Course Description
This is an introductory course in business administration which will focus on and analyze globally oriented companies in Japan. The course objective is to offer general knowledge of global management and operations with an emphasis on western perspectives among the Japanese firms. Issues involving effective leadership in the global environment will also be discussed.

The class will be conducted in English, and students are required to both submit assignments and make presentations in English. Active participation is expected since the class will be conducted interactively.

The main topics to be covered in this class are as follows:
1. Introduction
2. The “Smell and Taste” of Japanese Companies
3. The Culture of Emotion
4. The Role of Groupthink
5. Using the Art of the Belly
6. Management by Intuition
7. Identifying Your Company
8. Focusing In on the Right Connection
9. Avoiding the Second-Class Pitfall
10. Fighting Spirit
11. Going In with a Japanese Connection
12. Getting Help from Experts
13. The Structure of a Japanese Company
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.
Study how the Japanese culture is reflected in the engineering processes of the car development, using the teacher's actual experiences.

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 American'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

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 is intended to provide a comprehensive understanding of the Japanese tourism industry. Current travel businesses deal with both outbound and inbound travels, through which we will study the structures and interdependence within the industry. The primary topics we will discuss are about travel agencies, airlines, ryokan and hotels operating in Japan.

Introduction to tourism and overview of Japanese tourism industry
Key topics:
1. What is ‘travel and tourism’?
2. Domestic Travel Market
3. Overseas Travel Market
4. Inbound travel: Visitors to Japan
5. Airlines and Railways
6. Hotels and Ryokan
7. Travel Agencies
8. Others

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 class explores different issues from Service Learning across Cultures: Volunteering in Japan (Theme I) in the fall semester. 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 socio-cultural 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. Volunteer tourism
6. Privacy versus rights of parents and children
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: Initial Session
13. Presentations in the classroom: Final Session
14. Conclusion and self-evaluation
Evaluation Criteria
- Class participation 40%, - Quiz 20%, - Field trip 10%, - Service and report 30%

Textbooks
Teaching material: ·http://elearning.mediaenglish.org/ ·http://classroom.google.com/
Bring all handouts to class every time including PC login info.
Instructor  Kunihiko Harada  harada@mediaenglish.org
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.

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%.

Textbooks
There is no textbook for this course. Printed materials will be given.
Course Description
This course looks at the major religious ideologies and philosophical traditions of Japan. “Religion” here will be treated as a body of ideas and beliefs. There will be little emphasis on the actual everyday practice of religion.
The course will be into two halves. The first half will look at the area of religious philosophy and the second will look at political philosophy. In both areas, an overview will be given of the general beliefs informing the major religio-philosophical traditions in Japan, namely Shinto, Buddhism, and Neo-Confucianism. A presentation will then be given of the major works of individual philosophers.
Learning Goals: The aim of the course is to give students a summary of the main ideas and historical dialogs that have informed Japanese philosophy and religion. Since Japanese philosophy is itself embedded in world philosophy and religion, students will also gain exposure to the wider currents of global intellectual history.
Required Preparation for Class
Students will be given a reading to do before each class. (180 minutes)

1. Introduction: What is not philosophy?
2. Shintō-ism: Motoori Norinaga "kojiki-den"
4. Zen: Dogen "Shobogenzo": D.T. Suzuki "Introduction to Zen Buddhism"
5. Jodo: Shinran "Kyogyoshinsho": Soga Ryojin "A Soga Ryojin Reader"
6. Pure experience: Nishida Kitaro "An Inquiry into the Good"
7. Pure dialectics: Tanabe Hajime "Philosophy as Metanoetics"
8. Pure emptiness: Nishitani Keiji "Religion and Nothingness"
9. Dialectics of Tokugawa era philosophy: Maruyama Masao "Studies in the intellectual history of Tokugawa Japan"
11. Paleocentrism: Watsuji Tetsuro "Rinri"
12. Anti-fascist forensics: Maruyama Masao "Thought and Behaviour in Modern Japanese Politics"
14. Transcritique: Karatani Kojin "Transcritique: On Kant and Marx"
**Evaluation Criteria**
30% attendance and participation, 70% final semester essay (excessive absence leads to failure)

**Textbooks**
Texts will be provided.
Students are, of course, encouraged to peruse the books listed in the syllabus.
Global Perspectives on Japanese Pop Culture

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.

