

TOWARDS PROFESSIONALISM BEYOND LIBERAL ARTS

START FROM APRIL 2019

IB TEACHER CERTIFICATION PROGRAM

DIPLOMATIC AND INTERNATIONAL PUBLIC SERVICE PROGRAM

STUDY PROGRAMS

RESPONSIBLE GLOBAL CORPORATE EXECUTIVES AND FINANCIAL PROFESSIONALS TRAINING PROGRAM

INTERNATIONAL CHRISTIAN UNIVERSITY GRADUATE SCHOOL

OF ARTS & SCIENCES

FOR PROSPECTIVE STUDENTS 2020

[MASTER'S COURSE]

EDUCATION AND PSYCHOLOGY PROGRAM

PUBLIC POLICY AND SOCIAL RESEARCH PROGRAM

COMPARATIVE CULTURE PROGRAM

NATURAL SCIENCES PROGRAM

[DOCTORAL COURSE]

ARTS AND SCIENCES PROGRAM

ICU
Expanding Potential

國際基督教大學
INTERNATIONAL CHRISTIAN UNIVERSITY

To What Extent Can You Better Yourself and Contribute to Society? The New Challenge of “Showing the Road to the Future”

Professionalism that goes beyond liberal arts. As its vision for the future, ICU's Graduate School is engaged in initiatives to nurture and guide students on the path to becoming not only researchers and academics, but also the professionals needed in the coming age.



YOSHIKAWA, Motohide

Distinguished Professor, ICU
graduated from the same faculty and university in 1974

Profile
Born in Nara in 1951. Studied as a scholarship student of AFS in the U.S. as a high school student. Joined the Ministry of Foreign Affairs in 1974, after receiving a degree from ICU. Successively served as Policy Division Director at the United Nations, Deputy Director-General at Economic Co-operation Bureau, Director-General of Middle Eastern and African Affairs Bureau, ambassador to Spain, first ambassador in charge of Afghanistan/Pakistan, ambassador to Permanent Delegation of Japan to Organization for Economic Co-operation and Development (OECD), and ambassador to the U.N. Retired in 2016. Appointed as distinguished professor at his alma mater, ICU, in April 2017. Decorations conferred by Spain, Argentina, Morocco and Mongolia. Speaks Japanese, English, Spanish, and French.



HIBIYA, Junko

President of ICU

Profile
Born in Tokyo in 1957. Obtained a Ph.D. in linguistics from University of Pennsylvania. Serving as President of ICU since 2012, after working as assistant professor at the International Center, Keio University; visiting associate professor at Dartmouth College; professor at ICU, and Vice President for Academic Affairs at ICU. Member of Science Council of Japan (Linguistics and Literature), Councilor of the Japan Society for the Promotion of Science, Member of the subcommittee concerning university establishment, Council for University Chartering and School Juridical Person, Ministry of Education, Culture, Sports, Science and Technology, Member of the 9th Central Council for Education, A chair of the Human and Social Science Committee, Japanese National Commission for UNESCO, Author of *Nihongo Kyoiku no Kako Genza/Mira Bunko (Past/Present/Future of Japanese Language Education -Grammar)*, and *Hajimete Manabu Shakaigengogaku (Introduction to Sociolinguistics for Absolute Beginners)*



KAIZOJI, Taisei

Dean, Graduate School of Arts and Sciences, ICU

Profile
Doctor of Arts and Sciences (Tokyo Institute of Technology). Dr. Kaizoji was appointed to ICU as Assistant Professor in 1994, becoming Professor (Economics) in 2005. For two years from 2014, he served as the Program Director of Public Policy and Social Research Program in the Master's Course of the School of Arts and Sciences. Since 2016, he has served as the Dean of the Graduate School of Arts and Sciences. He is also a Visiting Professor at the university of Kiel and ETH Zurich. Member of Council for the Society for Economic Sciences with Heterogeneous Interacting Agents. An associate editor of the Journal of Economic Interaction and Coordination. His special fields are economics and econophysics.

Even Greater Diversity than ICU's Undergraduate Programs: A Diverse Range of People Come Together and Head Towards Diverse Roles in Society

Hibiya: ICU is extremely unique as a liberal arts university. But its Graduate School, too, has engaged in various attempts over the past few years with a view to achieving developments that are unique to ICU.

Kaizoji: Our efforts in forming partnerships with a diverse range of institutions and organizations around the world are one such example. ICU is a small-scale university with a relatively small number of students. But because of these partnerships a diverse range of students from a truly wide variety of countries come together here, and this diversity is a major distinctive feature of ICU.

Hibiya: For example, ICU has the only designated Rotary Peace Center (*1) for a graduate school in Asia, meaning that people who have gained work experience in many different countries come together at ICU to study peace and conflict resolution. This is already becoming a tradition. Another example is the JDS (*2) program, operated by JICA, which enables mid-career government administrators from Asian countries to come to ICU Graduate School to obtain a Master's Degree as part of their career path. We have several other intake programs, and every year they bring together more people from a diverse range of backgrounds.

Kaizoji: In addition to these highly international characteristics, as of 2019, three new programs will also be starting at ICU Graduate School. These new programs are the Diplomatic and International Public Service Program, the Responsible Global Corporate Executives and Financial Professionals Training Program, and the International Baccalaureate (IB) Teacher Certification Program. Each of these programs was created out of the sentiment of wanting to provide not only academic learning, but to show a specific way forward in making an active contribution to society, and provide our students with support and encouragement.

