities (2) (thinking about hearing impairment) Session 6: Learning about major disabilities (3) (understanding what intelligence is and thinking about intellectual disability) Session 7: Learning about major disabilities (4) (understanding the characteristics of developmental disabilities, focusing on SLD and ADHD) Session 8: Learning about major disabilities (5) (understanding the characteristics of developmental disabilities, focusing on ASD) Session 9: What is discrimination against people with disabilities? (thinking about discrimination awareness and discriminatory acts) Session 10: History of persons with disabilities (1) (learning how disabilities have been treated since ancient times) Session 11: History of persons with disabilities (2) (understanding the birth and development of the principle of normalization) Session 12: Understanding the barriers around us and issues related to barrier-free conflict Session 13: Convention on the Rights of Persons with Disabilities and the Act for Eliminating Discrimination Against Persons with Disabilities (understanding reasonable accommodation, disproportionate burden, etc.) Session 14: Thinking about education for children with disabilities (special needs education and inclusive education) Session 15: Summary (what is necessary for forming a symbiotic society?); class questionnaire Session 16: Final test
ノーベル賞から探るからだのしくみ	Nobel prizes and life sciences	G2B60301	Faculty members of the School of Medicine will discuss various topics and Nobel prize-winning research related to their areas of specialism. They will explain why the research was worthy of the prize, how this research has since developed, and how it connects to our contemporary understanding of life and medicine. This course does not teach about the Nobel Prize system or the history of science. Therefore, we may also discuss research (and researchers) that has not received the prize. Note that the areas covered are not exhaustive.	immunity, drug, disease, infectious disease, cancer, regenerative medicine, cerebral nerve, DNA, gene, genome, lifespan, senescence, genetic engineering, blood vessel, diagnosis, treatment	Week 1: Introduction; the circadian clock Week 2: Why do we need vitamins? Week 3: Humans age with their blood vessels: From cholesterol and vascular function to health Week 4: Establishment of iPS cells and their application in regenerative medicine Week 5: What is so “amazing” about PCR? Week 6: Unraveling the mechanism of carcinogenesis: Discovery of genes that determine the fate of cells Week 7: Synaptic communication controls brain function Week 8: Fighting Cancer: Evolution of treatment and development of immune checkpoint inhibitors Week 9: Discovery of nerve growth factor Week 10: Human characteristics from genomic data Week 11: Human drama surrounding the discovery of the beautiful DNA double-helix structure Week 12: Radiation in medicine and its history Week 13: Helicobacter pylori and stomach cancer Week 14: The world's best-selling drug: Antibody drugs Week 15 : Telomeres and senescence; class questionnaire
人体のしくみと生活	Health in Everyday Life	G2B60303	In this course, students will learn how diseases, medicines, foods, luxury items (alcohol and tobacco), poisonous animals and plants, and other items around them affect the human body. Instructors with practical experience as medical researchers and pharmacists give comprehensive lectures to share basic and somewhat specialized information (15 sessions in total).	homeostasis, health, lifestyle, disease, drug	Week 1: Class overview; understanding how the human body works (What is homeostasis?) Week 2: Understanding how the human body works (How is food digested and absorbed?) Week 3: Understanding how the human body works (How are nutrients used in the body?) Week 4: Understanding the effects of health foods and medicines (How do vitamin drinks work?) Week 5: Understanding the effects of health foods and medicines (What are health foods?) Week 6: Understanding things that cause sickness if consumed (poisonous mushrooms and other poisonous plants around us) Week 7: Understanding things that cause sickness if consumed (poisonous seafood) Week 8: Understanding the effects of alcohol and tobacco on the human body Week 9: Understanding the effects of pollution on the human body (What do heavy metals, sulfur oxides, environmental hormones, and PM 2.5 do to the body?) Week 10: Understanding disinfectants (structures of microorganisms and disinfection mechanisms) Week 11: Understanding the mechanisms of familiar illnesses and countermeasures (allergies) Week 12: Understanding the mechanisms of familiar illnesses and countermeasures (cold) Week 13: Understanding the mechanisms of familiar illnesses and countermeasures (muscle pain, gout, anemia) Week 14: Understanding the effects of lifestyle on the human body (What are lifestyle-related diseases?) Week 15: Research on the human body and how it works (introduction to familiar academic fields); class questionnaire
私たちと放射線	Radiation in life	G2B60304	This class is delivered by a faculty member who works in radiation management operations at Shinshu University as a radiation safety officer. The instructor will give lectures that cover basic to somewhat specialized knowledge on radiation, radiation in the natural world, uses of radiation, health effects, and radiation risks.  In the wake of the nuclear power plant accident caused by the Great East Japan Earthquake, progress has been made in moving away from nuclear power. However, following the recent rise in energy prices, a return to nuclear power is being considered. In this context, this class will also cover energy issues, focusing on nuclear power, which is closely related to radiation.	radiation, nuclear power, health, climate change, energy, risk, objective thinking	Session 1: Orientation; introduction Session 2: True form and characteristics of radiation Session 3: Radioactive decay Session 4: Radiation in the natural world Session 5: Artificial radiation Session 6: Uses of radiation Session 7: Current energy conditions in society Session 8: Current state of nuclear power generation and related issues Session 9: Nuclear power generation in the future Session 10: Radiation amounts and units Session 11: Measuring radiation Session 12: Effects of radiation on the human body Session 13: Legal regulation of radiation Session 14: Safe handling techniques for radiation Session 15: Summary * The above class plan may be reordered or changed depending on the progress of the class and changes in social circumstances. * External lecturers may be invited to give lectures.
