Advising Handbook
for Lakeland University Japan

1st Full Draft

10/16/2017

PART A: Advising Session

Step 1: Initial Preparation

A. Confirm your list of advisees

B. Confirm the start and end dates for advising

C. Confirm that you are able to log in to my.lakeland

Your username is the 6-digit number "username" which is also used to sign in the Blackboard. The password is not set the first time you use it, so log in with a false password, select "I forgot my password," and set a new one sent to your LUJ Mail account. Video tutorial at: https://youtu.be/kfo7kX1tEnE

D. After logging in to my.lakeland, be certain that you are able to access your advisees.

1. Go to LUJ Faculty in the my.lakeland main page menu

2. Scroll down to Advisee Roster.

   If you cannot see the Advisee Roster, contact Luis.

3. Do a search where the "Advisee Status" is set to "Currently Registered," and the Term is set to the current term (not the next term). This will reveal all students, including (hopefully) new advisees as well.

   You can click on the "Export to Excel" icon at the top of the list to download the list with student email addresses.

   A default search for "All" advisees may reveal students no longer at Lakeland.

E. Contact your students and ask them to begin making appointments for Registration Advising.

Some teachers tape sheets of paper with an advising schedule on their desks. Others create a Google Sheets document with the schedule and share it with advisees.

F. Give Luis your Advising Schedule so he can prepare the advising room schedule; check and update as time goes on. **GET FROM ALL!**

G. You may wish to have a computer available for the advising, to show students how to do online registration.

Step 2: Prepare Documents

A. On the day of registration, you should receive a set of PDF files from Luis with your degree planners.

Check the planners you receive for potential errors; if you find any, let Luis know the exact errors as soon as possible.

Print out the planners for the first few days. If you will meet with a student in a location without a copier, make and extra copy for them.

The planners are designed to be printed on A3 paper, so they may be folded into A4 size, hiding the information from casual view.

Often errors are found in the first day or two that require the planners to be re-done; therefore, printing out all in advance may be premature.

B. Find the latest course schedule. Either Luis, Alan, or the Academic Staff will have emailed this to you, or else you can check the **Student Resources** page on the school's web site. The version is noted on the top left.

Print out several copies to use in advising sessions. Students often forget to bring a copy, or may have outdated copies.

Do not print too many, as this is also often revised.

The schedules are also designed to print on A3 paper, else the type may be too small to view well.

C. Make sure you have enough Course Registration forms (the small forms with the white, blue, and pink sheets).

D. Midterm grades are often not immediately ready in the same manner as your degree planners, as grades are due until the day before advising begins and some teachers are often late. Until you receive the sheets, grades so far submitted can be viewed on my.lakeland:

1. Go to LUJ Faculty in the my.lakeland main page menu
2. Search for advisees, find a student's link, click on it
3. Under "Academic Records," click on "Grade Report"
4. Making sure the Term is correct, click on "View Midterm Grade Report." If grades have been submitted, they should appear here. Print out the report. **# of Absences must wait for official Midterm Grade sheets.**

E. Print out copies of the Career Planner forms. They are designed to be printed to per A4 sheet and cut in half using the paper cutter. These forms allow you to keep a record of the students' majors, so the data can be given to Luis and added to the next semester's degree planners.

F. Find out the official Registration period so you can alert your students to it.

If possible, get a copy of the Registration Day list which shows the registration day for students. A "likely" date is on the degree planner, but may be incorrect.

Generally, the dates are based on how many units the student has completed (not including the current semester):

Day 1:	35 units ~ more	**Check with Megumi**
Day 2:	23 ~ 34 units	
Day 3:	1 ~ 22 units	
Day 4:	0 units *(students are in their 1st semester)*	

G. Have extra copies of the 4-page Registration Instructions (also available on the school web site, under Student Resources).

H. Collect all past documents and information for the student, including:

1. Orientation preference sheets (often very tentative)
2. List of transfer credits (if any)
3. Student type (domestic, international, military, etc.)
4. Past degree planners (if any)

I. Keep all documents in a clear folder for easy access and storage!

Step 3: Meet with Student: NEW STUDENT

A. Meet with the advisee in the designated private room. Avoid meeting in the general office space, or anywhere without privacy.

B. Show the student the degree planner, and explain the LUJ system:

1. Ask the student about themselves, including where they come from, what their status is (if they are on a visa, which visa), whether they came through the EAP, and if they attended college before.

2. Students will need 60 units to graduate (61 if older student).

3. Students must take 4 classes every semester, so normally, it takes a student about 5 semesters to complete the A.A. degree. If a student has transfer or other added credits, graduation may be sooner; if they fail or withdraw from classes, graduation may be delayed.

4. Explain that certain classes are required:

   Writing Workshop *(unless passed writing test)*
   Reading Workshop *(unless passed reading test)*
   Composition I *(unless placed in Comp II)*
   Composition II
   Public Speaking
   Intermediate Algebra *(unless passed math test)*
   Core I: Critical Thinking

   Some of these classes may be exempted if the student has transfer credits, or under other unusual circumstances.

   These seven classes comprise up to 21 units of the required 60, leaving 39 or more units. If a student has transfer credits or is otherwise awarded extra units (e.g., language placement), they are counted as "passed" and the units apply toward graduation.

   If the student has exemptions, these units are not granted and the student must take other courses to reach 60 units.

   During this phase of the interview, find out what transfer / awarded / exempted classes the student has, and count it into their potential totals to discover how many semesters they need to take.

5. There are 8 Distributional Studies categories:

   Literature & Writing*
   Natural Science*
   Mathematics
   Art & Music
   History
   Social Sciences
   Philosophy & Religion
   Worlds Languages

   **only one course satisfies this requirement*

   Students must complete **7 of the 8** categories by taking at least one course listed in the degree planner in each category. If a student completed EAP, **has certification for passing the Language requirement**, or has transfer credits for a foreign language, this will fulfill the Language Requirement without needing to take an LUJ course. If students took EAP or certified outside study, these are not counted as credits to the A.A. degree and students must complete the credits is electives.

6. Add up the number of courses students must take in #4 and #5 above. Subtract them from 60 units to find out how many elective courses they must take.

   Note that Elective courses include any course on the degree planner which is not being used to fulfill a requirement. For example, if the student takes Drawing I, that would fulfill the Art & Music requirement, and any other Art or Music classes would count as electives. Make sure they can reach 60 units.

C. Get out the Career Planner form. Ask your advisee what major(s) they are considering, and what plans they have for after LUJ. Write down this information for future reference. Ask if the student wishes any advice in planning their transfer, and remind them that they should plan ahead as much as possible; some deadlines come early and must be prepared for. From Spring 2018, advise them to visit the Student Affairs Department about transfer and academic career planning. Before then, help students as much as you can yourself.

D. Going over all eight disciplines, ask the advisee which course in each one is their preferred course to fulfill the requirement. The small circles next to the grade box may be used to mark student preferences for a course.

You may also ask them at this time what extra courses in each discipline they would like to take.

E. Ask the students which extra courses and electives they wish to take.

F. Knowing their major and career goals (if any) and their preferred courses, turn to the Scratch Planners on the right side of the degree planner, and begin to sketch out what their LUJ career may look like.

Use the "Course Rotation" chart (the chart at the bottom right of the whole planner, listing courses available in each term) to determine which semesters a course is likely to be available.

First, fill in classes which are required and must be taken early, such a Reading, Writing, and Core I.

Next, identify classes preferred by the advisee which are offered only once a year, such as Religion, Philosophy, Language, Hospitality, Art, some Social Science classes, and selected electives. Fill those in to the schedule.

Finally, take the courses that are offered every semester and fill those in.

At some point, you must make them aware that they may choose one discipline which they do not have to complete. They are not *required* to skip a discipline, and we don't want to encourage them to avoid one, but they must know that the option exists.

When filling in the courses, use the list of rules given later in this handbook (Part B) regarding what rules do and do not apply to the taking of certain courses. For example, students cannot take most 200-level courses in their first two semesters, or should avoid taking Public Speaking before they have completed Composition I.

Step 4: Meet with Student: ALL STUDENTS

The previous step outlines actions that should be established in the first advising session with a new student. From this point are the actions that should be taken with all students.

Again, meet with the advisee in the designated private room. Avoid meeting in the general office space, or anywhere without privacy.

A. Check midterm grades and absences with the advisee. If they have any grades below a "C," give them advice on how to improve their study skills, emphasizing schedule planning and the Learning Center.

   Remind students of the Withdraw option, but caution **military students** that they will have to pay for any courses that they withdraw from, and caution **international students with LUJ visas** that they must maintain 9-12 credits every semester.

B. The student should now have a set of stated preferences for major, career, courses, and timing. Check with the student to see if these stated preferences are what they still want. If you have not done so already, then ask if the student needs any advice or assistance with future planning. Ask what they have already done, and what they expect to do in the near future.

