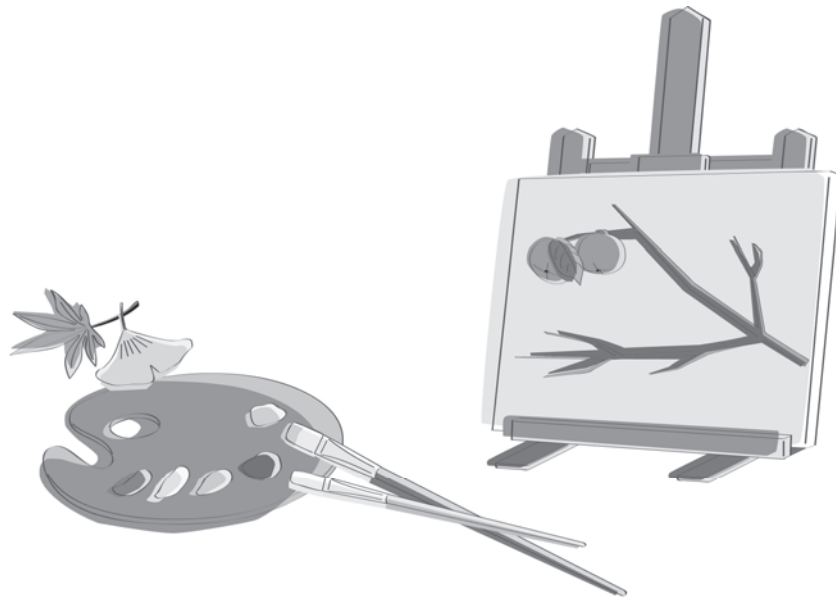


# Academic Policies Registration Procedures & Course Descriptions

授業科目履修案内

## FALL 2010



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 2010**

September 2–8 (Thu–Wed)	Placement Test, Orientation, Provisional Registration, Distribution of Course Materials
September 9 (Thu)	Classes start
September 9–22 (Thu–Wed)	Period for adding and dropping courses
September 20 (Mon)	National Holiday (Respect for the Aged Day) – Classes held as normal
September 22 (Wed)	Final Registration Deadline
September 23 (Thu)	National Holiday * (Autumnal Equinox Day)
October 11 (Mon)	National Holiday (Health Sports Day) – Classes held as normal
October 29 (Fri)	University Holiday *
October 31 (Sun) – November 3 (Wed)	University Festival *
November 1 (Mon)	University Holiday *
November 2 (Tue)	University Holiday *
November 3 (Wed)	National Holiday * (Culture Day)
November 4–12 (Thu–Fri)	Period for changing course assessment status to pass/fail
November 23 (Tue)	National Holiday (Labor Thanksgiving Day) – Classes held as normal
November 24 (Wed)	Orientation for returning home
December 10 (Fri)	Classes end
December 13–17 (Mon-Fri)	Final Examinations

\* No classes on these days

# **A**CADEMIC 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 2010 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 I	3 credits
33010	Japanese History	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 Politics 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
☆32050	America as a Foreign Country	2 credits
☆33020	History of Cultural Exchange Between Japan and France	2 credits
☆41020	Japanese Linguistics II	2 credits
☆41040	Observation and Analysis of Japanese Language Activities	2 credits
☆42020	Studies in Japanese Language Pedagogy	2 credits
☆42060	Principles of Language Education	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 A ( <i>Sadō</i> )	2 credits
85011	Japanese Culture and Tea Ceremony B ( <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:

<b>A</b>	Excellent	<b>D</b>	Below average
<b>B</b>	Above average	<b>P</b>	Pass
<b>C</b>	Average	<b>F</b>	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 Thursday, 4 November and Friday, 12 November 2010. 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.
- 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 (Ph.D. Masahiko Mutsukawa) 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. 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, 7 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, 9 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, 22 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: Friday, 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: Friday, 24 September – Thursday, 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 (Ph.D. Masahiko Mutsukawa) 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.

