

Study Tips

For First-Year Students at Nagoya University



Aiming for Scholarly Citizenship

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Dear students,

Welcome to Nagoya University!

Now, at last, you are standing at the entrance to this “academic community”, known as a university. At university you will encounter learning through the many lectures and seminars. You will encounter cutting edge research, and the people who undertake such research. You will encounter those who will study alongside you, and through the vast quantity of literature and classical books in the library, you will encounter those who are long dead. In addition, you will encounter people who have a cultural background different from your own. No doubt, these encounters will become things that you will treasure for the rest of your life.

Will you attain many precious things from this “mountain of treasures”, or will you turn your back on this chance and spend your university days in idleness? This will depend entirely on whether, during your 4 years of university life, you are able to shed your old skin and become “an independent learner”. With the hope of creating as many independent learners as possible, we have created *Study Tips for First-year Students at Nagoya University*.

Study Tips for First-year Students at Nagoya University is made up of a series of handbooks. By “Tips” we mean “secrets, hints and ideas”. So what merit and significance is there for you in becoming “an independent learner”? How can you convert your study habits into an independent mode? To help answer these questions, we would like to offer this series

of handbooks that will provide many hints that will help with these questions.

First, please read this handbook through. Then, please make an effort to put its suggestions into practice. And if you experience some kind of crisis in your studies, or in your life at university, or if problems arise, then please read it once more. Perhaps you will be able to find a hint to resolving your problems and doubts.

Good Luck!

Kazuhisa Todayama, Director

Center for the Studies of Higher Education, Nagoya University

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Backgrounds

- The *Study Tips for First-year Students at Nagoya University* is a collection of ideas and practical suggestions to help new students of Nagoya University to understand the significance of what they study at university, and to enhance their study activities. Of course, the information contained in this series is useful to all students, not just the new ones. It constitutes an important part of becoming “independent learners”.
- *Aiming for Scholarly Citizenship* is the first volume in this series, and as such it explains the fundamental principle of the series; namely, “What is it to study at a university?” It explains in easy to understand terms, things such as the specifics of what you are to do at university, what the significance of studying at a university is, what is meant by a “scholarly citizen”, how your time as a university student should be spent to ensure you become a “scholarly citizen”, and what rules should be obeyed while you study at university.
- New students hearing this kind of information for the first time may not initially see the relevance of such information. However, it is extremely important information and I urge you to read it thoroughly.
- In addition, this handbook contains a number of columns written by academic faculty of Nagoya University and these contain useful information in regards to studying at university.
- Please read this handbook, and then tell us what you think. If you have suggestions on ways to improve it, then please let us know. (Our email address is noted at the end of this handbook.)

1. Studying at university

1.1 University is an “Academic Community”

“Why do we need to study?” Surely, everyone has asked themselves this question once or twice? Dare I say the way this question is posed is wrong in the first place. Most people taking medicines to cure illness do not value the act of taking the medicine itself. But, they place a great deal of value on the good health that the medicines provide. If they were to discover that the medicine provided no relief from the illness, they would stop taking the medicine. The question posed at the beginning is framing study in exactly the same way. That is, saying study is the means through which other valuable things are attained. If not, this question would never make any sense.

However, this way of thinking does not apply to the way study should be undertaken at a university. This is because universities are a gathering place for those people who value the act of study itself. In other words, a university is an “Academic Community”. In short, these people do not study for the purpose of attaining some goal, such as improved social status, or to gain other people’s respect. Instead, they study simply for the joy of study and discovery, and for the sense of excitement and achievement. So, this is the true nature of a university, a gathering place for those people who are fascinated with learning, and who are under its spell. Now, you stand here at the entrance to this “Academic Community”.

Universities first appeared in Europe during the 12th Century. Note the use of the term “appeared” rather than “were established”. It was

during the 12th Century that the ancient Greek and Roman teachings, which had been translated into Arabic and handed down through the ages in the Islamic world, began to be brought back into Europe. It was at that time, when gatherings of people who wanted to study these new types of learning, began to form study groups. Thus, universities were communities that were formed spontaneously by those who wanted to study.

