

Graduate-School

**Health Sciences Leadership Program**

**(G-HSLP)**

2019-2020 Syllabus

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Institute of Education  
Tokyo Medical and Dental University

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## **Program Overview**

### **Program Mission**

To create a community of future world leaders who will advance health sciences and raise the level of health all around the world through innovation in bioscience research, global health/healthcare policy and healthcare industries.

### **General Learning Goals / Objectives**

Bringing together international and Japanese students from the fields of medicine and dentistry, including research, policy, organizational leadership, and global health, the G-HSLP aims to cultivate the knowledge and skills needed to make advancements in the health sciences arena. In order to achieve this goal, students must gain expertise that will assist them in the landscape of biomedical sciences, globalized health care, and medical industries. This includes cross-cultural competence, leadership and critical thinking skills, and a mastery of English, along with a host of other essential competencies.

To this end, students in the G-HSLP will work collaboratively to tackle bioscience, health care, and cross-cultural challenges, solving problems through case based learning methods. By integrating and applying their knowledge of basic medical science, clinical science, social medicine, and relevant social science to the problems presented, students will have the opportunity to polish soft skills, such as teambuilding, critical, and creative thinking skills in addition to other practical skills such as research presentations and academic writing. Learning goals and cases will challenge graduate students to synthesize across disciplines and to take a holistic perspective on contemporary health science issues as related to students' own research agendas.

### **Specific Goals for Learners**

The following are specific goals for individuals to achieve, dependent upon the field of their career (bioscience research, global health/healthcare policy or healthcare industries).

#### **Common Traits**

- Feel proud of being a professional in the health sciences field, demonstrate a mastery of their chosen field of study.
- Interact with others who have different cultures (history/economy/religion/customs/behavioral patterns/diets) and values. Demonstrate a full understanding of and respect for diverse cultures and values
- Use English, a common language of the world, not only as a mere medium to communicate, but to carry out discussions and cooperate with native/non-native speakers. Furthermore, be able to alter the consciousness of various stakeholders and bring about innovation in the fields of medicine/health care and society as global leaders.

#### **Specific Traits**

##### **Leaders in Bioscience Research**

- Engage in bioscience research based on high-level problem-solving skills and extensive clinical experience. Conduct global cutting-edge research by learning from each other's experiences through active participation and interaction in facilities inside and outside the country. Contribute to the development of bioscience research as a leader/front-runner in

this field.

- Endeavor to train successors in the field of bioscience research inside and outside the country.

#### **Leaders in Global Health / Healthcare Policy**

- Demonstrate in-depth understanding of pandemics/statistics/environment/healthcare policy/social and behavioral sciences accompanied with high ethical standards.
- Engage and play central roles in global health/healthcare policy related institutions by exercising experience and expertise in their specialties.
- Endeavor to train successors in the field of global health/healthcare policy domestically and internationally.

#### **Leaders in Healthcare Industry**

- Engage and play leadership roles in healthcare industries by exercising experience and expertise in their specialties.

### **Specific Structure/Characteristics of Program**

Students from any year in any TMDU graduate school may apply to the G-HSLP. Students admitted to this program can apply, based on their needs, to any of the program's offered courses in any sequence, in any semester or year of their studies. Students may not reenroll in courses they have already passed.

### **Enrollment Policies**

Considering the competencies that will be required in this program, we expect TMDU graduate students with the following qualities to apply to our program.

- Students should demonstrate a full understanding of the program's mission and objectives mentioned above, as well as have a strong passion and commitment to learning in the program.
- In terms of accomplishing competencies of this program, and taking both official university courses and this program without hindrance, students should have a sufficient level of English proficiency.

### **Competencies**

Based on the purposes and leadership traits mentioned above, competencies expected of G-HSLP students are defined as follows. The diagram below shows how skills cultivated through this program function in a coordinated fashion, which will allow global leaders to play active roles in international arenas to bring about innovation.

#### **【Technical Expertise】**

- Basic medical science knowledge※<sup>1</sup>
- Clinical knowledge※<sup>1</sup>
- Public health knowledge※<sup>1</sup>
- Global health knowledge※<sup>1</sup>
- Linguistic skills

#### **【Teambuilding Functions】**

- Intercultural knowledge and competence

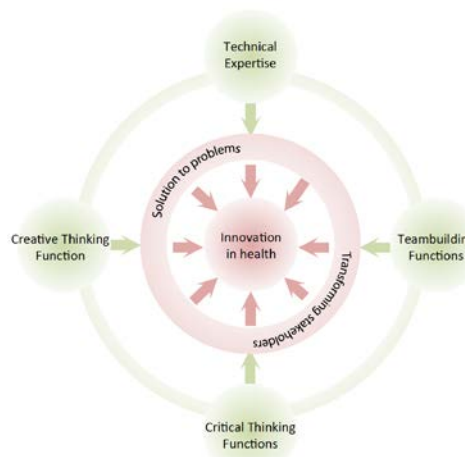
- Teambuilding skills
- Management skills
- Leadership skills

【Critical Thinking Functions】

- Critical thinking skills
- Information literacy
- Inquiry and analysis
- Reading
- Oral communication
- Written communication

【Creative Thinking Functions】

- Creative thinking



This diagram shows how the leadership skills cultivated through this program function in a coordinated fashion for global leaders to play active roles in international arenas to bring about innovation

※<sup>1</sup>This program places an emphasis on the application and integration of this knowledge gained through courses elsewhere.

## Curriculum Policies

- The competencies of this program cannot be acquired through one-way, knowledge-transfer style lectures in a short period of time. Therefore, in G-HSLP courses, students will examine their own research areas as well as complex real-life issues (through case method, project work, etc.) that they may encounter in the future, and acquire these competencies practically in accordance with their stages of learning. Also, workshops will be conducted as part of courses or extra-curricular activities.
- In general, all sessions will be conducted in English.
- In addition to attending sessions within G-HSLP, students are encouraged to study both independently and as groups. Also, an e-portfolio system “e-SALON (e-portfolio for Students Aspiring to be Leaders in health sciences Of the Next generation)” and “WebClass (<http://lib02.tmd.ac.jp/webclass/login.php?language=ENGLISH>)” will be available for the students to support group work, to accumulate and reflect upon their learning outcomes, and set their own goals.
- Students must meet all the course requirements in order to complete the courses.
- Credits will be granted for G-HSLP courses in which students satisfied attendance criteria and received A<sup>+</sup>, A, B, C, or D.

## Available Courses

The schedules of available courses for TMDU Graduate Students in the academic year 2019-2020 are as follows:

Code	Course/Series	Spring Semester	Fall Semester	Remarks
8701	(Course) Leadership	Not offered in AY2019	Not offered in AY2019	
8708	(Course) Problem-based Learning in Health Sciences	Not offered in AY2019	Not offered in AY2019	
8705	(Course) Academic English I	To be offered	To be offered	
8706	(Course) Academic English II	To be offered	To be offered	
8709	(Course) Introduction to Social Science Theory for the Health Science	To be offered		
8707	(Course) Introduction to Qualitative Methods		To be offered	
8710	(Course) Presentation in English	To be offered		
8711	(Course) Writing for Publication		To be offered	

Details about each course will be described in subsequent pages.

## Available Workshops

The schedules of available workshops for TMDU Graduate Students in academic year 2018-19 are as follows:

Workshops	Dates	Remarks
Effective Research Presentations	2019/4/18(Thu) - 2020/2/6(Thu)	
Qualitative Research Design and Analysis	2019/4/17(Wed) - 2019/7/24(Wed)	
Design Thinking Bootcamp	February 2020	
Leadership Workshop	TBA	

TBA: to be announced

Details about each workshop will be described in subsequent pages.

## Curricular Map

The matrix below provides general information regarding which skills will be acquired/sophisticated in which courses.

**Skills Key:**  
 O = main skill covered in course  
 ♦ = subskill

		<b>Skills</b>							
<b>Course Style</b>	<b>Courses/Workshops</b>	Critical Thinking	Creative Thinking	Leadership	Critical Communication	Research Presentations	Academic Writing	Team Building	Industry Knowledge and Career Path
	Leadership	♦	♦	O	♦			♦	♦
	Effective Research Presentations	♦	♦		O	O	♦		♦
	Academic English I	♦	♦		O	♦	♦		
	Academic English II	♦	♦		O	♦	♦		
	Introduction to Social Science Theory for the Health Sciences	O	♦		♦				♦
	Introduction to Qualitative Methods	O	♦		O			♦	
	Presentation in English	♦			O	O	♦		♦
	Writing for Publication	♦	♦		O	♦	O		O
	Qualitative Research Design and Analysis	O	♦		♦	♦	♦		♦
	Design Thinking Bootcamp	O	O	♦	O	♦		O	
	PBL Problem Based Learning in Health Sciences	O	♦		O	♦		♦	♦

	Critical Thinking and Analytical Skills	Creative Thinking	Leadership	Critical Communication	Research Presentations	Academic Writing	Team Building	Industry Knowledge and Career Path
<i>Description of Skills Scope</i>	Analyzing, synthesizing and evaluating information including research data	Creative approaches to data collection, analysis and problem solving	Effective delegation, inspiration and communication	Argument construction and persuasive speech; Debate and negotiation	Poster and conference presentations; Presentation abstracts; Question and answer sessions	Publishing; Argument organization; Grant writing; Peer review activities	Collaborative communication and problem solving	Pharmaceutical; Health policy and governance; Engineering; Technology; Entrepreneurship; Job applications

The courses/workshops offered under Skill Building include: Leadership, Effective Research Presentations, and Design Thinking. These Skill Building courses/workshops are delivered in participatory lecture format or in workshop format where students supply the content to be dealt with based on their interests, needs and research areas. This focus allows each course to very practically assist students with their progress in TMDU's graduate programs while also supporting their growth and development as future global leaders.