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# COURSE DESCRIPTIONS

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## COURSES IN THE JAPANESE LANGUAGE

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### 12000 INTENSIVE JAPANESE 200

**INSTRUCTORS:** Nanako Machida, Etsuko Inoguchi, Miyuki Doi

#### **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 Examination worth 15%) 45%; Presentations 10%

# **13000 INTENSIVE JAPANESE 300**

**INSTRUCTOR:** Masahiko Mutsukawa, Akiko Tsuda, Mari Yamada, Nanae Fukutomi

## **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 both a well-balanced command of the four skills of speaking, listening, reading, and writing as well as an appreciation of 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 Examination worth 15%) 45%; Presentations 10%

# 14000 INTENSIVE JAPANESE 400

**INSTRUCTORS:** Kazuyo Takeda, 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 the *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, Emi Satō, Touko Nakamura

## 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
  - 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, Toshihiro Asai

## 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.

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# LECTURE COURSES IN JAPANESE AREA STUDIES

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*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 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, firms and governments. The role and theoretical foundation of Japanese socio-economic systems such as lifetime employment, seniority, industrial groups, and hierarchical or subcontracting production systems which promote Japanese economic development are included in the topics covered. The long stagnation caused by the bursting of the bubble economy in the 1990s is referred to as “a lost decade” or “lost two decades.” This lengthy recession has been caused mainly by the transformation of the Japanese economy to cope with globalization and the advent of the aging and information society of the 21st century. The socio-economic systems mentioned above have now become obstacles to this transformation. Thus, the course pays special attention to the merits and demerits of the Japanese system, to the analyses of proposed changes, and to the new direction of the Japanese economy and business in the age of information and the Internet. Please note that auditing is permitted for this course.

### COURSE SCHEDULE

- I. Japanese Economic System
  1. Employment system
  2. Socio-economic foundation of the Japanese employment system
  3. Japanese industrial group
  4. Japanese consumer: saving behavior
  5. Japanese production system: Case of Toyota
  6. Socio-economic foundation of the Japanese production system
  
- II. Japanese Economic System in Transition
  7. Aging society and the Japanese employment system
  8. Globalization and hollowing-out of the economy
  9. Information technology and applications in the Japanese economy
  10. Japanese technology and venture businesses
  11. New economic growth in the age of information and the Internet

### TEXTS

*Textbook:* None

### *Required Reading*

Tsuji, Masatsugu, “Transformation of the Japanese System toward a Network Economy,” in *The Internet Revolution: A Global Perspective*, eds. E. Giovannetti, M. Kagami and M. Tsuji, Cambridge University Press, pp. 7-20, 2003.

### Supplementary Reading

Tsuji, Masatsugu, E. Giovannetti and M. Kagami (ed.), *The Internet Revolution: A Global Perspective*, Cambridge University Press, 2003.

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

van Wolferen, Karel, *The Enigma of Japanese Power*, Macmillan, 1997.

### ASSESSMENT

Class participation and discussion 30%, term paper 30%, final examination 40%

## 22010 JAPANESE BUSINESS I

**INSTRUCTOR:** Marc Bremer

### COURSE DESCRIPTION

This course is an overview of Japan's business environment. It covers industrial groups, corporate governance, financial markets and the banking system. The format of the course will be the lecture method supplemented by class discussions. Lectures, assignments and research materials will be mostly in English. Each student will write a research paper on a Japanese business topic of his or her choice subject to approval by the teacher. The paper should be ten to fifteen double-spaced A4 pages long with 2.5 cm margins using a 12-point font. The paper must be the student's own writing. The topics listed below may be revised to better match the level and interest of the majority of students enrolled in the course.

### COURSE SCHEDULE (and suggested reading)

1. Background of the Japanese Economy
  - Ito: Chapters 1 (Introduction to the Japanese Economy) and 2 (Historical Background of the Japanese Economy)
2. Economic Growth
  - Ito: Chapters 3 (Economic Growth) and 4 (Business Cycles)
  - Hoshi and Kashyap: Chapter 4 (The Keiretsu Era)
3. Labor Markets
  - Ito: Chapter 8 (The Labor Market)
  - Hasegawa: Chapters 1 (Special Features of Japanese Management) and 2 (People-Centered Management)
  - Debroux: Introduction, Chapters 1 (The Post-War Ideology of Work), 2 (The Basis of the HRM System) and 3 (The Catalysts of Change)
4. The Japanese Firm
  - Aoki and Dore: Chapters 1 (Introduction) and 14 (Equality-Efficiency Trade-offs: Japanese Perceptions and Choices)
  - Hasegawa: Chapters 3 (Harmony, Consensus and Decision Making), 4 (Middle Managers and *De Facto* Leaders), and 5 (Japanese-Style Planning and Personnel Management)
  - Ohtsu and Imanari: Chapters 1 (The Convergence-Divergence Debate and Japanese Management) and 2 (Characteristics of Japanese Business and Management)
  - Porter, Takeuchi and Sakakibara: Chapter 3 (Rethinking Japanese Management)
5. Industrial Policy
  - Ito: Chapter 7 (Industrial Structure and Policy)
  - Porter and Sakakibara: "Competition in Japan", *Journal of Economic Perspectives* (2004) pp. 27-50.
  - Schaeede: "The 'Old Boy' Network and Government-Business Relationships in Japan" *Journal of Japanese Studies* (1995) pp. 293-318.
6. The Automobile Industry
  - Liker: Chapters 2 and 3 (Toyota Production System)
  - Womack, Jones and Roos: Chapters 3 (Rise of Lean Production) and 4 (Running the Factory)
7. Banking System
  - Aoki and Dore: Chapter 11 (Hoshi: The Economic Role of Corporate Grouping and the Main Bank System)
  - Gao: "Banks as Lenders and Shareholders: Evidence from Japan" *Pacific-Basin Finance Journal* (2008) pp. 389-410.
  - Hoshi and Kashyap: Chapter 5 (Bank Interventions)
  - Morck and Nakamura: "Banks as Corporate Control in Japan," *Journal of Finance* (1999) pp. 319-339.