人体の構造と働き	Human body structure and function	G2B60305	After acquiring basic biological knowledge of the functions of genes, proteins, and cells, students will learn that the biological phenomena of living organisms have various structures (organs) and functions that make up comprehensive systems that differ from those of individual cells. Students will also learn about the functions of the brain, which plays an important role in psychological and physical activities in humans. Additionally, students will learn about diseases and treatment methods.	gene, protein, cells, organs, homeostasis maintenance, disease, health	Week 1: Class overview Week 2: Understanding basic concepts of biology Week 3: Understanding Cell Morphology and Organelle Structure and Function Week 4: Understanding Nucleic Acid Properties and Gene Functions Week 5: Understanding the Functions of Proteins, Lipids, and Carbohydrates in Living Organisms Week 6: Understanding Genetics and Disease Week 7: Understanding the Functions of Blood and Lymphatic Fluid Week 8: Understanding the Functions of Hormones and Autacoids Week 9: Understanding the Organ Functions in the Human Body (1) Week 10: Understanding the Organ Functions in the human body (2) Week 11: Understanding Nerve Cells and Brain Functions (1) Week 12: Understanding Nerve Cells and Brain Functions (2) Week 13: Understanding Brain Diseases (1) Week 14: Understanding Brain Diseases (2) Week 15: Overall Summary and Discussion; Class Questionnaire (conducted in the last 15 minutes)



Japanese Title	Title	Code	Summary	Key Words	Class Plan
土壌学ゼミ	Introduction to Soil Science	G2B65101	Through this course, students will understand the chemical properties of soil and the functions of soil organisms. They will also learn about environmental problems and their connection with soil.	ecosystem, soil organism, soil chemistry, soil environment, report, feedback	1. Soil composition and structures 2. Soil formation and soil types 3. Soil properties and functions (1) 4. Soil properties and functions (2) 5. Soil and plant nutrition 6. Practice (1) 7. Functions of soil fauna 8. Functions of soil microorganisms (1) 9. Functions of soil microorganisms (2) 10. Soil nutrient cycle (1) 11. Soil nutrient cycle (2) 12. Practice (2) 13. Soil and environmental issues 14. Presentation on soil and environmental issues (1) 15. Presentation on soil and environmental issues (2); class questionnaire
信州生態資源ゼミ	Seminar on Ecological Resources	G2B65108	<p>Ecological resources exist alongside humans and, if managed properly, can be semi-permanently sustainable (renewable). For example, in the case of forests, these resources include fuel, nuts and berries, edible wild plants, mushrooms, special-purpose trees, medicinal plants, and resins. By learning about Shinshū's ecological resources, students will come into contact with the region's rich nature, its history and culture, and its people's ways of life.</p> <p>In this class, we will explore the history, current reality, and future of the use and management of various ecological resources, considering the uniqueness and complexity of each region of Shinshū. Each student will select and report on an ecological resource of interest using relevant literature and other materials. Our research methods include referencing various types of literature and the Internet, as well as interviewing relevant people (Depending on the occasion, it is also OK to interview by email or phone). Q&amp;A sessions will be held for each student's report, and all students are encouraged to contribute to these sessions. Additionally, all students will have the opportunity to attend an off-campus field trip during the seminar course.</p>	Shinshū, natural environment, ecological resource, local culture, sustainable use, environmental mindset, problem discovery, problem-solving, fieldwork	<p>Sessions 1 to 3 will comprise an orientation to the subject. The instructor in charge will also introduce examples of ecological resources in tropical Asia from their particular field of interest (e.g., sago palm, agarwood).</p> <p>Lectures are followed by sessions in which students will present their reports. Note that the case examples of ecological resources are limited to resources found in Nagano Prefecture.</p> <p>1. Introduction            2. What are ecological resources? (instructor explanation)            3. Ecological resources in tropical Asia (instructor explanation)            4. Preparing and researching individual (or group) topics and case studies            5-14. Individual (or group) presentations and Q&amp;A sessions (an on-site trip will take place near campus during one of these sessions)            15. Preparing reports; class questionnaire</p> <p>Through this class, students will develop their identities as Shinshu University students by learning about and experiencing the ecological resources in the region.</p>
モノを辿るアプローチゼミ	Seminar on the Follow the Thing Approach	G2B65109	<p>Today, we enjoy the benefits of globalization in our daily lives. When we go to the supermarket, we can buy food from faraway countries or order various things from overseas online. Japanese people, in particular, rely heavily on international relationships for the material conditions that support us. Although we live in a globalized world, are our minds, such as our interests and knowledge, equally globalized?</p> <p>In response to this question, attempts have been made to understand where various goods come from and where they go. This "follow-the-thing approach" traces the history of the production and distribution of a specific product and reveals the relationships between the people connected to this product. Through the buying and selling of goods, we are connected to people far away whom we have never met. In this seminar, students will explore knowledge and methodologies for improving the environment in the products' countries of origin and the lives of producers and laborers and expanding the interest and imagination of consumers.</p> <p>Each student will select a product of interest. They will begin by referring to the literature on this product and preparing an overview report of the collection of the product's raw materials and its production, distribution, and consumption. The research methods include referencing various types of literature and the Internet, observing settings where the products are bought and sold, and interviewing the people involved (Depending on the occasion, it is also OK to interview by email or phone). Q&amp;A sessions will be held for each report, and all students are encouraged to contribute.</p>	follow-the-thing approach, product research, global environment, global commodity, value chain, free trade, foodstuff, resource, energy, peace, dispute, production responsibility, consumption responsibility, environmental mindset, group work	<p>Sessions 1 to 3 will comprise an introduction to the subject and examples of things produced in tropical areas within the field of interest of the instructor in charge. Each student will then select and investigate one product and report on their findings.</p> <p>1. Introduction            2. Examples of things produced in tropical areas (i) (instructor explanation)            3. Examples of things produced in tropical areas (ii) (instructor explanation)            4. Preparing and examining students' topics and case example investigations            5-14. Individual presentations and Q&amp;A sessions            15. Producing reports; class questionnaire</p>
