

Master's Program in Humanities

■ Master of Arts in Humanities

Program Educational Objectives

The Master's Program in Humanities helps students gain excellent specialized knowledge in various areas of humanities such as philosophy, ethics, religion, history, anthropology, literature, linguistics, culture studies and English language education in order to adapt to changes in the circumstances of humanities research and education and to social changes that arise with globalization. The Program also cultivates those who set their sights to pursue a doctoral program to become researchers or university faculty members competent both in research and education who can contribute to problem solving in a joint effort with other persons in different areas of expertise to identify and solve new global problems.

Graduate Profile	Students should possess not only specialized knowledge in the areas of humanities but also the knowledge in associated areas, as well as the high research ability to work on research tasks by interdisciplinary approach. In addition, they should be able to pass along such research findings to the society from a wide perspective to solve modern problems.
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Diploma Policy

The degree of Master of Arts in Humanities is commenced to those who have fulfilled the requirements for the completion of the Master's programs, as set out in the Graduate School Regulations of the University of Tsukuba and related university regulations, and who are deemed to have the following competences.

	Competences	Evaluation perspectives
Knowledge and Skills	1. Knowledge application competence: Ability to contribute to society with advanced knowledge	① Can you apply knowledge gained through research and other activities in society? ② Can you identify new problems, even in other fields of expertise, based on broad knowledge?
	2. Management competence: Ability to appropriately address challenges from broad standpoints	① Can you take on major tasks with systematic planning? ② Can you understand and solve problems from multiple perspectives?
	3. Communication competence: Ability to accurately and clearly communicate expert knowledge	① Are you capable of efficient communication for research purposes? ② Can you discuss research or research-specific knowledge with experts from your own field and from other fields?
	4. Teamwork competence: Ability to work with a team and actively contribute to the achievement of goals	① Do you have experience cooperatively and actively working on challenges as part of a team? ② Have you helped promote projects and activities other than your own research?
	5. Internationality competence: Willingness to contribute to international society	① Are you aware of making contributions to international society and getting involved in international activities? ② Have you obtained the linguistic skills necessary for international information collection and action?
	6. Research ability: Basic knowledge and ability to set research tasks and carry out a research plan in the areas of humanities	① If the ability to set research tasks in the areas of humanities was acquired ② If the ability to carry out a research plan in the areas of humanities was acquired
	7. Specialized knowledge: Advanced specialized knowledge and command of the areas of humanities	① If advanced specialized knowledge in the areas of humanities was acquired ② If a command of specialized knowledge in the areas of humanities was acquired
	8. Ethical view: Ethical view and ethical knowledge appropriate for persons with basic research ability in the areas of humanities	① If ethical view necessary in the areas of humanities was acquired ② If ethical knowledge necessary in the areas of humanities was acquired
	9. Thinking ability: Ability to think affairs logically and draw conclusions based on the knowledge in one's own area of expertise	If the ability to think affairs logically and draw conclusions based on the knowledge in one's own area of expertise was acquired
	10. Comprehensive: Ability to place one's own findings into associated areas and apply and practice them	If the ability to place one's own findings into associated areas and apply and practice them was acquired

<p>Guidelines for Assessing Learning Outcomes</p>	<ul style="list-style-type: none"> - Learning outcomes are evaluated by confirming and evaluating the status of competences acquired based on the degree awarding policy at the end of each semester and at the time of submission of the master's thesis, using the "Achievement Evaluation Table (Rubric)". - After the guidance in a seminar related to master's thesis guidance in the first year, the master's thesis concept will be presented in the fall semester of the second year, and the first stage of achievement will be reviewed based on the rubric, and the chief and assistant examiners and related faculty members will review it. - After submitting the master's thesis, the Thesis Review Committee, which consists of two or more chief examiners and two associate examiners, conducts an open examination and a second-stage achievement review based on the rubric.
<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<ol style="list-style-type: none"> 1. The research theme must be appropriately set and clear in significance and positioning. 2. Associated preceding studies must be covered and critically appraised. 3. The research method must be clearly presented. 4. The arguments must be appropriately composed, empirical and logical. 5. New academic findings must be included. 6. The appropriate format as a degree thesis must be provided in adherence to research ethics. <p>Master's theses must be reviewed publicly by a review board which is set up with one chief reviewer and two or more sub-reviewers.</p>