Later, in line with the changing times, universities took on a variety of other purposes such as the training of the professional elite, measures to enhance the wealth and military strength of a country, the training of

Column 1 - What are the Origins of Universities?

When universities formed in mediaeval Europe, students gathered from across all of Europe, crossing the Alps and the Straits of Dover. At that time there was much rivalry between warlords in the many countries and territories of Europe. But students overcame many barriers, such as borderlines and differences in nationality and language, to come together and study under the famous teachers of the time. In the beginning, these universities were more like private schools. Lectures were carried out in the common language of Latin. The teachings of ancient Greece and Rome, as well as the then cutting edge sciences, had all been inherited by the Arabic speaking world, however through the universities of the Middle Ages, they were translated into Latin and brought back to Europe.

The ardent students, who were far from home in unfamiliar cities, in a foreign country, caused frequent disturbances, and there was often trouble between them and the local townspeople. In order to help them deal with disputes over such things as rent negotiations, and exemptions from military service, these students formed associations called "Universitas", and it is from this word that the term university is derived. The conflicts between students and the local townspeople were known as "Conflict between Town and Gown (the students)". Even now, it is possible to find vestiges of such things in the university towns of Europe. The students of that time were not seeking worldly success. They gathered together purely through their love of learning.

bureaucrats, and services to industry and regional communities. However, universities have always been about a sense of ‘academic community’ consisting of people who greatly value knowledge and learning.

By the way, have you ever visited Nagoya University late at night, or during holidays? Even late at night, you will see there are still many windows with lights blazing. Even during holidays, you will see many academic staff members and students at the university.

Why are so many people still at the university late at night and during holidays? Of course, no-one is forcing them to continue their work.

They are also not working to earn more money. They willingly come

Column 2 - Those Attending Universities are not “Pupils”

Please, do not forget a university is a community of people who independently enjoy learning for the sake of learning. The term “independently” used here includes posing questions for yourself, making efforts to answer those questions, setting your own schedule, and deciding for yourself what skills you wish to obtain during your 4 years of study.

Recently, however, there are a growing number of students who are unable to switch to this attitude of independent learning. For them, learning is not something you create for yourself, but something you are “told by others”. For this reason, these people have the worrisome trait of being unable to study unless they are constantly badgered to.

This has resulted in a strange twist, whereby, although every year the number of students attending classes is on the increase, the amount of time students spend studying independently out of class time is not really increasing. Some researchers are calling this phenomenon the “pupilization” of our students. Maybe this is also related to the growing number of students who refer to university as “school” and to themselves as “pupils”.

At university, more than ever before an independent attitude to learning is required. Perhaps the first step is to keep in mind you should use the term “student” not “pupil”, and “university” not “school”.

to the university both late at night and during holidays to continue their research. What is it that spurs them on? Put simply, it can be summarized as a “love of knowledge”.

Please, take a look at the world today. Where else is the act of learning valued and aimed in such a way? Surely, universities are unique institutions. You are beginning your time in such an institution, which will last a number of years. Think what an extraordinary and valuable chance this is.

1.2 Studying at university – Becoming a “Scholarly Citizen”

What is the significance of spending an important part of your life at university? There are perhaps many who plan to proceed to Graduate School to become a researcher. Many more perhaps plan to find employment as soon as they gain their degree. They will find jobs perhaps in corporations, or as teachers, doctors, lawyers, civil servants, or even in international organizations. Some may choose to become writers or artists. So, what is the significance of learning at a university common to all these people?

Whichever path you choose in life, one thing is certain. In the end you will die. It is important you do not forget this. However, before death, usually you have some time. You will live as a “citizen”. Please understand that the word “citizen” here means a person who takes on in society and makes society work. For those who are about to begin studying at university however, our expectations are a little higher. You will become a “scholarly citizen”.

What on earth is a “scholarly citizen”? Let’s begin by explaining what

is meant by the word “scholarly acquisition” here. To begin with, we will talk about the abilities that a person of scholarly acquisition possesses, and then move on to discuss the attitude of a person of scholarly acquisition.