Week 1 Orientation: Introduction to the course and issues
Needs assessment and guidance (course content may change according to student needs)

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 Japaneseeness in foreign media / foreignness in Japanese media / Preparation for final activity

Week 11 Unit 3: Nationality: Japaneseeness 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
This course will take a historical view of the culture and art of traditional Japan from the prehistoric age to the Edo period. Focusing on the activity of imperial court nobles, aristocrats, priests, samurai warriors, merchants, townspeople and some Westerners, the course discusses how they created their culture and art, and how they refined their esthetic sense. The course consists of lectures, the screening of slides and videos, student presentations and class discussion. Moreover, a weekly homework task will be set to deepen the understanding of each topic.

COURSE GOALS
• Understand the domestic and international factors that prompted the development of art and culture of Japan.
• Broaden the range of perception of Japanese culture and art by getting to know representative objects of each period of time. These will include pottery, painting, Buddhist art, craftwork, architecture, noh, kabuki, literature and others.
• Understand the traditional esthetic senses that still have an influence upon modern Japan.
• Know the background of historical cities such as Kyoto, Nara, Tokyo and Kamakura.

The class consists of the lecturer'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.

Students do research the historical background of each topic beforehand, and review several subjects given in each lecture such as historical events, key persons, cultural movement, art works, and others.

COURSE SCHEDULE
1. Guidance and the cultural progression of the prehistoric age (Jomon and Yayoi culture)
2. The cultural progression of the prehistoric age (Kofun culture)
3. Dawning of Buddhism and the period of imitative learning (Asuka Period and Nara Period)
4. The development of the Buddhist art and the use of Chinese characters
5. The development of aristocrats' culture in the Heian period
6. The development of the kokufu culture and the Buddhist art
7. The refined esthetic sense of the aristocrats
8. The development of samurai warrior culture in the Kamakura period
9. The development of the culture and art in the Muromachi period
10. The further development of the culture and art in the Muromachi period
11. Culture and art in the Azuchi-Momoyama period
12. Culture and art in the Edo period and the aesthetic sense of iki
13. The first half of the Edo culture
14. The latter half of the Edo culture

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].

Textbooks
Textbook: None. Materials and references are provided. Supplementary Materials: Catalog books, videotapes and slide films using Power Point presentations are used as teaching materials. All lectures will be carried out in English.
Japanese Pop Culture through Media: Focus on Commercials (Theme I)

Course Description
How does the media construct images of Japan in the eyes of non-Japanese? And how do these images change once they spend some time in Japan? This class will focus on both Japanese and foreign commercials and public service announcements on TV and the Internet. Building on Japanese Pop Culture through Media (Theme I), and working together with native speakers of Japanese, students will have a chance to contrast Japanese and foreign treatments of the selected topics. Students will also examine what the “authors” are trying to sell or to conceal, and whether or not a different target culture would require a different treatment. The focus of the class will also shift away from mere critical analysis toward the creation of culturally effective messages by the students.

As a project, students will be required to make their own videos outside the class. These 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 an 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. Animals
3. War and Conflict
4. Humor
5. Money and Finance
6. Environment
7. Disability
8. Anime and Manga
9. Brainstorm and Grouping
10. Project Stage 1
11. Project Stage 2
12. Reflection, Self-evaluation
13. Quiz
14. Final Presentation
**Evaluation Criteria**
- Class participation 20%
- Quiz 20%
- Field trip on weekend 20%
- Final project 40%

**Textbooks**
Teaching material
http://elearning.mediaenglish.org/
http://classroom.google.com/
Bring all handouts to class every time including PC login info.

**Instructor**
Kunihiko Harada
harada@mediaenglish.org
Course Description
In this course students will a) become familiar with a handful of representative literary works from the pre-Meiji, Meiji, Taishō, Shōwa, and Heisei periods, b) develop critical skills, c) improve their writing, d) increase their knowledge of Japanese culture, history, and literature, and e) grow accustomed to expressing their ideas in a class discussion setting.

Attendance: Regular attendance is required. Pop quizzes will be given regularly.