C. Make sure they have the latest schedule. The Degree Planners should also show the courses available in the coming semester with boldface text. Use any notes taken in the pre-registration faculty meeting regarding possible changes and additions.

D. Work with the student to determine which courses they should take. The student may already have a schedule worked out, but carefully review all the choices.

   1. Make sure the student does not fail to take a course that is important for their major but is available only one or two semesters per year.
   2. Make sure the student does not take all electives or all required courses at the very beginning or very end. Doing this may lead to a bad lack of desired courses later on, or may cause the student to miss courses they need.
   3. Make sure the student's choices do not violate any rules listed from **Part B of this guide**.

4. Confirm the timing and loads the student takes on. Remind the student of the difficulties in taking 3 or 4 classes in one day, for example. Make sure that the student's job or activities outside school will not interfere with their ability to take any classes.

E. Once the advisee has fully decided their first choice of classes, remind the student that the classes and sections they want may not be available, especially if they register from the second day of registration or later. Students in their last semester should have no trouble getting into classes, even those with reserved seats.

Remind students who have completed more than 24 units that they should be taking primarily 200-level courses, unless 100-level courses are required to fulfill Distributional requirements. They *may* take 100-level courses, but they may be filled due to seats reserved for newer students who can **only** take 100-level courses. If necessary, remind them of how hard it was when they were first registering to get into all the classes they wanted. As a result, some of their desired courses may be filled.

Therefore, they must work out a list of fallback / alternative choices, likely from the list of preferred classes you have already established, or else courses available in the coming semester that they would be satisfied with. Try to get them to select at least 3 backups, if possible.

You may wish to go over the schedule they have and, with a highlighter or marker, cross out classes that they are not allowed to take, or that they have stated strongly that they wish not to take.

F. Once the schedule has been worked out, and you are certain there are no conflicts or wrong choices, give the advisee a registration Form. **Do not give them a form before they have decided their classes**; they should not be allowed to leave with a blank form.

If the student is not familiar with the form, show them how to fill it out.

[Graphic of filled-out form will be added here. Probably we will supply a separate example sheet for students.]

Before the student gets started, ask if they would like a copy of the degree planner. Give them the copy you made already (if you did), or make a copy using a copy machine. The latter may be preferable if you added notes on the planner during the meeting.

Have the advisee fill out the form.

G. Check the completed form for errors or missing information.

Make sure that the student signs it and fills in the date. When you approve, sign it also.

H. Explain to the student that they must give the entire form to Dr. Brender by placing it in the in-box on a chair/table next to Maya's desk on the 6th floor. They must NOT remove any of the three color sheets before handing it in. They must hand it in as soon as possible.

I. Explain that Dr. Brender will review the selections, and if he finds any problems, he will contact you, the advisor, who will then have to contact them, the advisee. **The advisee should be warned to monitor their email closely throughout the registration period**, or else they may miss critical messages that could cause them to lose their opportunities to take courses.

J. Explain to the students that after Dr. Brender approves the forms, the student MUST pick up their copy (the blue sheet) from the 6th floor. There is a file outside the door of the Blue Conference Room with clear folders sorted by advisor. The student is required to check this folder for the 1 or 2 days after submitting their form, and take their blue sheet when it becomes available.

K. Give new students the 4-page **Registration Instruction** handout.

Ask all students if they are familiar with the online registration system.

Make certain that they know their LUW student ID number (also on the degree planner), and have set a password. Make certain that they have successfully logged in at least once, and explored the system a little.

If you have a computer available, offer the student a guide (or refresher) to the system. Have them log in using their user name and ID. If they don't have it available, you can log in as yourself and access their controls via the advisee page (as shown in step 1-D).

Show the student the process for going to the correct place on their page (if available; if not, show them the illustrations in the 4-page Registration Instructions handout), and how to search for courses, and then how to sign up for them.

Emphasize the following points:

1. Make sure the student knows to select the correct term—not just Fall, Spring, or Summer, but the **LUJ version** of that term.
2. Make sure that the student knows that they may ONLY take courses with a "J" section. All other courses are in Wisconsin.
3. If they take a 4-unit course with a lab (Biology, 100-level Language, Calculus I) they must sign up for both the main course AND the lab, or else they will receive an error.
4. Students may sign up for a course's waiting list, but be **extremely clear** that
   (1) they **MUST** also sign up for the fallback class (no exceptions!);
   (2) if the desired section of a required class is full, they **MUST** sign up for an available section;
   (3) waiting list requests are rarely granted. The student should expect to get only the backup course. If they don't get in on the waiting list, they can try an Add in the first week of classes.
5. Make sure students confirm that the courses they selected appear at the bottom of the page under "Awaiting Advisor Approval."
6. Tell students that after they complete registration, **they must send you an email to alert you that they have finished**. This is a good practice, even if you are closely watching your advisee list.
7. Tell students that if they make any later changes, including required ones, they must email you again immediately after making the changes.
8. Tell students that they must check their registration page every day so they can see when the classes are confirmed. If classes are not confirmed within one day, that usually means there is a problem. They should check their email for messages first (including their spam box on the web page interface) and then should email you if they are not confirmed.
9. Warn them that if they do not monitor their email closely and respond quickly to problems, they may miss the chance to join the classes they prefer.

That should conclude the registration appointment.

Step 5: Online Course Approval and Follow-up

A. To be continued

PART B: Registration Rules

BASIC REQUIREMENTS

1. All students must complete a total of 60 credits (61 if they entered academic before Fall 2016), including transfer units and units awarded with placement in an advanced language class.

2. Students must maintain a minimum cumulative 1.75 GPA for the first two semesters (24 units?). After that, they must maintain an cumulative 2.0 GPA. If a student fails to maintain the minimum cumulative GPA in any semester, they will receive a warning letter.

   The second time they fail to maintain the minimum GPA, they will be suspended for one semester.

3. If a student fails the same course three times, they will not be allowed to re-take the course again. In that case, if the course is required, they may not graduate. Withdrawals do not count.

CORE CLASSES

1. The following classes **must be taken as early as possible**, with no exceptions for delay (save for exemptions of testing or transfers):

   Core I: Foundations of Critical Thinking
   Reading Workshop
   Composition courses, in this order:
   - **Writing Workshop**
   - **Composition I**
   - **Composition II**

   Students may NOT "take a break" before or between these courses, or delay for any reason.

   If a student is a Bridge student or otherwise is unable to take Core I in their 1st semester, then they must take it by their 2nd semester.

2. If a student receives an Incomplete grade in a Writing course, they may not take the next writing course until the Incomplete is resolved.

   In addition, if a student fails or withdraws and then retakes a writing course, they may not be allowed to take other courses until they have completed certain writing courses.

UNIT REQUIREMENTS

1. Students must take between 12-14 units every semester, except for the last one or two semesters before graduation. For example, if only 5 courses remain, they make take 3 and then 2 courses.

2. If a student wishes to take 15 or more units in a semester, they must get the approval of both their advisor and the Assistant Dean. Students are usually ranted this exception only if their performance is very good.

3. Students who will have completed fewer than 24 units may not take 200-level courses. The only exception is ART280 (Web Design).

4.

OFFICIAL PREREQUISITES

1. Students must take Intermediate Algebra (MAT130) unless they have passed a Math placement test or have transfer units.

2. Students must take Intermediate Algebra (MAT130), pass the Math placement test, or have transfer credits for MAT130, before being allowed to take Pre-Calculus (MAT162) or Probability & Statistics (MAT220).

   Students must take Pre-Calculus (MAT 162) before being allowed to take Calculus (MAT231).

3. Students must take Microeconomics (ECN230) before they are allowed to take Macroeconomics (ECN235).

UNOFFICIAL PREREQUISITES

These are strong recommendations with the unofficial force of prerequisites based upon student abilities at various points of their instruction. Only students who have passed the following classes may take the classes listed below them:

1. Students must complete **GEN100 and GEN101** (or the test equivalent)

   …before they may take
   Humanities I *(GEN134)*

2. Students must complete **GEN110**

   …before they may take
   Mass Media *(COM100)*
   Public Speaking *(COM111)*
   History Courses
   Philosophy Courses
   Religion Courses
   Any 200-level course with a research paper

***TOPIC OF DISCUSSION IN FACULTY MEETING:**

For point #2 above:

Which courses carry an absolute requirement?

Which courses carry a requirement with stated exceptions?

Which courses carry only a recommendation that advisors may independently override?

Which courses should not be included on that list?

E.g., Lajos calls for GEN110 to be finished before his Philosophy and Ethics classes, but not for PHI110 • Logic. How do Adam and Iskra feel about their own 100-level History courses?

