

## College of Humanities

### ■ Bachelor of Arts

#### Program Educational Objectives

We develop personnel who can proactively address the diverse social issues caused by humans and the challenges they face with insights from the humanities—such as philosophy, history, archaeology and folklore studies, and linguistics—and their imagination. We also strive to maintain and develop the humanities as a field of study dealing with these challenges.

<b>Graduate Profile</b>	<ul style="list-style-type: none"><li>- Students are trained to acquire specialized knowledge and unique methodologies in the humanities such as philosophy, history, archaeology, folklore, and linguistics, and conduct research from viewpoints of the humanities.</li><li>- Students are trained to be able to logically and efficiently communicate their ideas to other people and understand other people's ideas from a broader perspective.</li><li>- Students are trained to be actively and cooperatively involved in identifying challenges in society and finding their solutions.</li><li>- Students are trained to be leaders and key figures in various fields, whether in local communities or in international communities.</li></ul>
<b>Career Paths after Graduation / Completion</b>	Students can pursue careers of researchers, international civil servants, national civil servants, local government officials, educators, curators, and more. They can also start their own business or take a leadership roles in private companies.

## Diploma Policy

We grant diplomas for Bachelor of Arts to persons who have acquired the knowledge and skills for undergraduate students of the University of Tsukuba (Generic Competences) and those for educational purposes of the College (Specialized Competence).

<b>Knowledge and Skills (Specialized Competences)</b>	1. Specialized knowledge and unique methodologies in the humanities	Students will acquire specialized knowledge and unique methodologies in the humanities, and conduct academic research through reviewing the literature, collecting data and carrying out fieldwork.
	2. Thinking and reasoning abilities in the humanities	Students will be able to address the question “what is a human being?” based on specialized knowledge and unique methodologies in the humanities and develop their own ideas.
	3. Communication abilities	Making good use of foreign language skills and computer skills, students will be able to logically communicate their ideas to other people and reach a mutual understanding. They will do this through dialogues and sufficient understandings of the ideas of other people.
	4. Imagination	Students, from viewpoints of the humanities, will be aware of challenges in society and make an attempt to solve them.
<b>Guidelines for Assessing Learning Outcomes</b>	<p>The graduation thesis is an integration of learning outcomes by students. Through the writing process and the final oral examination, it will be comprehensively evaluated to determine whether the knowledge and competences outlined in diploma policies have been acquired.</p> <ul style="list-style-type: none"> <li>- The graduation thesis will be reviewed by the supervising professor and at least one additional teacher specializing in the relevant field to confirm the achievement of learning outcomes.</li> <li>- More than one teacher will evaluate the achievement of learning outcomes through the student's engagement in the graduation research conducted within the courses “Research-a/-b” .</li> <li>- An oral examination for the graduation thesis is conducted in each track, and the achievement of learning outcomes is evaluated by multiple faculty members.</li> <li>- The final evaluation of learning outcomes is made based on a comprehensive judgment of the above results.</li> </ul>	

**Curriculum Policy**

As a program for acquiring learning outcomes related to the Master of Arts (Humanities), the curriculum is organized and implemented based on the following principles.

