



Color Your World

Innovating Together for Today and Tomorrow

School of Interdisciplinary Science and Innovation (ISI)

2023 - 2024

KYUSHU
UNIVERSITY



School of Interdisciplinary
Science and Innovation



Following the Links in the Chain of Knowledge

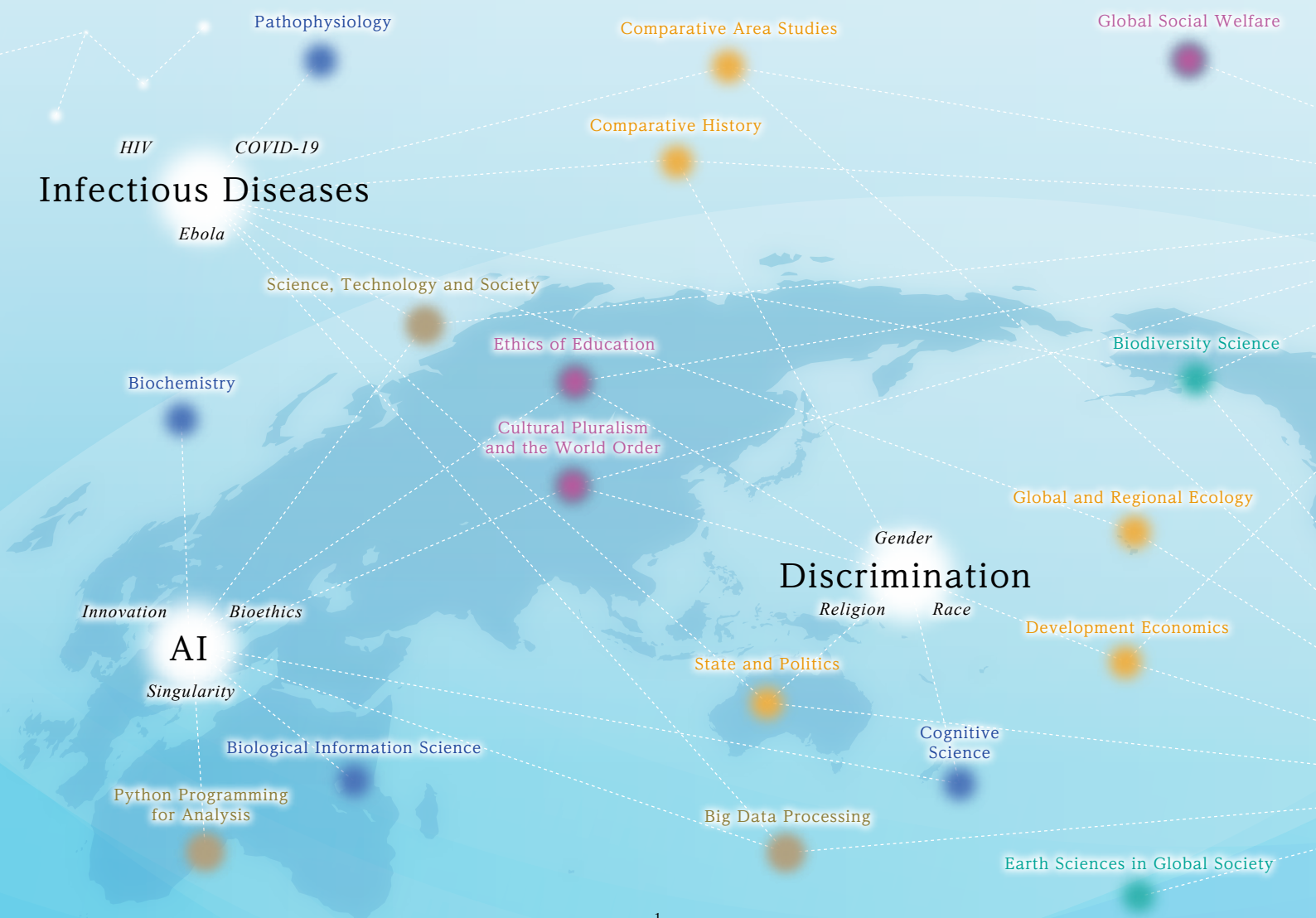
The spread of infectious diseases on a global scale. Economic disparities and poverty. The loss of the natural environment and the scramble for energy resources. Conflicts between globalism on the one hand and religion and ethnicity on the other.

As most of the problems that we face right now have been spawned by the complex interplay of a variety of factors, it is difficult to resolve them using the perspectives of a single discipline.

We seek to follow the links in the chain of knowledge across the boundaries between disciplines and explore ways of solving problems from multiple viewpoints, perspectives, and standpoints.

Experiencing this style of learning and this way of taking action is essential to addressing the issues that we face now or could face in the future.

Kyushu University School of Interdisciplinary Science and Innovation was created to foster a flexible stance of welcoming and tapping into diversity and to cultivate wide-ranging knowledge and advanced communication skills.





message

Dean

KABURAGI Masahiko

Professor

Area of Expertise : History of Political Thought

School of Interdisciplinary Science and Innovation was founded as a new type of undergraduate school in April 2018. It may be difficult to imagine what one would be studying from the name alone.

ISI aims to recreate undergraduate education. We want each of our students to choose problems from around the world and work at finding solutions to them, using skills learned from multiple fields, breaking down the walls between the arts and sciences.

Our goal is to cultivate individuals to be powerful and intelligent, who can work on the various complex problems faced by humankind in our ever-changing world.

Universities in Japan are often criticized for being narrow-minded and staying “stuck in their octopus-pot” – that is, stuck in their own specialized area of study, instead of associating with people from other academic fields. This situation occurs because typical universities have various schools and faculties for specific academic fields, and those faculties are further divided into more specific majors and courses. Most times students have no idea what their peers in other majors are studying.

At the same time, each field of study is too wide and too deep to master several of them at once, and it is highly competitive internationally. Therefore, we can say that there are good reasons why students pursue their studies in specific singular fields. Surely there are treasures in the “octopus pots.”

Nonetheless, we live in the time when things are constantly changing. What once was thought of as two separated fields may suddenly become tightly knit together by the advancement of human-made high technology and new social systems. Work which we have assumed could only be done by humans can suddenly be replaced by machines.

Today, we can’t simply cling to the traditional disciplines. Instead, students need to go beyond them according to each person’s awareness of issues and understandings of problems, to discover new knowledge and values in new fields, forged by creative intertwining of multiple fields.

In order to solve problem in such new fields, ISI aspires to excel providing the setting where students can gain the knowledge, skills and wisdom of “interdisciplinary science and innovation,” which associates different disciplines and creates the knowledge and wisdom needed for today’s problem-solving.

To this end, with a staff of 52 full-time faculty members and 31 course lecturers (as of July 2023) covering a diverse array of specialist fields spanning the humanities and science, we have put in place an educational environment that enables us to develop links between diverse disciplines in the pursuit of solutions to problems, while leveraging the educational resources of Kyushu University.

ISI is a unique undergraduate school where each student accomplishes their projects individually, beyond the existing framework of departments and faculties. Would you like to join us? We are looking forward to seeing the challenges you make for yourself.





Kyushu University Overview

Founded in 1911 as one of Japan's seven Imperial Universities, Kyushu University has established itself as a leader in education and research in Asia. Currently, it has over 2,000 faculty staff, and 19,000 students, including more than 2,500 international students. Comprehensive in its academic reach, the university has 12 undergraduate schools, 19 graduate schools, and numerous affiliated research centers. Kyushu University's main strengths lie in its active and innovative science programs, as is evidenced by the medical school, one of the most highly regarded and advanced in Asia. Kyushu University is now located at the new Ito Campus, which is second to none in Asia in terms of both research facilities and learning environment.