モノを辿るアプローチゼミ	Seminar on the Follow the Thing Approach	G2B65110	<p>Today, we enjoy the benefits of globalization in our daily lives. When we go to the supermarket, we can buy food from faraway countries or order various things from overseas online. Japanese people, in particular, rely heavily on international relationships for the material conditions that support us. Although we live in a globalized world, are our minds, such as our interests and knowledge, equally globalized?</p> <p>In response to this question, attempts have been made to understand where various goods come from and where they go. This "follow-the-thing approach" traces the history of the production and distribution of a specific product and reveals the relationships between the people connected to this product. Through the buying and selling of goods, we are connected to people far away whom we have never met. In this seminar, students will explore knowledge and methodologies for improving the environment in the products' countries of origin and the lives of producers and laborers and expanding the interest and imagination of consumers.</p> <p>Each student will select a product of interest. They will begin by referring to the literature on this product and preparing an overview report of the collection of the product's raw materials and its production, distribution, and consumption. The research methods include referencing various types of literature and the Internet, observing settings where the products are bought and sold, and interviewing the people involved (Depending on the occasion, it is also OK to interview by email or phone). Q&amp;A sessions will be held for each report, and all students are encouraged to contribute.</p>	follow-the-thing approach, product research, global environment, global commodity, value chain, free trade, foodstuff, resource, energy, peace, dispute, production responsibility, consumption responsibility, environmental mindset, group work	<p>Sessions 1 to 3 will comprise an introduction to the subject and examples of things produced in tropical areas within the field of interest of the instructor in charge. Each student will then select and investigate one product and report on their findings.</p> <p>1. Introduction            2. Examples of things produced in tropical areas (i) (instructor explanation)            3. Examples of things produced in tropical areas (ii) (instructor explanation)            4. Preparing and examining students' topics and case example investigations            5-14. Individual presentations and Q&amp;A sessions            15. Producing reports; class questionnaire</p>
環境心理学ゼミ	Environmental psychology seminar	G2B65115	Students will form several groups (as necessary) to conduct experiments and investigations. Each group will present and discuss the results obtained through their research. Each student will also be required to prepare a final report.	psychological experiment, psychophysics, social survey	<p>The course content is planned as follows.</p> <p>Week 1: Orientation            Weeks 2-7: Finding relationships between physical and sensory quantities            • Magnitude measurement methods and category rating methods            • Experiments and data analysis            • How to write experiment reports            • Submission of experiment report</p> <p>Weeks 8-15: Investigating relationships between humans and the environment            • Conducting a questionnaire survey, behavior observation, or laboratory experiment            • Data analysis            • Presentation            • Submission of report</p>
臨床検査を体験するゼミ	Seminar of experiencing clinical laboratory testing	G2B65203	<p>In the first of two sessions (or the first half of one session), instructors from different fields of clinical laboratory sciences will provide an overview of the significance of clinical laboratory testing, principles of testing methods, issues, and challenges for the future using PowerPoint slides or other teaching materials. In the second session of two sessions (or the second half of one session), students will gain hands-on experience of some with these testing methods through practical training. The final session will provide a summary review of the seminar.</p> <p>This seminar includes lectures and training based on the instructors' practical experience as medical professionals in medical institutions.</p>	group work, clinical laboratory testing, genetic testing, chromosome testing, urine testing, clinical chemistry testing, cellular pathology testing, clinical immunology testing, clinical microbiology testing, clinical blood testing, clinical physiology testing	<p>Session 1: Overview of clinical testing            Session 2: Overview of clinical chemistry testing            Session 3: Clinical chemistry testing practice            Session 4: Overview of urine testing and practice            Session 5: Overview of genetic and chromosome testing and practice            Session 6: Overview of cellular pathology testing            Session 7: Overview of clinical physiology testing and practice            Session 8: Cellular pathology testing practice            Session 9: Overview of clinical physiology testing and practice            Session 10: Overview of clinical microbiology testing (microorganism instructor)            Session 11: Clinical microbiology testing practice (microorganism instructor)            Session 12: Overview of clinical blood testing            Session 13: Clinical blood testing practice            Session 14: Overview of clinical immunology testing            Session 15: Clinical immunology testing practice; class questionnaire            Session 16: Summary</p> <p>* Classes may be held online depending on the current COVID-19 situation.</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
体と心のリハビリテーションを考えるゼミ	Rehabilitation for mind and body	G2B65204	This omnibus class is taught by specialists in physical and mental rehabilitation, including doctors, physical therapists, and occupational therapists, who will explain the basics of rehabilitation in each of their respective fields in a way that is easy to understand. Students will learn through as many discussions and experiences as possible. By the end of the course, students will understand at least a brief overview of physical and mental rehabilitation.	group work, physical therapy, occupational therapy, rehabilitation medicine, psychiatric rehabilitation medicine	Session 1: Disease and rehabilitation Session 2: Motivation for rehabilitation Session 3: Motor learning and rehabilitation Session 4: Rehabilitation in the community Session 5: Cancer rehabilitation/ Orientation to group work Session 6: Age-related sarcopenia and rehabilitation Session 7: Rehabilitation for children Session 8: Physiology of rehabilitation Session 9: Student mental health (1) Session 10: Student mental health (2) Session 11: Mood disorders and rehabilitation Session 12: Sleep disorders and rehabilitation Session 13: Selection and use of self-propelled wheelchairs Session 14: Selection and use of wheelchairs for patient care Session 15: Group presentation and discussion; class questionnaire
障害者支援の理論と実践を学ぶゼミ—ノートテイカー養成演習—	Theory and practice of support for persons with disabilities	G2B65205	<ul style="list-style-type: none"> <li>During the theoretical component of this class, students will be given an overview of the medical and social models that form the basis for understanding disability. They will also deepen their understanding of disability through simple simulations. In particular, they will learn about barriers to information, the significance of information preservation, and specific methods to achieve it.</li> <li>Instructors with experience teaching at special needs schools and instructors who are certified psychologists with experience in supporting people with disabilities will enhance students' understanding by introducing various case studies that support the theory students have learned.</li> <li>Additionally, professionals who work as note-takers in the region will be invited as special guest speakers to teach students the basic attitude, knowledge, and skills necessary to become a note-taker.</li> <li>As note-taking is generally performed using a laptop computer, students will learn basic skills, such as typing skills (touch-typing), transcribing audio recordings, and teamwork.</li> <li>We will invite people with disabilities to discuss barriers in everyday life. The course will also cover the following topics: the significance of preserving information as a reasonable accommodation, the role of note-takers, and specific considerations when providing support.</li> <li>Assignments will be set at the end of each class and will be submitted through eALPS</li> </ul>	support for people with disabilities information preservation note-taker groupwork	Session 1: Orientation: Understanding class objectives Session 2: Introduction to disability studies: Medical model, social model, reasonable accommodation, discrimination, etc. Session 3: Disabilities requiring information preservation (1) (hearing impairment) Session 4: Disabilities requiring information preservation (2) (developmental disorders) Session 5: Support mechanisms at university for people with disabilities Session 6: Accessibility (Morimitsu) Session 7: Practical note-taking (1): Setting up and preparing your PC Session 8: Practical note-taking (2): Preserving information by handwriting Session 9: Practical note-taking (3): Preserving information with IPtalk (1) Session 10: Practical note-taking (4): Preserving information with IPtalk (2) Session 11: People with hearing impairments and information preservation: Lecture by an individual with real-world experience Session 12: Practical note-taking (5): Preserving information with captiOnline (1) Session 13: Practical note-taking (6): Preserving information with captiOnline (2) Session 14: Practical note-taking (7): Preserving information with UD TALK Session 15: Lecture by an individual with real-world experience Session 16: Final test
