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 Power-Point 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 Sesame Seeds

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
Course Description
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.

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
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

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 orphans 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 fundraising 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 volunteerism in the aftermath of disaster
7. Making Poster Presentations 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
Teaching material
http://telearning.mediaenglish.org/
http://classroom.google.com/
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.

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 on your reports will be given.

Textbooks
There is no textbook for this course. Handouts will be given.
Japan Studies 115 (Sociology)  
Exploring Culture by Exploring Japanese Culture

Course Description
This course will look at the discourse of Nihonjinron (ideas of Japanese-ness) that has played and continues to play an important role in how many people in Japan understand themselves, their own identity and the identity of others. It is hoped that at the completion of the course, students will consider Japanese culture, and by extension other national cultural groupings, in an increasingly critical way.
An advanced level of English is required for this class.

1. Thinking about Culture: Early Understandings of Culture.
2. Thinking about Culture: A Multi-Cultural Cosmopolitan View.
3. Thinking about Culture: Recent Work on Culture (Culture as a Verb, Small Cultures, Fluid Culture)
4. Thinking about Culture: Essentialism.
5. Thinking about Culture: Strategic Essentialism, Othering, Identity.
7. Japanese Cultural Identity: Nihonjinron and Education.
9. Culture and Language: The Connection between Culture and Language.

Evaluation Criteria
Participation · 20%
Participation through active discussion and the sharing or opinions and ideas is a vital part of university education.
Presentation · 40%
Students will present an area of interest to them that is connected to class discussion topics.
Report · 40%
The report will be a well written and referenced text version of the presentation.

Textbooks
All readings and other class papers will be provided by the teacher.
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
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 Japaneseness in foreign media / foreignness in Japanese media
Preparation for final activity
Week 11 Unit 3: Nationality: Japanese 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.
Japan Studies 204 (Culture)  
The History of Japan

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.

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
Modern Japanese culture and art

Course Description
1. Japan located east of the Asian continent has developed its culture and art by absorbing a variety of continental 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 effloresced 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.
2. The goal of this course is the multi-faceted understanding of Japan’s modernization in order to be able to broaden your experience about Japanese modern culture and art and acquire an insight into them.

Students will acquire ability to understand and explain the multi-faceted situation of Japan’s modernization by seeking the major fields of the culture and art from paintings, architecture, literature, the women’s activity to the policy toward minority people Ainu.

Students will acquire ability to understand and explain how Japan had modernized in the fields of culture and art in order to meet the global and Western standard.

Students will acquire ability to understand and explain remarkable factors which have raised global awareness of Japanese media, such as manga, anime, movie, video game, etc.

The class consists of the lecturer’s lecture, the slide screening, the video screening, and the class discussion about each subject. Moreover, a weekly homework will be set to enrich the understanding of each topic. Students can get feedback on the homework.

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. Modernizing Japan
How Japanese modernization began and the process of the cultural development until recent days.
2. Attendance at world expositions and Japonism
How Japanese culture and art debuted on the world stage through the attendance at the world expositions.
3. The start of modernization in arts
How Japanese artists began the modernization of their artworks.
4. The Geisha and their culture in modern Japan
The active roles of Geisha for the modernization and women’s social activity in the Meiji period.
5. The tradition of Ainu culture and Ainu modernization
Ainu history and culture and the reverse side of Japan’s modernization.
6. Natsume Soseki and the modernization
How the modernization of literature began and how the people faced the modernization referring to several works by Natsume Soseki and Mori Oga.
7. The history of the cinema in Japan
How the movie had developed from the beginning of its history in Japan.
8. A special-effects movie and Tsuburaya Eiji
How Japanese special-effects movie began and the war experience of the Japanese as seen through the special-effects movies directed by Tsuburaya Eiji.
9. The cinema and the culture during the war and post-war Japan
The lecture discusses the achievement of several directors who played actively from the war time to the post-war time focusing on Yamamoto Sadao, Kurosawa Akira and others.
10. The cinema and the culture during the war and post-war Japan
The lecture discusses several movies of the leading directors such as Mizoguchi Kenji, Ozu Yasujirō and Naruse Miki o.
11. The history of manga and Tezuka Osamu
The history of manga and how Osamu Tezuka developed manga as an influential medium.
12. The development of animation and Tezuka Osamu
The lecture discusses the beginning history of the ‘anime’ including TV animation led by Mushi production which Tezuka Osamu established.
13. The development of animation and Miyazaki Hayao
The lecture discusses the development of ‘anime’ focusing mainly on Miyazaki Hayao’s works.
14. Game industries and the creators of gaming
The development of the video game industry from a historical view point, focusing on several Japanese video game creators.
15. Discussion and presentation
Students make a presentation about their final term paper, and hold debate on the each presentation subject. The lectures No. 15 is intended for Japanese students.

