

Academic Policies, Registration Procedures & Course Descriptions

授業科目履修案内

**Fall 2026
2026 年秋季学期**

Center for Japanese Studies, Nanzan University

南山大学 外国人留学生別科



NANZAN UNIVERSITY

C O N T E N T S

Academic Calendar

Academic Policies and Registration Procedures

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Course Descriptions

【Required Elective Courses】

■ Intensive Japanese Program (IJP)

< Japanese Language Courses >

		Credits	
10100	Intensive Japanese I	8	 24
10200	Intensive Japanese II	8	 25
10300	Intensive Japanese III	8	 26
10400	Intensive Japanese IV	8	 27
10500	Intensive Japanese V	8	 28

■ Modern Japan Program (MJP)

< Japanese Language Courses >

		Credits	
10010	Fundamental Japanese I	4	 29
10020	Fundamental Japanese II	4	 30
10030	Fundamental Japanese III	4	 31

【Required Course】

■ Modern Japan Program (MJP)

< Modern Japan Course >

		Credits	
20100	Exploring Japan	2	Robert Croker 32

【Elective Courses (IJP) / Required Elective Courses (MJP)】

■ Intensive Japanese Program (IJP) & Modern Japan Program (MJP)

< Japan Studies Courses: 14 courses >

		Credits	
21010	Japanese Economy A	2	Yasuhiro Takarada 33
24010	Japanese Foreign Policy A	2	David M. Potter 35
31020	Language and Culture A	2	Yasue Kodama 37
31030	Japanese Culture and Art A	2	Gregory Rohe 38
31050	Japanese Popular Culture A	2	Maki Isoyama 39
31080	Japanese Cinema A	2	Brett Anthony Hack 41
32010	Japanese Society A	2	Robert Croker 43
33010	Japanese History A	2	Robert Aspinall 45
34020	Japanese Religions A	2	Raj Susai 46
36010	Japanese Linguistics A	2	Tatsuya Hirako 48
47011	Japan Studies A	2	Zsofia Hidvegi 50
47021	Japan Studies B	2	Zsofia Hidvegi 52

61010	Pre-Modern Japanese Literature A	2	Dylan McGee	54
61030	Contemporary Japanese Literature A	2	Kristina Iwata	56

< Japanese Seminar Courses: 20 courses >

* MJP students can take these courses.

		Credits		
42050	Introduction to Teaching Japanese Language	2	Yoshiko Umemoto	58
51010	Elementary Translation*	2	Kazuyo Takeda	59
51020	Intermediate Translation	2	Yasue Kodama	60
51030	Oral Interpretation*	2	Hisami Okada	61
51040	Advanced Translation	2	Yasue Kodama	62
52060	Creative Writing	2	Nanae Fukutomi	63
52070	Introduction to Academic Japanese Writing	2	Masahiko Mutsukawa	64
52080	Academic Japanese Writing	2	Kaori Kondo	65
52090	Writing for Communication*	2	Kaori Kondo	66
53010	Elementary Projects in Japanese*	2	Yuriko Uchiyama	67
53020	Pre-intermediate Projects in Japanese*	2	Nanae Fukutomi	68
53030	Intermediate Projects in Japanese	2	Yoshiko Umemoto	69
63010	Readings in Social Sciences A	2	Masahiko Mutsukawa	70
63030	Readings in Japanese Literature A	2	Tomoko Komada	71
71010	University Preparatory Japanese	2	Hidemi Ikari	72
71030	Japanese for Tourism	2	Junko Kondo	73
71060	Introduction to Business Japanese*	2	Yuriko Uchiyama	74
71070	Japanese for Volunteering	2	Junko Kondo	75
71080	Business Japanese	2	Emi Sato	76
73010	Readings in Science and Technology	2	Masahiko Mutsukawa	77

< Open Courses: courses: 18 courses >

* MJP students can take these courses.

		Credits		
75010	Academic Studies A*	2	Sean O'Connell	78
75050	Academic Studies E	2	Dapeng Cai	79
75060	Academic Studies F	2	Rumi Ito	80
75090	Academic Studies I*	2	Fern Sakamoto	81
75100	Academic Studies J	2	Keiko Ogata	82
76010	Academic Studies N	1	Keiko Ogata	83
76020	Academic Studies O*	1	Junichi Hirukawa	84
76030	Academic Studies P	1	Tatsuya Suzuki	85
76040	Academic Studies Q*	1	Robert Croker	86
76060	Academic Studies S	1	Keiko Ko	87
76070	Academic Studies T	1	Mihiro Sasaki	88
76090	Academic Studies V*	1	Masanori Kitamura	89
76100	Academic Studies W	1	Toshihide Ikoma	90
76110	Academic Studies X*	1	Takakazu Yamagishi	91
76120	Academic Studies Y	1	Takao Imai	92
76130	Academic Studies Z*	1	Tatsuya Imai	93
76140	Academic Studies L*	1	Masanori Kitamura	95
76160	Academic Studies K	1	Robert Croker	96

<Japanese Arts Courses: 6 courses >

81011	Calligraphy (<i>Shodo</i>) 1	2	Yuko Hirano	97
81012	Calligraphy (<i>Shodo</i>) 2	2	Yuko Hirano	97
83010	Flower Arrangement (<i>Ikebana</i>)	2	Yoshimi Hirunami, Junko Yamaguchi and Yoshihiro Kanamori	98
85010	Japanese Culture and Tea Ceremony (<i>Sado</i>) 1	2	Fumie Kojima and Ari Nozaki ...	99
85011	Japanese Culture and Tea Ceremony (<i>Sado</i>) 2	2	Fumie Kojima and Ari Nozaki ...	99
86010	Traditional Japanese Dance (<i>Odori</i>)	2	Yoshinosuke Nishikawa ...	100
87010	Japanese Martial Arts (<i>Budo</i>)	2	Sean O'Connell	101
88010	Manga Drawing (<i>Manga</i>)	2	Shinya Tsuji	102

Credits

Academic Calendar for Fall 2026

[Note] All dates are in Japan Standard Time (JST).

9月 September						
日	月	火	水	木	金	土
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

◆ Sep. 21 and 22 are national holidays, but classes are held.

10月 October						
日	月	火	水	木	金	土
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

◆ Oct. 12 is a national holiday, but classes are held.

11月 November						
日	月	火	水	木	金	土
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

◆ Nov. 23 is a national holiday, but classes are held.

12月 December						
日	月	火	水	木	金	土
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

 Suggested Arrival Dates (Sep. 4–5)

 Placement Tests and Orientations (Sep. 7–11)

 Entrance Ceremony (Sep. 11)

 Class Days

 University Festival (No Class)

 Final examination for Open Course (Nov. 11–17)

 Final examinations for Other Course (Dec. 16–22)

 Program End (Dec. 23)

じゅぎょう かもく りしゅう あんない 授業科目履修案内

あんない しんにゅうせい ざいがくせい たいしょう がいこくじん
この案内には、新入生およびすべての在学を対象とする外国人
りゅうがくせい べっか じゅぎょうりしゅうじょう りしゅうとうろく て つづ する
留学生別科の授業履修上のルールおよび履修登録の手続きが記さ
れています。学生^{がくせい}の皆さん^{みな}は、よく読んでおいてください^よ。

I. 授業科目と単位

a) 履修可能な授業科目と単位

2026年秋学期の科目と修得できる単位は以下のとおりです。外国人留学生別科 (Center for Japanese Studies、以下CJS) に在学中は、各授業科目とも履修は1回しかできません。

科目名には 1・2 (アラビア数字)、A・B (アルファベット)、I・II・III・IV・V・VI (ローマ数字) などの記号がついている場合があります。それぞれの意味は原則として次のとおりです。

記号	意味
1・2 (アラビア数字)	同一科目のクラス分けを表します。*1と*2 は同じ科目であり、クラスが違うだけです。両方を履修登録することはできません。
A・B (アルファベット)	授業の内容に関連性はありませんが、継続性はない科目です。
I・II・III・IV・V・VI (ローマ数字)	関連性があり、内容に継続性がある科目です。I→II→III→IV→V→VI の順で上級になります。

【 選択必修科目 】

■ Intensive Japanese Program (IJP)

< 日本語科目 >

10100	Intensive Japanese I	8単位
10200	Intensive Japanese II	8単位
10300	Intensive Japanese III	8単位
10400	Intensive Japanese IV	8単位
10500	Intensive Japanese V	8単位

■ Modern Japan Program (MJP)

< 日本語科目 >

10010	Fundamental Japanese I	4単位
10020	Fundamental Japanese II	4単位
10030	Fundamental Japanese III	4単位

【 必修科目 】

■ Modern Japan Program (MJP)

< 現代日本科目 >

20100	Exploring Japan	2単位
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【 選択科目 (IJP)・選択必修科目 (MJP) 】

■ Intensive Japanese Program (IJP) / Modern Japan Program (MJP)

< 日本事情科目: 14科目 >

21010	Japanese Economy A	2単位
24010	Japanese Foreign Policy A	2単位
31020	Japanese and Culture A	2単位
31030	Japanese Culture and Art A	2単位
31050	Japanese Popular Culture A	2単位
31080	Japanese Cinema A	2単位
32010	Japanese Society A	2単位

33010	Japanese History A	2単位
34020	Japanese Religions A	2単位
36010	Japanese Linguistics A	2単位
47011	Japan Studies A	2単位
47021	Japan Studies B	2単位
61010	Pre-Modern Japanese Literature A	2単位
61030	Contemporary Japanese Literature A	2単位