インクルーシブデザインゼミA	Inclusive Design Seminar	G2B65206	<p>In this seminar, students will select a research topic of interest from among various issues facing society and aim to (1) gain an understanding of its background, (2) analyze the current situation and problem, (3) engage in discussion and thought about the problem, and (4) propose an original plan to solve this problem.</p> <p>In each class, rather than the instructor simply teaching knowledge and correct answers, students will be asked to think for themselves and search for the best solutions. Through discussions among themselves and the instructor, students will be encouraged not to limit their thinking to existing solutions, ideas, or customs.</p>	diversity, symbiotic society, problem discover, problem-solving, self-discovery, groupwork, presentation	1) Orientation 2) Student introductions and discussion: What is inclusivity? 3) Lecture: What is inclusive design? 4) Presentation: Topics and social issues of interest to students 5) Information-gathering and discussion on chosen topics (1): Forming awareness of the problem 6) Information-gathering and discussion on chosen topics (2): Clarifying the issue 7) Information-gathering and discussion on chosen topics (3): Testing solutions 8) Proposal and discussion of problem solutions (1) 9) Proposal and discussion of problem solutions (2) 10) Proposal and discussion of problem solutions (3) 11) Presentation preparation 12) Presentation of results (1): Group A 13) Presentation of results (2): Group B 14) Presentation of results (3): Group C 15) Presentation of results (4): Group D; class questionnaire
インクルーシブデザインゼミB	Inclusive Design Seminar	G2B65207	<p>In this seminar, students will select a research topic of interest from among various issues facing society and aim to (1) gain an understanding of its background, (2) analyze the current situation and problem, (3) engage in discussion and thought about the problem, and (4) propose an original plan to solve this problem.</p> <p>In each class, rather than the instructor simply teaching knowledge and correct answers, students will be asked to think for themselves and search for the best solutions. Through discussions among themselves and the instructor, students will be encouraged not to limit their thinking to existing solutions, ideas, or customs.</p>	diversity, symbiotic society, problem discover, problem-solving, self-discovery, groupwork, presentation	1) Orientation 2) Student introductions and discussion: What is inclusivity? 3) Lecture: What is inclusive design? 4) Presentation: Topics and social issues of interest to students 5) Information-gathering and discussion on chosen topics (1): Forming awareness of the problem 6) Information-gathering and discussion on chosen topics (2): Clarifying the issue 7) Information-gathering and discussion on chosen topics (3): Testing solutions 8) Proposal and discussion of problem solutions (1) 9) Proposal and discussion of problem solutions (2) 10) Proposal and discussion of problem solutions (3) 11) Presentation preparation 12) Presentation of results (1): Group A 13) Presentation of results (2): Group B 14) Presentation of results (3): Group C 15) Presentation of results (4): Group D; class questionnaire
人体計測入門ゼミ	Introductory seminar on anthropometry	G2B65301	This seminar will focus on the practical aspects of measurement and analysis, exploring them from perspectives: 1) physical measurements, 2) muscle activity measurements, 3) parasports and the body, and 4) field testing of physical movement. Students will also participate in group discussions on each topic, analyzing various factors based on objective evidence, and acquire practical knowledge centered around the concept of "measuring humans." The first ten sessions will be held on Thursdays during the first period. The final four sessions will involve field-based learning experiences, conducted off-campus.	Anthropometry, sports science, group work	Lessons: 1: Course orientation 2-4: Physical measurements (measurement and analysis of height, weight, body fat) 5-7: Muscle activity measurements (measurement and analysis of muscle activity during basic physical exercise) 8-10: Para-sports and the body (understanding the human body through the analysis of para-sports and the bodies of para-athletes) 11-14: Field test exercises (participation in the Nagano Prefecture SWAN Project, off-campus activities) 15: Final summary, end-of-course survey
スポーツ活動論ゼミ	Sports Activity Seminar	G2B65401	<p>In this seminar, students will research and participate in various sports activities.</p> <p>We will use the winter vacation period to hold camp-style sessions, engaging in sports activities that take advantage of the nature in Shinshū. During this seminar, students will work on group presentations to learn the knowledge, skills, rules, and etiquette necessary to participate in these sports activities.</p> <p>Starting this academic year, students in this seminar will also learn the fundamentals of sports management and be involved in managing and running the Shindai Marathon as part of their sports and physical education classes.</p> <p>The first half of this seminar comprises practical training on campus. The second half comprises a training camp in Norikura during summer vacation. This camp will include mountain stream fishing and trekking activities and will incur additional expenses of ¥25,000.</p>	sports management,fieldwork	<p>As mentioned above, this seminar will be managed independently by students. Therefore, the class plan and activities will be determined after consultation with enrolled students. As such, only a rough class plan is included here.</p> <p>The first eight sessions will be held during the third period on Fridays. Thus, only students available during this period can register for this seminar. The second half of the seminar comprises a two-day, one-night training camp, during which we plan to go mountain stream fishing in Norikura.</p> <p>(1) Orientation; deciding on class plan; lectures on planning sports activities; deciding on people in charge, content, etc. (2)–(8) Preparation, presentation, review meetings for sports activities (9)–(14) Outdoor practical experience and group work (15) Summary (a class questionnaire is held in the last 15 minutes)</p> <p>★ In addition to the above, this seminar involves training camp activities during the vacation period.</p>



Japanese Title	Title	Code	Summary	Key Words	Class Plan
アウトドアスポーツ活動論ゼミ	Sports Activity Seminar	G2B65402	We will use the winter vacation period to hold this camp-style seminar, engaging in sports activities that take advantage of the nature in Shinshū. The seminar aims to enable students to conduct outdoor fieldwork safely.	fieldwork	As mentioned above, this seminar will be managed independently by students. Therefore, the class plan and activities will be decided after consultation with enrolled students. As such, only a rough class plan is included here.  (1) Orientation (2) Considering and deciding on class plan (3)–(5) Lectures on planning sports activities; deciding on people in charge, content, etc. (6)–(14) Preparation, presentation, and review meetings for sports activities (15) Summary (a class questionnaire will be held in the last 15 minutes)  ★ The seminar also involves training camp activities, such as snow sports, during the vacation period.