**Course/Workshop Overviews**

<b>Course</b>	<b>Course Director</b>	<b>Course Instructors</b>	<b>Description</b>
Leadership (1 Unit)	Kazuki Takada	Kazuki Takada	The purpose of this course is to help students develop the leadership skills they need to be more effective in diverse communities and organizations. Students will learn key frameworks and their applications, enabling them to grow into leaders that can better cope with the increasingly rapid changes taking place in today's science and healthcare environment. The course uses a series of cases to examine possible solutions the protagonist can adopt to lead his or her organization out of an event or challenge that occurs in the case. Cases also provide details on operating conditions and other factors related to management strategies, which can be explored and analyzed through group work and discussion. All sessions will use the case method with class discussion and group work. The main themes that will be covered in this course are: Leadership, Empowerment, Team Management, Change Management, and Fostering an Ideal Organizational Culture.
Problem-based Learning in Health Sciences (1 Unit)	Kazuki Takada	Kazuki Takada Naoko Seki Janelle Moross Rebecca Carlson	Problem Based Learning (PBL) is the cornerstone of medical curriculum around the world, and has been proven to effectively enhance students' critical thinking, as well as their ability to synthesize and analyze the real-world challenges they will face in their future careers. This course uses an authentic PBL method which is structured around cases that require analysis and inquiry. Three consecutive sessions will cover one case and comprise a unit. These cases will be chosen carefully from important contemporary issues in medicine, and tasks will be formulated so that they are complex, difficult, challenging, and require a well-thought out step-wise plan to solve. Each group will have a faculty tutor who will facilitate discussions and assess the group's problem solving and individual student's participation giving each member valuable feedback.
Academic English I (1 Unit)	Janelle Moross	Janelle Moross Ash Warren	Academic English courses offer masters students an opportunity to increase their English competency for reading, writing, and speaking; growing confidence in the communication skills they will need to join the global stream of health science research, production, decision-making and dissemination. English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, and practice the basic skills required to have conversations and explain your research/ study area.
Academic English II (1 Unit)	Janelle Moross	Janelle Moross Ash Warren	Academic English courses offer PhD students an opportunity to increase their English competency for reading, writing, and speaking; growing confidence in the communication skills they will need to join the global stream of health science research, production, decision-making and dissemination. English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, and practice the basic skills required to have conversations and explain your research/ study area.

Course	Course Director	Course Instructors	Description
Introduction to Social Science Theory for the Health Science (1 Unit)	Rebecca Carlson	Rebecca Carlson	Human "health" is a distinctly social and cultural experience that defies hegemonic notions of universal biology. Social factors, such as socio-economic status and structural inequality, play a direct role in determining both global disease distribution and disease outcome, such as mortality rates. Yet these epidemiological factors are often divorced in research and policy making from the local and global circumstances that shape and construct them. This course will introduce students to the theoretical approaches utilized in the social sciences to understand the social production of disease. This theory serves as the foundation of qualitative research methods, and is useful for those engaging in clinical, public health or epidemiological studies, along with deepening students' thinking about health and illness regardless of their scientific training or background.
Introduction to Qualitative Methods (1 Unit)	Rebecca Carlson	Rebecca Carlson	Today, health practitioners face challenges and opportunities that are growing increasingly complex and involve diverse stakeholders. To adapt to these changes, it is essential for global leaders to acquire new problem solving methods, research skills and perspectives. This course is designed to introduce students to the strengths and applications of qualitative research methods in clinical and public health settings, in order to support graduate research in these areas. We will explore the concepts, steps and analysis of qualitative approaches, and practice designing these tools..
Presentation in English (1 unit)	Janelle Moross	Jay Bolthouse Janelle Moross	Medical researchers increasingly need to make presentations in English. Thus, it is now vitally important to be able to communicate your thoughts and ideas effectively in the global language of international English. To attain this ability, you will need to develop English presentation skills for use in job interviews, international conferences and other situations. This course targets those students who have never presented in English before and want to study abroad, present their research internationally or gain employment in international companies. As for topics, students will present their own research. The evaluation checklist will provide objective information to the students, allowing them to evaluate their own performance. Students will also develop their communication skills through discussion. Specifically, coaching techniques will be implemented to develop active listening and questioning skills.
Writing for Publication (1 unit)	Rebecca Carlson	Rebecca Carlson	While medical and dental students may understand the necessity of publishing their research results in English-language journals, little formal instruction is devoted to academic writing styles and standards that would help make those publications a success. This course is targeted towards any graduate student who seeks to improve their paper organization and argumentation, along with research analysis, whether for a university course or formal publication. Practical information concerning differences in formatting between conference papers, grant proposals and research articles, along with how to find and then target appropriate journals and publication outlets will also be discussed.

Workshop	Organizer	Instructors	Description
Effective Research Presentations	Janelle Moross	<p>Guest Masao Takata, TBA</p> <p>TMDU David Cannell Janelle Moross</p>	The need for researchers and clinicians to make presentations in English is increasing in our globalized world. The skills learned in this workshop will be useful in academic conferences, patient presentations, lectures, job interviews, and other instances where you need to explain something clearly to your audience be it one or 100. Students will present their own research and get feedback from their peers as well as the faculty. Through listening to others presentations and practicing question and answering, students can improve their speaking, listening, critical thinking and discussion skills.
Qualitative Research Design and Analysis	Rebecca Carlson	Rebecca Carlson	In clinical and other medical settings, where health practitioners encounter real patients, qualitative research methods add a depth and complexity to any analysis of health and illness, whether in the consideration of epidemiological findings or the development of health policy and initiative design. Yet, qualitative methods are rarely directly incorporated into the study of the health sciences. The goal of this workshop is to support students and faculty who are undertaking qualitative research projects or methods, in the development of their research design and/or data analysis. Discussion will be guided by participants' own approaches and the work they have conducted prior to the workshop, whether in planning, designing, collecting or analyzing qualitative data.
Design Thinking Bootcamp	Rebecca Carlson	Rebecca Carlson	Today, health practitioners face challenges and opportunities that are growing increasingly complex and involve diverse stakeholders. In order to realize the creativity necessary for true innovation and change in the fields of health sciences, it is essential for global leaders to acquire new problem solving methods and research perspectives. As design thinking is a human-centered approach focused on crafting real world applications, it is an ideal method for bridging clinical or health care realities with basic science or lab research. The Design Thinking model is centered on open-ended and creative data collection, solution prototyping and testing, and iteration based on feedback through all parts of the research and production process. Students in this 2-day workshop will work through several challenges in order to grow their knowledge of the design thinking toolkit as they build towards a final group experimental project.
Leadership Workshop	Kazuki Takada	Kazuki Takada	The purpose of this workshop is to help students develop the leadership skills they need to be more effective in diverse communities and organizations. Students will learn key frameworks and their applications, enabling them to grow into leaders that can better cope with the increasingly rapid changes taking place in today's science and healthcare environment. The workshop uses a case(s) to examine possible solutions the protagonist can adopt to lead his or her organization out of an event or challenge that occurs in the case. Cases also provide details on operating conditions and other factors related to management strategies, which can be explored and analyzed through group work and discussion. The workshop will use the case method with class discussion and group work. The main themes that will be covered in this workshop are: Leadership, Empowerment, Team Management, Change Management, and Fostering an Ideal Organizational Culture.

Collaborative Course	Instructors	Description
Science Reading and Discussion	David Cannell	<p>This small discussion-based course is designed around a single key text, <i>Consilience: The Unity of Knowledge</i>, a NY Times best-selling book by the Pulitzer-prize winning biologist Edward O. Wilson. <i>Consilience</i> is a book that makes the startling claim that science is the most successful mode of knowledge and has the capacity to unify all fields of knowledge—whether science, social science, art, ethics, or religion. Such an ambitious claim demands our critical scrutiny while at the same offers us an extraordinary opportunity to examine the scientific roots of the research we do here at the university.</p> <p>The course has two primary goals: broaden our understanding of science and enhance our English language skills. Regarding the science component of this course, the aim is to introduce students and faculty to an influential English-language science book that speaks beyond any one particular specialism to a broader view of central issues in science. It is hoped that the reading and discussion of <i>Consilience</i> will motivate and enable students to understand their own specialized knowledge in a broader context and to communicate ideas and opinions in an interdisciplinary manner to science and non-science peers. As for English-language comprehension, it is expected that this class will improve students' English reading and speaking abilities generally, solidify their grasp of English grammar, and expand their vocabulary in the sciences</p>
English Topics—Reading & Conversation	David Cannell	<p>Are you looking for a chance to brush up your English-language skills? Are you interested in talking about more than just the weather or the latest gossip on social media? If so, then this class might be the one for you. The class will be informal with a strong emphasis on in-class discussion. For discussion, we will read magazine articles or listen to podcasts that deal with lively, substantive topics of interest. Are you curious about how algorithms are impacting society? How about fast-changing norms of workplace harassment, such as the #MeToo movement? Or the incidence of fraud committed against the elderly in aging societies? What do you know about the reproducibility crisis in science? If these topics interest you, then sign up right away.</p>
Japanese Literature and History	David Cannell	<p>If you have ever wondered about Japan's past—for example, who the samurai were, where haiku poems came from, why Japan modernized so quickly, and so on—then this is the class for you. The idea of the course is to introduce you to representative literary texts from Japan's major historical eras, which enable us to peer through the window of history and grasp the secrets of Japan's past thereby illuminating Japan's present. We will survey Japan from earliest times up to the present by focusing on the literature of four social groups—the aristocracy, the samurai, and the townspeople of early modern Japan. Being a survey course, much of the detail of Japan's past will naturally be beyond the scope of our class, but the design of the course is to enable you to come away with a broad grasp of Japan's history and build upon it through later study.</p>

## Enrollment policy, grading and venue

### 1. Enrolling in G-HSLP and its Courses

Students from any year who are currently a member of any TMDU graduate school are eligible for enrollment to G-HSLP. To enroll, students must submit the G-HSLP application form found at [www.tmd.ac.jp/global/en/](http://www.tmd.ac.jp/global/en/) to Global Advancement Administrative Unit ([global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp)). Once received, applications will be reviewed and notification of a decision will be sent within a few weeks from submission.

Once a student is enrolled in G-HSLP they are eligible for enrollment in any of the program's offered courses in any sequence, in any semester or year of their studies. G-HSLP students may not reenroll in courses they have already passed or which they failed due to lack of attendance. To enroll in courses, G-HSLP students must send an email to Global Advancement Administrative Unit ([global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp)) with their (1) name; (2) grade; (3) email address; and (4) course they would like to enroll in before the specified deadline and meet all requirements for the course offered.

### 2. Dropping/Failing Courses

Students may drop courses before the 3<sup>rd</sup> round of each course without any record of the course remaining on their transcript. To drop courses, students must submit the Request of Cancelling Registered Subject Form to the Educational Planning Section. Students who stop attending courses without officially dropping them by the deadline will receive a grade of "F". Students who fail a course due to lack of attendance will not be allowed to register for the same course in another semester.

### 3. Grading

All courses will be graded in accordance with the procedures outlined in the graduate course syllabi. Course directors are responsible for entering all grades, which will be reported to the educational committee of each school. After approval, final grades will be determined at the faculty meeting of each department.

### 4. Enrolling in Workshops

G-HSLP students of any grade are eligible for enrollment in any workshops. To enroll in workshops, students must download and submit the application form to Global Advancement Administrative Unit ([global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp)) before the specified deadline.

### 5. Classroom venue

Unless otherwise noted, classes will be conducted in the "G-Lab," M&D Tower 8F. Be sure to check the location prior to the first session. Please do not leave personal belongings unattended in the G-Lab area.

