

Comprehensive Courses Offered in Past Academic Years

The following Comprehensive Courses were offered in past academic years, but are not offered this year.
The specified numbers of credits for these courses count toward credits required to graduate. The Credits must have been completed according to the "Instructions on Taking Courses" for the past academic year in which they were offered.

| Group of Course | Course Name | Year of Course | | | | | | | |
|---|--|----------------|------|------|------|------|------|------|------|
| | | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Introduction to Academic Studies | Traditional and Innovation of the University library | ● | ● | ● | | | | | |
| | Learning through contemporary culture | ● | ● | ● | ● | ● | ● | | |
| Cross-Disciplinary Studies 1. Study of Human Kind | Religious experiences and expressions of Christian spirituality | ● | | | | | | | |
| | how to convey and communication skills which anchorperson teach | ● | | | | | | | |
| | On transition from adolescence to adulthood. | ● | | | | | | | |
| | Ability to survive the new age | | ● | | | | | | |
| | Campus Design Concepts and Principles of Rikkyo University | | ● | ● | | | | | |
| | Christianity and Popular Culture | | ● | ● | | | | | |
| | Comparative Cultural History of Graves | | | | | ● | | | |
| | Life/Body/Technology/God | | | | ● | ● | ● | | |
| | What is "communicating" – from the field in the media | | | | | | | ● | |
| | St.Paul's school and Paul Rusch | | | | | ● | ● | ● | ● |
| Cross-Disciplinary Studies 2. Social Perspective | HIROSHIMA, MINAMATA, and Japanese society after the Fukushima nuclear disaster | ● | | | | | | | |
| | The Sociology of Mass Culture and Television Media/Audience | ● | | | | | | | |
| | Regard the modern popular entertainment 100years of Shojo KAGEKI | ● | ● | | | | | | |
| | Experiences of the Armed Conflict | | ● | | | | | | |
| | Olympic marketing | | ● | | | | | | |
| | Gender studies on living and life | | ● | | | | | | |
| | Reconstruction from the Natural Disaster, and Community Reorganization | ● | ● | | | | | | |
| | Television as a Medium | | | ● | | | | | |
| | Violence and Peace in Modern World | | | ● | | | | | |
| | Anchorpersons Teach Communication Skills | | | ● | | | | | |
| | Postwar Japan and Nuclear Power | | | ● | | | | | |
| | An Introduction to "Glocal" Experience | | | ● | | | | | |
| | Anatomy of American Culture in the Trump Era | | | ● | | | | | |
| | International Migration in Humanities | | | ● | | | | | |
| | Society seen from speakers with disabilities | | | ● | | | | | |
| | Pathos, Logos and Ethos | | | ● | ● | | | | |
| | Re-thinking Gender Criticism | | | | ● | | | | |
| | Tourism Studies on Tokyo | | | | ● | | | | |
| | Citizens as the Agents of Change | | | ● | ● | ● | | | |
| | Local People's Perspectives in Inter-national Cultural and Social Problems | | | ● | ● | | | | |
| | About the place for culture | | | | ● | ● | | | |
| | Sustainable regional revitalization and human resource development | | | | | ● | | | |
| | American Society Now through Canons | | | | | ● | | | |
| | Considering the 2020 Tokyo Olympics & Paralympics from multiple perspectives | | | | | ● | | | |
| | Theory and Practice of Civic Engagement in Organizing and Management in RSL | ● | ● | ● | ● | ● | ● | | |
| | To be a Better Neighbor: The Forefront of Japanese Colonial Study | | | | ● | ● | ● | | |
| | Tourism Oriented Country and Contemporary Japan | | | | ● | ● | ● | | |
| | An introduction to the challenges of modern society and how we engage it. | | | | | ● | ● | | |
| | Citizens as the Agents of Change | | | | | | ● | ● | |
| | Discuss the potential of glocal from the perspective of the SDGs. | | | | | | ● | ● | |
| | Translation and Interpreting in the World Today | | ● | ● | ● | ● | | ● | |
| | Introduction to Regionology | | | | | | | ● | |
| | The World of Media learned from Rikkyo People | | | | | | | ● | ● |
| Thinking about the World from Taiwan | | | | | | | ● | ● | |
| Global Capitalism and Gender | | | | | | | | ● | |
| Local People's Perspectives in Social Development | | | ● | | | ● | ● | ● | |
| Democracy and Liberal Arts | | ● | ● | ● | ● | ● | ● | ● | |
| Career of Rikkyo Graduate CEOs | ● | | ● | ● | ● | ● | ● | ● | |
| Cross-Disciplinary Studies 3. Invitation to Art and Cultures | Songs and Me in the Contemporary Culture | | | | ● | | | | |
| | "Raum des Musizierens": Aspects of Musical Culture in 19th Century Germany | | ● | ● | ● | | | | |
| Cross-Disciplinary Studies 4. Focus on Mind and Body | How do you see sports? | ● | | | | | | | |
| | Olympics&Paralympics X Students=Revolution | ● | | | | | | | |
| | Human and Nursing Science | ● | ● | ● | | | | | |
| | Thinking about Supporting the Tokyo Paralympics 2020 | | ● | ● | | | | | |
| | How does stress influence our mind and body? | | | | ● | ● | | | |
| | Rethinking sustainable communities: a perspective from nature-based culture | ● | | | | | | | |
| Cross-Disciplinary Studies 5. Understanding Nature | Understanding Speech Sounds | | | | | | ● | | |
| | Urban ecology | ● | ● | | | | | | |
| | Human Being and Living Creatures: Surviving the Age of Mass Extinction | ● | ● | | | | | | |
| | Human Evolution | ● | ● | ● | ● | ● | | | |