Yoshikawa: One of ICU's distinctive features has originally been that many graduates go on to work at UN institutions. During the 1970s, many of the Japanese people working at the United Nations were graduates of ICU. Today, they perhaps number around one in ten. At the same time, around 20 of our graduates (including mid-career recruitments) have joined the Ministry of Foreign Affairs over the last ten years, so we can say that career choices are changing. Of course, even now, a large number of students at ICU aspire to work at international organizations such as the UN. However, they are often not really sure what they should go about doing in order to actually become able to work at the UN, or what kind of vision they should have for the future. With the Ministry of Foreign Affairs, it is easy to understand what to do, because applicants simply enter it by passing the civil servants' examination (laughs). Some of the non-Japanese graduate school students who take my classes include those with experience working in developing countries, or are ex-military personnel who have been engaged in PKO (peacekeeping operations), and they are all aiming for careers at the UN. The important thing is for them to discern exactly what it is that they want to do in their future roles, whether they be at the UN or some other international organization, or in the field of diplomacy; to engage in specialist study; and to learn the path that they should take. For example, one possible approach is to work for a certain period of time at an international NGO, and then use that experience to go and work at an international organization. Our Diplomatic and International Public Service Program shows students how to follow this route in slightly more systematic way.

Kaizoji: Our formation of an internship partnership with the OECD (Organisation for Economic Co-operation and Development) is another aspect of our efforts to develop a suitable environment for adopting such approaches. Moving forward, we would also like to deepen our collaborative ties with other international organizations.

Yoshikawa: ICU is also advantageous in terms of its environment. For example, active members of UN staff come to ICU. There are people here who have experienced working at the UN and international NGOs, and also former diplomats such as myself. I think that there is much to be gained from such people.

Hibiya: All of these programs teach academic and practical knowledge, and show students the path towards becoming professionals, but by no means do they lay out the rails. Students decide their own way of learning and progressing. But in some cases, thinking solely by oneself results in us taking the long way round, or is very inefficient. We therefore help students to unravel the mysteries of what paths actually exist in reality and what kind of scenery they will encounter on the way, and tackle examples together with experts and people with actual experience in the field.

Kaizoji: While we ask that applicants refer to separate materials for specific details of each program, here we will introduce just the key points. Firstly, the Responsible Global Corporate

Executives and Financial Professionals Training Program focus particularly on the issue of "responsibility." In the coming age, the extent to which companies fulfill their social responsibilities, such as through CSR and SDGs-related initiatives, will have an effect both on company management and how those companies are viewed by society. In this program, students learn about major trends such as these, not only in terms of academic aspects such as economic, business management and finance, but also practical field knowledge.

Hibiya: Another program is the International Baccalaureate (IB) Teacher Certification Program. There are also many ICU graduates who become teachers. One group of human resources currently receiving attention in the world of secondary education is that of IB certified teachers. Japan's Ministry of Education, Culture, Sports, Science and Technology has announced plans to increase the number of IB certified schools in Japan to 200, and due to the fact that IB qualification holders can set their sights on working as teachers in other countries around the world, it is a program with great potential for students taking undergraduate teaching certification courses. With the cooperation of teachers at various IB certified schools, ICU Graduate School enables students to learn not only theory but also practical teaching knowledge and skills.

Why is our Graduate School Characteristic of ICU? The Direction of Change

Hibiya: Another example of evolutionary change is the way in which educational exchanges with other university graduate schools are advancing year by year. One topic is our participation in an international network called NOHA (*3). Membership of NOHA enables students at ICU to take classes and acquire credits at other member universities (and vice versa) relating to emergency humanitarian aid, disaster relief and rescue. This is one program that we would like people who want to work at humanitarian-related international organizations and NGO in their future careers to make use of.

Yoshikawa: ICU focuses on reducing damage and rescuing people in natural disasters. Globally, there is much research being conducted into emergency humanitarian aid for refugees. But in Japan, natural disasters such as earthquakes and typhoons occur frequently, and Japan leads the world in terms of its accumulated knowledge and disaster response measures. What is required in disaster response at the national, regional, private sector and individual levels, and what kind of actions do we engage in? Students can learn these things from experts including government personnel, Red Cross and NGO staff. Our students also visit actual disaster-stricken areas and learn valuable lessons. Last year, I took some of our students to the Tohoku region (which was heavily affected by the 2011 Great Japan Earthquake). Out of ten students, there were eight different nationalities. Some have experience working at the Red Cross and various national government organizations, while others are working adult students studying abroad on Rotary or JDS scholarships. In other words, this is an interdisciplinary area that is receiving attention globally. The knowledge and insights gained here are demanded in a wide variety of roles in the field, and I think that this program will open paths for students to make use of them in their future professions.

Kaizoji: Yes. People have a tendency to view it as a limited program for use with NOHA, but actually an even more diverse range of students are taking the course than we had originally envisaged. I want us to improve and enhance it even further, as an approach to learning about international humanitarian aid that is unique to ICU.

Hibiya: In Japan, too, it is becoming commonplace for adult members of society to begin their studies again at university. For precisely that reason, we want to provide graduate school education for enthusiastic adults that will enable them to discover greater meaning and significance. Moving forward, we would also like to explore the possibilities of approaches such as online education, which offer more points of contact and connection with society.

Kaizoji: The field of education also continues to evolve ceaselessly, and we must continue to roll out and engage in new initiatives. This is something that I really feel from my interactions with students enrolling at ICU.