< 日本語セミナー科目:20科目 > *MJP に在籍する学生が履修できる科目

42050	Introduction to Teaching Japanese Language	2単位
51010	Elementary Translation*	2単位
51020	Intermediate Translation	2単位
51030	Oral Interpretation*	2単位
51040	Advanced Translation	2単位
52060	Creative Writing	2単位
52070	Introduction to Academic Japanese Writing	2単位
52080	Academic Japanese Writing	2単位
52090	Writing for Communication*	2単位
53010	Elementary Projects in Japanese*	2単位
53020	Pre-intermediate Projects in Japanese*	2単位
63010	Readings in Social Sciences A	2単位
63030	Readings in Japanese Literature A	2単位
71010	University Preparatory Japanese	2単位
71030	Japanese for Tourism	2単位
71060	Introduction to Business Japanese*	2単位
71070	Japanese for Volunteering	2単位
71080	Business Japanese	2単位
73010	Readings in Science and Technology	2単位

< オープン科目:18科目 > *MJP に在籍する学生が履修できる科目

オープン科目の授業は、南山大学の日本人学生を対象に開講されていますが、CJS の学生も受講し、単位を取得することができます。

通常の科目と同様、1週間に1回のみの授業もありますが、その科目の単位数は1単位となります。2単位になる科目は、1週間に2回別々の曜日に授業が実施される科目と、1つの曜日に2コマ連続して授業が実施される科目です。

75010	Academic Studies A* (1週間に2回、別々の曜日に授業を実施)	2単位
75050	Academic Studies E (1週間に2回、別々の曜日に授業を実施)	2単位
75060	Academic Studies F (1週間に2回、別々の曜日に授業を実施)	2単位
75090	Academic Studies I* (1週間に2回、別々の曜日に授業を実施)	2単位
75100	Academic Studies J (1つの曜日に2コマ連続して授業を実施)	2単位
76010	Academic Studies N (1週間に1回授業を実施)	1単位
76020	Academic Studies O* (1週間に1回授業を実施)	1単位
76030	Academic Studies P (1週間に1回授業を実施)	1単位

76040	Academic Studies Q*	(1 週間に 1 回授業を実施)	1単位
76060	Academic Studies S	(1 週間に 1 回授業を実施)	1単位
76070	Academic Studies T	(1 週間に 1 回授業を実施)	1単位
76090	Academic Studies V*	(1 週間に 1 回授業を実施)	1単位
76100	Academic Studies W	(1 週間に 1 回授業を実施)	1単位
76110	Academic Studies X*	(1 週間に 1 回授業を実施)	1単位
76120	Academic Studies Y	(1 週間に 1 回授業を実施)	1単位
76130	Academic Studies Z*	(1 週間に 1 回授業を実施)	1単位
76140	Academic Studies L*	(1 週間に 1 回授業を実施)	1単位
76160	Academic Studies K	(1 週間に 1 回授業を実施)	1単位

< 芸術科目:6科目 >

1と2 は同じ科目であり、クラスが違っただけなので、両方を履修登録することはできません。

81011	Calligraphy (<i>Shodo</i>) 1	2単位
81012	Calligraphy (<i>Shodo</i>) 2	2単位
83010	Flower Arrangement (<i>Ikebana</i>)	2単位
85010	Japanese Culture and Tea Ceremony (<i>Sado</i>) 1	2単位
85011	Japanese Culture and Tea Ceremony (<i>Sado</i>) 2	2単位
86010	Traditional Japanese Dance (<i>Odori</i>)	2単位
87010	Japanese Martial Arts (<i>Budo</i>)	2単位
88010	Manga Drawing (<i>Manga</i>)	2単位

b) 履修登録の必須事項

正規生は、1学期につき14単位以上(IES生の場合は15単位以上)、18単位以下の単位数を履修登録する必要があります。MJPに在籍する学生は、現代日本科目2単位と、日本事情科目およびオープン科目から3単位以上履修登録しなくてはなりません。Intensive Japanese VIもしくはFundamental Japanese IVの単位を既に修得している場合は、日本語科目以外で14単位以上、履修登録しなくてはなりません。

過去の学期で単位を修得した科目については、再度、履修登録をすることができません。
また、履修人数が定員を超える場合は、抽選または選考を行うことがあります。

c) 日本語クラスレベル

授業開始前に実施されるプレイスメントテストで日本語クラスレベルが決定します。原則、プレイスメントテスト後に日本語クラスレベルを変更することはできません。日本語セミナー科目やオープン科目は、この日本語クラスレベルにあわせて履修登録することができます。

次学期に CJS に在籍する学生は、今学期の日本語科目の単位を修得できた場合のみ、次学期の日本語科目のクラスレベルが自動的に1レベル上がります。次学期のプレイスメントテストで十分な成績を得た場合は、1レベルスキップし、2レベル以上上の日本語クラスレベルに進むことも可能です。

d) 修了要件

修了するには、連続して在学する2学期間において、日本語科目2科目を含めた28単位以上を修得する必要があります。MJPに在籍する学生は、これに加え、日本事情科目およびオープン科目から6単位以上、ならびに現代日本科目4単位以上を修得する必要があります。

e) 聴講

正規生は、1科目のみ聴講することができます。聴講する授業科目の単位は、必要単位数の計算には含まれませんが、授業科目履修登録確認表へは記載されます。聴講生はきちんと授業に出席し、授業の予習が必要となりますが、試験を受けたり課題を提出したりする必要はありません。

f) 芸術科目

芸術科目を履修する学生は、1科目につき、以下のとおり教材の代金を支払う必要があります。芸術科目の履修が確定した学生には、CJS オフィスから支払方法を案内します。

科目名	教材費(金額)
Flower Arrangement (Ikebana)	2,000円
Japanese Culture and Tea Ceremony (Sado) 1 または 2	2,000円
Calligraphy (Shodo) 1 または 2	2,000円
Traditional Japanese Dance (Odori)	1,000円
Japanese Martial Arts (Budo)	1,000円
Manga Drawing (Manga)	1,000円

例) Flower Arrangement(Ikebana) と Calligraphy (Shodo) を履修する場合は、教材費の合計は 4,000円です。

Calligraphy (Shodo)の授業で習字道具を受け取った後に履修を取りやめることにした場合、習字道具を

CJS オフィスへ返却してください。

g) 休講・補講・教室変更

休講、補講、教室変更の情報はWebClassの「CJS Board」でお知らせします。授業に関する情報を確認しなかったために欠席扱いになっても、学生本人の責任となります。WebClassの「CJS Board」は定期的・自主的に確認してください。

II. 成績評価

a) 成績評価基準

授業科目に合格した場合、A+、A、B、Cの成績が付与されます。合格できなかった場合の評価はFとなります。

成績	評価
A+ (90-100)	合格
A (80-89)	
B (70-79)	
C (60-69)	
F (0-59)	不合格

b) 課題の評価基準

課題は締め切り厳守です。締め切りまでに必ずと最高評価は100%、締め切りを過ぎて24時間以内であれば最高評価は50%、24時間を過ぎると0%です。

c) 授業科目の成績表示方法をPF (Pass合格/Failure不合格)方式に変更する

授業科目の成績は上記のようにレターグレード(A+、A、B、C、F)で表示されます。しかしCJSでは、PF方式で成績表示をすることも可能です。PF方式に変更を希望する学生は、PF方式への変更期間である10月12日(月)から10月23日(金)までにCJSオフィスへ知らせてください。詳細については、プログラム開始後、WebClassの「CJS Board」でお知らせします。

PF方式の成績評価では以下の点に注意してください。

- 次の奨学金を受けている学生はPF方式の成績評価に変更できません:トヨタ南山、イブハツエ、ヒルシュマイヤー、国費(MEXT)
- 交換留学生(ISEP生を含む)、IES、神学生(OTP-SVD)、三菱UFJ国際財団の学生がPF方式の成績表示方法への変更を希望する場合は、本国の所属大学や所属機関からの正式な許可書(メールも可)を提出しなければなりません。
- 芸術科目の成績表示変更はできません。

d) 成績証明書

成績証明書には、100点満点のスコアとレターグレード(A+、A、B、C、F)が表記されます。交換留学生の成績証明書は、学期の終了から約1か月後に発行できるようになります。各自で本国の所属機関に送るための手続きについては、プログラム開始後に案内します。

e) 成績疑問調査

学生は成績発表後1週間以内に、成績疑問調査を願い出ることができます。調査を希望する学生は、CJS オフィスに連絡してください。

f) 不正行為

試験における不正行為および不正と疑われる行為は、大学の規程で禁止されています。参考資料持ち込み不可の試験では、試験中に教科書、ノート、カード、辞書、その他の参考資料を見ることはできません。参考資料持ち込み可の試験では、担当教員が指定した参考資料のみ見ることができます。

違反した場合は、当該の委員会が所定の手続きにしたがって対応し、該当する科目の単位やその学期の全単位が与えられず、退学処分になることもあります。

不正行為および不正と疑われる行為は、CJSでは厳しく取り扱われ、全ての授業内の小テスト、試験、課題、筆記による作成物において、厳しく禁じられています。

III. 出席に関する規定

授業には欠かさず出席することが求められます。欠席回数が授業回数の3分の1を超えた場合、成績はFとなります。

<遅刻について>

- 1回の授業の開始時間から5分～14分が経過してから教室に入室した場合は遅刻とする。
その授業において、遅刻と早退が合計3回生じるたびに1回の欠席となる。
- 1回の授業の開始時間から15分以上経過した場合は、欠席となる。
- 期末試験など評価に大きくかわる試験は、試験開始時間から14分以内に入室できなければ欠席となる。

<早退について>

- 1回の授業の終了時間の5分～14分前に教室に退室した場合は早退とする。
その授業において、早退と遅刻が合計3回生じるたびに1回の欠席となる。
- 1回の授業の終了時間の15分以上前に教室から退室した場合は、欠席となる。

