

KYUDAI NEWS

KYUSHU UNIVERSITY CAMPUS MAGAZINE | February 2018

School of Interdisciplinary Science and Innovation

Innovating Together for Today and Tomorrow

Japan in Today's World Celebrates Its 25th Anniversary

What is Japan in Today's World?

29



01 Top Topic

School of Interdisciplinary Science and Innovation

06 Japan in Today's World — Celebrates Its 25th Anniversary —

10 Highlight of Recent Research

Keep on asking questions to unravel the reality of our society and ensure a sustainable future for both industry and the earth!

Shigemi KAGAWA, Professor, Faculty of Economics

Art forges links between people. I want to create a happier world.

Mikako TOMOTARI, Associate Professor, Faculty of Design

14 Researchers from Throughout the World

Ashir Ahmed(Bangladesh) Associate Professor, Faculty of Information Science and Electrical Engineering

Cynthia J. Bogel(United States) Professor, Faculty of Humanities

16 SPECIAL TOPICS

Distinguished Professor Toshiyuki Kono of the Faculty of Law Becomes the First Japanese President of ICOMOS

17 Topics

01. Queen's title!

02. Participated in the Triathlon National Championships

03. The title of Docteur Honoris Causa awarded to
Prof. Toyoki Kunitake by the University of Bordeaux

20 INFORMATION

Catch Your Dream!-Study in JAPAN-

21 Museum Report

Specimens Illustrating the Life Histories of Fishes

Edited & issued by the Committee of Public Relations

Address: 744 Motoooka, Nishi-ku, Fukuoka,
Japan 819-0395

Website: <http://www.kyushu-u.ac.jp/en/>

Contact Us / Subscriptions

Public Relations Office

Email: koho@jimu.kyushu-u.ac.jp

ABOUT 'KYUDAI'

Kyushu University is also referred to as "KYUDAI." "KYU" stands for Kyushu, the Japanese island located southwest of the main island of Honshu, and the home of Kyushu University. "DAI" stands for "daigaku" the Japanese word for University



Innovating Together for Today and Tomorrow

School of Interdisciplinary Science and Innovation



Going Beyond the Frames of Learning

Most of the problems we are facing today — global environmental problems, depletion of energy resources, religious and ethnic conflicts, terrorism, disease — are due to complex factors, and finding solutions through a single academic discipline is impossible. What should be the role of universities in the present era? Kyushu University offers the world a single solution.

Our solution is the School of Interdisciplinary Science and Innovation, new faculty to foster a wide range of knowledge and highly advanced communication skills beyond disciplinary boundaries.

We aim to cultivate professionals who can:
appropriately identify challenges with a broad perspective and knowledge,
flexibly learn from others' insights and capabilities, and
take initiative in transdisciplinary with high-level communication proficiency.

We will foster professionals who can break free from boundaries of expertise and walls between people, contribute to society and draw a picture of a beautiful future.



message

The purpose of Kyushu University's School of Interdisciplinary Science and Innovation is not to train personnel in conventional academic methodologies. Rather, the aim is to cultivate highly talented professionals who can solve the global issues facing humankind. We welcome students with a clear awareness toward problems who are willing to strive to tackle challenges facing the world.

The School of Interdisciplinary Science and Innovation is a completely new type of undergraduate school in Japan. Our students are expected to challenge themselves to make the school an inspiring place, together with faculty members. We hope that you will join us in the School of Interdisciplinary Science and Innovation to acquire advanced expertise and sophisticated communication skills, and to gain the ability to collaborate with a variety of people. Let's build a better future world together.



Professor
Yasuhito Osanai

Dean-to-be
Area of expertise:
Geology, Petrology

Potential future careers of the school's graduates

For Global Life

Professionals capable of devising solutions to international and regional 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

Building on the active learning skills that Kyushu University requires all students to have, we will develop students' creative task-framing skills, practical teamwork skills, and international communication 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.

Creative task-framing skills

The ability to frame tasks appropriately to address issues and explore solutions by combining a range of existing knowledge.

Practical teamwork skills

The ability to discuss solutions one has devised and combine one's ideas with the knowledge and skills of others, working together to create an achievable solution.

International communication skills

The ability to explain solutions clearly to a wide range of people at the site where a problem occurs, and to gain cooperation to ensure that the solutions are implemented.

Interdisciplinary problem-solving skills

The ability to work on actual solutions, drawing upon the four skills required to achieve the interdisciplinary ethos, namely active learning skills, creative task-framing skills, practical teamwork skills, and international communication skills.



Distinctive Features

01 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.



02 Collaborative learning (PBL/TBL*)

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

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.



03 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.



04 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.



