

Academic Policies Registration Procedures & Course Descriptions

授業科目履修案内

FALL 2009



Center for Japanese Studies

NANZAN
UNIVERSITY

南山大学 外国人留学生別科

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Academic Calendar for Fall 2009

September 3-9 (Thu–Wed)	Placement Test, Orientation, Provisional Registration, Distribution of Course Materials
September 10 (Thu)	Classes start
September 10–23 (Thu–Wed)	Period for adding and dropping courses
September 21 (Mon)	National Holiday (Respect for the Aged Day) – Classes held as normal
September 22 (Tue)	National Holiday (Holiday for a Nation) – Classes held as normal
September 23 (Wed)	National Holiday (Autumnal Equinox Day) – Classes held as normal
September 23 (Wed)	Final Registration Deadline
October 12 (Mon)	National Holiday (Health and Sports Day) – Classes held as normal
October 29 (Thu)	University Holiday *
October 30 (Fri)	University Holiday *
October 31 (Sat) – November 3 (Tue)	University Festival *
November 2 (Mon)	University Holiday *
November 3 (Tue)	National Holiday * (Culture Day)
November 4-13 (Wed–Fri)	Period for changing course assessment status to pass/fail
November 23 (Mon)	National Holiday (Labor Thanksgiving Day) – Classes held as normal
November 25 (Wed)	Orientation for returning home
December 11 (Fri)	Classes end
December 14–18 (Mon-Fri)	Final Examinations

* No classes on these days

ACADEMIC POLICIES **AND** **R**EGISTRATION PROCEDURES

For our new students, and as a reminder to all our other students here at CJS, here are the general academic policies and registration procedures of the Center. All students are expected to be familiar with this information.

I. Courses and Credits

a) Courses available and credits

Courses on offer for the Fall 2009 semester and the credits awarded for each course are as indicated below. Students may take each course only once while enrolled at the Center for Japanese Studies. **Note that all full-time students are required to register for the Japanese language courses.** Students are assigned to one of the five levels indicated by means of a placement test. In exceptional circumstances, students who have excelled in their Spring Semester language courses may be eligible to take a special test allowing them to skip a level when registering for the Fall Semester language courses. For further details, please contact the Center Office.

【 Courses in the Japanese Language 】

12000	Intensive Japanese 200	8 credits
13000	Intensive Japanese 300	8 credits
14000	Intensive Japanese 400	8 credits
15000	Intensive Japanese 500	8 credits
16000	Intensive Japanese 600	8 credits

【 Lecture Courses in Japanese Area Studies 】

21010	Japanese Economy I	3 credits
22010	Japanese Business I	3 credits
23010	Japanese Politics I	3 credits
24010	Japanese Foreign Policy	3 credits
31020	Japanese Culture	3 credits
31030	Japanese Culture and Art I	3 credits
32060	Fieldwork Research Methods for Japan	3 credits
34020	Japanese Religions I	3 credits
61030	Japanese Literature III	3 credits

【 Japanese Seminar Courses 】

51010	Elementary Translation	2 credits
51020	Intermediate Translation	2 credits
52010	Japanese Writing I-F	2 credits
52020	Japanese Writing II-F	2 credits
52050	Introduction to Creative Writing	2 credits
52070	Introduction to Academic Japanese Writing	2 credits
52080	Academic Japanese Writing	2 credits
62010	Classical Japanese I	2 credits
63010	Readings in Social Sciences I	2 credits
63030	Readings in Japanese Literature I	2 credits
71010	University Preparatory Japanese	2 credits
71020	Business Japanese	2 credits
71030	Japanese in Tourism	2 credits

【 Open Courses 】

☆ 23040	Political and Social Issues of Japan	2 credits
☆ 23050	Debating the Political Systems of Japan and the United States	2 credits
☆ 24030	Seminar in War and Peace: A Transnational Perspective	2 credits
☆ 24040	Seminar in American Foreign Relations: A View from Japan	2 credits
☆ 32030	Special Topics in American History	2 credits
☆ 32050	America as a Foreign Country	2 credits
☆ 33020	History of Cultural Exchange Between Japan and France	2 credits
☆ 41010	Japanese Linguistics I	2 credits
☆ 41030	Japanese Linguistics III	2 credits
☆ 41040	Observation and Analysis of Japanese Language Activities	2 credits
☆ 42020	Studies in Japanese Language Pedagogy	2 credits
☆ 42030	Approaches and Methods in Foreign Language Teaching	2 credits

☆ 44010 Japanese Nationality Law 2 credits

【 Practical Courses in the Japanese Arts 】

81011	Calligraphy (<i>Shodō</i>) I-A	2 credits
81012	Calligraphy (<i>Shodō</i>) I-B	2 credits
82010	Chinese Black Ink Painting (<i>Sumie</i>)	2 credits
83010	Flower Arrangement (<i>Ikebana</i>)	2 credits
84010	Woodblock Printing (<i>Hanga</i>)	2 credits
85010	Japanese Culture and Tea Ceremony (<i>Sadō</i>)	2 credits

☆ Open to Japanese students

b) Registration requirements

Full-time students at the Center are required to register for a minimum load of 14 credits (or 15, in the case of IES Abroad students) and a maximum load of 18 credits per semester. The maximum load for part-time students is 12 credits per semester.

c) Certificate of Completion

A “Certificate of Completion” is awarded to full-time students who have earned 28 credits or more over a period of two semesters.

d) Auditing

Full-time students may elect to take up to one course on an auditing basis. This course is not included when calculating the required credit load, but is to be recorded on the registration form. An auditing student is expected to attend classes regularly and to prepare for the lectures and activities, but is not required to take examinations nor submit assigned papers. Please note that courses in the Japanese arts may not be taken on an auditing basis.

II. Assessment

a) Grades

Assessment of courses is based on the award of grades A, B, C, D, and P for the successful completion of a course. Those who fail to complete a course successfully are awarded an F grade. A description of grades awarded is as follows:

A	Excellent	D	Below average
B	Above average	P	Pass
C	Average	F	Fail (no credit given)

b) Changing course assessment status to Pass/Fail

In principle, assessment of courses is based on the award of grades as described above. The Center does, however, provide students with the option of being assessed according to the Pass/Fail system. Unless requested otherwise by the student, all courses taken at the Center are assessed according to the Center’s grading system. Thus, students wishing to change to Pass/Fail status should notify the Center Office of their wishes during the period for changing course assessment status to Pass/Fail, which is between Wednesday, 4 November and Friday, 13 November 2009. The request form is available from the Center Office.

Please note the following provisions in regard to the Pass/Fail option:

- Students may not opt for Pass/Fail assessment if they are receiving one of these scholarships: Toyota–Nanzan, Ibu Hatsue–Nanzan, Hirschmeier, Tomonokai, Arnold Janssen.
- Exchange students (including ISEP students) are required to submit an official letter of permission from their home institutions if they wish to opt for Pass/Fail assessment.
- IES Abroad students are permitted to change one course to Pass/Fail assessment, provided that it counts for no more than 3 credits.
- Courses in the Japanese arts may not be taken on a Pass/Fail basis.

c) Requests for extensions

In special cases, an extension of the period to complete the requirements of a particular course may be granted by the Dean of Academic Affairs (Dr. Nanako Machida) after consultation with the instructor in charge of the course. As a general rule, the extension period is two weeks. Requests for an extension must be submitted in writing to the Dean of Academic Affairs no later than the last day of classes of the semester in question. Students failing to meet the requirements of the course by the end of any extension granted will receive an “F” grade for the course in question.

d) Transcripts

The official academic transcripts of students on exchange programs with Nanzan University and of ISEP students are sent to their respective home institutions about one month after the end of the semester. In the case of IES Abroad students, the official transcripts are mailed directly to the IES Abroad office, to which students should apply for copies thereof. The official transcripts of students sponsored by the UFJ Foundation are mailed to the Nagoya representative of the UFJ Foundation (Mr. Takayuki Yoshida). Requests for official copies of the transcript of academic records must be accompanied by a fee of 200 yen per copy and the appropriate postage fee.

e) Cheating

Cheating and questionable behavior during examinations is strictly forbidden in accordance with University regulations. During closed-book examinations, no books, notebooks, cards, dictionaries, or other materials may be referred to in the examination room while the examination is in progress. All such materials must be stored out of sight. During open-book examinations, only reference materials specifically designated by the instructors may be used. Each examination supervisor will judge these matters in accordance with the written instructions of the course instructor. Any violation of the above regulations is dealt with by an assigned committee in accordance with established procedures and may result in loss of credits for the particular course, loss of credits for the entire semester, or expulsion from the program.

III. Class Attendance Policy

Students should be fully aware that merely attending classes does not guarantee a pass for any course. Regular attendance of all classes is expected by the Center, and exceeding the permitted number of absences for any given course shall result in automatic failure. The maximum number of absences permitted in the case of the Intensive Japanese courses is the equivalent of **twenty-four** 45-minute class sessions, while the maximum number permitted for all other courses is **two** absences. Please take careful note that it is the responsibility of the student to inform the instructor regarding any absence, whatever the reason may be. Absence due to illness or similar unavoidable circumstances will only be excused when supported by a medical certificate or other such official documentation. Please refer to *Excused Absences* p.7. In case of uncertainty, please consult the Center Office.

IV. Registration Procedures

Changes and Cancellation of Course Offerings

Every effort is made to hold courses listed in the scheduled semester, but offerings are subject to change without notice. Courses where teachers are not available or when class size is less than four students are subject to cancellation. Students intending to transfer credit for courses taken at the Center to fulfil graduation requirements at their home institutions should plan their programs with as much flexibility as possible in order to prevent delays in graduation.

Students are expected to carry out registration procedures in strict accordance with the following:

Provisional course registration: Tuesday, 8 September

Course registration is carried out at the end of the academic orientation. Students should read through the syllabus and study the timetable schedule thoroughly before registering for courses in order to ensure that all requirements regarding the number of credits are met.

Confirmation of course registration details: Thursday, 10 September

On the designated date, students are required to confirm that their provisional course registration details are correct by checking their mailboxes, where a copy of the provisional course registration will be placed.

Final course registration: Wednesday, 23 September

Any changes in course registration are carried out in the classroom before the beginning of the Japanese language classes in accordance with the instructions issued by CJS staff members. Any changes to be made must be carried out here, as no further changes to course registration are permitted thereafter.

Final confirmation of course registration: Thursday, 24 September

On the designated date, students are required to confirm that their final course registration details are correct by checking their mailboxes, where a copy of the final course registration will be placed. In the event that any of the details given on the form are incorrect, students must inform CJS staff immediately in order to deal with the matter. This form is the official course registration form and is to be retained by students for their records until the end of the semester.

Distribution of class lists to instructors: Thursday, 24 September – Wednesday, 30 September

Students should check that their name is on the class lists for each course that they are registered for. If it is not on a class list, then both the instructor as well as the CJS Office must be informed without delay.

Withdrawal from courses

Withdrawal from individual courses after final confirmation of course registration can be made only with the special permission of the Dean of Academic Affairs and only for reasons unforeseen at the time of registration. Please consult the Center Office for further information.

V. Withdrawal from the Program and Refunds

Tuition fees are, in principle, non-refundable, and official permission to withdraw from the Center's program can only be granted in exceptional circumstances for reasons unforeseeable at the time of admission, such as illness or accident. Before beginning formal withdrawal procedures, students are required to discuss the matter with the Dean of Academic Affairs (Dr. Nanako Machida) as well as their academic advisor. The official date of withdrawal is set by the Center as the day on which the request is accepted by the Office. Unauthorized absence from class is not considered to constitute withdrawal from the program. The request for permission to withdraw must be approved first by an assigned committee and then by the President of the University. It usually takes approximately two weeks to grant an official withdrawal.

Permission to withdraw is not granted automatically upon request. Since students are permitted to enter the country on the condition that they maintain full-time student status, it is the responsibility of Nanzan University to report any withdrawal to the Immigration Office. Withdrawal from the program usually results in the student having to change visa status or leave Japan.

Any request for a refund of tuition fees must be stated on the request for permission to withdraw. Refunds of tuition fees are not usually given in Japanese universities, but after consideration of the reasons for withdrawal the Director of the Center for International Education may, with the approval of the President of the University, grant a partial or full refund in accordance with the following.

Withdrawal before the end of the 2nd week	100% refund
Withdrawal before the end of the 4th week	75% refund
Withdrawal before the end of the 6th week	50% refund
Withdrawal before the end of the 8th week	25% refund
Withdrawal after the end of the 8th week	No refund

A 30,000 yen withdrawal fee is deducted from the tuition fees paid, and the above percentage is applied to the remaining balance. **Please note that the request for withdrawal must be submitted in writing. Oral requests are not accepted.**

ATTENTION

Registration at the Center does not mean that students are automatically registered at their home universities. It is the responsibility of all students to make sure that they are properly registered at both institutions.

