

## Educational purpose

We foster professionals who can accurately understand and analyze complex problems that arise in the globalized society, so that they can address such problems flexibly and creatively. For that purpose, students are expected to acquire comprehensive knowledge based on the field of social sciences including environmental and information sciences, as well as the methodology backed by their respective expertise.

# College of International Studies

■ Bachelor of Arts in International Relations

■ Bachelor of Arts in International Development

■ Bachelor of Arts in International Social Sciences

## Educational purpose

With respect to complicated problems in international society under globalization, we foster students to acquire practical knowledge through the integration of the arts and sciences. Also, we develop the knowledge of students to foster their insights and ability of information analysis for the investigation of root of problems, and to develop their communication abilities so that they could share their original and farseeing solutions with others.

## Desired students

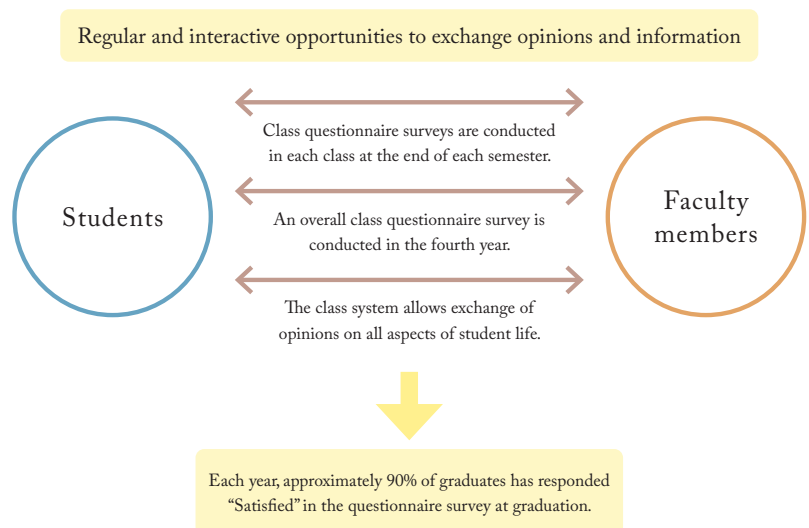
Economic activities and environmental problems have been developing beyond national borders. In this globalized world, absolute truth does not exist. We seek students who observe issues and matters with the diversified values, identify the problems, think how to handle the problems, think logically and explain to others with logical thoughts. We also seek students who are motivated by and have a spirit of taking on challenges in order to make more people understand them.

## Measures to ensure and improve the quality of education

Class evaluation questionnaires are conducted for all classes at the end of each semester. With a class system, students and faculty regularly exchange opinions on all aspects of student life in an effort to improve the educational environment. In the college's own survey conducted at the time of graduation, about 90% of the students responded that they were "satisfied" with their studies.

One of the characteristics of the College of International Studies is that an extremely large number of students are interested in activities in a variety of fields overseas, and in any given year about 50% of students study abroad through exchange programs or overseas training programs. In order to respond to the desire of these students to have experience abroad, the College of International Studies awards credits for participation in its own overseas training programs, United Nations volunteer projects, and internships. In addition, the College has concluded credit exchange agreements with universities in Europe, the United States, Asia, Central and South America, North Africa, and other regions to provide institutional support for students who wish to study abroad.

### Measures to improve educational abilities



# Bachelor of Arts in International Relations

## Diploma Policy

We grant Bachelor of Arts in International Relations for students who have acquired the knowledge and abilities (General competence) for undergraduate students of University of Tsukuba, and those who achieved the goals of study based on the human resource development policy of College of International Studies.

Students have acquired interdisciplinary knowledge through the integration of arts and sciences with various methodology supported by IT skills in the fields of international politics, international law, economics, linguistic and cultural anthropology.

(Relevant competences: Understanding of international studies (international relations), Understanding of international studies (international development))

Students have understood issues of the contemporary world with historical and cultural background, and have understood the processes of international governance that suggest basic solutions.

