

Educational purpose

Our goal is to develop personnel with enriched intelligence, international mindsets, superior communication skills, and profound understanding of different cultures as well as their own cultures. Such personnel will be able to truly play an active and vigorous part in global society. They will acquire highly advanced knowledge at all times and in all places within diverse academic fields focused on culture and the humanities.

College of Humanities

■ Bachelor of Arts

■ Educational purpose ■

Students are trained to develop the true cultural knowledge that is rooted in the question “what is a human being?” to let them contemplate, of their own volition, the existence of human beings and overall culture as a result of their activities and to allow them to be actively get involved and utter opinions to the issues in the world which is becoming increasingly globalized.

■ Desired students ■

We seek individuals who have sufficient logical thinking ability and expressiveness required for the disciplines in the areas of humanities as well as the open-minded interest in the world's diverse cultures and histories and have the abilities and motivation to detect and solve problems in their own right through autonomous learning and critical appreciation.

Measures to ensure and improve the quality of education

Through regular examinations and report assignment, as well as class questionnaire surveys, the faculty and students reciprocally evaluate the achievement of the educational goals, in an effort to improve our educational abilities.

We have a system for continuous improvement of the quality of education with exchange of opinions between students and faculty through class liaison committees.

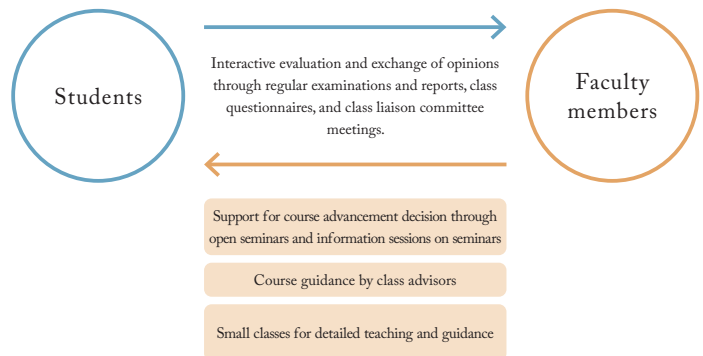
For 1st- and 2nd-year students, we hold open seminars and major information sessions to support smooth advancement to the major and courses in the third year.

In the class advisor system, each student has a same advisor from their first year to their fourth year. In addition, another advisor is assigned for each of 11 courses from the third year. The course advisors provide guidance to the students in taking courses for the specific major.

In practical classes and graduation thesis guidance, we provide small groups of students with detailed guidance based on a thorough understanding of their individual academic progress.

In practical training sessions, we report the results to the local community in the form of reports, etc. In return, the feedback from the community is used to improve the class.

Measures to improve educational abilities



Bachelor of Arts

Diploma policy

We grant diplomas for Bachelor of Arts to persons who have acquired the knowledge and abilities (that is, Generic Competences) to become learned based on the educational purpose for undergraduate students of the University of Tsukuba. In their learning outcomes, they will achieve the following goals based on the educational purpose of our school and college.

Specialized skills: Students will be able to empirically construct and continuously update their own conceptions through acquiring specialized knowledge and unique methodologies in given study areas for the humanities, as well as through investigating, collecting, and analyzing literature and source data related to issues they address based on the aforementioned knowledge and methodologies.

Communication abilities: While accurately making full use of foreign languages and computer skills, students will be able to logically communicate their concepts to other people and reach mutually comprehensive shared recognition. They will be able to do this through dialogues and by sufficiently understanding the concepts of other people.

Imagination: Students will be able to polish their intelligence and sensitivity deeply rooted in a question: “What is a human being?” They will gain sharp insight concerning the existence of human beings and overall culture as a result of their activities, boldly take on the challenge of discovery and solution of given issues in the modern world, and examine humanity’s future.

Curriculum policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Arts.

General policy

Major fields of study in Philosophy, the Study of History, Archaeology and Folklore, and Linguistics have been established, and there are courses (eleven as a whole) for specialized fields within each major. We offer superior learning curricula that allow students to deeply acquire specialized knowledge in a phased manner from the first year until graduation. Additionally, each class is composed of a curriculum completed during Spring semester and Fall semester and is arranged for flexible response to study abroad while students are enrolled.

Course sequence policy

During the first half of the curriculum, we foster basic abilities related to specialized fields and focus on cultivation of enriched cultured knowledge based on the principle of “creative wisdom education”. During the second half of the curriculum, insight into specialized fields is deepened, and education leads to graduation research.

During the first year, we convey extensive knowledge related to the general humanities through Introductory Subjects for Major and foster cultural knowledge that constitutes the basis of subjective concepts rooted in various Foundation Subjects for Major. In parallel therewith, we foster a foundation for learning in specialized fields through Foundation Subjects for Major.

During the period from the second year to the third year, students choose major courses and other courses, acquire methodology for research in each field, and enhance abilities for solution of issues. Simultaneously, students become aware of importance from the humanities viewpoint concerning given issues of the contemporary

world and deepen collaboration and dialogues with society directly through practical training sessions and the like. Moreover, in practical training sessions, students improve their self-initiative through dialogues with faculty members and other students. Furthermore, at an early stage, we enhance an awareness of the issues for graduation research based on the following question: "What is a human being?". In this way, students acquire extensive cultural knowledge and specialized skills. Based on such knowledge and skills, they create a Graduation Thesis during the fourth year.

Implementation policy

In respect of students' desires, we allow students to subjectively choose major courses and other courses. We focus on small-classroom education that allows the faculty members to understand the status of student learning in detail and that allows

appropriate assignments to be given according to progress in learning. Moreover, we have arranged facilities for students to take classes by making full use of videos and audio media in many classes and leaning environments through the use of PC satellites.

Policy for evaluation of learning outcomes

In class subjects, the faculty members implement strict educational evaluation. At the end of the second year, whether or not students have taken Foundation Subjects for Major designated through relevant courses is confirmed. Based on such results, students decide upon course affiliation. During the fourth year, the content of Graduation Thesis submitted in December and the result of oral examination are comprehensively evaluated and whether or not the same have fulfilled the goals of the Diploma Policy determined by the college in question is judged.

Major and course structure

Philosophy Major

Philosophy and Ethic
Religious

History Major

Japanese History
Eurasian History
Historical Geography

Archaeology and Folklore Major

Prehistory and Archaeology
Folklore and Cultural Anthropology

Linguistics Major

General Linguistics
Applied Linguistics
Japanese Language
English Linguistics

Structure of competencies to be developed and curriculums