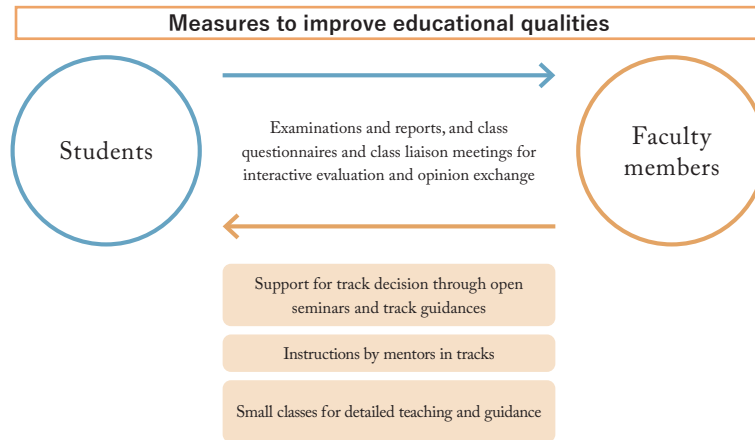
<p><b>Curriculum Design Framework</b></p>	<p><b>Comprehensive Policy</b></p> <p>The program offers four main fields of study: Philosophy, History, Archaeology and Folklore, and Linguistics. Within each main field, courses are organized by specialized area (11 tracks in total). This provides a learning curriculum that progressively deepens specialized knowledge from the first year through graduation. Subjects are broadly categorized into foundational specialized subjects and specialized subjects. Foundational specialized subjects are introductory courses primarily related to “Humanities Knowledge and Research Methods” in the specialized competences. Specialized subjects consist of lectures, seminars, and practical training courses, related to the four specialized competences. Specifically, lecture-based courses focus on “Humanities Knowledge and Research Methods,” while seminar and practical training courses are mainly concerned with “Humanities-Based Thinking Skills” and “Imagination,” improving “Discussion Skills” as well. Students are required to complete a graduation thesis as an integrated achievement of their studies.</p> <p><b>Sequential Learning Approach</b></p> <p>The first half of the curriculum prioritizes a rich educational experience based on the principles of “Comprehensive Intellectual Education,” while also fostering basic skills relevant to specialized fields. The latter half guides students deeper into their specialized fields, leading them to conduct a graduation research.</p> <ul style="list-style-type: none"> <li>- Over the first two years, students gain a wide range of knowledge in the humanities and develop basic skills necessary for specialized studies through courses such as “Specialized Foundation Courses.”</li> <li>- In the third year, students choose a major and a track. Through lectures, seminars, and practical training in “Specialized Courses,” they master research methodologies in their respective fields and deepen their understanding of the humanities under the overarching question of “What is a human being?” Students are trained to find various challenges in human societies from a viewpoint of the humanities and take an interest in their resolution.</li> <li>- In the fourth year, students unify their learning outcomes based on their acquired specialized abilities and their awareness of the problem. Specifically, they conduct graduation research in the “Research-a/-b” courses in each track to write a graduation thesis.</li> </ul>	<p><b>Major and course structure</b></p> <p><b>Philosophy Major</b> Philosophy and Ethic Religious Studies</p> <p><b>History Major</b> Japanese History Eurasian History Historical Geography</p> <p><b>Archaeology and Folklore Major</b> Prehistory and Archaeology Folklore and Cultural Anthropology</p> <p><b>Linguistics Major</b> General Linguistics Applied Linguistics Japanese Linguistics English Linguistics</p>
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<b>Student Evaluation and Selection</b>	Individual Achievement Test First Round	We select students with appropriate fundamental academic ability and thinking skills for study in the humanities.
	Individual Achievement Test Second Round	We select students who possess the ability to think logically and effectively express themselves, who have a strong thirst for knowledge and an inquisitive mind, and who demonstrate a suitability for engagement in the humanities.
	Entrance Examination by School Recommendation	We choose students who demonstrate a unique awareness of issues, high motivation, and a suitability for engagement in the humanities from among all applicants who have acquired a solid foundation for academic learning in high school.
	Entrance Examination by Admissions Center	We select for students who possess the ability to independently develop expertise related to fields in the humanities, refine their own judgement, and exercise creative problem-solving skills.
	Entrance Examination for IB Students	We select students with a strong interest in the humanities, who possess a strong thirst for knowledge and an inquisitive mind, and who have the potential to raise innovative questions from a more global perspective.
	Special Entrance Exam for Foreign School Graduates (Type 1)	We select students who demonstrate a strong interest in humanities-related studies and logical thinking skills, and possess the knowledge and Japanese language proficiencies necessary for academic success after enrollment.

### Learning Support Framework

<b>Academic Support</b>	<ul style="list-style-type: none"> <li>- Seminars and explanatory sessions on majors are held for first- and second-year students to ensure their smooth progression toward a major and a track from the third year onward.</li> <li>- Outstanding students in their third year are recognized to motivate them toward further studies in graduate school.</li> <li>- In addition to assigning one faculty member to a class for all four years of their undergraduate study, one faculty member in tracks is also assigned to oversee students from their third year onward, to ensure they have guidance pertinent to their specialization.</li> </ul>
<b>Opportunities for Peer Interaction</b>	<ul style="list-style-type: none"> <li>- Students organize a thesis presentation meeting and an interim thesis presentation meeting in which they stimulate each other across grades.</li> </ul>
<b>Opportunities for Student-Faculty Interaction</b>	<ul style="list-style-type: none"> <li>- There is a system established to continually improve the quality of education through the exchange of opinions between students and faculty at class liaison meetings held twice in a year.</li> </ul>



### Approaches to Assuring and Enhancing Educational Qualities

- We strive to improve the quality of our education through the aggregation of data on learning outcomes, regular testing, reporting, and class surveys, which provide students and faculty members with an opportunity assess interactively on how well they have achieved their educational goals.
- In seminars and preparation for the graduation thesis, a meticulous guidance is provided to small groups of students taking care of an of individual learning progress.
- In practicums, research results are shared with a local community in reports, and are used to improve classes.