<Excused Absences>

The CJS (Center for Japanese Studies) permits students to be absent in the circumstances outlined below. Students wishing to have an absence excused should obtain an Excused Absence Request Form from the CJS Office and submit it with the necessary supporting documents. CJS Office staff will notify you when a decision is made. As a general rule, this form is to be submitted before an absence. In cases where this is impossible, hand in this form within one week from the day following the period of absence.

The period of excused absence, the prerequisite circumstances for approval, the necessary documentation and the measures for dealing with assessment occurring during the period of absence are as follows.

Funerals

Absence of up to five lecture days is excused for funerals of close family members, as defined as parents, siblings, grandparents, uncles and aunts, children or spouse, or in the case of a home-stay the immediate host family. Please attach a letter from your father or mother to the Letter of Excused Absence Request as supporting documentation.

The following measures will be taken:

- A make-up test will be carried out if major pieces of assessment such as scheduled course examinations are missed. However the highest attainable mark will be 90%.
- Make-up tests will not be carried out to cover quizzes missed.

Note: If overseas travel is involved, please submit a copy of the departure and return date stamped pages of your passport to the CJS Office.

Weddings

Absence of up to three lecture days is excused for weddings of parents, siblings or grandparents. Please attach a letter from your father or mother to the Letter of Excused Absence Request as proof of attendance at the wedding.

The following measures will be taken:

- A make-up test will be carried out if major pieces of assessment such as scheduled course examinations are missed. However, the highest attainable mark will be 90%.
- Make-up tests will not be carried out to cover quizzes missed.

Note: If overseas travel is involved, please submit a copy of the departure and return date stamped pages of your passport to the CJS Office.

Religious reasons

Obtain an Excused Absence Request Form from the CJS Office, attach documentary proof supporting your application and return it to the office. The CJS Director or CJS Dean of Academic Affairs will consider the application and decide whether or not your absence is to be excused and how many days will be granted if it is excused.

The following measures will be taken:

- A make-up test will be carried out if major pieces of assessment such as scheduled course examinations are missed. No marks are deducted in the case of an excused absence.
- Make-up tests will not be carried out to cover quizzes missed.

Note: If overseas travel is involved, please submit a copy of the departure and return date stamped pages of your passport to the CJS office.

Illness

Submit official documentation such as your medical receipts or medical documents with the Excused Absence Request Form. The CJS Director or CJS Dean of Academic Affairs will consider the application and decide whether or not your absence is to be excused, and how many days will be granted if it is excused.

The following measures will be taken:

- A make-up test will be carried out if major pieces of assessment such as scheduled course examinations are missed. However, the highest attainable mark will be 90%.
- Make-up tests will not be carried out to cover quizzes missed.

Other reasons

As general rule, absence because of attendance at awards ceremonies or conferences will be excused if the event is of an academic nature or is related to the study of the Japanese language. Please submit a letter from the organizer, or some event-related material supporting your application. Exchange students and Toyota-Nanzan Scholarship students must also submit a letter from the University authorizing the absence. Students from IES Abroad should submit a letter from the IES Abroad Office granting you permission to be absent. The CJS Director or CJS Dean of Academic Affairs will consider the application and decide whether or not your absence is to be excused and how many days will be granted if it is excused.

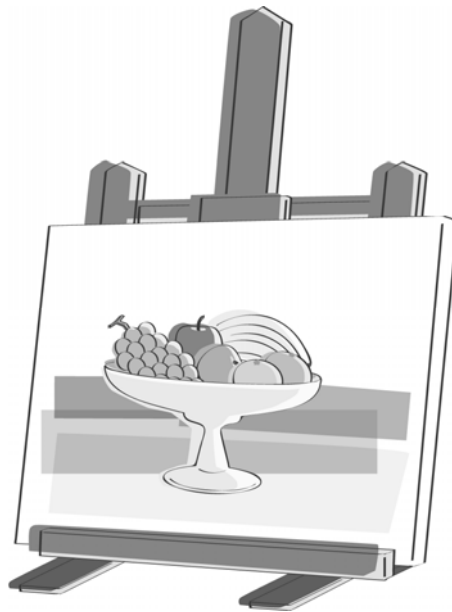
The following measures will be taken:

- A make-up test will be carried out if major tests such as scheduled course examinations are missed. However, the highest attainable mark will be 90%.
- Make-up tests will not be carried out to cover quizzes missed.

Note: If overseas travel is involved, please submit a copy of the departure and return date stamped pages of your passport to the CJS Office.

Please contact the CJS Office if you have any questions or require more detailed information.

COURSE DESCRIPTIONS



COURSES IN THE JAPANESE LANGUAGE

12000 INTENSIVE JAPANESE 200

INSTRUCTORS: Nanako Machida, Nanae Fukutomi, Etsuko Inoguchi

COURSE DESCRIPTION

The aim of this intensive course of elementary Japanese is to develop the four language skills for general, practical, and cultural purposes. Before enrolling in this course, students should already have a basic working knowledge of *hiragana* and *katakana*. Students are exposed to high frequency items and sentence patterns essential to their particular needs, but they are also encouraged to further acquire the language through the natural Japanese they encounter outside the classroom. By the end of the semester, students are expected to be able to cope with everyday conversation in Japanese and to have acquired a solid base in reading and writing with a grasp of about 180 *kanji*.

COURSE SCHEDULE

Week 1	GENKI	Lesson 1
Week 2	GENKI	Lesson 2
Week 3	GENKI	Lesson 3
Week 4	GENKI	Lesson 4
Week 5	GENKI	Lesson 5
Week 6	GENKI	Lesson 6
Week 7	GENKI	Lesson 7
Week 8	GENKI	Lesson 8
Week 9	GENKI	Lesson 9
Week 10	GENKI	Lesson 10
Week 11	GENKI	Lesson 11
Week 12	GENKI	Lesson 12
Week 13	GENKI	Review

TEXTS

Textbooks

Eri Banno et al., GENKI: An Integrated Course in Elementary Japanese I. Japan Times.

Eri Banno et al., GENKI: An Integrated Course in Elementary Japanese I <Workbook>. Japan Times.

Supplementary Materials

Florence Sakade et al., *A Guide to Reading and Writing Japanese*, 3rd ed. Tuttle, 2003.

Other materials are provided.

ASSESSMENT

Class Attendance (8%) and Performance (2%)	10%
Homework	15%
Quizzes & Dialogue Checks	20%
Tests (including Final Exam (15%))	45%
Presentations	10%

13000 INTENSIVE JAPANESE 300

INSTRUCTORS: Masahiko Mutsukawa, Emi Satō, Toshihiro Asai, Miyuki Doi

COURSE DESCRIPTION

The main objectives of this course are to enable students to acquire important grammatical patterns (such as honorific/humble expressions, giving and receiving verbs, conditionals, and causative/passive sentences) and to gain a well-balanced command of the four skills of speaking, listening, reading, and writing as well as an appreciation of some of the sociolinguistic aspects of modern Japanese. Upon completion of the course, students should be able to successfully handle various interactive, task-oriented, and social situations by using longer and more complex sentence structures, and should be able to express their own ideas accurately and appropriately in discussions, short speeches, and presentations about themselves and their immediate environment. Students should also have mastered about 380 *kanji*.

COURSE SCHEDULE

Week 1	GENKI	Lesson 13
Week 2	GENKI	Lesson 14
Week 3	GENKI	Lesson 15
Week 4	GENKI	Lesson 16
Week 5	GENKI	Lesson 17
Week 6	GENKI	Lesson 18
Week 7	GENKI	Review
Week 8	GENKI	Lesson 19
Week 9	GENKI	Lesson 20

Week 10 GENKI Lesson 21
Week 11 GENKI Lesson 22
Week 12 GENKI Lesson 23
Week 13 GENKI Review

TEXTS

Textbooks

Eri Banno et al., GENKI: An Integrated Course in Elementary Japanese II. Japan Times.
Eri Banno et al., GENKI: An Integrated Course in Elementary Japanese II <Workbook>. Japan Times.

Supplementary Materials

Florence Sakade et al., *A Guide to Reading and Writing Japanese*, 3rd ed. Tuttle, 2003.
Other materials are provided.

ASSESSMENT

Class Attendance (8%) and Performance (2%) 10%; Homework 15%; Quizzes & Dialogue Checks 20%;
Tests (including Final Exam (15%) 45%; Presentations 10%

14000 INTENSIVE JAPANESE 400

INSTRUCTORS: Kazuyo Takeda, Akiko Tsuda, Tomoko Komada, Yoshitake Hanashiro, Yuriko Ide

COURSE DESCRIPTION

Using materials from a variety of sources, this course aims to further develop the four language skills of speaking, listening, reading, and writing. By the end of the course, students should be able to express themselves with considerable flexibility and creativity in accurate and appropriate Japanese in a variety of social settings. Students learn how to write an essay, based on research and interviews and using the grammatical patterns, expressions, and vocabulary that they have learned. Students are then required to give an oral presentation of their paper. Upon completion of the course, students should have mastered about 600 *kanji*.

COURSE SCHEDULE

While reviewing the important grammatical points and structural patterns studied at IJ200 and IJ300 levels, this course covers the first ten lessons of the textbook, *An Integrated Approach to Intermediate Japanese*. Classes involve the following activities:

- Speaking
 - Study and practice of the “Conversations” sections, which deal with various language levels
 - Familiarization with functional expressions such as for making requests, obtaining permission, and extending invitations
 - Discussion on topics found in reading materials
 - Oral presentation of assigned papers
- Writing
 - Practice in writing compositions using patterns learned, including *da*-style of written Japanese
 - Use of a Japanese word-processor
 - Study of *kanji*, mainly through *kanji* worksheets
- Reading
 - Intensive reading practice using the “Texts for Reading” sections
 - Practice of skimming and scanning skills using the “Texts for Speed Reading” and supplementary readings
- Listening and pronunciation
 - Listening and pronunciation practice in the language laboratory
- Other activities
 - Study of “Culture Notes” sections, which contain information on contemporary Japanese customs, culture, and social phenomena

TEXTS

Textbook

Akira Miura and Naomi Hanaoka McGloin, *An Integrated Approach to Intermediate Japanese*. Japan Times.

Supplementary Materials

Florence Sakade et al., *A Guide to Reading and Writing Japanese*, 3rd ed. Tuttle, 2003.

Other materials, including newspaper articles, are provided.

ASSESSMENT

Evaluation in the Japanese language courses is based upon things such as examination and quiz scores, speeches, presentations, assignments, a research paper as well as class attendance and participation. Details are given in the course syllabus handed out in the first class.

15000 INTENSIVE JAPANESE 500

INSTRUCTORS: Akemi Yasui, Mari Yamada, Chiho Kyono

COURSE DESCRIPTION

The object of this course is to prepare students for the pre-advanced level language course for professional purposes. The course covers lessons 11–15 of the textbook as well as more advanced materials. Students are required to give an oral presentation and write an essay on a given subject at the end of the semester. Upon completion of the course, students should be able to engage in conversation on a variety of topics in various situations and be capable of organizing their thoughts and expressing themselves in written Japanese, having mastered at least 800 *kanji*.

COURSE SCHEDULE

Classes involve the following activities:

- Speaking
 - Study and practice of the “Conversations” sections, which deal with various language styles and functions
 - Speeches and discussion based on topics found in reading materials
 - Oral presentation
- Writing
 - Paragraph-writing to practice expressing ideas, based on topics found in reading materials
 - Critical compositions on set topics
- Reading
 - Careful reading of the “Texts for Reading” sections and more advanced materials
 - Practice of skimming and scanning skills using the “Texts for Speed Reading”
- Listening and pronunciation
 - Listening and pronunciation practice in the language laboratory
- Other activities
 - Practice of important grammar items, expressions, and vocabulary
 - Project work

TEXTS

Textbook

Akira Miura and Naomi Hanaoka McGloin, *An Integrated Approach to Intermediate Japanese*. Japan Times.

Supplementary Materials

Florence Sakade et al., *A Guide to Reading and Writing Japanese*, 3rd ed. Tuttle, 2003.

Other materials are provided.

N.B. Study at this level requires a Japanese-English dictionary that contains a good range of example phrases and sentences, such as Kenkyusha’s *New College Japanese-English Dictionary* (『新和英中辞典』研究社).

ASSESSMENT

Evaluation in the Japanese language courses is based upon things such as examination and quiz scores, speeches, presentations, assignments, essays, and class attendance and participation. Details are given in the course syllabus handed out in the first class.

16000 INTENSIVE JAPANESE 600

INSTRUCTORS: Hisami Okada, Nobuyo Machida

COURSE DESCRIPTION

This course is designed for those who are planning to continue language study in order to pursue an academic or professional career using Japanese. Functional expressions are introduced to allow students to express their ideas in formal and informal situations. Upon completion of the course, students are expected to have acquired the skills required to derive greater understanding from what they read and listen to, and should have familiarized themselves with the network of people and information in Japanese society. Students should have mastered at least 1200 *kanji* by the end of the course.