- Okabe: “The Financial System and Corporate Governance in Japan” Keio University Working Paper (#17)
8. Stock Markets
    - Aoki and Dore: Chapter 12 (Sheard: Interlocking Shareholdings and Corporate Governance in Japan)
    - Chew: Chapters 19 (Aoi: To Whom Does the Company Belong? A New Management Mission for the Information Age) and 21 (Kester: The Hidden Costs of Japanese Success)
    - Hirose, Kato and Bremer: “Can Margin Traders Predict Future Stock Returns in Japan?” *Pacific-Basin Finance Journal* (2009) pp. 41-57.
  9. Deregulation
    - Carlile and Tilton: Chapter 3 (Miyamajima: The Impact of Deregulation on Corporate Governance and Finance)
    - Degeest and Bremer: “The 1997 Reversal of the Ban on Holding Companies: Will the *Zaibatsu* Return?” *Nanzan Management Review* (1998) pp. 353-367.
    - Hoshi and Kashyap: Chapters 8 (The 1990s: Crisis and Big Bang) and 9 (The Future)
  10. Financial Distress
    - Hoshi and Kashyap: “Japan’s Financial Crisis and Economic Stagnation,” *Journal of Economic Perspectives* (2004) pp. 3-26.
    - Peek and Rosengren: “Unnatural Selection: Perverse Incentives and the Misallocation of Credit in Japan,” *American Economic Review* (2005) pp. 1144-1166.
  11. Bankruptcy
    - Inoue, Kato and Bremer: “Corporate Restructuring in Japan: Who Monitors the Monitor?” *Journal of Banking and Finance* (2008) pp. 2628-2635.
    - Inoue, Uchida and Bremer: “Post-Restructuring Performance in Japan” Nanzan University Working Paper (2009)
  12. Mergers, Acquisitions and Restructurings
    - Burkart: (1999) “Economics of Takeover Regulation,” Stockholm School of Economics Working Paper (December)
    - Dyck and Zingales: “Private Benefits of Control: An International Comparison,” *Journal of Finance* (2004) pp. 537-600.
    - Inoue, Kato and Bremer: “Controlling Controlling Shareholders in Japan”, Nanzan University Working Paper (2009)
    - La Porta, Lopez-de-Silanes, Shleifer, and Vishny “Investor Protection and Corporate Valuation” *Journal of Finance* (2002) pp. 1147-1170.
    - *Nihon Keizai Shimbun* “Hankyu and Hanshin to Integrate by October” (June 20, 2006) (in Japanese)
    - *Nihon Keizai Shimbun* “Hanshin Share Price Becomes Lower Than TOB Price for the First Time” (June 16, 2006) (in Japanese)
    - *Nikkei Shimbun* (2007) “M&A and Individual Investors: Little Choice Left Even When They Are Not Satisfied” (November 20, 2007) (in Japanese)
  13. The Unique Business Practices of Nagoya
    - Ishii: *The Nagoya That You Do Not Know* (in Japanese)
    - Iwanaka: *Business Methods of Nagoya* (in Japanese)
  14. Student Research Paper Presentations

## TEXTS

### Textbooks:

The main reading material will be distributed in class.

### Required Readings

Hasegawa, Keitaro (1986) *Japanese-Style Management* (Kodansha), Chapters 1 to 5.

Womack, James P., Daniel T. Jones and Daniel Roos (1990) *The Machine that Changed the World* (Rawson), Chapters 1 to 8.

### Suggested Readings Related to Lectures

Aoki, Masahiko and Ronald Dore (1994) *The Japanese Firm* (Oxford).