Curriculum Policy

The Program is designed to provide students with education and research guidance to develop a breadth of basic skills in humanities and social sciences, and to have wide perspectives in humanities, society and business as well as the versatile knowledge and ability that support the students to be active in diverse social settings, along with the research ability, specialized knowledge and ethics in humanities that involve the nine areas of philosophy, ethics, religious studies, history, anthropology, literature, linguistics, culture studies and English language education.

<p>Curriculum Design Framework</p>	<p>In order to cultivate the basic skills and wide perspectives as well as versatile knowledge and ability in associated areas with the student's major at the core, two credits must be earned as required elective subjects from Graduate General Education Courses, Inter-disciplinary Foundation Courses and Degree Programs' Common Courses.</p> <p>In addition, the two required credits of "Joint Seminar for Master's Thesis" and "Introduction to Research Methods or Academic Writing and Research Ethics" in Degree Programs' Common Courses must be earned. The research supervision takes a multiple-instruction scheme (participated by faculty members of other Programs if required) to develop a research ability that exerts multifaceted perspectives.</p> <p>The concrete subjects to be taken and the assignment of sub-supervisory faculty members will be decided based on the individual student's research plan, carrier plan, etc.</p>
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<p>Curriculum Design Framework</p>	<ul style="list-style-type: none"> - The ability to put advanced knowledge to use in society is acquired with Graduate General Education Courses, Joint Seminar for Master's Thesis, Introduction to Research Methods or Academic Writing and Research Ethics, etc. - The ability to appropriately address challenges from every angle is acquired with Graduate General Education Courses, Internship for Humanities and Social Sciences (1)(2), etc. - The ability to express expert knowledge accurately and clearly is acquired with Graduate General Education Courses, Joint Seminar for Master's Thesis, etc. - The ability to cooperate and actively contribute to the achievement of goals as a team is acquired with Graduate General Education Courses, Internship for Humanities and Social Sciences (1)(2), etc. - The awareness to contribute to international society is acquired with Graduate General Education Courses, Grant Writing for Humanities and Social Sciences, etc. - The basic knowledge and ability to set research tasks and carry out a research plan in the areas of humanities and social sciences and the areas of humanities are acquired with Inter-disciplinary Foundation Courses, Joint Seminar for Master's Thesis, Introduction to Research Methods or Academic Writing and Research Ethics, specialized subjects (seminar subjects), master's thesis creation, special interest group presentations, etc. - The advanced specialized knowledge and command of the areas of humanities and social sciences and the areas of humanities are acquired with Inter-disciplinary Foundation Courses, Joint Seminar for Master's Thesis, specialized foundation subjects, specialized subjects (lecture subjects, seminar subjects), master's thesis creation, special interest group presentations, etc. - The ethical view and ethical knowledge appropriate for persons with basic research ability in the areas of humanities and social sciences and the areas of humanities are acquired with Graduate General Education Courses, (life, environment and research ethics subjects), Inter-disciplinary Foundation Courses, Introduction to Research Methods or Academic Writing and Research Ethics, specialized subjects (seminar subjects), research supervision, etc. - The ability to think affairs logically and draw conclusions based on the knowledge in one's own area of expertise is acquired with specialized subjects (seminar subjects), master's thesis creation, special interest group presentations, etc. - The ability to place one's own findings into associated areas and apply and practice them is acquired with Foundation Subjects for Major (seminar subjects), other Programs' subjects, research supervision, etc.
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<p>Teaching and Learning Methods</p>	<ul style="list-style-type: none"> - Students learn and take research supervision in accordance with a “learning plan” and a system of supervision, which are set up at the enrollment and the beginning of the year based on the research theme of each student. - In the first year, students learn the research ethics and basic research techniques through learning “Introduction to Research Methods” to acquire “Competence of knowledge application (generic competence)” and the specific competences of “research ability” and “ethical view”. Early on at the time of enrollment, students acquire “Competence of knowledge application”, “Management competence”, “Communication competence”, “Teamwork competence” and “Competence in Internationality” through other Degree Programs' Common Courses, Interdisciplinary Foundation Courses, Graduate General Education Courses and other foundation subjects. - Students principally in the first year take Foundation Subjects for Major to learn the basic knowledge of each one's areas of specialty to acquire the specific competence of “specialized knowledge”, etc. - Students principally in the second year take Major Subjects (lecture subjects, seminar subjects) to learn the specialized knowledge necessary for research and the command of it to acquire “Competence of knowledge application” and the specific competences of “research ability”, “specialized knowledge”, “thinking ability”, etc. Around Major Subjects (seminar subjects) and research supervision, students also acquire “Management competence”, “Communication competence”, “Teamwork competence”, etc. and the specific competences of “ethical view” and “overall ability”.
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Admission Policy