PART C: Course Descriptions for Lakeland Japan

Course Descriptions Only

Incomplete List; Drafts

10/16/2017

ANT 110 • Introduction to Anthropology

Anthropology is the holistic and comparative study of human life and the human condition, across the globe and over time, through methodologies of fieldwork and participant observation in the sub-fields of physical anthropology (human origins and biological diversity), archaeology (material remains of the ancient and recent human past), anthropological linguistics (human language and communication), cultural anthropology (shared learned human behavior), and applied anthropology (applications to contemporary world issues).

This course is designed to enhance skills to understand the human condition through an anthropological perspective and to appreciate human diversity in an interconnected world. We explore what anthropology is, what anthropologists do, and how they do it; we review discussions of human origins and evolutionary theory, the archaeological record, and the interplay of biology, language, and culture in shaping diverse human behavior and beliefs; we consider problems of ethnocentrism and cultural relativism, and explore the nature of our own biases and misconceptions about ourselves and the world around us. With an emphasis on contemporary issues, we also critically examine and analyze the historical forces and political, social, and economic impact of globalization - the movement of people, ideas, and materials across cultures – from earliest times to the present.

*The three courses all aim to develop critical thinking, discussion, and writing. For presentations, students are encouraged to cooperate, coordinate, and collaborate as teams in developing facets of a particular theme. For ANT 110, for example, individual papers on the theme of 'the refugee crisis' could focus on: the refugee concept and UNHCR/Japanese policy/the Scandanavian model/Burmese Rohinga in Japan/Syrian refugees in Europe/Vietnamese refugees in the US, etc.

*All three courses have a field trip component; please refer to the following two examples:

Fire Festival Mt. Takao
https://www.youtube.com/watch?v=dRMrYv4FMns
Kawagoe Hikawa Festival
https://www.youtube.com/watch?v=-JVGTo1Wuas

ANT 280 • Anthropology of Japan

The main goal of this course is to develop an understanding of specific features of contemporary Japan from an anthropological perspective. We explore Japanese cultural patterns and processes of change over time in relation to the major theories and sub-fields of anthropology: physical anthropology, archaeology, linguistics, and cultural anthropology, and the methodologies of fieldwork and ethnography. We examine historical sources and precedents, as well as discourses of 'Japaneseness' and what it means to be Japanese through themes including narratives of pre-history and national origin, family organization and community structure, education, work and business practice, language, gender, minorities, religion and ritual, law, the arts, and popular media and culture. Students have an opportunity to develop their own ethnographic research interests and to experience anthropological fieldwork in Japan.

*The three courses all aim to develop critical thinking, discussion, and writing. For presentations, students are encouraged to cooperate, coordinate, and collaborate as teams in developing facets of a particular theme. For ANT 110, for example, individual papers on the theme of 'the refugee crisis' could focus on: the refugee concept and UNHCR/Japanese policy/the Scandanavian model/Burmese Rohinga in Japan/Syrian refugees in Europe/Vietnamese refugees in the US, etc.

*All three courses have a field trip component; please refer to the following two examples:

Fire Festival Mt. Takao
https://www.youtube.com/watch?v=dRMrYv4FMns
Kawagoe Hikawa Festival
https://www.youtube.com/watch?v=-JVGTo1Wuas

ART 264 • Art History II

Course Description: Art is the way humans represent the world or express their own internal feelings or understanding of it. This class surveys art from the Renaissance (about 1400 C.E.) through the present day, following major developments from around the world and focusing on extraordinary artists and movements. Students acquire a basic knowledge of major artists and styles, and develop an ability to analyze art in terms of its themes, composition, materials, and techniques, while understanding the conditions giving rise to various art movements.

ART280 • Web Design

Learn how to make web sites! Preparation includes mapping out a site's structure; planning layout and styles; and how to choose the right color scheme & font styles in order to best represent the purpose of a site. We learn how to develop, create, and deploy sites with text, images, tables, dynamic menus, forms, animations, and other style effects, using HTML and CSS languages. Students choose domain names and upload a web site to the Internet. The final project is a 10+ page web site with tables, forms, and image galleries with the best design to suit a student's chosen topic.

BIO100 • Introduction to Biology

This is a basic introduction to the terminology, principles and concepts of Biology. There is an accompanying lab to help the students better understand in more practical terms the ideas taught in this course. Students will learn about the basics of cells, evolution, DNA, photosynthesis, gene expression, cell division and heredity. The course helps to provide a better understanding of Biology to make them more science literate.

BUS150 • Introduction to Business

COURSE DESCRIPTION
This course is designed to provide students with a basic overview of business. Major themes discussed include economics, service & manufacturing operations, ethics, corporate social responsibility, management & leadership styles, employee motivation, marketing, accounting, and more. Classes focus on discussions taken from the textbook, real-life examples from online and other sources, and frequent group / team activities.
A medium-level of weekly homework and reading is assigned, but students are expected to come fully prepared to engage in discussions each class.

COM101 • Fundamentals of Public Speaking

Learn how to give effective speeches and presentations! This course focuses on the stages of giving a speech: research, writing, making visual aids, practice, and, of course, focuses extensively on presentation skills: using your voice, body, and visual aids. We also discuss how to deal with nervousness and anxiety. There are 3 academic-style informative speeches as well as other, more personal, styles of speeches. This is a very personalized course—students are allowed to choose (almost) any topics they are interested in, as it is a warm-up for future speaking opportunities in academic, professional, community, and personal settings.

CPS100 • Introduction to Computers

This is a survey course in Computer Science, covering Hardware, Software, The Internet, Issues in Computing, and proficiency in various applications including the Microsoft Office Suite. Students learn about the parts of a computer, what each part does, and how to choose computers with the right features; about programs and elements of programming; about software and the operating system; about networking, protocols, and the history of the Internet & the World Wide Web. There is study & practice in Word, PowerPoint, Excel, and Photoshop. This class helps students better understand the ubiquitous and important technology everyone must use.

ECN 230 • Microeconomics

This is an Introductory Economics course, giving you the basic understanding of how an economic system works. Students learn about economic decision-making, demand and supply, different types of markets, household behavior and international trade. We use real-life examples, group discussions in class and weekly online discussions to help you understand economic concepts. This class will help you analyze and explain how individuals, households and firms make economic decisions.

ECN 235 • Macroeconomics

This is an Introductory Economics course, explaining how economic decisions are made in the national economy. Students learn about economic growth, fiscal and monetary policies, labor market, money supply and global economy. We use real-life examples, class discussions and weekly online discussions to help you understand economic concepts. This class will help you analyze and explain economic decision-making in the national economy, as well as in the global economy.

EGS150 • Understanding Issues of Race, Ethnicity and Gender

This course will provide an introduction to basic theory, concepts and historical events related to the study of race, ethnicity, and gender (particularly in America) as well as the intersection of race, ethnicity, gender and social class. In addition the course will examine ways to analyze issues across disciplines within the context of race, ethnicity and gender.

GEN110 • Composition I

This required course introduces basic precepts of academic writing by having students compose, in stages, four types of scholarly essay (descriptive, exemplification, cause-and-effect, compare-and-contrast); and four summaries of professional essays.

GEN112 • Composition II

This required course features several academic writing assignments that culminate in two major papers: a research paper (8-10 pages, at least 8 sources; 40% of grade), and an analytical paper (3-4 pages; 20% of grade). Throughout the semester, students will practice vetting, analyzing and synthesizing primary and secondary sources, and learn how to support their arguments in a logical and persuasive manner.

GEN 130 • CORE I: FOUNDATIONS OF CRITICAL THINKING

This is a beginning academic course that focuses on critical thinking and academic reading & analysis skills that students will use as they pursue a higher education. Students are challenged to develop their critical thinking skills to encourage questioning and open-mindedness, improve the ability to monitor one's own thinking, and develop the techniques to approach new ideas and problems critically and with curiosity. Distinguishing between fact and interpretation and studying perspective and biases (of self and others) will be practiced throughout the entire course.

GEN 134 • Humanities I

Course description: Humanities I is an interdisciplinary course examining the achievements of human civilization from the beginnings of the literate cultures in Antiquity to the advent of the modernity in XV century C.E. The course focuses on the following main thematic units:

1. Humanities in Antiquity and Mediaeval World: A Comparative Study of the Humanistic Disciplines
2. Literary Parallels: Poetry and Prose in Antiquity and Mediaeval World.
3. Humanities and the Preservation of the World Cultural Heritage

HIS 101 • World History I

Course description: World History I is a course covering the period from human prehistory to the XVI century C.E. It focuses on the following main thematic units:

1. World History as a Genre in Historiography: Origins, Development.
2. Prehistory and Environment: Human Interaction with Nature
3. Comparative history of the Ancient World: Agricultural and Nomadic Civilizations in Africa, Asia, and Europe.
4. Comparative history of the Mediaeval World: Religious and Political Transformations in Africa, Asia, and Europe.
5. Cultures in Isolation: Reasons and Consequences.