1.3 What kind of ability is scholarly acquisition?

The word “scholarly acquisition” is used here, but it could be expressed as “general education”, however at Japanese universities, the phrase “general education” is used in such a way that it incorrectly means the opposite of “specialized education”. To avoid this kind of misunderstanding, we will use the word “scholarly acquisition”. Just think about it for a moment. If you say “that person is well educated” or “that person has a deep scholarly acquisition”, what meaning do these statements have?

(1) A wealth of knowledge

The first thing is that this phrase refers to is a person of “extensive knowledge”. Scholarly acquisition includes a wealth of knowledge. Certainly, a person with knowledge enjoys a richer life than a person without such knowledge. However, a trivia champion who simply crams a great deal of fragmentary knowledge cannot be said to be rich in scholarly acquisition. Therefore, this is the minimum condition. The thing of importance is how the wealth of knowledge is utilized.

(2) The ability to connect knowledge with knowledge.

Whether a person has scholarly acquisition or not is apparent from their ability to make connections between various forms of knowledge. For example, let’s presume for a moment that you are considering the

problem of “part timers” in Japan today. A person of scholarly acquisition would turn their thoughts to the hippies of the 1970s which they saw in the movies, the young goodmen of the Edo Period depicted in the comic stories, or the way of life of the ancient Greek philosophers that they had read about. Then they would ponder the differences and the similarities between all these different groups and today’s “job-hopping part timers”.

(3) A coordinated system, huge both temporally and spatially.

A person of scholarly acquisition is able to link together various pieces of knowledge, not because their head is full of a mish-mash of knowledge, but because their knowledge is placed in a well organized coordinated system. And the axes of this coordinate system are diverse, and the larger the scale, both temporally and spatially, the greater that persons wealth of scholarly acquisition is.

For example, when you ask yourself, “Who am I?” your wealth of

Column 3 - Scholarship is Truly about “Learning”.

Up to this point, we have explained the importance of becoming a “scholarly citizen”. “Scholarship” is translated into Japanese as “Gakushiki” (scholarly acquisition). To many people the word “scholarship” conjures up ideas of an “educational grant”, which is how you learnt your English study for examination. It does of course have this meaning, however, its original meaning is simply “to learn”. As well as indicating the actual process of learning, it also describes persons who have the will to learn and tackle studies, and also their attitude. In this case, those tackling their studies include university teachers and all those studying at university. Through high school days, a teacher equals one who teaches, and a pupil equals one who is taught. At university however, teachers (scholars), and students alike are involved in study. So it is that at university, through your quest for the truth, you can acquire the skills of developing a variety of modes of thought to increase your knowledge, broaden your outlook and acquire tolerance of others.

scholarly acquisition becomes apparent. Does your thought come down only to “I am a student at Nagoya University, and this is my approximate grade deviation value”? Or are you able to think further, to perhaps where you fit into the pyramid of the Japanese population, or that you are a member of a country playing a certain role within the world, or that you belong to a species that is special in the history of living things, or that you live in this corner of the universe?

(4) A scientific way of thinking.

When you pass judgment on the things around you, are you influenced by such things as your own assumptions, prejudices, and superstitions? In the 21st century, a scientific way of thinking is an indispensable element of “scholarly acquisition”. A scientific way of thinking is to judge things based on scientific grounds such as facts and truth, without being swayed by your own preconceptions.

The world available for you to experience directly is limited. Your life will be spent stuck to the surface of the earth, in a small corner of the universe. You can only see a very limited amount of the electromagnetic waves in existence, your memory capacity is limited, you do not have the ability to predict the future, and you are not clairvoyant. It is scientific thinking that will allow you to break through the boundaries of your own direct experiences. Whether you study humanities or sciences, to be able to live in this modern age, everyone must show respect to the truth that science brings us.

1.4 Scholarly acquisition as a way of life

Up until now, we have been considering what scholarly acquisition is,

from the point of view of ability. However, scholarly acquisition is not just about knowledge and ability. An important point is how such knowledge and abilities develop into attitudes towards life.