Carlile, Lonny E., and Mark C. Tilton (eds.) (1998) *Is Japan Really Changing Its Ways? Regulatory Reform and the Japanese Economy* (Brookings).

Chew, Donald (ed.) (1997) *Studies in International Corporate Finance and Governance Systems* (Oxford).

Debroux, Philippe (2003) *Human Resource Management in Japan: Changes and Uncertainties* (Ashgate).

Hoshi, Takeo and Anil Kashyap (2001) *Corporate Financing and Governance in Japan* (The MIT Press).

Ito, Takatoshi (1992) *The Japanese Economy* (The MIT Press).  
Ohtsu, Makoto and Tomio Imanari (2002) *Inside Japanese Business* (M.E. Sharpe).  
Porter, Michael, Hirotaka Takeuchi and Mariko Sakakibara (2000) *Can Japan Compete?* (Macmillan).

#### *Other Readings of Possible Interest*

Abegglen, James and George Stalk (1985) *Kaisha: The Japanese Corporation* (Basic).  
Liker, Jeffrey (2004) *The Toyota Way* (McGraw Hill).  
Magee, David (2003) *Turnaround: How Carlos Ghosn Rescued Nissan* (Harper Business).  
Johnson, Chalmers (1982) *MITI and the Japanese Miracle* (Tuttle).  
Kaufman, David (1994) *Japanese Corporate Governance: A Comparative Study of Systems in Japan and the United States* (Pacific Institute/Asia Institute).  
Mehri, Darius (2005) *Notes from Toyota-Land: An American Engineer in Japan* (Cornell University/ILR Press).  
Morikawa, Hidemasa (1992) *Zaibatsu: The Rise and Fall of Family Enterprise Groups in Japan* (University of Tokyo).  
Morita, Akio (1986) *Made in Japan* (Signet).  
Murtagh, Niall (2009) *The Blue-Eyed Salaryman: From World Traveller to Lifer at Mitsubishi* (Profile Books).  
Nathan, John (2004) *Japan Unbound* (Houghton Mifflin).  
Olcott, George (2009) *Conflict and Change: Foreign Ownership and the Japanese Firm* (Cambridge University Press).  
Porter, Michael, Hirotaka Takeuchi and Mariko Sakakibara (2000) *Can Japan Compete?* (Macmillan).  
Posen, Adam (1998) *Restoring Japan's Economic Growth* (Institute for International Economics).  
Vogel, Ezra (1979) *Japan as Number One*.

#### **ASSESSMENT**

Attendance/Class Participation 10%; Short Section Quizzes 30%; Research Paper on Japanese Business 60%  
(The paper is due on the last day of class)

**JAPANESE LEVEL:** This course does not require knowledge of the Japanese language.

**AUDIT:** All students are welcome to audit this course. Students are welcome to attend all of the lectures, or only those lectures in which they have an interest.

**LANGUAGE:** This course will use the English language.

## **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 and the Democratic 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.
- Yoshio Sugimoto (ed.), *The Cambridge Companion to Modern Japanese Culture*. Cambridge: Cambridge University Press.
- Takao Suzuki, *Words in Context: A Japanese Perspective on Language and Culture*. Tokyo: Kodansha International, 1978.
- Patricia L. Wetzel, "Uti and soto (in-group and out-group): Social deixis in Japanese" (Ph.D. dissertation, Cornell University, 1984). Ann Arbor: UMI, 1987.

Patricia L. Wetzel, *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: Enrollment 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 I

**INSTRUCTOR:** Robert Croker

### **COURSE DESCRIPTION**

One of the best ways to discover the many faces of Japan is by going outside the classroom to explore the contexts where Japanese people celebrate life and experience their Japanese identity. This course offers you the opportunity to deeply investigate three – a traditional village festival, a modern university festival, and a slice of urban life. On three fascinating fieldtrips, you will practice the skills of observation and interviewing that you have developed in class. The course combines lecture and discussion classes with practical skills workshop classes. Participating actively in the fieldtrips will help you develop your Japanese language proficiency, and also the skills to do independent fieldwork in Japan in the future.

