

Course number	U-LAS70 10002 SE50				
Course title (and course title in English)	ILAS Seminar-E2 :Contemporary History (現代史) ILAS Seminar-E2 :Contemporary History	Instructor's name, job title, and department of affiliation	Graduate School of Human and Environmental Studies Senior Lecturer,BHATTE, Pallavi Kamlakar		
Group	Seminars in Liberal Arts and Sciences	Number of credits	2	Number of weekly time blocks	1
Class style	seminar (Face-to-face course)	Year/semesters	2026 · First semester	Quota (Freshman)	15 (15)
Target year	Mainly 1st year students	Eligible students	For all majors	Days and periods	Tue.5
Classroom	Yoshida-South Campus Academic Center Bldg. East-south Wing 101			Language of instruction	English
Keyword	Nationalism / Independence Movements / Decolonization / Imperialism / Colonialism				
(Students of Faculty of Integrated Human Studies cannot take this course as liberal arts and general education course. Please register the course with your department.)					
[Overview and purpose of the course]					
This undergraduate introductory seminar provides students with a foundational understanding of nationalism, independence, and global change in the twentieth century. Through case studies from Africa, Asia, and post-1945 Europe, the course examines key nationalist and independence movements, emphasizing close reading of historical texts, structured discussion, and collaborative presentations rather than memorization of events. Designed for a diverse student body, including Japanese students and other international students who are learning English as a second language, as well as native English-speaking students, the course uses English as the primary language of instruction. Students are expected to engage actively with assigned readings and to participate constructively in class discussions and group activities.					
[Course objectives]					
By the end of this course, students will be able to: * Read & understand academic historical texts in English, demonstrating improved comprehension & vocabulary. * Identify & evaluate arguments, evidence, & bias in primary & secondary historical sources. * Use historical sources responsibly to support written & oral interpretations. * Communicate ideas clearly through structured writing, discussion, & group presentations. * Work effectively in teams, demonstrating skills in leadership, debate, & constructive argumentation. * Apply comparative thinking to analyze similarities & differences across regions & historical contexts.					
[Course schedule and contents)]					
Week 1: Course introduction, study skills workshop, & methods (Reading a history textbook; how discussions & quizzes work) Weeks 2-3: Zimbabwe (Colonial foundations, nationalism, and UDI) Weeks 4-5: India & Pakistan (Mass nationalism, partition, & independence) Weeks 6-7: Vietnam (Colonialism, war, & Cold War independence) Weeks 8-9: Czechoslovakia					
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(Challenges to Soviet control)

Weeks 10-11: Poland

(Opposition movements & the collapse of communism)

Weeks 12-13: Comparative analysis across regions

(Lecture cum guided discussions)

Week 14: Course summary, synthesis, & troubleshooting

(Clarifying concepts & preparing for final submission)

Week 15: Final report submission

* (Exam week. There will be no class meeting)

Week 16: Official feedback & individual consultation

* (No class meeting; office visits by appointment)

Note: This syllabus may be adjusted slightly to improve learning outcomes.

[Course requirements]

None

[Evaluation methods and policy]

This course uses an interactive seminar format rather than traditional lectures.

Methods include:

- * Short quizzes to support reading accountability
- * Small-group & whole-class discussions
- * Structured short speaking turns for all students
- * Group presentations (minimum three students per group)
- * Written annotations & reading traces
- * Live, in-class textual questioning & discussion
- * Instructor-guided lectures during comparative & synthesis weeks

The emphasis is on process-based learning, focussing on how students read, think, discuss, and argue using evidence.

Evaluation:

Students are evaluated on consistent engagement and demonstrated effort throughout the semester.

- * Class participation, quizzes, and in-class activities: 20%
- * Group presentations: 30%
- * Final written report: 50%

Active participation is essential in a seminar of this size.

[Textbooks]

Not used

A primary text will provide the core structure of the course. In addition, selected primary sources, visual materials, & short supplementary readings will be introduced in class to deepen understanding and support discussion.

All materials will be made available through the class website or distributed in class.

[References, etc.]

(**References, etc.**)

Introduced during class

All materials will be made available through the class website or distributed in class.

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[Study outside of class (preparation and review)]

This is a reading-oriented course. Students are expected to:

- * Complete assigned textbook readings before class
- * Prepare short reading notes or annotations
- * Participate actively in group preparation for presentations
- * Review feedback and revise their thinking over time

Average preparation time is approximately 3-4 hours per week, depending on the student ' s role and reading speed.

[Other information (office hours, etc.)]

Office hours:

Tuesdays 1:30-2:30 pm, & by appointment.

Please email in advance to arrange in-person or Online

Updated information is available on the KULASIS website.

Inclusivity & Classroom Behavior:

This course is conducted in a respectful, inclusive academic environment. All students are expected to engage thoughtfully and respectfully with diverse perspectives.

If you have any accessibility or learning-related needs, please discuss them with the instructor confidentially as early as possible.

Use of AI Tools

The use of AI tools (including generative AI) is encouraged when used responsibly.

Appropriate uses include:

- * Vocabulary support
- * Clarifying difficult passages
- * Organizing notes
- * Brainstorming questions

Inappropriate uses include:

- * Submitting AI-generated text as one ' s own work
- * Using AI to replace required reading
- * Generating answers without engaging with course materials

Students will receive handouts and guidance on how to use AI ethically and effectively for academic study.

These materials will be uploaded to the class website.

Academic Integrity

All written & oral work must follow Kyoto university ' s academic integrity guidelines. Any misuse of sources or AI tools will be addressed according to the university policy.

[Essential courses]