科目名 Course Title	Inter-Graduate School Classes (Educational Program): Nitobe College Honors Program: Graduate Curriculum		
講義題目 Subtitle	Global Advanced Course II		
責任教員 Instructor	WHITFIELD Dale Lee (Institute for the Advancement of Higher Education)		
担当教員 Other Instructors	Hyunjoo Naomi Chi (Faculty of Public Policy)		
科目種別 Course Type	Inter-Graduate School Classes	他学部履修等の可否 Open To Other Faculties / Schools	OK
開講年度 Year	2026	期間 Semester	2nd (Winter Term)
授業形態 Type of Class	Seminar	単位数 Number of Credits	2
対象学科・クラス Eligible Department / Class	-	対象年次 Year of Eligible Students	-
時間割番号 Course Number	101236	補足事項 Other Information	-
ナンバリングコード Numbering Code	IGS_IDS 9211		
大分類コード・名称 Major Category Code / Title	IGS_IDS / Inter-Graduate School Classes_Inter-Disciplinary Sciences		
レベルコード・レベル Level Code / Level	9 / Others (e.g. study abroad)		
中分類コード・名称 Middle Category Code / Title	2		
小分類コード・名称 Small Category Code / Title	1		
言語 Language Type	Classes are in English.		
実務経験のある教員等による授業科目 Course list by the instructor with practical experiences	-		

キーワード Key Words

"3+1 Competencies" (Ability for Sustainable Personal Development; Team Organization & Management Skills; Capacity for Knowledge Sharing & Application for Social Benefit; and Professional Ethics), Systemic Problem Finding, Futures Literacy, Ethnographic Fieldwork, Horizon Scanning, Scenario Planning, Causal Layered Analysis (CLA), Design Fiction, Sensemaking, Social Innovation

授業の目標 Course Objectives

In a volatile world, the ability to solve problems is valuable, but the ability to define the right problem is rare and critical. This course immerses graduate students in the practice of Systemic Problem Finding, employing Futures Literacy to challenge current assumptions and anticipate emerging societal needs. Through a rigorous active learning curriculum, students will cultivate their Ability for Sustainable Personal Development by unlearning "used futures" and critically examining the cultural myths that limit their imagination. They will refine their Team Organization and Management Skills by negotiating diverse interpretations of "weak signals" and coordinating complex ethnographic fieldwork. Finally, by synthesizing field data into a compelling problem narrative, students will demonstrate their Capacity for Knowledge Sharing & its Application for Social Benefit, grounded in Professional Ethics that consider the long-term consequences of innovation on future generations.

到達目標 Course Goals

By completing this course, students will actively advance their professional development by producing concrete evidence of their growth within the Nitobe College "3+1 Competencies" framework, specifically by learning to:

1) Cultivate futures literacy by using horizon scanning to detect weak signals of change and scenario planning to construct alternative futures that challenge current assumptions.
2) Apply causal layered analysis to deconstruct deep cultural myths and conduct ethnographic fieldwork using design fiction artifacts to provoke and capture genuine stakeholder reactions.
3) Master sensemaking to synthesize complex qualitative data, enabling systemic problem finding that redefines root issues rather than symptoms.
4) Drive social innovation by articulating a compelling problem narrative that inspires stakeholders to address long-term, systemic challenges.

授業計画 Course Schedule

This course is organized into eight weekly modules that integrate Futures Literacy with an ethnographic fieldwork framework. Students will be guided from unlearning current biases to synthesizing field data, enabling them to uncover and define hidden systemic issues. With the exception of Week 4 (Saturday), classes are held every Wednesday from November 25 to January 20 during periods 5 and 6 (16:30 – 19:45).

Week 1: Why We Get the Future Wrong (November 25)
Our ability to anticipate change is often limited by the unconscious acceptance of borrowed visions known as Used Futures. By learning to identify and deconstruct these clichés, students can free their imaginations to discover authentic problems and possibilities that others miss.