HIS102 • World History II

Course description: This course covers the history of the world from 1500 to present. Because such an immense amount of history has to fit into a short number of weeks, the course content is weighted toward a top/down (as opposed to a bottom/up) view of history. Also because such a diverse array of historical developments have to be covered, there is an effort in the class to draw thematic connections and comparisons with a range of historical episodes (colonialism and de-colonialism, world systems theory, environmental transformations, etc.).

HIS111: US History I

Course description: This course covers the history of America from pre-contact through the end of the Civil War. It is a survey course that incorporates discussions from a number of subfields in American history (comparative colonialism, labor, political, gender, environmental, race/ethnicity, etc.). The early part of the course focuses heavily on comparative colonialism and native relations. The latter half of the course centers on the foundation, development, growth, and the eventual fracturing of the United States as it descended into war over the issue of slavery.

HIS112: US History II

Course description: This course covers the history of the United States from the end of the Civil War to the present. It is a survey course that incorporates discussions from a number of subfields in American history (social, cultural, immigration, labor, political, social movements, gender, environmental, race/ethnicity, etc.). The course largely centers on the idea embedded in the Constitution of making a "more perfect union" and the differing/conflicting visions of how that translates to reality. Significant course time is consequently spent discussing immigration, race/ethnicity/gender, and social movements.

HIS 221 • History of Europe

Course description: History of Europe is a course examining the European politics and culture from the genesis of Europe in Late Antiquity to the consolidation and expansion of the European states in the modern era. The course covers the period from 500 C.E. to XX century. It focuses on the following main thematic units:

1. Transformation of Social and Cultural Patterns in Europe: Late Antiquity and the Mediaeval Period
2. Quest for Harmony in Divided Europe: Migrations, Travel, and the 'Republic of Letters'
3. The Politics of Human Freedom in Europe: Revolutions, Nationalism, and Industrial Culture
4. Defining 'Western World': The European Expansion and its Consequences
5. Towards a New Europe: From XX century Wars to EU

JPS101 • Elementary Japanese I

This is an introductory course to the Japanese language. By studying Chapters 1 through 5 of the Genki textbook series, students will learn to introduce themselves, tell time, shop, order food, and discuss simple activities, locations, and situations. They will also learn hiragana, katakana, and 43 kanji. While there is no prerequisite, students are highly recommended to memorize hiragana and katakana before taking this course.

JPS102 • Elementary Japanese II

This course is designed for students who have completed JPS101 or equivalent. By studying Chapters 6 through 10 of the Genki textbook series, students will learn to make requests and offers, describe people and things, and discuss permissions, prohibitions, reasons, thoughts, plans, and comparisons. Grammar-wise, students will acquire the te-forms and shorts forms. They will also learn 72 new kanji.

JPS201 • Intermediate Japanese I

This course is designed for students who have completed JPS102 or equivalent. By studying Chapters 11 through 15 of the Genki textbook series, students will learn to offer advice, and discuss wishes, experiences, reasons, symptoms of illness, obligations, conjectures, abilities, and giving and receiving of things. They will also learn 79 new kanji. Both Genki I and II are used in this course.

JPS202 • Intermediate Japanese II

This course is designed for students who have completed JPS201 or equivalent. By studying Chapters 16 through 20 of the Genki textbook series, students will learn to make requests, offer apologies, and discuss favors, wishes, speculations, regrets, and gratitude. Grammar-wise, students will be introduced to transitive and intransitive verb pairs, and honorific and humble forms. They will also learn 79 new kanji.

GEN 102 - Mathematics Workshop

Mathematics Workshop will prepare students with the knowledge to take college-level mathematics courses. Students will learn and practice:

- Doing operations with integers, decimals, fractions, mixed numbers, ratios, percentages and proportions.
- The rules and operations with exponents.
- Rules to evaluate mathematical expressions, such as use of parentheses and order of operations.
- Solving simple equations, interpret graphs and graph linear equations.
- An introduction to Geometry, the use of area, volume and right angle triangles in algebra.

MAT 130 - Intermediate Algebra

Algebra is about to solve puzzles with numbers and letters. Algebra has many uses, like for example in engineering, computing, programming, business, economics, applications in medicine, etc… Learning algebra will help to solve problems more quickly and easily. It is also possible to use algebra to make fun games and surprise others.

MAT 220 - Probability and Statistics

Statistics is a way to understand the data that is collected about us and the world. For example, every time you enter or exit a train station using a card like Suica or Pasmo you generate data that is useful to the train company and there is somebody analyzing those data. All data by itself is meaningless without a way to interpret it, that is what we do in Statistics. Students learn how to collect, organize and interpret the data to produce meaningful information. Statistics is useful to everybody, lawyers, reporters, doctors, salespeople, engineers, scientists, business people, etc…

The “probability” part of the class includes calculating how likely something is to happen. At the beginning, basic scenarios like playing cards and dice rolling are studied, these basic tools are used later on to find more complex probabilities.

MAT 162 - Pre-Calculus

Pre-Calculus will prepare students with the knowledge and techniques they need to take Calculus ore more advanced college-level math classes. Students will learn and practice:

- A deeper point of view of algebraic operations.
- Exponential and logarithmic functions.
- Operations with functions.
- Trigonometric functions, its use and applications.
- The use of geometry to solve problems.
- Mathematical problems solving techniques.

MAT 231 - Calculus

Calculus is the understanding of math looking at small pieces. Differential and Integral Calculus are studied in the course. In differential calculus we cut “things” in very small pieces to find how they change. In integral calculus we integrate, put together, those small pieces to find how much there is. Practical applications examples and exercises are used as much as possible for students to have a better understanding.

MUS 120 • Music History and Appreciation

Listen up! This course begins with music fundamentals (basic notation and organization) and then follows the history of European art music chronologically from the Middle Ages to the 20th Century. Throughout the course, students are expected to give their informed opinion regarding important compositions and share these thoughts with the class.

PHI 110 • Logic

Logic is concerned with correct reasoning. Everyone has the ability to think logically and that ability can improve with a bit of study and training. Logic matters to anyone who wants to be right. You can be sure that you are right if your conclusion follows by a valid argument from true premises. Logic focuses on the validity of arguments. Inductive logic studies how we can generalize from observations; informal logic focuses on the content of arguments, and formal logic on their form. Formal logic takes up about two/thirds of this course and is explained and trained by means of exercises, which are often very much like puzzles.

PHI 221 • Introduction to Philosophy

The point of philosophy is to look in different ways at familiar “things”, to question presumed certainties, and to open windows. Philosophy started approximately 2½ millennium ago in Greece, India, and China when people started to reflect critically on their traditional beliefs. The deeper these people dug for answers, the more questions they found. Are the things we experience really there? Is experience a reliable source of knowledge? How can we know anything at all? How should we live? What does it mean to ask these questions? When philosophers found a reliable method to answer a question, a science split off, but many of these and related questions remain among the central problems of philosophy.

PHI 232 • Ethics

Ethics is the branch of philosophy that is concerned with right and wrong, or with how we ought to live. Is is OK for me to just care about my own interests or should I also care about the interests of others? If so, why? How much? Which others? Moral theories are general frameworks to answer such questions and to determine right and wrong. Utilitarianism, for example, claims that right is whatever promotes more happiness for more people. All the main moral theories are discussed, but the course is not just about theory – half the classes are class discussions about moral issues such as abortion, animal rights, same-sex marriage, drugs, the environment, business, and so forth.

POL221 • American Government I

Course description: This course engages the political ideas that underlay the foundations of American government, the structure and functions of government, the relationship between government and its citizenry, foreign relations, controversial political issues, and some pivotal political changes in the American experience.

SOC100 • Introduction to Sociology –

An introduction to the concepts, subject matter, and theories of sociology. A lecture-discussion format is used to analyze such topics as culture; social structure; socialization; deviance; various social institutions; and inequalities of class, race, and gender.

SOC210 • Majority Minority Relations

A lecture-discussion course exploring theories and patterns of past and present dis- crimination, prejudice, and intergroup conflict. Current patterns of institutionalized discrimination and prejudice with attention to how these patterns have developed from the historical exploitation of minorities are presented through overview of the cultures and contributions of the various ethnic groups of the United States and an analysis of strategies for reducing intergroup tensions.

SOC280 • US Japan Relations

The course surveys the changing nature of US - Japan relations from the first encounter in 1853 to the present time. With an emphasis on current developments, we examine the contemporary US - Japan alliance through review of political, military, economic, and cultural developments over time, and by considering the broader context of regional and global relations. Topics include themes of conflict and cooperation through the trajectories of Japanese modernization in the Meiji Period, Japanese territorial expansion and World War II, the Allied Occupation and post-war social change, post-war security and defense, the Japanese constitution, trade and economic trends, and the impact of media, mutual images, and popular culture.