(Relevant competences: Understanding of international studies (international relations), Understanding of international studies (international development))

Students have acquired knowledge and abilities for expression based on advanced logical thinking and diversified values through the discussion at seminar of International Studies and the implementation of research for graduation thesis.

(Relevant competences: Analytical skills in international studies (international relations), Ability to express oneself logically about international studies (international relations), Analytical skills in international studies (international development), Ability to express oneself logically about international studies (international development))

Students have acquired basic human skills such as abilities for obtaining opinion from others, negotiation, presentation and proactive attitudes and desire to improve themselves, in addition to technical skills for computer analysis, expression and presentation.

(Relevant competences: Analytical skills in international studies (international relations), Ability to express oneself logically about international studies (international relations), Analytical skills in international studies (international development), Ability to express oneself logically about international studies (international development))

## Curriculum policy

We organize and implement the curriculum based on the following policies so that students could fulfill academic achievements which is necessary to be awarded Bachelor of Arts in International Relations.

### General policy

Currently, as issues and problems in international society are deeply related to economy and culture, approach by political science alone is difficult to find solutions. The goal of the major course of International Relations is to foster students with global mindset to acquire governance-oriented abilities for solving problems through the interdisciplinary educational program including political science, international law, economics, cultural anthropology and linguistics. While some fields overlap with the major course of International Development, the major course of International Relations provides the academic system from the point of social sciences for the analysis on various issues and problems emerging in international society. In principle, its curriculum is composed from the viewpoints for deepening knowledge and experience from the specialized basic subjects which are shared with the field of international development to more specialized subjects and seminars in the field of international relations.

### Course sequence policy

The first year — study on basic subjects: students acquire awareness of basis on international relations, global viewpoints and wide-range knowledge on liberal arts through the study of Introductory Subjects: “International Studies I-IV”. Overviewing basis of multiple disciplines, including humanities and social sciences, environmental sciences, and information sciences, students choose major courses and specialized fields which they would like to study deeply in the future. Also, students enhance language proficiency of English in particular and communication abilities.

■ The second year — study of analytical skills from interdisciplinary approach: we require students to develop their knowledge for making an international comparisons and for the analysis on historical backgrounds through the study of basic subjects (elective). In addition, through obtaining knowledge, experience, and analytical methods in the fields of environmental sciences and information sciences, students enrich their interdisciplinary capability and insights into the issues of international society. Moreover, after students gain a strong recognition that languages are skills and means, we enhance true communication abilities with a perquisite of flexible understanding of diverse viewpoints and values.

■ The third year — issue oriented and theoretical research for problem solving: we require students to acquire logical knowledge and expertise that contribute to solve problems in light of related fields through the study of major courses in international relations. Students obtain a sharp motivation on the issues as well as well-balanced international way of thinking in order to find

solutions by identifying “what are the fundamental problems?”, responding to the complexed and rapidly changing international societies.

■ The fourth year — research on internationally applicable persuasive policies: participating in small-class seminar courses (Seminars of International Studies) and writing of graduation theses, students finalize four-year research outcomes. We aim to require students to make a problem-setting from creative view, make an analysis logically, and then enhance their abilities to govern their work. In this way, we promote students who could play active roles internationally and globally.

#### Implementation policy

To enhance motivation of students, we organize symposiums and discussions related to international problems by inviting overseas researchers and politicians. Through such opportunities, we try to create study environments where students can feel internationalization on a daily basis.

#### Structure of competencies to be developed and curriculums

4 <sup>th</sup> year	Set original problems and analyze and demonstrate them in a logical manner.
3 <sup>rd</sup> year	Acquire theoretical knowledge that contributes to the construction of specific solutions.
2 <sup>nd</sup> year	Develop an interdisciplinary background and insight into international issues. Further strengthen communication abilities.
1 <sup>st</sup> year	Acquire the basic knowledge of international relations, a global perspective, and a broad knowledge. At the same time, strengthen language and communication abilities.



# Bachelor of Arts in International Relations

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**Policy for evaluation of learning outcomes**

In light of goals for Diploma Policy, together with achievements of general competences, we evaluate the degree of proficiency through examinations, reports, independent thesis and graduation theses in relation to understanding, analytical abilities, and abilities for logical expression in the field of international relations.