### **COURSE SCHEDULE**

#### **Introduction to Fieldwork**

Class 1 (9/13 Mon): Lecture and discussion class – how fieldwork researchers (un)cover modern Japan

Optional fieldwork opportunity: Imaike Festival on 9/19 and 9/20

Class 2 (9/20 Mon): Workshop – beginning your fieldwork journey: the process of making sense

#### **Theme 1 – Seasonal Rituals**

Class 3 (9/27 Mon): Discussion class – bridges from past to future: village festivals and rituals in Japan

Class 4 (10/4 Mon): Fieldwork skills workshop – how to observe people in natural settings

Class 5 (**10/10 Sun**): Fieldwork trip – a village autumn moon festival at 猿投 (Sanage, Toyota City)

Class 6 (10/11 Mon): Fieldwork skills workshop – making sense of what you see: analyzing observation data

#### **Theme 2 – University Festivals**

Class 7(10/18 Mon): Discussion class – developing community: the university festival

Class 8 (10/25 Mon): Fieldwork skills workshop – first steps in interviewing in Japan

Independent Research Project (**10/31 to 11/3**): the Nanzan University Festival

Class 9: (11/8) Fieldwork skills workshop – making sense of what you hear: analyzing interview data

#### **Theme 3 – (Re) Creating Community**

Class 10 (11/15): Lecture and discussion class – beyond manga: modern Japanese urban lifestyles

Class 11 (11/22): Fieldwork skills workshop – developing your interviewing skills

Class 12 (**12/8**): Fieldwork trip – 名古屋市千種区今池 (Nagoya City, Chikusa Ward, Imaike)

Class 13 (12/13): Discussion class – making sense of modern Japan

### **TEXTS**

Relevant readings will be provided for lecture and discussion classes, and skills workshops.

### **ASSESSMENT**

First fieldwork trip report (due Class 7) 20%; Second fieldwork trip report (due Class 10) 30%; Third fieldwork trip report (due Class 13) 40%; Discussion class mini-presentation (Class 13) 10%

**JAPANESE LEVEL:** IJ300 to IJ600

**OTHER PREREQUISITES:** A high level of reading and spoken proficiency in English, as most of the readings are in English, and classroom discussions will be held in English.

## 33010 JAPANESE HISTORY

**INSTRUCTOR:** Robert Aspinall

### **COURSE DESCRIPTION**

Students taking this course will be introduced to differing perspectives on the modern history of Japan. Starting with an examination of the opening of Japan to trade with the West and ending with the post-war American occupation, this course will chart the modernization of Japan's

political and social institutions. Students will be invited to discuss varying interpretations of key events and developments. Controversies which are still the subject of heated debate today will be examined, such as: how democratic was Taisho democracy?; how oppressive was Japanese colonialism?; why did Japan attack the USA in 1941?

### **COURSE SCHEDULE**

1. Introduction: different approaches to the study of Japanese history
2. Black Ships: Japanese encounters with foreigners of the modern world
3. The revolt against the Shogunate, and the Meiji Restoration
4. Social change: urbanization and increased social mobility
5. Political change and the Meiji Constitution
6. The creation of a modern national education system
7. Taisho Democracy
8. Conflict abroad: war with China and Russia
9. The colonization of Taiwan, Korea and Manchuria
10. Political change and the growing power of the military at home
11. The road to total war
12. The Pacific War
13. Defeat and the American occupation
14. Controversies surrounding the study and teaching of Japanese history today

### **TEXTS**

*Textbook:* None

### **ASSESSMENT**

Oral presentation 40%; Final paper 60%

## **34020 JAPANESE RELIGIONS I RELIGION IN CONTEMPORARY JAPAN**

**INSTRUCTOR:** Raj Susai

### **COURSE DESCRIPTION**

The purpose of this course is to introduce students 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 Hori 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 include 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. Since 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 296p / Rubin, Jay (TRN) / 2000/09 Random House Inc US\$13.95

Murakami, Haruki / *After the Quake: Stories* (Vintage International) Reprint Edition -US- ISBN: 9780375713279 147p. / 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%

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# JAPANESE SEMINAR COURSES

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*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 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 25 students, and since the course focuses on important structures from the IJ400 textbook, this course is most suitable for students of IJ400. 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 permitted for this course, subject to places being available.

## COURSE SCHEDULE

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

## TEXTS

*Textbook*: None

Materials are provided.

## ASSESSMENT

Attendance and class participation 20%; Assignments 35%; Test 15%; Final examinations (*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 in Japanese and review and practice the 380 basic *kanji* learned in IJ200 and IJ300. IJ500 students may also take this course. In class, after a review of the 180 *kanji* learned in IJ200, students practice reading and writing the 200 *kanji* learned in IJ300, review basic grammar to improve their writing, 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 or Introduction to Academic Japanese Writing, depending on the test results.