<欠席について>

欠席する場合はその理由にかかわらず、学生が責任をもって授業科目担当教員に連絡してください。教員への連絡先はWebClassの授業の各コースを表示した後、画面右上のマークを押し、教員へ欠席することを書いたメッセージを送ってください。

ただし、「公欠」に該当する場合は、教員に連絡するとともに必要な書類をCJSオフィスに提出してください。

<公欠について>

CJSでは、以下の理由の場合に公欠を認めています。希望する学生は、WebClassの「CJS Board」で公欠届を入手して、必要な証拠書類を添えて提出してください。公欠が認められたら、CJSオフィスより学生に通知します。
通常この公欠届は、欠席する以前に提出することが求められます。事前の提出ができない場合は、欠席期間の最終日の翌日から数えて1週間以内に提出しなければいけません。

欠席する期間、許可に必要な条件、必要な書類及び欠席中の成績評価方法については以下のとおりです。

- 1回に申請できる公欠日数：連続する最長5日間の授業日

国際センター副センター長(留学生教学担当)が公欠届を検討し、欠席を許可するかどうか、何日間許可するかを決定します。

日本にいる学生が公欠の理由により日本を出る場合は、出国日と入国日がわかるEチケットの写しをCJSオフィスへ提出しなければいけません。

公欠により定期試験など評価に大きくかわる試験が受けられない場合は、後日、追試験が行われます。しかし取得できる最高評価は90%となります(宗教上の理由による公欠を除く)。追試験はその科目の期末試験実施日以降、3日以内に行われます。追試験を欠席した場合、再試験はなく、期末試験は未受験の状態で最終成績が決定します。なお、小テストが受けられない場合、追試験は行われません。

＜公欠の理由＞

・日本の学校保健安全法で定められた学校感染症(インフルエンザや新型コロナウイルス感染症など)学校感染症に罹患したことが分かる診断書を公欠届に添付して提出してください。

・葬儀

学生の近親者(すなわち両親、兄弟姉妹、祖父母、伯(叔)父および伯(叔)母、子供、配偶者)の葬儀のための公欠が認められています。葬儀の案内と渡航状況がわかるものを公欠届に添付して提出してください。

・宗教上の理由

宗教行事の証拠となる資料を公欠届に添付して提出してください。

・学会発表

学会発表の証拠となる資料を公欠届に添付して提出してください。

不明な点がある場合や詳しい情報を知りたい場合は、CJSオフィスに尋ねてください。

IV. 履修登録手続き

CJSで履修登録の手続きが完了しても、本国の大学で履修登録を行ったことにはなりません。必ず学生自身が本国の大学でも履修登録できているかを確認してください。

開講予定授業科目の変更および中止

予定された授業科目は可能な限りその学期中に開講されますが、予告なく変更される場合があります。また、授業科目の登録者が4名未満となった場合は、不開講になることがあります。

CJSで修得した単位を本国の大学で単位認定して卒業を希望する場合は、卒業が遅れるなどの影響が出ないよう余裕をもって履修登録の計画を立てる必要があります。

履修登録手続きは、必ず以下にしたがって行ってください。

すべての時間は日本時間となりますので、気を付けてください。CJS オフィスは月曜日～金曜日の午前9時～午後5時まで開室しています。開室時間中に手続きをしてください。詳しくは教務オリエンテーションの説明を確認してください。

初回履修登録: 9月8日 火曜日

9月8日(火)の教務オリエンテーションの日に初回履修登録をする必要があります。必要な単位数を修得できる

よう、学生は履修登録の前にWebClassの「CJS Board」に掲載されているコース概要を熟読し、時間割を確認してください。履修登録後に授業科目履修登録確認表をメールで送ります(9月11日配信予定)。

最終履修登録: 9月14日 月曜日～9月25日 金曜日

最終履修登録用紙は9月14日からCJS オフィスで配付します。履修登録の変更をしない場合でも、学生は全員、最終履修登録用紙に署名をし、履修科目の最終登録をする必要があります。

なお、9月26日以降は履修科目変更(履修科目の追加もしくは取りやめ)ができません。9月25日までに署名した最終履修登録用紙が提出されない場合は、履修変更がないこととみなしますので、注意してください。

最終履修登録後、履修科目を変更した学生にのみ、変更後の授業科目履修登録確認表を送ります。内容に誤りがある場合はすぐにCJS オフィスに訂正を申し出てください。

・履修科目の追加: 9月14日 月曜日～9月25日 金曜日

履修する科目を追加登録する場合は、CJS オフィスの窓口で「最終履修登録用紙」に追加する科目を書いて提出してください。

・履修科目の取りやめ: 9月14日 月曜日～9月25日 金曜日

履修した科目を取りやめる場合は、CJS オフィスの窓口で「最終履修登録用紙」に取りやめる科目を書いて提出してください。

※Calligraphy (Shodo)の授業で習字道具を受け取った後に履修を取りやめることにした場合、習字道具をCJS オフィスへ返却してください。

V. 期末試験

期末試験は、CJSの学年暦に記されている期間に行います。期末試験のくわしい日程、実施方法などは試験期間の2週間前にCJS Boardでお知らせします。

試験の実施方法は筆記試験、プレゼンテーション(発表)、レポートなどがあり、その科目の担当教員が決定します。筆記試験やプレゼンテーションは大学の教室で行うため、試験期間中に旅行や帰国の計画を立てないでください。

科目の種類	試験期間
日本語科目、現代日本科目、セミナー科目、 日本事情科目、芸術科目	12月16日～12月22日
オープン科目	11月11日～11月17日

追試験

期末試験を欠席する日、または欠席した日について、公欠申請が許可されると後日、追試験が実施されます。

なお、追試験で取得できる最高評価は90%となります(宗教上の理由による公欠の場合を除く)。

追試験はその科目の期末試験実施日以降、3日以内に行われます。追試験を欠席した場合、再試験はなく、期末試験は未受験の状態最終成績が決定します。

VI. 退学と授業料返金

授業料は原則として返金されません。また、CJSで退学が許可されるのは、病気や事故など、入学時に予測できなかった特殊な理由がある場合のみです。まずはCJSオフィスに相談の上、指導教員など関連する教員に必ず相談してください。

退学することが決まったら、退学願に必要事項を記入し、指導教員の署名を貰った上で、退学希望日の2週間前までにCJSオフィスに書面で提出してください。口頭での退学願は受け付けません。原則として、正式な退学日は国際センター委員会の承認を受けた後、学長が承認した日となります。ただし、理由を添えて願い出た場合は、退学日の指定を認めることがあります。退学願の提出後、学長の承認を得るには約2週間かかります。なお、退学願を提出したら必ず退学が承認されるわけではありません。

「留学」の在留資格を有し日本に在住する学生は、正規生という身分で日本への入国許可を受けているため、南山大学は退学日から2週間以内に出入国在留管理局に退学者を報告する義務があります。退学した場合、通常は在留資格を変更するか日本から出国しなければなりません。

VII. 在籍期間延長申請の手続き

2027年春学期への在籍の延長を希望する場合、在籍期間の延長を申請することができます。申請期間、申請方法の詳細については10月中旬にWebClassの「CJS Board」でお知らせします。申請結果は12月上旬に通知する予定です。

なお、以下の点に注意してください。

- ・ [2026年春学期以前にCJSに入学した学生]
IJPに在籍する学生の在籍期間は最長2年(4セメスター)、MJPに在籍する学生の在籍期間は最長1年(2セメスター)です。
- ・ [2026年秋学期以降にCJSに入学した学生]
IJP、MJPの区分に関わらず、在籍期間は最長1年(2セメスター)です。秋学期から春学期への在籍延長のみ、申請が可能です。
- ・ Intensive Japanese VIもしくはFundamental Japanese IVより上の日本語科目はありません。Intensive Japanese VIもしくはFundamental Japanese IVの単位を既に修得した場合は、延長後の学期で日本語科目以外の科目を14単位以上履修登録する必要があります。

VIII. 聴講生志願の手続き

「留学」以外の在留資格を保持している学生は、2027年春学期に聴講生になることを志願できます。申請期間、申請方法の詳細については10月中旬にWebClassの「CJS Board」でお知らせします。申請結果は春学期の成績発表後に通知する予定です。

IX. 別科推薦

IJPに在籍する学生は、南山大学の大学院への推薦入学制度に出願することが可能です。(2026年春学期以前にCJSに入学したIJPの学生は、南山大学の学部への推薦入学制度にも出願できます。)出願資格等、詳しい情報を知りたい場合は、CJSオフィスに尋ねてください。なお、MJPに在籍する学生は、出願できません。

ACADEMIC POLICIES

AND

REGISTRATION PROCEDURES

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

I. Courses and Credits

a) Courses Available and Credits

Courses on offer for the 2026 Fall Semester and the credits awarded for each course are indicated below. Students may take each course only once while enrolled at the Center for Japanese Studies (hereafter written as the CJS).

Course names may have symbols such as 1 and 2 (Arabic numerals), A and B (letters of the alphabet) and I, II, III, IV, V, and VI (Roman numerals):

Symbol	Symbol meaning
1 • 2 (Arabic numerals)	The content of the courses is the same, but the courses are offered at different times. You cannot register for both courses. Usually used for Japanese Arts courses.
A • B (letters of the alphabet)	The content of the courses is different, and you can register for both. Note that you do not need to have taken A to be able to take B; that is, A is not a pre-requisite for B. Usually used for Seminar courses and Japan Studies courses.
I • II • III • IV • V • VI (Roman numerals)	The content of the courses is different. The number shows the level of difficulty of the content, from I (the simplest content) to VI (the most difficult content). Usually used for Japanese Language courses.