Yoshikawa: Finally, I would like to offer one more recommendation, which is to stay in the student halls of residence. I myself experienced staying in residence halls. ICU also offers residence hall accommodation for Graduate School students, enabling them to experience how difficult—but also rewarding—it is to build a community with people from diverse backgrounds, and I think that there is much to be gained from it. It also eliminates commuting time and enables you to concentrate on your studies, so please do consider it.

*1. Rotary Peace Centers: Universities (and graduate schools) designated to operate Rotary Peace Fellowship programs. These centers aim to develop human resources capable of contributing to world peace and conflict resolution. There are seven designated universities around the world, and ICU is the only one in Asia which provides Master's Degree Program.

*2. JDS (The Project for Human Resource Development Scholarship) is a project run by JICA (Japan International Cooperation Agency) based on cooperative provision of full scholarships.

*3. NOHA (Network on Humanitarian Action): A Master's Degree in International Humanitarian Action program, offered by eight famous European university graduate schools. ICU is the sixth global partner university (i.e. university outside of Europe) to join the network.

Distinguishing Features of an ICU Education

Everything We Do Is to Enrich the Learning Experience for Each and Every Student

Mission

Building on the foundations of general and specialized education provided at the college level, our aim is to enable more in-depth educational research into academic theories and applications, to equip students with the advanced knowledge and abilities they need to take on jobs requiring a high level of expertise, and to contribute to cultural development.

Interdisciplinary

The ICU Graduate School has a single school, called the school of Arts and Sciences, to which all students belong. Utilizing an interdisciplinary educational system based on a foundation of liberal arts, and a learning environment that enables students to study a diverse range of specialist fields in a combined and integrated manner, ICU provides appropriate guidance to empower students to discover their own research tasks, and to voluntarily seek out and determine their own research themes. We have

also introduced School-wide Interdisciplinary Courses, which every ICU Graduate School student is required to take. These Courses transcend conventional boundaries between disciplines, enabling students to build a solid foundation for their future research efforts, such as by studying research methods, learning techniques for writing theses and research papers, and seeking to improve their presentation skills.

Dialogue

As a liberal arts college, ICU places the utmost importance on dialogue between faculty and students. Our approach revolves around sharing information concerning "who thinks about what subject matter and how he/she thinks" with one another and generating new ideas through dialogue. This approach reflects our faculty members' strong awareness that they should respect students as individuals and strive to bring out the potential of the students.

Every student is assigned a full-time faculty who serves as the student's advisor. The advisor gives advice on the student's course plan for each term

and provides guidance for their thesis and helps ensure that the student successfully earns his or her degree.

Our faculties go to great lengths to provide high quality education and responsible advice. As a liberal arts university, we have continued to explore every possible means of nurturing critical thinking and independent thought in our students.

Diversity

Students and faculty members from various countries come together on campus in an academic environment where they can accept and respect one another's "differences," and students grow into individuals who can make the world their stage. A high percentage of international students come from abroad to study at the ICU Graduate School, including self-supporting and government-sponsored international students, Rotary Peace Fellowship students, and international students from regions such as Asia and Africa who come to ICU with the support of Japanese government programs that invite non-Japanese students to study in Japan. Students at ICU Graduate School come from a diverse range of backgrounds, and engage in learning experiences that transcend their various cultural differences.

It is for this reason that ICU seeks to have a diverse cross-section of nationalities and cultures in its faculty body. A global open application process has been used to recruit full-time faculty members ever since the university was founded, and today one-third of the university's full-time

faculty members have nationalities other than Japanese. This proportion of foreign faculty members is high even by international standards.

Moreover, as many as 90 percent of ICU's Japanese faculty members have education and research experience outside Japan. Around 60 percent of the faculty earned their doctoral degrees at foreign universities.

ICU offers students both courses taught in Japanese and courses taught in English. Students can choose their courses in accordance with their needs and interests. Japanese students and non-Japanese students can improve their language skills in English and Japanese by participating in courses together. Japanese language programs for international students and English language courses to acquire the English skills essential for research are also provided.

In the Public Policy and Social Research Program, it is possible to complete the Master's degree by taking only classes in English.

5-year Program

ICU has introduced the 5-Year B.A./M.A. Program since 2011. While it usually requires a total of six years of learning - four years at the undergraduate level and two years at the graduate level - to obtain a master's degree, with ICU's 5-year Program, it is possible to obtain both bachelor's and master's degrees in a total of five years - four years at the undergraduate level and one year at the graduate level.

*This is applicable for the current or prospective ICU undergraduate students.

ICU Faculty List

See the ICU Graduate School faculty profile such as the academic background, research field, research theme, authored books and papers.

<https://www.icu.ac.jp/academics/gsfaculty>



ICU Graduate School Video Gallery

Our faculty and students speak about the uniqueness of ICU Graduate School.

<http://icu-admissions.jp/gsvideogallery>



New

Special programs started in April 2019

The Graduate School offers the following study programs for its students including the 5-year Program students. Those who have completed all the requirements are eligible to receive a program certificate.

Diplomatic and International Public Service Program

This program is open to those who are considering careers in diplomacy or international organizations such as in the United Nations system. It offers academic learnings with relevant courses while also encouraging extracurricular activities such as internships and seminars to support the students pursuing their career.

Eligible Students

① Undergraduate students in the 5-year program at ICU ② Graduate students including the 5-year program (M.A. or Ph.D. Program) at ICU
*Non-degree students are not eligible.

