

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 Comparative Culture

■ Bachelor of Arts

■ Educational purpose ■

With an awareness of the issues of interdisciplinary nature and modernity, various cultures built by human beings are compared and reviewed. Through such process, we foster personnel with open-minded wisdom and critical thinking who are not enclosed within a single study area. Moreover, through international communication abilities, we develop personnel with abilities to solve issues and negotiations pursued in a globalized society.

■ Desired students ■

- Starting from a self-awareness of the issues, persons who are interested in various academic fields and are motivated by wide and flexible learning concerning culture and society are desirable.
- Persons who intend to acquire global communication abilities backed up by an understanding of different cultures are desirable.
- Persons who academically deepen their awareness of the issues obtained through overseas experiences and social expenses are desirable.

Measures to ensure and improve the quality of education

Class evaluation questionnaires are answered by students, and the results are fed back to the instructors, who will use the results to improve their classes.

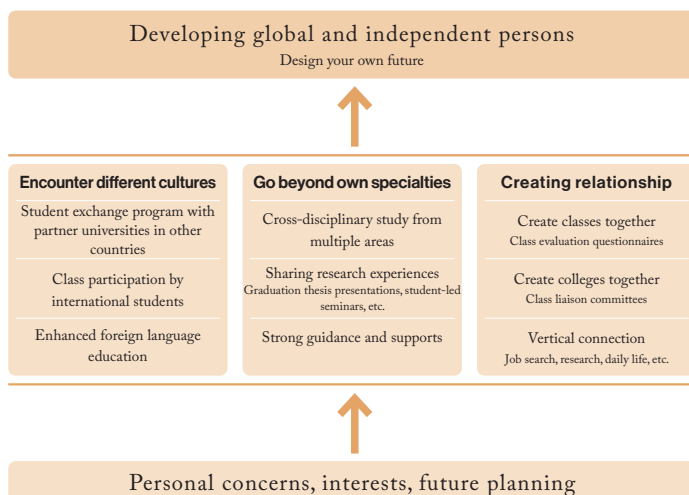
Believing that the process of writing the graduation thesis is important, mid-term presentations and oral examinations are guided and conducted in detail, which should contribute to students' careers after graduation.

We encourage international graduate students working as TAs and alumni to participate in class designing as a measure to build an open learning environment. Through these approaches, we strive to innovate our classes.

Detailed guidance is provided each year to help students in the colleges make the most of the curriculum.

Under the strengthened advisor system, students can get proper advice from the advisor whenever necessary and healthy and substantive learning is supported.

Assurance of the quality of education and human resources to be developed



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.

Students have acquired multifaceted intelligence and robust abilities for solution of issues that extend to various academic fields.

Students have obtained abilities for widely investigating and critically interpreting various media and fields as well as documentary records.

Students have obtained advanced abilities for paper writing with creative perspectives, thorough data collection, firm and persevering literature reading, prominent structure, and logical consistency.

In light of the cultural tradition of their own countries, students have obtained attitudes and knowledge for understanding cultural diversity for a globalized society.

Students have obtained international communication abilities that can contribute to a globalized society.

Students have obtained abilities for carrying out teamwork activities by subjectively working in various cultural environments.

Curriculum policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to undergraduate degrees (comparative culture).

General policy

Paying attention to flexible, interdisciplinary organization that allows students to learn about multiple academic fields in a cross-sectional manner, we have the preparedness to construct curricula corresponding to an awareness of relevant issues and career plans for each student. Moreover, in order to obtain international communication abilities and cross-cultural competence, we endeavor to provide many various opportunities, including classes.

Course sequence policy

We require students to undertake mandatory introductory and general subjects as well as foreign languages among the Common Foundation Subjects during the first year. We offer Studies in Comparative Culture related to six areas for learning basic academic methods that constitute prerequisites for literature research and fieldwork in each area as well as Introductory Subjects that allow students to learn generalized knowledge. In this way, we aim to require students to widely acquire basic knowledge for multiple academic fields. At the end of the first year, after implementation of the first-year guidance, we have students submit first-year research plan proposals and we provide them with guidance for specialized learning following the second year.

Students learn Introductory Seminars for Introduction to Major Subjects and Major Subjects for several fields in which students are interested during the second year. In order for them to accurately acquire international communication abilities demanded in today's global society, they learn Intermediate Specialized Foreign Languages. Moreover, during the second half of the second year, in order for students to conduct learning activities in a deeper and more

specialized manner, they think about fields and courses to which they belong. We implement the second-year guidance, have students submit second-year research plan proposals, and provide them with guidance for selecting relevant fields and courses.