【 Required Elective Courses 】

■ Intensive Japanese Program (IJP)

< Japanese Language Courses >

10100	Intensive Japanese I	8 credits
10200	Intensive Japanese II	8 credits
10300	Intensive Japanese III	8 credits
10400	Intensive Japanese IV	8 credits
10500	Intensive Japanese V	8 credits

■ Modern Japan Program (MJP)

< Japanese Language Courses >

10010	Fundamental Japanese I	4 credits
10020	Fundamental Japanese II	4 credits
10030	Fundamental Japanese III	4 credits

【Required Course】

■ Modern Japan Program (MJP) only

< Modern Japan Course >

20100	Exploring Japan	2 credits
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【Elective Courses (IJP) / Required Elective Courses (MJP)】

■ Intensive Japanese Program (IJP) & Modern Japan Program (MJP)

< Japan Studies Courses: 14 courses >

21010	Japanese Economy A	2 credits
24010	Japanese Foreign Policy A	2 credits
31020	Japanese and Culture A	2 credits
31030	Japanese Culture and Art A	2 credits
31050	Japanese Popular Culture A	2 credits
31080	Japanese Cinema A	2 credits
32010	Japanese Society A	2 credits
33010	Japanese History A	2 credits

34020	Japanese Religions A	2 credits
36010	Japanese Linguistics A	2 credits
47011	Japan Studies A	2 credits
47021	Japan Studies B	2 credits
61010	Pre-Modern Japanese Literature A	2 credits
61030	Contemporary Japanese Literature A	2 credits

< Japanese Seminar Courses: 20 courses> MJP students can take seminar courses marked with *.

42050	Introduction to Teaching Japanese Language	2 credits
51010	Elementary Translation*	2 credits
51020	Intermediate Translation	2 credits
51030	Oral Interpretation*	2 credits
51040	Advanced Translation	2 credits
52060	Creative Writing	2 credits
52070	Introduction to Academic Japanese Writing	2 credits
52080	Academic Japanese Writing	2 credits
52090	Writing for Communication*	2 credits
53010	Elementary Projects in Japanese*	2 credits
53020	Pre-intermediate Projects in Japanese*	2 credits
53030	Intermediate Projects in Japanese	2 credits
63010	Readings in Social Sciences A	2 credits
63030	Readings in Japanese Literature A	2 credits
71010	University Preparatory Japanese	2 credits
71030	Japanese for Tourism	2 credits
71060	Introduction to Business Japanese*	2 credits
71070	Japanese for Volunteering	2 credits
71080	Business Japanese	2 credits
73010	Readings in Science and Technology	2 credits

<Open Courses: 18 courses > MJP students can take Open courses marked with *

These classes are offered for Japanese students in Nanzan University's faculties, but students from the CJS can also take them and obtain credits.

Some open courses may be offered only once a week, but the credit for that course is one credit. Courses for which 2 credits will be earned are those that are offered twice a week on two separate days of the week, or two consecutive classes on a single day of the week.

75010	Academic Studies A*	(Two classes per week on separate days of the week)	2 credits
75050	Academic Studies E	(Two classes per week on separate days of the week)	2 credits
75060	Academic Studies F	(Two classes per week on separate days of the week)	2 credits
75090	Academic Studies I*	(Two classes per week on separate days of the week)	2 credits
75100	Academic Studies J	(Two classes per week on the same day of the week)	2 credits
76010	Academic Studies N	(One class a week)	1 credit
76020	Academic Studies O*	(One class a week)	1 credit
76030	Academic Studies P	(One class a week)	1 credit
76040	Academic Studies Q*	(One class a week)	1 credit
76060	Academic Studies S	(One class a week)	1 credit
76070	Academic Studies T	(One class a week)	1 credit

76090	Academic Studies V* (One class a week)	1 credit
76100	Academic Studies W (One class a week)	1 credit
76110	Academic Studies X* (One class a week)	1 credit
76120	Academic Studies Y (One class a week)	1 credit
76130	Academic Studies Z* (One class a week)	1 credit
76140	Academic Studies L* (One class a week)	1 credit
76160	Academic Studies K (One class a week)	1 credit

<Japanese Arts Courses: 6 courses >

**1 and **2 are the same course, just in different time slots. You may not register for both courses.

81011	Calligraphy (<i>Shodo</i>) 1	2 credits
81012	Calligraphy (<i>Shodo</i>) 2	2 credits
83010	Flower Arrangement (<i>Ikebana</i>)	2 credits
85010	Japanese Culture and Tea Ceremony (<i>Sado</i>) 1	2 credits
85011	Japanese Culture and Tea Ceremony (<i>Sado</i>) 2	2 credits
86010	Traditional Japanese Dance (<i>Odori</i>)	2 credits
87010	Japanese Martial Arts (<i>Budo</i>)	2 credits
88010	Manga Drawing (<i>Manga</i>)	2 credits

b) Registration Requirements

All full-time students 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 including a Japanese Language Course. MJP students must also register for 2 credits of Modern Japan Courses and at least 3 credits selected from Japan Studies Courses and Open Courses.

Students who have completed Intensive Japanese VI or Fundamental Japanese IV must register for a minimum load of 14 credits without taking a Japanese Language Course.

Courses whose credits were earned in previous semesters cannot be registered for again.

If the number of enrollments exceeds the maximum number, a lottery for selection will be held.

c) Japanese Class Levels

Japanese class levels are decided based upon placement tests conducted before classes start; in principle, this level cannot be changed after the placement tests. Japanese Seminar Courses and Open Courses are registered based upon the student's Japanese class level.

Students who continue on at the CJS for the next semester will automatically be placed in the next level Japanese Language Course if they successfully pass their present level. Note that students may skip a level and be placed two levels or higher if they receive sufficient scores in their next semester placement test.

d) Requirements of Completion

To complete the program, students must earn at least 28 credits including two Japanese Language Courses over two consecutive semesters. MJP students are also required to earn a minimum of 6 credits from Japan Studies Courses and Open Courses, and a minimum of 4 credits of Modern Japan Courses.

e) Auditing

Full-time students may audit up to one course. This course is not included when calculating the required credit load but is recorded on the registration form. An auditing student is required to attend class regularly and to prepare for lectures but is not required to take examinations or submit assigned papers.

f) Japanese Arts Courses

Students taking Japanese Art Courses are required to pay a course fee. The CJS office will contact students who have been confirmed for Japanese Art Courses with payment instructions.

Course	Fee
Flower Arrangement (<i>Ikebana</i>)	¥2,000
Japanese Culture and Tea Ceremony (<i>Sado</i>) 1 or 2	¥2,000
Calligraphy (<i>Shodo</i>) 1 or 2	¥2,000
Traditional Japanese Dance (<i>Odori</i>)	¥1,000
Japanese Martial Arts (<i>Budo</i>)	¥1,000
Manga Drawing (<i>Manga</i>)	¥1,000

For example, if you take both Flower Arrangement (*Ikebana*) and Calligraphy (*Shodo*), the total fee is ¥4,000.

If you receive calligraphy tools for Calligraphy (*Shodo*) class and decide to drop the class, please return the tools to the CJS office.

g) Cancellation of Classes, Make-up classes, Classroom Changes

Information on cancelled classes, make-up classes, and classroom changes are posted on the "CJS Board" on WebClass. Please check WebClass regularly; if a student does not attend a class because they did not check the information posted on the CJS Board, they are responsible for this absence.

II. Assessment

a) Grades

Assessment of courses is based on the award of letter grades A+, A, B and C for the successful completion of a course. Students who fail to complete a course successfully are awarded an F grade.

Letter Grade	Score	Pass / Fail
A+	90-100	Passing grade
A	80-89	
B	70-79	
C	60-69	
F	0-59	Failing grade

b) Assignment Evaluation Criteria

Deadlines for assignments MUST be met. Marks are given out of 100% if you meet the assignment deadline, out of 50% if you submit assignments late but within 24 hours of the deadline, and become 0% if you submit the assignments more than 24 hours after the deadline.

c) Changing Course Assessment Status to Pass/Failure (P/F)

In principle, assessment of courses is based on the award of letter grades (A+, A, B, C or F) as described above. However, students also have the option of being assessed based upon a P/F system. Students wishing to change to a P/F assessment should notify the CJS Office **between Monday, October 12 and Friday, October 23**. The CJS Office will post details about this on the CJS board on WebClass after the program starts.

Please note the following provisions with regards to P/F assessment:

- Students cannot opt for P/F assessment if they are receiving one of the following scholarships: Toyota-Nanzan, Ibu Hatsue, Hirschmeier, or the Japanese Government (MEXT) Scholarship.
- Exchange students (including ISEP students), IES Abroad, OTP-SVD and Mitsubishi UFJ students are required to submit an official letter of permission from their home institutions if they wish to change to a P/F assessment. Email from the home institution to the CJS Office, which verifies the grading status change, is also acceptable as a substitute for an official letter.
- Grading status for Japanese Art Courses cannot be changed.

d) Transcripts

The numerical score (out of 100) and the letter grade (A+, A, B, C, or F) will be written on transcripts. Official academic transcripts of students on exchange programs will be available approximately one month after the end of the semester. Exchange students are responsible for the procedures for obtaining and sending their transcript to their home institution. Information on the procedures for obtaining and sending the transcript will be provided after the start of the program.

e) Grade Inquiry

Students are entitled to query their grades up to one week after the publication of grades at the end of the

semester. If a student wishes to make such a query, they should contact the CJS Office.

f) Cheating

Cheating and questionable behavior are strictly forbidden in accordance with Nanzan University regulations. During closed-book examinations, no books, notebooks, cards, dictionaries, or other materials may be referred to while the examination is in progress. During open-book examinations, only reference materials specifically designated by the instructors may be used.

Any violation of the above regulations will be dealt with by an assigned committee in accordance with established procedures and may result in loss of credits for that particular course, loss of credits for the entire semester, or expulsion from the program.