# Bachelor of Arts in International Development

## Diploma Policy

We grant Bachelor of Arts in International Development for students who have acquired the knowledge and abilities (General competence) for undergraduate students of University of Tsukuba, and those who achieved the goals of study based on the human resource development policy of College of International Studies.

Students have acquired interdisciplinary insights into the integration of arts and sciences, and they can make use of professional methodology related to social science, including economic development and social development, information sciences and environmental sciences.

(Relevant competences: Understanding of international studies (international relations), Understanding of international studies (international development))

Students have understood IT skills that constitute a foundation for global communications and how the basis of international exchange has been evolved.

(Relevant competences: Understanding of international studies (international relations), Understanding of international studies (international development))

Students have acquired knowledge and abilities of advanced mathematical and logical thinking and practical analytical skills through the discussion at seminar of International Studies and the implementation of research for graduation thesis.

(Relevant competences: Analytical skills in international studies (international development), Ability to express oneself logically about international studies (international development), Analytical skills in international studies (international relations), Ability to express oneself logically about international studies (international relations))

Students have acquired basic human skills such as abilities for obtaining opinion from others, negotiation, presentation and proactive attitudes and desire to improve themselves, in addition to technical skills for computer analysis, expression and presentation.

(Relevant competences: Analytical skills in international studies (international development), Ability to express oneself logically about international studies (international development), Analytical skills in international studies (international relations), Ability to express oneself logically about international studies (international relations))

## Curriculum Policy

We organize and implement the curriculum based on the following policies so that students could fulfill academic achievements which is necessary to be awarded Bachelor of Arts in International Development.

### General policy

While some fields overlap with the major course of International Relations, the major course of International Development provides the academic system from the point of social sciences and mathematical sciences for the analysis on various issues and problems emerging in international society. In light of various viewpoints related to the nature of international society, the goal of this major course is to foster students with global mindset developing practical knowledge and techniques related to development issues. In principle, its curriculum is composed from the viewpoints for deepening knowledge and experience from the specialized basic subjects which are shared with the field of international relations to more specialized subjects and seminars in the field of international development.

### Course sequence policy

The first year — study on basic subjects: students acquire awareness of basis on international relations, global viewpoints and wide-range knowledge on liberal arts through the study of Introductory Subjects: “International Studies I-IV”. Overviewing basis of multiple disciplines, including humanities and social sciences, environmental sciences, and information sciences, students choose major courses and specialized fields which they would like to study deeply in the future. Also, students enhance language proficiency of English in particular and communication abilities.

The second year — study of analytical skills from interdisciplinary approach: we require students to develop their knowledge for making an international comparisons and for the analysis on historical backgrounds through the study of basic

# Bachelor of Arts in International Development

subjects (elective). In addition, through obtaining knowledge, experience, and analytical methods in the fields of environmental sciences and information sciences, students enrich their interdisciplinary capability and insights into the issues of international society. Moreover, after students gain a strong recognition that languages are skills and means, we enhance true communication abilities with a perquisite of flexible understanding of diverse viewpoints and values.

The third year — issue oriented and theoretical research for problem solving: we require students to acquire logical knowledge and expertise that contribute to solve problems in light of related fields through the study of major courses in international relations. Students obtain a sharp motivation on the issues as well as well-balanced international way of thinking in order to find solutions by identifying “what are the fundamental problems?”, responding to the complexed and rapidly changing international societies.

The fourth year — research on internationally applicable persuasive policies: participating in

small-class seminar courses (Seminars of International Studies) and writing of graduation theses, students finalize four-year research outcomes. We aim to require students to make a problem-setting from creative view, make an analysis logically, and then enhance their abilities to govern their work. In this way, we promote students who could play active roles internationally and globally.

## Implementation policy

To enhance motivation of students, we organize symposiums and discussions related to international problems by inviting overseas researchers and politicians. Through such opportunities, we try to create study environments where students can feel internationalization on a daily basis.