Inquiry:  
Global Advancement Administrative Unit  
Institute of Global Affairs  
(03) 5803-4964  
E-mail: [global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp)

# **Course Descriptions**

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Leadership

Not offered in 2019

*updated January 28, 2019*

(Code: 8701/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Director	Kazuki Takada	Institute of Global Affairs	03-5803-4684 <a href="mailto:takada.rheu@tmd.ac.jp">takada.rheu@tmd.ac.jp</a>
Instructor	Kazuki Takada	Institute of Global Affairs	03-5803-4684 <a href="mailto:takada.rheu@tmd.ac.jp">takada.rheu@tmd.ac.jp</a>

## 2. Classroom/lab

G-lab, M & D Tower, 8th floor

## 3. Enrollment Capacity

24

## 4. Minimum Enrollment

8 (This course will not be offered if the enrollment does not reach this number.)

## 5. English Proficiency Requirement

This course requires minimum TOEFL iBT score of 70 (or its equivalent). A score of 80 or above is strongly recommended for participants.

## 6. Course Purpose and Outline

The purpose of this course is to help students develop the leadership skills they need to be more effective in diverse communities and organizations. Students will learn key frameworks and their applications, enabling them to grow into leaders that can better cope with the increasingly rapid changes taking place in today's science and healthcare environment. The course uses a series of cases to examine possible solutions the protagonist can adopt to lead his or her organization out of an event or challenge that occurs in the case. Cases also provide details on operating conditions and other factors related to management strategies, which can be explored and analyzed through group work and discussion. All sessions will use the case method with class discussion and group work. The main themes that will be covered in this course are: Leadership, Empowerment, Team Management, Change Management, and Fostering an Ideal Organizational Culture.

## 7. Course Objectives

At the end of the course, students will be better able to:

- 1) Describe the differences between leadership and management, and key activities required under each of these. Identify one's own leadership strengths and areas to improve.
- 2) Describe key leadership frameworks and apply in practice.
- 3) Reflect on, analyze, and apply the leadership practices to cope with current organizational challenges.

The objectives of this course also include the acquisition of skills, mentality, and behaviors necessary to survive and succeed in today's competitive environment. Therefore, the course will employ norm-referenced evaluation for its grading as described below. Thus students, whether they are extroverted or introverted, need to strive for excellence in class by preparing hard and participating in/contributing to class discussions/problem-solving exercises without being overwhelmed or their behavior being dictated by such mentalities or Japanese traditional values as Shyness, Self-effacement, or Enryo.

## 8. Format

All sessions will use the case method with class discussion and group work.

## 9. Course Description and Timetable

No.	Day Time	Topic Venue	Instructor
1	TBD 18:00~20:00	<b>Middle Leaders' Inner Conflicts and Personal Growth during Organizational Change</b> G-lab, M & D Tower, 8th floor	Kazuki Takada
2	TBD 18:00~20:00	<b>Organizational Management and Leadership</b> G-lab, M & D Tower, 8th floor	Kazuki Takada
3	TBD 18:00~20:00	<b>Group Management and Team Building</b> G-lab, M & D Tower, 8th floor	Kazuki Takada
4	TBD 18:00~20:00	<b>Organizational Change and Management</b> G-lab, M & D Tower, 8th floor	Kazuki Takada
5	TBD 18:00~20:00	<b>Leadership during Times of Emergency</b> G-lab, M & D Tower, 8th floor	Kazuki Takada
6	TBD 18:00~20:00	<b>Managing Corporate Entrepreneurship</b> G-lab, M & D Tower, 8th floor	Kazuki Takada

## 10. Grading System

A curved grading system will be used for the final grade based on the sum of all points granted, using a scale of A+, A, B, C, D, and F. In principle, the standard grading curve is A+ (15%), A (25%), B (30%), and C (30%). For those students who fail to meet the requirements for grading, the grade will be marked as "F (ineligible for grading)". The final evaluation of the course will be determined based on your grade:

A+, A, B, C:	Completed, credit granted
D, F:	Not completed, credit not granted

### Grading Criteria

Grades are finalized by taking into account the sum of all points granted for the following items.

- (1) **Preparation Assignment:** 1 point x 5 sessions (5 points total)  
One point will be granted upon each Preparation Assignment submission. However, a Preparation Assignment may not be accepted if it is judged to be incomplete.
- (2) **Class Discussion:** 6 sessions = 48 points maximum (8 points maximum for each session)  
The statements you make during each class will be graded from both qualitative and quantitative perspectives, taking into account your grasp of the assigned materials, the responsiveness to in-class questions posed by the instructor and the quality of contributions made to in-class discussions and debate, for the purpose of assessing your contribution to the class. Key evaluative questions are:
  - How deeply did each student analyze issues?
  - How well did one mobilize learning of fellow students in the class?
  - Quality: E (Excellent): 5 points, G (Good): 3 points, None: 0 point
  - Quantity: E (Excellent): 3 points, G (Good): 2 points, None: 0 point
- (3) **Session 4 Report:** 10 points maximum X 4 = 40 points maximum  
The evaluation of Session 4 Report will be based NOT on the quantity (the length) but on the quality (content and organization) by taking into account the following factors:
  - Analytical ability and insights
  - Reasoning skills
  - Ability to develop and evaluate hypotheses
  - Comprehension of learned concepts and frameworks
  - Strength of the argument presented
- (4) **Session 6 Review:** 3 points



## 11. Prerequisite Reading

When reading materials are distributed or specified in advance, participants are expected to read those materials beforehand. Some prior reading, research or homework may be required before each session. Details will be given in Course Materials.

## 12. Reference Materials

To be announced before class or during individual classes, when relevant.

## 13. Important Course Requirements

### ① Self Introduction

Set your concrete goal for taking this course and post it, along with your self-introduction, to the message board "Self introduction" of this course at latest two days prior to the first class. Try to image specifically how you would like to improve yourself and how you want to apply what you learn from this course.

### ② Attendance

- Attendance of at least 5 out of 6 sessions within the registered period.
- Tardiness which is less than 20 minutes before the class begins will be treated as present. However, if tardiness overall is excessive (in frequency and length, even if it does not go beyond the 20-minute allowance range), some points may be deducted when calculating your final grade.

### ③ Preparation Assignments

Students are required to turn in Preparation Assignments for Sessions 1 through 6 except for Session 4. Preparation Assignments assist you in understanding the topic for the class and help you better prepare for class discussion. Write your Preparation Assignments on all of the exercises specified in the syllabus of approximately one to two pages in length and submit them through e-SALON. The deadline for Preparation Assignment is the class starting time. A detailed guideline to preparing Preparation Assignments for each session will be on session syllabi, which will be posted to e-SALON under the session date. Preparation Assignments will only be accepted from students who have attended class and uploaded Preparation Assignments in the designated way. If students are absent, Preparation Assignments will be marked as "Not Submitted". Note that a Preparation Assignment may not be accepted if it is judged to be incomplete.

### ④ Preparation and Class Participation

All G-HSLP classes are conducted with the assumption that all students are fully prepared. Students attending class without having prepared will not benefit themselves and, even worse, hold back other students in group discussions. Therefore, all students are expected to prepare thoroughly. The estimated required time for preparation for each session is about 4 to 8 hours.

A key feature of G-HSLP is philosophy to enhance learning through the mutual understanding gained by exploring different ways of thinking. G-HSLP classes depend upon the active participation of all students. Simply listening to the faculty or other students violates this principle. You are expected to participate in class through active listening, taking notes, asking questions, speaking out based on your own analysis and opinions, engaging your mind on the topic matter, and respecting other people's viewpoints. Opinions from a variety of viewpoints and approaches are always welcome. Always raise your hand before sharing something with the class. In G-HSLP, students who do not participate in class discussions or who do not ask questions are believed to be unprepared for class.

Do not be afraid to challenge one another by asking questions, but refrain from personal attacks. The goal is not to simply agree, but to gain a deeper understanding of the subject matter through thorough investigation and discussion.

### ⑤ Takeaways (≤ 500 words)

After each session, students are encouraged to review and reflect on their learning individually or in groups, and are required to post (1) his/her "takeaways" and (2) one small doable action that he/she could take in the following week to the message board of this course within 72 hours after the end of each session. Takeaways should not be phrases or sentences directly taken from textbooks or handouts, but rather wisdom you gained, or things that made a lot of sense to you or helped you grasp big pictures. This is very effective and useful for yourself – in terms of

clarifying and crystallizing your own thoughts and memorizing – as well as being helpful for your fellow classmates.

⑥ Submission of Session 4 Report

A report is required for Session 4. The deadline for Session 4 Report is the Session 4 starting time. The most important point in completing Session 4 Report is to develop and explain your own opinions which should be thought through thoroughly and lead you to make your own conclusion. Merely summarizing cases, methods or frameworks is not sufficient. Explain your thoughts clearly and concisely. Use simple and clear expressions. If you use any charts in your Report, clarify and explain what information those can tell readers. Detailed direction for Session 4 Report will be given in Course Materials.

**Note: Measures against cheating and plagiarism**

When writing your Session 4 Report, it is strictly forbidden to copy or use ideas from Session 4 Reports of your classmates or those students who took this course in past terms, handouts from other courses, or materials from past terms. Students should refrain from sharing solutions for Session 4 Report exercises and any other information that could impact the outcome of it through any forms of communication. Both the provider and beneficiary of relevant information shall become disqualified from completing the course in the case of such cheating and plagiarism.

⑦ Submission of Session 6 Review Assignment

You are required to submit a Review Assignment on Session 6, both to communicate what you have learned and to help deepen your learning in a practical way. The deadline for Review Assignment is the Session 6 starting time. Review Assignments should be one to two pages in length, and should consist of the following:

(1) What you learned in class

How do you think you have improved after taking this course in terms of understanding of and exercising your leadership?

(2) The learning points that you can apply

- In light of what you learned from this course, how can you make changes to positively impact your organization (team, group, society, or community, on or off campus)?
- What difficulties do you expect in making the above changes? What are your challenges?
- In order to overcome the challenges raised above, what points do you want to keep in mind and what actions do you intend to take?

(3) For further development

In addition to your ideas raised in (2), what kind of skill development is needed to enhance your ability in your organizations? Write in detail the required skills, experiences, and what actions you intend to take to acquire those.

⑧ Voluntary student-led study sessions

It is recommended and encouraged that you supplement your learning by studying outside of class by reviewing course notes before and after each class session and studying in small groups with classmates. Discussions with your classmates will reinforce the effectiveness of your study in ways you could not achieve on your own.

## 14. Availability in English

Lecture, group discussion, class-wide discussion, and all communications are in English.