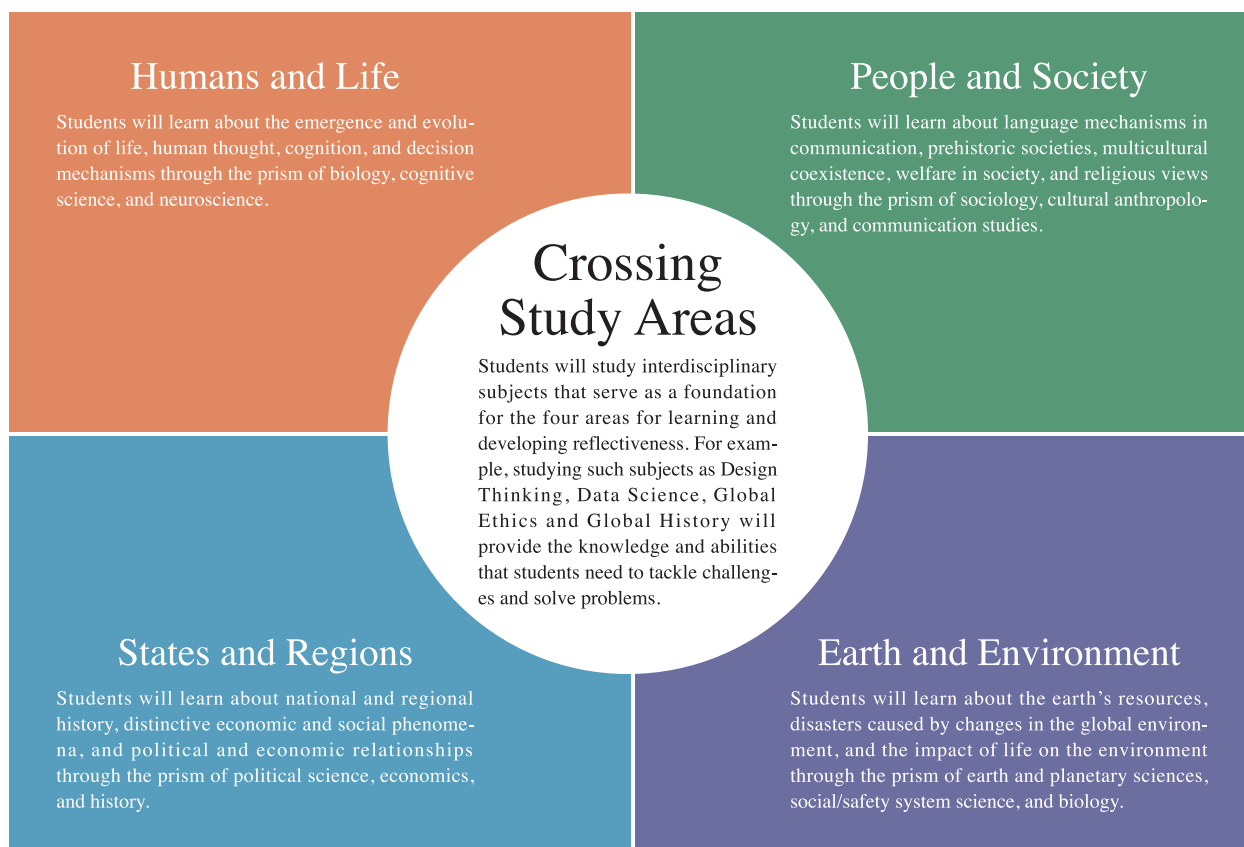
05 Learning beyond the classroom

The classroom is not the only place 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.



Areas: The New Forums for Learning

Aiming to create knowledge and values in our constantly changing society, we have identified four areas of global and human challenges that go beyond conventional academic disciplines. We have a curriculum for each area that will develop interdisciplinary skills and responses to issues relating to globalization, and provide learning opportunities based on a reorganized academic framework.



Interdisciplinary, structured curriculum to nurture

To promote the willingness to learn how to address each issue, students will be given the opportunity to design their subjects — common, university-wide courses that focus on the fundamentals of learning — and five types of language skills through intensive language education.

1st Year

2nd Year

Acquire knowledge and skills from wide-ranging academic fields, as well as an active mindset and approach

KIKAN Education

The KIKAN Education subjects taken by all undergraduate students at Kyushu University are divided into categories I-IX. These subjects teach students ways of thinking and learning about issues, instilling in them the knowledge and skills that will help them to develop a high level of expertise and a well-rounded education. The Subjects for Languages and Cultures provide students at the School of Interdisciplinary Science and Innovation with unique programs to learn languages, including Japanese and English.

Interdisciplinary Collaborative Learning of Social Issues

Students will gain a wide perspective and diverse ways of thinking, and enhance their thinking through collaborative study by a group discussions with students studying different academic fields. Through this approach, students will nurture a mindset of voluntary learning through collaboration with others.

Common Basic Subjects

Students will learn the basic knowledge and skills required to address problems faced by our society, setting tasks for themselves and devising approaches to solving them, as well as developing the skills needed to collaborate with individuals with different backgrounds and expertise.

Interdisciplinary Science & Innovation Basic Project

Students will reinforce their mindset and skills learned through Interdisciplinary Collaborative Learning of Social Issues, and engage in collaborative studies for tackling specific issues through group discussion and teamwork, with a view to creating a "reflective, collaborative and experiential" learning process cycle. Students will learn methodologies and techniques necessary for solving problems, how to utilize their knowledge, how their knowledge interacts with others and ways to reach a consensus necessary for deriving conclusions, as well as fostering the mindset and direction most needed for realizing the philosophy of interdisciplinary science & innovation studies in the future.

Area Basic Subjects

Students will acquire basic knowledge and skills in four areas of social challenges, "Humans and Life," "People and Society," "States and Regions" and "Earth and Environment" so as to learn how to come up with ideas for solving problems and various disciplinary approaches.

Experiential

Japanese students study at foreign universities, and international students participate in internship programs at Japanese. The students are required to learn basic knowledge before joining the internship programs, and to submit a report and make a

Students may take subjects of

interdisciplinary problem-solving skills

own curriculum and gain experience through active learning. The academic program consists of KIKAN Education departmental education subjects that build on these foundations. We also aim for students to acquire practical

3rd Year

to utilize academic study to solve problems.

4th Year

Framing a method of problem solution, combining knowledge and skills from different academic fields.

●KIKAN Educational subjects for students in the second year and above

Departmental Education

Cross-area Subjects

Students will improve knowledge and skills learned through Common Basic Subjects to gain ability to utilize them as methods to solve problems.

Interdisciplinary Science & Innovation Project

Students will reinforce their mindset and skills learned through the Interdisciplinary Science & Innovation Basic Project, and engage in collaborative studies so as to learn methods for approaches from problem finding to solution, building on the learning from Common Basic Subjects and Area Basic Subjects.

Area Advanced Subjects

Students will learn and improve advanced knowledge and skills in the four areas, which are necessary for the exploration of problem solutions.

Degree Project (Graduation Thesis)

Each student will choose a subject and try to create new knowledge and value for finding solutions to a problem, combining the knowledge cultivated so far. Each student will approach the solution through two different academic fields, integrate the findings in a graduation thesis and make a presentation in English.



Subjects

companies so as to deepen their understanding towards different cultures and to improve their language and communication skills, presentation on their internship experience after the programs.

other faculties, etc. as necessary.

Japan in Today's World

— Celebrates Its 25th Anniversary —

What is Japan in Today's World?

Japan in Today's World (JTW) is Kyushu University's flagship study program for international students. This is a one-year, English-based program which has long played a key role in the University's wider efforts to promote international education. The University's International Student Center, a unit of faculty members with a range of international backgrounds in teaching and research, runs this

program every year from October through July. Founded in 1994, JTW will celebrate its 25th anniversary in October 2018. An enduring purpose of this program is to nurture coming generations of Japanophiles or even Japan-experts in a variety of professional fields around the by familiarizing students with Japanese society and culture in today's world.

Who Are JTW Students?