As a hint as to how to consider this point, let's think about the special characteristics of mankind, as a species. Most creatures, other than humans, rely mainly on heredity to pass information from generation to generation. Humans as a species, however, have developed a channel other than heredity to enable communication between generations. As a species, the survival of current and future generations now relies heavily on this "other" channel. That is called "culture". It is easy to understand that our existence relies heavily on this means of intergenerational communication, known as culture. Consider whether you would have survived up to this point without the results of technologies such as medications, efficient food production, and food transportation infrastructures.

However, the cultural inheritance that supports your survival is not limited simply to visible technologies. For example, ideas are one important cultural inheritance that are not visible to us. Here, let's consider the idea of "human rights". Human beings did not have this concept from the start. At some stage during our history, someone came up with this idea, which was then further refined and strengthened.

But, this alone does not link your survival with the concept of human rights. From the 17th Century European thinkers, through to you here in Japan in the 21st Century, there has been a relay of countless people, who have carried this newly invented idea through successive generations, until we now have the concept of "human rights".

Just imagine if this relay chain had been broken somewhere. Would it

still have been possible for you to have such a comfortable existence? People are treated like slaves and bought and sold as the property of others, they are never given freedom, and at times on a whim, are lynched, and hanged from trees. Such behavior was common place until recent times, and still occurs even now in some parts of the world. It is not just the results of technology that have kept you alive. Ideas are also an indispensable part of the comfortable existence of man.

It gives rise to good ideas and a good outlook on the world, and these are processed and refined and passed on to the next generation. Don't you agree this process is far more important for human kind, than the passing on of "good genes" to the next generation? There are many systems and institutions supporting this kind of intergenerational communication, such as libraries, museums, and research facilities. Of these systems and institutions, a university is one of the most important. This is because universities are the storehouses of mankind's intellectual heritage, not just passing information on to the next generation, but recognizing the importance of the relay and creating new participants in that relay.

On the basis of the above, let's consider what the way of life of a scholarly citizen should be. Put simply, a "scholarly citizen" should have the following attitudes.

(1) Scholarly citizens should regard mankind's intellectual heritage with a sense of reverence.

Scholarly citizens understand that there were predecessors greater than themselves, that the intellectual world spreads far beyond the range of their own understanding, and that they themselves are nothing when compared to the intellectual accomplishments of mankind.

(2) Scholarly citizens never give up in their efforts to learn and obtain knowledge.

Just because you are taking Liberal Arts, do not think, “Quantum mechanics is nothing to do with me”. Just because you are taking Science, do not think, “I will never in my life need to read Shakespeare”. Scholarly citizens realize that even if they do not understand something now, they hold onto the aspiration that one day they will be able to understand, and they spare no effort to achieve this.

(3) For a scholarly citizen, the act of learning, along with the efforts made to acquire knowledge, are together the great pleasures of living.

For a scholarly citizen, the acts of continuing to learn and continuing to think are not seen as an important means to some material gain, but are seen as the most valuable things to which one’s life could be devoted. It can be said that for these people, the greatest joy is derived from acquiring some new knowledge, of which they were previously unaware.

(4) Scholarly citizens try to utilize their knowledge for the good of others.

Unfortunately, you do not live in a perfect world. Therefore, during your lifetime, you will encounter many problems, which you will need to resolve. Scholarly citizens realize that knowledge is an important means for problem resolution, and they make an effort to use what they have learnt to problem solve. They are also aware that achieving this is an obligation of those who have received an education at a Higher Education facility, such as a university.

(5) Scholarly citizens recognize that they are one of the runners in the relay of carrying forward mankind’s intellectual heritage to the next generation, and they are proud of this fact.

Scholarly citizens make an effort to pass on what they have learnt, and their own love of knowledge to the next generation. This is not limited to the process of teachers passing knowledge on to their students. The joy of learning is passed from seniors to juniors and from adults to children through the attitude displayed. In addition, scholarly citizens spare no effort in the support of the learning of the next generation.

1.5 What to do at university to become a “Scholarly Citizen”

Up until this point we have been considering the significance of what you will learn at university. Next, let’s consider what you should do to achieve the goal of becoming a scholarly citizen. Put simply, you should arrange a life that revolves around study, and make full use of the various resources of the university. Let me explain in sequence.