The Class: I will begin each class with some prefatory remarks about the assigned reading. In general, my remarks will be limited to general historical and literary context (i.e., the “background stuff” you need to know in order to appreciate the text), as I prefer to let students develop and share their own ideas and interpretations.

Group Discussions: Following my short lecture, students will break up into groups of three to five students (depending on class size) and discuss for 20-30 minutes their assigned question(s). Following this, one member from each group will take turns presenting their answers to the entire class. Students are free to challenge or question the presenter.

Two Short Essays: You will submit three short essays at various points in the semester. See “Short Essay Instructions” (on Moodle) for details.

Language: Readings, discussions, quizzes, and essays will all be in English. While knowledge of Japanese is not a prerequisite for enrollment in the class, students are encouraged to read the stories in the original as well. Japanese students may submit their assignments/essays in Japanese.

Net Sources: In recent years the Internet has become an invaluable resource for the study of Japanese literature. I expect students to use online sources such as Aozora Bunko, JSTOR, CiNii, and Project Muse.

Students will read representative texts of modern Japanese literature while learning the methods of literary/historical research, critical thinking, and academic writing.

Evaluation Criteria
Grading: Attendance, Class Participation, Pop Quizzes: 40%. Two short essays: 40%. Other Assignments: 20%.

Textbooks
Assigned Texts: You do not have to purchase any book for this class. All assigned stories—both the original Japanese and the English translation—will be distributed via Moodle, as PDF files.

Study Guides: There is a study guide (on Moodle) for each of the assigned readings. Bring the study guides to class. I expect students to use the study guides as they are reading the stories. Group discussions will proceed from the problems/questions raised in these guides.
Course Description
This course covers major concepts in intercultural communication in order to understand Japanese culture. The specific objectives are:

1. To help you to understand how different cultural values can influence everyday communication in Japan;
2. To increase your awareness concerning cultural differences;
3. To compare and contrast different culture-based verbal and nonverbal communication styles;
4. To help you to apply intercultural communication concepts in your everyday life.

Students are to be divided into small culturally mixed groups and discuss assigned cultural topics. You are expected to participate in group discussion actively. At the end of each class, students are expected to write their reaction.

As a group project, students will create a skit describing cultural misunderstanding in your culturally mixed group and present it in your final class.

Week 1: Class orientation
Week 2: What is culture?
Week 3: What is communication?
Week 4: Stereotypes
Week 5: Verbal communication
Week 6: Non-verbal communication1
Week 7: Non-verbal communication 2
Week 8: Diversity in Japan
Week 9: Communication style
Week 10: Cultural values 1
Week 11: Cultural values 2
Week 12: Culture shock
Week 13: Preparation for group project
Week 14: Skit presentation

Evaluation Criteria
Class participation: 30%, Class reaction: 30%, Group project: 40%

Textbooks
No textbook is required. Handouts will be provided.
Course Description
In this course, first of all, we will grasp linguistic features in Japanese and Chinese languages. Next, we will explore language contact emerged between Chinese and Japanese languages, and what it has brought to both sides historically.
Students will be asked to read texts before every class. A presentation will be the most important task in this course so that you need to find and select proper materials for your presentation and demonstrate convincingly your findings and opinion.
This course will consist of lecture, students' presentation and discussion.
In the half part of the class, we will look through a topic based on a material given in advance. In the latter part, we will discuss it and pick up significant points.
Then, students will research them by themselves as a reviewing work for a future presentation.
In the second part of this course, we will have (a) student(s)'s presentation and 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 this course.
Week 2: Basic information on the Japanese language.
Week 3: Basic information on the Chinese language.
Week 4: Minority languages in Japan and China.
Week 5: The impact of the Chinese language upon the Japanese language 1 - Chinese characters.
Week 6: The impact of the Chinese language upon the Japanese language 2 - pronunciation.
Week 7: The impact of the Chinese language upon the Japanese language 3 - vocabulary.
Week 8: The impact of the Chinese language upon the Japanese language 4 - Grammar.
Week 10: Presentation and discussion 1.
Week 11: Presentation and discussion 2.
Week 12: Presentation and discussion 3.
Week 13: Presentation and discussion 4.
Week 14: Presentation and discussion 5.

Evaluation Criteria
Attendance and participation 50%, Presentation 50%

Textbooks
Materials will be distributed during class.