Annually JTW hosts about 50 students, most of whom are undergraduates selected from those leading universities around the world with which Kyushu University has made institutional partnerships for student exchange. Students' academic backgrounds at their home universities are very diverse, including natural sciences and humanities, but the students all have something in common: a strong passion to know more about Japan. Though the level of their proficiency in Japanese language varies, a large portion of them are

at an absolute beginner to lower intermediate level. This program year, 2017-18, JTW has hosted 57 students in total – 31 male and 26 female – from 36 partner universities located in 16 different countries/regions from five major regions of the globe, including Europe, North America, Asia, Africa, and Oceania. The base campus of JTW moved from Hakozaki to Ito Campus, the new main campus, in October 2016. See where this year's JTW students come from in the map below.

Class of
2017-18

Where Do Current JTW Students Come From?



What's in JTW?

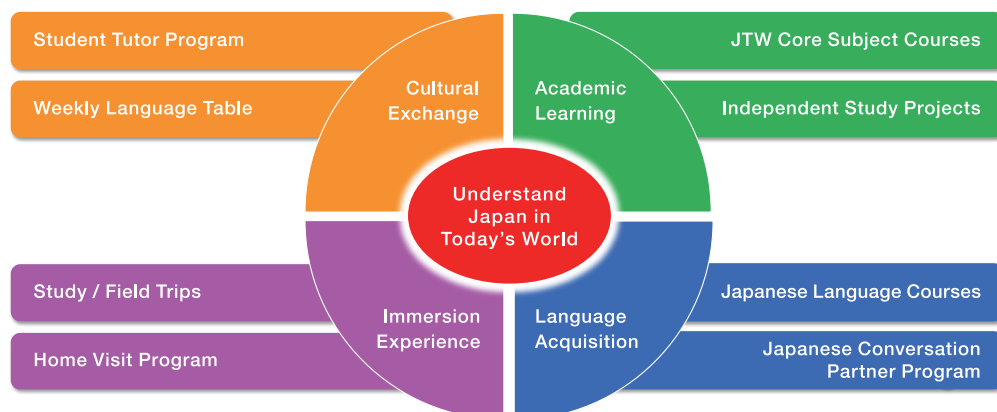
JTW offers a package of comprehensive learning-and-living experiences based on a multi-dimensional approach. English is used as the medium of instruction, and a variety of resources and opportunities for immersion experience are offered. This way, students may learn – academically and experientially, both in and beyond the classroom – contemporary Japanese society and culture without proficiency in Japanese language prior to participating in the program.

Throughout the program period, JTW provides its students with four sets of learning opportunities and resources as illustrated in the diagram.

For academic learning, JTW challenges students with a broad range of rigorous, challenging subject courses taught

in English, as well as an option to work on independent study projects which require public presentations at the end of a semester. For language acquisition, JTW offers nationally renowned Japanese Academic Courses (JACs) and the Japanese Conversation Partner Program to enhance their learning from JACs. For immersion experience, the program conducts more than 12 study trips across the Northern Kyushu region, and, through a home visit program, students have an opportunity to interact with local residents. To facilitate cultural exchange with Japanese students, on top of weekly language table activities, each JTW student is given a “tutor,” a Japanese student who offers support throughout the program.

WHAT'S IN JTW? Program Components



JTW's role for Campus Internationalization

JTW is much more than what Kyushu University does for its partner institutions' students; it continually makes invaluable contributions to the University's mission to internationalize the campus, institutional partnerships, and learning experiences of Japanese students. First, JTW adds to the campus community a microcosm of the entire world; the culturally and ethnically diverse body of students from all around the world provides the University's faculty members and administrators as well as students with a rich resource for cross-cultural interactions and exchanging ideas.

Second, the program has long supported and even expanded Kyushu University's partnerships with leading universities around the world for student exchange. Finally, but not necessarily last, JTW has long been a primary source of motivation for Japanese students to go global for their learning experience. Friendships with JTW students often encourage them to expand the horizons of their academic and career prospects by studying abroad, just as their JTW friends do here at Kyushu University.

Voices from Recent JTW Students



Kate Goodfruit

Class of 2016-17
Majors: Japanese Studies &
International Relations
The University of Queensland (Australia)

My exchange experience at Kyushu University, studying Japanese language and cultural courses through the university's JTW program, was invaluable to me. I can genuinely say that the experience allowed me to reflect on my life, realise what makes me truly happy, and make lasting friendships. Consequently, this experience was incredibly beneficial for me in developing my sense of self as a person and how I fit into the increasingly interconnected, borderless world around me.



Maryam Belal

Class of 2017-18
Major: Japanese Language &
Literature
Cairo University (Egypt)

Joining the JTW program is one of the most meaningful experiences in my whole academic life. I have come to touch deeply the Japanese culture and students from around the world by sharing our ideas towards the beautiful nature in Kyushu. We have come from different areas, but we totally accept each other without feeling any language or culture gap. I am grateful for this valuable opportunity which allowing me to cherish my dream of having soulful acquaintances and get inspired by studying together here in Japan.



Yarow Mannaert

Class of 2017-18
Major: Japanology
Catholic University of Leuven (Belgium)

I chose JTW as it offered a balanced program of Japanese Language courses and courses regarding Japanese society, international relations etc. Outside of the classes, the several trips we've made has proved to be a fun and great opportunity to get to see more of Kyushu and get to know the other students better and become friends.



Ning Yip

Class of 2016-17
Major: Japanese Studies
National University of Singapore
(Singapore)

My time with JTW is truly the best time of my life. JTW widened my horizons and gave me opportunities to make precious friends whom I share many fond memories with through our daily shenanigans and travels. JTW showed me how much the world has to offer, and for that, it will always have a special place in my heart. Little did I know, when I applied for JTW that that I'd be in for a ride, a very beautiful one at that.

JTW Motivates Kyudai Students to Study Abroad



Haruna Kasai School of Education, Kyushu University (Japan)

Never was I interested in studying abroad until I became a JTW tutor. My time with many JTW students helped me realize how limited my worldview was, and I was strongly motivated to immerse myself into a different society with unfamiliar culture in order to broaden academic and career horizons. This desire led me to studying abroad at Uppsala University in Sweden last year as a one-year exchange student with a TOBITATE MEXT scholarship.

