Course Description
The goal of this course is to continue developing further analysis and understanding of the global business in Japan through discussions stressing cross-cultural and cross-functional variations in the actual business environments. Key issues in establishing a strong business concept will also be covered.

Active participation and individual creativity in assignments and presentations in English are always essential. Therefore, the ability to produce a PowerPoint presentation is necessary for submitting the project. It is also recommended that students taking this course have successfully completed the introductory version of this course offered during the spring semester.

The main topics to be covered in this class are as follows:
1. Globalization in Japan Today
2. The Spirit of Japanese Companies
3. Making the First Contact
4. Getting Acquainted
5. The All-Important Pre-Agreement Meetings
6. The Written Document System
7. How to Use Interpreters
8. Killing with Silence
9. Mastering the Art of Doing Business at Night
10. Business on the Greens
11. When the Going Gets Tough
12. The Art of Servicing Customers
13. Grinding the Sesame Seeds
14. Review and Discussion

Note: The content of this course outline is subject to changes, and it is revised on an ongoing basis to ensure relevance and accuracy of information.

Evaluation Criteria
Grades will be based on class participation (20%), in-class assignments (40%), homework and presentations (40%).

Textbooks
Handouts will be provided on a continuous basis.
References: Boye Lafayette De Mente, BUSINESS GUIDE TO JAPAN, Tuttle Publishing, 1989
Yamakuse Yoji, Mike Mania, Michael Brase, ALL TOO PERFECT JAPANESE, IBC Publishing, 2011
Japan Studies 104 (Business)  
Yuichiro Obu

Teacher discusses what the car engineers think and do inside the real world of the car development, based on his own experience at a car manufacturer.

Course Description
As a Toyota automotive engineer, I engaged in vehicle development for almost 40 years. In this period of time, I was involved in the development of the Solara, Tacoma, and Tundra as chief engineer, as well as in several South American projects, and in the establishing of a development system at the development center in North America, being resident in Detroit. Based on this experience and knowledge, I will discuss:
- The Toyota development method
- Difference of development methods between Toyota and other manufacturers
- Difference of development methods between Japan and the USA
- Cultural different points and points in common found through the developments giving various examples of what happened in the real world.

Lectures and discussions
Week 1 Introduction
Week 2 Toyota CE System and Toyota Cars in Early Days
Week 3 Vehicle Development Process
Week 4 (off-site) Toyota Industry & Technology Museum Tour
Week 5 Vehicle Development and Episodes (1)
Week 6 Vehicle Development and Episodes (2)
Week 7 (off-site) Toyota Museum Tour
Week 8 North American Development #1 First Trial—Establishing the North American development base
Week 9 North American Development #2 Evolution—Problems and solutions
Week 10 North American Development #3 Evolution—Toyota culture and America's
Week 11 North American Development #4 New Era—International collaboration
Week 12 Products in a totally new category for Toyota—Tacoma & Tundra
Week 13 Toyota Management Methods (1)–5 Whys
Week 14 Toyota Management Methods (2)–PDCA
Week 15 Toyota Management Methods (3)–or supplemental lectures by request

Evaluation Criteria
Students have to attend regularly and to actively participate in discussions. There will be a report or two to submit.

Textbooks
Provided by PowerPoint presentations and/or hand-outs.
Course Description
The course will discuss how a travel destination is developed and promoted, covering the topics on tourist promotion, HR education, government-private sector coordination and ethics issues in tourism.
Participants are encouraged to share ideas and thoughts with international students in class activities.