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, video clips 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
Teaching material
http://elearning.mediaenglish.org/
http://classroom.google.com/
Bring all handouts to class every time including PC login info.
Course Description
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.

In order to reach our class goals, I will expect you to participate in small group discussions and write your reaction individually in every class. I also encourage you to keep intercultural journal reflecting on your daily cross-cultural experiences in Japan. Towards the end of the semester, you will prepare a skit with your group members reflecting cultural differences you experienced. In our final class, you will perform the skit and facilitate class discussion.

Evaluation Criteria
Class Participation 30%
Writing your class reaction 30%
Journal writing 10%
Final group project 30%

Textbooks
No textbook is required. Handouts will be provided.
Japan Studies 214 (Culture)  Raymond Rees
Japanese Culture Through Film

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. However, students will not only gain broad knowledge of core aspects of Japanese culture, but they will also be encouraged to think critically about cinematography and filmmaking. Every 2–3 weeks we will watch and discuss a new film.

The following broad themes will be discussed in class:
1. Samurai ideals and realities
2. Japanese family dynamics
3. Japanese comedy
4. Japanese education system
5. Religion in Japan
6. Japanese animation
7. Japanese folklore/horror
8. Employment and corporate life in Japan
9. Effects of the atomic bombing on the Japanese people

Week 1: Masaki Kobayashi 切腹 Harakiri (Guidance)
Week 2: Masaki Kobayashi 切腹 Harakiri
Week 3: Masaki Kobayashi 切腹 Harakiri
Week 4: Hayato Miyazaki 風立ちぬ The Wind Rises
Week 5: Hayato Miyazaki 風立ちぬ The Wind Rises
(Submit essay #1)
Week 6: Hayato Miyazaki 風立ちぬ The Wind Rises
Week 7: Kaneto Shindo 鬼婆 Onibaba
Week 8: Kaneto Shindo 鬼婆 Onibaba
Week 9: Juzo Itami ミンボーの女 The Gentle Art of Japanese Extortion
Week 10: Juzo Itami ミンボーの女 The Gentle Art of Japanese Extortion
(Submit essay #2)
Week 11: Masaki Mori はだしのゲン Barefoot Gen
Week 12: Masaki Mori はだしのゲン Barefoot Gen
Week 13: Masayuki Suo Shall We ダンス？ Shall We Dance?
Week 14: Masayuki Suo Shall We ダンス？ Shall We Dance?
(Submit essay #3)

Evaluation Criteria
Regular Attendance/Participation in class discussions: 30%
Short essays/papers (3): 45%
Short commentaries and film summaries: 25%

Textbooks
Bushido: The Soul of Japan Illustrated
Inazo Nitobe
Create Space Independent Publishing
978-150-5489194
981 yen
Japan Studies 215 (Culture)  
China and Japan: Culture

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.)

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 and festivals.
Week 5: Food, clothing and housing.
Week 6: Art
Week 7: Unity and diversity in cultural contact.
Week 8: Presentation and discussion 1.
Week 9: Presentation and discussion 2.
Week 10: Presentation and discussion 3.
Week 11: Presentation and discussion 4.
Week 12: Presentation and discussion 5.
Week 13: Presentation and discussion 6.
Week 14: Presentation and discussion 7.
Week 15: Reviewing (Japanese Students)

Evaluation Criteria
Attendance and participation 50%
Presentation 50%

Textbooks
Reading materials and handouts will be distributed in PDF files.
Japan Studies 222 (Language)    Jakub E. Marszalenko
Introduction to Community Interpreting and Translation in Japan: Focus on the Legal Setting

Course Description
The goal of the course is to familiarize students with basic concepts, issues and challenges in the realm of public interest (community) interpreting and translation in Japan. Before turning its attention to Japanese-English interpreting and translation in the legal setting, the course will first provide an introduction to Interpreting and Translation Studies at large and an overview of relevant literature on public interest interpreting and translation, forensic linguistics as well as related paradigms in English studies (especially those focusing on the global nature and role of the English language).