Requirements of the Program

I. Degree Requirement

Successful completion of the Master's degree program at ICU's Graduate School of Arts and Sciences *Exempt for the master's degree holders enrolled in ICU's Doctoral Course.

III. Other Requirements

1. English language competence for non-native speakers of English: TOEFL iBT 100 or above / IELTS 7.5 or above
2. UN Official language or quantitative analytical competence (Choose either ① or ② from below)

① UN Official language

- For non-native speakers of English: Completion of one of the UN official language courses (except English) at the foundation level taken from ICU's World Language courses (3 terms) or other institutions with equivalent terms
- For native speakers of English: Completion of two of the UN official language courses (except English) at the foundation level taken from ICU's World Language courses (3 terms) or other institutions with equivalent terms UN Official Languages...Arabic, Chinese, English, French, Russian, and Spanish
*French or Spanish are strongly recommended.

or

② Completion of credit-level university courses on quantitative analytical and statistical skills

*If it is going to be one of the courses listed in "2. Course Requirement", it would be treated outside of the course requirement.
(QALL401 can be counted for this requirement)
*Strongly recommended for finance and economics fields.

3. Participation of an internship hosted by institutions related to diplomatic and international public service, including governmental, intergovernmental, and international non-governmental organizations. (In any region/country. Both full time and part time are counted)(QALL402 and QPPI524 can be counted for this requirement.)

Responsible Global Corporate Executives and Financial Professionals Training Program

This program aims to nurture future business leaders (corporate executives) and financial professionals who are "responsible" to the environments and societies surrounding them. It provides lectures which are taught by highly acclaimed enterprises for ESG and leading credit rating agencies to foster business professionals who will be highly expected by society in the future.

Eligible Students

① Undergraduate students in the 5-year program at ICU ② Graduate students including the 5-year program (M.A. or Ph.D. Program) at ICU
*Non-degree students are not eligible.

Requirements of the Program

1. Completion of 5 courses (10 credits) designated in this program
2. GPA of 3.20 or above in the 5 courses (10 credits) designated in this program
3. GPA of 3.20 or above in the overall courses taken in the Graduate School
4. A Grade of A in Master's thesis
5. Completion of an external online course 'Bloomberg Market Concepts' with a course certificate, or the equivalent approved by the Graduate School

IB Teacher Certification Program

The International Baccalaureate (IB) is an international education program that focuses on teaching students to think critically and independently. This training program in ICU aims to nurture IB educators in MYP (11-16 years old) or DP (16-19 years old.) Students who have completed the program can request an IB Certificate in Teaching and Learning to the International Baccalaureate Organization.

*This program is also going to support the IB Advanced Certificate in Teaching and Learning Research from AY2020.

Eligible Students

1. Undergraduate students including students in the 5-year program at ICU who fulfill both of the following conditions:
 - ① Students who have a GPA of 2.5 or above when register.
 - ② Students who are enrolled in the Teaching Certification Program.
 2. Graduate students at ICU including the 5-year program (M.A. or Ph.D. Program in any field) who fulfill the following conditions:
 - ① Students who have (or expect to have by graduation) teaching certification in Japan or the equivalent in another country.
 - ② Students who have a GPA of 3.0 or above when register.
- *Non-degree students are not eligible.

Requirements of the Program

In order to complete the ICU IB Teacher Certification Program, students must fulfill all of the following requirements:

- ① Complete the required courses: Total of 6 courses (12 credits)
- ② Complete a Teaching Practicum at an IB World School (2 credits)
- ③ Teaching certification in Japan (or equivalent certification in another country)

*Students who complete the ICU IB Teacher Certification Program are eligible to apply for the IB Certificate in Teaching and Learning MYP or IB Certificate in Teaching and Learning DP issued by the International Baccalaureate Organization.



Master's Course

In the Master's course, students delve deeper into their field of study to enhance their research abilities and to acquire the professional skills necessary for their future career.

◆ Area of Concentration

Program	Area of Concentration	Degree
Education and Psychology	Education	Master of Arts in Education
	Psychology	
	Language Education	
Public Policy and Social Research	Politics and International Studies	Master of Arts in Public Administration or Master of Arts in International Relations
	Social and Cultural Analysis	Master of Arts in Social and Cultural Analysis
	Media and Language	Master of Arts in Media and Language
	Public Economics	Master of Arts in Public Economics
	Peace Studies	Master of Arts in Peace Studies
Comparative Culture	Japanese Culture Studies	Master of Arts in Comparative Culture
	Transcultural Studies	
Natural Sciences	Mathematics and Information Science	Master of Arts in Natural Sciences
	Material Science	
	Life Science	

◆ Degree Requirements

To complete the Master's Course, students must be enrolled in the degree program for a period of at least two years; complete at least 30 credits of the coursework; be granted master's degree candidacy; submit a master's thesis; and pass the thesis review and final examination carried out by the Graduate School. The standard period of enrollment is 2 years.