Students determine fields and courses during the third year and substantially learn Major Subjects and Introductory Seminars for the Graduation Thesis provided through the aforementioned fields and courses. We implement third-year guidance and have student submit third-year research plan proposals, and students deepen their own research assignments for the Graduation Thesis through close exchanges with the faculty members. Students continue to study Advanced Specialized Foreign Languages.

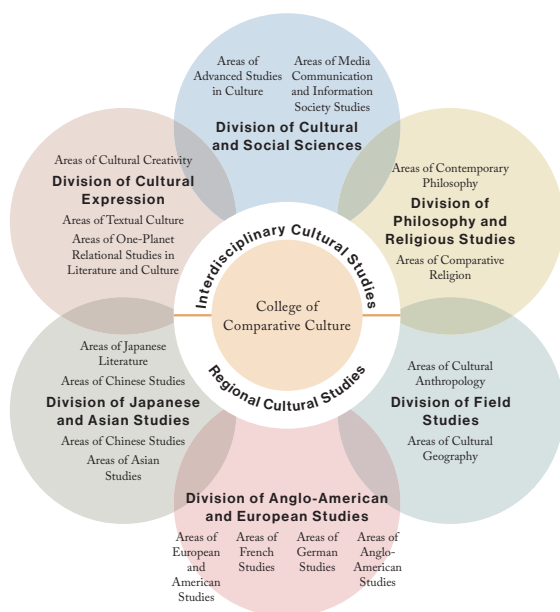
Students conduct intensive reading of a variety of literature, fieldwork, and discussions on a single theme based on production of the Graduation Thesis during the fourth year. Students polish

their logical ability through discussions with the faculty members. We implement mid-term presentations for the Graduation Thesis and conduct assessments and guidance for progress with such theses.

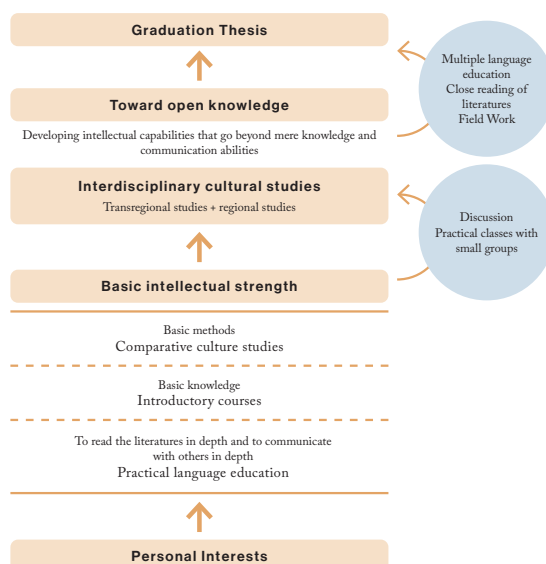
Implementation policy

Under the two areas of Regional Culture Studies and Interdisciplinary Cultural Studies, we set six fields dealing with multiple regions and academic fields and give consideration so that learning about interdisciplinary culture studies will be possible. At the same time, we focus on fostering intelligence and communication abilities beyond the leaning of simple knowledge and seminar-form classes. We deploy various English classes that involve debates and paper guidance. In addition to English, we provide many foreign language classes, such as those in German, French, Spanish, Russian, and Chinese. Moreover, we offer Korean, Greek, Latin, Sanskrit, etc. in small-class practical language education.

The Cosmos of the College of Comparative Culture



Structure of competencies to be developed and curriculums



Bachelor of Arts

Policy for evaluation of learning outcomes

The faculty members in charge of class subjects implement strict educational evaluation. At the end of the fourth year, they comprehensively evaluate learning outcomes (i.e., whether or not acquisition of credits, results of oral examinations for the Graduation Thesis and acquisition of competences demonstrate sufficient mastery). Based on the aforementioned evaluation, graduation judgment is conducted.

Characteristics

Placing value on “internationalization in everyday life,” international graduate students will actively participate in classes as TAs. In addition, students can learn foreign languages not listed in the regular curriculum from international graduate student TAs in extracurricular activities. Students have many other opportunities to interact with international students.