Some basic exercises related to interpreting and translation (e.g. shadowing or revising texts using ‘Plain English’) will be introduced, however no Japanese proficiency is required to enroll in the course. Students will be expected to read portions of relevant literature, conduct individual and/or group research and present their findings in class, participate actively in group discussions and submit a final term paper to successfully complete the course.

Class Schedule:
1. Introduction to the Course: goals, schedule, evaluation and rules
2. Basic concepts and paradigms in Interpreting and Translation Studies: Equivalence (Part I)
3. Equivalence (Part II): Nida’s formal and dynamic equivalence
4. Equivalence in the legal interpreting context
5. Simple exercises in interpreting and translation 1: shadowing, sight translation and consecutive interpreting
6. Multi- and trans-disciplinary nature of Public Interest Interpreting and Translation: Forensic Linguistics and other relevant fields of research
7. Introduction to the legal system in Japan (Part I: the investigative stage)
8. Introduction to the legal system in Japan (Part II: the bilingual courtroom)
9. Introduction to the legal system in Japan (Part III: prisons and other correctional facilities)
10. The Role of the Court Interpreter and the Issue of ‘Literal Translation’
11. World Englishes, English as a Lingua Franca and Plain English
12. English in the interpreter-mediated legal process in Japan: ‘Non-English Speaking Background (NESB)’ subjects (suspects/defendants) and the issue of legal texts presented during criminal court trials
13. Study tour to Nagoya District Court (interpreter-mediated criminal trial)*
14. Simple exercises in interpreting and translation 2: interpreting in criminal proceedings
*Depending on the trial schedule of the courthouse, the tour may take place on a different day or be cancelled if no trial of relevance to the Course is planned.

Evaluation Criteria
Final Paper (40%), Attendance (35%), Class Participation and Assignments (25%)

Textbooks
Handouts and reading material provided by the instructor
Course Description
There is no doubt that the root of modern Japanese culture is Japanese traditional culture. Deepening knowledge in traditional Japan is surely essential for understanding Japan and Japanese culture now. In order to recognize the uniqueness of Japan in the world, we should start with comparing and evaluating Japan seen from outside and Japan seen from inside.

1. The course will use the active learning approach, whereby students are expected to engage actively in various activities and given assignments rather than being taught in a passive manner.
2. Domestic and exchange students will form groups and engage in activities.
3. Students will get the opportunities to visit real performances and partake in lectures by guest performers.
4. Students will get the opportunity to practice and perform Japanese traditional dance and musical instruments.

The course will take an interactive form as much as possible through:
1. Lectures on Japanese traditional performing arts in various aspects.
2. Hands-on practice by the leading performers of Japanese traditional dance and musical instruments.
3. Visit to dance performances.
4. Performance presentation
5. Submission of reflection reports

1st week: Orientation
2nd week: Japanese traditional way of thinking about honor and courtesy
3rd week: Japanese traditional dance performance - Lion
4th week: Philosophy behind Japanese traditional performing arts 1
5th week: Philosophy behind Japanese traditional performing arts 2
6th week: Relationship between religion and Japanese traditional performing arts 1
7th week: Relationship between religion and Japanese traditional performing arts 2
8th week: Difference in costume between Japan and the West 1 - Masks (including face expressions)
9th week: Difference in costume between Japan and the West 2 - Outfits (including stage settings)
10th week: Visit a performance
11th weeks: Review on the performance visit
12th week: Difference in traditional sounds between Japan and the West 1 - Japanese big drum
13th week: Difference in traditional sounds between Japan and the West 2 - Shamisen
14th week: Hands-on practice (To choose between Japanese traditional dance or musical instruments)
15th week: Performance presentation