COURSE SCHEDULE

Classes involve the following activities:

- Speaking
 - Conversation practice
 - Reporting on field-work
 - Discussions and debates
 - Oral presentations
- Writing
 - Writing cohesive paragraphs
 - Writing compositions
- Reading
 - Reading articles from newspapers and magazines
 - Reading essays and short stories
- Listening and pronunciation
 - Comprehension practice using television news and documentaries
 - Pronunciation practice
- Other activities
 - Project work
 - Recitation / Oral interpretation

TEXTS

Textbooks

「上級日本語コース 読解用教材」.

Supplementary Materials

Florence Sakade et al., *A Guide to Reading and Writing Japanese*, 3rd ed. Tuttle, 2003.

Relevant articles or extra reading materials are assigned by the instructor.

N.B. Study at this level requires a Japanese dictionary as well as a Japanese-English dictionary that both contain a good range of example phrases and sentences, such as Sanseido's *Reikai shin-kokugojiten* (『例解新国語辞典』三省堂) and Kenkyusha's *New College Japanese-English Dictionary* (『新和英中辞典』研究社).

ASSESSMENT

Evaluation in the Japanese language courses is based upon things such as examination and quiz scores, speeches, presentations, assignments, and class attendance and participation. Details are given in the course syllabus handed out in the first class.

LECTURE COURSES IN JAPANESE AREA STUDIES

All of the lecture courses listed are taught in English by scholars highly qualified in their respective fields. Assignments for some courses may include work in Japanese, but unless otherwise stated, there are no restrictions regarding the level of Japanese that students are required to possess.

21010 JAPANESE ECONOMY I CONTEMPORARY JAPANESE ECONOMY

INSTRUCTOR: Masatsugu Tsuji

COURSE DESCRIPTION

The main purpose of this course is to analyze the special characteristics of the Japanese economy in comparison with other economies, particularly the economic behavior of its households, companies, and government. The role and theoretical foundation of Japanese socio-economic systems such as lifetime employment, seniority, industrial groups, and the hierarchical or subcontracting production systems that promote Japanese economic development are included in the topics covered. With the recession that resulted from the bursting of the bubble economy in the 1990s, the Japanese economy reached its lowest level in the post-war period during what is referred to as the “lost decade.” This recession was caused by the transformation of the Japanese economy to cope with globalization and the advent of the information society of the twenty-first century. The socio-economic system itself, however, has come to be an obstacle to this transformation. Thus, the course pays special attention to the merits and demerits of the Japanese system, to the analysis of proposed changes such as deregulation, and to the new direction of the Japanese economy and Japanese business in the age of information and the Internet. Please note that auditing is permitted for this course.

COURSE SCHEDULE

I. *The Japanese economic system*

1. Employment system
2. Socio-economic foundation of the Japanese employment system
3. Industrial group (1): Vertical group
4. Industrial group (2): Horizontal group
5. Japanese production system: Case of Toyota
6. Socio-economic foundation of the Japanese production system

II. *The Japanese economic system in transition*

7. Structural changes in the Japanese economy
8. Globalization and hollowing-out of the economy
9. Aging society and the Japanese employment system
10. IT revolution in the Japanese economy
11. Japanese technology and venture businesses
12. New growth in the age of information and the Internet

TEXTS

Textbook: None

Required Reading

Masatsugu Tsuji, “Transformation of the Japanese system towards a network economy.” In *The Internet*

Revolution: A Global Perspective, ed. E. Giovannetti, M. Kagami, and M. Tsuji, pp. 7–20. Cambridge: Cambridge University Press, 2003. Copies are available in the University Library.

Supplementary Reading

Masatsugu Tsuji, Mitsuhiro Kagami, and Emanuele Giovannetti (eds.), *Information Technology Policy and the Digital Divide: Lessons for Developing Countries*. Cheltenham, UK: Edward Elgar, 2004.

Takatoshi Ito, *The Japanese Economy*. Cambridge: MIT Press, 1992.

Mitsuhiro Kagami and Masatsugu Tsuji (eds.), *Privatization, Deregulation and Economic Efficiency*. Cheltenham, UK: Edward Elgar, 2000.

Karel van Wolferen, *The Enigma of Japanese Power*. London: Macmillan, 1989.

James Fallow, *More Like Us: Making America Great Again*. Boston: Houghton Mifflin, 1989.

ASSESSMENT

Class participation 30%; Term paper 30%; Final examination 40%

22010 JAPANESE BUSINESS I

INSTRUCTOR: Peter O'Brien

COURSE DESCRIPTION

The purpose of this course is to introduce students to selected aspects of Japanese business and management practice. Following the introduction to the course and to Japan, its business practices and culture, the course examines the role of the Japanese *kaisha* (or big business organization), the development and changing role of the salaryman, and the Japanese job-hunting ritual. It then focuses on developments and contemporary corporate practices in human resource management by examining issues such as the roles of women, part-time workers, and workforce and consumer diversity in modern Japanese business and management in the context of changing social conditions and attitudes. The course continues with a review of the cultural and historical development of Japanese business and management, including production practices such as the Toyota Production System. It concludes by examining changes in Japanese business practices since the collapse of the “Bubble Economy” and the possible resurgence of traditional merchant values in the present economic climate. Appropriate cultural and other issues are discussed when necessary. Class discussion on assigned readings supplements lectures, which as with all assignments and research materials, are delivered in English. The emphasis in the course is sociological and cultural. The course is not intended to be exhaustive but focuses on selected issues, though the schedule and content may change as circumstances dictate. There are no specific prerequisites.

COURSE SCHEDULE

1. Introduction to the course (organization, assessment, and readings) – what the course is and what it is not. Introduction to Japan and to its business and culture.
2. The *Kaisha* and the salaryman
Reading: Barbara Presley Noble (1997), Review of “Inside the *Kaisha*: Demystifying Japanese business behavior,” with concept extracts.
Reading: Noburu Yoshimura and Philip Anderson (1997), “The Making of a Salaryman.”
3. Lecture and discussion: The *Kaisha* and the salaryman continued: changes in the social and working conditions of male and older employees.
Reading: John B. Williamson and Masa Higo (2007), “Older workers: lessons from Japan.”
4. The Japanese job-hunting ritual (“*shuushoku katsudou*” or “*shuukatsu*”), its importance, and contemporary variants (e.g., *konkatsu*)
5. Lecture and discussion: Women in Japanese business life – entrepreneur or “career woman,” “office lady,” “parasite single,” “material girl” or “losing dog?”
Reading: Jochen Legewie (2008) Japan lags European peers on female empowerment
Reading: Hiroko Nakata (2009) Female execs take up challenge
6. Lecture and discussion: “Freeters,” *hikikomori*, *otaku*, *soshokukei*, and other youth trends in Japan.
Reading: Ron Adams (n.d.), *Hikikomori/Otaku Japan’s latest out-group: creating social outcasts to construct a national self-identity.*

Reading: Reiko Kosugi (2005) The transition from school to work in Japan: Understanding the increase in freeter and jobless youth.

Reading: Tomoko Otake (2009), Blurring the boundaries.

7. Lecture and discussion: Foreigners and workforce diversity in the contemporary Japanese job market.

Reading: Takehiko Kambayashi (2008), Japanese youth help compatriots to embrace diversity.

Reading: Miki Tanikawa (2007), Japanese companies embrace diversity.

8. Lecture and discussion: Foreigners and workforce diversity in the contemporary Japanese job market - continued.

Reading: Joseph Coleman (2007), Foreigners, if conspicuous, hard to fit in

Reading: Kyodo News (2007) Foreign trainees facing chronic abuses: Firms refuse to stop exploiting interns as cheap labor, leading many to quit

Reading: Akemi Nakamura (2007), Foreigners still dogged by housing barriers

Reading: Shigeki Saka (2007), Why I published 'Foreigner underground crime file.' Editor makes his case and responds to critics.

9. Lecture and discussion: The origins of Japanese business and management practices.

Reading: Neil Barnwell (2007), Japanese management: its emergence into western consciousness and its long term impact (Asia-Pacific Economic and Business History Conference Paper).

Reading: Katsuhiko Nakagawa (2004), The Toyota Way: Japanese management in the global economy – up close and personal.

10. Lecture and discussion: Transitions in Japanese business and management practices.

Reading: Noriko Hama (2009), Traditional merchant values resurgent in recessionary Japan

Reading: Shawn Beifuss (2006), Reflections on transitions in Japanese business practices from the Bubble Era to today, Parts I – III.

11. Quiz

12. Oral presentations on research papers

TEXTS

Textbook: No specific text is required.

Required Readings

The Course Schedule lists required readings, which may be appropriate to more than one topic. Students will also be directed to online articles during class sessions.

Supplementary Readings

Other recommended readings may be given as and when appropriate.

ASSESSMENT

Attendance, participation, and meaningful contribution to classes 15%; Quiz 45%; PowerPoint-based presentation on research topic 10%; Major individual or group-based research paper 30%

23010 JAPANESE POLITICS I INTRODUCTION TO JAPANESE POLITICS

INSTRUCTOR: Robert Aspinall

COURSE DESCRIPTION

This course introduces students to some of the main features of Japanese politics. As the background to each topic is examined, students are encouraged to think critically about the issues raised and about the methodologies employed by political scientists in their efforts to analyze and account for events and developments. Students are also encouraged to carry out their own research into political issues. As part of their course assessment, students are required to select two topics from those covered in weeks 4 to 13 and make an oral presentation in class on one and write a report on the other. Please note that auditing is permitted for this course.

COURSE SCHEDULE

1. Introduction: Approaches to Japanese politics

2. Historical background (1): Pre-war Japan, war, and the occupation
3. Historical background (2): The “1955 system” and high economic growth
4. The Liberal Democratic Party: The governing party of Japan
5. Opposition and minor parties
6. The “new party boom” and realignment in the 1990s
7. The election system
8. The prime minister, the cabinet, and the Diet
9. The bureaucracy and interest groups
10. Local and regional politics
11. Defense and security policy
12. Japan’s foreign policy
13. The budget: Economic and financial policy
14. Conclusion: The future of Japanese politics

TEXTS

Textbook: None

Materials, references, and reading lists are provided.

ASSESSMENT

Presentation 30%; Term paper 30%; Final examination 40%

24010 JAPANESE FOREIGN POLICY

INSTRUCTOR: David M. Potter

COURSE DESCRIPTION

The course provides a survey of modern Japan’s foreign policy, with an emphasis on the post-war era. It examines the key themes and challenges for Japan’s foreign policy, before assessing Japan’s relations with key external actors. Students are advised to keep up with current events related to this topic. Please note that auditing is permitted for this course.

COURSE SCHEDULE

The course covers the following topics.

1. The nineteenth and early twentieth centuries (Reading: Samuels, Preface, Ch. 1, pp. 13-29)
2. The legacy of defeat and occupation: The Yoshida Doctrine (Reading: Ch. 1, pp. 29-37; Potter)
3. The Yoshida Doctrine and the post-war political structure (Reading: Samuels, Ch. 1, pp. 29-37; Potter; Kawashima, Ch. 1)
4. The end of the Cold War and Japanese foreign policy (Samuels, Ch. 3–5)
5. Relations with the United States (Reading: Kawashima, Ch. 2–3)
6. Relations with Asia and Russia (Reading: Samuels, Ch. 6)
7. Relations with Europe (Reading: Kawashima, Ch. 7)
8. Relations with the United Nations and other international organizations (Reading: Kawashima, Chapter 7–8)
9. Conclusions (Reading: Samuels, Ch. 7)

TEXTS

Textbook: Richard J. Samuels. *Securing Japan*, Cornell University Press, 2007.

Supplementary Reading

Yutaka Kawashima. *Japan’s Foreign Policy at the Crossroads*, Brookings, 2003.

David M. Potter. *Evolution of Japan’s Postwar Foreign Policy*, 2008.

ASSESSMENT

Attendance 20%; Mid-term examination 40%; Final paper 40%

31020 JAPANESE CULTURE

LANGUAGE AND SOCIETY IN JAPAN

INSTRUCTOR: Nanako Machida

COURSE DESCRIPTION

The goal of the course is to heighten students' awareness and understanding of the relationship between the Japanese language and Japanese society (or culture) by exploring topics that facilitate the learning of Japanese. The main issues covered include (1) Japanese women's language and the roles and status of women in Japan, (2) *keigo* and Japanese society, (3) the concept of *uchi/soto*, (4) empathy and the Japanese language, and (5) non-verbal communication.

COURSE SCHEDULE

- Introduction to sociolinguistics
- Some characteristics of the Japanese language (vocabulary, grammar, sound system, writing system, regional dialects, etc.)
- Japanese women's language
- Sexism in Japanese
- Japanese women's language and politeness
- *Keigo* in Japanese
- Universality of politeness
- *Keigo* and vertical social structure
- Humbleness in Japanese
- Group consciousness and the Japanese language (*uchi/soto* and *keigo*, giving and receiving verbs, address system, kinship terms, etc.)
- Yes/no system
- *Aizuchi*
- Non-verbal communication in Japanese

TEXTS

Textbook: Reading Package for "Language and Society in Japan" prepared by the instructor.