Key topics:
1. Development and promotion of travel destinations
2. Players in the travel industry
3. Government policy and tourism
4. Tourism development as international cooperation
5. Other issues

Week 1: Orientation
Week 2: Destination Nagoya
Week 3: Introduction to tourism
Week 4: Elements of Packaged Holidays
Week 5: Case study (1) Events at Resort Settings
Week 6: Case study (2) Incentive Tours
Week 7: Special Interest Tours
Week 8: Large-Group Tour operation
Week 9: International Conventions
Week 10: Case Study (3) International Development
Week 11: International Cooperation through Tourism
Week 12: Community-based Tourism/Government and Tourism (1)
Week 13: Community-based Tourism/Government and Tourism (2)
Week 14: Assessment Test

Evaluation Criteria
Student assessment will be primarily based on the final test. (65%)
Class participation, reports and contribution will also affect to the grade. (35%)

Textbooks
The instructor will provide materials when necessary.
Course Description
This course will study economic and business relations between Japan and World including China, based on data such as statistics, in English and Japanese. Specifically, this course will study quantitatively using data and figures such as questionnaire surveys, white papers and various statistics published by JETRO (Japan External Trade Organization).
Please study the related materials and data in advance for the next lesson (150min), and review the points of lesson (30min).

This course will explain the quantitative analysis using data and figures such as questionnaire surveys published by JETRO.

1. Introduction and orientation of the class
2. Results of JETRO’s Survey on the International Operations of Japanese Firms (1)
3. Results of JETRO’s Survey on the International Operations of Japanese Firms (2)
4. Results of JETRO’s Survey on Business Conditions of Japanese Companies in Asia and Oceania (1)
5. Results of JETRO’s Survey on Business Conditions of Japanese Companies in Asia and Oceania (2)
6. JETRO Invest Japan Report (1)
7. JETRO Invest Japan Report (2)
8. JETRO Invest Japan Report (3)
9. Lecture by guest speaker from Japanese company
10. JETRO Global Trade and Investment Report (1)
11. JETRO Global Trade and Investment Report (2)
12. JETRO Global Trade and Investment Report (3)
13. Review of all lectures
14. Final examination related to the whole lesson

Evaluation Criteria
For students who take this class, are asked to write a report on the topics raised at the beginning of the lesson by using last 15 minutes of each lecture.
In the 14th lesson, the final examination related to the whole lesson is conducted, and the grade will be decided.
The weight of the evaluation is 60% for the report and 40% for the final examination.

Textbooks
Textbooks are not used.
Handout will be distributed in each lecture.
Course Description

Service Learning is a strategy that offers students opportunities to learn both in the classroom and in the real world. This pedagogical tool provides students with a chance to directly interact with local agencies and make a difference in the community. In this class, foreign students will learn about critical issues in Service Learning in Japan. They will work together with Japanese students and local communities to identify contributions they can make, and problems that children in Japan face. They will then make plans for intervention, implement those plans, and reflect on them in order to make them sustainable. In doing so, students will learn in meaningful ways about the Japanese language, different sociocultural factors related to volunteer activities, and how to contribute to other communities as global citizens.

In this class some of the key issues in Service Learning in Japan will be introduced. While discussing these, the following questions will be asked of the students. How are elementary school education and orphanages in Japan different from those in your culture? What are the urgent issues that less privileged children in Japan and in your culture face? How can you make a difference as a volunteer in a culturally and linguistically different community? Discussing these issues will help students prepare for the next step. As a class project, students will make a plan and interact with members of the local community in groups. For example, one group may participate in fund-raising for orphans, while another visits and teaches English language and Western culture at an elementary school. Students will then reflect on the connections between the academic content in class and the service provided in the real world.

Note: This class requires three volunteer activities and one field trip outside the classroom.

Tentative Topics:
1. Introduction and guidance
2. Elementary school education in Japan (with some emphasis on English education)
3. Orphanages in Japan
4. Issues in volunteering in a different culture
5. Different cultural concepts of volunteering
6. New media and volunteering in the aftermath of disaster
7. Making Poster Presentation posters
8. Poster Presentations
9. Planning a volunteer project
10. Volunteering in the community
11. Reflecting on the connection between the class and service
12. Presentations in the classroom #1
13. Presentations in the classroom #2
14. Conclusion and self-evaluation

Evaluation Criteria
- Class participation 40%
- Quiz 20%
- Field trip 10%
- Service and report 30%

Textbooks
- Web site http://elearning.mediaenglish.org and handouts
- Handouts (bring all handouts to class every time including PC login info.)
Course Description
In this course we will look at the structure, content and ethos of education at all levels in Japan, from pre-school to postgraduate degree. We will examine the historical development of the education system, and the social issues that have arisen from its development, from both the teachers' and the students' perspective. We will also look at the various forms of possible employment in education in Japan: how best to prepare, and what to expect. Up to 180 minute weekly on average may be requested for outside class study.