*The three courses all aim to develop critical thinking, discussion, and writing. For presentations, students are encouraged to cooperate, coordinate, and collaborate as teams in developing facets of a particular theme. For ANT 110, for example, individual papers on the theme of 'the refugee crisis' could focus on: the refugee concept and UNHCR/Japanese policy/the Scandanavian model/Burmese Rohinga in Japan/Syrian refugees in Europe/Vietnamese refugees in the US, etc.

*All three courses have a field trip component; please refer to the following two examples:

Fire Festival Mt. Takao
https://www.youtube.com/watch?v=dRMrYv4FMns
Kawagoe Hikawa Festival
https://www.youtube.com/watch?v=-JVGTo1Wuas

THE101 • Introduction to Theatre

This is an introductory course which utilizes a combination of theoretical and practical approaches to the study of theatre. The course focuses on three main areas: 1/ The Audience (their role/ expectations / impact upon the evolution of theatre spaces) ; 2/ The Actor and the Director (styles of acting / approaches to actor training/ the role of the director) ; 3/ The Playwright and the Play (dramatic structure / types of dramatic characters/ theatrical genres). Drawing upon case studies of particular plays, directors, important theatre companies and seminal performances, students will begin to understand how the various elements interact in the process of theatre making. They will also begin to understand the highly collaborative and disciplined nature of theatre training through the experience of performing.

PART D: Course Descriptions for Lakeland Japan

Course Descriptions with Teacher Notes

Incomplete List; Drafts

10/16/2017

ANT 110 • Introduction to Anthropology

Anthropology is the holistic and comparative study of human life and the human condition, across the globe and over time, through methodologies of fieldwork and participant observation in the sub-fields of physical anthropology (human origins and biological diversity), archaeology (material remains of the ancient and recent human past), anthropological linguistics (human language and communication), cultural anthropology (shared learned human behavior), and applied anthropology (applications to contemporary world issues).

This course is designed to enhance skills to understand the human condition through an anthropological perspective and to appreciate human diversity in an interconnected world. We explore what anthropology is, what anthropologists do, and how they do it; we review discussions of human origins and evolutionary theory, the archaeological record, and the interplay of biology, language, and culture in shaping diverse human behavior and beliefs; we consider problems of ethnocentrism and cultural relativism, and explore the nature of our own biases and misconceptions about ourselves and the world around us. With an emphasis on contemporary issues, we also critically examine and analyze the historical forces and political, social, and economic impact of globalization - the movement of people, ideas, and materials across cultures – from earliest times to the present.

*The three courses all aim to develop critical thinking, discussion, and writing. For presentations, students are encouraged to cooperate, coordinate, and collaborate as teams in developing facets of a particular theme. For ANT 110, for example, individual papers on the theme of 'the refugee crisis' could focus on: the refugee concept and UNHCR/Japanese policy/the Scandanavian model/Burmese Rohinga in Japan/Syrian refugees in Europe/Vietnamese refugees in the US, etc.

*All three courses have a field trip component; please refer to the following two examples:

Fire Festival Mt. Takao
https://www.youtube.com/watch?v=dRMrYv4FMns
Kawagoe Hikawa Festival
https://www.youtube.com/watch?v=-JVGTo1Wuas

For all three courses:
Reading Workload: Heavy
Research Paper: Yes
Other Writing Assignments: Yes
Presentation: Yes

ANT 280 • Anthropology of Japan

The main goal of this course is to develop an understanding of specific features of contemporary Japan from an anthropological perspective. We explore Japanese cultural patterns and processes of change over time in relation to the major theories and sub-fields of anthropology: physical anthropology, archaeology, linguistics, and cultural anthropology, and the methodologies of fieldwork and ethnography. We examine historical sources and precedents, as well as discourses of 'Japaneseness' and what it means to be Japanese through themes including narratives of pre-history and national origin, family organization and community structure, education, work and business practice, language, gender, minorities, religion and ritual, law, the arts, and popular media and culture. Students have an opportunity to develop their own ethnographic research interests and to experience anthropological fieldwork in Japan.

*The three courses all aim to develop critical thinking, discussion, and writing. For presentations, students are encouraged to cooperate, coordinate, and collaborate as teams in developing facets of a particular theme. For ANT 110, for example, individual papers on the theme of 'the refugee crisis' could focus on: the refugee concept and UNHCR/Japanese policy/the Scandanavian model/Burmese Rohinga in Japan/Syrian refugees in Europe/Vietnamese refugees in the US, etc.

*All three courses have a field trip component; please refer to the following two examples:

Fire Festival Mt. Takao
https://www.youtube.com/watch?v=dRMrYv4FMns
Kawagoe Hikawa Festival
https://www.youtube.com/watch?v=-JVGTo1Wuas

For all three courses:
Reading Workload: Heavy
Research Paper: Yes
Other Writing Assignments: Yes
Presentation: Yes

ART 264 • Art History II

Course Description: Art is the way humans represent the world or express their own internal feelings or understanding of it. This class surveys art from the Renaissance (about 1400 C.E.) through the present day, following major developments from around the world and focusing on extraordinary artists and movements. Students acquire a basic knowledge of major artists and styles, and develop an ability to analyze art in terms of its themes, composition, materials, and techniques, while understanding the conditions giving rise to various art movements.

Reading Workload: Moderate
Course text: Kleiner, Fred S. Gardner's Art Through the Ages, 3rd ed. Wadsworth, 2013.
Writing assignments: Two museum/gallery visit reports and one paper or presentation.
Prerequisites: None

ART280 • Web Design

Learn how to make web sites! Preparation includes mapping out a site's structure; planning layout and styles; and how to choose the right color scheme & font styles in order to best represent the purpose of a site. We learn how to develop, create, and deploy sites with text, images, tables, dynamic menus, forms, animations, and other style effects, using HTML and CSS languages. Students choose domain names and upload a web site to the Internet. The final project is a 10+ page web site with tables, forms, and image galleries with the best design to suit a student's chosen topic.

Reading Workload: Medium
Research Paper: None
Other Writing Assignments: Some writing for web site content
Projects: 3 (build web sites of various size & complexity)
Presentation: None
Prerequisites (Official ones and Preferred ones): None; we start from zero
Other: Students do not need any previous knowledge or experience. Students can take this course in the first semester. Grade is based heavily on projects and effort. If the student is willing to apply themselves, a good grade is relatively easy to achieve.

BIO100 • Introduction to Biology

This is a basic introduction to the terminology, principles and concepts of Biology. There is an accompanying lab to help the students better understand in more practical terms the ideas taught in this course. Students will learn about the basics of cells, evolution, DNA, photosynthesis, gene expression, cell division and heredity. The course helps to provide a better understanding of Biology to make them more science literate.

Reading Workload: medium-heavy
Research Paper: optional
Other Writing Assignments: optional
Projects: optional
Presentation: none
Prerequisites: No official pre-requisites
Other: This is a memory intensive course.

BUS150 • Introduction to Business

COURSE DESCRIPTION

This course is designed to provide students with a basic overview of business. Major themes discussed include economics, service & manufacturing operations, ethics, corporate social responsibility, management & leadership styles, employee motivation, marketing, accounting, and more. Classes focus on discussions taken from the textbook, real-life examples from online and other sources, and frequent group / team activities.

A medium-level of weekly homework and reading is assigned, but students are expected to come fully prepared to engage in discussions each class.

Reading Workload: (medium)
Research Paper: (students complete a semester project in which they envision running their own company, and create a 6-8 page Business Plan that highlights the major business functions and activities of the company.)
Other Writing Assignments: (1-2 page business article reviews, due each week)
Projects: (Business Plan - includes a 6-8 page plan + 5 minute Power Point presentation)
Presentation: (5 minute Power Point presentation introducing the students business idea)
Prerequisites (Official ones and Preferred ones): (No pre-requisites)
Other:

COM101 • Fundamentals of Public Speaking

Learn how to give effective speeches and presentations! This course focuses on the stages of giving a speech: research, writing, making visual aids, practice, and, of course, focuses extensively on presentation skills: using your voice, body, and visual aids. We also discuss how to deal with nervousness and anxiety. There are 3 academic-style informative speeches as well as other, more personal, styles of speeches. This is a very personalized course—students are allowed to choose (almost) any topics they are interested in, as it is a warm-up for future speaking opportunities in academic, professional, community, and personal settings.