Supplementary Reading

- Nanette Gottlieb, *Language and Society in Japan*. Cambridge: Cambridge University Press, 2005.
- Leger Brosnahan, *Japanese and English Gesture: Contrastive Nonverbal Communication*. Tokyo: Taishukan, 1990 (リージャー・ブロズナハン 『しぐさの比較文化: ジェスチャーの日英比較』 大修館, 1988).
- Kittredge Cherry, *Womansword: What Japanese Words Say About Women*. New York: Kodansha International, 1988.
- Takeo Doi, *The Anatomy of Dependence*. Tokyo: Kodansha International, 1973.
- Sachiko Ide and Naomi H. McGloin (eds.), *Aspects of Japanese Women's Language*. Tokyo: Kurosio, 1990.
- Susumu Kuno, *The Structure of the Japanese Language*. Cambridge: MIT Press, 1973.
- Senko K. Maynard, *Japanese Communication: Language and Thought in Context*. Honolulu: University of Hawai'i Press, 1997.
- Rajend Mesthrie et al., *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press, 2000.
- Roy A. Miller, *Japan's Modern Myth: The Language and Beyond*. New York: Weatherhill, 1982.
- Osamu Mizutani, *Japanese: The Spoken Language in Japanese Life*. Tokyo: Japan Times, 1981.
- Chie Nakane, *Japanese Society*, rev. ed. Harmondsworth, UK: Penguin Books, 1973.
- Shigeko Okamoto and Janet S. Shibamoto Smith (eds.), *Japanese Language, Gender, and Ideology – Cultural models and real people*. New York: Oxford University Press, 2004.
- Janet S. Shibamoto, *Japanese Women's Language*. Orlando: Academic Press, 1985.
- Takao Suzuki, *Words in Context: A Japanese Perspective on Language and Culture*. Tokyo: Kodansha International, 1978.
- Patricia L. Wetzal, "Uti and soto (in-group and out-group): Social deixis in Japanese" (Ph.D. dissertation, Cornell University, 1984). Ann Arbor: UMI, 1987.
- Patricia L. Wetzal, *Keigo in Modern Japan*. Honolulu: University of Hawai'i Press, 2004.

ASSESSMENT

Attendance, class participation and assignments 20%; Group project 10%; Term paper 30%; Final examination 40%

Note: Enrolment for this course is limited and priority may be given to students who need these credits for their majors at their home institution.

31030 JAPANESE CULTURE AND ART I

INSTRUCTOR: Tomohiro Taguchi

COURSE DESCRIPTION

As the last Ice Age came to an end Japan pulled away from the Eurasian continent into isolation. The arch formed by these islands can be seen to resemble the cross section of a concave mirror or a huge parabolic antenna, symbolically reflecting the vast continent, while at the same time receiving information from it. Looking back on the history of Japanese culture, which developed by accepting diverse cultural influence from the Asian continent, it is an interesting notion to conceive this peculiar shape of the Japanese islands as a symbol characterizing Japan's cultural history before the country's modernization. By examining various aspects of arts and religious and philosophical thought, this course seeks to account for the development of Japanese traditional culture through its history of exchange with the Asian continent.

COURSE SCHEDULE

1. The ideal of Japanese culture and arts: The intermixed culture of the traditional and the modern, and the diverse viewpoints that exist on the study of Japan [once]
2. The formation of ancient Japan before the introduction of Buddhism: The origin of the Japanese culture of "magical culture and arts"
The birth of ancient civilizations and the formation of Japanese culture [twice]
3. The formation and the spread of Buddhism: The beginning and development of Buddhist art
The influence of Indian culture [once]
4. Absorbing and assimilating Chinese and Korean culture: *hiragana*, *katakana*, *waka*, calligraphy, and narrative scroll painting
Japanese culture within the sphere of East Asian culture [twice]
5. The formation and development of samurai culture: Noh drama, ink painting, and the foundations of the tea ceremony, gardens and martial arts as art
Japanese culture in the Middle Ages [twice]
6. The absorption of Western culture in the Momoyama period: The aesthetic of castle art
Japanese culture in the Age of Great Voyages [twice]
7. The culture of townsfolk in the Edo era: Bunraku and kabuki theaters, paintings and aesthetic sense, "sui and iki"
The essence of Edo culture in modern history [twice].

TEXTS

Textbook: None

Materials and references are provided

Supplementary Materials

Videotapes and slide films using PowerPoint presentations are used as teaching materials

ASSESSMENT

Attendance 25%; Oral presentation and homework 25%; Final paper (approx: 2,000 words) 50%

32060 FIELDWORK RESEARCH METHODS FOR JAPAN

INSTRUCTOR: Robert Croker

COURSE DESCRIPTION

This course provides students with the opportunity to do a mini-fieldwork project while they are in Japan. These projects can be on youth culture, the music scene, fashion consumerism, bicultural identities, food habits and time, modern family roles, environmental volunteering, or other suitable topics that each student chooses. Doing such research can help make students' stay in Japan richly rewarding – they have the chance to really 'see', 'ask', and 'listen to' Japan, combining what they are reading in their textbooks with the experience of looking at the real living worlds of Japanese people. As students develop their own mini-fieldwork project, they will learn how to do fieldwork here, discovering the multitude of resources available, practicing the skills of observation and how to interview Japanese people, and learning how to creatively portray their research. Each week, a small number of students will present and lead discussion on their fieldwork project topic, and some of the fascinating anthropological and sociological fieldwork that has already been conducted in Japan will be introduced and discussed. Where relevant, guest speakers will be invited to come and speak about their experiences conducting fieldwork, serving as resources for students' own mini-fieldwork projects. In the final classes, students will have the opportunity to listen to their classmates' presentations.

Please note that as this is a fieldwork and discussion class, only 15 students will be able to complete the course. If more than 15 students initially enrol, students will be selected based upon an interview during the first two weeks of classes.

COURSE SCHEDULE

Weeks 1 and 2: Overview of fieldwork research conducted in Japan – introduces some of the significant and fascinating fieldwork studies that have been done in Japan, in culture, education, families, gender, health, migration, religion, and social movements

Week 3: Deciding on a mini-fieldwork project focus – students frame their own mini-fieldwork project

Weeks 4 to 11: Students present and lead mini-discussion on their fieldwork project; also, each week in a subtopic, students are introduced to the 'how-to' of doing a mini-fieldwork project in Japan. These subtopics focus on the practicalities of doing fieldwork in Japan, demonstrating how to organize fieldwork, and how to create, interpret, and understand your data

Week 4 subtopic: the fieldwork research process, and data management – illustrates that fieldwork is a cyclical process, and how to manage the different types of data that fieldwork creates

Week 5 subtopic: resources for doing fieldwork – introduces the most accessible resources to help students doing a mini-fieldwork project in Japan (blogs, research engines such as CiNii, the mass media including *ミクシィ* and *2ちゃんねる*, print resources, and people)

Week 6 subtopic: ethical issues of doing fieldwork, and ensuring its credibility – how do you make sure that you are not imposing on or harming the people that you are researching? How can you ensure that your audience will believe your research?

Weeks 7 subtopic: research using observation – explores what types of interesting phenomena you can observe in Japan, how to observe them, and how to record what you see

Weeks 8 and 9 subtopic: research using interviews – demonstrates how to find and approach participants, how to interview in a Japanese cultural context, and how to analyze Japanese language interview data

Weeks 10 subtopic: making sense of the data – seeing patterns and themes – shows how to put the puzzle together

Week 11: Presenting fieldwork – 'taking your audience to the field' – using web blogs, visual montages, powerpoint, stories and narratives, film and performance, and written reports

Weeks 12 and 13: Presentations – students present their mini-fieldwork presentations to the class, demonstrating that they have done some original fieldwork, thoughtfully explored their fieldwork site, and carefully considered the ethical, linguistic and cultural challenges of doing fieldwork in Japan.

TEXTS

Main Text:

Bestor, T. C., Steinhoff, P. G., & Bestor, V. L. (Eds.) (2003). *Doing fieldwork in Japan*. Honolulu: University of

Hawai'i Press.

Supplementary Reading

A list of supplementary reading will be provided in the first class, covering the most interesting and significant fieldwork completed in Japan, to help students find the topics that they would like to explore in their mini-fieldwork project.

ASSESSMENT

Classroom mini-discussion presentation 20%; Classroom mini-discussion participation 40%; Final presentation and report 40%

34020 JAPANESE RELIGIONS I RELIGION IN CONTEMPORARY JAPAN

INSTRUCTOR: Raj Susai

COURSE DESCRIPTION

The purpose of this course is to introduce the student to the religious life of the Japanese people today. In a highly developed and cultured country, Shinto, Buddhism, Confucianism, Christianity, folk religions, and new religions co-exist in harmony. The course presents the history and development of religious thought in Japan and provides students with the opportunity to experience the practical side of religion in context in Japan through field trips to a Shinto shrine, Buddhist temple, and a Zen monastery. Please note that auditing is not permitted for this course.

COURSE SCHEDULE

1. General introduction to religion and an outline of religious thought in Japan and Japanese religions
2. Introduction to Shinto: Shinto religious thought, Shinto and the Japanese way of life, and the influence of Shinto on Japanese society
3. Introduction to Buddhism: Basic Buddhist principles and the Buddhist teachings
4. Major Buddhist schools: Theravada Buddhism and Mahayana Buddhism; Chinese Buddhism
5. Introduction to Japanese Buddhism: Japanese Buddhism and its development through the centuries
6. Heian Buddhism, Tendai Buddhism, and philosophy
7. Pure Land Buddhism
8. The foundation of Kamakura Buddhism and its key features
9. New Buddhism and the birth of new religions in Japan; The second wave of new religions in Japan
10. Religious reform movements: Christianity and Buddhist renaissance
11. Mainstream Buddhism and new religions before and during World War II
12. Zen Buddhism: The Soto, Rinzai, and Obaku schools
13. Field trip to a Shinto shrine and a Buddhist temple
14. Postwar new religions and the future of established religion (Buddhism and Shinto) in Japan

TEXTS

Textbook

Ichiro Horii et al. (eds.), *Japanese Religion: A Survey by the Agency for Cultural Affairs*. Tokyo: Kodansha International, 1981.

Required Reading

Mark R. Mullins et al. (eds.), *Religion and Society in Modern Japan: Selected Readings*. Berkeley: Asian Humanities Press, 1993.

Masaharu Anesaki, *History of Japanese Religion*. Tokyo: Tuttle, 1963.

Kiyomi Morioka, *Religion in Changing Japanese Society*. Tokyo: University of Tokyo Press, 1975.

Shigeyoshi Murakami, *Japanese Religion in the Modern Century*, tr. H. Byron Earhart. Tokyo: University of Tokyo Press, 1980.

Noriyoshi Tamaru and David Reid (eds.), *Religion in Japanese Culture: Where Living Traditions Meet a Changing World*. Tokyo: Kodansha International, 1996.

Supplementary Reading

- Thomas P. Kasulis, *Shinto: The Way Home*. Honolulu: University of Hawai'i Press, 2004.
- Nobutaka Inoue (ed.), *Folk Beliefs in Modern Japan*, tr. Norman Havens. Contemporary Papers on Japanese Religion, vol. 3. Tokyo: Kokugakuin University, 1994.
- Joseph M. Kitagawa and Alan L. Miller, *Folk Religion in Japan: Continuity and Change*. Chicago: University of Chicago Press, 1968.
- Joseph M. Kitagawa, *Religion in Japanese History*. New York: Columbia University Press, 1990.
- Daigan Matsunaga and Alicia Matsunaga, *Foundation of Japanese Buddhism*, vols. 1 & 2. Tokyo: Buddhist Books International, 1992, 1988.
- Heinrich Dumoulin, *Understanding Buddhism: Key Themes*. New York: Weatherhill, 1994.
- Yoshiro Tamura, *Japanese Buddhism: A Cultural History*. Tokyo: Kosei Publishing, 2000.
- D.T. Suzuki, *Zen and Japanese Culture*. Tokyo: Tuttle, 1959.
- D.T. Suzuki, *Essays in Zen Buddhism*. London: Rider, 1953.
- D.T. Suzuki, *The Field of Zen*. New York: Harper & Row, 1970.
- Antony Fernando, *Buddhism and Christianity: Their Inner Affinity*. Kelaniya, Sri Lanka: Empire Press, 1983.
- David Reid, *New Wine: The Cultural Shaping of Japanese Christianity*. Berkeley: Asian Humanities Press, 1991.
- Mark R. Mullins, *Christianity Made in Japan: A Study of Indigenous Movements*. Honolulu: University of Hawai'i Press, 1998.
- Th. Stcherbatsky, *The Central Conception of Buddhism*. Delhi, India: Sri Satguru Publications, 1991.

ASSESSMENT

Class participation 20%; Mid-term reflection paper 30%; Final report 50%

The reflection paper is based on the material presented in class in the first half of the semester and reflects the student's own perspectives, thoughts, and reflections. The paper should not be longer than five pages (1,250 words). The final report should be about ten pages (2,500 words) in length. Report topics should be discussed with the instructor.