◆ Required Course and Units

School-wide Interdisciplinary Course	Program Foundation Course	Specialization Course	Research Course	Total
Min. 2 units in 1 subject	Min. 4 units in 2 subjects	Min. 8 units in 4 subjects	Min. 6 units in 3 subjects	Min. 30 units
Min. 6 units in 3 subjects from Program Foundation, Specialization and Research Course				
Min. 4 units in 2 subjects from all Graduate School courses				

◆ Certifications

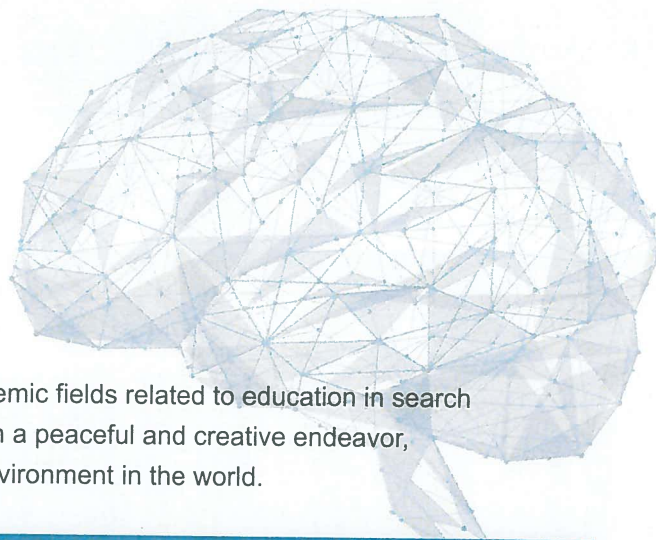
- Students can obtain the senshu (specialist) teacher's certificates for junior high school and senior high school in Japan by completing the credits of coursework.
- Students who complete the necessary practicums and the credits of coursework will receive a certificate of completion of the curatorial training program.

About Program and Area of Concentration

Master's course offers an interdisciplinary curriculum, but those who wish to apply must choose one Program and Area of Concentration at the time of application. Please consider which to choose carefully by checking professor's specialization / courses offered / the degree conferred in each program. Especially research guidance received from faculty is important in Graduate School. When prospective applicants are not sure which Programs / Areas to choose, it is recommended that they contact and consult with faculty whose field of specialization is related to their research plan or desired field of study.

Master's course

EDUCATION AND PSYCHOLOGY PROGRAM



The Education and Psychology Program pursues research in academic fields related to education in search of conditions that enable human beings to coexist while engaging in a peaceful and creative endeavor, nurturing leaders who play a pivotal role in realizing an optimum environment in the world.

AREA OF CONCENTRATION

■ Education

Based on liberal arts principles and the rigor of research methods, students will examine increasingly complex issues in education. Under close supervision of program faculty in diverse fields such as sociology of education, educational technology, development studies, psychology, and philosophy and history, students are expected to focus on one or more areas of research. The topics include international and domestic issues in education, applications of innovative computer and internet technology in instructional design and pedagogy, learning and teaching strategies in diverse contexts, societal and community structures and educational policies in Japan and developing countries, designing and implementing IB programs in higher education, and evaluating peace education.



■ Psychology

We engage in research standing in a unique position, with an integrated perspective combining both scientific and human aspects. We work to cater to the needs of society for the training and development of highly specialized professionals. Through specialized lectures, our team of professors - with specialties in cognitive, linguistic, developmental, educational, social, cultural and clinical branches of psychology, and neuroscience - train students in experimental and investigative techniques, statistical methods and qualitative research; as well as conducting proactive joint seminars involving all faculty members. A cosmopolitan mixture of students from a diverse range of backgrounds apply themselves and learn from one another as they engage in university educational activities.

■ Language Education

Students in this concentration will be trained in the theory and practice of teaching English and teaching Japanese as a Foreign Language. Based on the interdisciplinary knowledge of linguistics, psychology and education, and of the target language, students will engage in the research of focused areas such as first language acquisition, second language acquisition, foreign language teaching methodology, bilingual education, early foreign language education, and the relationship between language and culture. Aiming at the integration of theory and practice, students will participate in teaching practice at respective classrooms.



SASAO,
Toshiaki
Professor

Faculty Voice **Human development and social ecology are intertwined in multicultural settings!**

A social and community psychologist by education and professional training, I have been a professor affiliated with the Education and Psychology Program and with ICU's Peace Research Institute. The theme of my research has been to understand and promote the well-being of individuals and communities in schools, families, and communities in East Asia, the U.S., and Europe from a social-ecological perspective. One project examines the social and psychological correlates of well-being among immigrant and minority mothers in Japan, and their effects on children. Another project with JSPS funding involves designing and evaluating wellness promotion programs for foreign workers in workplaces. A third project assesses the status of higher education practices focusing on faculty well-being and liberal arts education in order to provide policy implications for culturally-responsive and optimal teaching and learning.



Jan Maia
Duggan
Education and
Psychology Program,
Master's Course
student

Student Voice

A close-knit community - An essential presence that will help guide and support your research

Currently studying under the Education program here at ICU, my research interest is on educational technology, specifically on investigating how technology is used to support the academic learning process of students. I am very much grateful for the many opportunities we have in the Education department to interact with our professors and peers. This "connectedness" among professors and colleagues here in the department, definitely serves as a strong support structure, as well as a good stimulus to thrive as an active learner and be constantly motivated in pursuing my field of study.

Master's course

PUBLIC POLICY AND SOCIAL RESEARCH PROGRAM



The Public Policy and Social Research Program delves into field research in the social sciences including public policy. Relations with other fields are through an interdisciplinary approach. Our objective is to nurture future leaders for domestic and international organizations, with training in flexible problem-solving based on analytic and planning skills.