Any cheating and questionable behavior is taken very seriously at the CJS. It is also strictly forbidden in all class quizzes and tests, and submitted assignments and written work.

III. Class Attendance Policy

Regular attendance is required. Students who missed more than one-third of class meetings will receive a grade of F.

<Being Late for Class>

- If a student enters the classroom 5 to 14 minutes later after the start time of class, they are considered to be 'late'. Students will receive one absence for every three times they are late for class.
- If a student enters the classroom more than 15 minutes later after the start time of class, they will be marked absent.
- Final examinations have a significant impact on overall evaluation for each course, so students will be considered absent if they cannot enter the room within 14 minutes of the start time of the examination.

<Leaving Early from Class>

- If a student leaves the classroom 5 to 14 minutes before the end of class and does not return, they will be marked as leaving early. Students will receive one absence for every three times they leave class early.
- If a student leaves the classroom more than 15 minutes before the end of class and does not return, they will be marked absent.

<Absences>

Please note that it is a responsibility of the student to inform the instructor of any absence, whatever the reason may be. To contact the instructor, after viewing each course in WebClass, click the mail symbol  at the top right corner of the screen and send a message to the instructor stating that you will not be attending the class. If an absence qualifies as an official excused absence, students must also submit the required documents to the CJS Office.

<Excused Absences>

The CJS permits students to be absent in the circumstances outlined below. Students wishing to have an absence excused must download the Excused Absence Request Form from WebClass and submit it with necessary supporting documents. The CJS Office will notify students when a decision is made. As a general rule, this form is to be submitted before an absence. In cases where this is impossible, students must submit this form within one week counting from the day following the last day of the period of absence.

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

- Number of days of Excused Absences that can be applied for at one time:
Up to five consecutive class days

The Deputy Director of the Center for International Affairs will consider the application and decide whether or not each absence is to be excused and how many days will be granted if it is excused. If a student leaves Japan for any of the reasons listed below, they must submit a copy of their e-ticket, showing their departure and return dates, to the CJS Office.

If a student is unable to take the final examination due to reasons that qualify as an excused absence, a make-up examination will be held within 3 days of the final examination for the course (or after the suspension period ends in the case of school infectious diseases). The highest attainable mark for the make-up examination will be 90%. However, in cases of excused absences for religious reasons, no marks are deducted. If a student misses the make-up examination, there will be no retest and the final grade will be determined without the final examination being taken.

<Reasons for Excused Absences>

- **Officially Recognized Infectious Disease as defined under the Japan School Health and Safety Act (including influenza and COVID-19)**

A student must submit an Excused Absence Request Form with a doctor's certificate confirming diagnosis of an officially recognized infectious disease.

- **Funerals**

Absences are excused for funerals of students' close family members, defined as parents, siblings, grandparents, uncles or aunts, children or spouse. A student must submit an Excused Absence Request Form with supporting documents such as a funeral notice and proof of travel.

- **Religious Reasons**

A student must submit an Excused Absence Request Form with supporting documents such as a proof of the religious event.

- **Academic Conference Presentation**

A student must submit an Excused Absence Request Form with supporting documents such as a proof of the academic conference presentation.

A student should contact the CJS Office if they have any questions or require more detailed information.

IV. Course Registration Procedures

Registration at Nanzan University's Center for Japanese Studies does not mean that students are automatically registered at their home universities. It is the responsibility of each student to make sure that they are properly registered at both institutions.

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. **If fewer than four students register for a class, the course may be cancelled.**

Students intending to transfer credit for courses taken at the CJS 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:

Please keep in mind that all dates are in Japan Standard Time (JST). The CJS office is open Monday through Friday from 9:00 a.m. to 5:00 p.m.

Initial Registration: Tuesday, September 8

Students will be required to complete initial course registration on Tuesday, September 8, the day of the academic orientation.

To ensure that students can earn the required number of credits, students should carefully read the course outlines posted on the "CJS Board" in WebClass and check the time schedule before registering for classes.

After initial registration, students will receive Confirmation of Course Registration by email (scheduled for delivery on September 11).

Final Registration: Monday, September 14 - Friday, September 25

Final Registration Forms will be available at the CJS office from September 14. All Students are required to sign the final registration form to finalize their course registration, even if they do not make any changes to their course registration.

No course changes (adding or dropping courses) will be allowed after September 25. Please note that if the signed final registration form is not submitted by September 25, it will be assumed that no course changes have been made.

After final registration, updated Confirmation of Course Registration will be sent only to students who have made course changes. If there are any errors in the information, please notify the CJS office immediately for correction.

●Adding Courses: Monday, September 14 - Friday, September 25

To register additional courses, please submit the "Final Registration Form" with the courses you wish to add at the CJS office.

●Course Drop: Monday, September 14 - Friday, September 25

To withdraw from courses you have registered for, please submit the "Final Registration Form" with the courses you wish to drop at the CJS office.

*If you wish to withdraw from a calligraphy class, please return the calligraphy tools handed out at class to the CJS office.

V. Final Examination

The final examination will be held during the period indicated in the CJS academic calendar. The detailed schedule and method of the final examinations will be announced on the CJS Board two weeks prior to the examination period. The examinations can be a written examination, a presentation, or a report, and will be decided by the course instructor. Since the written examinations and presentations will be conducted in the classroom on campus, please do not make plans to travel or return home during the examination period.

Type of courses	Examination Period
Japanese Language Courses, Modern Japan Courses, Japanese Seminar Courses, Japan Studies Courses and Japanese Arts Courses	December 16 - December 22
Open Courses	November 11 - November 17

Make-up Examination

If a student misses the final exam and their absence is approved through the excused absence request, a make-up exam will be given at a later date. However, the highest attainable mark will be 90% (except in cases of excused absences for religious reasons.).

Make-up exams will be given within 3 days after the final exam for that course is given. If the make-up exam is missed, there will be no retest and the final grade will be determined without the final exam being taken.

VI. Withdrawal from the Program and Refunds

Tuition fees are, in principle, non-refundable, and official permission to withdraw from the CJS program can only be granted in exceptional circumstances for reasons unforeseeable at the time of admission, such as illness or accident. Please first consult the CJS Office and the relevant instructors, including your academic advisor.

Once the decision to withdraw is confirmed, students must fill out a “Petition for Permission to Withdraw from the CJS”, obtain the signature of their academic advisor, and submit the document to the CJS Office at least two weeks before the requested date of withdrawal. Oral requests to withdraw will not be accepted. In principle, the official date of withdrawal will be determined with the approval of the Center for International Affairs Committee and then confirmed by the President of the University. However, if the student is requesting a withdrawal due to an unavoidable reason, the date of withdrawal may be modified. Obtaining the approval of the President usually takes approximately two weeks after the petition has been submitted. Please be reminded that permission to withdraw is not always granted upon request.

For students in Japan on a student visa: Since students are permitted to enter Japan on the condition that they maintain a full-time student status, it is the responsibility of Nanzan University to report any withdrawal to the Immigration Office within two weeks. Withdrawal from the program usually results in the student having to change their visa status or leave Japan.

VII. Procedures for Applying to Extend the Period of Enrollment

Students may apply for an extension of their enrollment to the 2027 Spring Semester.

Details on the application period and application procedure will be posted on the CJS Board in WebClass in October.

Students will be notified of the application results in early December.

Please be aware of the following points:

- [For students who entered CJS in or before the 2026 Spring semester]
The maximum period of enrollment is two years (four semesters) for students in the IJP and one year (two semesters) for students in the MJP.
- [For students who entered CJS in or after the 2026 Fall semester]
Regardless of whether they are enrolled in the IJP or MJP, the maximum period of enrollment is one year (two semesters). Students may apply only for an extension from the Fall semester to the following Spring semester.
- No Japanese Language Course higher than Intensive Japanese VI or Fundamental Japanese IV is offered in the IJP and MJP programs. Students who have completed Intensive Japanese VI or Fundamental Japanese IV are required to register for at least 14 credits of courses other than Japanese language courses during their extended semester.

VIII. Procedures for Applying to Become a Part-time Student

Students enrolled in the 2026 Fall Semester whose visa status of residence is other than “Student” may apply to become a part-time student in the 2027 Spring Semester. The application period and details on how to apply will be posted on the CJS Board in WebClass in October.

Students will be notified of the application results after the fall semester grades are released.

IX. Bekka Suisen (Recommendation for CJS students to enter regular undergraduate and graduate programs)

IJP students may apply to enter the graduate programs at Nanzan University. (IJP students who entered CJS in or before the 2026 Spring Semester may also apply to enter the undergraduate programs.) Students who wish to enter such programs should contact the CJS Office for the admission requirements and further information. Note that MJP students may not apply.

Course Descriptions



10100 INTENSIVE JAPANESE I

INSTRUCTOR	Kazuyo Takeda, Tomoko Komada and Naoko Ueda
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COURSE DESCRIPTION

This course is designed for students who have had fewer than 200 hours of Japanese instruction. Students should have already mastered *hiragana* and *katakana* in order to enter this level. It covers basic introductory Japanese grammar, explains how to make simple sentences and question sentences, illustrates how to use the most common adjectives, introduces the three Japanese verb types, shows how to make the present and past tense forms, and describes how to make requests.

Upon completion of this level, students are expected to be able to deal with daily and specific matters in various situations that involve speaking and listening. By the end of the semester, students will be able to read and write short passages using the grammar and expressions covered in this course and handle 150 *kanji* in addition to *hiragana* and *katakana*. This course is designed to improve overall Japanese proficiency for communication, and reading and writing skills.

COURSE GOALS

Upon successful completion of this course, students will be able to:

- Communicate in simple Japanese for daily use (for example, be able to talk about family, friends, vacation, etc. and be able to explain feelings).
- Read short stories and write short passages such as postcards and essays using the grammar and expressions covered in this course.
- Handle 150 *kanji* in addition to *hiragana* and *katakana*.