## 15. Office Hours

Please contact Prof. Takada to make an appointment (takada.rheu@tmd.ac.jp)

## 16. Note to Students

- All sessions are conducted in English and both International and Japanese graduate students are welcome to join the course.
- Students may drop courses up until the deadline set by the university (the beginning of the second class) without any record of the course remaining on their transcript.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Problem-based Learning in Health Sciences

Not offered in 2019

*updated January 28, 2019*

(Code: 8708/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Director	Kazuki Takada	Institute of Global Affairs	03-5803-4684 <a href="mailto:takada.rheu@tmd.ac.jp">takada.rheu@tmd.ac.jp</a>
Instructor	Kazuki Takada	Institute of Global Affairs	03-5803-4684 <a href="mailto:takada.rheu@tmd.ac.jp">takada.rheu@tmd.ac.jp</a>
Instructor	Naoko Seki	Institute of Global Affairs	03-5803-4537 <a href="mailto:nseki.edev@tmd.ac.jp">nseki.edev@tmd.ac.jp</a>
Instructor	Janelle Moross	Institute of Global Affairs	03-5803-4686 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830 <a href="mailto:carlson.isc@tmd.ac.jp">carlson.isc@tmd.ac.jp</a>

## 2. Classroom/lab

G-lab, M & D Tower, 8th floor

## 3. Enrollment Capacity

25

## 4. Minimum Enrollment

4 (This course will not be offered if the enrollment does not reach this number.)

## 5. English Proficiency Requirement

This course requires minimum TOEFL iBT score of 70 (or its equivalent). A score of 80 or above is strongly recommended for participants.

## 6. Course Purpose and Outline

This course will challenge you with difficult tasks and force you to use and sophisticate all the skills listed under the G-HSLP competencies. For this purpose, we will use problem-based learning (PBL) in this course. PBL is a learning method that is increasingly used in a wide variety of subject areas in higher education. Exact processes and protocols of PBL vary significantly depending on the subject areas and the learning objectives of courses. The specific PBL process we will use in this course is described in Course Materials. All students are expected to have read and understood the process prior to the first session.

This 12-session course is structured around cases. Three consecutive sessions will cover one case and comprise a unit. The course will thus consist of four units (four cases). Cases will be chosen carefully from important contemporary issues in medicine, and tasks will be formulated so that they are complex, difficult, and challenging, and require a well-thought out step-wise plan to solve. For successful problem solving, groups need to employ two key steps, namely an analysis and an inquiry. Groups need to break the case and the task into parts (analysis) using a thematic approach. In this course, themes will include basic medical science, clinical medicine, social medicine, and social science (to carry out bio-social analyses). In some cases, groups may need to further break the product of the first analysis into smaller pieces (second analysis). Groups will then explore these parts and pieces through the collection and analysis of evidence (inquiry). Groups will take each part/piece in turn and subject it to a detailed investigation by using the combined knowledge and questioning power of the group.

Each group will have a fixed tutor throughout the course who will assess the group's problem solving and individual student's participation as well as contribution to their group's problem solving, leadership skills, management skills, and teambuilding skills for summative as well as formative purposes. Tutors, therefore, will provide critical feedback to groups and will also plan and hold individual meetings with each student for constructive feedback throughout the course. As tutors will monitor and intervene in groups' problem solving as often as necessary, unlike in some other PBL, to ensure its depth and quality, these PBL exercises pose enough challenges, make learners leave their comfort zones, and push them to the edge.

We believe that this course will prepare you for problem solving that awaits you in your future..

## 7. Course Objectives

At the end of the course, students are expected to have sophisticated the following G-HSLP competencies:

- Critical thinking skills
- Information literacy
- Inquiry and analysis
- Oral communication
- Written communication
- Teambuilding skills
- Leadership skills
- Management skills

## 8. Format

Students will engage in PBL over the first two sessions of each unit. In the last session of each unit, students will share products of all groups class-wide.

## 9. Course Description and Timetable

Unit	Session	Day Time	Topic Venue	Instructors
1	1	TBD 18:00~20:00	<b>To be announced</b> G-lab, M & D Tower, 8th floor	All
1	2	TBD 18:00~20:00	<b>To be announced</b> G-lab, M & D Tower, 8th floor	All
1	3	TBD 18:00~20:00	<b>Class-wide Product Sharing and Discussion</b> G-lab, M & D Tower, 8th floor	All
2	1	TBD 18:00~20:00	<b>To be announced</b> G-lab, M & D Tower, 8th floor	All
2	2	TBD 18:00~20:00	<b>To be announced</b> G-lab, M & D Tower, 8th floor	All
2	3	TBD 18:00~20:00	<b>Class-wide Product Sharing and Discussion</b> G-lab, M & D Tower, 8th floor	All
3	1	TBD 18:00~20:00	<b>To be announced</b> G-lab, M & D Tower, 8th floor	All
3	2	TBD 18:00~20:00	<b>To be announced</b> G-lab, M & D Tower, 8th floor	All
3	3	TBD 18:00~20:00	<b>Class-wide Product Sharing and Discussion</b> G-lab, M & D Tower, 8th floor	All
4	1	TBD 18:00~20:00	<b>To be announced</b> G-lab, M & D Tower, 8th floor	All
4	2	TBD	<b>To be announced</b>	All

		18:00~20:00	G-lab, M & D Tower, 8th floor	
4	3	TBD 18:00~20:00	<b>Class-wide Product Sharing and Discussion</b> G-lab, M & D Tower, 8th floor	All

## 10. Grading System

A curved grading system will be used for the final grade based on the sum of all points granted, using a scale of A+, A, B, C, D, and F. In principle, the standard grading curve is A+ (15%), A (25%), B (30%), and C (30%). For those students who fail to meet the requirements for grading, the grade will be marked as "F (ineligible for grading)". The final evaluation of the course will be determined based on your grade:

A+, A, B, C:	Completed, credit granted
D, F:	Not completed, credit not granted

### Grading Criteria

The final grade will be based on the following components.

- (1) Participation and contribution to **group's problem solving** 40%  
(including in-class participation and independent learning)
  - (2) Participation and contribution to **class-wide discussion** 25%
  - (3) **Written assignments** (1 per unit, a total of 4 submissions/group) 25%
  - (4) Completion of **self- and peer-evaluation and reflection** 10%
- (1) **Group's problem solving:** 8 sessions = 64 points maximum (8 points maximum for each session)  
Each group will have a fixed tutor throughout the course who will assess individual student's participation and contribution to their group's problem solving, taking into account the student's grasp of the topic(s) related to agendas, and both the quantity and quality of contributions made to group discussions. Key evaluative questions are:
- How deeply did each student analyze issues?
  - How well did one mobilize learning of fellow students in the class?
- Quality: E (Excellent): 5 points, G (Good): 3 points, None: 0 point
  - Quantity: E (Excellent): 3 points, G (Good): 2 points, None: 0 point
- Tutors will also assess leadership skills, management skills, and teambuilding skills of each student. Tutors will make these assessments not just for summative purposes but also for formative purposes and will thus plan and hold individual meetings with each student for constructive feedback during the course.
- (2) **Class-wide discussion:** 4 sessions (Session 3 of each Unit) = 32 points maximum (8 points maximum for each session)  
The statements you make during class-wide discussion will be graded from both qualitative and quantitative perspectives, taking into account your grasp of the assigned materials, the responsiveness to in-class questions posed by the instructor and the quality of contributions made to in-class discussions and debate, for the purpose of assessing your contribution to the class. Key evaluative questions are:
- How deeply did each student analyze issues?
  - How well did one mobilize learning of fellow students in the class?
- Quality: E (Excellent): 5 points, G (Good): 3 points, None: 0 point
  - Quantity: E (Excellent): 3 points, G (Good): 2 points, None: 0 point
- (3) **Written assignments:** 10 points maximum X 4 = 40 points maximum  
Written assignments will be evaluated in terms of the depth of understanding of the core issues involved and discussed, the quality of the analysis and argument presented, and the quality and quantity of the supporting evidence.
- (4) **Self- and peer-evaluation and reflection:** 4 cycles = 12 points in total (3 points per cycle)  
3 points will be granted upon completion of each cycle of self- and peer-evaluation and reflection.

## 11. Prerequisite Reading

When reading materials are distributed or specified in advance, participants are expected to read those materials beforehand. Some prior reading, research or homework may be required before each session. Details will be given in Course Materials.

## 12. Reference Materials

To be announced before class or during individual classes, when relevant.

## 13. Important Course Requirements

Students taking the course for credit will be expected to attend all classes, cover all required reading, and participate in class discussion.

### 1 Complete and on-time attendance, and class participation

Students taking the course for credit will be expected to do all the required pre-session assignments, attend all sessions, and participate in group's problem solving and class-wide discussions. Tardiness which is less than 20 minutes before the class begins will be treated as present. However, if tardiness overall is excessive (in frequency and length, even if it does not go beyond the 20-minute allowance range), some points may be deducted when calculating your final grade.

A key feature of G-HSLP is philosophy to enhance learning through the mutual understanding gained by exploring different ways of thinking. G-HSLP classes depend upon the active participation of all students. Simply listening to the faculty or other students violates this principle. You are expected to participate in class discussion through active listening, taking notes, asking questions, speaking out based on your own analysis and opinions, engaging your mind on the topic matter, and respecting other people's viewpoints. Opinions from a variety of viewpoints and approaches are always welcome. Always raise your hand before sharing something with the class. In G-HSLP, students who do not participate in class discussions or who do not ask questions are believed to be unprepared for class.

Do not be afraid to challenge one another by asking questions, but refrain from personal attacks. The goal is not to simply agree, but to gain a deeper understanding of the subject matter through thorough investigation and discussion.

### 2 Written assignments

After the completion of each unit, each group must submit the group's conclusion in writing. The write-up should include well thought out solutions with enough evidence to support them. This summary will be due at the beginning of the first session of the subsequent Unit. A detailed guideline to preparing this assignment will be provided on Course Materials.

#### **Note: Measures against cheating and plagiarism**

When working on Written Assignments, it is strictly forbidden to copy or use ideas from Written Assignments of your classmates or those students who took this course in past terms, handouts from other courses, or materials from past terms. Students should refrain from sharing solutions for Written Assignments and any other information that could impact the outcome of it through any forms of communication. Both the provider and beneficiary of relevant information shall become disqualified from completing the course in the case of such cheating and plagiarism.

### 3 Self- and peer-evaluation and reflection

After the completion of each unit, all students will fill out self- and peer-evaluations on e-SALON under "Self- and peer-evaluation and reflection". Each student will then review the evaluation comments on his/her performance from other group members (to be shown anonymously), reflect, and develop action plans for the upcoming unit. A detailed guideline for these activities will be provided in Course Materials.

## 14. Availability in English

Lecture, group discussion, class-wide discussion, and all communications are in English.