(1) Immersing yourself just in part-time jobs and club activities is wasteful.

Undoubtedly all through your high school days, you have been exposed to the relentless pressures of competitive examinations. It goes without saying that the studies undertaken through until high school are important in creating the necessary basic knowledge required by the people of today. In addition, the study habits that you acquired at high school will be indispensable for the rest of your life.

On the other hand, as a university student, you have been freed from the grind of constant examination cramming, and there will no doubt be some who wish to enrich their lives through such things as part time jobs, club activities, circle activities, and romance. Perhaps amongst your parents or your seniors at university, there will be some who advise you that, “The main thing is to get the credits you need to graduate. You

should enjoy university life outside of your studies". Certainly, enriching your life while at university with activities other than study has an important meaning for your life. And indeed, there may be some of you who believe that if you have a graduation certificate from Nagoya University, you will be able to enter the profession you desire.

However, if you concentrate only on enriching your life outside of your studies, you will miss the valuable opportunity of becoming a scholarly citizen. That valuable opportunity means, devoting yourself to study and research activities that is the duty of a university student. Activities such as joining circle activities, social studies, romance, and making friends are all things that can be continued throughout the rest of your life, if you wish. But, during your lifetime, the chance to spend the majority of your time studying is only available to you now. Many university graduates express regrets - "I should have studied more. I could have done all the other stuff later". Take a moment to consider what it is that you can only do now.

(2) Making maximum use of the resources of university.

It can be said that while you lead a life centered around learning, Nagoya University is the best environment for you. The university is equipped with many resources that will help you to develop and become a "scholarly citizen". In addition to the material resources of study spaces, and equipment for experiments etc, there are the other resources that although not as easy to recognize, are very important. These are "the asset of people" and "the asset of information". Let's explain this, using the example of Nagoya University.

There are more than 1800 academic staff at Nagoya University. Many of these people are the best in their fields of research. You have the

opportunity to acquire cutting edge knowledge alongside a diverse range of researchers in a range of specialized fields. And, if you apply yourself, you will not just be a recipient of the wisdom of others, but you could have the chance to witness the birth of new knowledge, or even be responsible for the creation of new knowledge yourself.

The human resources available to you are not limited to just the teachers. The university is a gathering place for people with diverse abilities, experiences, and cultural backgrounds. Mingling with such people who are so different from yourself will broaden your outlook, and may provide you with the cue to think about things within a large coordinated system. For example, the diverse range of those studying on the campus include people such as seniors in the laboratory, post graduate students, international students and mature students.

Nagoya University will provide you with many opportunities that bring you diverse “encounters”. For example, the first year seminars will also be attended by students from a variety of other departments. Surely, these other attending students will provide you with a variety of intellectual stimulation. The Center for Student Counseling includes a system called “Nagoya Univ. Peer Support”, and here senior level students consult with new students in regards to their issues with studies and university life. In the Education Center for International Students, the “Student Partnership Program” offers the opportunity for international students enrolled in Nagoya University to interact with Japanese students on a 1 to 1 basis. Information about these programs is readily available on the university website.

Nagoya University is equipped with an abundant array of resources to support your studies. The affiliated library, for example, has over

2,800,000 books that can be read freely. It also boasts a huge variety of scholarly journals and e-journals. All these things are the intellectual heritage of mankind, and they are awaiting your arrival. Also, at Nagoya University, as Japan's leading research intensive university, research meetings, international symposiums, lectures and scientific association meetings are held frequently. University is also the place where you can experience first hand, the creation of new knowledge.

There are plenty of other resources available at Nagoya University to support you in your studies. Now, it all depends on how effectively you are able to make use of them.

Column 4 - Let's Take a Look at the *Nagoya Univ. Salon (Meidai Salon)* .