Messages from JTW Alumni



Christopher Cloutier, J.D.
International Trade Lawyer
JTW Class of 1994-95

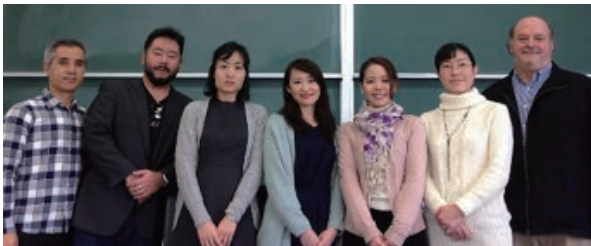
JTW was a life-changing opportunity for me. My year at Kyudai provided a significant boost to my career as an international trade lawyer. It helped me be selected as the only White House intern to travel with Vice President Gore to the Kyoto Protocol, was an important factor when I was hired as a new lawyer by a major international law firm, and contributed to my appointment as a diplomat stationed at the U.S. Embassy in Beijing. Twenty-five years later, I remain grateful to JTW.



Sanjay P. Bagaria, M.D.
General Surgeon
JTW Class of 1994-95

JTW was an incredible time when we the students and our teachers and administrators worked together to build a program designed to introduce Japanese culture to international students. Not only did I learn much about life in Japan, I made amazing friends that to this day I am still very close with. JTW definitely challenged me and instilled confidence which eventually has led to a career in surgery. I would like to thank JTW for its positive impact on my life.

Message from the JTW Core Team



We take great pride in running the JTW program and immense pleasure in working with its students from all over the world. JTW is the pillar of Kyushu University's continuous, university-wide effort to deliver world-class international education. The very culturally diverse body of students is a treasure of our campus community. Every JTW student brings to our classrooms joy, energy and invaluable resources even for our own cross-cultural learning.

From left: **Prof. Okazaki** (Japanese Language); **Prof. Higo** (JTW Faculty Coordinator); **Ms. Koga** (JTW Office Administrator); **Ms. Kurihara** (JTW Office Administrator); **Prof. Wakisaka** (Japanese Language); **Prof. Ohga** (Japanese Language); and **Prof. Pollack** (JTW Faculty Coordinator)

For more details of JTW, please visit our website:
<http://www.isc.kyushu-u.ac.jp/jtw/>

Message from Director of Kyushu University International Student Center



Professor
Koichiro Watanabe, D. Sc.
Vice President,
Director of the International
Student Center, Kyushu University

Since its establishment in 1994, JTW has gone from strength to strength and educated nearly 1000 students from all over the world. This study program significantly contributes to international understanding to a degree that goes well beyond our initial expectations. I feel very proud that today JTW serves as a model study program for international students not only for the rest of our campus community but also for universities across the country.

JTW Celebrates Its
25th Anniversary

Keep on asking questions to unravel the reality of our society and ensure a sustainable future for both industry and the earth!



"It is not easy to find the answer to a question, and that makes research very interesting," said Professor Kagawa.

What is your research about?

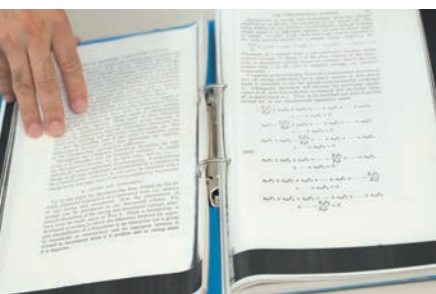
The problem we face today is that, as well as helping to sustain our lifestyle, industry is a major cause of global destruction. Many companies are striving to reduce their CO₂ emissions to be more environmentally friendly, but the reality is that we still cannot break out of our economic cycle of mass production and mass consumption of products that impose a heavy burden on the environment. To better understand this, we must think about the sustainability of industry itself. My research involves investigating economic systems from a variety of perspectives, to see whether there might be a system that enables industry

to develop sustainably.

Take hybrid cars, for instance. High fuel efficiency and low CO₂ emissions give the impression of being kind to both the household budget and the planet. But how much

CO₂ is emitted in the course of mining the resources, processing the materials, and manufacturing the parts required to build a single car, and to transport all those by ship or truck? Also, improvement of fuel efficiency (km/l) may increase the distance traveled by the car due to the low cost gasoline and therefore it can actually increase the volume of gasoline consumption. When you look at the product life cycle of these cars overall, do they really cut CO₂? Are they truly environmentally friendly?

My research covers the production side, sustainable behavior analysis, and the product life cycle from a consumer perspective. For example, what would you do if your refrigerator broke down and you were told that it would cost ¥100,000 to fix? You would give up on it and buy a new one. However, if you get free repairs with a warranty, you would probably continue using it. That would be better for the environment and more economic. But if you did, the number of refrigerators that companies produce would fall — as would their profits, of course. It is necessary to investigate the sustainability of industry from multiple directions simultaneously.

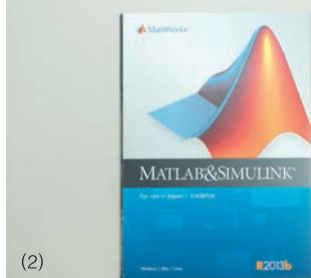


A copy of the journal article written by Wassily Leontief, winners of the Nobel Memorial Prize in Economic Sciences.

"How astonishing it is to express the society with mathematical formula!" he thought and this classic paper brought him into the field of Economics.



(1)



(2)



(3)

(1) His notebook. (2) Programming software, MATLAB & Simulink (MathWorks), (3) Fieldwork with students.

In the international community, countries should cooperate and work in partnership to reduce and mitigate greenhouse gas emissions and atmospheric pollutants. It is to condense your research findings and get them reflected in specific policies, so that action can be taken. You need the foundations to facilitate discussions that involve the stakeholders who hold the key to building a sustainable industrial system, and then put the specific fruits of those discussions to use in effective technology policies. Another of my roles — indeed, my mission — is to conduct research focused on demand policies and waste recycling policies. Once applied, I hope that the study will be effective in alleviating the environmental burden arising from mass consumption to some extent, however small.

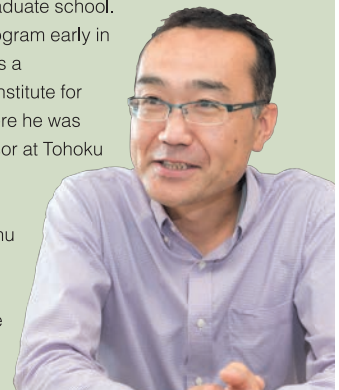
I can propose solutions by using mathematical formulas to shed light on our complex society and conduct data analysis!