<p>Desired Student Profile</p>	<p>We seek candidates who have the great interest to the areas of humanities, the enthusiasm to sincerely work on research tasks, and the basic knowledge, linguistic skill, logical thinking ability and discussion ability necessary to conduct research and who have also the motivation to pass along research findings to the society.</p>
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Student Selection Process	<p>To select out enrollments, diverse candidates are sought through the general entrance exam, recommendation entrance exam or other enrollment selection methods. The opportunity of entrance exam is offered multiple times in the same year with the split of the number of persons admitted.</p> <ul style="list-style-type: none">- In the general entrance exam, candidates are comprehensively evaluated with the written exam of a specialized subject and an oral exam. For the specialized subject, candidates select one 科目, which is associated to the areas of humanities, at the time of the application for enrollment; the selectable subjects are philosophy/thought, history/anthropology, literature, linguistics, modern culture studies, English language education, etc., and the exam, which includes some test items to solve on a specialized literature written in a foreign language (one language), evaluates the basic knowledge necessary for the research of the areas of humanities, the ability of logical thinking, the specialized knowledge of the area to be researched and the linguistic skill necessary for research. <p>The oral exam, which has regard to the bachelor's thesis (or an equivalent paper) and the submitted documents such as a research plan, evaluates the candidate's basic research ability, the interest, enthusiasm and aptitude for research, the motivation to contribute to the society through research, and the specialized knowledge of the area to be researched, as well as the presentation ability, the communication ability, etc. The discussion ability for the candidate's own area of expertise is evaluated with the submitted bachelor's thesis (or an equivalent paper).</p> <ul style="list-style-type: none">- In the recommendation entrance exam, candidates are required to write a paper as the written exam and take an oral exam to make an overall evaluation. <p>This exam is applicable to candidates who are recommended by the faculty members who supervised them in a degree program, etc. and know their abilities, personalities and qualities well enough to assure that they have already acquired the basic knowledge and logical thinking ability necessary for the research in the areas of humanities.</p> <p>For this reason, candidates are not required to take the written exam of a specialized subject but read specialized literature written in a foreign language (one language) and write a paper to discuss on it as the written exam to evaluate if the candidate has the sufficient logical thinking ability, discussion ability and linguistic skill to carry out the writing of a master's thesis.</p> <p>The oral exam, which has regard to a written recommendation and a research plan, confirms the basic knowledge of one's own area of expertise, the ability to carry out research, and the specialized knowledge of the area to be researched, and evaluates the interest, enthusiasm and aptitude for research and the motivation to contribute to the society through research, as well as the presentation ability, the communication ability, etc.</p>
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Learning Support Framework