身体運動科学ゼミ	Human movement science seminar	G2B65403	Each student will select and research scientific knowledge on a topic related to health, sports, or human movement. In each session, the person or group in charge will give a presentation and lead a discussion.  Each person or group will present two or three times. Students will give each other advice on how to connect their first presentations with their subsequent presentations. Students will aim to create materials and presentations that convey content related to their topics accurately and interestingly.  This year, the class may be held in a hybrid format that incorporates online sessions, depending on the spread of COVID-19. An explanation will be given during Orientation.	sports science, health science, group work	Week 1: Orientation Week 2: List of topics and mock presentation Week 3: List of topics and researching scientific knowledge Weeks 4 to 8: Presentations and discussions of research results (1) Week 9: Group work Weeks 10 to 14: Presentations and discussions of research results (2) Week 15: Summary; class questionnaire
信州地域スポーツ探究ゼミ	Shinshu community sport research seminar	G2B65405	Many sports are popular in Shinshū, Nagano Prefecture. There is a wide variety of sports activities in the region, from professional to amateur sports, and from participatory sports to spectator sports. In this seminar, students will research the various sports that are played in regions of interest. Students will participate in these sports, observe them, or interview people involved with them. They will compile various information, including details of the people working in these sports, what they do, and the social significance of the sport. Students will give a final presentation, and a discussion will follow each student's presentation. All activities are conducted in groups.	sports, regional promotion, groupwork	Full course details will be explained in the Orientation during the first session.  Sessions 1 to 5 will be held in the first period on Mondays from April to June. In sessions 6 to 12, students will participate in group work during the available time. Sessions 13 to 15 are held in September.  Session 1: Orientation Session 2: Overview of local sports Session 3: Professional sports in Shinshū Session 4: Olympic sports in Shinshū Session 5: Club activities in Shinshū Sessions 6–12: Researching and experiencing regional sports in Shinshū Sessions 13–15: Presentations and discussions
身体運動科学ゼミ	Human movement science seminar	G2B65406	Each student will select and research scientific knowledge on a topic related to health, sports, or human movement. In each session, the person or group in charge will give a presentation and lead a discussion.  Each person or group will present two or three times. Students will give each other advice on how to connect their first presentations with their subsequent presentations. Students will aim to create materials and presentations that convey content related to their topics accurately and interestingly.  This year, the class may be held in a hybrid format that incorporates online sessions, depending on the spread of COVID-19. An explanation will be given during Orientation.	sports science, health science, group work	Week 1: Orientation Week 2: List of topics and mock presentation Week 3: List of topics and researching scientific knowledge Weeks 4 to 8: Presentations and discussions of research results (1) Week 9: Group work Weeks 10 to 14: Presentations and discussions of research results (2) Week 15: Summary; class questionnaire
環境マインド実践ゼミⅠ	Eco-Mind Seminar (Ⅰ): Experienced -Based Training for Environmental Competence	G2B68101	This seminar offers preliminary study sessions and intensive training over three days and two nights (bootcamp format). Preliminary study sessions will be held about once a month at the Matsumoto campus.  During the preliminary study sessions, students will prepare questions for interviews with the businesses and local government agencies they intend to visit. Each student will select one municipality from the Nanshin region and research its environment and history.  The intensive training is scheduled to take place in the Nanshin region. Students will visit the sites presented in Introduction to Eco-Mind Program: Experience-Based Training for Environmental Competence and participate in group work based on their observations at the sites. They will also tour environmental management sites at various campuses and interact with the Student Environment Committee.  This seminar is a subject exclusive to the Environmental Awareness Training Course, one of the new cross-campus special education programs created in AY2019. Students who are registered for this course can enroll in the seminar.	SDGs, sustainable development, circular society, biodiversity, ecosystem service, regional recycling symbiosis zone, carbon neutrality, environmental education, Shinshū, natural environment, environmental mindset, group work, fieldwork, communication	Preliminary study sessions are scheduled to be held on Saturday afternoons about once a month at the Matsumoto campus.  Course student meeting; orientation Group work (researching issues in Chūbu-Sangaku National Park) Group work (preliminary survey, planning on-site surveys) Late September (three days, two nights): Interviews with businesses, organizations, and NPOs involved with Chūbu-Sangaku National Park; presentations  The outcomes of the course will be presented in a poster aimed at residents of the region. After the practical exercise is completed, students will create their posters and prepare a final report for submission.
環境マインド実践ゼミⅡ	Eco-Mind Seminar (Ⅱ): Experienced -Based Training for Environmental Competence	G2B68102	In this seminar, we will take a field trip to Sarawak, Malaysia, for approximately one week. Several study sessions will be held before the trip.  The field trip will include visits to national parks and local businesses and a tour of palm oil production sites; students will learn about topics such as carbon neutrality, wildlife conservation, ecotourism, and sustainable development. In groups, students will also conduct interviews in indigenous villages to deepen their understanding of the ways of life and culture of indigenous tribes. Each group will report on what they observed and thought during the field trip and present the outcomes at a presentation session on the last day.  This seminar is a subject exclusive to the Environmental Awareness Training Course—students who have registered for this course can enroll in the seminar.	SDGs, carbon neutrality, wildlife conservation, ecotourism, sustainable development, circular society, national park, environmental relations, international relations, biodiversity, ecosystem service, environmental education, natural environment, environmental mindset, group work, fieldwork, communication	[The class plan is subject to change. Please check eALPS for details.]  On-campus classes are held before the field trip. Orientation; introduction to the destination Biodiversity in Borneo Palm oil industry; hydrogen fuel (scheduled) Group work Immediately before departure: Travel precautions, group meetings, etc. Early to mid-March: Field trip to Malaysia After the trip, students will write and submit a report on their experiences.
日本語読解Ⅰ	Japanese ReadingⅠ	R4001110	Students will first learn how to analyze the structure and content of Japanese argumentative essays. They will then practice organizing essay content in various fields. Through class discussions, students will also share questions and insights about the arguments and evidence presented in these texts.	Japanese language, reading comprehension, editorial writing, critical reading	Lessons: 1: Course orientation: Reflecting on reading comprehension at the university level 2-4: Understanding the structure of an argumentative essay 5-15: Reading comprehension exercises (reviewing and discussing the content of argumentative essays) 16. Final exam (the exam will include two previously studied essays and one new, unseen essay)  * Students will read one argumentative essay each week. A pre-reading assignment (comprehension questions) will be an assignment for each session. *The pace and content of the course may be adjusted depending on class progress and students' levels.

Japanese Title	Title	Code	Summary	Key Words	Class Plan
日本語読解Ⅱ【EA】	Japanese Reading Ⅱ	R4002120	<p>A short kanji test will be given at the start of each class. To develop their reading comprehension, students will read textbooks on education, language, economics, and neuroscience and introductory textbooks in specialized fields and practice reading what is written in these texts accurately.</p> <p>Students will then work with their classmates to critically examine the texts from different perspectives. Moreover, a Bibliobattle will be held, where students will present and read books they have selected to their classmates. During the Bibliobattle activity, students will enjoy reading books written in Japanese and grow their overall interest in reading.</p>	reading comprehension, critical reading, bibliobattle, communication, group work	1. Guidance 2-3. Reading comprehension practice (textbooks: education) 4-6. Short kanji test; reading comprehension practice (textbooks: language) 7-8. Short kanji test; reading comprehension practice (introductory book in a specialized field: economics) 9-10. Short kanji test; reading comprehension practice (textbooks: sociolinguistics) 11-12. Short kanji test; reading comprehension practice (textbooks: neuroscience) 13-14. Short kanji test; reading comprehension practice (textbooks:s ociology ) 15.Bibliobattle 16. Final test, class questionnaire * The content of the sessions is subject to change depending on students' progress.