History

- 1903 Founded as Fukuoka Medical College, an extension campus of Kyoto Imperial University
- 1911 Established as Kyushu Imperial University
- 1949 Reorganized into Kyushu University under the National School Establishment Law
- 2003 Merged with Kyushu Institute of Design
- 2004 Became a National University Corporation
- 2011 Celebrated its first centennial
- 2018 Established the School of Interdisciplinary Science and Innovation

Schools

School of Interdisciplinary Science and Innovation

School of Letters

School of Education

School of Law

School of Economics

School of Science

School of Medicine

School of Dentistry

School of
Pharmaceutical Sciences

School of Engineering

School of Design

School of Agriculture

Graduate Schools

Graduate School of
Humanities

Graduate School of
Integrated Sciences for
Global Society

Graduate School of
Human-Environment Studies

Graduate School of Law

Law School
(Professional Graduate School)

Graduate School of
Economics

Graduate School of
Science

Graduate School of
Mathematics

Graduate School of
Systems Life Sciences

Graduate School of
Medical Sciences

Graduate School of
Dental Science

Graduate School of
Pharmaceutical Sciences

Graduate School of
Engineering

Graduate School of
Design

Graduate School of
Information Science and
Electrical Engineering

Interdisciplinary
Graduate School of
Engineering Sciences

Graduate School of
Bioresource and
Bioenvironmental Sciences

Graduate School of
Integrated Frontier
Sciences

Joint Graduate School of
Mathematics for Innovation

One of the Premier Seven National Universities

These universities are known as former imperial colleges of Japan that distinguish themselves as the most prestigious universities and remain the cream of the crop in research and education.



A Large Scale Comprehensive University

We have 12 undergraduate schools and 19 graduate schools across a wide range of academic fields. We provide researchers/students with cross-disciplinary research and learning opportunities within the university.



World's Top Class Research Facilities

The campus features state-of-the-art facilities and equipment for research. Undergraduate students may also take advantage of this as they study in the courses and conduct their graduation research in their final year of study.



A Member of Research University 11

RU (Research University) 11 is a consortium consisting of the top 11 Japanese research universities. Our membership shows that the university is highly active in research not only within Japan but also internationally.



Student to Faculty Ratio of 9:1

Our student and teacher ratio provides an ideal learning environment with a high level of interaction, engagement and academic support. Students can also gain much individual attention from their teachers.



Bright Students from All Over the World

There are 2,529 international students from 110 countries/regions in Kyushu University.*¹ The number of international students coming to Kyushu University is on the rise yearly. Currently more than one in eight students are from outside of Japan.



Strong Connections with Industry and Society

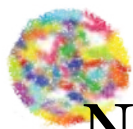
We are active in cooperation with business and industry, with companies maintaining their laboratories on-campus, facilitating a seamless transaction between academic research and commercial development and application.



Japan's Largest University Campus

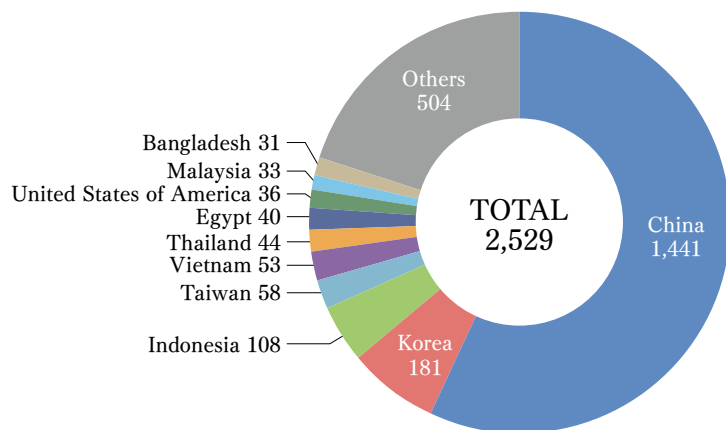
Ito-campus, the biggest single campus in Japan, forms the heart of our academic environment. Students can enjoy all the latest facilities and well-equipped labs in their learning and other activities.

*¹ As of May 1, 2023



Number of International Students in Kyushu University

(As of May, 2023)



110 countries /regions of origin of our International students

It is only natural, considering the long history of diplomatic relations and geographical proximity, that the majority of our international students are from Asia (83.7%). However we also have students from Europe (5.1%) and Africa (4.9%).



Countries and Regions of International Students in ISI

Regular International Students

China
Korea
Indonesia
United States of America
Taiwan
United Kingdom
Bulgaria
Germany
Guatemala
Singapore

Exchange students

Thailand
China
Korea
France
Brazil
Germany
Israel
Mexico
Spain
Taiwan



Concept

Building on the active learning skills that Kyushu University requires all students to have, we will develop students' Backcast Thinking Skills for the Future, International Communication Skills, Deep Analytical Skills, and Practical Collaborative Skills to ensure that they have both the attitude and abilities required for interdisciplinary studies. Our aim is to ensure that students acquire interdisciplinary problem-solving skills while gaining these attitudes and abilities.

Backcast Thinking Skills for the Future

Students can make effective road maps for solving issues through backcast thinking from an ideal future, creating social value and innovation.

Practical Active Learning Skills

Students can explore and acquire the knowledge and abilities necessary for considering and solving issues by themselves.

International Communication Skills

Students can communicate and cooperate with people from diverse backgrounds and disciplines.

Deep Analytical Skills

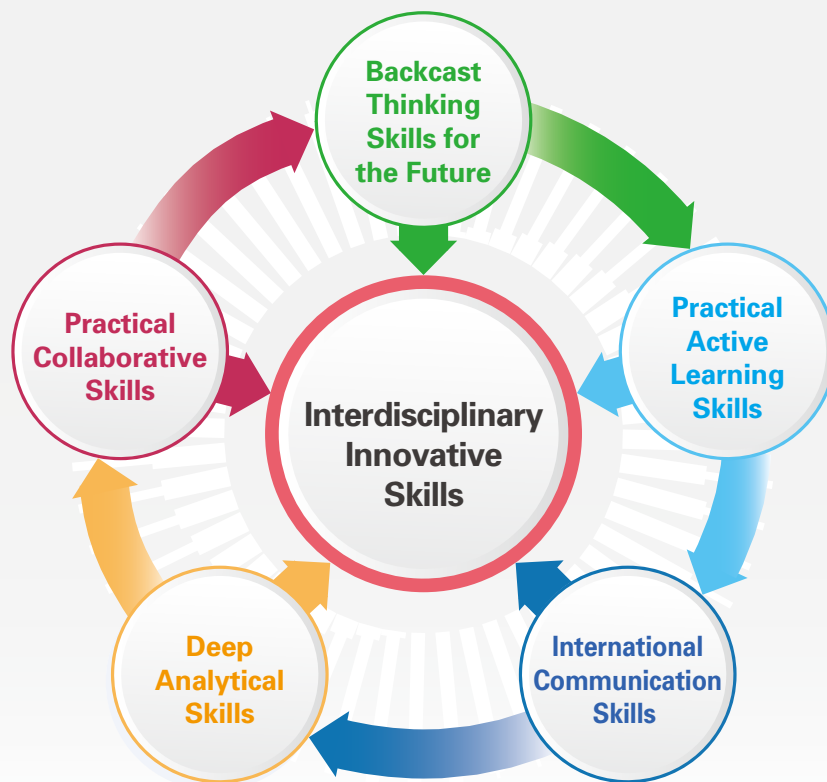
Students can analyze the root causes and solutions of issues by utilizing different disciplines and perspectives.