**15. Office Hours**

Please contact Prof. Takada to make an appointment (takada.rheu@tmd.ac.jp)

**16. Note to Students**

All sessions are conducted in English and both International and Japanese graduate students are welcome to join the course.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Academic English I

Spring 2019

*updated January 28, 2019*

(Code: 8705/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Director/Instructor	Janelle Moross	Institute of Global Affairs, Associate Prof.	03-5803-4686 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 <a href="mailto:global.adm@tmd.ac.jp">global.adm@tmd.ac.jp</a>

## 2. Classroom/lab

M & D Tower, 9th floor, Graduate School Lecture Room 4

## 3. Enrollment Capacity

15 students (any TMDU Master's student may apply)

## 4. Course Purpose and Outline

English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, practice the basic skills required to have conversations, and to explain your research/ study area.

## 5. Course Objectives

At the end of the course, students will be able to:

- 1) Carry on discussions concerning current health science topics with more confidence
- 2) Use the Opinion-Reason-Evidence format for expressing ideas more clearly
- 3) Know and be able to use debate skills
- 4) Attain better writing format and flow

## 6. Format

Mainly group discussion/debate and listening exercises. Writing advice and practice.

## 7. Course Description and Timetable

No.	Date Time	Topic Venue	Instructor
1	4/25 (Thu) 16:20-17:50	<b>Overview of class/ Group work &amp; debate basics</b> MD Tower, 9th floor, Lecture Room 4	Janelle Moross Ash Warren
2	5/09 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
3	5/16 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
4	5/23 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
5	5/30 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
6	6/06 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"



7	6/13 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
8	6/20 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
9	6/27 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
10	7/04 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
11	7/11 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
12	7/18 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"

### 8. Grading System/ Attendance

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment.

### 9. Prerequisite Reading

Reading, listening or light research will be required before each session. Reading materials with links to videos are uploaded to the TMDU intranet system, WebClass. All enrollees are expected to read/watch those materials beforehand and be prepared for class discussion and/or debate.

### 10. Reference Materials

Will be uploaded to WebClass before class.

### 11. Important Course Requirements

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any homework and in-class assignments on time.

### 12. Availability in English

Direction, class group work and all communications are in English.

### 13. Office Hours

Please contact course director to make an appointment.

### 14. Note to Students

All International and Japanese graduate students are welcome to join the course. Spring and fall courses have the same course content. Academic English I (Thursdays) and Academic English II (Tuesdays) have different content and separate credits.

### 15. TOEFL iBT Practice Test

Enrollees of this course may take the iBT Practice Test administered here at TMDU in spring and summer without having to take the TOEFL course. If you would like to take this practice test, you must pay the testing fee of around 4,000 yen. Contact the Global Advancement Administrative Unit, [global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp), for further details.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Academic English I

Fall 2019

*updated January 28, 2019*

(Code: 8705/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Director/Instructor	Janelle Moross	Institute of Global Affairs, Associate Prof.	03-5803-4686 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 <a href="mailto:global.adm@tmd.ac.jp">global.adm@tmd.ac.jp</a>

## 2. Classroom/lab

M & D Tower, 9th floor, Graduate School Lecture Room 4

## 3. Enrollment Capacity and eligibility

15 students (any TMDU Master's student may apply)

## 4. Course Purpose and Outline

English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, practice the basic skills required to have conversations, and to explain your research/ study area.

## 5. Course Objectives

At the end of the course, students will be able to:

- 1) Carry on discussions concerning current health science topics with more confidence
- 2) Use the Opinion-Reason-Evidence format for expressing ideas more clearly
- 3) Know and be able to use debate skills
- 4) Attain better writing format and flow

## 6. Format

Mainly group discussion/debate and listening exercises. Writing advice and practice.

## 7. Course Description and Timetable

No.	Date Time	Topic Venue	Instructor
1	10/24 (Thu) 16:20-17:50	<b>Overview of class/ Group work &amp; debate basics</b> MD Tower, 9th floor, Lecture Room 4	Janelle Moross Ash Warren
2	10/31 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
3	11/7 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
4	11/14 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
5	11/21 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
6	11/28 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"

7	12/05 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
8	12/12 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
9	12/19 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
10	1/16 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
11	1/23 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"
12	1/30 (Thu) 16:20-17:50	<b>Discussion/Listening/Debate/Writing</b> MD Tower, 9th floor, Lecture Room 4	"

**8. Grading System/ Attendance**

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment.

**9. Prerequisite Reading**

Reading, listening or light research will be required before each session. Reading materials with links to videos are uploaded to the TMDU intranet system, WebClass. All enrollees are expected to read/watch those materials beforehand and be prepared for class discussion and/or debate.

**10. Reference Materials**

Will be uploaded to WebClass before class.

**11. Important Course Requirements**

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any homework and in-class assignments on time.

**12. Availability in English**

Direction, class group work and all communications are in English.

**13. Office Hours**

Please contact course director to make an appointment.

**14. Note to Students**

All International and Japanese graduate students are welcome to join the course. Spring and fall courses have the same course content. Academic English I (Thursdays) and Academic English II (Tuesdays) have different content and separate credits.

**15. TOEFL iBT Practice Test**

Enrollees of this course may take the iBT Practice Test administered here at TMDU in spring and summer without having to take the TOEFL course. If you would like to take this practice test, you must pay the testing fee of around 4,000 yen. Contact the Global Advancement Administrative Unit, [global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp), for further details.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Academic English II

Spring 2019

*updated January 28, 2019*

(Code: 8706/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Director/Instructor	Janelle Moross	Institute of Global Affairs, Associate Prof.	03-5803-4686 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 <a href="mailto:global.adm@tmd.ac.jp">global.adm@tmd.ac.jp</a>

## 2. Classroom/lab

G-lab, M & D Tower, 8th floor

## 3. Enrollment Capacity

15 students (any TMDU PhD student may apply)

## 4. Course Purpose and Outline

English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, practice the basic skills required to have conversations, and to explain your research/ study area.

## 5. Course Objectives

At the end of the course, students will be able to:

- 1) Carry on discussions concerning current health science topics with more confidence
- 2) Use the Opinion-Reason-Evidence format for expressing ideas more clearly
- 3) Know and be able to use debate skills
- 4) Attain better writing format and flow

## 6. Format

Mainly group discussion/debate and listening exercises. Writing advice and practice.

## 7. Course Description and Timetable

No.	Date Time	Topic Venue	Instructor
1	5/07 (Tue) 15:00-16:30	<b>Overview of class/ Group work basics</b> G-lab, M & D Tower, 8th floor	Janelle Moross Ash Warren
2	5/14 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
3	5/21 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
4	5/28 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
5	6/04 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"

6	6/11 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
7	6/18 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
8	6/25 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
9	7/02 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
10	7/09 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
11	7/16 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
12	7/23 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"

### 8. Grading System/ Attendance

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment.

### 9. Prerequisite Reading

Reading, listening or light research will be required before each session. Reading materials with links to videos are uploaded to the TMDU intranet system, WebClass. All enrollees are expected to read/watch those materials beforehand and be prepared for class discussion and/or debate.

### 10. Reference Materials

Will be uploaded to WebClass before class.

### 11. Important Course Requirements

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any homework and in-class assignments on time.

### 12. Availability in English

Direction, class group work and all communications are in English.

### 13. Office Hours

Please contact course director to make an appointment.

### 14. Note to Students

All International and Japanese PhD students are welcome to join the course. Spring and fall courses have the same course content. Academic English I (Thursdays) and Academic English II (Tuesdays) have different content and separate credits.

### 15. TOEFL iBT Practice Test

Enrollees of this course may take the iBT Practice Test administered here at TMDU in spring and summer without having to take the TOEFL course. If you would like to take this practice test, you must pay the testing fee of around 4,000 yen. Contact the Global Advancement Administrative Unit, global.adm@tmd.ac.jp, for further details.

# Academic English II

Fall 2019

*updated January 28, 2019*

(Code: 8706/1unit)

**1. Course Director and Instructor(s)**

	Name	Department	Contact
Director/Instructor	Janelle Moross	Institute of Global Affairs, Associate Prof.	03-5803-4686 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 <a href="mailto:global.adm@tmd.ac.jp">global.adm@tmd.ac.jp</a>

**2. Classroom/lab**

G-lab, M &amp; D Tower, 8th floor (☆1/14 : M &amp; D Tower, 9th floor, Graduate School Lecture Room 4)

**3. Enrollment Capacity and eligibility**

15 students (any TMDU PhD student may apply)

**4. Course Purpose and Outline**

English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, practice the basic skills required to have conversations, and to explain your research/ study area.

**5. Course Objectives**

At the end of the course, students will be able to:

- 1) Carry on discussions concerning current health science topics with more confidence
- 2) Use the Opinion-Reason-Evidence format for expressing ideas more clearly
- 3) Know and be able to use debate skills
- 4) Attain better writing format and flow

**6. Format**

Mainly group discussion/debate and listening exercises. Writing advice and practice.

**7. Course Description and Timetable**

No.	Date Time	Topic Venue	Instructor
1	11/5 (Tue) 15:00-16:30	<b>Overview of class/ Group work &amp; debate basics</b> G-lab, M & D Tower, 8th floor	Janelle Moross Ash Warren
2	11/12 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
3	11/19 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
4	11/26 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
5	12/03 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"

6	12/10 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
7	12/17 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
8	1/14 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> ☆ M & D Tower, 9th floor, Lecture Room 4	"
9	1/21 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
10	1/28 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
11	2/04 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"
12	2/18 (Tue) 15:00-16:30	<b>Discussion/Listening/Debate/Writing</b> G-lab, M & D Tower, 8th floor	"

**8. Grading System/ Attendance**

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment.

**9. Prerequisite Reading**

Reading, listening or light research will be required before each session. Reading materials with links to videos are uploaded to the TMDU intranet system, WebClass. All enrollees are expected to read/watch those materials beforehand and be prepared for class discussion and/or debate.

**10. Reference Materials**

Will be uploaded to WebClass before class.

**11. Important Course Requirements**

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any homework and in-class assignments on time.

**12. Availability in English**

Direction, class group work and all communications are in English.

**13. Office Hours**

Please contact course director to make an appointment.

**14. Note to Students**

All International and Japanese PhD students are welcome to join the course. Spring and fall courses have the same course content. Academic English I (Thursdays) and Academic English II (Tuesdays) have different content and separate credits.

**15. TOEFL iBT Practice Test**

Enrollees of this course may take the iBT Practice Test administered here at TMDU in spring and summer without having to take the TOEFL course. If you would like to take this practice test, you must pay the testing fee of around 4,000 yen. Contact the Global Advancement Administrative Unit, [global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp), for further details.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Introduction to Social Science Theory for the Health Sciences

Spring 2019

*updated January 30, 2019*

(Code: 8709/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830; <a href="mailto:carlson.isc@tmd.ac.jp">carlson.isc@tmd.ac.jp</a>

## 2. Classroom/lab

G-lab, M & D Tower, 8th floor(☆1/14 : M & D Tower, 8th floor, Kyoyo Seminar Room 10)

## 3. Enrollment Capacity

25

## 4. Minimum Enrollment

4 (This course will not be offered if the enrollment does not reach this number.)