Academic Support	<ul style="list-style-type: none">- In order to understand the degree of achievement of learning, all graduate students are required to prepare and submit a competence achievement evaluation form every semester. The supervisor conducts individual interviews based on the competence achievement evaluation table submitted by the graduate students, and provides guidance on how to proceed with effective learning while confirming the achievement status of general competences and specialized competences.- In "Introduction to Research Methods", we provide writing support and presentation guidance. In addition, we provide guidance on how to use the applications necessary for writing papers, how to use dictionaries, and how to cite.- The course model is clearly stated in the course regulations, etc., and we devise ways to achieve step-by-step and effective learning.- The schedule for submitting papers is specified, and junior students also participate in the midterm presentation (hearing) and final presentation (open screening) to reflect on their own research and thesis writing.- Graduate students prepare and submit a research plan after meeting with their main supervisor at the beginning of each academic year. After that, they have interviews with their main supervisor and faculty members in related fields of expertise from time to time, which they use to write their theses.- All first-year graduate students participate in the joint master's thesis seminar held at the end of the academic year, and are instructed to listen to research presentations on outstanding master's theses of that year and use them to write their own master's theses.- Graduate students who have written excellent master's theses are invited to present their master's theses in joint seminars, and especially outstanding presentations are awarded.- Some Subprograms (SPs) provide support for the cost of participating in conferences (research presentations), copying and borrowing papers from other university libraries and journals, and language support (editing) for presentations (papers, oral presentations) and manuscripts in foreign languages.- Some SPs provide revision guidance for submitting graduation papers to university journals.- We encourage applications for research support through external funding, such as student scholarships, and the main supervisor gives advice on preparing the application form.- In some classes conducted by each faculty member, we provide guidance on how to write English abstracts for submission to international conferences and write papers for submission to academic journals.- Graduate School Roundtable Meetings are held by students and faculty members to support the learning environment and student life after receiving various requests from students.- We recommend that you register your research achievements on Researchmap.
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<p>Opportunities for Peer Interaction</p>	<ul style="list-style-type: none"> - In the courses (seminars) related to master's thesis writing, graduate students engage in research discussions among themselves to deepen their respective research. - Graduate student-led research groups and reading clubs are held to deepen research exchanges among graduate students. - In some SPs, students practice discussions on their own through the editing, publication, and distribution of magazines run and published by graduate students. - In some SPs, during joint practical training between undergraduate and graduate students, exchanges are deepened through the auxiliary role of student guidance. - Some SPs hold recreation events organized by graduate students to promote more interactions among them. - Centered on the tutor system, we deepen exchanges between international students and Japanese graduate students, and create an environment where students can cooperate with each other on a daily basis and engage in research with peace of mind.
<p>Opportunities for Student-Faculty Interaction</p>	<ul style="list-style-type: none"> - We hold an orientation for the new academic year and hold a meeting between graduate students, including new students, and faculty members. - Throughout the year, interviews with faculty members, including supervisors, deputy supervisors, and graduate students, are held at any time to enhance guidance. - Graduate School Roundtable Meetings are held by students and faculty members to support the learning environment and student life after receiving various requests from students. - Some SPs have organized recreation executive committees composed of student selection committees and faculty selection committees, and are considering creating more effective opportunities for students and faculty to interact under a new framework. - In order to help students choose their career paths after completion, some SPs hold open lectures multiple times a year with lecturers such as graduates who have entered research or professional positions and doctoral students, and provide opportunities for students, alumni, and faculty members to interact

Approaches to Assuring and Enhancing Educational Quality

- In acknowledging the qualifications of faculty members in charge of graduate schools, research and educational achievements are scrutinized in accordance with the established standards and procedures, and faculty members with sufficient qualifications and abilities are assigned to appropriate duties (research guidance, research guidance assistants, and class supervisors).
- When creating syllabi for class subjects, check sheets are used to check whether the syllabi for all subjects are appropriately created, which is useful for ensuring and improving the quality of education.
- In order to understand the degree of academic achievement, all students are required to prepare and submit a competence achievement evaluation form every semester, and individual instruction is provided.
- Thesis supervision seminars and doctoral dissertation presentations are held in which multiple faculty members participate, so that opinions can be obtained from faculty members other than the main supervisor and sub-supervisor.
- Class evaluation questionnaires are conducted, and improvements are made based on the responses, regarding lesson planning and class management.
- The steering committee and curriculum committee of each SP will evaluate students' learning outcomes and verify the appropriateness of the curriculum and guidance.
- As for the visualization of educational results, we provide guidance on the systematic conduct of research, such as oral presentations, poster presentations, and paper presentations.
- We utilize the TA and RA systems to improve the educational and research capabilities of graduate students and foster career awareness through education and research support services.