61030 JAPANESE LITERATURE III

INSTRUCTOR: Hiroshi Hosoya

COURSE DESCRIPTION

This course deals with contemporary Japanese literature and focuses on the novels of Haruki Murakami (村上春樹), one of Japan's most famous modern writers. Texts are one of the best-sellers among Murakami's works, *Norwegian Wood* (『ノルウェイの森』 1987/9), and his collection of short stories, *After the Quake* (『神の子どもたちはみな踊る』 2000/2) in Japanese and in English translations, with reference to F. Scott Fitzgerald's *The Great Gatsby*. These works are very interesting contemporary novels that have their own impressive mysteries. The aim is to understand and analyze the important parts of the Japanese texts and to gain a fuller understanding of the novels through their English translations, by examining the elements of expressions and the narrative technique employed, as well as drawing a comparison with other novels and thoughts. As the course is conducted mainly in Japanese and only partly in English, students are required to have a level of Japanese equivalent to that of IJ400 or higher. Students may, however, write their assignments and final paper in English. Auditing is permitted.

* Questions can be e-mailed to: hosoya@nanzan-u.ac.jp.

COURSE SCHEDULE

1. Introduction: How to read texts
2. *Norwegian Wood*
3. *Norwegian Wood*
4. *Norwegian Wood* & *The Great Gatsby*
5. *Norwegian Wood* & *The Great Gatsby*
6. *Norwegian Wood*
7. *Norwegian Wood*
8. *Norwegian Wood*

9. *Norwegian Wood & After the Quake*
10. *After the Quake & Jack London's To Build a Fire*
11. *After the Quake*
12. *After the Quake*
13. *After the Quake*

TEXTS

Textbooks

村上春樹『ノルウェイの森』上 講談社文庫 講談社 2004/09 302p ¥539 ISBN: 9784062748681

村上春樹『ノルウェイの森』下 講談社文庫 講談社 2004/09 293p ¥539 ISBN: 9784062748698

村上春樹『神の子どもたちはみな踊る』新潮文庫 新潮社 2002/3 237p ¥459 ISBN: 9784101001500

Murakami, Haruki / *Norwegian Wood* /(Vintage International Original) -US- ISBN: 9780375704024 296 p / Rubin, Jay (TRN) / 2000/09 Random House Inc US\$13.95

Murakami, Haruki / *After the Quake: Stories* (Vintage International) Reprint Edition -US- ISBN: 9780375713279 147 p. / Rubin, Jay (TRN) / 2003/06 Random House Inc US\$12.95

Fitzgerald, F. Scott / *The Great Gatsby* /-US- ISBN: 9781853260414 1999/12 Wordsworth Editions Ltd US\$3.99

ASSESSMENT

Attendance 10%; Participation 10%; Assignments 30%; Final paper 50%

JAPANESE SEMINAR COURSES

A high degree of proficiency in the Japanese language is required for participation in the seminars, which are conducted principally in Japanese. For this reason, most courses stipulate the level of Japanese required to enroll in the course. Please note that auditing is only permitted on a limited number of the Japanese seminar courses, as indicated.

51010 ELEMENTARY TRANSLATION

INSTRUCTOR: Kazuyo Takeda

COURSE DESCRIPTION

While the ability to translate Japanese into another language is not an integral part of proficiency in the Japanese language, it is an important additional skill that a student of Japanese will often need in order to pursue advanced courses in Japanese and its related fields in higher institutions. The skill is also essential for many of those who are planning a career in an area where a knowledge of Japanese is required. The course attempts to meet the needs of students at pre-intermediate level (IJ300) who are planning to continue their study of Japanese after finishing the Nanzan program and returning to their home institutions. The aim of this course is the development of translation skills, so the introduction of new vocabulary and grammar is kept to a minimum. Each unit of the course consists of the following elements: review of previous translation work, feedback on homework, and working on current translation. The sentences for translation are based on grammatical structures found in *An Integrated Course in Elementary Japanese "GENKI"II*. Please note that auditing is not permitted for this course.

COURSE SCHEDULE

1. Introduction
2. Improving reading skills by identifying an extended sentential unit (1)
3. Improving reading skills by identifying an extended sentential unit (2)
4. Translation of structures from lesson 13
5. Translation of structures from lesson 14
6. Translation of structures from lesson 15
7. Translation of structures from lesson 16
8. Translation of structures from lesson 17
9. Translation of structures from lesson 18
10. Translation of structures from lesson 19
11. Translation of structures from lesson 20
12. Translation of structures from lesson 21
13. Translation of structures from lesson 22
14. Translation of structures from lesson 23

TEXTS

Textbook

Eri Banno et al., GENKI I & II: An Integrated Course in Elementary Japanese I & II. Japan Times.

Supplementary Materials

Other materials are provided.

ASSESSMENT

Attendance and class participation 10%; Assignments 30%; Mid-term examination 25%; Final examination 35%

51020 INTERMEDIATE TRANSLATION

INSTRUCTOR: Nanako Machida

COURSE DESCRIPTION

This course is the continuation of Elementary Translation. Emphasis is placed on having students review the basic patterns and understand more complex structures that have high-frequency usage. Students practice translating from English into Japanese, as well as from Japanese into English. Enrollment for this course is limited to twenty-five students, and since the course focuses on important structures from the IJ400 textbook, priority is given to IJ400 students during enrollment. Please note that auditing is permitted for this course.

COURSE SCHEDULE

1. Introduction & exercises
2. Translation of structures from lesson 1
3. Translation of structures from lessons 1–2
4. Translation of structures from lessons 2–3
5. Translation of structures from lessons 3–4
6. Translation of structures from lesson 4
7. Mid-term examination
8. Translation of structures from lessons 5–6
9. Translation of structures from lessons 6–7
10. Translation of structures from lessons 7–8
11. Translation of structures from lessons 8–9
12. Translation of structures from lessons 9–10
13. Translation of structures from lesson 10

TEXTS

Textbooks

Akira Miura and Naomi Hanaoka McGloin, *An Integrated Approach to Intermediate Japanese*. Japan Times.
『新和英中辞典』 研究社 (Kenkyusha's *New College Japanese-English Dictionary*).

Supplementary Materials

Other materials are provided.

ASSESSMENT

Attendance and class participation 10%; Assignments 30%; Examinations 60%

52010 JAPANESE WRITING I-F

INSTRUCTOR: Nanae Fukutomi

COURSE DESCRIPTION

This course is intended for IJ200 and IJ300 students who (a) have little experience, and find learning Japanese *kanji* difficult, or are interested in *kanji* and would like to learn it systematically, (b) wish to recognize/write Japanese letters, phrases, and sentences quickly and accurately, or (c) wish to learn to write in Japanese. IJ400 students may also take this course. Note that all students who wish to enroll in this course are required to take the “*Kanji & Essay Test*”, and depending on the test results, may be advised to take Japanese Writing II. In class, students learn the fundamentals of the Japanese writing system and practice writing short essays on basic

topics using models, patterns and *kanji* learnt. Based on feedback provided by the instructor, students revise their essays for submission in the following class. This course is taught mainly in Japanese. Please note that auditing is not permitted.

COURSE SCHEDULE

1. “*Kanji & Essay Test*”, Hiragana & Katakana
2. *Hiragana & Katakana Test, Kanji 1, Essay 1*
3. *Kanji 2*
4. *Kanji 3, Essay 2*
5. *Kanji 4*
6. *Kanji 5, Kanji Test 1*
7. *Kanji 6*
8. *Kanji 7, Essay 3*
9. *Kanji 8, Kanji Test 2*
10. *Kanji 9*
11. *Kanji 10, Essay 4*
12. *Kanji 11, Kanji Test 3*
13. *Kanji 12*
14. Final Exam (Essay)
15. Final Exam (*Kanji*)

TEXTS

Textbook: None

Materials are provided.

ASSESSMENT

Attendance and class participation 20%; Assignments 35%; Test 15%; Final exams (kanji and essay) 30%

52020 JAPANESE WRITING II-F

INSTRUCTOR: Mari Yamada

COURSE DESCRIPTION

This course is intended for IJ300 and IJ400 students who wish to learn how to write quickly and concisely in Japanese and review and practice the 380 basic *kanji* learned in IJ200 and IJ300. In class, after a review of the 180 *kanji* learned in IJ200, students practice reading and writing the 200 *kanji* learned in IJ300 and write essays on various topics, incorporating important grammatical and discourse patterns. *Kanji* practice sheets and essays are assigned for homework. Feedback is provided by the instructor on the assigned essays, which students are required to revise for submission in the following class. This course is taught mainly in Japanese and auditing is not permitted. Note that all students who wish to take this course must attend the first day of joint Japanese Writing (I & II) class and take the “*Kanji & Essay Test*.” They may be advised to take Japanese Writing I depending on the test results.

COURSE SCHEDULE

1. “*Kanji & Essay Test*,” Orientation
2. *Kanji 1, 10 Minute Essay 1, & Essay 1*
3. *Kanji 2, 10 Minute Essay 2, & Essay 2*
4. *Kanji 3, 10 Minute Essay 3, & Essay 3*
5. *Kanji 4, Kanji Test 1, 10 Minute Essay 4, & Essay 4*
6. *Kanji 5, 10 Minute Essay 5, & Essay 5*
7. *Kanji 6, 10 Minute Essay 6, & Essay 6*
8. *Kanji 7, Kanji Test 2, 10 Minute Essay 7, & Essay 7*
9. *Kanji 8, 10 Minute Essay 8, & Essay 8*
10. *Kanji 9, 10 Minute Essay 9, & Essay 9*
11. *Kanji 10, Kanji Test 3, 10 Minute Essay 10, & Essay 10*

12. *Kanji* 11, 10 Minute Essay 11, & Essay 11
13. Final Exam (Essay)
14. Final Exam (*Kanji*)

TEXTS

Textbook: None

Materials are provided.

ASSESSMENT

Attendance and class participation 15%; Assignments 25%; Tests & Exams (*kanji* and essay) 40%; 3 of best essays 10%; 10-minute essays 10%

52050 INTRODUCTION TO CREATIVE WRITING

INSTRUCTOR: Akiko Tsuda

COURSE DESCRIPTION

Designed primarily for IJ500 and IJ600 students, the aim of this course is to teach essay-writing skills and improve basic writing skills in order to express one's experiences and feelings. Students also learn how to compose *tanka* and *haiku* poetry (outdoor classes are planned). Three compositions of 1,000 characters are assigned, and these are used for student activities outside class. At the end of the semester, students write an essay of 1,500 characters. Please note that auditing is permitted for this course, subject to places being available at enrolment.

COURSE SCHEDULE

1. Orientation
2. Discussion
3. Written expression skills (1): Writing skills 1 (writing style; usage of *kanji*, *hiragana*, and *katakana*)
4. Written expression skills (2): Writing skills 2 (punctuation; paragraph structure)
5. Written expression skills (3): Rhetoric 1 (modification; inversion)
6. Written expression skills (4): Rhetoric 2 (onomatopoeia)
7. Mid-term examination
8. Written expression skills (5): Rhetoric 3 (metaphor; personification)
9. Poetry: *Tanka* and *haiku* 1
10. Poetry: *Tanka* and *haiku* 2 (outdoor activity planned)
11. Poetry: *Tanka* and *haiku* 3
12. Summary: Writing an essay (topic; construction; outline; etc.)

TEXTS

Textbook: None

Materials are provided.

ASSESSMENT

Class attendance and participation 20%; Assignments 30%; Mid-term examination 20%; Term paper 30%

52070 INTRODUCTION TO ACADEMIC JAPANESE WRITING

INSTRUCTOR: Mari Yamada

COURSE DESCRIPTION

The purpose of this course is to help IJ500 and IJ600 level students learn necessary expressions and mechanics and develop skills in writing a research paper. In class, students will mainly work

on expository reports/papers using different types of resources (books, interviews, questionnaires, and other written materials). Organization patterns and writing samples will be provided. By the end of the semester, students will submit a final draft of a book report, along with other writing assignments. Maximum number of students is 15. Please note that auditing is NOT permitted.

COURSE SCHEDULE

	<u>Writings & Activities</u>	<u>Book Report</u>	<u>Practice</u>
1.	Answering questionnaire		Punctuation
2.			<i>wa</i> vs. <i>ga</i>
3.	Creating questionnaire	Guidelines	Summarizing 1
4.	Interview report	Reading model report	
5.	Reporting on questionnaire		Intransitive vs. transitive verbs
6.	<i>Sho-Ronbun</i> 1		
7.	<i>Sho-Ronbun</i> 2	Learning format	Summarizing 2
8.	Mid-term exam	Summary	
9.	<i>Sho-Ronbun</i> 3	Outline	Quotations 1
10.		Introduction	Paragraphs
11.		Quotations	Deictic words
12.		Rough draft	Quotations 2
13.		Conference	<i>koto</i> vs. <i>no</i>
14.	Presentation on book report	Final copy	
15.	Final exam		

TEXTS

Textbook: None

Handouts will be provided.