AREA OF CONCENTRATION

■ Politics and International Studies

Politics and International Studies covers international relations, politics, public administration, public policy, and law. Courses offered include International Relations and Diplomacy, International Relations Theory and the Asia-Pacific, Peace and Conflict Studies, Political Thought, Public Policy, Refugee Law, and Security and Conflict Resolution. The concentration in political and international studies is aimed at cohesive education and research in multidisciplinary fields: international relations, politics, public administration, and law. The concentration provides a unique combination of three distinct approaches, i.e., normative studies, empirical analyses, and policy studies. It aims to deepen understanding and further education and research in each multidisciplinary field.

■ Public Economics

Students in the Public Economics Concentration choose either economics or business administration as their field of specialization: Students in economics are required to take core courses in microeconomics, macroeconomics, econometric analysis, and advanced econometrics, while students in business administration choose relevant courses from business administration, accounting, and finance. Students in both economics and business may take 300-level and above courses offered in the College of Liberal Arts, according to their needs. Upon entering the Public Economics Concentration program, students are assigned a faculty adviser to counsel them regarding their research topic and start preparing for their master thesis, while taking more advanced courses.

■ Social and Cultural Analysis

Social and Cultural Analysis offers students the opportunity to examine contemporary global problems using the methodological tools and theoretical insights of Sociology and Anthropology. Faculty specialize in a broad range of relevant topics, including Gender & Sexuality, Science & Technology, Global Health, Population & Development, Violence, Contemporary Religions, Social Inequality and Globalization. Students in the program engage in multidisciplinary research projects that combine any of these specialties and work closely with our Faculty to pursue their individual interests. Social and Cultural Analysis helps students develop the skills necessary to interpret some of the most pressing issues facing the world today.

■ Media and Language

In the interdisciplinary Media and Language area of concentration, students can gain expertise in such fields as sociolinguistics, communication, media, and translation studies. Basic research skills are acquired and then applied in project-oriented courses, and students gain awareness and understanding of the important theoretical works in this interlocking range of disciplines. With this solid foundation of knowledge and methods, students will be able to engage in research that allows them to critically explore a wide range of topics related to the meanings, relationships and operations of media and language in contemporary society.

■ Peace Studies

We offer a wide variety of courses relevant to peace, conflict and security. They range from foundation courses in peace and conflict studies, to more specialized courses on human rights, ideas and norms, gender, religion, conflict resolution, peace-building, development, traditional and post-traditional security threats, human security, the role of international organizations and international law. Graduates should then be able to analyze existing and potential conflicts, conduct empirical research, and should be able to work within national governments, international government or non-governmental institutions with a focus on peace and security issues.



**SALTON,
Herman**
Associate Professor

Faculty Voice **Connecting Worlds**

I am an Associate Professor of International Relations, specializing in international organizations, human rights and international law. My education is very international. I studied at Trento (Italy), Auckland (New Zealand), Wales (UK) and Oxford (UK) universities, and I hold two doctoral degrees, in international law and international relations.

I have also worked in many places. I was a scholar at Sciences-Po Paris and Temple University in Tokyo; an officer at the Icelandic Human Rights Centre in Reykjavik, Iceland; and an Associate at the United Nations in New York.

I find International Relations an exciting field of study and I would encourage students to pursue it! It makes for very interesting careers.



Ruka Saito
Public Policy and
Social Research
Program
Master's Course
student

Student Voice **Multi-Dimensional Learning and Multi-Cultural Forest**

I have been researching the community recovery from natural disasters from the perspective of communication studies and sociology. In the first year of my master, I was not only concerned with deepening my field of study, but I was conscious of acquiring multi-faceted aspects through ICU classes. While taking classes that seemingly different from my specializing, such as linguistics and public policy, I wrote reports on the subject of "thinking about my field of study based on what I learned in the class." Such classes were beneficial in acquiring new and stimulating perspectives on my field of study.

COMPARATIVE CULTURE PROGRAM

The Comparative Culture Program compares and studies all dimensions of culture based on problem-oriented methods, to nurture responsible and perspicacious leaders embodying the spirit of liberal arts.



AREA OF CONCENTRATION



Japanese Culture Studies

Students gain an understanding of various cultural structures and learn comparative research methods as they seek to deepen their knowledge in their area of specialization.

As they learn about various aspects of culture through discussions in small group seminars in basic subject modules such as Methods in Comparative Culture course (compulsory), specialized educational subject modules such as Japanese Culture course, and common cross-area subject modules such as Comparative Culture Research course, students also develop multidisciplinary approaches to their research themes.

For example, students can engage in cross-disciplinary research of the kind in which they gain an understanding of literature and the arts that includes historical, ideological and religious viewpoints.

ICU Society for the Study of Comparative Culture

The Society supports members' research activities in various ways, including the publication of ICU Comparative Culture, an academic journal containing members' research papers, and the ICU Comparative Culture Series, which provides a medium for publishing outstanding yet unpublished doctoral theses on comparative culture. Through these efforts, the Society strives to promote the interaction and mutual development of members. Students are encouraged to join the Society at the time of their enrollment.

Transcultural Studies

Students gain an understanding of various cultural structures and learn comparative research methods as they seek to deepen their knowledge in their area of specialization.

As they learn about various aspects of culture through discussions in small group seminars in basic subject modules such as Methods in Comparative Culture course (compulsory), specialized educational subject modules such as Japanese Culture course, and common cross-area subject modules such as Comparative Culture Research course, students also develop multidisciplinary approaches to their research themes.

For example, students can engage in cross-disciplinary research of the kind in which they gain an understanding of literature and the arts that includes historical, ideological and religious viewpoints.