日本語作文Ⅰ【EA】	Japanese Writing I	R4003110	To achieve course objectives, students will practice using vocabulary and expressions specific to academic writing. The course will also guide students through speech writing, and students will practice writing speeches for the July speech contest. All students will also give speeches in a class competition. The second half of the course will focus on the structure of Japanese academic papers. The class will occasionally peer review papers written by classmates to identify strengths and weaknesses.	Thesis, speech, sentence structure, pronunciation	1. Course orientation, essay overview, and writing practice 2. Fundamentals of academic writing and punctuation practice 3. Academic expressions ① 4. Academic expressions ② 5. Practice using academic expressions 6. Academic expressions ③ 7. Academic expressions ④ 8. Speech manuscript study ①: Considering speech and topics 9. Speech manuscript study ②: Creating a speech outline 10. Reviewing the speech manuscript, Practice speaking 11. Thesis structure ① 12. Thesis structure ② 13. In-class speech contest 14. Thesis structure practice 15. Final thesis topic and outline review, mindset for thesis writing
日本語作文B-Ⅰ【EA】	Japanese Writing B-Ⅰ	R4003112	<p>To achieve the class aims, students will practice the vocabulary and expressions specific to academic essays. Subsequently, they will learn about and write scripts for speeches and submit them to a speech contest to be held in July. All participating students will also give a speech in an in-class contest.</p> <p>In the second half of the class, students will focus on the structure of papers written in Japanese. Students will review papers written by their classmates and consider the good and bad points of each other's papers.</p>	paper, speech, text structure, pronunciation	1. Orientation; overview of essay writing and essay-writing practice 2. Fundamentals of essays; punctuation practice 3. Expressions used in academic papers (1) 4. Expressions used in academic papers (2) 5. Practice using essay expressions 6. Expressions used in academic papers (3) 7. Expressions used in academic papers (4) 8. Studying speech scripts (1): Examining speech topics 9. Studying speech scripts (2): Creating structural notes for speeches 10. Examining speech scripts: Practicing oral expressions 11. Essay structure (1) 12. Essay structure (2) 13. In-class speech contest 14. Essay structure practice 15. Examining the topic and structure notes for the final paper; preparation for the final paper
日本語作文Ⅱ【EA】	Japanese Writing Ⅱ	R4004120	To achieve the class aims, students will learn the expressions required to write academic papers, from a basic level to an advanced level. The class will be conducted online using Shinshu University's eLearning system; students will practice essay composition and submit their assignments online. The instructor will then review and return the assignments.	paper, text structure, vocabulary	1. Orientation; learning about types of reports and papers 2. (Self-made teaching materials) Expressions used in papers (1) 3. (Self-made teaching materials) Expressions used in papers (2) 4. (Self-made teaching materials) Expressions used in papers (3) 5. (Self-made teaching materials) Expressions used in papers (4) 6. (Self-made teaching materials) Expressions used in papers (5) 7. (Self-made teaching materials) Expressions used in papers (6) 8. Introduction: Presenting previous research 9. Introduction (iii): Research objectives and outline – Main body (i): Methodology 10. Main body (i): Methodology – Main body (ii): Description of results 11. Main body (ii): Description of results 12. Main body (iii): Verification-type discussion – Main body (iv): Demonstration-type discussion 13. Main body (iv): Argument-type discussion 14. Main body (iv): Argument-type discussion – Conclusion (i): Presenting conclusions and evaluating the research results 15. Conclusion (i): Presenting conclusions drawn from research results
ビジネス日本語Ⅰ	Business Japanese I	R4005110	<p>• In the first half of the class, students will gain an understanding of the job-hunting process. The class will provide an overview of job-hunting conditions for international students and the needs that Japanese companies seek to fulfill by recruiting international students. Students will receive useful information related to job hunting, such as how to create a career-development portfolio. Subsequently, students will deepen their knowledge of basic manners and honorific language (keigo) and practice putting them to use.</p> <p>In the second half of the class, students will develop a practical understanding of the Japanese workplace by learning about logical thinking and ways to express this thinking through group work focused on business-related case studies.</p>	<ul style="list-style-type: none"> <li>• Job-hunting in Japan</li> <li>• Business etiquette in Japan</li> <li>• Business skills in Japan</li> </ul>	Session 1: Learning and group discussion on job-hunting conditions for international students and the needs Japanese companies seek to fill by recruiting international students Session 2: Overview and workshop on preparation for job-hunting in Japan Session 3: Understanding employment forms and systems in Japan Session 4: Learning and workshop on culture and interpersonal relationships in the workplace Sessions 5-6: Learning and workshop on business rules (greetings; reports, communications, and consultations; information management) Sessions 7-8: Learning and workshop on business etiquette (internal: how to receive instructions; what to do when cautioned; etiquette when attending to clients) Sessions 9-10: Learning and workshop on business etiquette (external: internal and external etiquette, exchanging business cards, business meeting etiquette) Sessions 11-12: Learning and workshop on business skills (honorific language (keigo), business emails, telephone calls) Sessions 13-14: Learning and practicing how to write business emails Session 15: Learning and group discussion on Japanese corporate culture; semester review * The above plan may change, as appropriate, depending on the participants' level of understanding. We will also occasionally provide the latest information on job hunting.
ビジネス日本語Ⅱ	Business Japanese II	R4006120	In the first half of the course, students will gain insights into Japan's job market, including the employment situation for international students and corporate recruitment needs. Building on this, we will explore practical job-hunting tools, such as building career portfolios. In the second half, students will gain practical insights of Japanese workplaces. Through business case studies and group work, students will learn to apply logical thinking and express them effectively in Japanese business contexts.	Job search in Japan, Japanese business skills, Japanese business case studies	Lessons: 1: Understanding the employment situation for international students and Japanese companies' needs for recruiting international students 2: Understanding the overview and preparation of job search in Japan 3: Understanding employment types and systems in Japan 4: Self-introduction, self-analysis, and workshops 5: Understanding self-promotion, reasons for applying, and application forms 6: Understanding how to ace a job interview 7-8: Understanding team building and workshop 9-10: Understanding case studies and workshop 11-12: Understanding and practice of business skills (honorific language, telephone skills) 13-14: Understanding and practice of business skills (horenso, the business skill of reporting, contacting, and consultation; business emails) 15: Understanding of Japanese corporate culture, group discussion, and course review *Note: The above plan may be adjusted as needed based on the students' understanding. In addition, the latest job market information will be provided regularly.