Practical Collaborative Skills

Students can establish effective and feasible ways of solving issues and modifying them through collaboration and discussion with people from diverse backgrounds.

Interdisciplinary Innovative Skills

Students can effectively challenge and solve issues by utilizing International Communication Skills, Active Learning Skills, Deep Analytical Skills, Backcast Thinking Skills for the Future, and Practical Collaborative Skills.



Career Pathways

By using interdisciplinary problem-solving skills, we go beyond conventional academic disciplines.

Potential future careers of our graduates

For Global Life

Professionals capable of devising solutions to international and global issues and communicating this information effectively to the rest of the world

For Changing Society

Experts in designing new social structures and creating new values to solve challenges faced by the international community

For Future Science

Interdisciplinary researchers equipped with academic knowledge that transcends the boundary between humanities and science, who will go on to graduate schools within Japan and/or overseas

※For details about graduate schools in Kyushu University, please refer to P.03.

Degree

Bachelor of
Arts and
Sciences



Curriculum

1st Year

2nd Year

Widen the view and build the foundation to tackle issues: Learn various types of knowledge and essential for analyzing and investigating issues while widening the view through collaboration and

KIKAN Education courses for students in the second

The KIKAN Education

The KIKAN Education courses are taken by all undergraduate students at Kyushu University. They teach students ways of thinking and learning about issues, instilling in them basic of knowledge and skills that will help them to develop a high level of expertise and a well-rounded education.

- KIKAN Education Seminar
- Interdisciplinary Collaborative Learning of Social Issues
- Courses for Languages and Cultures
- Courses in Humanities and Social Sciences
- Courses in Sciences
- Courses in Cybersecurity
- Health and Sports Courses
- General Courses

KIKAN-Education 1st Foreign Language (Japanese)

"Japanese Academic Courses" in "Course for Language and Culture" offers with aim of improving students' skills in Japanese as a first foreign language. These consist of Comprehensive, Kanji, Speaking, and Writing courses.

ISI Fundamental Courses

Learn new perspectives, research methods, and skills that would be fundamental for studying at Interdisciplinary Science and Innovation.

- Basic Academic Research
- Issue and Innovation
- Math for ISI
- Basic System Science
- Data Collection and Analysis
- World Philosophies
- Historical Perspective of the World

Collaborative Courses

Develop perspectives and attitudes that will be essential in with people who have different knowledge, skills, ideas and
·Basic Project for ISI ·Project for ISI

ISI Basic Seminar

Improve knowledge and skills acquired from Approach

Approach Subjects Acquire academic methodologies and skills that would in analyzing and investigating the issues we face.

Humanities and Social Sciences Approaches

- Ethics and Philosophy A[Introduction to Cultural Memory Studies]
- Ethics and Philosophy B[Exploring Cultural Memory Studies]
- Ethics and Philosophy C[Approaches to social philosophies]
- Literature A[East Asian Culture and Literature]
- Literature B[Introduction to Comparative Literature and Culture for Multicultural Societies]
- Language and Communication A[Introduction to Language Studies]
- Language and Communication B[Pragmatics of Communication]
- History A[Fundamentals of Modern History]
- Archaeology A[Basic Public Archaeology]
- Archaeology B[Diversity of Social groups]
- Archaeology C[Theories and methods for the study of prehistoric societies]
- Anthropology A[Anthropological Interview Method]
- Anthropology B[Introduction to Islamic Traditions]
- Politics A[Basic Political Studies]
- Politics B[Normative political theory]
- International Relations A[International Relations]
- International Relations B[China and the World]
- Economics A[Introduction to Economic Analysis]
- Economics B[Economic development in South Asia and India]
- Economics C[Environmental economics and policy studies]
- Economics D[Critical thinking through behavioral economics]
- Area Studies A[Middle East Politics]
- Area Studies B[Theory of Anthropological Fieldwork]

Natural Sciences Approaches

- Ethics and Philosophy A[Bioethic]
- Area Studies A[Practices in Earth]
- Mathematics A[Introduction to St]
- Engineering A[Natural Disaster a]
- Engineering B[Natural Disaster a]
- Biology A[Introduction to Entomo]
- Biology B[Evolutionary Biology]
- Biology C[Molecular Biology]
- Biology D[Gene technology]
- Biology E[Genetics and Evolutio]
- Biology F[Gene and Biodiversity]
- Biology G[Molecular & Cell Biolo]
- Biology H[Biochemistry, Endocrin]
- Physics A[Introduction to Analyti]
- Physics B[Foundation of natural]
- Earth Sciences A[Formation of the]
- Earth Sciences B[Practice of Ba]
- Earth Sciences C[Earth Materials]
- Informatics A[Brain and Informati]

Interdisciplinary Approaches

- Ethics and Philosophy A[Philosophy of Science]
- Ethics and Philosophy B[History of Scientific Ideas]
- Language and Communication A[Introduction to Interdisciplinary Research]
- Language and Communication B[Introduction to Facilitation]
- Archaeology A[Methods and Techniques in Archaeology 1]
- Archaeology B[Methods and Techniques in Archaeology 2]
- Geography A[Economic Geography in East Asia]
- Geography B[Natural Environmental Geography]
- Geography C[Human Environmental Geography]
- Geography D[Environmental Geography Seminar]
- Area Studies A[Basic Area Studies]
- Mathematics A[Mathematics for Classification]
- Mathematics B[Mathematics for Regression]
- Engineering A[Energy Resources Engi]
- Informatics A[Data Analytics 1]
- Informatics B[Data Analytics 2]
- Informatics C[Big Data Processing]
- Informatics D[Qualitative Research Me]
- Informatics E[Python Programing in En]
- Informatics F[Python Programing for A]
- Informatics G[Practical Data Analysis]
- Science and Technology A[Science, te]
- Design Studies A[Communication Desi]
- Design Studies B[Design and Innovatio]
- Ecology A[Basic Biodiversity]

International Learning Courses

Through study abroad and internships, beyond the city, country, or region that we were born and raised in to interact of cooperative relationships that transcend differences. ·Cross-Cultural Adjustment 1 ·Cross-Cultural Adjustment 2

Lecture Series

In order to learn how issues are actually tackled and what kind of difficulties people face in real situations, in the Lecture

Taking courses in other schools etc., as needed

(As of July 2023)

3rd Year

4th Year

skills that would be experience

Improve skills to tackle issues: Acquire knowledge, skills, perspectives, and attitudes through analyzing and investigating the issues

year and above

investigating the issues and finding the solution for issues by collaborating backgrounds.

Subjects in a small group exercise format.

ISI Advanced Seminar

Acquire the methodologies, skills, and perspectives necessary to carry out Degree Project through regular guidance from the main supervisor of Degree Project.

be essential

aches

s]
Environments]
atistics]
nd Resiliency 1]
nd Resiliency 2]
logy]

n]

gy]
ology and Nutrition]
cal Mechanics]
science]
Earth Environments]
sic Fieldwork]
1]
on]

neering]

thods]
glish]
nalysis]

chnology and society]
gn for Welfare]
n]

Issue-based Subjects

Designed to help students use methodologies, knowledge, and skills that they learned from Approach Subjects effectively to consider actual issues and to find possible solutions.