COURSE SCHEDULE

1. *Genki* Lesson 1
2. *Genki* Lesson 2
3. *Genki* Lesson 3
4. *Genki* Lesson 4
5. *Genki* Lesson 5
6. *Genki* Lesson 6
7. *Genki* Lesson 7
8. *Genki* Lesson 8
9. *Genki* Lesson 9
10. *Genki* Lesson 10
11. *Genki* Lesson 11
12. *Genki* Lesson 12
13. Review
14. Final Examination

ASSESSMENT

Class participation 15%; Assignments 15%; Quizzes and Tests 70%

TEXTS

Textbook

Purchase required:

Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C., & Tokashiki, K. (2020). *Genki: An Integrated Course in Elementary Japanese I* (3rd ed). Japan Times. ISBN978-4-7890-1730-5

Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C., & Tokashiki, K. (2020). *Genki Vol. 1 - Workbook [Third Edition]*. Japan Times. ISBN978-4-7890-1731-2

Supplementary Materials

Other materials are provided by the instructors.

10200 INTENSIVE JAPANESE II

INSTRUCTOR	Nanae Fukutomi, Hikari Nakamura and Toko Nakamura
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COURSE DESCRIPTION

This course covers introductory Japanese expressions, including those for opinions and feelings, abilities, conveying hearsay, giving and receiving, and passive and causative sentences. It also introduces honorific and humble expressions, along with practical discourse structures used in daily life. To enroll in this level, students should have mastered basic conjugations (e.g., Te-form, Negative form, Past form) and 150 kanji. This course uses Genki II 3rd Edition (Lessons 13 to 23).

COURSE GOALS

Upon successful completion of this course, students will be able to:

- Communicate in everyday, routine life in Japan.
- Read short essays and diary entries, and write longer passages such as short essays, speeches, and e-mails.
- Handle 320 *kanji*.

COURSE SCHEDULE

1. Introduction and review of *Genki* 1
2. *Genki* Lesson 13
3. *Genki* Lesson 14
4. *Genki* Lesson 15
5. *Genki* Lesson 16
6. *Genki* Lesson 17
7. *Genki* Lesson 18
8. *Genki* Lesson 19
9. *Genki* Lesson 20
10. *Genki* Lesson 21
11. *Genki* Lesson 22
12. *Genki* Lesson 23
13. Review
14. Final Examination

ASSESSMENT

Class Participation 15%; Assignments 15%; Quizzes 20%; Tests 50%

TEXTS

Textbook

Purchase required:

Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C., & Tokashiki, K. (2020). *Genki: An Integrated Course in Elementary Japanese II* (3rd edition). Japan Times.

Workbook

Purchase required:

Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C., & Tokashiki, K. (2020). *Genki: An Integrated Course in Elementary Japanese II [Workbook]* (3rd edition). Japan Times.

Supplementary Materials

Other materials are provided by the instructors.

10300 INTENSIVE JAPANESE III

INSTRUCTOR	Kaori Kondo, Yuriko Uchiyama, Miyuki Doi and Emi Sato
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COURSE DESCRIPTION

This course aims to improve overall Japanese four skills for communication. This course covers most of the important intermediate grammar and discourse structures while reviewing basic Japanese grammar. Topics covered include discussion of well-known people, popular tourist destinations, study abroad, and contemporary social issues. Students should have mastered 320 *kanji* to enter this level.

COURSE GOALS

Upon successful completion of this course, students will be able to:

- Understand readings and discuss on familiar topics.
- Explain his/her ideas in an organized way.
- Make a speech in an organized manner.
- Read and write 600 *kanji*.

COURSE SCHEDULE

1. Orientation & Review; *Quartet* Lesson 1
2. *Quartet* Lesson 1
3. *Quartet* Lesson 2
4. *Quartet* Lesson 2
5. *Quartet* Lesson 3
6. *Quartet* Lesson 3
7. *Quartet* Lesson 4 ; Oral Exam 1
8. *Quartet* Lesson 4
9. *Quartet* Lesson 5
10. *Quartet* Lesson 5
11. *Quartet* Lesson 6
12. *Quartet* Lesson 6
13. Review for Exam; Oral Exam 2
14. Final Examination

ASSESSMENT

Class Participation 15%; Assignments 15%; Quizzes 20%; Tests 50%

TEXTS

Textbook

Purchase required:

Yasui, A., Ide, Y., Doi, M., & Hamada, H. (2019). *Quartet: Intermediate Japanese Across the Four Language Skills I*. Japan Times.

Workbook

Purchase required:

Yasui, A., Ide, Y., Doi, M., & Hamada, H. (2019). *Quartet: Intermediate Japanese Across the Four Language Skills I (Workbook)*. Japan Times.

Supplementary Materials

Other materials are provided by the instructors.

10400 INTENSIVE JAPANESE IV

INSTRUCTOR	Junko Kondo, Hidemi Ikari, Nobuyo Machida and Ryoko Onishi
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COURSE DESCRIPTION

This course is designed to review previously learned grammar and language skills while further developing students' reading, writing, listening, and speaking skills through more advanced Japanese expressions and vocabulary. It explores various topics such as Japanese literature, society, multiculturalism, and intercultural communication through authentic materials, including books, newspaper articles, interviews, documentaries, and other media. Students are expected to have mastered approximately 600 kanji to enter this level and will learn an additional 300 new kanji.

COURSE GOALS

Upon successful completion of this course, students will be able to:

- Read a variety of texts using appropriate reading and discourse strategies.
- Conduct a formal interview and write a report.
- Analyze and describe survey data.
- Write essays about culture and society.
- Discuss social and cultural issues, expressing and supporting opinions appropriately.
- Write a Japanese-style essay (*sho-ronbun*).

COURSE SCHEDULE

1. Orientation & Review
2. *Quartet* Lesson 7
3. *Quartet* Lesson 8
4. *Quartet* Lesson 8
5. *Quartet* Lesson 9
6. *Quartet* Lesson 9
7. *Quartet* Lesson 10
8. *Quartet* Lesson 10
9. *Quartet* Lesson 11
10. *Quartet* Lesson 11
11. *Quartet* Lesson 12
12. *Quartet* Lesson 12
13. Course Review
14. Final Examination

ASSESSMENT

Class participation 15%; Assignments 15%; Quizzes 20%; Tests 50%

TEXTS

Textbook

Yasui, A., Ide, Y., Doi, M., & Hamada, H. (2020). *QUARTET: Intermediate Japanese Across the Four Language Skills II*. (Purchase required)

Workbook

Yasui, A., Ide, Y., Doi, M., & Hamada, H. (2020). *QUARTET: Intermediate Japanese Across the Four Language Skills II Workbook*. (Purchase required)

Supplementary Materials

Additional materials will be provided by the instructors.

10500 INTENSIVE JAPANESE V

INSTRUCTOR	Hisami Okada, Yasue Kodama and Yuriko Ide
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COURSE DESCRIPTION

This course reviews previously taught grammar and vocabulary then extends students' knowledge and usage, particularly in more academic fields. Readings are selected from novels, newspapers, and books written for Japanese college students, and documentaries. The topics include linguistic and cultural diversity, tourism, mass media, subcultures, gender, technology and so on. Students should have mastered 900 kanji in order to enter this level.

COURSE GOALS

- Write short papers and give presentations, by improving their four language skills.
- Carry out research projects collaboratively.
- Discuss social and cultural issues with Japanese students.
- Deepen their understanding of Japanese culture and society.

COURSE SCHEDULE

1. Reading and discussion (1)
2. Reading and discussion (2)
3. Writing and presentation
4. Reading and discussion (3)
5. Reading and discussion (4)
6. Writing and presentation
7. Reading and discussion (5)
8. Reading and discussion (6)
9. Writing and presentation
10. Reading and discussion (7)
11. Reading and discussion (8)
12. Writing and presentation
13. Review
14. Final examination

ASSESSMENT

Class participation 15%; Assignments 15%; Quizzes & Tests 70%

TEXTS

Textbook: Handouts are provided by the instructors.

Supplementary Materials

Handouts are provided by the instructors.

10010 FUNDAMENTAL JAPANESE I

INSTRUCTOR	Yoshiko Umemoto
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COURSE DESCRIPTION

This comprehensive Japanese language communication course for beginners is designed for students who have a basic working knowledge of both hiragana and katakana. Although students will practice all four skills, more focus is placed on speaking and interaction. Students will learn basic introductory Japanese grammar such as making simple statements and questions, describing present and past events, and making simple requests. Important basic everyday expressions and essential vocabulary are also introduced, along with 60 kanji.

Students are required to participate actively in class in order to fully develop their language proficiency. Each Monday, Tuesday, Thursday, and Friday morning is one 100-minute class.

COURSE GOALS

You will be able to communicate in simple Japanese for daily use in a slow conversation. By the end of the semester, you will be able to:

- Introduce yourself, ask and tell people your name, major(s) at school, the time, etc., and invite someone to do various activities.
- Talk about daily routine, past events, and favorite things, and describe where things are.
- Make requests, ask for and give permission, and give reasons.
- Master hiragana, katakana, and 60 kanji.

Students who successfully complete this level will have roughly a CEFR A1.1 level.

COURSE SCHEDULE

1. Greetings and the Japanese sound system
2. Genki Lesson 1
3. Genki Lesson 2
4. Genki Lesson 2
5. Genki Lesson 3
6. Genki Lesson 3
7. Genki Lesson 4
8. Genki Lesson 4
9. Genki Lesson 5
10. Genki Lesson 5
11. Genki Lesson 6
12. Genki Lesson 6
13. Review
14. Final examination

ASSESSMENT

Class participation 15%; Assignments 15%; Quizzes 20%; Tests 50%

TEXTS

Textbooks and Workbook

Purchase required:

Eri Banno et al., *Genki: An Integrated Course in Elementary Japanese I*, (3rd ed). The Japan Times.