## Policy for evaluation of learning outcomes

In light of goals for Diploma Policy, together with achievements of general competences, we evaluate the degree of proficiency through examinations, reports, independent thesis and graduation theses in relation to understanding, analytical abilities, and abilities for logical expression in the field of international development.

### Structure of competencies to be developed and curriculums

4 <sup>th</sup> year	Set original problems and analyze and demonstrate them in a logical manner.
3 <sup>rd</sup> year	Learn modeling techniques based on a developmental approach.
2 <sup>nd</sup> year	Acknowledge techniques for analysis, evaluation and management, and acquire IT theory and techniques. Further strengthen communication abilities.
1 <sup>st</sup> year	Acquire a foundation in international relations and a broad knowledge in the fields of environment, information, civil engineering, and urban development. At the same time, strengthen language and communication abilities.



# Bachelor of Arts in International Social Sciences

## Diploma Policy

Bachelor of Arts in International Social Sciences is granted to those who are admitted having gained the knowledge and ability (Generic Competences) based on the curriculum targets stipulated for the University of Tsukuba's undergraduate degree programs and have reached the following achievement targets in their learning outcomes based on the educational purpose for the Undergraduate Program of International Social Studies.

### Understanding International Relations

In addition to its specialized fields, students will gain broad knowledge on international studies in general and various research methods.

### Multidisciplinary Knowledge

Students are provided with skills and knowledge through the perspectives from different fields of social sciences, mainly economics, political science, sociology, and law.

### Data analysis & application for social science research

Students are trained to mobilize, organize, analyze, and interpret data and information in social science research.

### Fundamentals of negotiation skills

Students are given opportunities to develop the skills to engage in mutually beneficial negotiation on issues of local and international importance and context.

### Policy-related fundamental skills

These courses are oriented towards practices of policy making, design and implementation.

### Cross-cultural awareness skills

These courses offer fundamental knowledge to rise students' awareness on different cultures and perspectives that will encourage a broader understanding of local and global cultural landscapes.

### Project analysis and completion skills

Students undertake research projects and seminars to design, research, and present important themes in social sciences. In the process, they create and present their graduation thesis in order to contribute to the production of socially relevant and meaningful knowledge.

### Host culture integrative skills

By living and studying in Japan, students obtain a unique opportunity to engage, understand and contextualize the Japanese culture and its contribution to global welfare and society.

## Curriculum Policy

The curriculum is organized based on the following policies.

### General policy

This program's general policy is to provide students with tools to understand international issues in the globalized world through a multidisciplinary perspective, encompassing areas such as economics, political science, sociology, and law.

### Sequential course structure

The curriculum allows the student to obtain knowledge in a gradual and structured way, through general foundation subjects in a first stage, foundation subjects for major and major subjects later. Finally, students write the graduation thesis as a synthesis of their academic development.

### Implementation policy

Through a broad perspective on global issues, the educational philosophy of the program aims to develop students' ability to think about these issues in a multidisciplinary way, both from a theoretical standpoint and in solving practical problems based on empirical data.

To achieve this goal, educational resources include classes that promote the debate of ideas and a multidisciplinary curriculum centered on Economics, Sociology, Law, and Political Science. Students' participation in events such as the National Model United Nations in Washington, DC, and joint workshops involving high schools in Japan has fostered their ability to debate international issues and connect with the local community within the context of the country's internationalization.

Through internships, students have played a highly dynamic role, taking part in programs in Japan and countries such as India, Mongolia, China, and Ethiopia, in institutions ranging from international organizations to private companies. Topics addressed include issues such as child welfare promotion, food security, financial



# Bachelor of Arts in International Social Sciences

## ■ Interactive applied competence

Courses that provide opportunities for students to apply their skills and knowledge in practical contexts, allowing them to shape their capacity to solve and prevent problems in society.

management, marketing and green energy.

All these activities aim to equip students as global human resources who will undoubtedly contribute positively to solving current and future international challenges.

### **Policy for evaluation of learning outcomes**

In accordance with the program policy and guidelines, periodic assessments of students are applied, as well as the assessment of the graduation thesis. In relation to courses, quality is guaranteed through systematic evaluations.