Human and Life Area

- Systems Neuroscience
- Nutritional Physiology
- Bioengineering: Relevance for Society
- Science and Health
- Basic Pharmaceutical Science
- Advanced Pharmaceutical Science
- Genetics and Developmental Biology

States and Region Area

- Policy Evaluation
- Russian Economy and Society
- Comparative History
- Transnational History
- States and Politics
- Gender in East Asian History
- Contemporary China Studies
- Middle East Politics
- Japanese Economic History
- Global and Regional Ecology 1
- Global and Regional Ecology 2
- Theories and Methods in Material Culture Studies 3

Area integrated

- Community and Social Development
- Programming for Interdisciplinary Science and Innovation
- Regional history
- Comparative Area Studies
- Tackling Challenges from Philosophy
- Seminar on normative political theory
- Religious Studies

Earth and Environment Area

- Biodiversity Science
- Natural Environmental Geography Applied Seminar
- Conservation genetics
- Thinking about the Earth
- Earth Science in Global Society
- Human Environmental Geography Applied Seminar 1
- Human Environmental Geography Applied Seminar 2
- Entomology Seminar
- Environmental Urban Policy
- Best Energy Mix
- Environmental Conservation and Restoration
- Watershed hydrology and ecology
- Oceanic and Atmospheric Sciences
- Environment and energy
- Earth's dynamics
- Earth Materials 2
- Practice for Earth Science

People and Society Area

- LOHAS in a Multicultural Society
- International Social Welfare
- Clinical Pedagogy
- Tourism and Culture
- International Relations Theory
- Global Governance
- Linguistic Data Analysis
- Communication and Cognition
- Globalized English
- Theories and Methods in Material Culture Studies 1
- Theories and Methods in Material Culture Studies 2

Degree Project

(Graduation Thesis)

Each student selects an issue, works to trace its origin and explores methods and perspectives that will be essential for establishing a solution in the future.

- Degree Project 1
- Degree Project 2
- Degree Project 3

with people from around the world, learn different ideas and perspectives, and develop an attitude

·International Experience A ·International Experience B ·Global Online A ·Global Online B

Series we invite lecturers from different industries, the government, or, academia to give lectures or workshops.



Distinctive Features

1 A Curriculum Blending the Humanities with Science

Cutting across the existing disciplines of the humanities, social sciences, and natural science, the curriculum will instill in students both humanities-based and scientific thinking, along with a diverse array of methodologies, and will feature learning based on practical challenges.



2 Collaborative Learning (PBL/TBL*)

The curriculum will incorporate collaborative learning in which students discuss themes in groups and learn by working in partnership with others, thereby cultivating a broad outlook, flexible thinking, and multifaceted insight that will enable students to look at things from a variety of angles.

* PBL: Problem-Based Learning; TBL: Team-Based Learning



3 Classes in English and Japanese

The curriculum will provide classes in both English and Japanese. In addition, intensive language courses that are tailored to each student's proficiency level will be offered. Through this multilingual curriculum, students will be able to improve their language skills to a practical level.



4 Sharing Classes

Building classroom environments in which Japanese and international students study together and promoting active interaction between students, staff and faculty members will help to develop Kyushu University as a Global Hub Campus that generates synergistic and collaborative outcomes.



5 Learning beyond the Classroom

The classroom is not the only place where you can learn. Our dormitory provides opportunities for international interaction, through which you can acquire multicultural perspectives. Fukuoka is also an excellent place to learn; the campus is situated in rich natural surroundings, and the city center provides exciting urban experiences. Also, our curriculum offers a chance to participate in internship programs where you can get firsthand experience at Japanese companies.



6 Lecture Series

We invite Japanese and international researchers, government officials and practitioners active in the field in question, and creators to talk about their experiences in order to broaden the horizons of our students. These guest lecturers active on the front lines of each field explain from both academic and practical perspectives what is actually happening in the world at present and how people are responding to those developments.





Japanese Academic Courses (JACs)

The School of Interdisciplinary Science and Innovation offers its international students Japanese language courses for credit in order to meet their diverse levels of Japanese proficiency. The courses consist of four types: Integrated, Kanji, Speaking, and Writing. Each of these classes are divided up to eight levels as illustrated below.

All first-year international students are required to complete prior to the beginning of the semester both online registration and an online placement test. The test results determine the types and levels of courses the students are eligible to take. Students may opt for a combination of any two courses within the four types (e.g., Integrated and Speaking).

Courses: 4 Types & Up to 8 Levels

LEVEL	TYPE			
	<i>Integrated</i>	<i>Kanji</i>	<i>Speaking</i>	<i>Writing</i>
Beginner	JI-1	JK-1+2		
Elementary 1	JI-2		JS-2	
Elementary 2	JI-3	JK-3	JS-3	
Pre-Intermediate	JI-4	JK-4	JS-4	
Intermediate 1	JI-5	JK-5	JS-5	JW-5
Intermediate 2	JI-6	JK-6	JS-6	JW-6
Pre-Advanced	JI-7	JK-7	JS-7	JW-7
Advanced	JI-8	JK-8	JS-8	JW-8

Note: For *Kanji*, those placed at the *Beginner* or *Elementary* levels are placed together in a joint course, JK-I+2.

Suggested Enrolment Patterns for First-Year Students

For (Absolute) Beginners without Kanji Background –

Fall & Winter Quarters



Spring & Summer Quarters



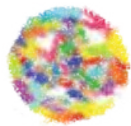
For (Pre-) Advanced Learners with Kanji Background –

Fall & Winter Quarters



Spring & Summer Quarters





Admissions for International Students

The following information is for applying for enrollment to the School of Interdisciplinary Science and Innovation starting in October.
For details, please refer to the application instructions.

<https://www.kyushu-u.ac.jp/en/admission/faculty/foreign/foreign10/>



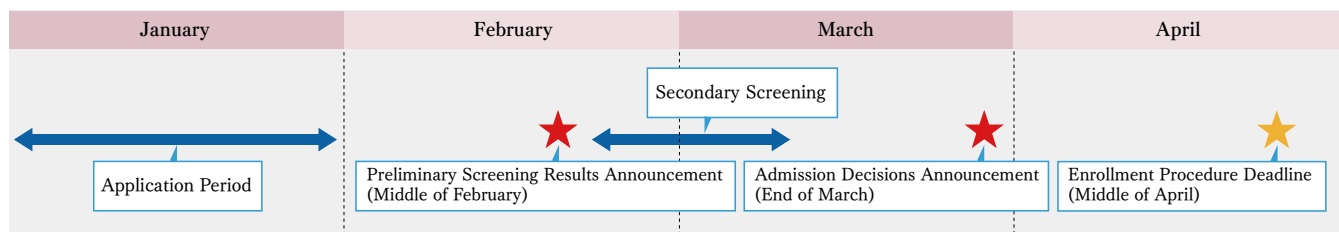
Eligibility

Applicants must meet the following 2 requirements: (1 AND 2-1, 2-2, OR 2-3)

1. Have a nationality other than Japanese.
2. Meet any of the following 3 conditions.
 - 2-1. Completed or expected to complete 12 years of schooling outside Japan by September 30, (or equivalent, as recognized by the Japanese Minister of Education, Culture, Sports, Science and Technology).
 - 2-2. Those who have the International Baccalaureate Diploma/Certificate, the German Abitur, the French Baccalaureate, or General Certificate of Education Advanced Level or who have completed a course at an international school that is recognized by the Japanese Minister of Education, Culture, Sports, Science and Technology, and offers its curriculum in Japan, or who are expected to meet any of these conditions by September 30.
 - 2-3. Aged 18 or over as of September 30, who are recognized, by the University's ad hoc pre-qualification screening, as having an academic level equivalent to or superior to those who have completed 12 years of schooling.