At Nagoya University, in an event held monthly, a specific teacher presents the subject of his/her own research, and attendees enjoy a meal as they listen to, and then together discuss the topic. This event is known as the *Nagoya Univ. Salon*, and each time the event occurs, the topics discussed are presented in the *Chunichi Shimbun*, a local newspaper. In short, it is an independent meeting, where discussions about research are an appetizer, and such things as wine are also enjoyed. Originally begun as a way for teachers to exchange ideas across disciplines, it has now been thrown open to other staff members, students and members of the public, and so far, there have been over 50 such meetings. For students, it is a perfect opportunity to gain an insight into the world of leading edge studies. A fee is charged, but there is a student discount, so why don't you drop in on a meeting? For more detailed information, please see the following website, which includes all the latest information.

<http://www.a.phys.nagoya-u.ac.jp/salon/>

2. Campus Ethics

2.1 Why does the “Academic Community” need ethics?

“A university is a place of freedom”

These are words we hear often, and they are indeed very true. But, this does not mean that anything you do while at university is forgivable.

“Freedom of speech is assured at university”

This is also true. But, it does not mean that you are free to say things at university which would be hurtful to others.

Regardless of a person’s wealth of knowledge, or high test scores, if they are unable to be considerate in connection with others or their surrounding community, then they will be viewed by society as a “greenhorn”. For example, those who ignore the annoyance caused to those around them during classes when they are absorbed in whispered conversations, those who make notes and markings in library books, those who smoke cigarettes when walking through congested areas, and those who park their bicycles over the top of the textured paving tiles for the visually impaired. These are all totally disgraceful actions by civilized people. Such actions advertise to the world that you are unable to fathom the effects your actions have on other people.

A university is just one of the communities within our society, and is made up of a variety of different people, such as students, teachers and other staff members. Therefore, it is necessary for those of us who gather there to make a set of rules to guide our treatment of each other, with something such as “Campus Ethics” or “Community Rules”. Some of

you will surely dismiss these words as preaching. But please, put aside your unease and listen to these words. Understanding these issues will allow you to enjoy your days as a student with a greater wealth of intellect than today, and ensure you are able to conduct yourself in a manner befitting a “scholarly citizen”.

Included in the Campus Ethics is sensible adult behavior such as greeting other people pleasantly, remembering simple common courtesies in regards to others, and not forcing your beliefs upon others. In addition, there are other tacit rules, (those that go without saying), such as keeping classrooms and the campus grounds clean, disposing of rubbish thoughtfully, observing smoking area rules, treating communal facilities and equipment, such as the library, with respect, and obeying the traffic and parking rules for bicycles, motorbikes and cars.

The statement made earlier - “A university is a place of freedom” must be based on these campus ethics. You must respect others as you respect yourself, and you must also value the relationships that connect you to others. Only after accomplishing these things can you enjoy “the freedoms of the university” that is, thinking independently, acting independently, and freely discussing your opinions with others. So, as you are on the brink of joining this “academic community” now, we want you to understand the real sense of freedom of the university, as well as the ethics required. Let us now introduce to you each of the “Campus Ethics”.

2.2 Respecting wisdom

The first campus ethic is to show respect to the wisdom that has been

inherited and accumulated by the university so far. The knowledge that you will encounter at university is a treasure, born from the efforts and investigations of countless of your predecessors. As you stand at the entrance to this world of knowledge, the following behavior is requested of you. Firstly, you must respect the predecessors who gave rise to this knowledge. And then you must also respect the efforts required to create such wisdom and to pass it on to others.

The act of stealing a free ride from someone else's intellectual efforts lacks respect for that wisdom, and as such is severely punished at the university. Most shameful of all is the act of plagiarism. Plagiarism is the act of publishing the ideas and theories of others as if they are your own. The following are examples of plagiarism.

- Copying words and images from websites without permission and submitting them as your own work.
- Copying word for word or misappropriating the studies or research results of other people (includes reports and theses).
- Falsifying or substituting research results.
- Writing an assignment, report or exam etc on behalf of another person.
- Cheating during exams.

In addition, when other people's studies or research results are referenced to or quoted in your own reports or theses, you must specify clearly the information that has been quoted. Also, impersonating another during a roll call, or copying straight from a friend's notes or printouts before an examination are disgraceful acts that sully your sincerity in regards to knowledge. The result of efforts must be fairly rewarded.