Weeks 1-4: Historical outline of education in Japan.
Weeks 5-8: The modern Japanese education system.
Weeks 9-11: Student, teacher and cultural issues in education.
Week 12: The future of Japanese education.

Evaluation Criteria
Participants will be required to write two reports in English based on the topics covered in the syllabus (40% for each report). Participation in group discussions: 20%. Feedback will be given.
Course Description
This course will enable students to explore contemporary social and culture issues in Japan using the English language. It aims to encourage critical thinking through analysis of Japanese pop culture media and practices, including TV programmes, manga and anime, magazines, sport, fashion, and so on. Students will have the opportunity to study the media and pop culture texts of most interest to them.

Students will prepare for each class by doing short readings or viewings in English, as well as their own independent research on upcoming topics. In class they will join in discussion activities before listening to a short lecture. They will then expand their critical inquiry into the topic by further discussion, and by introducing their own chosen media texts to their classmates. There will also be short writing assignments and presentations in which students can formalize their ideas.

Required preparation and study hours:
Read/make notes on class readings: 60 minutes
Find/make notes on additional readings/examples: 60 minutes
Independent study/research for individual projects: 60 minutes

Week 1 Orientation: Introduction to the course and issues
Week 2 Why study pop culture?: What media can tell us about a culture
Week 3 Unit 1: Gender: Gender and manga
Week 4 Unit 1: Gender: Gender and television
Week 5 Unit 1: Gender: Gender and sport / fashion
Week 6 Midterm activity: Facilitated discussion activity
Week 7 Unit 2: Sexuality: Sexuality and manga
Week 8 Unit 2: Sexuality: Sexuality and television
Week 9 Unit 3: Nationality: Ethnicity in Japanese media
Week 10 Unit 3: Nationality: Representations of Japaneseness in foreign media / foreignness in Japanese media
Preparation for final activity
Week 11 Unit 3: Nationality: Japaneseness and exported media
Preparation for final activity
Week 12 Final activity: Poster presentation and discussion
Week 13 Final activity: Poster presentation and discussion
Week 14 Final activity: Poster presentation and discussion

Evaluation Criteria
Attitude and active participation: 20%
Continuous assessment: 30%
Midterm activity: 10%
Final activity: 40%

Textbooks
Instructor's own material
Course Description
To learn how to look into cultural history and find a new understanding and explanation for historical facts.
Prerequisites: Students must have at least an advanced level of English to participate in classroom discussions.
Course description: This is a course considering the comparative history of medicine and diseases with special reference to its romanticised images of tuberculosis (TB) in Britain and Japan in the 19th and 20th centuries.

First we will have a look at an outline of the history of medicine and diseases. Then we will begin to analyse the ways in which diseases are understood and discussed, which has considerable cultural and historical significance. Medical books as well as literary works will be discussed in order to clarify the cultural meanings of this infectious diseases and their impact upon humankind.

Evaluation Criteria
Participation in discussions(30%), one in class presentation(35%) and seven page final paper(35%).

Textbooks
[Reference Book]
René and Jean Dubos, the White Plague: Tuberculosis, Man and Society, 1951.
Course Description

Course Outline

This course gives an overview of the history of Japan. The course will provide an account of the major political events and historical characters associated with each period. An overview will also be given of the main social, economic, and cultural trends that were taking place in the background during each period. Students will also read example passages from historic texts or historic novels for each class and these will form the basis for more general class discussions.

Learning Goals

The aim of the course is to give students a familiarity with the major events, influential people, and general trends of Japanese history.

Required Preparation for Class

Students will be given a reading to do before each class. (180 minutes)

Class Format

Each class will involve a lecture for about 60 minutes followed by student group discussion based on the reading they have been given for that week. Students *must* bring to class a pen and paper (and electronic or paper dictionary where necessary). Students are NOT allowed to use iPhones, mobiles, laptops, or other such post-human technologies during class.