The biggest attractions for me are the fact that the topics of my research emerge from simple questions around us and an answer that I discover might solve a social problem. We make things, we consume them, and then we throw them away. If we introduce the concepts of demand and supply into the simple economic cycle, complex questions arise. For example, actual calculations and analysis on the level of CO₂ emissions before and after the policy implemented. Depending on the final calculation results, policies that seemed good for the environment at first had actually been bad for it. When you make a discovery like

that, this makes it really exciting. Every day, I have a conversation with the data and I feel excited, wondering which way the results will go. Once results are released, you will just be thrilled that these results will become policies to be implemented which will influence the Japanese economy. This field of study allows you to really taste the adventure of being a researcher.

**Head of the Department of Economy and Business,
School of Economics Director, Economic Systems
Major, Graduate School of Economics Professor,
International Economic Analysis Course,
Department of International Economy and Business,
Faculty of Economics
Shigemi Kagawa**

Originally from Tochigi Prefecture, Professor Kagawa studied civil engineering at Tohoku University's Faculty of Engineering. In his undergraduate days, he hardly ever attended classes, as he was too busy having fun. His grades were poor and he was unable to take his preferred major. However, he passed the entrance examination for the then-newly established Graduate School of Information Sciences, which he kept a secret from his lecturers. In the course of delving deeper into regional, urban, and environmental planning, he became fascinated by research investigating economic phenomena. After completing his master's program, he spent two years working for a company before he returned to graduate school. He finished the doctoral program early in 2001, then proceeded on as a researcher at the National Institute for Environmental Studies, where he was appointed assistant professor at Tohoku University in 2003. He then went on to become an assistant professor at Kyushu University's Faculty of Economics in 2006, eventually taking on the role of a full professor in 2016.



Art forges links between people. I want to create a happier world.



Sculptures. "Time of the Cat," is a particular favorite of her children.

What is your research about?

My specialization is research into sculptures using wood and iron; alongside the production of artworks, my work involves examining art itself. I am also interested in the creation of new social structures through the medium of art, so I also conduct research into various cultural properties and art projects aimed at contributing to society. When I create artworks, I consciously seek to give something back to society with that work. The fascination of sculpture lies in creating its depth — something that you cannot see, but can understand if you touch it, which you have to create by making decisions based on its mass. In brief, my decision to choose sculpture was an act of resistance against forgetting. Sculptures can be used to exhibit and visually aids in proving an object's existence — "this used to be here" — or an intangible impression, such as a memory or perception.

I created a work for the Nibutani Project, which was launched in the wake of the Hokkaido Nibutani Dam lawsuit (*1). I spent about a year carving the piece of black marble that became the 1.6-meter-high "Recollection

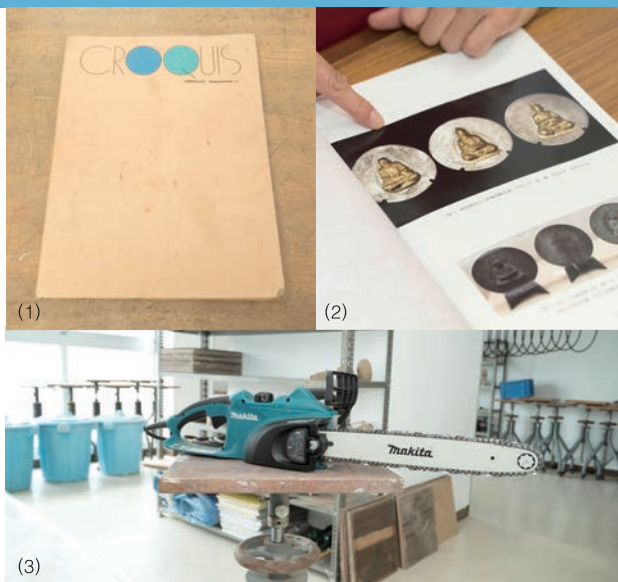


Dr. Tomotari uses as many as 10 different types of chisel to breathe life into her sculptures.

tion — Nibutani Dam." The place where Ainu once lived has been drowned by the waters of the dam, but that figure continues to bear witness to the existence of the Ainu.

I also undertake art research focused on Shugendo. In 2016, I restored the images of Mount Hiko's three avatars, which were damaged during the wave of anti-Buddhist sentiment that swept the country in the Meiji period. This was the catalyst for reviving the sacred fire ritual of the yamabushi called goma-daki, which had not been practiced since the Meiji period.

The restoration of the lost core of this community and its culture gave me a very real sense that such restoration work can provide support with the aid of modern technology.



- (1) Sketches. One of the essentials when creating an artwork.
 (2) The image of Mount Hiko's three avatars were originally made in the Kamakura period (1185-1333).
 (3) A chainsaw to obtain the wood that she sculpts.
 (4) Pursuing research in greater depth with students who have highly creative minds.

In the Faculty of Design, I am involved in various art projects, which focuses on art practice that engages with social issues and creates new relationships between people and environments. I believe that one role of my research is to explore future directions that will enable people to live happier lives in the future, through the accumulated effects of artistic activities.

(*1) A lawsuit brought over the construction of the Nibutani Dam in Hokkaido, which saw the first official discussion of the indigenous nature of the Ainu people.

Art can get to people's very core and inspire love

Asking "What is art?" is very similar to asking "What is a human?" The accumulation of people's answers is art — it's the study of continual questioning.

Art is also a forum for communication. When war between Israel and Iran seemed imminent, an Israeli graphic designer created a poster with the message, "Iranians...we [heart] you." and shared it on social media, which led to Iranians responding in kind. That poster campaign spread across the globe. This is the essence of "communication art" and it's something that can only be achieved through art.

Many people say that you can't make money from art, but art is actually a field of study that contains the things that make us human: it's a branch of learning that inspires love. Even art that lacks skill can speak to us; an artwork doesn't function as an artwork unless it's centered on deep emotion or a concept. In fact, I'd go so far as to say that I feel a kind of magical power in the joy

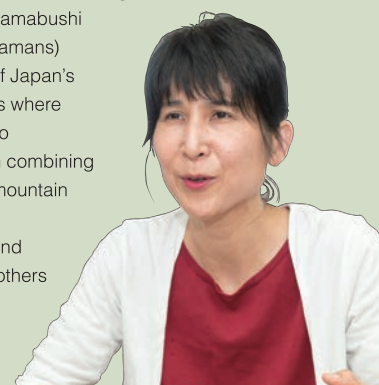
and fascination of creating new worlds through art's potential to get to people's very core.