## COURSE SCHEDULE

1. “*Kanji & Essay Test*,” Orientation
2. *Kanji Quiz 1, Kanji Practice 1, Grammar for Essay Writing 1, & Essay 1*
3. *Kanji Quiz 2, Kanji Practice 2, Grammar for Essay Writing 2, & Essay 2*
4. *Kanji Quiz 3, Kanji Practice 3, & Grammar for Essay Writing 3*
5. *Kanji Test 1* & Essay 3
6. *Kanji Quiz 4, Kanji Practice 4, & Grammar for Essay Writing 4*
7. *Kanji Quiz 5, Kanji Practice 5, Grammar for Essay Writing 5, & Essay 4*
8. *Kanji Quiz 6, Kanji Practice 6, Grammar for Essay Writing 6*
9. *Kanji Test 2* & Essay 5
10. *Kanji Quiz 7, Kanji Practice 7, & Grammar for Essay Writing 7*
11. *Kanji Quiz 8, Kanji Practice 8, Grammar for Essay Writing 8, & Essay 6*
12. *Kanji Quiz 9, Kanji Practice 9, Grammar for Essay Writing 9, & Essay 7*
13. *Kanji Test 3* & Review
14. *Final Exam* (*Kanji & Essay*)

## TEXTS

*Textbook:* None

Materials are provided.

## ASSESSMENT

Attendance and class participation 15%; Assignments 25%; Quizzes, Tests, & Examinations 55%; 3 of best essays 5%

# 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 enrollment.

## 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 review, along with other writing assignments. The maximum number of students is 15. Please note that auditing is NOT permitted.

## COURSE SCHEDULE

	<u>Writings &amp; Activities</u>	<u>Practice</u>
1.	Writing on one point of view (1) Rewriting a conversation	
2.	Writing on one point of view (2) Rewriting a story	<i>wa</i> vs. <i>ga</i>
3.	Reporting on questionnaire (1) Answering	Deictic Words
4.	Reporting on questionnaire (2) Creating	<i>koto</i> vs. <i>no</i>
5.	Reporting on questionnaire (3) Reporting	Paragraphs
6.	Writing <i>Sho-Ronbun</i>	
7.	Mid-term examination	
8.	Book Review(1) Main characters & Summary	Summarizing
9.	Book Review(2) Author's main thesis & How he/she proves it	Quotations
10.	Book Review(3) Assessment	Conjunctions
11.	Using organizational patterns (1)	etc.
12.	Using organizational patterns (2)	
13.	Using organizational patterns (3)	
14.	Final examination	

### TEXTS

*Textbook:* None

Handouts will be provided.

### ASSESSMENT

Attendance and Class participation 20%; Assignments 20%; Final Report & Rewritten Assignments 30%; Mid-term Examination 10%; Final Examination 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 judgments
  - 4.6. Conclusion
5. Working on the manuscripts to improve them

### 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:** Masahiko Mutsukawa

## 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 examination 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 answer 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 N 1: Japanese characters/vocabulary
3. Practice for Japanese Language Proficiency Test N 1: Grammar
4. Practice for Japanese Language Proficiency Test N 1: Listening (1)
5. Practice for Japanese Language Proficiency Test N 1: Listening (2)
6. Practice for Japanese Language Proficiency Test N 1: Reading (1)
7. Practice for Japanese Language Proficiency Test N 1: Reading (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: 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 Japanese business “common sense” 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. How to sell yourself in a job interview
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%

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# OPEN COURSES

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*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 reading 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 three-minute presentation (if possible, in Japanese) about what he or she is interested in about Japan. Students pick a newspaper article about Japanese society and/or politics. 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 twice with Japanese students.

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

### **COURSE SCHEDULE**

1. Class introduction
2. Basics of Japanese history
3. Tokugawa background (Tipton, pp. 1-17)
4. The mid-century crisis (Tipton, pp. 18-35)
5. The early Meiji Revolution (Tipton, pp. 36-54)
6. An emerging mass society (Tipton, pp. 88-107)
7. The "dark valley" (Tipton, pp. 125-142)
8. Video: Emperor Hirohito
9. "Enduring the Unendurable"... (Tipton, pp. 143-160)
10. Conflict and consensus in the 1950s (Tipton, pp. 161-176)
11. Debate Round 1 Prep
12. 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?
13. Debate Round 2 Prep
14. 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?

### **TEXTS**

*Textbook:* Elise K. Tipton, *Modern Japan: A Social and Political History* (New York: Routledge, 2002)

### *Supplementary Materials*

Examples of online newspapers in English that cover Japanese politics:

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

Asahi Shimbun ([www.asahi.com/english](http://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 POLITICS OF JAPAN AND THE UNITED STATES**

**INSTRUCTOR:** Takakazu Yamagishi

### **COURSE DESCRIPTION**

This class is cross-offered by the CJS and the Department of British and 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.