2.3 Respecting the lives, personalities and studies of others

The second campus ethic is respecting the lives, personalities and learning styles of other people. A wide variety of people gather at universities in search of knowledge. At Nagoya University too, a diverse range of people study and undertake research. This diversity covers a broad range of conceptions, including age, nationality, race, language, culture, gender, religion, family arrangements, ideologies, the presence or

Column 5 - What is "Harassment" ?

Harassment is the pestering and bothering of another person. Regardless of the intention or awareness of the perpetrator, it is recognized as harassment if the victim suffers distress. In other words, before you realize it, you too could be guilty of harassment. There are various kinds of harassment. Let's introduce the most typical kinds.

Sexual Harassment; Includes speech and behaviors such as making sexual remarks that cause discomfort to others, touching, distribution of obscene images, or making discriminatory remarks based on gender. Unfortunately, even at Nagoya University, there have been some cases reported.

Academic Harassment; This covers various types of harassment related to hierarchical relationships or use of power at educational and research organizations. It includes obstruction of research, plagiarism of research results, bullying in matters unrelated to study or research, and pressure regarding personnel matters.

Alcoholic Harassment; There are various kinds of alcohol related harassment, including forcing people to gulp down large amounts, and pressuring people to drink against their will. Such cases often occur at events encouraging relationships between senior and junior students as part of research laboratories or club activities.

To ensure you don't become a perpetrator, the first and most obvious thing to do is to place yourself in the other person's shoes. In such a large and diverse community as a university, there are often cases where something seemingly unimportant to one person, can be a serious issue for another. The second

not of disabilities, and different kinds of disabilities. This kind of diversity is the source of a university's vitality. You are asked to recognize the diversity of such people, and respect their lives, personalities, and learning.

thing is to ensure you understand what the basics of harassment are. It is possible there is a gap between those basics and your understanding of harassment. Recognizing that gap is important.

A Sexual harassment Help desk has been established at Nagoya University, and is available at any time for consultations. Also, "Sexual Harassment Prevention Guidelines" were drawn up in 2002. According to these guidelines, sexual harassment is defined as follows.

"Sexual harassment is a violation of human rights, and includes the following acts.

- 1. Speech or behavior based on desire or of a sexual nature that makes those around feel uncomfortable, regardless of the intentions of the perpetrator.*
- 2. Unwelcome sexual speech or behavior.*
- 3. Forced association or sexual relations.*
- 4. Damage caused to a favorable environment through the display of sexual images or documents".*

Under this definition, the intent of the perpetrator of sexual harassment is irrelevant. The issue is whether or not the other party was made to feel uncomfortable. This problem is not confined to acts committed just by men upon women, but the reverse also occurs, as do cases between members of the same sex. Sexual harassment at universities conjures up images of issues between teachers and students, however there are many cases occurring between students. Please do not forget it is possible for anyone to become a perpetrator, before they even realize it.

1. Respecting the lives of others.

Respecting the lives of others may sound melodramatic, but it is the most basic of principles required to maintain an “academic community”. At university, there is a surprisingly large number of settings that could threaten human lives. For example, when using powerful drugs during chemical experiments, or disposing of waste fluids, set procedures and teachers’ instructions must be followed. Also, acts such as parking bicycles over textured paving tiles for the visually impaired or on pedestrian pathways could threaten the life and safety of others and are totally prohibited. Compelling others to drink alcohol at parties etc, in particular forcing others to quickly gulp down large amounts, is a criminal act that can lead to murder.

2. Respecting the personalities of others.

People from a wide variety of backgrounds gather at a university and these diversities are greatly valued and respected. Therefore, care must be taken not to use discriminatory language about other peoples’ hometown, accent, physical traits, race, gender, or age, either during classes or in casual conversations. Even if such remarks are made innocently, the target of the remarks may feel discriminated against. Even a casual comment, for example, a stereotypical comment such as “You’re from ABC High School, so you must be an XYZ type” may hurt another person’s feelings.

Of course, malicious speech and behavior such as insults and bullying are out of the question. If you are a witness to such speech and behavior taking place, don’t just be an observer, but show some courage and speak out against it. In many cases, the perpetrator does not realize their error until it has been pointed out to them. By calmly speaking up, you can

stop further damage being done, and in some cases may be thanked by others.