Faculty Voice Literature, cinema and comparative culture through the lens of Gender Studies



AMMOUR-MAYEUR, Olivier
Associate Professor

I hold a combined PhD in Gender Studies and French Literature from the university of Paris 8 (France). I studied Cinema at the Belgian Cinémathèque for 2 years, while I lived there for post-doctoral research. I also spent one year teaching in Australia. Researching and teaching in different universities in Japan as well as abroad before joining ICU has been a challenge, but it greatly helped me strengthen my threefold research focus.

A fervent believer in Human Rights and Peace, I have worked over the past few years on representations (Literature/Cinema) of the Atomic Bombs in Hiroshima and Nagasaki (with a Francophone, English and Japanese corpus). Meanwhile, Gender Studies constitutes the core of my research. Addressing this aspect in Literature and Cinema, helps understand the broader spectrum of any culture. Thus, in Graduate Studies, the course focuses on "Gender and Visual Studies": analyzing texts and images in a Gender Studies/Queer perspective. I cannot encourage students enough to join in this journey of discovery in transdisciplinary and diversity, both these Human experience and expertise being the epitome of ICU values.

Student Voice My ICU Global Experience



Tercero Blanco
Michael Saul
Comparative Culture Program, Master's Course Student
Graduated in March 2019

ICU's Comparative Culture program has helped me see the world from multiple perspectives. The courses offered within the program helped me identify the interconnectedness of different disciplines, providing me with the opportunity to develop a variety of skills for my future career. This in turn, has expanded my horizons and given me new insights in how to approach my own research and field of study.

Life at ICU has been a unique opportunity to interact with people from different backgrounds and aspirations. The different circles and club activities are great opportunities to network with others in a friendly atmosphere.

NATURAL SCIENCES PROGRAM

In the Natural Sciences Program, we provide specialized training in various scientific fields, enabling students to understand their fields within the framework of science as a whole. Our goal is to nurture leaders who can help society by means of science.



AREA OF CONCENTRATION

■ Mathematics and Information Science

In this program, students engage in complementary theoretical and applied or practical study, while at the same time advancing their research in close collaboration with their research supervisors, from classical themes to the latest cutting-edge areas of research drawn from both the Japanese and overseas research communities.

After completing the program, students aim to enter employment in corporate or educational fields, or progress to higher levels of study on doctoral programs in Japan and abroad, with the aim of becoming professional researchers.

In terms of background knowledge, it is desirable for students to have accumulated a wide range of knowledge up to the third year of undergraduate study and to have engaged in fundamental studies in their area of specialization. Students also require foreign language ability in order to read academic journals and dissertations written in foreign languages, including English.



■ Life Science

In this program, we engage in research in the three areas of botany, zoology and microbiology, ranging from the molecular level to the individual organism or ecological level. In terms of specific themes, some examples include biological rhythms, metabolism, DNA repair, generation, reproductive behavior and ecological conservation.

In addition to specialized themes, we instruct students in scientific thinking and basic research methods. We also place importance on utilizing the unique features of ICU as a liberal arts university, thinking about connections between the life sciences and society, and developing scientific communication abilities.

■ Material Science

While scientific studies relating to physical matter are mainly classified into experimental and theoretical study, calculation from first principles using computers is becoming another important area. Experimental work requires fundamental experimental skills and logical thinking to arrive at an understanding of physical substances based on experimental result; while theoretical work involves explanation of facts and making prediction based on basic laws of material science and modelling of phenomena. In this way, we seek to interlink and integrate the experimental, theoretical and computational sciences.

Note to Prospective Applicants

We strongly recommend that all prospective applicants to the Natural Sciences Program communicate with our faculty members and visit the campus to ensure our facilities and laboratories meet their research needs. ICU facilities can be open to prospective applicants on open campus day or by appointment.



KOE,
Julian R.
Professor

Faculty Voice Inorganic and Organometallic Chemistry

I have been Professor of Chemistry at ICU since 2001. While I teach inorganic chemistry, my research interests also include organometallic chemistry, a field which bridges the traditional areas of inorganic and organic chemistry. Current projects: (1) Synthesis and analysis of silicon polymers: this research aims to control the properties of the silicon polymers by controlling the molecular shape, in particular, the helical screw sense of polymer chains for application purposes. (2) Platinum-based complexes: this research aims to investigate the synthesis, structure and properties of compounds which could improve currently used anti-cancer drugs by reducing side effects and enhancing activity.



Noritoshi
Miyachi
Natural Sciences
Program, Master's
Course student

Student Voice Research and experiences in ICU graduate school

I recently finished my first year of master course in ICU graduate school. I am doing research on highly sensitive X-ray detector using amorphous selenium and nitrogen-doped diamond. Possible application of such a device is x-ray imaging in medical fields. This device would significantly decrease the amount of X-ray required for diagnostic imaging. I have taken many courses which cover broad areas in science, and they broadened my horizons. This experience would help me after coming to society. Research and experiences in graduate course in ICU improve not only my research skill. They let me grow as a person.

Doctoral Course (Ph.D.)

In the Doctoral course, students will be trained to conduct research independently as well as acquiring the capacity to assume highly professional positions. Students can obtain the degree of Doctor of Philosophy.

◆ Degree Requirements

Research advisors will instruct doctoral candidates through the Doctor Thesis course (three courses, 6 units). At the end of each academic year, students must submit an annual study report. In order to acquire doctoral candidacy status, students must pass the Doctoral Candidacy Examination. Those qualifying for this status receive research guidance for at least three terms before they submit their dissertation and take the final examination. The degree is decided by an Evaluation Committee. The standard period of enrollment for this program is three years.