Applications Timetable

Applications will be processed during the following period as shown in the table below.
Only one application will be allowed in the given year.



Screening Process

The evaluation process for our school consists of two screenings: preliminary and secondary.

1. The preliminary screening will be based on a comprehensive evaluation of the submitted documents.
2. The secondary screening will include an interview.





Professor Interview

Q What do you think about ISI and how would you describe it?

A Almost all the issues now we face in the world are really complicated and almost impossible to find solutions by simply applying a single approach for them. We need to combine various approaches and collaborate more among different fields. And to achieve such combinations and collaborations, we should have an attitude to respect different ideas and opinions. I think it is this attitude that the very important foundation of 'Interdisciplinary Science and Innovation' is.

Q What do you like about ISI?

A I like the interactive nature of our school. This allows me to think much more concretely and practically about how to generate good solutions for society through studying decision science.

Q What do you think about ISI and how would you describe it?

A I see "interdisciplinary" as a form of innovation across disciplines – making new tools, new systems, and new values by combining different perspectives from the sciences and humanities. For instance, in my own research, by focusing on the mechanisms of brain and mind, we can try to improve decision making in many different aspects of society.

Q What are the special and unique features in ISI?

A In ISI, we offer the lectures and seminars not only based on Western knowledge and experience but also based on Asian and Japanese knowledges and experiences. Another feature is enhancing discussion and collaboration among faculty members and students. We are learning and considering the issues and trying to find solutions together.

Q For whom would you recommend ISI?

A Our school is ideal for students who have wide-ranging interests, an open mind, and a willingness to try new things. It is also the best place for students who have a unique vision that goes beyond the usual boundaries of academic disciplines.

It is not only our students
who pursue interdisciplinary
science and innovation

Prof.
ONIMARU Takeshi

Prof.
LAUWEREYNS Johan

Q For whom would you recommend ISI?

A We mostly welcome the students who try to find their own ways by themselves and utilize this school fully for building up their future carriers.

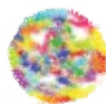
Q Messages for those who are interested in ISI.

A We guarantee that your days in ISI will be tough, but precious. Let's enjoy learning, thinking, and discussing together here in ISI!

Q What can the students do after they graduate?

A Roughly speaking, I see three routes for our students after graduating.

- 1) Become a researcher in an innovative, interdisciplinary research field.
- 2) Become an innovative policymaker in business or government, either local or global.
- 3) Start your own venture or independent enterprise as a social innovator.



Student Interview



INOUE Kishin

Meisei Senior High School(Osaka), April 2021 Enrollment

Q1 Why did you choose ISI?

Because I came to know I could learn about insects and humans from broad perspectives based on a lot of academic disciplines. I like insects very much, so I would like to learn about not only "insects" but also "relationship between insects and humans". In particular, I am interested in the theme "How do insects influence our human society?".

In university, there is an academic discipline called "entomology" which is research on insects. In Japan, the entomology has developed in a faculty of agriculture or science. Because of this, I wanted to enter the Faculty of Agriculture, Kyushu University at first. I planned to learn fundamentals of entomology there, and start to learn about humans after graduation which is necessary for tackling on my theme.

However, I met ISI by chance when I was a third-year student in high school. In the web page of it, there is information like "Students can approach issues that they choose originally without the barrier between humanities and science", "There are two teachers whose specialties are entomology", or "There are many teachers who research about humans in their specialties such as cultural anthropology, psychology, or sociology". I was very surprised to find such a place that can fit me perfectly existed in Japan.

Q2 What were the good things about being admitted to ISI?

I am going to introduce two points; "Students can challenge without hesitation" and "Students can learn academic things broadly without the barrier between humanities and science".

First, I am going to explain about "Challenge". I established the musical club called "Student Theater Company 'Ito' ~Italent~" when I was a freshman, and I have been trying to tell the importance of social problems through musical - art. I started this attempt from nothing, so it was a very big challenge. However, I could receive a lot of help from ISI friends and teachers. Especially, there is a special scholarship program called KAPPA. This program gives money and opportunities to students who want to challenge something. This was very helpful for me at the first stage of my challenge, and I am sure it is also helpful for other challenging students as well. I think this kind of system and atmosphere in ISI help students to challenge actively.

Next is about interdisciplinarity. In ISI, there are many kinds of classes regardless of whether science or humanities. This helps students acquire extraordinary broad perspective that is necessary for solving contemporary social problems. From such a curriculum, students can find connection across different disciplines by themselves. Even if students take class that seems not to have any relations to their interests, they somehow find precious knowledge that can be utilized for their own research. I am sure such kind of "meta" perspective on academic field is acquired only in ISI.

Q3 What is your theme for DP* and what is your dream?

I would like to be an entomologist who designs new relationships between humans and insects. In contemporary situation, many people (not all) have negative image towards insects. Although I do not have any opinions towards what people like and do not like, I concern the situation that people eager to "use" insects in spite of the situation that many of them hate insects.

For example, in recent years, many people try to spread edible insects without taking care of "Lives of Insects". Not only in food industry, but also in engineering, agricultural, or medical field have started to use insects as their tools. For instance, in medical field, Kyushu University tried to invent vaccine against COVID-19 using silkworms. Insects are surely useful for human society. However, some people forget (or do not know) the fact that insects have so large biological diversity that they occupy over 60% of species all over the world so far. Because of this, the diversity has been threatened by people's exploitation. I would like to tackle on this kind of problem; conflicts between people's greed and natural environment, and design new kind of relationships between humans and insects that both of us and insects can get benefit each other in the co-existence world.

Q1 Why did you choose ISI?

"Come and find what you want to do. The university and the society are much wider than what you can currently see." This advice was given to me by an ISI teacher at a college preparatory event I attended when I was struggling with my career path. I think that is why I chose ISI.

When I was in high school, I felt pressured to decide everything, including whether to pursue Humanities or Sciences, which university to aim, and what career I wanted. I was frustrated because I didn't have a clear idea of "what I wanted to do." However, I remember feeling a great sense of relief when I received the advice that the world which I currently see is not everything, and that it's okay to further study and consider "what I want to do" in university.

It's difficult to understand the workings of the real world and decide how I want to contribute to society based solely on our studies up until high school. In ISI, we can engage in research on themes that are not confined to traditional academic fields. As it allows us to explore our interests from multiple perspectives and pursue them through various approaches, I recommend for those who haven't yet decided on their interests.

Q2 What were the good things about being admitted to ISI?

I had the opportunity to meet various professors and friends who enjoy discussions in ISI. Thanks to that, I was able to not only acquire new knowledge but also digest it in my own way.

This brochure also includes a list of faculty members, and there truly are professors from various fields. In classes, all the professors teach their specialized fields with joy, and if we have questions or need advice, they will take the time to address them.