Reference: "Israel and Iran: A love story?"

**Associate Professor,
 Department of Content and
 Creative Design
 Faculty of Design
 Mikako Tomotari**

Dr. Tomotari was born in Fukuoka Prefecture. Having enjoyed drawing pictures of animals from a young age, she went to stay on a horse farm in Hokkaido while she was a university student, spending her days absorbed in sketching. It was there that she first encountered Ainu culture, which influenced her subsequent activities. Doctor Tomotari went to Costa Rica in Central America in 1990 to work as a Japan Overseas Cooperation Volunteer for two years. As she worked in the field of art, she witnessed a variety of social issues at close quarters: discrimination against indigenous people and problems associated with colonies. These served as catalysts for her decision to study art earnestly. In 1995, she was awarded a Doctorate in Fine Art from the Graduate School of Art and Design at the University of Tsukuba. Dr. Tomotari joined the Kyushu Institute of Design as a research assistant in 1995 and was appointed to her current post in 2007. Besides producing artworks, Dr. Tomotari has launched various projects, including the post-earthquake support initiatives Fukuoka Elf Tree and the Itakura Little House Project. She also serves as a director of numerous organizations.

Her ancestors were yamabushi (mountain-ascetic shamans) on Mount Hiko, one of Japan's three great mountains where followers of Shugendo — a mystical religion combining elements of ancient mountain worship, Shinto, esoteric Buddhism, and Shamanism, among others — engaged in ascetic practices.



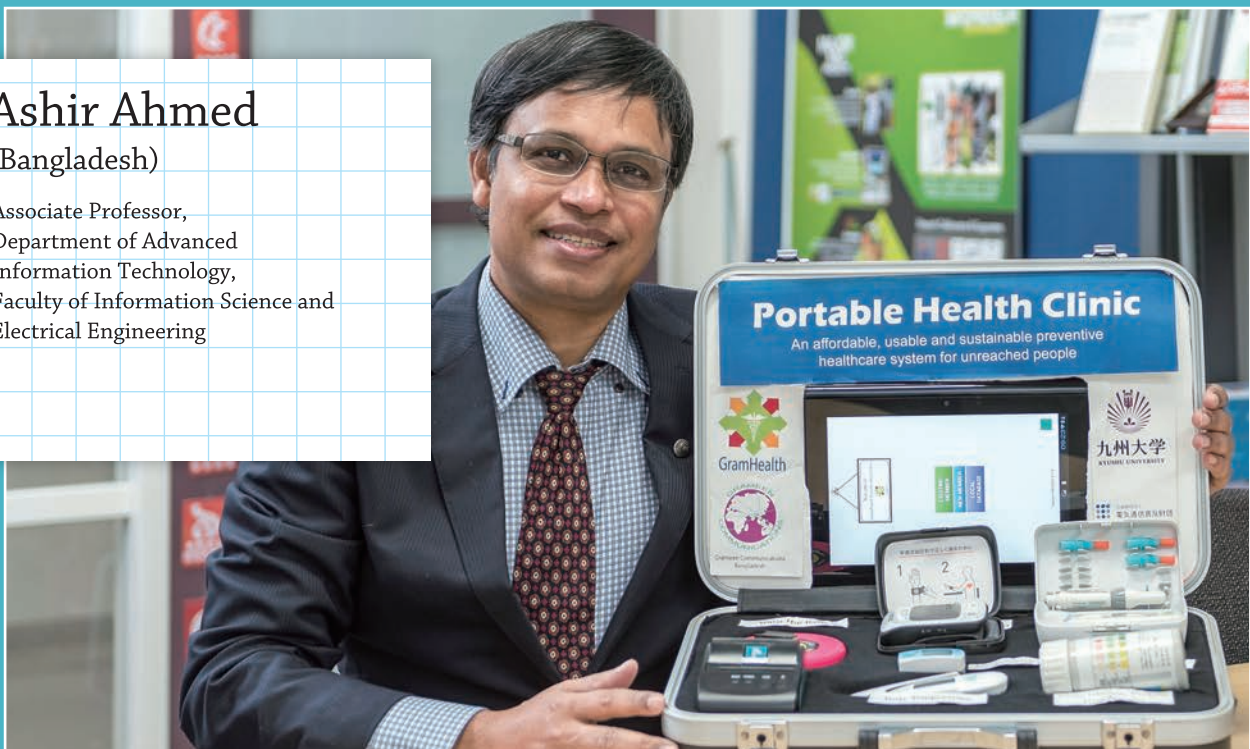


Researchers from Throughout the World

Ashir Ahmed

(Bangladesh)

Associate Professor,
Department of Advanced
Information Technology,
Faculty of Information Science and
Electrical Engineering



I'd like to start by asking about your background, and your current responsibilities.

I finished senior high school in Bangladesh and then came to Japan in 1988 as one of the first undergraduate students from Bangladesh by MEXT. I finished my BS, MA and received my Ph.D. from Tohoku University in 1999. I worked in the same university as a research associate and switched to Avaya Labs in region R&D group in 2001. Before joining Kyushu University under the Research Super Star Program in 2007, I worked for NTT Communications for three years.

My current research aims to develop appropriate technologies towards achieving social goals defined by SDGs.

Please tell me about your passion towards your area of study. What attracted you to it?

I met Professor Yunus in 2006 (the Nobel Peace Laureate) whose works inspired me to shift the focus of my research. His achievements made me confident that lot of social issues can be efficiently solved by developing technologies for a social cause. We have 7.5 billion people in this planet. 3 billion people still live under the poverty line (< \$2.5 a day), 1 million children die of diarrhea each year, one pregnant mother dies in each 90 second. These are so unnecessary death and can be prevented by providing right information at the right place. Now the world has 6 billion mobile phones (SIM cards), the biggest ever connectivity in human history. This network can be easily utilized to develop appropriate applications to the people who need the most.

How do you find your life at Kyushu University and in Japan? Is there anything that still excites you?

Japan is country of advanced technologies. Fukuoka city is closed to many Asian big cities. The researchers here welcome new ideas, have the passion to breach the boundary of the campus and contribute to society. Very safe country, so livable city. What else do I need?

How do you spend time after classes and during weekends?