Evaluation Criteria
Reflection reports: 30%, Performance presentation: 40%, Class participation: 30%

Textbooks
Handouts provided in class
Japan Studies 903 (Special Course)  
Japanese Society and World through Media  

Hiroko Tokumoto

Course Description
This course deals with Japan seen from the world’s perspective and the world seen from the perspective of Japan. Depending on one’s personal views or their idiosyncratic situation, the way one sees the world largely differs. In the increasingly interconnected globalized economy and large-scale information flow, one’s culture and religion, ethnicity, customs and other elements forming humans’ identity undergo significant changes.

In this global age we are forced to decide on how we see the world and our role in it. By adopting the journalist approach, which sees the world from multiple perspectives, this course takes a glance on the Japanese society and world issues as brought to us by the Japanese mass media.

The course ends with students working in groups to investigate and research a certain topic, which will then be published as a signed article in the University’s English-language newspaper, The NUFS Times. Students will therefore learn how to view their role in the world by engaging with it through the media.

(First half of the semester)
(1) The course will use the active learning approach, whereby students are expected to engage actively in given assignments rather than being taught in a passive manner.
(2) Instructors will provide students with an analysis and an overview of the Japanese media and the journalistic perspective, thus raising questions for students to explore.
(3) Domestic and exchange students will form groups and engage in discussions on a certain topic, and then sum up and present their opinions on it.
(4) Students will get the opportunity to visit news agencies and partake in lectures by guest speakers such as foreign correspondents or newspaper editors.

(Latter half of the semester)
(1) Students will engage in practical learning, by producing an article to the University’s English-language newspaper, The NUFS Times.
(2) Domestic and exchange students will work side by side by forming groups in order to select, investigate and research the topic for their article, and engage in planning and producing it.
(3) Students will present findings of their investigation and research and give peer review to one another.
(4) Based on the presentation of the findings, students will engage in producing the article.

Weekly Schedule
1. Orientation: class schedule and detailed information on the course
2. What are ‘facts?’ What is journalism? Mass media in Japan today
3. History of journalism in Japan: Freedom of the Press
4. The journalistic approach to tackling and presenting issues (debate before research)
5. Selection of the topic: investigation and research methodology plan
6. Lecture by a guest speaker and discussion (foreign correspondent, English-language newspaper editor etc.)
7. Study tour to a news agency (date will be set later)
8. Presentation of investigation/research findings · writing the article
9. Writing and revising the article · composing the article
10. Sharing the article with the class · preparing for presentations
11. Presentations 1
12. Presentations 2 · deciding on editing and design details
13. Production and editing of the article
14. Editing and revising the design
15. Publication of the article

Evaluation Criteria
Presentation: 30%, Article: 50%, Class performance: 20%

Textbooks
Handouts from instructors
Course Description

This course is for students who want to experience calligraphy and learn how Japanese writing system – Hiragana, Katakana and Kanji were developed. No prior knowledge of Japanese is required. We will start writing very simple strokes in order to introduce the basis of calligraphy. Students are required to purchase their own brushes, ink and calligraphy papers.

Week 1    Orientation, An introduction of history of Japanese letters
Week 2    Basic strokes 1 · How to write with brush
Week 3    Basic strokes 2 · Writing your names
Week 4    Katakana Basic · Relationship with Hiragana
Week 5    Katakana · Writing words
Week 6    Test 1 (Katakana)
Week 7    Kanji Basic · Relationship with Hiragana and Katakana
Week 8    Kanji · Writing words
Week 9    Test 2 (Kanji)
Week 10   Hiragana Basic · Summary of development of Japanese letter
Week 11   Hiragana · Writing words
Week 12   Test 3 (Hiragana)
Week 13   Kana & Kanji mixed · Typical Japanese writing forms
Week 14   Test 4 (Kana & Kanji mixed)
Week 15   Feedback

Evaluation Criteria

Class performance 40%
Tests 60%

Textbooks

Handouts and samples will be provided by the instructor.