Japanese Title	Title	Code	Summary	Key Words	Class Plan
日本語表現文型Ⅰ【EA】	Japanese GrammarⅠ	R4007110	<p>• This class is aimed at students with an intermediate or advanced level of proficiency in Japanese.</p> <p>To achieve the learning objectives, we will cover the following:  (1) From understanding grammar to using grammar  (Lectures will be given on various sentence patterns, and students will acquire the skills to use them through pair work, group work, discussions, and presentations.)</p> <p>(2) Organizing and reinforcing grammar points  (Focusing on key points and systematically organizing them to acquire grammatical knowledge.)</p>	Japanese language Japanese grammar Intermediate Japanese Japanese grammar Japanese language	<p>The below class plan is subject to change depending on the students' level of understanding.</p> <ol style="list-style-type: none"> <li>Self-introductions; orientation; selection of topics</li> <li>Methods of nominalization (1)</li> <li>Methods of nominalization (2)</li> <li>Noun modification</li> <li>Negating expressions</li> <li>Sensations; strong feelings; determinations of impossibility (1)</li> <li>Sensations; strong feelings; determinations of impossibility (2)</li> <li>Speakers' conjecture, desires, exclamations, suggestions (1)</li> <li>Speakers' conjecture, desires, exclamations, suggestions (2)</li> <li>Connecting words (1)</li> <li>Connecting words (2)</li> <li>Stiff expressions (1)</li> <li>Stiff expressions (2)</li> <li>Group discussion</li> <li>Review</li> <li>Test</li> </ol>
日本語表現文型Ⅱ【EA】	Japanese GrammarⅡ	R4008120	<p>• This class is aimed at students with an intermediate or advanced level of proficiency in Japanese.</p> <p>To achieve the learning objectives, we will cover the following:  (1) From understanding grammar to using grammar  (Lectures will be given on various sentence patterns, and students will acquire the skills to use them through pair work, group work, discussions, and presentations.)</p> <p>(2) Organizing and reinforcing grammar points  (Focusing on key points and systematically organizing them to acquire grammatical knowledge.)</p>	Japanese language Japanese grammar Intermediate Japanese Japanese grammar Japanese language	<p>The below class plan is subject to change depending on the students' level of understanding.</p> <ol style="list-style-type: none"> <li>Self-introductions; orientation; particles (1)</li> <li>Words that operate as particles (2)</li> <li>Words for making complex sentences (1): Time</li> <li>Words for making complex sentences (2): Conditional expressions; adversative expressions</li> <li>Words for making complex sentences (3): Conditional expressions; adversative expressions</li> <li>Words for making complex sentences (4): Words to express causes and reasons</li> <li>Words for making complex sentences (5): Words to express interrelations</li> <li>Adverbs in set phrases (1)</li> <li>Adverbs in set phrases (2)</li> <li>Adverbs in set phrases (3)</li> <li>Expanding your vocabulary</li> <li>Conversation and sentence organization (1)</li> <li>Conversation and sentence organization (2)</li> <li>Group discussion</li> <li>Review</li> <li>Test</li> </ol>
日本語聴解Ⅰ	Japanese ListeningⅠ	R4009110	At the beginning of the class, students will participate in a dictogloss activity, where they listen to a dialog while taking notes and recreate what they heard through discussions in pairs or groups. Next, students will practice listening comprehension and note-taking using audio and video materials. Finally, students will confer with their classmates regarding the content they heard, summarize their thoughts in writing, and submit these summaries.	listening comprehension, note-taking, dictogloss, communication, group work	<ol style="list-style-type: none"> <li>Guidance</li> <li>Lecture and practice on note-taking</li> <li>–15. Dictogloss; listening comprehension practice; opinion exchange</li> <li>Final test, class questionnaire</li> </ol> <p>* We plan to use dictogloss and listening comprehension materials that are as current as possible. As some materials will relate to current events, they are not explicitly specified here.</p>
日本語聴解Ⅱ	Japanese ListeningⅡ	R4010120	At the beginning of the class, students will participate in a dictogloss activity, where they listen to a dialog while taking notes and recreate what they heard through discussions in pairs or groups. Next, students will practice listening comprehension and note-taking using audio and video materials. Finally, students will confer with their classmates regarding the content they heard, summarize their thoughts in writing, and submit these summaries.	listening comprehension, note-taking, dictogloss, communication, group work	<ol style="list-style-type: none"> <li>Guidance</li> <li>Lecture and practice on note-taking</li> <li>–15. Dictogloss; listening comprehension practice; opinion exchange</li> <li>Final test, class questionnaire</li> </ol> <p>* We plan to use dictogloss and listening comprehension materials that are as current as possible. As some materials will relate to current events, they are not explicitly specified here.</p>
日本語口頭表現Ⅱ	Japanese Oral ExpressionsⅡ	R4012120	At the start of each class, students engage in group discussions about the articles or topics introduced by their classmates, sharing information and opinions with the entire class. Following these, the lesson proceeds according to the unit's lesson plan. During the lessons, students learn formal discussion expressions and protocols, including interactions with superiors. They practice these skills through role-playing and group activities. Moreover, students prepare for presentations to gain proficiency in delivering formal presentations in university settings.	discussion, presentation, honorific language	<ol style="list-style-type: none"> <li>Orientation</li> <li>Presentation techniques and practice</li> <li>–6. Problem-solving conversations (making difficult requests to superiors, etc.)</li> <li>–11. Formal opinion exchange (discussion)</li> <li>–16. Research and presentation on conditions in Japan (presentation)</li> </ol> <p>* At the end of each session, students will receive an assignment for the following week's activity.  * Class progression and content may change based on class dynamics and student proficiency levels.</p>
日本社会と日本人【EA】	Japanese Society and People	R4015110	Participants will gain an understanding of Japanese society and the Japanese people by watching and discussing television programs, as well as studying and discussing teaching materials on business etiquette. Subsequently, students will deepen this understanding by summarizing the information they have learned and recording their opinions on it. Three group discussions will be held, with different group members each time; students will listen to the viewpoints of international students from different countries and share their thoughts. Instructors with experience working in Japanese companies will use this experience to provide guidance.	region, history, earthquake disaster, education, business etiquette	<ol style="list-style-type: none"> <li>Orientation; Japanese universities and Shinshu University</li> <li>What are Matsumoto and Nagano Prefecture? Geography, history, economy, etc.</li> <li>Japanese society as seen through the eyes of manga</li> <li>The Great East Japan Earthquake</li> <li>Business etiquette presentation (1)</li> <li>Crisis management and IT literacy</li> <li>Foreign-born children</li> <li>Japan's medical system</li> <li>A society with a declining population</li> <li>Business etiquette presentation (2)</li> <li>Study abroad and the founding of the nation during the Meiji era</li> <li>Study abroad and the founding of the nation during the Meiji era</li> <li>&amp; 13. Historical relationships between Japan and surrounding countries (two consecutive periods)</li> <li>(Break)</li> <li>Japanese people as seen in the film Ikiru</li> <li>Funeral for Japan</li> </ol>
