

Doctoral Program in Humanities

■ Doctor of Philosophy in Humanities

Program Educational Objectives

The Doctoral Program in Humanities prepares students to possess the advanced research and education abilities on an international level in the areas of humanities, including philosophy, ethics, religion, history, anthropology, literature, linguistics, culture studies and English language education, in order to adapt to changes in the circumstances surrounding humanities research and education and to social changes that arise with globalization. Moreover, the Program thereby cultivates university faculty members, researchers and so on who can engage themselves in interdisciplinary research or education by carrying out cross-disciplinary research that aims to identify and solve new global problems.

Graduate Profile	He or she should possess the advanced specialized knowledge in the areas of humanities and the ability to independently carry out their ingenious research from a wide perspective to solve modern problems.
-------------------------	--

Diploma Policy

The degree of Doctor of Philosophy in Humanities is commenced to those who have fulfilled the requirements for the completion of the Doctoral 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 creation competence: Ability to create new knowledge that can contribute to future society	① Are there any research findings that can be considered new knowledge? ② Can we expect you to create knowledge that will contribute to future society?
	2. Management competence: Ability to plan and implement measures to identify and solve challenges from a higher perspective	① Can you make and implement long-term plans for critical challenges? ② Can you identify challenges, even in other areas of expertise, and solve them from a higher perspective?
	3. Communication competence: Ability to express the true nature of academic findings positively and clearly	① Can you explain the true nature of research content and specialized knowledge clearly and logically to researchers from different areas and to people other than researchers? ② Do you proactively share your findings with researchers and experts from your field of expertise and accurately answer questions?
	4. Leadership competence: Ability to have objectives get accomplished under your leadership	① Can you set attractive and compelling goals? ② Are you capable of building systems to realize goals and accomplish objectives as the leader?
	5. Internationality competence: Possession of a high level of awareness and motivation to be internationally active and contribute to international society	① Do you have strong awareness and motivation to contribute to international society and international activities? ② Have you obtained adequate linguistic skills for international information collection and action?
	6. Research ability: Ability to set leading-edge research tasks based on up-to-date specialized knowledge and carry out a research plan independently in the areas of humanities.	① If the ability to set leading-edge research tasks in the areas of humanities was acquired ② If the ability to carry out a research plan independently in the areas of humanities was acquired

	Competences	Evaluation perspectives
Knowledge and Skills	7. Specialized knowledge: Leading-edge and advanced specialized knowledge and command of the areas of humanities	① If leading-edge and advanced specialized knowledge in the areas of humanities was acquired ② If a comprehensive command of specialized knowledge in the areas of humanities was acquired
	8. Ethical view: Ethical view and ethical knowledge appropriate for researchers in the areas of humanities and deep ethical knowledge about the specific area of expertise	① If the ethical view and ethical knowledge appropriate for researchers or highly specialized professionals in the areas of humanities were acquired ② If the deep ethical knowledge about the specific area of expertise was acquired
	9. Thinking ability: Ability to think affairs logically and draw conclusions based on the knowledge in one's own area of expertise and the deep scholarly knowledge in associated areas.	If the ability to think affairs logically and draw conclusions based on the advanced knowledge in one's own area of expertise and the deep scholarly knowledge in associated areas was acquired
	10. Total ability: Ability to position research findings into humanities and carry out research from a broad perspective	If the ability to position research findings into humanities and carry out research from a broad perspective was acquired
Guidelines for Assessing Learning Outcomes	<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 doctoral dissertation using the "Achievement Evaluation Table (Rubric)". - After the guidance in seminars related to doctoral dissertation guidance in the first and second years, the main supervisor and sub-supervisor will conduct an interim evaluation in the second half of the second year based on conference presentations, paper submissions, and doctoral thesis outlines. - In the third year, the doctoral thesis concept is presented, and the main supervisor and deputy supervisor conduct a preliminary examination of the doctoral dissertation preliminary examination thesis, and the first stage of achievement review based on the rubric. - After submitting the doctoral dissertation, the dissertation review committee, consisting of two or more chief examiners and two or more associate examiners, conducts an open examination, and the second stage of achievement review is conducted based on the rubric. 	
Evaluation Criteria for Degree Theses/ Dissertations	<ol style="list-style-type: none"> 1. The research theme must be appropriately set and clear in significance and positioning. 2. Associated preceding researches must be covered and critically appraised. 3. The research method must be clearly presented. 4. The arguments must be appropriately composed and empirical and logical. 5. New academic findings must be included. 6. The appropriate format as a dissertation must be provided in adherence to research ethics. <ul style="list-style-type: none"> - Doctoral dissertations must be reviewed publicly by a review board which is set up with one chief reviewer and two or more sub-reviewers. 	