Furthermore, since there are many classes that involve discussions and presentations, I was able to make many friends through group work. Even outside of class time, we gather to discuss and share books we've read and papers we've researched, so we not only become close but also regularly expose ourselves to diverse perspectives and opinions. I feel that the exchange among students is not only frequent but also of high quality. Moreover, recently, with the calming of the COVID-19 situation, many international students have come to ISI, creating an environment where interactions with international students are also actively encouraged.

ISI offers opportunities to explore academic fields that I had no previous knowledge of, and there are many opportunities to break down the acquired knowledge and exchange feedback with professors and friends. Both aspects are well-developed within ISI.

Q3 What is your theme for DP* and what is your dream?

I am currently interested in discrimination and prejudice, and I am considering conducting research on the topic of "How is prejudice (discriminatory subjectivity) formed?" from various academic perspectives. In my graduation research project, called the Degree Project, I am in the process of developing a research theme primarily from a linguistic point of view.

Human thoughts are not innate nor are they absolute truths. In my case, they have been formed through Japanese society, school education, and communication with family and friends. Within that context, I am particularly interested in the role of "language" in shaping values, and I want to conduct the Degree Project focusing on that aspect. Now, I am exploring whether I can link changes in the use of language in the media, such as television and newspapers, with social events.



TAKAHARA Konatsu

Affiliated to Showa Pharmaceutical University Senior High School(Okinawa), April 2021 Enrollment



ISHII CASAS Aiko

United World College (UWC), Changshu, China, October 2020 Enrollment

Q1 Why did you choose ISI?

Possessing a multiplicity of perspectives to understand the prevalent social issues are necessary; hence, the School of Interdisciplinary Science and Innovation (ISI) allows the integration of both natural and human science classes. That is, transcending the boundaries of the specialized fields and addressing the issues multifacetedly. After completing the KIKAN education, I have acquired the foundational knowledge and skills required for problem-solving, which enabled me to discover a suitable specialized course. The student could choose from the four areas, through which I have selected "People and Society;" more importantly, however, it is not limited to taking courses within the chosen area as the School of ISI encourages the students to take cross-area courses. Furthermore, as the faculty's name suggests, the School of ISI accentuates the "interdisciplinary" aspect; therefore, I can learn beyond the selected area and the specialized course. Accordingly, I could achieve my desire to be a social innovator who can discover solutions to social issues on a local and global scale.

Q2 What were the good things about being admitted to ISI?

Community. Since the classes are quite compact, consisting of 20-30 students, the relationship between students and professors is relatively close. Whenever there are problems in terms of academics or campus life, the professors accommodate the students in their best interests. Additionally, the ISI office also supports the students with their concerns and questions.

The professors encourage the students to share ideas through group/class discussions; thus, interactions are inevitable. Besides focusing on self-expression, the students could expand on their own perspectives with the other students since the classes are more of an investigative approach, where students first-handedly and proactively raise questions. Henceforth, the ISI students are rather creative and innovative whenever proposing solutions and, therefore, strive to achieve their DP.

Q3 What is your theme for DP* and what is your dream?

With globalization advancing at an unprecedented rate, an increasing number of individuals have been situating cross-culturally, resulting in many children inhabiting cross-national lives; frequently conceptualized as "Third Culture Kid" (TCK). As a result of children spending most of their significant formative years in countries besides their parent's origin or the children's national background, TCKs often feel rootlessness. As a half Japanese/Filipino growing up in China, I consider myself a TCK. Identity issues are not simply an individual problem, which could be solved alone, but rather a global phenomenon that requires attention; hence my research is to understand identity further. To delve into the research topic, I am currently studying "Narrative Therapy and Narrative Analysis" in Clinical Education Laboratory under the Graduate School of Human-Environment Studies. Using the individual's personal narratives, I hope to become a multilingual counselor.

Q1 Why did you choose ISI?

I encouraged myself to choose ISI because I could not find any other faculty like ISI, especially in my country. Having the freedom to choose what you want to do even in the middle of your university journey is something that I did not expect to be a very humbling experience. Also, I always thought that being surrounded by interesting people with different sets of motivations and backgrounds would broaden my horizon and strengthen my knowledge here in my university life. Moreover, knowing that the areas of ISI are specifically made to be an 'issue-based' program, I was amazed by the opportunity to make my own study and research directly impactful to society.

Q2 What were the good things about being admitted to ISI?

The faculty and the staffs are the people that I believe will always have my back and stand there for any kind of support for me academically. ISI is an environment where people are building their dreams, and the diversity of passion of each person amazes me. It is a truly humbling experience to learn about the different dreams and visions of ISI students and how everyone utilizes ISI to the maximum capacity to help them reach their dream.

Moreover, being in ISI created a problem-solving mindset within me, where I can combine different disciplines to tackle complex issues in society and discuss the issues with many different professors with different expertise.

Q3 What is your theme for DP* and what is your dream?

I mainly focus on the area of Earth and Environment so that I can do coral reef conservation projects in the future. Also, the focus of my DP is to obtain the necessary information or parameters to conduct the protection of coral reef ecosystems in the southern islands of Japan. By identifying the anthropological, geomorphological, and geological aspects of coral reef threats, I hope that I could learn and develop important points to build concrete evidence to protect the coastal environments and help various research. This theme sparked an idea for me to make better movements for climate change in a significant manner. Objectively, being able to map and understand a designated area that could have anthropological activities and a high-level biodiversity area would be impactful for the social economy and the education of coastal communities.



Dhiva Althaf Pratama

SMA Negeri Unggulan M.H. Thamrin Jakarta, Indonesia, October 2020 Enrollment

*DP: Degree Project (Graduation Thesis)



Faculty (As of April 1, 2023)

Member



Professor•Dean
KABURAGI
Masahiko

[Area of Expertise]
History of Political
Thought



Professor•Vice Dean
ONIMARU
Takeshi

[Area of Expertise]
Comparative Area Studies,
Political History



Professor•Vice Dean
LAUWEREYNS
Johan

[Area of Expertise]
Cognitive Science,
Bioethics



Professor
ARAYA
Kunio

[Area of Expertise]
Entomology



Professor
DRUMMOND
Douglas

[Area of Expertise]
Cytoskeletal Proteins,
Molecular Biology



Professor
GUO
Junhai

[Area of Expertise]
Second Language Learning
(Teaching Japanese as a
Foreign Language),
Bilingualism and Language
Policy



Professor
HAZARIKA
Hemanta

[Area of Expertise]
Geomechanics, Earthquake
Disaster Mitigation,
Geo-Environmental
Engineering



Professor
INABA
Miyuki

[Area of Expertise]
International Social Welfare,
Community and Social
Development, Public Policy,
Gerontology



Professor
IRAMINA
Keiji

[Area of Expertise]
Brain Information Science,
Neuroimaging,
Neuroinformatics,
Biomedical Engineering



Professor
KAN
Hironobu

[Area of Expertise]
Physical Geography,
Geomorphology



Professor
KONOMI
Shin'ichi

[Area of Expertise]
Informatics



Professor
MASUO
Chisako T.