◆ Procedure of Conferring Doctoral Degree

1st year	1st term	⇒ Matriculation ceremony, Orientation (Academic guidance) Submission of [Initial Study Plan]
	2nd term	⇒ Submission of [Pre-application for Doctoral Candidacy Examination]
	3rd term	⇒ Submission of [Annual Study Report (Every academic year)]
After 2nd year, 1st term		⇒ Application for [Doctoral Candidacy Examination] Exams of 4 areas up to 3 times → Approval of Doctoral Candidacy
		⇒ Submission of [Study Plan for a Doctoral Dissertation]
		⇒ Submission of [Final Draft of a Doctoral Dissertation (complete in terms of content)]
		⇒ Submission of a [Doctoral Dissertation & Abstract] within 5 years after approval of the doctoral candidacy
After 3rd year, 3rd term		⇒ Final examination → Approval of final examination results
		⇒ Conferral of Ph.D. at the Commencement



TAKAMATSU,
Kana
Senior
Associate Professor

Faculty Voice Gender Equality and Sustainable Peace in Post-conflict countries.

My research is across the fields of security, gender, and international aid policy. Currently, I have two main research topics. One is the social reintegration process of female ex-combatants, and gender in security sector reforms (SSR) in the post-conflict countries. Another research is comparative gender analysis on peace-building and reconstruction assistance. I explore how we can achieve gender equality and sustainable peace in post-conflict countries through research and dialogue. I hope to discuss the topic with you.



Silvia Luz
Gonzalez
Marquez
Doctoral Course
student

Student Voice ICU, the best of Japan in a Christian based and culturally diverse environment

I study about Mexican indigenous people who converted to Protestantism and the challenges that they are dealing with. ICU is an international environment where I have experienced the best of the Japanese culture. I see also a diverse community that boldly engages people from different countries and fields, Japanese and non-Japanese, faculty and students. A place where an atmosphere of peace, respect, compassion, humility and solidarity portrays well the "C" of ICU. Here, I have also met excellent Professors who have really helped me to develop my own research. Excellent people, both as scholars and as human beings, totally willing to help and guide their students throughout the challenges of the Ph.D.

ADMISSIONS

ICU Graduate School has an admissions system that enrolls students in April (through Autumn Selection and Spring Selection) and September (through September Selection). Selections are through a document screening of the application documents submitted at the time of application and an interview screening in Japanese and / or English.

Schedule

Admission Type	AY2020 April Admission		AY2020 September Admission
	Autumn Selection	Spring Selection	
Application Period	Application Period: 2019/8/14 (Wed) 10:00 (JST) - 8/28 (Wed) 17:00 (JST) Application documents for submission by postal mail must reach ICU by 8/30 (Fri).	Application Period: 2019/11/29 (Fri) 10:00 (JST) - 12/11 (Wed) 17:00 (JST) Application documents for submission by postal mail must reach ICU by 12/13 (Fri).	Application Period: 2020/2/17 (Mon) 10:00 (JST) - 3/11 (Wed) 17:00 (JST) Application documents for submission by postal mail must reach ICU by 3/13 (Fri).
First Screening (Document screening) Result Notification	2019/9/27 (Fri) 11:00 (JST)	2020/1/30 (Thu) 11:00 (JST)	2020/4/17 (Fri) 11:00 (JST)
Second Screening (Interview) Schedule	2019/10/1 (Tue) *Alternate date: 10/3 (Thu)	2020/2/4 (Tue) *Alternate date: 2/8 (Sat)	2020/4/21 (Tue) (Tentative) *Alternate date: 4/25 (Sat)
Decision Notification	2019/10/15 (Tue) 11:00 (JST)	2020/2/18 (Tue) 11:00 (JST)	2020/5/15 (Fri) 11:00 (JST) (Tentative)

Event	Graduate School Information Sessions	Open Campus
	Date: 2019.5.25 (Sat) 10:00-13:00 Venue: ICU Campus Date: 2019.10.26 (Sat) 10:00-13:00 Venue: ICU Campus	Date: 2019.7.20 (Sat), 8.10 (Sat), 8.17 (Sat), 2020.3.20 (Fri) Venue: ICU Campus

FINANCIAL AID

ICU Scholarships / Grants

For Master's Course Students

- ICU Torch Relay Graduate School Scholarship for New Students
- ICU Torch Relay Scholarship for Current Students
- Non-Japanese Student Scholarship

For Master's/Doctoral Course Students

- Grants for Research Presentations

For Doctoral Course Students

- Research Scholarship for Doctoral Students

The Japanese Government (Monbukagakusho: MEXT) Scholarship

The MEXT scholarships cover full tuition and facilities fee, and monthly stipend for your study at ICU Graduate school.

Rotary Peace Fellowships

The Fellowships are funded by Rotary aiming to cultivate human resources to contribute to world peace and conflict resolution. It covers full tuition and facilities fee, and monthly stipend.

Visit our website for more options and details about the available financial aid.

<https://www.icu.ac.jp/en/admissions/finance/index.html>



Teaching Assistant System

By assisting a class as teaching assistants, students can learn pedagogic practices directly from professors while getting a reward. This system supports graduate school students economically for their research work.

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ICU has joined
the UN Global Compact
and UN Academic Impact