## 5. English Proficiency Requirement

This course requires minimum TOEFL iBT score of 70 (or its equivalent). A score of 80 or above is strongly recommended for participants.

## 6. Course Purpose and Outline

Human "health" is a distinctly social and cultural experience that defies hegemonic notions of universal biology. Social factors, such as socio-economic status and structural inequality, play a direct role in determining both global disease distribution and disease outcome, such as mortality rates. Yet these epidemiological factors are often divorced in research and policy making from the local and global circumstances that shape and construct them. This course will introduce students to the theoretical approaches utilized in the social sciences to understand the social production of disease. This theory serves as the foundation of qualitative research methods, and is useful for those engaging in clinical, public health or epidemiological studies, along with deepening students' thinking about health and illness regardless of their scientific training or background.

## 7. Course Objectives

At the end of the course, students will be able to:

- 1) Outline the primary approach in the social sciences to an analysis of disease distribution and outcome, across cultures
- 2) Appreciate the complexity of social factors which produce the concrete "facts" they observe as health practitioners and researchers in the hospital or lab

## 8. Format

This course is based on in class group discussion and presentation of assigned readings.

## 9. Course Description and Timetable

No.	Day Time	Topic Venue	Instructor
1	4/23 (Tue) 13:00-14:30	<b>The social construction of health and illness</b> G-lab, M & D Tower, 8th floor	Rebecca Carlson



2	5/07 (Tue) 13:00-14:30	<b>The production of scientific fact</b> G-lab, M & D Tower, 8th floor	"
3	5/14 (Tue) 13:00-14:30	<b>Diabetes etiology in Japan</b> ☆M & D Tower, 8th floor, Kyoyo Seminar Room 10	"
4	5/21 (Tue) 13:00-14:30	<b>The medicalization of obesity</b> G-lab, M & D Tower, 8th floor	"
5	5/28 (Tue) 13:00-14:30	<b>Colonial medicine and vaccination boycotts</b> G-lab, M & D Tower, 8th floor	"
6	6/04 (Tue) 13:00-14:30	<b>Biopower and self-governance</b> G-lab, M & D Tower, 8th floor	"
7	6/11 (Tue) 13:00-14:30	<b>Structural violence: Haiti and the HIV epidemic</b> G-lab, M & D Tower, 8th floor	"
8	6/18(Tue) 13:00-14:30	<b>SES, cost effective analysis and MDRTB</b> G-lab, M & D Tower, 8th floor	"
9	6/25 (Tue) 13:00-14:30	<b>Adherence to HIV treatment in West Africa</b> G-lab, M & D Tower, 8th floor	"
10	7/02 (Tue) 13:00-14:30	<b>Student selections from <i>Medicine, Anthropology, Theory (MAT)</i></b> G-lab, M & D Tower, 8th floor	"
11	7/09 (Tue) 13:00-14:30	<b>Student selections from <i>MAT</i></b> G-lab, M & D Tower, 8th floor	"

### 10. Grading System

Based on attendance, participation in class, completing of required reading and presentation assignments. **If you are absent for more than two-thirds of the course sessions you will receive a failing grade.** You must specify if you are taking the course is for credit or non-credit. Those taking the course for no credit are still expected to complete all required readings before class.

### 11. Prerequisite Reading

Reading materials will be distributed or specified in advance, and participants are expected to read those materials beforehand and to come to class prepared to discuss them.

### 12. Reference Materials

To be announced before class or during individual classes, when relevant.

### 13. Important Course Requirements

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete in class presentations on assigned readings.

### 14. Availability in English

Lecture, class work and all communications are in English.

### 15. Office Hours

Please contact Prof. Carlson to make an appointment (carlson.isc@tmd.ac.jp)

### 16. Note to Students

All sessions are conducted in English and both International and Japanese graduate students are welcome to join the course.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Introduction to Qualitative Methods

Fall 2019

*updated January 28, 2019*

(Code: 8707/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830; <a href="mailto:carlson.isc@tmd.ac.jp">carlson.isc@tmd.ac.jp</a>

## 2. Classroom/lab

TBD

## 3. Enrollment Capacity

25

## 4. Minimum Enrollment

4 (This course will not be offered if the enrollment does not reach this number.)

## 5. Recommended Pre-requisite

Students are encouraged to enroll first in the "Introduction to Social Science Theory for the Health Sciences" class scheduled for the spring semester as it serves as a foundation for concepts discussed in this course.

## 6. English Proficiency Requirement

This course requires minimum TOEFL iBT score of 70 (or its equivalent). A score of 80 or above is strongly recommended for participants.

## 7. Course Purpose and Outline

Today, health practitioners face challenges and opportunities that are growing increasingly complex and involve diverse stakeholders. To adapt to these changes, it is essential for global leaders to acquire new problem solving methods, research skills and perspectives. This course is designed to introduce students to the strengths and applications of qualitative research methods in clinical and public health settings, in order to support graduate research in these areas. We will explore the concepts, steps and analysis of qualitative approaches, and practice designing these tools.

## 8. Course Objectives

At the end of the course, students will be able to:

- 3) Appreciate the basics of qualitative research design and methods and see their utility in clinical and public health settings and integration with quantitative methods
- 4) Incorporate these methods into graduate student projects where relevant

## 9. Format

Group discussions, some lecture and student practice of designing and implementing qualitative methods such as surveys and interviews.

**10. Course Description and Timetable**

No.	Day Time	Topic Venue	Instructor
1	TBD	<b>Why do we need qualitative methods?</b> TBD	Rebecca Carlson
2	TBD	<b>Theoretical approaches</b> TBD	Rebecca Carlson
3	TBD	<b>Drafting research questions</b> TBD	Rebecca Carlson
4	TBD	<b>Defining your population</b> TBD	Rebecca Carlson
5	TBD	<b>Designing surveys</b> TBD r	Rebecca Carlson
6	TBD	<b>Conducting interviews</b> TBD	Rebecca Carlson
7	TBD	<b>Doing participant observation</b> TBD	Rebecca Carlson
8	TBD	<b>Uncovering key concepts and refining approach</b> TBD	Rebecca Carlson
9	TBD	<b>Sorting and analyzing results</b> TBD	Rebecca Carlson
10	TBD	<b>Mixed methods &amp; integrating quantitative data</b> TBD	Rebecca Carlson
11	TBD	<b>Writing up the results</b> TBD	Rebecca Carlson

**11. Grading System**

Based on attendance, participation in class, and completing of required assignments. **If you are absent for more than two-thirds of the course sessions you will receive a failing grade.** You must specify if you are taking the course for credit or non-credit.

**12. Prerequisite Reading**

When reading materials are distributed or specified in advance, participants are expected to read those materials beforehand. Some prior reading, research or homework may be required before each session. Details will be given in class.

**13. Reference Materials**

To be announced before class or during individual classes, when relevant.

**14. Important Course Requirements**

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any homework on time.

**15. Availability in English**

Lecture, class work and all communications are in English.

**16. Office Hours**

Please contact Prof. Carlson to make an appointment (carlson.isc@tmd.ac.jp)

**17. Note to Students**

All sessions are conducted in English and both International and Japanese graduate students are welcome to join the course.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Presentation in English

Spring 2019

*updated January 28, 2019*

(Code: 8710/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Director/Instructor	Janelle Moross	Institute of Global Affairs, Associate Prof.	03-5803-4686 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Jay Bolthouse	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 <a href="mailto:global.adm@tmd.ac.jp">global.adm@tmd.ac.jp</a>

## 2. Classroom/lab

M & D Tower, 9th floor, Graduate School Lecture Room 4

## 3. Enrollment Capacity

15 students (any TMDU PhD student may apply)

## 4. Course Purpose and Outline

- In the first four lessons you will learn the basic skills for creating and giving a presentation.
- Then, you must make four appointments from the available dates.
- For three of these sessions your instructor will help you to revise your presentation slides and script.
- In the fourth appointment session, you will give your presentation and answer Q & A.

## 5. Course Objectives

At the end of the course, students will be able to:

- 1) Know the necessary part of a presentation
- 2) Create a presentation concerning their research
- 3) Have a better ability to formulate questions and answers
- 4) Attain better writing format and flow

## 6. Format

With international conferences, study abroad, and employment in foreign companies in mind, this course will provide fundamental skills for presentations using the following four approaches.

1. Interactive lessons with lecture and practice
2. Peer-evaluation
3. Objective feedback from instructors and peers
4. Individual preparation advice from instructors

## 7. Course Description and Timetable

No.	Date Time	Topic Venue	Instructor
1	5/07 (Tue) 10:30-12:00	<b>Overview/ Creating a presentation</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	Jay Bolthouse
2	5/14 (Tue) 10:30-12:00	<b>Creating a Power Point presentation</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
3	5/21 (Tue) 10:30-12:00	<b>Creating a poster presentation</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
4	5/28 (Tue) 10:30-12:00	<b>Presentation style/ Handling Q &amp; A</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"

5	6/04 ( Tue ) 10:30-12:00	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
6	6/04 ( Tue ) 13:00-14:30	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
7	6/11 ( Tue ) 10:30-12:00	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
8	6/11 ( Tue ) 13:00-14:30	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
9	6/18 ( Tue ) 10:30-12:00	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
10	6/18 ( Tue ) 13:00-14:30	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
11	6/25 ( Tue ) 10:30-12:00	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
12	6/25 ( Tue ) 13:00-14:30	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
13	7/02 ( Tue ) 10:30-12:00	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
14	7/02 ( Tue ) 13:00-14:30	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
15	7/09 ( Tue ) 10:30-12:00	<b>Appointment/ creation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
16	7/09 ( Tue ) 13:00-14:30	<b>Final presentation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
17	7/16 ( Tue ) 10:30-12:00	<b>Final presentation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"
18	7/16 ( Tue ) 13:00-14:30	<b>Final presentation &amp; feedback</b> M & D Tower, 9th floor, Graduate School Lecture Room 4	"

**8. Grading System/ Attendance**

Participation (40%), presentation (40%), question and answer (20%)

**9. Prerequisite Reading**

None

**10. Reference Materials**

Will be uploaded to WebClass before class.

**11. Important Course Requirements**

To receive credit for this course, all students must attend the first four sessions on the dates stated in the syllabus. After that they must attend four sessions from sessions 5-18, which they make appointments by the application form, with the instructors to prepare their presentation and present in the last appointment. Sessions 5-18 should be groups of up to 5 students, not private sessions.

**12. Availability in English**

Direction, classwork and all communications will be in English. Instructor has basic Japanese skills if needed for communication.