ASSESSMENT

Attendance and Class participation 20%; Assignments 25%; Final Report & Rewritten Assignments 25%; Mid-term Exam 10%; Final Exam 20%

52080 ACADEMIC JAPANESE WRITING

INSTRUCTOR: Tomoko Komada

COURSE DESCRIPTION

This course is designed mainly for IJ600 students to learn how to write research papers in Japanese. Students work on their own topics during the course and write papers on the topic. All course work and class discussions are conducted in Japanese. Please note that auditing is permitted on this course.

COURSE SCHEDULE

1. Selecting a subject
2. Collecting materials
3. Investigation
4. Writing a paper
 - 4.1. Sentence styles
 - 4.2. Definition
 - 4.3. Quotations
 - 4.4. Explaining data

- 4.5. Expressing own ideas or judgment
- 4.6. Conclusion
5. Working on the manuscripts to improve

TEXTS

Textbook: None

Materials are provided.

ASSESSMENT

Attendance and participation 20%; Assignments 30%; Final paper 50%

62010 CLASSICAL JAPANESE I

INSTRUCTOR: Tomoko Komada

COURSE DESCRIPTION

This is an introductory, but demanding, course in literary Japanese for students of IJ500 and IJ600 who might, in the future, be dealing with pre-war materials. This course focuses on classical grammar, with the aim of nurturing the reading skills required to handle texts in the original. This course is a prerequisite for Classical Japanese II, and all course work is conducted in Japanese. Please note that auditing is permitted for this course.

COURSE SCHEDULE

1. Introduction
 - Parts of speech
 - The Japanese syllabary
 - Historical *kana* spelling
2. Verbs
 - *Na-* column irregular verbs
 - Four-row verbs
 - *Ra-* column irregular verbs
 - Upper one-row verbs and upper two-row verbs
 - Lower one-row verbs and lower two-row verbs
 - *Sa-* column irregular and *ka-* column irregular verbs
3. Adjectives
4. Pseudo-adjectives
5. Inflecting suffixes

TEXTS

Textbook

Akira Komai and Thomas H. Rohlich, *An Introduction to Classical Japanese*. Tokyo: Bonjinsha, 1991.

Printed materials are provided.

ASSESSMENT

Attendance 20%; Assignments 20%; Quizzes 20%; Mid-term examination 20%; Final examination 20%

63010 READINGS IN SOCIAL SCIENCES I

INSTRUCTOR: Yasutomo Enomoto

COURSE DESCRIPTION

This course is designed for students of IJ500 and IJ600 to provide practice in the skills needed to read various articles in newspapers and magazines in order to provide access to accurate

information about the real Japan and the Japanese people today. Topics for the readings are chosen mainly by the students in the class, with all course work conducted in Japanese. Please note that auditing is not permitted for this course.

COURSE SCHEDULE

The mechanics of Japanese news articles:

- Newspaper layout
- Relationship between headline and story
- Vocabulary and expressions
- Various text types
- Structure of articles

Activities for developing language skills:

- Skimming and scanning
- Reading for central ideas
- Summarizing content
- Discussing the issue contained in the article
- Oral presentation
- Writing a paper

TEXTS

Textbook: None

Articles from newspapers and magazines are provided.

Supplementary Materials

Relevant articles are assigned by the instructor.

ASSESSMENT

Attendance and class participation 40%; Oral presentation 30%; Report 30%

63030 READINGS IN JAPANESE LITERATURE I

INSTRUCTOR: Hisami Okada

COURSE DESCRIPTION

This course deals with modern Japanese literature. Short stories and extracts from novels by respected writers such as Akutagawa and Kawabata are read, while the use of words and expressions as well as techniques of narration are examined in detail in order to derive pleasure from literary works. In addition, the themes, ethics, and message that each work embraces are discussed. The course is conducted in Japanese and is open to students of IJ500 and above who possess sufficient language competence to complete course work involving tasks such as reading, discussion, oral interpretation, oral reading, and written assignments. Please note that auditing is not permitted for this course.

COURSE SCHEDULE

1. Reading & discussion: *Kumo no Ito*, by Akutagawa Ryuunosuke
2. Reading & discussion: *Kumo no Ito*
3. Oral Interpretation (Interpretive reading and oral presentation)
4. Reading & discussion: *Batta to Suzumushi*, by Kawabata Yasunari
5. Reading & discussion: *Batta to Suzumushi*
6. Reading & discussion: *Batta to Suzumushi*
7. Reading & discussion: *Arigato*, by Kawabata Yasunari
8. Reading & discussion: *Arigato*
9. Oral Interpretation
10. Reading & discussion: *Noruwei no Mori*, by Murakami Haruki
11. Reading & discussion: *Hotaru*, by Murakami Haruki
12. Reading & discussion: *Hotaru*

13. Reading & discussion: *Hotaru*
14. Oral Interpretation

TEXTS

Textbook: None

Materials are provided.

ASSESSMENT

Attendance and participation 40%; Assignments 40%; Final paper 20%

71010 UNIVERSITY PREPARATORY JAPANESE

INSTRUCTOR: Nobuyo Machida

COURSE DESCRIPTION

This course is designed for IJ600 and high-achieving IJ500 students who are planning to take entrance examinations for universities or colleges in Japan. The language of instruction for the course is Japanese. Sample entrance examination questions and Japanese Language Proficiency Test questions are provided in class, together with the answers and explanations. Students must review each lesson, using materials assigned. Please note that auditing is not permitted for this course.

COURSE SCHEDULE

1. Introduction
2. Practice for Japanese Language Proficiency Test Level 1: Kanji and vocabulary (1)
3. Practice for Japanese Language Proficiency Test Level 1: Kanji and vocabulary (2)
4. Practice for Japanese Language Proficiency Test Level 1: Listening (1)
5. Practice for Japanese Language Proficiency Test Level 1: Listening (2)
6. Practice for Japanese Language Proficiency Test Level 1: Reading and grammar (1)
7. Practice for Japanese Language Proficiency Test Level 1: Reading and grammar (2)
8. Mid-term examination
9. Practice for the Japanese University Admission for International Students examination: Listening
10. Practice for the Japanese University Admission for International Students examination: Listening / Reading
11. Practice for the Japanese University Admission for International Students examination: Essay writing
12. Practice for a university entrance examination
13. Final examination

TEXTS

Textbook: None

Materials are provided.

ASSESSMENT

Attendance and class participation 20%; Assignments 20%; Quizzes 20%; Mid-term examination 20%; Final examination 20%

71020 BUSINESS JAPANESE

INSTRUCTOR: Emi Satō

COURSE DESCRIPTION

This course is intended for those who are planning to work for a Japanese company or do business using Japanese. It aims to equip the student with essential Japanese business manners and customs, as well as vocabulary and expressions that are useful in a business setting. Business

correspondence is also covered. In addition, the behavior that forms the basis for “common sense” in the Japanese business world is examined using videos and reading materials. It is important for the student to review the content of each lesson in order to put it to use in the real world. To that end, the students’ understanding of each lesson is checked in the following session. Because this class is taught entirely in Japanese the prerequisite is to have completed or to be currently enrolled in IJ500. (N.B. Students taking IJ500 require the approval of the instructor prior to enrolling.) Please note that auditing is not permitted for this course.

COURSE SCHEDULE

1. Introduction
2. Useful words for job hunting
3. Reading a job advertisement
4. How to write a résumé
5. How to approach job interviews
6. Job interviews
7. Polite expressions (1)
8. Polite expressions (2)
9. Exchanging business cards
10. Talking on the telephone
11. Taking and reading memos
12. How to write business letters
13. Final examination

TEXTS

Textbook: None

Materials are provided.

ASSESSMENT

Attendance and class participation 20%; Assignments 40%; Tests 40%

71030 JAPANESE IN TOURISM HOTEL JAPANESE

INSTRUCTOR: Akemi Yasui

COURSE DESCRIPTION

This course is designed for IJ500 and IJ600 students interested in the tourism sector of the Japanese service industry. The aim of the course is for students to acquire the skills required to survive in the Japanese service industry and to be able to use their knowledge both in business settings and in everyday situations. In order to develop the ability to use honorific expressions properly, the focus is on speaking and listening. Also, role-playing and watching videos of actual situations is used to teach the students the “spirit of hospitality” as well as the skills required to deal with problems related to cross-cultural differences. At the end of the course, based on in-class performance, personality, and other factors, selected students are given an opportunity to undertake internship at a hotel. No credits are awarded for the internship, which is limited to about two openings. Please note that auditing is not permitted for this course and this class is taught entirely in Japanese.

COURSE SCHEDULE

1. Introduction
2. Polite expressions (1)
3. Polite expressions (2)
4. Conversation at the bell desk
5. Conversation at the front desk
6. Conversation in the restaurant

7. Mid-term examination
8. Japanese business manners
9. Talking on the telephone
10. Japanese for tour conductors (1)
11. Japanese for tour conductors (2)
12. Presentation (1)
13. Presentation (2)
14. Final examination

TEXTS

Textbook: None

Materials are provided.

ASSESSMENT

Attendance and class participation 20%; Quizzes 15%; Assignments 15%; Mid-term examination 20%; Oral presentation 15%; Final examination 15%

OPEN COURSES

In addition to the lecture and seminar courses offered by the Center, students may also register for selected courses in the University's regular undergraduate program during the fall semester and gain first-hand experience of studying side-by-side with Japanese students.

23040 POLITICAL AND SOCIAL ISSUES OF JAPAN

INSTRUCTOR: Takakazu Yamagishi

COURSE DESCRIPTION

This class is cross-offered by the CJS and the Department of British and American Studies. Conducted in English, the main aim of this course is to learn about and debate the political and social issues of Japan, such as the emperor system, the Constitution, civil society, and social policy. After we read the literature on these issues, we conduct debates on controversial questions. CJS students are strongly encouraged to make use of their diverse backgrounds and bring their own perspectives into class.

CJS students are expected to make at least one presentation (if possible, in Japanese) about what he or she is interested in about Japan. Students pick a newspaper article about Japanese society or politics and have three minutes to talk followed by seven minutes for discussion. CJS students may practice their presentation in Japanese. In addition, CJS students are expected to make a group presentation with Japanese students at least once in the semester. Finally, during the last six weeks, CJS students conduct debates three times with Japanese students.

No prior knowledge of Japanese history, society, and politics is required, but students do need to be interested in learning about Japan and studying with their Japanese counterparts. Auditing is not permitted. Please feel free to ask questions by email.

COURSE SCHEDULE

1. Class introduction
2. Basics of Japanese history
3. Edo Japan
Walthall, Japan, Ch. 5 (pp. 94-119)
4. Japan in Turmoil
Walthall, Japan, Ch. 6 (pp. 120-134)
5. The Meiji Transformation
Walthall, Japan, Ch. 7 (pp. 135-153)
6. Rise of Modern Japan
Walthall, Japan, Ch. 8 (pp. 154-181)
7. War and Aftermath
Walthall, Japan, Ch. 9 (pp. 182-198)
8. Contemporary Japan
Walthall, Japan, Ch. 10 (pp. 199-213)
9. Debate Round 1 Prep
10. Debate Round 1
 - Q1. Should the prime minister go to Yasukuni Shrine?
 - Q2. Should Japan maintain the emperor system?
 - Q3. Should Japan apologize to "comfort women" in other Asian countries?
11. Debate Round 2 Prep
12. Debate Round 2

- Q1. Should Japan revise the Constitution to enable it to send troops abroad?
 Q2. Should Japan see the United States as its most important ally?
 Q3. Was the American occupation good for Japan?
13. Debate Round 3 Prep
 14. Debate Round 3
 Q1. Are bureaucrats good for the Japanese people?
 Q2. Should the Japanese pension system be privatized?
 Q3. Should Japan adopt the federal system (Doshūsei)?

TEXTS

Textbook: Anne Walthall, *Japan: A Cultural, Social, and Political History* (Boston: Houghton Mifflin Company, 2006)

Supplementary Materials

Examples of online newspapers in English about Japanese politics:

Daily Yomiuri: (www.yomiuri.co.jp/dy)

Asahi Shimbun (www.asahi.com/english)

Nikkei Net (<http://www.nni.nikkei.co.jp/>)

ASSESSMENT

Attendance 40%; Presentation 20%; Discussion participation 20%; Debate performance 20%

23050 DEBATING THE POLITICAL SYSTEMS OF JAPAN AND THE UNITED STATES

INSTRUCTOR: Takakazu Yamagishi

COURSE DESCRIPTION

American Studies. Conducted both in Japanese and English, the main aim of this course is to compare and discuss the political systems of Japan and the United States. The issues discussed include: the Japanese parliamentary system vs. the American presidential system; the American jury system vs. the Japanese jury system; inter-governmental relations in Japan vs. those of the United States. This class holds a debate competition (in Japanese) on November 18 (Wed) with students of Meijo University (Nagoya).

Your Japanese proficiency level must be 4, 5 or 6, but no prior knowledge of Japanese politics is required. The most important thing is the desire to study about Japan and engage in group-oriented activities, such as debates and group presentations. You can expect to receive a lot of help regarding your Japanese skills from Japanese students (who have good English skills), and similarly you are expected to help Japanese students improve their English skills. Please feel free to ask questions by email.