Your Japanese proficiency level must be 3 or higher, but no prior knowledge of Japanese politics is required. The most important thing is that you are keen to study about Japan and to engage in group-oriented activities with Japanese students. You can look forward to being helped with your Japanese language by local students who possess good English skills and, in return, you are also expected to help Japanese students improve their English. Please feel free to ask questions by email.

### **COURSE SCHEDULE**

1. Class introduction
2. Rough picture of the politics of Japan and the US
3. Constitution
4. Japanese prime minister vs. American president
5. Bureaucracy
6. Jury system
7. Intergovernmental relations
8. Social policy
9. Foreign policy
10. Racial policy
11. Party politics
12. Interest group politics
13. War and state-building
14. Conclusion

### **TEXTS**

Distributed by instructor

### **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” from 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 particularly 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 Okinawa.

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 and 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 Cold War period
8. Japan and the United States in the Vietnam War
9. Okinawa in the U.S. – Japan Relations (1)
10. Okinawa in the U.S. – Japan Relations (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 its title for presentation at the 32nd Meeting for the Nagoya Intercollegiate Seminar on International and Area Studies. The 32nd Meeting will be held in early December. About 200 Japanese college students, mainly from the Nagoya area, will attend the Meeting.

At each seminar we will discuss a certain topic 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. It 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.

## **COURSE SCHEDULE**

1. Introduction
2. Readings and discussion
- 3-10. Research and discussion
11. Presentation for the 32nd 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%

# **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 using 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 be 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. CJS students must be interested in studying with Japanese students.

## **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%

## 41020 JAPANESE LINGUISTICS II PHONOLOGY

**INSTRUCTOR:** Mamoru Saitō

#### COURSE DESCRIPTION

This course provides an introduction to the Japanese sound system. After a brief discussion of the sound inventory of the language, some representative phonological rules that govern the actual pronunciation of words are examined. The “mora” (as opposed to the “syllable”) is then introduced as the basic unit in Japanese phonology, and the accentuation (tonal) patterns of the language and its dialects are analyzed. Finally, the syntactic properties of complex verbs are discussed and issues on the phonology-syntax interface are investigated. The course is a lecture-based linguistics seminar cross-offered by the Department of Anthropology and Philosophy, although students should note that ample opportunity is provided for in-class interaction with Japanese students.

## **COURSE SCHEDULE**

1. Phonetics 1: Places and manners of articulation
2. Phonetics 2: Speech sounds in Japanese and English
3. Assimilation rules 1: Devoicing and nasal assimilation
4. Phonology of complex verbs
5. Verbal conjugation rules
6. Assimilation rules 2: *Rendaku* (sequential voicing)
7. Syllable vs mora: Evidence from speech errors and language games
8. Stress vs pitch languages
9. Metrical / autosegmental structures
10. Accentuation in Japanese: Principles and dialectal variations
11. Accentuation in compounds
12. Formation of complex verbs in the syntax

## **TEXTS**

*Textbook:* None

### *Required Reading*

Natsuko Tsujimura, *An Introduction to Japanese Linguistics, Second edition*. Cambridge, Mass.: Blackwell, 2007. (pp. 1-113)

### *Supplementary Reading*

Sanford A. Schane, *Generative Phonology*. Englewood Cliffs: Prentice-Hall, 1973.

## **ASSESSMENT**

Class participation 25%; Assignments 25%; Final examination 50%

# **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 and that enrollment is limited to roughly ten students. Enrollment of students with a variety of language backgrounds is desirable.

## **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』 ジャパンタイムズ

#### 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.

#### 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%

## 42060 PRINCIPLES OF LANGUAGE EDUCATION

**INSTRUCTOR:** John Shillaw

### **COURSE DESCRIPTION**

The main goal of the course is to examine the essential principles which have a direct effect on the practice of second-language education. The issues will be discussed from both a global context and with reference to how second-language education is practiced in Japan.

The course will cover the following areas.

- Curriculum issues — What should teachers teach?
- Methodology issues — How should teachers teach?
- Assessment issues — What have students learned?

### **Objectives:**

The course aims to introduce students to issues involved in foreign language teaching policy and practice. By the end of the course students will understand the interdependency between curriculum planning, methodology and assessment. They will also learn how pedagogic, political and financial concerns play a part in the processes of policy creation and change.