1. Introduction: Overview of basic themes in Japanese history
2. Jomon, Yayoi periods
3. Asuka and Nara periods
4. Nara period
5. Heian period
6. Kamakura period
7. Muromachi period
8. Auzuchi and Momoyama periods
9. Tokugawa Period I
10. Tokugawa Period II
11. Bakumatsu and Meiji Restoration
12. Meiji Period I
13. Meiji Period II
14. Taisho Period

Evaluation Criteria

70% final essay
30% attendance and participation
(excessive absence leads to failure)

Textbooks

To be provided
Course Description
Japan located east of the Asian continent has developed its culture and art by absorbing a variety of continental cultural influences. Moreover, in recent times Japan applied avidly to absorbing Western civilization and, by adapting it to the Japanese context, was able to modernize its society in a relatively short term. In addition, various popular cultures and arts flourished on the back of the modernization that occurred in postwar Japan. This course looks at the cultural and artistic result achieved in modern Japan through the interaction with Western civilization and the development and current situation of popular culture that became active in postwar Japan.

COURSE GOALS
The goal of this course is the multi-faceted understanding of Japan’s modernization by seeking the attained points of the culture and art from paintings to video games.

Learners will understand how Japan had modernized in the fields of culture and art in order to meet the global and Western standard.
Learners will understand remarkable factors which have raised global awareness of Japanese media, such as manga, anime, jidaigeki movie, video game, etc.

The class consists of the lecture’s lecture, the slide screening, the video screening, and the group discussion about each subject. Moreover, a weekly homework on the group discussion will be set.

Evaluation Criteria
Class participation 30% Group discussion 30%. Final paper (ca. 1,600 words) 40%
[Students are required to read at least one book to write the final paper].

Textbook
Textbook: None
Materials and references are provided
Supplementary Materials
Catalog books, YouTube, videocassettes and slide films using Power Point presentations are used as teaching materials
All lectures will be carried out in English
Course Description
How does the media construct the images of Japan in the eyes of non-native speakers of Japanese? And how would they be different once they spend some time in Japan? This class will focus on commercials and public service announcements on TV and the Internet in the world and Japan. Students of Japanese and non-Japanese will review those in the selected topics and compare between those in Japanese and others. Then students of non-Japanese will have chance to ask any questions on the issue and language directly of Japanese students, while Japanese students may do the same of non-Japanese students. Both students will also ask themselves what the author of media is trying to say or hide and whether such media would have been presented differently in different cultures. In the process students will have better understanding of cross-cultural issues and media literacy.
As a project students will be required to make their own videos outside the class. Those will be published on the web for fun and further discussion in class. The process of creating is as important as the final product. Computer skills are not required but will be taught on individual basis. Classes will be taught bilingually in English and Japanese with encouragement to use students’ target language.

Tentative topics:
1. Guidance and introduction
2. Smoking
3. (Gender, race, and other) Discrimination
4. Corporate Images
5. Internet and Cellular Phone
6. Politics
7. Beverages
8. Children
9. Animals
10. Brainstorm and grouping
11. Project Stage 1 (Draft)
12. Project Stage 2 (Final)
13. Quiz
14. Final Presentation

Evaluation Criteria
- Class participation 20%
- Quiz 20%
- Field trip on weekend 20%
- Final project 40%

Textbooks
- Web site http://elearning.mediaenglish.org and handouts
- Handouts (bring all handouts to class every time including PC login info.)
Course Description
This course, *Japanese Culture Through Film*, is intended to survey some of the major Japanese films and film directors. By examining some famous Japanese films, students will have opportunities to gain a deeper understanding of the Japanese people and their way of life, so that they can contrast and compare it with the culture they came from. The focus of the course will be on cultural analysis. Students will gain broad knowledge of core aspects of Japanese culture. Every two weeks we will watch and discuss a new film. There will be assigned readings from the textbook and other sources between classes. Students will be responsible for writing a short commentary and film summary for each movie viewed in class.