COURSE SCHEDULE

- Week 1 Class introduction
- Week 2 Rough picture of Japan and the United States
- Week 3 History matters: Constitutions of Japan and the United States
- Week 4 Japanese emperor/prime minister vs. American president
- Week 5 Japanese parliamentary system vs. American presidential system
- Week 6 Japanese bureaucracy vs. American bureaucracy
- Week 7 Japanese jury system vs. American jury system
- Week 8 Intergovernmental relations of Japan and the United States
- Week 9 Social policies of Japan and the United States
- Week 10 Foreign policies of Japan and the United States
- Week 11 Racial policy of Japan and the United States
- Week 12 Party politics of Japan and the United States
- Week 13 Interest group politics of Japan and the United States

Week 14 Conclusion

TEXTS

Textbook:

J. A. A. Stockwin, *Governing Japan*, 4th edition (Boston: Wiley-Blackwell, 2008) (which students purchase)
David Canon, John Coleman, and Kenneth Mayer eds., *The Enduring Debate: Classic and Contemporary Readings in American Politics*, 3rd ed. (New York: W.W. Norton, 2003) (article copies will be distributed)

ASSESSMENT

Attendance 40%; Presentation 20%; Class Participation 40%

24030 SEMINAR IN WAR AND PEACE: A TRANSNATIONAL PERSPECTIVE

INSTRUCTOR: Hiroshi Fujimoto

COURSE DESCRIPTION

This course deals with the issues of “war and peace” in a transnational perspective. Special focus is placed on the differences and similarities of the perceptions of “war and peace” among Japanese and American people. This course especially seeks to examine and discuss such topics as the atomic bombings in Hiroshima and Nagasaki at the end of the Second World War, the role of Japan in the contemporary world, especially the role of Article 9 of the Japanese Constitution, and global issues such as the environment and poverty.

For each lecture, students are required to read related materials in advance and to participate actively in class discussions based on those materials. This seminar course is cross-offered by the Department of British and American Studies in which the instructor teaches senior students. This course is conducted mainly in English.

COURSE SCHEDULE

Topics covered in class may include the following:

1. Introduction, description of class
2. The atomic bombings in Hiroshima and Nagasaki (1)
3. The atomic bombings in Hiroshima and Nagasaki (2)
4. Messages from Hiroshima and Nagasaki
5. Hiroshima and Nagasaki in Japan and the United States (1)
6. Hiroshima and Nagasaki in Japan and the United States (2)
7. The role of Japan in the contemporary world
8. Japan and the United States in the Vietnam War
9. Wars in Afghanistan and Iraq (1)
10. Wars in Afghanistan and Iraq (2)
11. The role of Japan in globalizing international society (1)
12. The role of Japan in globalizing international society (2)

TEXTS

Handouts will be provided for each class.

ASSESSMENT

Class participation and in-class thought papers 40%; Mid-term and Final essay writing 60%

24040 SEMINAR IN AMERICAN FOREIGN RELATIONS: A VIEW FROM JAPAN

INSTRUCTOR: Hiroshi Fujimoto

COURSE DESCRIPTION

This course deals with the Japanese and general historical perspectives on American foreign relations. The main task of this seminar is to prepare a paper on the title of this seminar for presentation at the 31st Meeting for the Nagoya Intercollegiate Seminar on International and Area Studies. The 31st meeting will be held on November 29. About two hundred Japanese college students, mainly from the Nagoya area, will attend the Meeting.

At each seminar we will discuss a certain topic in the preparation for the presentation. This seminar course is cross-offered by the Department of British and American Studies in which the instructor teaches the junior students. This seminar is conducted both in Japanese and English, so CJS students should possess a level of Japanese proficiency beyond that of IJ400. Please note that the number of registered CJS students is limited to within five, and that auditing is permitted for this seminar.

COURSE SCHEDULE

1. Introduction
2. Readings and discussion: War in Afghanistan, American foreign relations, and American society
- 3-10. Research and discussion: War in Afghanistan, American foreign relations, and American society
11. Presentation for the 30th Nagoya Intercollegiate Meeting on International Relations
12. Final Examination

TEXTS

Handouts will be provided for each class.

ASSESSMENT

Attendance and classroom participation 50%; Final essay writing 50%

32030 SPECIAL TOPICS IN AMERICAN HISTORY AMERICA IN THE CIVIL RIGHTS ERA

INSTRUCTOR: Masaki Kawashima

COURSE DESCRIPTION

The basic aim of this course is to examine the Civil Rights Movement in the United States from the 1950s through the 60s, 70s, and 1980s, searching for a way to deconstruct “race” as a social and historical construction. The course is based on historical studies, using video materials including movies depicting the reality of the Civil Rights Movement and American society at that time. Most of these videos are in Japanese but some, particularly the movies, are in English.

The course is cross-offered by the Department of British and American Studies, with CJS students encouraged to attempt to speak and write in Japanese, while Japanese students are encouraged to use English to the maximum extent possible. There are three short tests, written both in Japanese and English. A final term paper (3-5 pages) is submitted for assessment purposes. Please note that auditing is permitted for this course.

COURSE SCHEDULE

1. Orientation for CJS students: Introduction to the Civil Rights Movement
2. World War II and the shaking of the “Jim Crow” system of the South
3. The *Brown* decision and the Montgomery Bus Boycott
4. The Little Rock School Crisis

5. Short Test 1 and watching *Long Walk Home*
6. The impact of sit-ins by students
7. The Birmingham Struggle and “I Have a Dream” in 1963
8. The Mississippi Freedom Movement
9. Short Test 2 and watching *Freedom Songs*
10. The achievement of equality under the law
11. The Chicago Freedom Movement
12. The dispute over busing in Boston
13. The “Underclass” Controversy and the “Northernization” of the South
14. Short Test 3 and submission of Final Term Paper

TEXTS

Textbook:

Henry Hampton and Steve Fayer, *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s* (Bantam Dell, 1991).

川島正樹編『アメリカニズムと「人種」』(名古屋大学出版会、2005年)。

川島正樹編『市民権運動のアメリカ』(名古屋大学出版会、2008年)。

ASSESSMENT

Attendance and short tests 45%; Final paper 55%

32050 AMERICA AS A FOREIGN COUNTRY

INSTRUCTOR: Takakazu Yamagishi

COURSE DESCRIPTION

This class is cross-offered by the CJS and the Department of British and American Studies. Conducted in English, the main aim of this course is to view the United States in comparative perspectives. More specifically we will discuss whether or not the United States is an “exceptional” country. If it is unique, which aspect is unique? You are strongly encouraged to bring your own opinion to our discussion. This class offers CJS students an opportunity to learn how Japanese students perceive the United States, which may in a manner very different to that of non-Japanese.

CJS students are expected to make a group presentation with Japanese students at least once during the semester. Each group is composed of about three students who give a 15-minute presentation about the assigned literature. I hope that we can include some outside materials. Students are required to have at least two questions for discussion.

COURSE SCHEDULE

1. Class introduction
2. Introductory overview of American history
3. American political ideas
Ch. 1 “Ideology, Politics, and Deviance,” pp. 31-52
4. American “Manifest Destiny”
Frederick Jackson Turner, “The Significance of the Frontier in American History,” pp. 1-38 in Turner, *The Frontier in American History*
5. American religion and economy
Ch. 2 “Economy, Religion, and Welfare,” pp.53-76
6. American health care
Jill Quadagno, “Why the United States Had No National Health Insurance,” *Journal of Health and Social Behavior* 45 (2004): pp. 25-44. (Watching SiCKO, is strongly encouraged.)
7. American biotech policy
Adam Sheingate, “Promotion Versus Precaution: The Evolution of Biotechnology Policy in the United States,” *British Journal of Political Science* 36:2 (April 2006): pp. 243-68
8. American labor power
Ch. 3 “Socialism and Unionism in the United States and Canada,” pp. 77-109

9. American blacks
Ch. 4 “Two Americas, Two Value Systems: Blacks and Whites,” pp. 113-50
10. American Jews
Ch. 5 “A Unique People in an Exceptional Country,” pp.151-75
11. American professors
Ch. 6 “American Intellectuals,” pp.176-210
12. America and Japan as Unique Countries
Ch. 7 “American Exceptionalism—Japanese Uniqueness,” pp. 211-63
13. Is there “American Exceptionalism”?
CH. 8 “A Double-Edge Sword,” pp.267-92
14. Conclusion

TEXTS

Textbook: Seymour Martin Lipset, *American Exceptionalism: A Double-Edged Sword* (New York: W.W. Norton, 1997)

ASSESSMENT

Attendance 20%; Group presentation 20%; Discussion participation 30%; Response paper 30%

33020 HISTORY OF CULTURAL EXCHANGE BETWEEN JAPAN AND FRANCE

INSTRUCTOR: Nobuko Kurata

COURSE DESCRIPTION

This course focuses on the history of cultural exchange between Japan and France in the period around the Meiji Restoration. The aim is to gain an objective understanding of France as observed by Japan and of Japan as observed by France.

COURSE SCHEDULE

1. Japan’s contacts with France before the Meiji Restoration
2. Relations between Japan and France in the late 1860s
3. Exposition universelle de Paris in 1867
4. Hayashi Tadamasa and Japonisme
5. Samuel Bing and *Le Japon artistique*
6. Art Nouveau
7. Impressionism
8. Iwakura Mission to USA and Europe
9. Japan from the late 1860s to 1900 as described in the French weekly *L’Illustration*
10. Pierre Loti and his *Japoneries d’automne*
11. French journalist in Japan: Edmond Cotteau
12. Georges Bigot and his *Tôbaé*
13. History of French teaching in Japan and Japanese students in France
14. History of Japanese teaching in France
15. Final examination

ASSESSMENT

Attendance 30%; Assignments 40%; Final examination 30%

41010 JAPANESE LINGUISTICS I

INTRODUCTION TO JAPANESE SYNTAX

INSTRUCTOR: Yasuaki Abe

COURSE DESCRIPTION

In this course, some fundamental aspects of modern linguistic theory and its application to the study of Japanese syntax are examined. Frequent comparison of Japanese and other languages (mostly English) is made in order to highlight similarities and differences among languages. Some knowledge of linguistics at the beginner level is helpful, but not essential. Familiarity with Internet web-browsing is required, and lecture notes and homework assignments are to be submitted to the course website. CJS students and undergraduate students are divided into small mixed groups, each of which is required to present its analysis on several selected topics. The main language of instruction for this course is English, with some Japanese used. Please note that auditing is permitted for this course.

COURSE SCHEDULE

1. Introduction 1; syntactic theory
2. Introduction 2; morphemes and syntactic categories
3. Structural ambiguity
4. Simple-sentence structure
5. Case markers and postpositions
6. Case marking rules
7. Potential and desiderative constructions
8. Causative constructions
9. Passive constructions
10. Pronouns and reflexive pronouns
11. Scrambling; c-command
12. Relative clause constructions
13. Unaccusativity

TEXTS

Textbook: None

Printed materials are provided.

Supplementary Reading

Victoria Fromkin and Robert Rodman, *An Introduction to Language*, 4th ed. New York: Holt, Rinehart and Winston, 1988. (also 7th ed. 2003)

Natsuko Tsujimura, *An Introduction to Japanese Linguistics*. Cambridge, Mass.: Blackwell, 1996. (also 2nd ed. 2007)

ASSESSMENT

Attendance and class participation 10%; Assignments 20%; Final examination (take-home examination) 70%

41030 JAPANESE LINGUISTICS III

COMPARATIVE STUDIES IN JAPANESE AND KOREAN

INSTRUCTOR: Hiroshi Aoyagi

COURSE DESCRIPTION

Although, as is widely known, Japanese and Korean are similar in many respects, they are still different in very intriguing ways. This course provides an introduction to comparative linguistics by focusing on some intricate differences in phonetics, phonology, and morphology between the two

languages. In the first two thirds of the course, we will compare the sound systems of Japanese and Korean. After introducing the sound inventory of each language, we will examine distinctive phonetic features, syllable structures, and phonological rules in the two languages. Later in the course, we will discuss how complex predicates, including progressives, resultatives, passives, causatives, verbs of giving and receiving, and so forth, are formed in Japanese and Korean.

This course is a lecture-based class jointly offered by the Department of Anthropology and Philosophy, where interaction between the students and the instructor is mostly in Japanese. Hence, it is most recommended to Korean-speaking students who have a good command of Japanese and Japanese-speaking students, irrespective of their nationalities, who are learning Korean.

COURSE SCHEDULE

Week 1 Introduction

Week 2~4 Phonetics

Inventories of vowels and consonants in Japanese and Korean, simplified diphthongs in Tokyo and Nagoya dialects of Japanese and complex vowels in Korean, distinctive phonetic features like [±long], [±voiced], [±aspirated], etc.

Week 5~8 Phonology

Syllable structures in Japanese and Korean, coda constraints (「ん」「っ」and “patchim”), assimilation, syllable and mora, etc.