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| Cross-Disciplinary Studies 6. The Fields of Knowledge | Solution ApproachA(International human rights) | ● | ● | ● | ● | | | | |
| | Solution Approach B (development economics) | ● | ● | ● | ● | | | | |
| | Solution Approach C(humanitarian aid) | ● | ● | ● | ● | | | | |
| | Solution Approach D(global system) | ● | ● | ● | ● | | | | |
| | Solution Approach E | ● | ● | ● | ● | | | | |
| | Solution Approach F(displacement/migration) | ● | ● | ● | ● | | | | |
| | Solution Approach G(conflict and peace) | ● | ● | ● | ● | | | | |
| | International Cooperation Literacy | ● | ● | ● | ● | | | | |
| | Active Research1 | ● | ● | ● | ● | | | | |
| | Active Research2 | ● | ● | ● | ● | | | | |
| | Rikkyo Service Learning on Local Scale Fields(Rikuzentakata) | ● | ● | | | | | | |
| | Rikkyo Service Learning Project Planning | | ● | ● | ● | ● | ● | | |
| | Rikkyo Service Learning on Global Scale Fields(SDGs) | | | | | ● | ● | | |
| | Rikkyo Service Learning on Glocal Scale Fields | | | | | | ● | | |
| | Overseas Internship 1 | ● | ● | ● | ● | ● | ● | ● | ● |
| | Overseas Internship 2 | ● | ● | ● | ● | ● | ● | ● | ● |
| | Global Internship in Japan | | | | | | ● | ● | ● |
| International Collaboration throuth Internship in Japan | | | | | ● | ● | ● | ● | |
| Sports Program | Sports ProgramA | ● | ● | | | | | | |
| | Sports ProgramB | ● | ● | | | | | | |
| | Sports ProgramC | ● | ● | | | | | | |
| | Sports ProgramD | ● | ● | | | | | | |
| | Sports ProgramE | ● | ● | | | | | | |
| | Sports ProgramF | ● | ● | | | | | | |
| | Sports ProgramG | ● | ● | | | | | | |
| | Sports ProgramH | ● | ● | | | | | | |
| | Sports ProgramI | ● | ● | | | | | | |
| | Sports ProgramJ | ● | ● | | | | | | |
| | Sports ProgramK | ● | ● | | | | | | |
| | Sports ProgramL | ● | ● | | | | | | |