武道・伝統文化実習Ⅰ	Japanese Martial Arts and Traditional CultureⅠ	R4016110	<p>In the martial arts classes, students will learn about the history and contemporary state of martial arts—Japan's traditional athletic culture. Students will gain a deeper understanding of this traditional exercise and seek differences and commonalities with other sports.</p> <p>In the traditional culture classes, students will undergo practical training in traditional Japanese culture, which many Japanese people have little opportunity to come into contact with.</p> <p>The classes comprise explanations of martial arts and traditional culture using videos and slides, as well as practical lessons, which will be conducted by lecturers with expert knowledge and skills.</p>	kendo, festival, flower arranging, judo, tea house	<p>(4) Class plan</p> <ol style="list-style-type: none"> <li>Orientation and exchanging opinions on martial arts and traditional culture (Common Education Lecture Theater 55)</li> <li>Overview of traditional culture</li> <li>Overview of martial arts</li> <li>Kendo practice</li> <li>Japanese festivals and Matsumoto Bonbon practice</li> <li>Flower arranging practice</li> <li>Buddhism and Japanese society practical session</li> <li>Judo practice</li> <li>Aikido practice</li> <li>Karate practice</li> <li>Sumo practice</li> <li>&amp; 13. Traditional costume practical session and tea house tour</li> <li>Nō and traditional musical instrument practice</li> <li>Visit to kendo hall</li> </ol> <p>☆ Reports will be assigned based on the practical experiences.</p>

Japanese Title	Title	Code	Summary	Key Words	Class Plan
武道・伝統文化実習Ⅱ	Japanese Martial Arts and Traditional Culture II	R4017120	<p>In the martial arts classes, students will learn about the history and contemporary state of martial arts—Japan’s traditional athletic culture. Students will gain a deeper understanding of this traditional exercise and seek differences and commonalities with other sports.</p> <p>In the traditional culture classes, students will undergo practical training in traditional Japanese culture, which many Japanese people have little opportunity to come into contact with.</p> <p>The classes comprise explanations of martial arts and traditional culture using videos and slides, as well as practical lessons, which will be conducted by lecturers with expert knowledge and skills.</p>	naginata, kyudo, traditional poetry, calligraphy, tea ceremony	<p>(4) Class plan</p> <p>1. Orientation and exchanging opinions on martial arts and traditional culture</p> <p>2. Overview of martial arts</p> <p>3. Jukendo practice</p> <p>4. Overview of traditional Japanese culture</p> <p>5. Naginata practice</p> <p>6. Shorinji kempo practice</p> <p>7. Kyudo practice</p> <p>8. Nô and dance practice</p> <p>9. Japanese traditional poetry practice</p> <p>10. Calligraphy practice</p> <p>11 &amp; 12. Tea ceremony lecture and practice</p> <p>13 &amp; 14. Tour of sword-forging workshop</p> <p>15. Summary of martial arts and traditional culture</p> <p>☆ Reports will be assigned based on the practical experiences.</p>
留学生の地域まなびⅠ	Study in Matsumoto region for International StudentsI	R4021110	<p>Participating students will attend classes and interact with kindergarten, elementary, and junior high school students at the Shinshu University School of Education. In addition to join the classes, they will also participate in school lunches, classroom management, cleaning, and other activities to experience the reality of school management in Japan. They will also participate in carefully prepared and organized events such as sports festivals, school festivals, and music festivals. Through these activities, the students will closely observe children learning at all levels. Through these activities, they will learn about the philosophy and system of Japanese school education, how it is managed, and how teachers are involved.</p>	Kindergarten, Elementary School, Middle School, Class participation, Sports Day, School Festival, Music Festival, Ongoing exchange, Educational Philosophy	<p>1 . Guidance</p> <p>2 . Junior High School: Self-Introduction in English</p> <p>3 . Shinshu University: Description of the Schools attached to the Faculty of Education</p> <p>4 . Junior High School: What I liked about Japan</p> <p>5 . Elementary school: Self-introduction in English</p> <p>6 . Kindergarten: Greetings, Food</p> <p>7 &amp; 8 . Sports festivals</p> <p>9 . Shinshu University: Japan's Educational System</p> <p>10. Elementary school: Gifts</p> <p>11. Junior High School: school: Discussions to improve problems</p> <p>12. Kindergarten: Music Festival</p> <p>13. Elementary school: Children's Lives Around the World</p> <p>14&amp;15. Kindergarten Festival</p>
留学生の地域まなびⅡ	Study in Matsumoto region for International StudentsII	R4022120	<p>Participating students will attend classes and interact with kindergarten, elementary, and junior high school students at the Shinshu University School of Education. In addition to join the classes, they will also participate in school lunches, classroom management, cleaning, and other activities to experience the reality of school management in Japan. They will also participate in carefully prepared and organized events such as sports festivals, school festivals, and music festivals. Through these activities, the students will closely observe children learning at all levels. Through these activities, they will learn about the philosophy and system of Japanese school education, how it is managed, and how teachers are involved.</p>	Kindergarten, Elementary School, Middle School, Class participation, Sports Day, School Festival, Music Festival, Ongoing exchange, Educational Philosophy	<p>1 . Guidance</p> <p>2 &amp; 3 . Junior High School Festival</p> <p>4 . Junior High School: Self-Introduction in English</p> <p>5 . Elementary school: Favorite object/favorite color</p> <p>6 . Kindergarten: Animal Quiz</p> <p>7 . Shinshu University: Japan's Educational System</p> <p>8 . Elementary school: World event experience①</p> <p>9 . Kindergarten: Sports meeting</p> <p>10. Junior High School: What I liked about Japan</p> <p>11. Elementary school: World event experience②</p> <p>12. Junior High School: school: Discussions to improve problems</p> <p>13&amp;14. Elementary school: Music Festival</p> <p>15. Junior High School: Music Festival</p>