- 1) Textbook ISBN 978-4-7890-1730-5
- 2) Workbook ISBN 978-4-7890-1731-2

Supplementary Materials

- 1) GENKI Vocab Cards for 3rd Ed. 1200 Essential Japanese Words (iOS/Android)
- 2) A course packet will be provided by the instructor.

10020 FUNDAMENTAL JAPANESE II

INSTRUCTOR	Yoshiko Umemoto
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COURSE DESCRIPTION

This comprehensive Japanese language communication course for near beginners is designed for students who have mastered about 60 *kanji* and have had around 50-100 hours instructions of Japanese language at the college level. Although students will practice all four skills, more focus is placed on speaking and interaction. Students will learn important basic Japanese grammar such as expressions of aspects/comparisons, short forms of verbs and adjectives, and various noun modification patterns. About 90 new *kanji* and important vocabulary for every day usage are also introduced.

Students are required to participate actively in class in order to fully develop their language proficiency. Each Monday, Tuesday, Thursday, and Friday mornings are one 100-minute class.

COURSE GOALS

You will be able to communicate in simple Japanese for daily use at a more natural speed. By the end of the semester, you will be able to:

- talk about family and friends, order at a restaurant, ask about tours and make reservations, and talk about health conditions
- share opinions, hearsay, reasons, and intentions
- make comparisons, describe past experiences, and discuss what you like and dislike
- master 150 *kanji*

Students who successfully complete this level will have roughly a CEFR A1.3 level.

COURSE SCHEDULE

1. Review of Genki Lessons 1-6
2. Genki Lesson 7
3. Genki Lesson 8
4. Genki Lesson 8
5. Genki Lesson 9
6. Genki Lesson 9
7. Genki Lesson 10
8. Genki Lesson 10
9. Genki Lesson 11
10. Genki Lesson 11
11. Genki Lesson 12
12. Genki Lesson 12
13. Review
14. Final examination

ASSESSMENT

Class participation 15%; Assignments 15%; Quizzes 20%; Tests 50%

TEXTS

Textbooks and Workbook

Purchase required:

Eri Banno et al., *GENKI: An Integrated Course in Elementary Japanese I*, 3rd ed., The Japan Times.

- 1) Textbook ISBN 978-4-7890-1730-5
- 2) Workbook ISBN 978-4-7890-1731-2

Supplementary Materials

- 1) GENKI Vocab Cards for 3rd Ed. 1200 Essential Japanese Words (iOS/Android)
- 2) A course packet will be provided by the instructor.

10030 FUNDAMENTAL JAPANESE III

INSTRUCTOR	Yuko Mori
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COURSE DESCRIPTION

This comprehensive Japanese language communication course is designed for students who have mastered about 150 kanji and have had around 100-150 hours of instruction in Japanese language at the college level. Although students will practice reading, writing, and listening, more focus is placed on speaking and interaction. Students will learn very important basic Japanese grammar such as potential/volitional forms, giving and receiving verbs, intransitive/transitive verbs, and complex sentences with time expressions *toki/mae*. About 90 new kanji and important vocabulary for every day usage are also introduced.

Students are required to participate actively in class in order to fully develop their language proficiency. Each Monday, Tuesday, Thursday, and Friday morning are one 100-minute class.

COURSE GOALS

You will be able to communicate simple and routine tasks as a college student. By the end of the semester, you will be able to:

- Talk about your classes, part-time job experience, and travel plans or future life.
- Give multiple reasons for something, express first impressions, talk about gift exchanges, and complain about situations.
- Make suggestions, make a polite request, apologize, express your hopes and wishes, and talk about hypothetical situations.
- Master 240 *kanji*.

Students who successfully complete this level will have roughly a CEFR A2.1 level.

COURSE SCHEDULE

1. Review of *Genki* Lessons 7-12
2. *Genki* Lesson 13
3. *Genki* Lesson 14
4. *Genki* Lesson 14
5. *Genki* Lesson 15
6. *Genki* Lesson 15
7. *Genki* Lesson 16
8. *Genki* Lesson 16
9. *Genki* Lesson 17
10. *Genki* Lesson 17
11. *Genki* Lesson 18
12. *Genki* Lesson 18
13. Review
14. Final examination

ASSESSMENT

Class participation 15%; Assignments 15%; Quizzes 20%; Tests 50%

TEXTS

Textbook and Workbook

Purchase required:

Eri Banno et al., *GENKI: An Integrated Course in Elementary Japanese II*, 3rd ed., Japan Times.

- 1) Textbook ISBN 978-4-7890-1732-9
- 2) Workbook ISBN 978-4-7890-1733-6

Supplementary Materials

- 1) GENKI Vocab Cards for 3rd Ed. 1200 Essential Japanese Words (iOS/Android)
- 2) A course packet will be provided by the instructor.

20100 EXPLORING JAPAN

INSTRUCTOR	Robert Croker
CLASS CAPACITY	No upper limit
LANGUAGE USED IN CLASS	English (CJS students are encouraged to use Japanese)
JAPANESE LEVEL	Fundamental Japanese I-III
ENGLISH LEVEL	The ability to understand, speak, read, and write academic English is essential.
AUDITING	Not permitted

COURSE DESCRIPTION

"Exploring Japan" is a required course for all MJP students; Nanzan University undergraduate students also take this course. It meets for two consecutive periods on Wednesday mornings. It is a reading and discussion course, exploring the diversity of Japanese society from the Edo period to the present time, and comparing it with students' own societies. Each week, we focus on a different theme, such as people with disabilities, gender in Japan, LGBTQ+ people, poverty, and the diverse lives of foreigners in Japan. This course provides you with an opportunity to collaborate with Nanzan students and develop a deeper understanding of contemporary Japan. Your thoughtful, active participation throughout the course is expected.

COURSE GOAL

To develop a deeper knowledge of Japanese contemporary society, and its diversity

COURSE SCHEDULE

1. & 2. Diversity in Japan (9/16)
'Measuring' diversity; How diverse is Japan? How is diversity a strength or a weakness in Japan?
3. & 4. People with disabilities in Japan (9/30)
5. & 6. The lives of women and men in Japan (10/7)
7. & 8. LGBTQ+ people in Japan (10/14)
9. & 10. Poverty in Japan (10/21)
11. & 12. Foreigners living in Japan (10/28)
13. & 14. Japan's diversity in the future (11/4)

ASSESSMENT

Class summaries (seven classes, 10% each week) = 70%

Final written exam (two questions, 10% each) = 20%

Course reflection = 10%

TEXTS

Reading materials will be given by the instructor in each class.

21010 JAPANESE ECONOMY A

POSTWAR DEVELOPMENTS AND GLOBAL ECONOMIC ENVIRONMENT

INSTRUCTOR	Yasuhiro Takarada
CLASS CAPACITY	20 students
LANGUAGE USED IN CLASS	English only
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read, and write in academic English is essential.
AUDITING	Permitted

COURSE DESCRIPTION

This course is delivered in a combination of lectures and seminars.

This course is an overview of the Japanese economy, especially focusing on the global economic environment. First, the mechanism of postwar economic growth is reviewed. It covers the Japanese economic system's components established during the period of high economic growth—the main bank system, lifetime employment, seniority-based wage system, and company unions. Second, Japan's industrial policy, macroeconomic and monetary policy, and international trade and trade policy are discussed. Third, multinationals in the global economy, the effects of population aging on productivity, economic growth, and employment structures are discussed.

The format of the course will be lectures, supplemented by class discussion. Lectures and research materials will be mostly in English. The topics listed below may be revised to better match the interests and levels of the students enrolled in the course.

COURSE GOALS

- Understanding the basic mechanisms of economic phenomena in the context of Japan and the characteristics of the Japanese economy
- Understanding changes in the Japanese economy based on macroeconomic theory and statistical data
- Understanding the effects of changes in the global economic environment on the Japanese economy

COURSE SCHEDULE

1. Introduction: Land, Culture, and Demography
2. Post-war Economy, Economic Growth, and Industrial Policy
3. Macroeconomic and Monetary Policy
4. Education and Labor Market
5. Agriculture, Forestry, and Fisheries
6. Manufacturing, Resources, and Energy
7. Technology and R&D
8. Balance of Payments: International Trade and FDI
9. Patterns of Trade: Productivity and Resources
10. Renewable Resources and Trade
11. Tariffs and Non-tariff Barriers: Product Standards
12. Regional Trade Agreements
13. Multinationals and Offshoring
14. Final Report

ASSESSMENT

Class Participation	20%
Individual Presentation	30%
Final Report	50% (due on the last day of the course)
Students will write a final report of five pages.	

TEXTS

Textbooks: None

Complementary materials

Feenstra, Robert and Alan M. Taylor (2020) *International Economics*, Worth Publishers.

Flath, David (2022) *The Japanese Economy*, Oxford University Press.

Ito, Takatoshi and Takeo Hoshi (2020) *The Japanese Economy*, the MIT Press.

Krugman, Paul, Maurice Obstfeld, and Marc Melitz (2022) *International Economics: Theory and Policy*, Pearson Education Limited.

Roberts, Russell (2006) *The Choice: A Fable of Free Trade and Protectionism*, Pearson Prentice Hall.

Rodrik, Dani (1997) *Has Globalization gone too far?*, Institute for International Economics.

Rodrik, Dani (2011) *The Globalization Paradox: Democracy and the Future of the World Economy*, W.W. Norton.

These books are available at Nanzan Reiners Central Library. Students do not have to purchase them.

OTHER PREREQUISITES

The only prerequisite for this course is an interest in the Japanese economy and global economic environment.