(3) Respecting the studies of others.

It is requested that you respect the studies of others within this academic community. That is, the study activities of others should not be disturbed, but should be assisted. Acts that disturb the studies of others include – entering or leaving a classroom during a class, whispering while the teacher or other students are addressing the class, canceling your own assigned presentations without permission, disruptive behavior in study areas such as libraries (talking, eating, drinking, and using mobile phones etc). Such disruptive behaviors do not just impede other students' desire to learn, but also decreases the vitality of this, the academic community.

On the other hand, respecting the study activities of others adds to the vitality of the university, and at the same time leads to an enrichment of your own studies. For example, actions such as praising the presentations or remarks of other students made during classes, making constructive comments, making positive remarks or asking questions during class, taking part in discussions, and helping students support each other in their studies. When seen in the long term all these kinds of activities will help to nourish your own studies too.

Column 6 - A Moral Compass for the Campus

Created by Students - Case study of Stanford University –

Stanford University in the United States has standards regarding campus ethics that were created by the students. It is called “The Honor Code” and was published by the university in 1921. The Honor Code is a set of rules that all students, whether individually, or as a group, should abide by. The Honor Code is an undertaking of the students, individually and collectively:

that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;

Examples of conduct which have been regarded as being in violation of the Honor Code include:

- *Copying from another’s examination paper or allowing another to copy from one’s own paper*
- *Unpermitted collaboration*
- *Plagiarism*
- *Revising and resubmitting a quiz or exam for regrading, without the instructor’s knowledge and consent*
- *Giving or receiving unpermitted aid on a take-home examination*
- *Representing as one’s own work the work of another.*
- *Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted.*

Closing

This brings to an end of *Study Tips for First-year Students at Nagoya University: Aiming for Scholarly Citizenship*. To summarize, the messages that we want to convey to you are as follows.

- A university is a gathering place for people who place value in the act of learning itself.
- A university is not just a storehouse for mankind's intellectual heritage, simply passing knowledge on to the next generation, but actually creates new participants in this relay of knowledge.
- We truly hope that all who are about to begin their studies at university will become a "scholarly citizen".
- "Scholarly acquisition" is to have rich knowledge, the ability to make connections between knowledge, a large coordinated system of temporal and spatial learning, and a way of thinking that is scientific and rational.
- A "Scholarly citizen" can be described as – those who are in awe of mankind's intellectual inheritance, those who never stop endeavoring to know and to learn, those for whom learning is a joy, those who use their knowledge to help others, and those who wish to be a part of the relay passing on mankind's intellectual inheritance.
- Part time jobs and club activities are important, however, it would be a waste just to immerse yourself in those things only. We hope very much that your time at Nagoya University will be spent concentrating on your studies. For this reason, we hope you will take full advantage

of the resources available at the university (people, information etc).

- As a university student, you will not steal a free ride from another's intellectual efforts, and you will not allow others to do so either.
- While studying at university, you will respect the lives, personalities and studies of others.

How did you find our message? I do hope this has given you some idea of the kind of place a university is, and what it is to study at university, and that it will be of use in your life as a university student. For practical tips on how to tackle your studies while at university, please look out for the second booklet in this series.

I wish you all the very best in your studies at Nagoya University.

Notes

Please share your opinions with us.

The Center for the Studies of Higher Education, Nagoya University, would like to revise this Study Tips booklet, based on the comments and opinions we receive from our readers. Please share your opinions with us in regards to improvements that could be made, problems you have noticed, or any other comments you would like to make.

Please direct your comments to the following email address.

info@cshe.nagoya-u.ac.jp

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Useful Websites of Nagoya University

NU Peer Support, Center for Student Counseling, Nagoya University.

<http://www.htc.nagoya-u.ac.jp/gakuso/peer.html>

Nagoya University Sexual Harassment Help Desk.

<http://www.sh-help.provost.nagoya-u.ac.jp/index.html>

Student Partnership Program, Education Center for International Students, Nagoya University.

<http://www.ecis.nagoya-u.ac.jp/exchange/partnership.html>

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