Reading Workload: Medium
Research Paper: None, but research is required for 4 of the 6 major speeches—-it's not heavy research, compared to Comp II or some 200-level courses, but research/works cited are required
Other Writing Assignments:
-There are 6 major speeches for which students write a manuscript (they aren't *required* to write them out word-for-word, but most students do)——they don't get checked like an essay would, but, of course, the writing has to be coherent and grammatically accurate
-Students are required to attend a Lakeland Lecture and write an essay analyzing the lecture based on what we've studied in the course.
-There is a final summative reflection paper, looking back on the student's performance/improvement throughout the semester
Projects: There are 6 speeches—-the 1st 3 are informative, the next 2 are more personal (no research required) and the final speech, done on Speech Day in public on 1F, is more or less a free topic. Plus lots of recitation exercises in class.
Prerequisites (Official ones and Preferred ones): Nothing official, but it is **strongly** recommended that students have finished Comp I, both because writing/general language skills are central to the course and because students have to be familiar with citations, research skills, and avoiding plagiarism.
Other: Everyone says "I hate giving speeches", but that's exactly why they need the course. Within some guidelines, students can choose whatever topics they want——thus, it is virtually impossible for it to be boring. The final grade is 70% speeches, 10% quizzes (just to make sure they read the textbook) and 20% other assignments, such as self-analysis of speeches (they watch themselves on video and grade themselves with the same rubric as the teacher has).

CPS100 • Introduction to Computers

This is a survey course in Computer Science, covering Hardware, Software, The Internet, Issues in Computing, and proficiency in various applications including the Microsoft Office Suite. Students learn about the parts of a computer, what each part does, and how to choose computers with the right features; about programs and elements of programming; about software and the operating system; about networking, protocols, and the history of the Internet & the World Wide Web. There is study & practice in Word, PowerPoint, Excel, and Photoshop. This class helps students better understand the ubiquitous and important technology everyone must use.

Reading Workload: Medium-Heavy
Research Paper: None
Other Writing Assignments: None
Projects: Graphics Assignment
Presentation: PowerPoint (one of the projects)
Prerequisites (Official ones and Preferred ones): None (survey course)
Other: Requires good listening comprehension skills and note-taking. Grade is based heavily on tests (80% tests, 20% projects).

ECN 230 • Microeconomics

This is an Introductory Economics course, giving you the basic understanding of how an economic system works. Students learn about economic decision-making, demand and supply, different types of markets, household behavior and international trade. We use real-life examples, group discussions in class and weekly online discussions to help you understand economic concepts. This class will help you analyze and explain how individuals, households and firms make economic decisions.

Reading Workload: Light
Research Paper: Assignment
Other Writing Assignments: Weekly online discussion
Projects: 1 (Assignment)
Presentation: Class presentation based on your assignment
Prerequisites (Official ones and Preferred ones): None
Other: Self-learning is encouraged. Grade is based on tests, assignment and weekly online discussions (70% tests, 20% project, 10% weekly discussion).

ECN 235 • Macroeconomics

This is an Introductory Economics course, explaining how economic decisions are made in the national economy. Students learn about economic growth, fiscal and monetary policies, labor market, money supply and global economy. We use real-life examples, class discussions and weekly online discussions to help you understand economic concepts. This class will help you analyze and explain economic decision-making in the national economy, as well as in the global economy.

Reading Workload: Light
Research Paper: Assignment
Other Writing Assignments: Weekly online discussion
Projects: 1 (Assignment)
Presentation: Class presentation based on your assignment
Prerequisites (Official ones and Preferred ones): ECN 230
Other: Self-learning is encouraged. Grade is based on tests, assignment and weekly online discussions (70% tests, 20% project, 10% weekly discussion).

EGS150 • Understanding Issues of Race, Ethnicity and Gender

This course will provide an introduction to basic theory, concepts and historical events related to the study of race, ethnicity, and gender (particularly in America) as well as the intersection of race, ethnicity, gender and social class. In addition the course will examine ways to analyze issues across disciplines within the context of race, ethnicity and gender.

Reading Workload: (Medium-heavy)
Research Paper: (None)
Other Writing Assignments: (4 to 6 Writing Assignments)
Projects: (Final Project-8 to 10 pages)
Presentation: (Presentation of Final Project)
Prerequisites (None)
Other: (Portions copied directly from sample)
Students do not need any previous knowledge. Grades are based heavily on writing projects, assignments and effort. If the student is willing to apply themselves, a good grade can be achieved.

GEN110 • Composition I

This required course introduces basic precepts of academic writing by having students compose, in stages, four types of scholarly essay (descriptive, exemplification, cause-and-effect, compare-and-contrast); and four summaries of professional essays.

Reading Workload: Medium-Heavy
Research Paper: Yes (3-4 pages)
Other Writing Assignments: Four essays (3-4 pages each); four summary assignments; final portfolio
Prerequisites (Official): ACT score above 16, or GEN100
Other: This is a writing-intensive course, and requires careful attention be paid to instructor's feedback on assignments.

GEN112 • Composition II

This required course features several academic writing assignments that culminate in two major papers: a research paper (8-10 pages, at least 8 sources; 40% of grade), and an analytical paper (3-4 pages; 20% of grade). Throughout the semester, students will practice vetting, analyzing and synthesizing primary and secondary sources, and learn how to support their arguments in a logical and persuasive manner.

Reading Workload: Medium-Heavy
Research Paper: Yes (8-10 pages)
Other Writing Assignments: yes, on a weekly basis
Tests: Four quizzes; no midterm or final exams
Prerequisites (Official ones and Preferred ones): ACT score above 24, or GEN110
Other: This is a writing- and research-intensive course, and requires careful attention be paid to instructor's feedback on assignments.

GEN 130 • CORE I: FOUNDATIONS OF CRITICAL THINKING

This is a beginning academic course that focuses on critical thinking and academic reading & analysis skills that students will use as they pursue a higher education. Students are challenged to develop their critical thinking skills to encourage questioning and open-mindedness, improve the ability to monitor one's own thinking, and develop the techniques to approach new ideas and problems critically and with curiosity. Distinguishing between fact and interpretation and studying perspective and biases (of self and others) will be practiced throughout the entire course.

Reading Workload: Medium. Regular reading assignments from the textbook + a full-length book of fiction or non-fiction.
Research Paper: None.
Other Writing Assignments: A class journal with weekly, one-page submissions. Summaries of reading assignments. Two-page reports on a variety of topics (ex: volunteer work, famous philosophers, etc.).
Projects: None.
Presentation: Sometimes informal presentations of research.
Prerequisites (Official ones and Preferred ones): None.
Other: Students who enjoy reading and do a lot of it have an easier time in this class than students who do not read very much.

GEN 134 • Humanities I

Course description: Humanities I is an interdisciplinary course examining the achievements of human civilization from the beginnings of the literate cultures in Antiquity to the advent of the modernity in XV century C.E. The course focuses on the following main thematic units:

4. Humanities in Antiquity and Mediaeval World: A Comparative Study of the Humanistic Disciplines
5. Literary Parallels: Poetry and Prose in Antiquity and Mediaeval World.
6. Humanities and the Preservation of the World Cultural Heritage

Prerequisites: GEN 100 - College Writing Workshop and GEN 101 - Reading Workshop.
Course text: Bod, Rens. *A New History of the Humanities: The Search for Principles and Patterns from Antiquity to the Present.* Oxford University Press, 2015.
Course writing assignments: One essay on women's role in the history of the Humanities and one *Saving Antiquities & Museum Visit* report.

HIS 101 • World History I

Course description: World History I is a course covering the period from human prehistory to the XVI century C.E. It focuses on the following main thematic units:

6. World History as a Genre in Historiography: Origins, Development.
7. Prehistory and Environment: Human Interaction with Nature
8. Comparative history of the Ancient World: Agricultural and Nomadic Civilizations in Africa, Asia, and Europe.
9. Comparative history of the Mediaeval World: Religious and Political Transformations in Africa, Asia, and Europe.
10. Cultures in Isolation: Reasons and Consequences.

Prerequisites: None.
Course text: Wallech, Steven et al. *World History I: A Concise Thematic Analysis* (Vol. I) 2nd edition: Wiley-Blackwell, 2013.
Course writing assignments: Evaluation of one academic article and one primary historical source.

HIS102 • World History II

Course description: This course covers the history of the world from 1500 to present. Because such an immense amount of history has to fit into a short number of weeks, the course content is weighted toward a top/down (as opposed to a bottom/up) view of history. Also because such a diverse array of historical developments have to be covered, there is an effort in the class to draw thematic connections and comparisons with a range of historical episodes (colonialism and de-colonialism, world systems theory, environmental transformations, etc.).