I frequently write blogs about my experiences in Japan for the Bangla speaking communities. I also teach Japanese language over facebook live and provide tips to the young students in Bangladesh about studying in Japan.

Please tell me about your future research/educational activities plans and vision?

One of my favorite projects is healthcare. We've designed and implemented a 300 dollars portable health clinic for rural areas where clinics are not available. The project served 40,000 patients in Bangladesh. The model is being tested in India, Pakistan and Cambodia. We want to make the healthcare delivery service more efficient and affordable. We analyze collected data to understand the pattern of diseases, the decision making mechanism by remote doctors. I envision that it can be imported to serve the elders in rural areas in developed countries like Japan too. These mechanisms can be more efficient if AI can be used. I'd like to see my students gain enough knowledge and experience in Japan and engage themselves in solving a social issue in their home countries or anywhere.

Cynthea J. Bogel

(United States)

Professor, Japanese art history and
Buddhist Visual Culture,
Graduate School of Humanities
Co-chair, IMAP & IDOC /
The International Master's Program (IMAP)
in Japanese Humanities and
the International Doctorate (IDOC)
in Japanese Humanities



I'd like to start by asking about your background, and your current responsibilities.

I was studying geology in the US, but a freshman-year Japanese language course led me to apply for a year abroad at Doshisha University, and so I found myself in Kyoto at age 19. I became deeply interested in ancient Japanese history and art history, especially Nara-period Buddhist icons and temples.

I earned my PhD from Harvard University in the visual culture of Japan and East Asia, and worked as a museum curator. I was a professor of Japanese art history in the US for 18 years (University of Oregon; University of Washington, Seattle). I made the decision to move to Kyudai in 2012 because I could see the great potential for an international English graduate-degree program in premodern Japan studies. It's challenging to have students from across the globe in a single class. IMAP & IDOC have recently grown from two to five faculty; our specialties are Japanese art history, literature, history, and religious studies. My colleagues are fabulous. Our program courses generally feature premodern topics, making it unique among universities in Japan. My fall seminar coincided with several related exhibitions in Fukuoka; students learned about northern Kyushu's ancient artistic and diplomatic relationships with the Korean peninsula and China, Asuka, and Nara. I have a sub-specialty in ukiyoe (prints) and also teach about contemporary arts.

Please tell me about your passion towards your area of study. What attracted you to it?

One can only rewrite the past, so I try not to pinpoint a reason. I found Japan's history and range of artistic sensibilities to be fascinating from my first visit here, and I still feel strongly that way.

How do you find your life at Kyushu University and in Japan? Is there anything that still excites you?

Every day is interesting, and Japanese people are, too. I left a tenured faculty position with no retirement age to come here—so clearly I am passionate about many things Japanese—but my research interests are the constant.

How do you spend time after classes and during weekends?

I have very little free time outside work (laughs). At the same time, when I travel to museums or temples for research, it always refreshes me. I travel within Asia to interact with people and sample regional foods. My Kyudai life is very full, but when I need a break, my partner and I go to Karatsu for a walk on the beach.

Please tell me about your future research/educational activities plans and vision?

I am working on two articles now. One is in Japanese: it offers my interpretation of unusual motifs on the pedestal of the eighth-century Healing Buddha in Yakushiji, Nara, based on an analysis of its relationship to Emperor Tenmu. The second is about "Light Ups" ライトアップ at temples. I'm curious about the reasons why temples have embraced this profitable and artistic activity.

Distinguished Professor Toshiyuki Kono of the Faculty of Law Becomes the 8th President of the International Council on Monuments and Sites (ICOMOS), for the first time from Japan



Distinguished Professor Toshiyuki Kono

At the 19th ICOMOS General Assembly on Thursday, December 14, 2017, Distinguished Professor Toshiyuki Kono of Kyushu University assumed office as the first Japanese President of the International Council on Monuments and Sites (ICOMOS).

COMMENTS FROM KYUSHU UNIVERSITY PRESIDENT CHIHARU KUBO

Distinguished Professor Toshiyuki Kono's ascension to the presidency of ICOMOS is a great honor for all Kyushu University faculty and staff. I would like to extend my sincere congratulations to him on behalf of Kyushu University.

I have heard that Professor Kono has been elected as President in recognition both of his efforts as Vice President and of Japan's contributions to the conservation of the world's monuments and sites.

We at Kyushu University can be proud of the honor bestowed on Professor Kono. I hope that learning from such a globally successful faculty member will have a positive influence on our students.



TOPICS

01 Queen's title!



Ms. Tsuruta fighting at the competitive karuta Queen position Finals.

Competitive karuta is an official sport using the Japanese traditional card. It is also called "a Fighting sport on tatami" because it requires the ability to memorize and to have quick reflexes at all times.

The Japanese national championship tournament of competitive karuta is held every January at Omi Jingu (a Shinto Shrine) in Shiga. The titles Meijin and Queen are awarded to the winners of the men's and women's division, respectively. Ms. Sae Tsuruta, a 4th year student at the School of Education, Kyushu University bagged the title of the Queen in 2017.

Playing competitive karuta is a good way to introduce the Japanese traditional cultures as well as to study the Japanese language, which is probably the reason why it captures attention overseas.

COMMENT FROM MS. TSURUTA

I think Queen has a role in advertising. Thanks to the comic "Chihayafuru" for featuring the competitive karuta, the number of people who started to play karuta has increased. I hope I can inspire those who don't know karuta or children who just started playing karuta. Moreover, I want to tell people how fun, attractive, and wonderful karuta is through the game I play.



TOPICS

02

Participated in the Triathlon National Championships



Triathlon bike. Inbe's cycling after the swimming



Finish line picture. Runner Inbe breaking finish line tape.

Hiroataka Inbe, a student at Kyushu University, won the triathlon competition held in Amakusa City, Kumamoto Prefecture, on June 11 (Sun), 2017, and qualified for the Triathlon National Championships representing the Kyushu Region.

It was an Olympic distance competition held over 1.5km for swimming, 40km for biking, and 10km for running, participated in by 27 athletes for a ticket to the National Championships.

While Inbe was 12th after finishing the swim, he rose to the top in the biking, which he is good at, and became part of the top group. He continued to lead the group powerfully, and then broke away from the group during the last run, finishing first with a margin of 3 minutes from the second. Inbe said, "I would like to overcome the disadvantage in swimming until the National Championships and try my best to rank as high as possible," showing his strong determination towards the National Championships to be held October 15 (Sun).