The following broad themes will be discussed in this course:

1. Japanese family dynamics
2. The popularity of Japanese "anime."
3. Japanese comedy
4. Japanese education system
5. Religion in Japan
6. Samurai ideals and realities
7. Japanese food culture
8. Japanese folklore/horror
9. Employment and corporate life in Japan

<table>
<thead>
<tr>
<th>Week</th>
<th>Director</th>
<th>Film</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Akira Kurosawa</td>
<td>七人の侍</td>
<td>The Seven Samurai (Guidance)</td>
</tr>
<tr>
<td>2</td>
<td>Akira Kurosawa</td>
<td>七人の侍</td>
<td>The Seven Samurai</td>
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<td>3</td>
<td>Masaki Kobayashi</td>
<td>怪談</td>
<td>Kwaidan</td>
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<td>4</td>
<td>Masaki Kobayashi</td>
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<td>5</td>
<td>Isao Takahata</td>
<td>火垂るの墓</td>
<td>Grave of the Fireflies</td>
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<td>6</td>
<td>Isao Takahata</td>
<td>火垂るの墓</td>
<td>Grave of the Fireflies</td>
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<td>7</td>
<td>Juzo Itami</td>
<td>タンポポ</td>
<td>Tampopo</td>
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<td>8</td>
<td>Juzo Itami</td>
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<tr>
<td>9</td>
<td>Masayuki Suo</td>
<td>Shall we ガンス？！</td>
<td>Shall We Dance?</td>
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<td>10</td>
<td>Masayuki Suo</td>
<td>Shall we ガンス？！</td>
<td>Shall We Dance?</td>
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<td>11</td>
<td>Yojiro Takita</td>
<td>おくくりと</td>
<td>Departures</td>
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<td>12</td>
<td>Yojiro Takita</td>
<td>おくくりと</td>
<td>Departures</td>
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<tr>
<td>13</td>
<td>Kiyoshi Kurosawa</td>
<td>東京ソナタ</td>
<td>Tokyo Sonata</td>
</tr>
<tr>
<td>14</td>
<td>Kiyoshi Kurosawa</td>
<td>東京ソナタ</td>
<td>Tokyo Sonata</td>
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Evaluation Criteria
Regular Attendance/Participation in class discussions: 20%
Quizzes on class readings and films: 40%
Short commentaries (cultural analysis) and film summaries: 40%

Textbooks
*A Hundred Years of Japanese Film*: A Concise History, with a Selective Guide to DVDs and Videos
Donald Ritchie
Kodansha International
2,800 yen
978-1568364391
Course Description
In this course, firstly, students will gain basic knowledge of Japanese and Chinese culture in several perspectives. Secondly, we will focus on a cultural correlation between Japan and China. Finally, we will explore and deliberate 'unity' and 'diversity' in cultural contact.

Students will be asked to read texts related to a topic before every class. Students will choose a theme from the topics studied in the course and to make a presentation about it. For this task, you will need to find 'printed materials' adequate to your themes and then to convey your ideas and findings logically.

This course will consist of lecture, students' presentation and discussion. In the former half of each class, we will look through a topic based on a material given in advance. In the latter half, we will discuss it and pick up remarkable and intriguing points which we want to deepen furthermore. Then, we will decide who is (are) going to make a presentation of them.

In the next week, we will have (a) student(s)'s presentation, then we will discuss it. (However, the content of the course may vary, according to needs assessment.)

Reading materials and handouts will be distributed in PDF files.

Week 1: Orientation. Introduction to the course. Needs assessment
Week 2: Japan and China, basic information 1.
Week 3: Japan and China: basic information 2.
Week 4: Calendar.
Week 5: Presentation and discussion 1.
Week 6: Festivals.
Week 7: Presentation and discussion 2.
Week 8: Food, clothing and housing.
Week 9: Presentation and discussion 3.
Week 10: Tea and medicine.
Week 11: Presentation and discussion 4.
Week 12: Art.
Week 13: Presentation and discussion 5.
Week 14: Unity and diversity in cultural contact.
Week 15: Reviewing

Evaluation Criteria
Attendance and participation 50%
Presentation 50%

Textbooks
Materials will be distributed during class.