Reading Workload: Medium
Research Paper: No
Other Writing Assignments: Two shorter papers (roughly 3 pages each). One paper requires the student to do a critical analysis of an assigned historically-themed video game to evaluate the utility of the game as a learning tool. The other paper requires the student to read a graphic memoir/manga and write a paper that discusses the merits/shortcomings of the graphic memoir/manga for helping to understand a particular historical period. Both assignments require students to use outside sources in support of their argument.
Prerequesites: None, but completion of CPS111 (Comp 1) is preferable.
Other: There are smaller homework assignments that vary from semester to semester (100 points out of the 1000 point total)

HIS111: US History I

Course description: This course covers the history of America from pre-contact through the end of the Civil War. It is a survey course that incorporates discussions from a number of subfields in American history (comparative colonialism, labor, political, gender, environmental, race/ethnicity, etc.). The early part of the course focuses heavily on comparative colonialism and native relations. The latter half of the course centers on the foundation, development, growth, and the eventual fracturing of the United States as it descended into war over the issue of slavery.

Reading Workload: Medium
Research Paper: No, but there is a research project that requires the student to think like a public historian. Students have flexibility in the final product design (museum exhibit plan, commemorative (coffee table) book, video, website, etc).
Other Writing Assignments: One paper requires the student to do a critical analysis of an assigned historically-themed video game to evaluate the utility of the game as a learning tool. The assignment require students to use outside sources in support of their argument.
Prerequesites: None, but completion of CPS111 (Comp 1) is preferable.
Other: There are smaller homework assignments that vary from semester to semester (100 points out of the 1000 point total)

HIS112: US History II

Course description: This course covers the history of the United States from the end of the Civil War to the present. It is a survey course that incorporates discussions from a number of subfields in American history (social, cultural, immigration, labor, political, social movements, gender, environmental, race/ethnicity, etc.). The course largely centers on the idea embedded in the Constitution of making a “more perfect union” and the differing/conflicting visions of how that translates to reality. Significant course time is consequently spent discussing immigration, race/ethnicity/gender, and social movements.

Reading Workload: Medium
Research Paper: No, but there is a research project that requires the student to think like a public historian. Students have flexibility in the final product design (museum exhibit plan, commemorative (coffee table) book, video, website, etc).
Other Writing Assignments: One paper requires the student to do a critical analysis of an assigned historically-themed video game to evaluate the utility of the game as a learning tool. The assignment require students to use outside sources in support of their argument.
Prerequesites: None, but completion of CPS111 (Comp 1) is preferable.
Other: There are smaller homework assignments that vary from semester to semester (100 points out of the 1000 point total)

HIS 221 • History of Europe

Course description: History of Europe is a course examining the European politics and culture from the genesis of Europe in Late Antiquity to the consolidation and expansion of the European states in the modern era. The course covers the period from 500 C.E. to XX century. It focuses on the following main thematic units:

6. Transformation of Social and Cultural Patterns in Europe: Late Antiquity and the Mediaeval Period
7. Quest for Harmony in Divided Europe: Migrations, Travel, and the 'Republic of Letters'
8. The Politics of Human Freedom in Europe: Revolutions, Nationalism, and Industrial Culture
9. Defining 'Western World': The European Expansion and its Consequences
10. Towards a New Europe: From XX century Wars to EU

Prerequisites: GEN 100 - College Writing Workshop and GEN 101 - Reading Workshop.
Course text: Rietbergen, Peter. *Europe: A Cultural History.* 2nd edition: Routledge, 2006.
Course writing assignments: One research paper on a selected topic.

JPS101 • Elementary Japanese I

This is an introductory course to the Japanese language. By studying Chapters 1 through 5 of the Genki textbook series, students will learn to introduce themselves, tell time, shop, order food, and discuss simple activities, locations, and situations. They will also learn hiragana, katakana, and 43 kanji. While there is no prerequisite, students are highly recommended to memorize hiragana and katakana before taking this course.

JPS102 • Elementary Japanese II

This course is designed for students who have completed JPS101 or equivalent. By studying Chapters 6 through 10 of the Genki textbook series, students will learn to make requests and offers, describe people and things, and discuss permissions, prohibitions, reasons, thoughts, plans, and comparisons. Grammar-wise, students will acquire the te-forms and shorts forms. They will also learn 72 new kanji.

JPS201 • Intermediate Japanese I

This course is designed for students who have completed JPS102 or equivalent. By studying Chapters 11 through 15 of the Genki textbook series, students will learn to offer advice, and discuss wishes, experiences, reasons, symptoms of illness, obligations, conjectures, abilities, and giving and receiving of things. They will also learn 79 new kanji. Both Genki I and II are used in this course.

JPS202 • Intermediate Japanese II

This course is designed for students who have completed JPS201 or equivalent. By studying Chapters 16 through 20 of the Genki textbook series, students will learn to make requests, offer apologies, and discuss favors, wishes, speculations, regrets, and gratitude. Grammar-wise, students will be introduced to transitive and intransitive verb pairs, and honorific and humble forms. They will also learn 79 new kanji.

JPS Course Notes

Note 1: **IMPORTANT** Students who have previously studied Japanese outside of LUJ or have had a long exposure to the language need to meet with the instructor before registering for a course to ensure appropriate placement.

Note 2: As the pace of the class may be adjusted based on the students' performance, the chapters to be covered may vary slightly depending on the progress made during the previous term.

Note 3: Students who have received a grade of lower than C in the prerequisite course are discouraged from taking the subsequent course.

Note 4: While JPS201 and 202 are titled "Intermediate Japanese", the material covered by the Genki textbook series is meant for elementary- to pre-intermediate-level students.

Course workload for JPS101 through 202: There will be a quiz and homework for almost every class, a test after each chapter, and a final exam at the end of the term.

GEN 102 - Mathematics Workshop

Mathematics Workshop will prepare students with the knowledge to take college-level mathematics courses. Students will learn and practice:

- Doing operations with integers, decimals, fractions, mixed numbers, ratios, percentages and proportions.
- The rules and operations with exponents.
- Rules to evaluate mathematical expressions, such as use of parentheses and order of operations.
- Solving simple equations, interpret graphs and graph linear equations.
- An introduction to Geometry, the use of area, volume and right angle triangles in algebra.

Workload: Weekly homework.
Prerequisites: Be able to do arithmetical operations such as addition, subtraction, multiplication and division with integers. Multiplication Tables.
Other: Have fun, not to be afraid of math and practice, practice, practice are encouraged.

MAT 130 - Intermediate Algebra

Algebra is about to solve puzzles with numbers and letters. Algebra has many uses, like for example in engineering, computing, programming, business, economics, applications in medicine, etc… Learning algebra will help to solve problems more quickly and easily. It is also possible to use algebra to make fun games and surprise others.

Workload: Depends on the teacher but most common is weekly homework.
Prerequisites: GEN 102 (Mathematics Workshop),
or ACT score at or above 20
Have a good understanding of fractions and operations with fractions, the use and operations with exponents and radicals. Have a basic knowledge of geometry and measurement. Understand well the order of operations (PEMDAS).
Other: Have fun, not to be afraid of math and practice, practice, practice are encouraged.

MAT 220 - Probability and Statistics

Statistics is a way to understand the data that is collected about us and the world. For example, every time you enter or exit a train station using a card like Suica or Pasmo you generate data that is useful to the train company and there is somebody analyzing those data. All data by itself is meaningless without a way to interpret it, that is what we do in Statistics. Students learn how to collect, organize and interpret the data to produce meaningful information. Statistics is useful to everybody, lawyers, reporters, doctors, salespeople, engineers, scientists, business people, etc…

The "probability" part of the class includes calculating how likely something is to happen. At the beginning, basic scenarios like playing cards and dice rolling are studied, these basic tools are used later on to find more complex probabilities.

Workload: Weekly homework. Solution of problems normally takes time, sometimes to solve a problem may need 30 minutes or more.
Prerequisites: MAT 130 (Intermediate Algebra), or ACT score at or above 24.
Other: Have fun, not to be afraid of math and practice, practice, practice are encouraged.

MAT 162 - Pre-Calculus

Pre-Calculus will prepare students with the knowledge and techniques they need to take Calculus ore more advanced college-level math classes. Students will learn and practice:

- A deeper point of view of algebraic operations.
- Exponential and logarithmic functions.
- Operations with functions.
- Trigonometric functions, its use and applications.
- The use of geometry to solve problems.
- Mathematical problems solving techniques.

Workload: Weekly homework.

Prerequisites: MAT 130 (Intermediate Algebra), or ACT score at or above 24.
Other: Have a good understanding of Algebra. Have fun, not to be afraid of math and practice, practice, practice are encouraged.

MAT 231 - Calculus

Calculus is the understanding of math looking at small pieces. Differential and Integral Calculus are studied in the course. In differential calculus we cut “things” in very small pieces to find how they change. In integral calculus we integrate, put together, those small pieces to find how much there is. Practical applications examples and exercises are used as much as possible for students to have a better understanding.