Curriculum Policy

The Program is designed to provide students with education and research supervision to develop a breadth of basic skills in humanities and social sciences, and to have the big picture in mind in humanities, society and business as well as the generic knowledge and ability that support the students to be active in diverse social scenes, along with the advanced research ability, leading-edge specialized knowledge and deep ethics in humanities that involve the nine areas of philosophy, ethics, religion, 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 generic knowledge and ability in associated areas with the student's major at the core, students are encouraged to take one credit from Graduate General Education Courses and Degree Programs' Common Courses.</p> <ul style="list-style-type: none"> - The ability to create new knowledge to be able to contribute to future society is acquired with Graduate General Education Courses, etc. - The ability to plan and implement measures to identify and solve challenges from a higher perspective is acquired with Graduate General Education Courses, etc. - The ability to express the nature of academic findings positively and clearly is acquired with Graduate General Education Courses, etc. - The ability to accomplish objectives under one's leadership is acquired with Graduate General Education Courses, etc. - The high level of awareness and motivation to be internationally active and contribute to international society are acquired with Graduate General Education Courses, etc. - The ability to set leading-edge research tasks based on up-to-date specialized knowledge and carry out a research plan independently in the areas of humanities and social sciences and the areas of humanities is acquired with Graduate General Education Courses, Major Subjects (seminar subjects), research supervision, doctoral dissertation creation, academic conference presentations, etc. - The leading-edge and advanced specialized knowledge and command of the areas of humanities and social sciences and the areas of humanities are acquired with Graduate General Education Courses, Major Subjects (seminar subjects), research supervision, doctoral dissertation creation, academic conference presentations, etc. - The ethical view and ethical knowledge appropriate for researchers in the areas of humanities and social sciences and the areas of humanities and the deep ethical knowledge about the specific area of expertise are acquired with Graduate General Education Courses (life, environment and research ethics subjects), Major Subjects (seminar subjects), research supervision, etc. - The ability to think affairs logically and draw conclusions based on the advanced knowledge in one's own area of expertise and the deep scholarly knowledge in associated areas is acquired with Major Subjects (seminar subjects), doctoral dissertation creation, academic conference presentations, etc. - The ability to position research findings into humanities and carry out research from a broad perspective is acquired with Major Subjects (seminar subjects), research supervision, etc.
---	---

<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. - Around the seminar subjects of each learning year, students gain more advanced and broader specialized knowledge while building their own research and making presentations to acquire the generic competences of “Competence of knowledge creation”, “Management competence”, “Communication competence”, “Leadership competence” and “Competence in Internationality” and the specific competences of “research ability”, “specialized knowledge”, “thinking ability” and “overall ability”. Students also acquire the specific competence of “ethical view” though seminar subjects and research supervision.
---	--

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 specialized knowledge, linguistic skill, logical thinking ability and discussion ability necessary to conduct research and who have motivation to open up a new interdisciplinary realm by not only pursuing specialty but also placing their own research into humanities.</p>
<p>Student Selection Process</p>	<p>To select out enrollments, candidates are required to take the general entrance exam.</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 also an oral exam. <p>For the specialized subject, candidates select one subject, 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> <p>The oral exam, which has regard to the submitted master's thesis (or an equivalent paper), a research plan and other documents, evaluates the candidate's specialized knowledge of the area to be researched, 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> <p>The discussion ability for the candidate's own area of expertise is evaluated with the submitted master's thesis (or an equivalent paper).</p>

Learning Support Framework

Academic Support

- 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.
 - 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 clearly stated, and after the interim presentation (hearing), a preliminary review committee is established, and after passing the preliminary examination, the main examination committee is established to accept papers and conduct public examinations. Underclassmen also participate in the public screening and use it as a reference for their own research and thesis writing.
 - Graduate students meet with their main supervisor at the beginning of each academic year and prepare and submit a research plan. After that, graduate students meet with their main supervisor and faculty members in related fields of expertise from time to time, which they use to write their dissertations.
 - Intensive guidance is provided by the main supervisor and associate supervisor for the publication of peer-reviewed papers in academic journals, which is a requirement for graduate students to submit doctoral dissertations.
 - 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 (writing support, editing) for presentations (papers, oral presentations) and manuscripts in foreign languages.
 - Some SPs offer a course called "Overseas Research Project Practice" as a class for SP leaders, and credit includes participation in overseas international conferences, searching for materials, and conducting research abroad at partner universities (ultra-short-term). When implementing it, it is mandatory to prepare and submit their work under the guidance of the main supervisor, so that it is effective in the research plan that leads to the degree acquisition of the student.
 - 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.
 - We recommend that you register your research achievements on Researchmap.
-

<p>Opportunities for Peer Interaction</p>	<ul style="list-style-type: none"> - In the courses (seminars) related to the writing of doctoral dissertations, graduate students, including master's students, are engaged in research discussions 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 organized by graduate students to deepen exchanges between graduate students. - Centered on the tutor system, we deepen exchanges between international students and Japanese graduate students, and create an environment where graduate 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 students and faculty members hold "Graduate School Roundtable (Graduate Student Roundtable)" to receive various requests from students and provide support for the learning environment and student life. - 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 with lecturers such as graduates who have found employment in research or professional positions multiple times a year, and provide a place for graduate students, graduates, 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 achievement of learning, all graduate students are required to prepare and submit a competence achievement evaluation form every semester, and individual instruction is provided.

- The steering committee and curriculum committee of each SP will evaluate students' learning outcomes and verify the appropriateness of the curriculum and guidance.
- Class evaluation questionnaires are conducted, and from the responses, improvements are made regarding lesson planning and class management.
- 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.
- 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.