[Area of Expertise]
Chinese Foreign Policy,
East Asian International
Relations



Professor
MIKI
Yoichiro

[Area of Expertise]
Medical Education



Professor
MIZOGUCHI
Koji

[Area of Expertise]
Archaeology



Professor
NAGASHIMA
Hiroki

[Area of Expertise]
East Asian History,
Korean History,
History of Japan-Asia
Relations



Professor
NAKAMURA
Mako

[Area of Expertise]
Muscle Cell Biology,
Developmental Biology



Professor
OHGA
Chiharu

[Area of Expertise]
Japanese language
education



Professor
OOKOUCHI
Yutaka

[Area of Expertise]
Early Universe,
Unified theory



Professor
SE
Teruhisa

[Area of Expertise]
Political Theory,
Political Philosophy



Professor
YOSHIDA
Kentaro

[Area of Expertise]
Environmental
Economics and
Policy Studies



Associate Professor
BREZINA
Jan

[Area of Expertise]
Partial differential
equation



Associate Professor
FUJIOKA
Yuichiro

[Area of Expertise]
Geography,
Landscape Ecology,
Area Study in Africa



Associate Professor
FUNAHASHI
Kyoko

[Area of Expertise]
Osteoarchaeology



Associate Professor
HALL
Andrew

[Area of Expertise]
Modern Japanese and
East Asian History



Associate Professor
HASWELL,
Christopher
Gareth

[Area of Expertise]
Sociolinguistics
(English as a Lingua
Franca)



Associate Professor
INAGAKI
Shio

[Area of Expertise]
Nonlinear and
Non-Equilibrium Physics,
Granular Physics



Associate Professor
JALILINASRABADY
Saeid

[Area of Expertise]
Geothermal Energy, Exergy



Associate Professor
KANAYAMA
Koji

[Area of Expertise]
Scientific history



Associate Professor
KANG
Ikjoon

[Area of Expertise]
Ecotoxicology,
Behavioral Toxicology



Associate Professor
KITSUKI
Akinori

[Area of Expertise]
Development Economics,
Microeconomics,
Policy Evaluation



Associate Professor
LI
Xiaoyan

[Area of Expertise]
Knowledge Science,
Second Language Learning;



Associate Professor
NAGATANI
Chiyoko

[Area of Expertise]
Cultural Anthropology



Associate Professor
NAKANO
Nobuhiko

[Area of Expertise]
Petrology



Associate Professor
OGA
Toru

[Area of Expertise]
International Politics,
International Relations,
Human Rights Governance,
East Asian Regionalism



Associate Professor
OKADA
Masaya

[Area of Expertise]
Informatics,
Behavior information
processing,
Multimodal sensing



Associate Professor
SAKAGUCHI
Hidetsugu

[Area of Expertise]
Physics
(Nonlinear Physics)



Associate Professor
SENDA
Ryoko

[Area of Expertise]
Geochemistry,
Archaeology Science



Associate Professor
SEVILLA-LIU
Anton

[Area of Expertise]
Philosophy,
Clinical Studies of
Education



Associate Professor
SURCHOWDHURY
Vishwajit

[Area of Expertise]
Stress physiology,
Metabolism



Associate Professor
TAJIRI
Yoshinori

[Area of Expertise]
Archaeology,
East Asia Archaeology



Associate Professor
TASHIMA
Hiroshi

[Area of Expertise]
Engineering of Engine and
Combustion



Associate Professor
TOKUHISA
Satoru

[Area of Expertise]
Service Design,
Human-Computer Interaction,
Innovation Management



Associate Professor
UCHIDA
Satoru

[Area of Expertise]
English Linguistics



Associate Professor
WAKI
Hayato

[Area of Expertise]
Optimization Theory



Associate Professor
YAMAO
Dai

[Area of Expertise]
Iraqi Politics,
Middle East Politics,
Comparative Politics



Lecturer
FURUKAWA
Fukachi

[Area of Expertise]
Cultural Anthropology,
Himalayan Studies



Lecturer
KURITA
Kenichi

[Area of Expertise]
Applied Economics



Lecturer
MATSUO
Kazunori

[Area of Expertise]
Entomology, Agriculture



Lecturer
WEISS
David

[Area of Expertise]
Japanese and East
Asian Intellectual
History



Lecturer
YAMAMOTO
Asuka

[専門分野]
Development Economics,
Indian Economy



Assistant Professor
ADACHI
Tatsuro

[Area of Expertise]
Geology, Petrology,
Archaeology



Assistant Professor
TAO
Shuichiro

[Area of Expertise]
Particle Physics,
Physics Education

Adjunct Member

Professor
CAAVEIRO Jose

[Area of Expertise]
Protein Engineering,
Structural Biology

Professor
HYAKUMURA Kimihiko

[Area of Expertise]
Natural Resource Management

Professor
ITO Koji

[Area of Expertise]
Japanese Medieval History

Professor
KUWAHARA Yoshihiro

[Area of Expertise]
Mineralogy

Professor
MATSUNAGA Noriko

[Area of Expertise]
Multicultural Relations Studies

Professor
NAKANO Hitoshi

[Area of Expertise]
Early Modern of Japanese Society

Professor
NAMIGATA Tsuyoshi

[Area of Expertise]
Comparative Literature

Professor
OHNO Masao

[Area of Expertise]
Geophysics
(Geomagnetism, Archaeomagnetism,
Paleoenvironment)

Professor
OTSU Takahiro

[Area of Expertise]
English Linguistics

Professor
HAYASHI Tetsuya

[Area of Expertise]
Microbiology

Professor
UCHIDA Seiichi

[Area of Expertise]
Pattern recognition

Professor
YAMAGUCHI Hiroyuki

[Area of Expertise]
Social Psychology

Professor
YAMASHITA Jun

[Area of Expertise]
Environmental Geography

Professor
KUSUMI Junko

[Area of Expertise]
Molecular Evolution

Associate Professor
ABE Yasuhisa

[Area of Expertise]
Human Geography

Associate Professor
AUGUSTINE Matthew

[Area of Expertise]
Modern Japanese History

Associate Professor
Ho, Hsin-Ni

[Area of Expertise]
Haptics

Associate Professor
KANEKO Kosuke

[Area of Expertise]
Multi-media Informatics

Associate Professor
KASAHARA Tamao

[Area of Expertise]
stream hydrology and
biogeochemistry

Associate Professor
KIDA Shinichiro

[Area of Expertise]
Physical Oceanography

Associate Professor
KITAZAWA Mitsuru

[Area of Expertise]
Economic History

Associate Professor
KOBAYASHI Toshiya

[Area of Expertise]
Science, Technology and Society

Associate Professor
OGINO Yukiko

[Area of Expertise]
Endocrinology

Associate Professor
OKAMOTO Tsuyoshi

[Area of Expertise]
Systems Neuroscience

Associate Professor
SEINO Satoquo

[Area of Expertise]
Ecological Engineering

Associate Professor
TAKEDA Yuka

[Area of Expertise]
Applied Economics

Lecturer
MATSUEDA Kana

[Area of Expertise]
Comparative Literature and Culture

Lecturer
TAKITA Masahiro

[Area of Expertise]
Community Development

Assistant Professor
ABE Satoshi

[Area of Expertise]
Anthropology

Assistant Professor
INAMURA Tokushu

[Area of Expertise]
Innovation



Fees, Scholarships and Living Expenses

Kyushu University offers some financial support for both international and Japanese students.

Fees

Fee exemptions may be awarded dependent upon student circumstances.
Please contact the office for details.

【Payment】

Fees	Unit (Japanese Yen)	
	Original Amount	Amount After Exemption* (for the First Year)
One time Enrollment Fee	282,000	282,000
Tuition Fee for Autumn Semester	267,900	133,950
Tuition Fee for Spring Semester	267,900	133,950
Total Payment	817,800	549,900

Note: *Please refer to Application Instructions.