Week 2: Spotting Clues of Change (December 2)
Predicting major societal shifts requires looking beyond obvious trends to uncover subtle early warning signs of change. Through Horizon Scanning, students will learn to detect weak signals in the environment, allowing them to recognize emerging issues before they become mainstream.

Week 3: Developing Alternative Futures (December 9)
To effectively navigate uncertainty, leaders must consider multiple potential outcomes rather than depending on a single forecast. Through Scenario Planning and the identification of Critical Uncertainties, students will learn how to build distinct future scenarios, challenging their existing assumptions and uncovering hidden risks.

Week 4: Mentor Forum (December 12)
Bridging the gap between academic research and professional practice is essential for designing a resilient and impactful career path. By engaging in open dialogue with experienced professionals at the Mentor Forum, students will expand their social horizons and establish the professional connections needed to align their future goals with real-world demands.

Week 5 & 6: Fieldwork – Experimental Provotyping (December 16 & 23)
Validating abstract future scenarios involves engaging directly with stakeholders to uncover their true reactions and underlying values. By conducting Ethnographic Futures Research (EFR) and testing Diegetic Prototypes, students collect the qualitative evidence needed to ensure their problem definitions are grounded in reality.

Week 7: Finding the Hidden Patterns (January 13)
Transforming scattered field observations into actionable insights is essential for defining a problem grounded in reality rather than assumptions. By carefully synthesizing their field data to identify the core issue, students will create a compelling visual narrative that clearly communicates their findings to stakeholders.

Week 8: The Future Forum (January 20)
Persuading stakeholders to recognize overlooked systemic challenges involves transforming complex research into a compelling visual narrative. By defending their Visual Ethnography Posters, students demonstrate the validity of their problem definitions, using rich qualitative evidence from the field to highlight the urgency of the issues.

準備学習（予習・復習）等の内容と分量 Homework

To ensure the quality of learning, students are expected to prepare and review before and after each class, including going over course materials to enable active participation and refining their weekly 'Reflective Evidence Logs' (see Grading System) to accurately record their competency development. While the main coursework is intended to be completed during scheduled class hours, students should also dedicate time outside of class for these review activities. Those who are absent or want to revise and resubmit assessments to enhance their competency levels must complete these tasks independently.

成績評価の基準と方法 Grading System

This course utilizes a Competency-Based Assessment model in which students are graded on their ability to demonstrate specific professional skills through the submission of weekly 'Reflective Evidence Logs.' To ensure this process is manageable, these assessments are designed to be conducted within class hours, with dedicated time set aside at the end of sessions for students to draft and submit their work.

These evidence logs contribute to the development of a professional portfolio based on the 27 elements of the Nitobe College "3+1 Competencies" and form part of the holistic journey toward becoming a Global Leader. Each element is evaluated based on a 5-point competency scale ranging from 0 to 4. As this is a formative process, students are encouraged to revise and resubmit their logs based on feedback to improve their competency level throughout the course.

テキスト・教科書 Textbooks

必要に応じて指示する。
Supplementary materials are instructed or provided, where appropriate.

講義指定図書 Reading List

必要に応じて指示する。
Supplementary materials are instructed or provided, where appropriate.

参照ホームページ Websites

https://nitobe-college.academic.hokudai.ac.jp/, https://nitobe-college.academic.hokudai.ac.jp/en/

研究室のホームページ Websites of Laboratory

N/A

備考 Additional Information

This course is one of two core subjects offered by the Nitobe College Honors Program: Graduate Curriculum, alongside "Global Advanced Course I".

To register for the Nitobe College Honors Program: Graduate Curriculum, students must meet the eligibility and enrollment requirements, details of which can be found on the Nitobe College website: https://nitobe-college.academic.hokudai.ac.jp/en/gs-curriculum/g-guidelines-for-applicants

For any inquiries regarding this course please email: nitobecollegegraduates@high.hokudai.ac.jp