At the Championships, he finished 21st out of the 68 who entered the competition.

He also became the first champion in the Fukuoka Triathlon 2017 held on Shika Island, Fukuoka City, Fukuoka Prefecture, on July 2 (Sun), 2017.



Group photo. Some members of the team racing at the Fukuoka Triathlon 2017 and supporters.



Triathlon club members came to support Mr. Inbe.

TOPICS

03

The title of Docteur Honoris Causa awarded to Prof. Toyoki Kunitake by the University of Bordeaux



Docteur Honoris Causa awarded to Professor Kunitake

On May 4, 2017, the University of Bordeaux held the ceremony of awarding the title of Docteur Honoris Causa to Professor Toyoki Kunitake, Kyushu University.

The ceremony began with an opening address by Professor Manuel Tunon de Lara, MD, PhD, President of the University of Bordeaux. After that, Dr. Reiko Oda, CNRS Research Director, Institute of Chemistry & Biology of Membranes & Nano-objects - CNRS/University of Bordeaux-/Bordeaux INP, congratulated and presented Prof. Kunitake's scholarly achievements. Video messages from President Chiharu Kubo and those who studied at Prof. Kunitake at Kyushu University were also given at the ceremony.

The audience listened eagerly as Professor Kunitake gave a lecture on "From Biomimetics to Envi-

ronmental CO₂ Capture via Nanotechnology".

As a representative of Kyushu University, Vice President Koichiro Watanabe gave a congratulatory speech at the end.

Professor Kunitake is known as a pioneer of the chemistry of molecular self-assembly and has educated a large number of Kyushu University graduates who have gone on to become highly accomplished, both inside and outside Japan. Through his excellence in teaching and many scholarly activities, he has made contributions to academic exchange between France and Japan. The University of Bordeaux awards the title of Docteur Honoris Causa to foreign nationals who have contributed to the developments of arts, literature, science, technology, and innovation as well as national prosperity of France.



Welcome address given by President Manuel Tunon de Lara, the University of Bordeaux



Video message given by President Chiharu Kubo, Kyushu University



Closing remarks given by Prof. Koichiro Watanabe, VP International, Kyushu University



Catch *Your Dream!* -Study in JAPAN-

In this program, students studying abroad in Japan will introduce Japanese University. The 15th episode of the new series featured Kyushu University and students of Kyushu University. Ms. Naura, Ms. Hiroshima, and Mr. Ou became reporters to introduce campus life and its surrounding area.

They share university campus, curriculum, cafeteria food, and research activities, as well as what kind of room the students live in and what they do outside of school.

It brings to real life information from the perspectives of international students studying in Kyushu University.

You can also get to know a range of support available to international students such as an airport-pick up service in order to help their settlement.

This program was broadcast mainly in South East Asia: Indonesia, Singapore, Myanmar, Thailand, Chinese Taipei, Sri Lanka, Mongolia, and Vietnam through an entertainment TV channel of WAKU WAKU JAPAN.



You can find the uploaded video on YouTube:
<https://www.youtube.com/watch?v=UjMrfdEfRrk>

Please
check it
out!



九州大学総合研究博物館
Kyushu University Museum

MUSEUM REPORT



Life history specimen of brook trout collected in Yamanashi Prefecture, Japan in 1935

Specimens Illustrating the Life Histories of Fishes

The Kyushu University Museum has an extensive collection of fish specimens: 1.45 million, in fact. One of those specimens specifically, which was collected in 1935, thoroughly illustrates the life history of the brook trout (*Salvelinus fontinalis*). This single specimen jar contains a comprehensive range of specimens covering each

growth stage in the early life of the fish, from egg to juvenile, and also has detailed labels bearing information about them. It really is befitting of the term “life history specimen.” This is part of the ‘Uchida Collection’, a collection of specimens displaying the life histories of fishes, which were collected by Dr. Keitaro Uchida, the first professor of the Fisheries Biology Laboratory, Fisheries Department, Faculty of Agriculture.

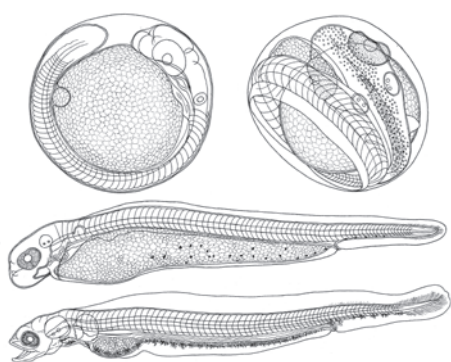
Uchida Collection is primarily composed of specimens collected from the Korean Peninsula while he was a scientist at the Fisheries Experimental Station of the Government-General of Chosen, Korea from (1927-1942) and also specimens from various locations in Japan when he was a Professor at the Kyushu Imperial University (1942-1960). One of the distinctive features of Uchida collection is the series of specimens illustrating the early part of the life history — from egg to larva or



Chicken grunt collected at a Busan market in 1912

juvenile — of many fish species. Among ichthyologists, Dr. Uchida was renowned as an adept sketcher and his highly elaborate and original drawings are also carefully preserved at the museum.

In addition, the collection includes specimens that Dr. Uchida was given; one of the oldest specimens is a chicken grunt (*Parapristipoma trilineatum*), which was collected from the Korean Peninsula in 1912, not long after Kyushu Imperial University was founded. He also received various specimens from throughout Japan; those gathered from Kyushu in particular are a resource without parallel in terms of the insight that they provide into the geographical distribution of fishes in those days.



A line drawing of *Salanx prognathus* eggs and larvae collected in Korea in 1935

The Kyushu University Museum

6-10-1 Hakozaki, Higashi-ku, Fukuoka 812-8581

●Tel: 092-642-4252 ●Web: <http://www.museum.kyushu-u.ac.jp/english/index.html>

●Hours & Admission

Open: Monday through Friday 10:00 - 5:00PM

Closed: Major holidays Admission: FREE

Collections & Exhibitions

The collections cover various fields: specimens of insects, plants, fossils, mammals, fishes, minerals, human bones and natural medicines as well as valuable archives. Representatives of the collections are displayed at the main gallery in the Hakozaki campus. Once a year, an extramural exhibition is organized at a regional museum in Fukuoka.



KYUSHU
UNIVERSITY