- ① The tuition fee listed above is subject to change without prior notice. New fees will be applied if changed.
- ② The above fees do not include health insurance, alumni association fee, books, etc.

Scholarships

- **Kyushu University International Undergraduate Scholarship・ISI Scholarship for October Enrollment**
5 to 6 successful applicants in our school for the October admission may receive the scholarship if certain requirements are fulfilled.

- **Other Scholarships**

Various scholarship opportunities are granted by Kyushu University, private foundations, international associations, and local governments as well.

<https://www.isc.kyushu-u.ac.jp/intlweb/en/student/page-012>

Availability of all scholarships depends on the awarding body and may change in the future.

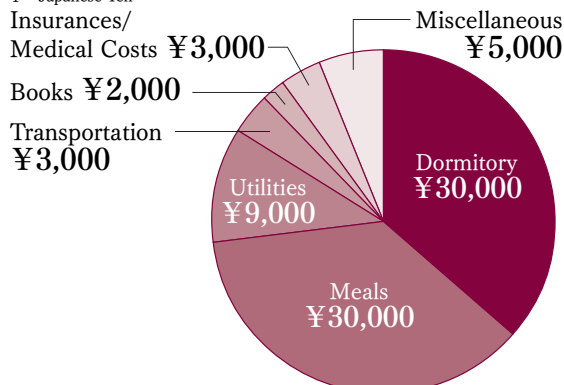


Living Expenses

Living expenses are relatively low in Fukuoka compared to other major cities like Tokyo and Osaka. How much you will need will vary, depending on your personal taste and circumstances, but you should be prepared to spend between 80,000 yen and 120,000 yen per month.

Monthly Expenses Incurred by International Students at Kyushu University

¥ = Japanese Yen



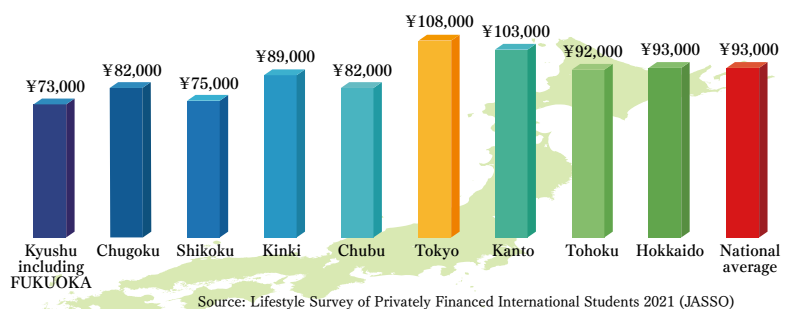
Average Monthly Living Expenses By Region

¥ = Japanese Yen

(as of 2021)

National Average: ¥93,000

The average monthly expenses (excluding academic fees) of an international student are shown below. The cost of living in metropolitan areas is higher than in rural areas.





Support System

We do everything we can to ensure that you can focus on studying without any worries.

Academic Support System

Kyushu University has an academic support system for undergraduate students. Graduate school students support them to understand difficult points in their classes, to write reports and to design their future careers.

In addition, ISI has a tutoring system wherein full-time faculty members provide extracurricular guidance for students' smooth transition from high school education to university education or from first-year education to the specialized education stage.



Student Supporters

A support team consisting of ISI students helps new international students settle in their new surroundings as well as the ISI office does.

Q-mate, another student support team working at International Student Exchange Division organizes get-together events, and provides support for international students living at Kyushu University, such as online consultation services on visa, housing etc.



Dormitory

Kyushu University has dormitories on the Ito Campus as well as around the other campuses, fully-furnished with facilities necessary to make your college life safe, easy, and comfortable. The University can also assist you in finding a place to live, perhaps a private apartment close to campus, and help you through all the renting procedures.



Emergency Secure Plan (ESP)

All the International students enrolled in Kyushu University are required to join the ESP and pay the membership fee.

ESP Consists of Two Services

1) Medical Assistance Service

24 hours Trilingual Medical Assistance (Chinese, English, and Japanese)

Services include

- Reference to an appropriate, nearby medical facility
- Interpretation at a medical facility via three-way conference call
- Emergency Services: Contacting and assisting family members in your home county

2) Emergency Expense Insurance

Coverage includes

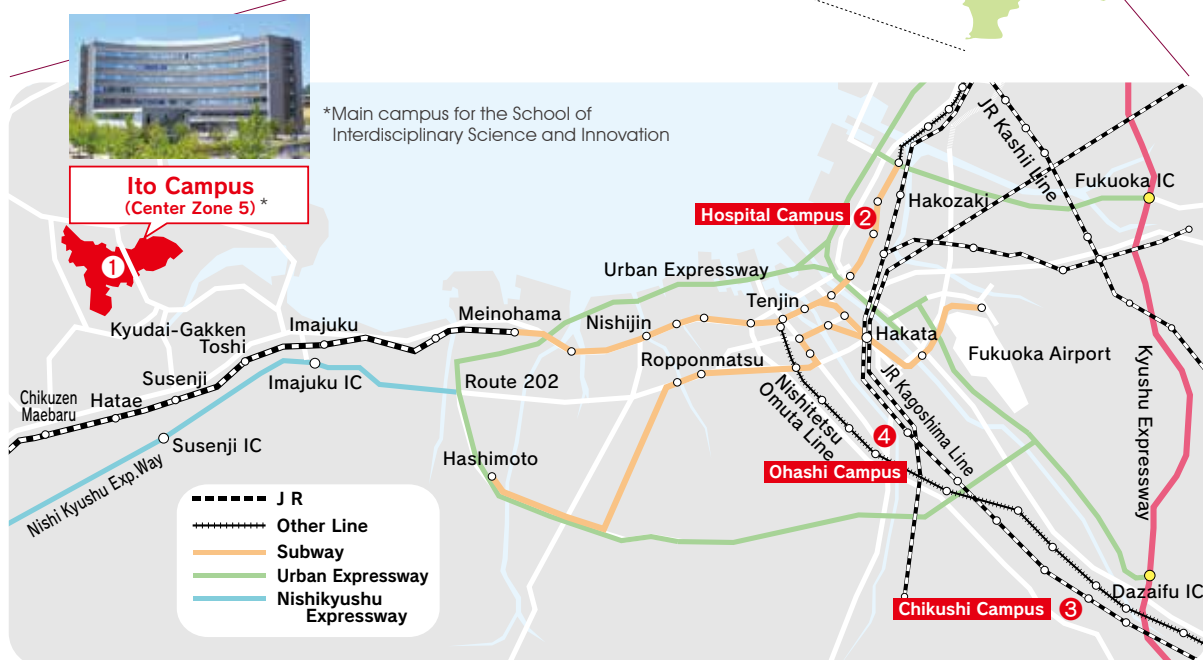
- Emergency reunion (up to 3 persons)
- Rescue
- Interpretation, etc.



CAMPUS LOCATIONS

WORLD

JAPAN



① Ito Campus



② Hospital Campus



③ Chikushi Campus



④ Ohashi Campus



KYUSHU
UNIVERSITY

School of Interdisciplinary
Science and Innovation

<https://kyoso.kyushu-u.ac.jp/en/>



Kyushu University, Ito Campus (Center Zone 1, 2F)
744 Motooka Nishi-ku Fukuoka, 819-0395, Japan
E-mail: gazkyoso@jimu.kyushu-u.ac.jp
TEL: +81-92-802-5890

Published in July, 2023

Cover design: TAKEDA Nana (Graduate student. ISI)