**13. Office Hours**

Please send an email to Janelle Moross to make an appointment.

**14. Note to Students**

All International and Japanese PhD students are welcome to join the course.  
Class size is limited to 15 students in order to provide personalized assistance.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Writing for Publication

Fall 2019

*updated January 28, 2019*

(Code: 8711/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830; <a href="mailto:carlson.isc@tmd.ac.jp">carlson.isc@tmd.ac.jp</a>

## 2. Classroom/lab

TBD

## 3. Enrollment Capacity

15

## 4. Minimum Enrollment

4 (This course will not be offered if the enrollment does not reach this number.)

## 5. English Proficiency Requirement

This course requires minimum TOEFL iBT score of 70 (or its equivalent). A score of 80 or above is strongly recommended for participants.

## 6. Course Purpose and Outline

While medical and dental students may understand the necessity of publishing their research results in English-language journals, little formal instruction is devoted to academic writing styles and standards that would help make those publications a success. This course is targeted towards any graduate student who seeks to improve their paper organization and argumentation, along with research analysis, whether for a university course or formal publication. Practical information concerning differences in formatting between conference papers, grant proposals and research articles, along with how to find and then target appropriate journals and publication outlets will also be discussed.

## 7. Course Objectives

At the end of the course, students will be able to:

- 5) Improve the structure and format of their written arguments, along with their ability to support analysis with theory and evidence
- 6) Appreciate the differences in formatting between conference and journal papers and better tailor their articles to various publication opportunities and venues
- 7) Understand the English-language academic standards for publication, including clear justification and support through drawing on theory/evidence from other relevant research and use of discipline-specific vocabulary and key terms

## 8. Format

Group discussions, some lecture and example publications will be discussed. However, English grammar will not be covered and faculty will not be available to proofread student papers.

**9. Course Description and Timetable**

No.	Day Time	Topic Venue	Instructor
1	TBD	<b>What's in a publication?</b> TBD	Rebecca Carlson
2	TBD	<b>Research questions</b> TBD	"
3	TBD	<b>The parts of a paper</b> TBD	"
4	TBD	<b>Why is an introduction so important?</b> TBD	"
5	TBD	<b>Supporting your argument with research/theory</b> TBD	"
6	TBD	<b>Finding key terms and vocabulary</b> TBD	"
7	TBD	<b>Methods</b> TBD	"
8	TBD	<b>Results</b> TBD	"
9	TBD	<b>Discussions/conclusions</b> TBD	"
10	TBD	<b>Conference papers, grant proposals, journals</b> TBD	"
11	TBD	<b>Writing an abstract</b> TBD	"

**10. Grading System**

Based on attendance, participation in class, and completing of required readings and assignments.

**If you are absent for more than two-thirds of the course sessions you will receive a failing grade.**

Students must specify whether they are taking the course for credit or non-credit.

**11. Prerequisite Reading**

When reading materials are distributed or specified in advance, participants are expected to read those materials beforehand. Some prior reading, research or homework may be required before each session. Details will be given in class.

**12. Reference Materials**

To be announced before class or during individual classes, when relevant.

**13. Important Course Requirements**

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any required readings prior to coming to class.

**14. Availability in English**

Lecture, class work and all communications are in English.

**15. Office Hours**

Please contact Prof. Carlson to make an appointment (carlson.isc@tmd.ac.jp)

**16. Note to Students**

All sessions are conducted in English and both International and Japanese graduate students are welcome to join the course.

# **Workshop Descriptions**



Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Effective Research Presentations

2019

*updated February 21, 2019*

## 1. Workshop Organizer and Instructor(s)

### I. Guest Instructors

Name	Affiliation
Prof. Masao Takata, MD, PhD	Faculty of Medicine, Department of Surgery & Cancer, Imperial College London
TBA	TBA

### II. TMDU Instructors

	Name	Department	Specialties
Organizer/ Instructor	Janelle Moross, CNS Associate Prof.	Institute of Global Affairs	Nursing, Dental, Medical Education
Instructor	David Cannell, PhD Associate Prof.	Institute of Global Affairs	East Asian Languages and Literature

## 2. Classroom/lab

Please check e-mail for place and time when making a reservation.

## 3. Workshop Purpose and Outline

The need for researchers and clinicians to make presentations in English is increasing in our globalized world. The skills learned in this course will be useful in academic conferences, patient presentations, lectures, job interviews, and other instances where you need to explain something clearly to your audience be it one or 100. Students will practice presenting their own research, discussing/explaining their research and get feedback from the workshop instructor. There are two styles of sessions, one for research presentation advice and practice from an instructor with research experience and one for basic presentation skills advice and practice.

## 4. Workshop Objectives

At the end of the workshop, students will be able to:

- 1) Create effective slides and scripts for presentations
- 2) Explain presentation topic more effectively and clearly
- 3) Have more confidence in their presenting skills and ability to handle Q & A

## 5. Format

### I. Guest Instructors

Up to 3 students can sign up to attend each session of the Guest Instructor workshops. Students should come prepared to give a 10-minute presentation about their own research work. Each presentation will be followed by questions and answers and feedback from instructor and peers (20 minutes). By signing up students promise to attend the time period they have reserved for the workshop. Please see flyers for application procedures and deadlines.

### II. TMDU Instructors

Up to 2 students can sign up to attend each of the TMDU Instructor workshop sessions. Each student will be given 45 minutes, 20-minute presentation period, followed by a 25-minute question and answer session and feedback from instructor.

By signing up students promise to be prepared to give their own presentation, and attend the time period they have reserved for the workshop. Presenters must send their presentation slides to the office by the Monday before presentation. --All data will be kept confidential-- Please see website for application procedures. Application deadline is one week before session date.

## 6. Workshop Date/Time

Students are able to apply to any number of workshops. Up to 2-3 students can sign up to each workshop, depending on whether it is Guest or TMDU Instructor. If applicants exceed these limits, those who have participated fewer times will have higher priority.

### Guest Instructors (up to 3 students per session)

No.	Date Time	Topic Venue	Instructor
1	TBD	<b>Research Presentation Practice and feedback</b> G-lab, M & D Tower, 8th floor	To be determined
2	TBD	<b>Research Presentation Practice and feedback</b> G-lab, M & D Tower, 8th floor	To be determined
3	TBD	<b>Research Presentation Practice and feedback</b> G-lab, M & D Tower, 8th floor	To be determined
4	TBD	<b>Research Presentation Practice and feedback</b> G-lab, M & D Tower, 8th floor	To be determined

### TMDU Instructors (up to 2 students per session) April-July

No.	Date Time	Topic	Instructor
1	4/18 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
2	4/25 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
3	4/25 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
4	5/9 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
5	5/16 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
6	5/23 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
7	5/30 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
8	6/06 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
9	6/13 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
10	6/20 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
11	6/20 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
12	7/04 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
13	7/11 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
14	7/18 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
15	7/25 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell

**TMDU Instructors (up to 2 students per session) September-February**

No.	Date Time	Topic	Instructor
1	9/19 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
2	9/26 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
3	10/03 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
4	10/24(Thu) 16:00-17:30	<b>Presentation practice and feedback</b>	Janelle Moross
5	11/07 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
6	11/21 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
7	11/28 (Thu) 16:00-17:30	<b>Presentation practice and feedback</b>	David Cannell
8	12/05 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
9	12/12 (Thu) 16:00-17:30	<b>Presentation practice and feedback</b>	David Cannell
10	12/19 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
11	1/16 (Thu) 16:00-17:30	<b>Presentation practice and feedback</b>	Janelle Moross
12	1/23 (Thu) 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
13	1/30 (Thu) 16:00-17:30	<b>Presentation practice and feedback</b>	David Cannell
14	2/06 (Thu) 16:00-17:30	<b>Presentation practice and feedback</b>	David Cannell

**7. Reference Materials**

A suggested presentation format will be sent to you once you sign up.

**8. Important Workshop Requirements**

Students attending the workshop will be expected to send their presentation slides by the Monday before their session, arrive on time and be prepared to present.

**9. All workshop activities are in English; some Japanese is possible if needed.****10. Note to Students**

Both International and Japanese graduate students are welcome to apply for the workshops. Please make sure to follow the application procedures outlined in the flyers and/or program description.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Qualitative Research Design and Analysis

Spring 2019

*updated January 28, 2019*

## 1. Workshop Director and Instructor(s)

	Name	Department	Contact
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830; <a href="mailto:carlson.isc@tmd.ac.jp">carlson.isc@tmd.ac.jp</a>

## 2. Classroom/lab

G-lab, M & D Tower, 8th floor \*Please check e-mail for place and time when making a reservation.

## 3. Workshop Purpose and Outline

In clinical and other medical settings, where health practitioners encounter real patients, qualitative research methods add a depth and complexity to any analysis of health and illness, whether in the consideration of epidemiological findings or the development of health policy and initiative design. Yet, qualitative methods are rarely directly incorporated into the study of the health sciences. The goal of this workshop is to support students and faculty who are undertaking qualitative research projects or methods, in the development of their research design and/or data analysis. Discussion will be guided by participants' own approaches and the work they have conducted prior to the workshop, whether in planning, designing, collecting or analyzing qualitative data.

## 4. Workshop Objectives

At the end of the workshop, students will be able to:

- 8) Improve their understanding of qualitative methods and their research approach, whether through the utilization of surveys and structured interviews, or more complex methods such as participant observation
- 9) Understand the limitations of any method, and better select the appropriate combination of research tools to use based on targeted research questions
- 10) Conceive of how to capture, analyze and report on qualitative research findings

## 5. Format

This workshop is designed for faculty and students who are beginning qualitative research projects or in the midst of collecting or analyzing data. In these small sessions, we will discuss concrete problems and techniques as driven by the needs of individual participants. Prior to meeting then, participants must formulate and share questions for discussion and descriptions of their research progress to date.

## 6. Workshop Date/Time

Students are able to apply to any number of workshops. Up to 2-3 students can sign up to each workshop. If applicants exceed these limits, those who have participated fewer times will have higher priority. Separate appointments may also be scheduled based on faculty availability.