Workload: Weekly homework.
Prerequisites: MAT 162 (Pre-Calculus), or ACT score at or above 28.
Other: Have fun, not to be afraid of math and practice, practice, practice are encouraged.

MUS 120 • Music History and Appreciation

Listen up! This course begins with music fundamentals (basic notation and organization) and then follows the history of European art music chronologically from the Middle Ages to the 20th Century. Throughout the course, students are expected to give their informed opinion regarding important compositions and share these thoughts with the class.

Reading Workload: Light
Research Paper: 1 Composer Paper (4-5 pages)
Other Writing Assignments: 1 Concert Report (3-4 pages), 5 Listening Assignments (1-2 pages)
Projects: none
Presentation: none
Prerequisites (Official ones and Preferred ones): None
Other: All students must attend a live classical music concert of their own choosing. The range of cost for tickets can span from free to over 10,000 yen.

PHI 110 • Logic

Logic is concerned with correct reasoning. Everyone has the ability to think logically and that ability can improve with a bit of study and training. Logic matters to anyone who wants to be right. You can be sure that you are right if your conclusion follows by a valid argument from true premises. Logic focuses on the validity of arguments. Inductive logic studies how we can generalize from observations; informal logic focuses on the content of arguments, and formal logic on their form. Formal logic takes up about two/thirds of this course and is explained and trained by means of exercises, which are often very much like puzzles.

Reading Workload: Light.
Research Paper: None.
OTHER ASSIGNMENTS: Homework: exercises from the textbook. (Every week; sometimes twice in a week.)
Projects: None.
Presentation: None.
Prerequisites (Official ones and Preferred ones): None.
Other: Doing homework (i.e. logic exercises) is essential in this course. Thus far all students who (regularly) did their homework passed, and all students who didn't (regularly) do their homework failed.

PHI 221 • Introduction to Philosophy

The point of philosophy is to look in different ways at familiar “things”, to question presumed certainties, and to open windows. Philosophy started approximately 2½ millennium ago in Greece, India, and China when people started to reflect critically on their traditional beliefs. The deeper these people dug for answers, the more questions they found. Are the things we experience really there? Is experience a reliable source of knowledge? How can we know anything at all? How should we live? What does it mean to ask these questions? When philosophers found a reliable method to answer a question, a science split off, but many of these and related questions remain among the central problems of philosophy.

Reading Workload: Medium-heavy. (Approx. 30 pages per week. Half textbook, half primary sources. Some of the latter are difficult.)
Research Paper: One research paper. (2500 word minimum.)
OTHER ASSIGNMENTS: Weekly reading assignments. (Students have to write short summaries with critical comments of selected readings.)

Projects: None.
Presentation: None.
Prerequisites (Official ones and Preferred ones): No official pre-reqs, but students are advised to complete Comp I before taking.
Other: Exams test whether students are able to critically engage with material covered more than whether they remember every detail thereof. This is a course for people who aren’t afraid to think.

PHI 232 • Ethics

Ethics is the branch of philosophy that is concerned with right and wrong, or with how we ought to live. Is is OK for me to just care about my own interests or should I also care about the interests of others? If so, why? How much? Which others? Moral theories are general frameworks to answer such questions and to determine right and wrong. Utilitarianism, for example, claims that right is whatever promotes more happiness for more people. All the main moral theories are discussed, but the course is not just about theory – half the classes are class discussions about moral issues such as abortion, animal rights, same-sex marriage, drugs, the environment, business, and so forth.

Reading Workload: Medium-heavy (Approx. 30 pages per week. Half textbook, half primary sources on moral issues.)
Research Paper: One research paper. (2500 word minimum.)
Other Assignments: Weekly reading assignments. (Students have to write short summaries of selected readings.)
Projects: None.
Presentation: None.
Prerequisites (Official ones and Preferred ones): No official pre-reqs, but students are advised to complete Comp I before taking.
Other: Students are expected to actively participate in class discussions. Passivity negatively affects a student's grade.

POL221: American Government I

Course description: This course engages the political ideas that underlay the foundations of American government, the structure and functions of government, the relationship between government and its citizenry, foreign relations, controversial political issues, and some pivotal political changes in the American experience.

Reading Workload: Medium
Research Paper: Students have to track a current political issue for at least five weeks and write 3-page paper in which they discuss the issue, varying viewpoints, and political developments that occurred.
Other Writing Assignments: The course begins with students engaging in role-play, assuming the character of a delegate at the Constitutional Convention. The unit runs three weeks. At the end of it, students have to write a 2- to 3-page particular addressing a question specific to the character that they assumed.
Prerequesites: None, but completion of CPS111 (Comp 1) is preferable.
Other: Students must play an educational video game about gerrymandering. Students must complete another assignment in which they examine a landmark Supreme Court case, deconstruct the opposing arguments (sort of like Comp II in reverse), and create a game in which players (representing either the plaintiff or defense) construct a construct an argument in attempt to win the case. The assignment is modeled on the educational video game Argument Wars.

SOC100.J1-Introduction to Sociology –

An introduction to the concepts, subject matter, and theories of sociology. A lecture-discussion format is used to analyze such topics as culture; social structure; socialization; deviance; various social institutions; and inequalities of class, race, and gender.

Reading Workload: (Medium-heavy)
Research Paper: (None)
Other Writing Assignments: (3 to 5 Writing Assignments)
Projects: (Final Project-8 to 10 pages)
Presentation: (Presentation of Final Project)
Prerequisites (None)
Other: Students do not need any previous knowledge. Grades are based heavily on writing projects, assignments and effort. If the student is willing to apply themselves, a good grade can be achieved.

SOC210.J1-Majority Minority Relations

A lecture-discussion course exploring theories and patterns of past and present dis- crimination, prejudice, and intergroup conflict. Current patterns of institutionalized discrimination and prejudice with attention to how these patterns have developed from the historical exploitation of minorities are presented through overview of the cultures and contributions of the various ethnic groups of the United States and an analysis of strategies for reducing intergroup tensions.

Reading Workload: (Medium-heavy)
Research Paper: (Yes)
Other Writing Assignments: (5 to 7 Writing Assignments)
Projects: (Final Project-10 to 12 pages)
Presentation: (Presentation of Final Project)
Prerequisites (None)
Other: Students do not need any previous knowledge. Grades are based heavily on writing projects, assignments and effort. If the student is willing to apply themselves, a good grade can be achieved.

SOC280 • US Japan Relations
The course surveys the changing nature of US - Japan relations from the first encounter in 1853 to the present time. With an emphasis on current developments, we examine the contemporary US - Japan alliance through review of political, military, economic, and cultural developments over time, and by considering the broader context of regional and global relations. Topics include themes of conflict and cooperation through the trajectories of Japanese modernization in the Meiji Period, Japanese territorial expansion and World War II, the Allied Occupation and post-war social change, post-war security and defense, the Japanese constitution, trade and economic trends, and the impact of media, mutual images, and popular culture.

*The three courses all aim to develop critical thinking, discussion, and writing. For presentations, students are encouraged to cooperate, coordinate, and collaborate as teams in developing facets of a particular theme. For ANT 110, for example, individual papers on the theme of 'the refugee crisis' could focus on: the refugee concept and UNHCR/Japanese policy/the Scandanavian model/Burmese Rohinga in Japan/Syrian refugees in Europe/Vietnamese refugees in the US, etc.

*All three courses have a field trip component; please refer to the following two examples:

Fire Festival Mt. Takao
https://www.youtube.com/watch?v=dRMrYv4FMns
Kawagoe Hikawa Festival
https://www.youtube.com/watch?v=-JVGTo1Wuas

For all three courses:
Reading Workload: Heavy
Research Paper: Yes
Other Writing Assignments: Yes
Presentation: Yes

THE101 • Introduction to Theatre

This is an introductory course which utilizes a combination of theoretical and practical approaches to the study of theatre. The course focuses on three main areas: 1/ The Audience (their role/ expectations / impact upon the evolution of theatre spaces) ; 2/ The Actor and the Director (styles of acting / approaches to actor training/ the role of the director) ; 3/ The Playwright and the Play (dramatic structure / types of dramatic characters/ theatrical genres). Drawing upon case studies of particular plays, directors, important theatre companies and seminal performances, students will begin to understand how the various elements interact in the process of theatre making. They will also begin to understand the highly collaborative and disciplined nature of theatre training through the experience of performing.

Reading Workload: Medium
Research Paper: None
Other Writing Assignments: None
Projects: 2 (Scene Study / Character)
Presentation: 2 Performances (Mid -term / End of term)
Prerequisites (Official ones and Preferred ones): None
Other: Students do not need any previous knowledge or experience. Grade is based mainly on participation in class projects and application of acquired theatre skills in the two short performances.

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