Week 9~12 Morphology

Word formation in Japanese and Korean, progressives and resultatives (「ている」 and “-ko iss-ta”), passives and causatives (「られ、させ」and “i, hi, li, ki”), verbs of giving and receiving (「やり、もらい」and “cwu-ta, pat-ta”), etc.

TEXTS

Textbook: None (Photocopies of the relevant parts of the required readings below will be distributed).

Required Reading

1. Tujimura, Natsuko (2007) *An Introduction to Japanese Linguistics* (2nd edition), Blackwell: Cambridge, MA.
2. Lee, Ik-sop, and Robert Ramsey (2000) *The Korean Language*, SUNY Press: Albany, NY.

Supplementary Reading

1. Sohn, Ho-min (1994) *Korean*, Routledge: London and New York.
2. 白峰子 (2004) 『韓国語文法事典』三修社.
3. 서정수 (1996) "국어문법" 한양대학교출판부.

ASSESSMENT

Class participation 20%, (group and individual) Assignments 40%, Final take-home examination 40%

***The Korean version of this syllabus is also available at the CJS Office.**

41040 OBSERVATION AND ANALYSIS OF JAPANESE LANGUAGE ACTIVITIES

INSTRUCTOR: Osamu Kamada

COURSE DESCRIPTION

In this course, CJS and Japanese students cooperate in Japanese language activities in which native and non-native interactions play a central role. Participants seek ways to become better communicators in Japanese and, especially for most of the Japanese students, to become good teachers of Japanese as a second language. The first two weeks while the Japanese students are still absent due to the discrepancy between the academic calendars, are spent learning basic matters related to the linguistic and extra-linguistic aspects of the Japanese language activities.

Tasks involving interaction between both types of students and the creation of research materials by themselves are given once the Japanese students join the course, having already acquired the basic skills of analyzing such interactions in the previous semester. These activities are tape-recorded and/or video-taped for further observation and analysis.

Most activities are conducted on campus, either in or outside of the classroom, but toward the end of the semester a field study is planned with an overnight stay at a University facility. On the last day of the course CJS students are expected to present their projects with their Japanese partners. Japanese ability of IJ500 or above is required. Depending upon their oral proficiency, IJ400 students may also be permitted to enroll in this course. Please note that auditing is not permitted for this course and the enrollment is limited to roughly ten students. Enrollment of students with a variety of language backgrounds is highly recommended.

COURSE SCHEDULE

1. Introduction (1): Verbal and non-verbal aspects of the “contact situation” (i.e. the situation where native and non-native speakers encounter each other)
2. Introduction (2): Verbal and non-verbal aspects of the “contact situation”
3. First encounter with Japanese students
4. Observation and analysis of the contact situation (1-1)
5. Observation and analysis of the contact situation (1-2)
6. Discussion and presentation (1)
7. Observation and analysis of the contact situation (2-1)
8. Observation and analysis of the contact situation (2-1)
9. Discussion and presentation (2)
10. Observation and analysis of the contact situation (3-1)
11. Observation and analysis of the contact situation (3-2)
12. Discussion and presentation (3)

TEXTS

Textbook

- (1) 文化庁編纂(2007)『マンガ異文化手習い帳—日本語で紡ぐコミュニケーション—』

Supplementary Reading

- (1) Senko K. Maynard, 1990, *An Introduction to Japanese Grammar and Communication Strategies*, Tokyo: Japan Times
- (2) 泉子・メイナード(2004)『談話表現ハンドブック』くろしお出版
- (3) 鎌田修、他(1998)『生きた素材で学ぶ中級から上級への日本語』ジャパントイムズ

ASSESSMENT

Attendance and classroom discussion 40%, Project work 40%, Paper 20%

42020 STUDIES IN JAPANESE LANGUAGE PEDAGOGY

INSTRUCTOR: Tadashi Sakamoto

COURSE DESCRIPTION

This course is open to CJS and undergraduate students interested in teaching Japanese as a foreign or second language. The course does not assume background knowledge of Japanese language pedagogy, but it does require sufficient Japanese-language ability (IJ500 or above) to be able to read and discuss given topics with Japanese students. We look at fundamental aspects of Japanese language pedagogy and encourage work in small groups to discuss effective teaching methods. Toward the end of the course, group presentations are given in class. The language of instruction for this course is mainly Japanese. Please note that auditing is not permitted for this course.

COURSE SCHEDULE

1. Orientation
2. Teaching plans
3. Class observation
4. Teaching skills: Speaking (1)
5. Teaching skills: Speaking (2)
6. Teaching skills: Listening
7. Teaching skills: Writing
8. Teaching vocabulary
9. Teaching grammar
10. Teaching skills: Reading
11. Feedback
12. Evaluation

TEXTS

Textbook: None

Materials are provided.

ASSESSMENT

Attendance and classroom discussion 30%; Group presentation 30%; Final examination 40%

42030 APPROACHES AND METHODS IN FOREIGN LANGUAGE TEACHING

INSTRUCTOR: John Shillaw

COURSE DESCRIPTION

This is an introductory course in second language education with a focus on methods. The course takes a broadly historical look at the development of different approaches to foreign language teaching. The goals are to show how contemporary theories of language and education relate to classroom methodology and how (r)evolution in theories has brought about change in practice.

The course is primarily aimed at students who are interested in becoming foreign language teachers. For those interested in joining this course, a basic knowledge of second language acquisition theory and curriculum theory would be useful, but not essential.

COURSE SCHEDULE

1. Course schedule
2. Early history I
3. Early history II
4. Grammar translation I
5. Grammar translation II
6. Direct Method I
7. Direct Method II
8. Audio-Lingual Approach I
9. Audio-Lingual Approach II
10. Communicative Approach I
11. Communicative Approach II
12. Content based teaching
13. Task based teaching
14. Alternative approaches
15. Review

TEXTS

Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*. 2nd ed. Oxford: Oxford University Press, 2000.

ASSESSMENT

Attendance and class participation 25%; mid-term review test 25%; term paper 50%

44010 JAPANESE NATIONALITY LAW

INSTRUCTOR: Kiyoshi Aoki

COURSE DESCRIPTION

This course deals with some topics on Japanese Nationality Law and the Family Registration System. Through learning about such topics, students are expected to gain a better understanding of the features of Japanese society. Since we only use Japanese material and the Japanese language in class, students are required to have a level of Japanese equivalent to IJ500 or higher.

COURSE SCHEDULE

The following teaching methods and activities are covered:

1. The principle of jus soli and the principle of jus sanguinis
2. From a patrilineal system to a bilineal system
3. Recognition of paternity and Japanese nationality
4. The rule of naturalization
5. Dual nationality and the principle of a single nationality
6. The nationality selection system
7. The nationality retention system
8. Family register and nationality
9. The basic structure of the Japanese Family Registration System
10. International marriage and the family registration system
11. Some decisions of the Japanese Supreme Court relating to Japanese Nationality Law

TEXTS

Textbook: No books to buy.

ASSESSMENT

Class participation 40%; Term paper 20%; Final report 40%

PRACTICAL COURSES IN THE JAPANESE ARTS

The courses in the Japanese arts are offered to all students regardless of language level. Auditing is not permitted on any of these courses, and students are not allowed to enroll for any of the practical arts courses for a second semester.

81011 & 81012 CALLIGRAPHY (*Shodō*) I-A & I-B

INSTRUCTOR: Yūko Hirano

COURSE DESCRIPTION

This course helps students to understand the origins and historical background of *kanji* (Chinese characters) and to appreciate *shodō* (calligraphy) as a traditional Japanese art form. Above all, students learn to write *kanji* correctly (and beautifully!) with traditional implements.

COURSE SCHEDULE

1. Introduction to basic implements of *shodō*. Writing practice: basic strokes
2. Origins of *kanji* and their introduction to Japan. Writing practice: *kaisho* (block) style
3. Development of *katakana* from *kanji*. Writing practice: *katakana*
4. Introduction to the five styles of *shodō*. Writing practice: *gyōsho* (cursive) style
5. Writing practice: *sōsho* (cursive) style
6. Development of *hiragana* from *kanji*. Writing practice: *hiragana*
7. Writing practice: *gyōsōtai* style (*gyōsho* and *sōsho* style)
8. Writing practice: *tensho* style
9. Writing practice: *reisho* style
10. Personal seals: making your own seal
11. *Shodō* for display
12. Personal *shodō* project
13. *Shodō* demonstration and appreciation

TEXTS

Textbook: None

ASSESSMENT

Attendance 20%; Participation 20%; In-class assignments 60% (each week students submit their best piece for evaluation)

82010 CHINESE BLACK INK PAINTING (*Sumie*)

INSTRUCTOR: Ritsuo Sugiyama

COURSE DESCRIPTION

This course introduces students to the ancient art form of *sumie* or Chinese black ink painting. Students gain an appreciation of this artistic discipline through practice of various techniques. The course is conducted in a mixture of Japanese, English or Spanish.

COURSE SCHEDULE

- Introduction: Free painting with *sumie*

- Discovery of light and shades of the ink
- Start of the first project
- Practicing basic brush stroke techniques
- Practicing brush stroke techniques with actual models or textbooks (including picture copying)
- Research and copying of classical drawing techniques
- Attempt new techniques without a brush

TEXTS

Textbook

杉山律夫 『墨の花画集』 [Sumie Flower Book] エフエー出版, 1993.

ASSESSMENT

Attendance and class participation 30%; Assignments 70%

83010 FLOWER ARRANGEMENT (*Ikebana*)

INSTRUCTOR: Kōji Kanamori, Yoshimi Hirunami, Junko Kozakai

COURSE DESCRIPTION

This course provides a brief history of and introduction to the fundamental concepts, theories, and practice of the artificial arrangement of flowers according to the Japanese style, based upon the Ohara School of *Ikebana* (Japanese flower arrangement). In class, students mainly practice the basic styles of *ikebana* using a shallow flower container. Students learn the seasonal flowers of Japan, with instruction on the handling of materials given in both Japanese and English.

COURSE SCHEDULE

- Hana-ishō
 - the rising form (*tateru katachi*) – basic form
 - the rising form (*tateru katachi*) – variation
 - the inclining form (*katamukeru katachi*) – basic form
 - the inclining form (*katamukeru katachi*) – variation
 - the radial form (*hiraku katachi*)
 - the one-row form (*narabu katachi*)
- Mid-term examination
- Moribana
 - the upright style (*chokuritsu-kei*) – normal way
 - the upright style (*chokuritsu-kei*) – opposite way
 - the slanting style (*keisha-kei*) – normal way
 - the slanting style (*keisha-kei*) – opposite way
 - the water-reflecting style (*kansui-kei*)
 - seasonal arrangement
- Final examination

TEXTS

Textbook: None

Materials are provided.

ASSESSMENT

Attendance and class participation 40%; Mid-term examination 25% (students are required to choose one style from the Hana-ishō style of *ikebana* and arrange flowers accordingly); Final examination 35% (students are required to choose one Moribana style of *ikebana* and arrange flowers accordingly)

84010 WOODBLOCK PRINTING (*Hanga*)

INSTRUCTOR: Tatsuhiko Hasegawa

COURSE DESCRIPTION

The traditional Japanese art *ukiyo e hanga* has an international reputation for its artistic expression. It involves a high level of skill and possesses its own unique world. In this class, by producing *hanga* or woodblock printing students can experience the Japanese expression of art, which is different from that of the West.

COURSE SCHEDULE

1. Video of the process of *ukiyo e hanga* to provide an overall image of woodblock printing.
2. Explanation of carving and practice: After the explanation of the tools used for carving, we copy a preliminary sketch on the woodblock and carve it.
3. Explanation of printing and practice: We print the woodblock carved in the previous class on Japanese paper.
4. Free production: We draw a preliminary sketch and produce *hanga* individually.

All the works (printed items) should be handed in at the last class of the semester.

TEXTS

Textbook: None

ASSESSMENT

Attendance 40%; Carving skills and appreciation 20%; Printing skills and appreciation 20%; Expression and originality of work 20%

85010 JAPANESE CULTURE AND TEA CEREMONY (*Sadō*)

INSTRUCTORS: Fumie Kojima, Motoko Okumura

COURSE DESCRIPTION

Having been carried out for many centuries by countless Japanese, *Sadō* reflects many facets of Japanese traditional culture. The purpose of this course is to have students understand the ways of the tea ceremony and Japanese culture through the practices in the tea ceremony room.

COURSE SCHEDULE

- A. Pleasures of *Sadō*
 1. How to enter tea rooms and the way of sitting down
 2. Exchanging greetings and respecting others
 3. Drinking thin tea
 4. Hanging scrolls, flowers and sweets
 5. Many tea utensils
 6. Procedures for making thin tea
- B. *Sadō* and Japanese culture
 5. *Sadō* manifests many components of Japanese culture
 6. One opportunity is just one encounter
 7. *Wabi* and *sabi*
 8. Harmony with nature
 9. Formalization
 10. The history of *Sadō*

TEXTS

Textbook: None

ASSESSMENT

Attendance 60%; Participation and attitude in class 40%