No.	Day Time	Topic Venue	Instructor
1	4/17 (Wed) 13:00-14:30	<b>Designing/Analyzing a Qualitative Research Project</b> G-lab, M & D Tower, 8th floor	Rebecca Carlson
2	5/22 (Wed) 13:00-14:30	<b>Designing/Analyzing a Qualitative Research Project</b>	"

		G-lab, M & D Tower, 8th floor	
3	5/29 (Wed) 13:00-14:30	<b>Designing/Analyzing a Qualitative Research Project</b> G-lab, M & D Tower, 8th floor	"
4	6/5 (Wed) 13:00-14:30	<b>Designing/Analyzing a Qualitative Research Project</b> G-lab, M & D Tower, 8th floor	"
5	6/12 (Wed) 13:00-14:30	<b>Designing/Analyzing a Qualitative Research Project</b> G-lab, M & D Tower, 8th floor	"
6	6/19 (Wed) 13:00-14:30	<b>Designing/Analyzing a Qualitative Research Project</b> G-lab, M & D Tower, 8th floor	"
7	6/26 (Wed) 13:00-14:30	<b>Designing/Analyzing a Qualitative Research Project</b> G-lab, M & D Tower, 8th floor	"
8	7/10 (Wed) 13:00-14:30	<b>Designing/Analyzing a Qualitative Research Project</b> G-lab, M & D Tower, 8th floor	"
9	7/17 (Wed) 13:00-14:30	<b>Designing/Analyzing a Qualitative Research Project</b> G-lab, M & D Tower, 8th floor	"
10	7/24 (Wed) 13:00-14:30	<b>Designing/Analyzing a Qualitative Research Project</b> G-lab, M & D Tower, 8th floor	"

## 7. Reference Materials

A worksheet designed to help students formulate questions for the session and describe their research progress to date will be sent to students after they enroll in the workshop.

## 8. Important Workshop Requirements

Students must complete the required worksheet at least two days prior to the scheduled workshop session and are expected to arrive on time and be prepared to discuss their work. If students do not complete and forward the worksheet before the deadline, they will be required to reschedule their session for a different time, subject to faculty availability.

## 9. All workshop activities are in English

## 10. Office Hours

Please contact Prof. Carlson to make an appointment (carlson.isc@tmd.ac.jp)

## 11. Note to Students

Both International and Japanese graduate students are welcome to apply for the workshops. Please make sure to follow the application procedures outlined in the flyers and/or program description.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

# Design Thinking Bootcamp (DTbc)

Spring 2019

*updated January 28, 2019*

## 1. Instructor

	Name	Department	Contact
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830; <a href="mailto:carlson.isc@tmd.ac.jp">carlson.isc@tmd.ac.jp</a>

## 2. Classroom/lab

Faculty Lounge, M&D Tower, 26th Floor.

## 3. Workshop Purpose and Outline

Today, health practitioners face challenges and opportunities that are growing increasingly complex and involve diverse stakeholders. In order to realize the creativity necessary for true innovation and change in the fields of health sciences, it is essential for global leaders to acquire new problem solving methods and research perspectives. As design thinking is a human-centered approach focused on crafting real world applications, it is an ideal method for bridging clinical or health care realities with basic science or lab research. The Design Thinking model is centered on open-ended and creative data collection, solution prototyping and testing, and iteration based on feedback through all parts of the research and production process. Students in this 2-day workshop will work through several challenges in order to grow their knowledge of the design thinking toolkit as they build towards a final group experimental project.

## 4. Workshop Objectives

At the end of the workshop, students will be able to:

- 1 Utilize the Design Thinking toolkit for problem-solving and innovation with non-design and other general research tasks
- 2 Appreciate the need for human-centered and iterative approaches to research, the cornerstone of the Design Thinking practice

## 5. Format

Group discussions and activities, some lecture and a team project completed over the course of the 2-day workshop.

## 6. Workshop Date/Time

Please note, this is a 2-day workshop and attendance to both sessions is required

No.	Day Time	Topic Venue	Instructor
1	Feb 2020 9:00-17:00	<b>Introduction to Design Thinking</b> G-lab, M & D Tower, 8th floor	Rebecca Carlson
2	Feb 2020 9:00-17:00	<b>Experiments in Design Thinking</b> G-lab, M & D Tower, 8th floor	"

## 7. Reference Materials

To be announced before class or during individual sessions, when relevant.

### **8. Important Course Requirements**

Students attending the workshop will be expected to complete any required pre-session readings and assignment, as well as to arrive on time, ready to actively participate in workshop activities.

### **9. All workshop activities are in English**

### **10. Note to Students**

All sessions are conducted in English and International and Japanese graduate students are welcome to join the workshop. Please make sure to follow the application procedures outlined in the flyers and/or program description.

Tokyo Medical and Dental University  
Graduate-School Health Sciences Leadership Program

## Leadership Workshop

Not offered in 2019

*updated January 28, 2019*

### 1. Workshop Instructor

	Name	Department	Contact
Instructor	Kazuki Takada	Institute of Global Affairs	03-5803-4684 <a href="mailto:takada.rheu@tmd.ac.jp">takada.rheu@tmd.ac.jp</a>

### 2. Classroom/lab

TBD

### 3. Enrollment Capacity

24

### 4. Minimum Enrollment

4 (This workshop will not be offered if the enrollment does not reach this number.)

### 5. English Proficiency Requirement

This course requires minimum TOEFL iBT score of 70 (or its equivalent). A score of 80 or above is strongly recommended for participants.

### 6. Workshop Purpose and Outline

The purpose of this workshop is to help students develop the leadership skills they need to be more effective in diverse communities and organizations. Students will learn key frameworks and their applications, enabling them to grow into leaders that can better cope with the increasingly rapid changes taking place in today's science and healthcare environment. The workshop uses a case(s) to examine possible solutions the protagonist can adopt to lead his or her organization out of an event or challenge that occurs in the case. Cases also provide details on operating conditions and other factors related to management strategies, which can be explored and analyzed through group work and discussion. The workshop will use the case method with class discussion and group work. The main themes that will be covered in this workshop are: Leadership, Empowerment, Team Management, Change Management, and Fostering an Ideal Organizational Culture.

### 7. Workshop Objectives

At the end of the workshop, students will be better able to:

- 1) Describe the differences between leadership and management, and key activities required under each of these. Identify ones' own leadership strengths and areas to improve.
- 2) Describe key leadership frameworks and apply in practice.
- 3) Reflect on, analyze, and apply the leadership practices to cope with current organizational challenges.

### 8. Format

The workshop will use the case method with class discussion and group work.

### 9. Workshop Date/Time

No.	Day Time	Topic	Instructor
1	TBA TBA	<b>TBA</b>	Kazuki Takada



### **10. Prerequisite Reading**

When reading materials are distributed or specified in advance, participants are expected to read those materials beforehand. Some prior reading, research or homework may be required before each session. Details will be given in Course Materials.

### **11. Availability in English**

Lecture, group discussion, class-wide discussion, and all communications are in English.

### **12. Note to Students**

All sessions are conducted in English and both International and Japanese graduate students are welcome to join the course.

# **Collaborative Course Description**

Collaborative Course  
Tokyo Medical and Dental University  
Institute of Global Affairs and  
Graduate-School Health Sciences Leadership Program

# Science Reading and Discussion (TBD)

2019

*updated January 28, 2019*

## 1. Instructor(s)

Name	Department
David Cannell, PhD East Asian Languages and Literature	Institute of Global Affairs

## 2. Classroom/lab

G-lab, M & D Tower, 8th floor

## 3. Course Date/Time

TBD

## 4. Course Description

This small discussion-based course is designed around a single key text, *Consilience: The Unity of Knowledge*, a NY Times best-selling book by the Pulitzer-prize winning biologist Edward O. Wilson. *Consilience* is a book that makes the startling claim that science is the most successful mode of knowledge and has the capacity to unify all fields of knowledge—whether science, social science, art, ethics, or religion. Such an ambitious claim demands our critical scrutiny while at the same offers us an extraordinary opportunity to examine the scientific roots of the research we do here at the university.

The course has two primary goals: broaden our understanding of science and enhance our English language skills. Regarding the science component of this course, the aim is to introduce students and faculty to an influential English-language science book that speaks beyond any one particular specialism to a broader view of central issues in science. It is hoped that the reading and discussion of *Consilience* will motivate and enable students to understand their own specialized knowledge in a broader context and to communicate ideas and opinions in an interdisciplinary manner to science and non-science peers. As for English-language comprehension, it is expected that this class will improve students' English reading and speaking abilities generally, solidify their grasp of English grammar, and expand their vocabulary in the sciences

## 5. Course Type

Small, discussion-based

## 6. Target

Graduate students, faculty members

## 7. Overview

- 14-week course
- Meet once a week for 90 minutes
- Non-credit
- Language requirement: Advanced English skills, i.e. TOEFL ibt 90+ or equivalent

Details will be informed via TMDU info mail.

Collaborative Course  
Tokyo Medical and Dental University  
Institute of Global Affairs and  
Graduate-School Health Sciences Leadership Program

# English Topics—Reading & Conversation (TBD)

2019

*updated January 28, 2019*

## 1. Instructor(s)

Name	Department
David Cannell, PhD East Asian Languages and Literature	Institute of Global Affairs

## 2. Classroom/lab

G-lab, M & D Tower, 8th floor

## 3. Date/Time

TBD

## 4. Course Description

Are you looking for a chance to brush up your English-language skills? Are you interested in talking about more than just the weather or the latest gossip on social media? If so, then this class might be the one for you. The class will be informal with a strong emphasis on in-class discussion. For discussion, we will read magazine articles or listen to podcasts that deal with lively, substantive topics of interest. Are you curious about how algorithms are impacting society? How about fast-changing norms of workplace harassment, such as the #MeToo movement? Or the incidence of fraud committed against the elderly in aging societies? What do you know about the reproducibility crisis in science? If these topics interest you, then sign up right away.

## 5. Course Type

Small, discussion-based

## 6. Target

Graduate students, faculty members

## 7. Overview

- 7-week course
- Meet once a week for 90 minutes
- Non-credit

Details will be informed via TMDU info mail.

Collaborative Course  
Tokyo Medical and Dental University  
Institute of Global Affairs and  
Graduate-School Health Sciences Leadership Program

# Japanese Literature and History (TBD)

2019

*updated January 28, 2019*

## 1. Instructor(s)

Name	Department
David Cannell, PhD East Asian Languages and Literature	Institute of Global Affairs

## 2. Classroom/lab

G-lab, M & D Tower, 8th floor

## 3. Date/Time

TBD

## 4. Course Description

If you have ever wondered about Japan's past—for example, who the samurai were, where haiku poems came from, why Japan modernized so quickly, and so on—then this is the class for you. The idea of the course is to introduce you to representative literary texts from Japan's major historical eras, which enable us to peer through the window of history and grasp the secrets of Japan's past thereby illuminating Japan's present. We will survey Japan from earliest times up to the present by focusing on the literature of four social groups—the aristocracy, the samurai, and the townspeople of early modern Japan. Being a survey course, much of the detail of Japan's past will naturally be beyond the scope of our class, but the design of the course is to enable you to come away with a broad grasp of Japan's history and build upon it through later study

## 5. Course Type

Lecture

## 6. Target

Graduate students, faculty members

## 7. Overview

- 8-week course
- Meet once a week for 80 minutes
- Non-credit

Details will be informed via TMDU info mail.