### **Procedure:**

Students will be provided with materials to read before the following class. Research tasks may also be given to do in advance of future classes.

### **COURSE SCHEDULE**

1. Introduction
2. Curriculum issues I
3. Curriculum issues II
4. Curriculum issues III
5. Curriculum issues IV
6. Methodology issues I
7. Methodology issues II
8. Methodology issues III
9. Methodology issues IV
10. Assessment issues I
11. Assessment issues II
12. Assessment issues III
13. Assessment issues IV
14. Review

### **TEXTS**

Materials will be provided.

### **ASSESSMENT**

There will be no examination. Grades for the course will be determined by one major written report at the end of the course (70%) and tasks given during the course (15%). Attendance to classes will also be counted towards the final assessment (15%).

## 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. As a general rule, 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 (1)
12. Some decisions of the Japanese Supreme Court relating to Japanese Nationality Law (2)
13. Some decisions of the Japanese Supreme Court relating to Japanese Nationality Law (3)

## **TEXTS**

*Textbook:* No books to buy.

## **ASSESSMENT**

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

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## PRACTICAL COURSES IN THE JAPANESE ARTS

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*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 the 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* (semi-cursive) style
5. Writing practice: *sōsho* (cursive) style
6. Development of *hiragana* from *kanji*. Writing practice: *hiragana*
7. Writing practice: *gyōsōtai* (*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 by practicing its various techniques. The course is conducted in a mixture of Japanese, a little English and a little Spanish.

#### COURSE SCHEDULE

- Introduction: Free painting with *sumie*
- Discovery of light and shade of the ink
- Start of the first project

- Practicing the basic brush stroke techniques
- Practicing brush stroke techniques with actual models or textbooks (including picture copying)
- Research and copying of classical drawing techniques

#### 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 40%; Assignments 60%

## 83010 FLOWER ARRANGEMENT (*Ikebana*)

**INSTRUCTORS:** Kōji Kanamori, Yoshimi Hirunami, Junko Kozakai

#### COURSE DESCRIPTION

The course provides a brief history of and an introduction to the fundamental concepts, theories, and practice of the artificial arrangement of flowers in Japanese style, adapted after the Ohara School of *Ikebana* (Japanese flower arrangement). Mainly practicing the basic styles of *ikebana* using a shallow flower container in the class, students also learn the seasonal flowers of Japan. Instruction on the handling of materials is 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 the flowers accordingly); Final examination 35% (students are required to choose one Moribana style of *ikebana* and arrange the flowers accordingly)

## 84010 WOODBLOCK PRINTING (*Hanga*)

**INSTRUCTOR:** Tatsuhiko Hasegawa

### COURSE DESCRIPTION

The traditional Japanese art of *Ukiyoe hanga* has an international reputation for its artistic expressions. It involves a high level of skill and possesses its own unique world. In this class the concept of the Japanese expression of art, which is different from that of the West, can be experienced through *hanga*, or woodblock printing.

### COURSE SCHEDULE

- Watching a video introducing woodblock printing.
- Understanding from the video how to use tools such as knives and *baren*.
- Designing our own names in order to practice carving them.
- Copying the preliminary sketch of the name on a block and carving it.
- Learning how to hold and use knives to match the lines of our design and how to practice carving.
- Printing the finished block.
- Beginning to print after being taught how to use and hold a brush and *baren*.
- Observing a demonstration of how to print.
- Practicing printing our own blocks with various quantities of ink.
- Fixing the block if necessary and printing it again.
- Free production after practicing carving and printing.
- Drawing a preliminary sketch and producing *hanga* individually. Consulting the instructor about which technique to use for the sketch.

All the works (prints) 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 & 85011 JAPANESE CULTURE and TEA CEREMONY (*Sadō*) A & B

**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, through the practices in the tea ceremony room, to have students understand the ways of the tea ceremony and aspects of Japanese culture.

### COURSE SCHEDULE

- A. Pleasures of *Sadō*
1. How to enter tea rooms and how to sit
  2. Exchanging greetings and displaying respect others
  3. Drinking thin tea
  4. Hanging-scrolls, flowers and sweets
  5. Introducing the various tea utensils
  6. Procedures for making thin tea
- B. *Sadō* and Japanese culture
7. *Sadō* manifests many components of Japanese culture

8. One opportunity is just one encounter
9. *Wabi* and *sabi*
10. Harmony with nature
11. Formalization
12. The history of *Sadō*

#### **TEXTS**

*Textbook:* None

#### **ASSESSMENT**

Attendance 60%; Participation and attitude in class 40%