24010 JAPANESE FOREIGN POLICY A

REEMERGENCE AS A GREAT POWER?

INSTRUCTOR	David M. Potter
CLASS CAPACITY	20 students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Permitted

COURSE DESCRIPTION

Japan emerged from World War II a defeated and occupied country. By the 1980s it had restored itself to the status of a great economic power but one that appeared to lack commensurate political power. The end of the Cold War presented Japan both with the possibility of moving beyond its postwar foreign policy foundations and a series of new challenges it had not faced previously.

This course will survey modern Japan's foreign policy, with an emphasis on the postwar era. It will examine the key themes and challenges of Japan's foreign policy, decision-making processes and institutions, and Japan's relations with key external actors. This course will conclude by asking what kind of power Japan exercises and how we should think about its place in the international system.

COURSE GOALS

By the end of the course the student will have accomplished the following:

- Grasp the essential issues in Japan's postwar foreign policy
- Understand the institutions of foreign policy making in Japan
- Be able to assess the strengths and weaknesses of competing positions in debates on Japan's foreign policy.

COURSE SCHEDULE

1. The nineteenth and early twentieth centuries
Readings: Hitomi Koyama and Barry Buzan, "Rethinking Japan in Mainstream International Relations," *International Relations of the Asia-Pacific* (2019)
2. Foundations of Postwar Foreign Policy: the Yoshida Doctrine postwar political structure: the 1955 system, key actors in foreign policy making
Readings: David Potter, "Evolution of Japan's Postwar Foreign Policy".
3. The end of the Cold War(?) and Japanese foreign policy
Readings: David Welch, "Embracing Normalcy: Toward a Japanese 'National Strategy'", in *JANC?*; Masayuki Tadokoro, "Change and Continuity in Japan's 'Abnormalcy': An Emerging External Attitude of the Japanese Public", in *JANC?*; Cheol Hee Park, "Conservative Conceptions of Japan as a Normal Country: Comparing Ozawa, Nakasone, and Ishihara", in *JANC?*; Yoshihide Soeya, "A 'Normal' Middle Power: Interpreting Changes in Japanese Security Policy in the 1990s and After", in *JANC?*
4. Instruments of foreign policy – security policy
Readings: Abe Shinzo, "Asia's Democratic Security Diamond"; Jeffrey Hornung, "Japan's 2015 Security Legislation: Change Rooted Firmly in Continuity," RHJFP; Jeffrey Hornung, "Abe Shinzo's Lasting Impact: Proactive Contributions to Japan's Security and Foreign Policies," 2021
5. Mid-term examination
6. Instruments of foreign policy – economic policy, foreign aid
Readings: David Potter, "Japan's Foreign Aid, Human Security, and Traditional Security".
7. Relations with the United States, Part 1
Readings: handouts of key documents on the alliance.
8. Relations with the United States, Part 2
Readings: Richard Samuels, "Wing Walking: the U.S.-Japan Alliance", *Global Asia*, 2009; Thomas Wilkins, "Japan's Grand Strategy and New Strategic Partnerships"; Christopher Hughes, *Japan's Foreign and Security Policy under the 'Abe Doctrine'*, chapter 3.
9. Relations with Asia, Part 1
Readings: Thomas U. Berger, "Precarious Balances: History and Memory in Japan's Foreign Relations," RHJFP; Christopher Hughes, *Japan's Foreign and Security Policy under the 'Abe Doctrine'*, chapter 4;

handouts of key documents.

10. Relations with Asia, Part 2

Readings: Lam Peng Er, "Japan's Relations with Southeast Asia in the Post-Cold War Era: 'Abnormal' No More?" in *JANC?*; handouts of key documents.

11. Relations with Europe

Readings: handouts on the Asia-Europe Meeting.

12. Relations with the United Nations and other international organizations

Readings: Sukehiro Hasegawa, "Japan and the United Nations: Its Past, Present, and Future," 2016

13. Conclusion

14. Final examination

ASSESSMENT

Class participation is expected and is worth 20% of your course grade. There will one mid-term examination, worth 40% of the course grade, and a final paper, worth 40% of the course grade.

TEXTS

Textbooks: None

Required Readings

Yoshihide Soeya, Masayuki Tadokoro, and David Welch, ed., *Japan as a 'Normal' Country?* University of Toronto Press, 2011.

David M. Potter, "Evolution of Japan's Postwar Foreign Policy", 2008.

David M. Potter, "Japan's Foreign Aid, Human Security, and Traditional Security", *Academia: Social Sciences*, January 2015.

Christopher Hughes, *Japan's Foreign and Security Policy under the 'Abe Doctrine'*, Palgrave, 2015.

Hitomi Koyama and Barry Buzan, "Rethinking Japan in Mainstream International Relations," *International Relations of the Asia-Pacific* (2019)

Thomas U. Berger, "Precarious Balances: History and Memory in Japan's Foreign Relations," in Mary McCarthy (ed.) *Routledge Handbook of Japanese Foreign Policy*, 2018.

Jeffrey Hornung, "Japan's 2015 Security Legislation: Change Rooted Firmly in Continuity," in Mary McCarthy (ed.) *Routledge Handbook of Japanese Foreign Policy*, 2018.

Richard Samuels, "Wing Walking: the U.S.-Japan Alliance", *Global Asia*, 2009.

Shinzo Abe, "Asia's Democratic Security Diamond", 2012.

Michael Green, "Japan is Back," Lowy Institute, 2013.

Thomas Wilkins, "Japan's Grand Strategy and New Strategic Partnerships", 2014.

Sukehiro Hasegawa, "Japan and the United Nations: Its Past, Present, and Future," in Hiroshi Kato, John Page, and Yasutami Shimomura (eds.) *Japan's Development Assistance*, 2016.

Other short handouts will be provided as topics require.

31020 LANGUAGE AND CULTURE A

LANGUAGE AND SOCIETY IN JAPAN

INSTRUCTOR	Yasue Kodama
CLASS CAPACITY	25 CJS students (+5 Japanese students from Japanese undergrad)
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Intensive Japanese II & Foundation Japanese III or higher
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Not permitted

COURSE DESCRIPTION

This course aims to heighten students' awareness and understanding of the relationship between the Japanese language and culture by exploring sociolinguistic topics that facilitate their Japanese language learning. The topics include (1) the concepts of point of view, self, and uchi/soto (2) universal theory of politeness, wakimae and keigo in Japanese society, (3) non-verbal communications, and (4) language variation and change.

COURSE GOALS

The students will be able to

- Acquire principles and basic concepts of sociolinguistics to understand the characteristics of the Japanese language and culture
- Analyze how these principles and concepts are portrayed in Japanese language.
- Analyze patterns in the language variations and changes.
- Critically analyze how language reflect and shape the society.
- Compare the Japanese verbal and nonverbal communication with that of their own language.

COURSE SCHEDULE

1. Introduction of Sociolinguistics
2. Viewpoints, subjectivity, and empathy. Application to vocab, grammar, and discursal levels
3. Concepts of self and others in Japanese and English, Address forms and personal pronouns
4. Concept of uchi/soto, Application to vocab, grammar, and discursal levels
5. Politeness theory, wakimae and keigo in Japanese society
6. Group presentation on politeness, Application to vocab, grammar, and discursal levels, Review for midterm
7. Mid-term
8. Language variation and change: Gender and language overview
9. Critical linguistic approach to gender and sexuality
10. Role language and character language in manga and anime
11. Aizuchi and non-verbal communication
12. Regional dialect
13. Group presentation on the latter half topics, review for final
14. Final examination

ASSESSMENT

Class participation 10%; Quizzes 15%; Mid-term 20%; Group project presentation 30% (15 % x2);
Final examination 25%

TEXTS

Textbook

Reading Package for “Language and Culture A” will be provided by the instructor through online.

Supplementary Materials

Kate Elwood (2022) Jibun: The private self in Japanese discourse.

<https://japannews.yomiuri.co.jp/editorial/cultural-viewpoints/20220407-18919/>

Aizuchi <https://www.tofugu.com/japanese/aizuchi-japanese-listening/>

Uchi/Soto <https://www.tofugu.com/japanese/uchi-soto/>

31030 JAPANESE CULTURE AND ART A

VISUAL ARTS AND AESTHETICS IN JAPAN FROM PREHISTORY TO THE EDO PERIOD

INSTRUCTOR	Gregory Rohe
CLASS CAPACITY	25 students
LANGUAGE USED IN CLASS	Principally English, but some groups may choose to discuss in Japanese.
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Permitted. Auditors are expected to have prepared for class lectures and discussions by having done the appropriate readings.

COURSE DESCRIPTION

This course will introduce Japanese visual and performing arts from the Jomon period to the Edo period. We will explore ceramics, sculpture, painting, calligraphy, architecture, landscaping and performance, examining the critical factors that contributed to the creation of individual works: how the work was created, the historical and sociocultural context in which it was created, who created it and for whom it was created. A variety of related topics will be discussed, ranging from changing theories of aesthetic expression, the influence of alternating periods of internationalization and isolation, the integration of religious thought into artistic production, the role of patronage, and the relationship between traditional and modernist sensibilities.

COURSE GOALS

Upon completion of this course students will be expected to be able to:

- exhibit a thoughtful awareness of the historical, technical, and theoretical issues related to Japanese art
- recognize key works in Japanese art and discuss the context of their creation
- identify different periods in Japanese art history and the aesthetic ideals that informed them
- distinguish between different artistic media and explain the processes through which they are created.

COURSE SCHEDULE

Week	1	Introductions: What is Art?
	2-3	The Shock of the Old: Early Japanese Art
	4-6	From Tombs to Temples: The Rise of the Yamato State
	7-9	The Courtly Art of Heian
	10-11	Art and the Warrior: Kamakura, Muromachi and Azuchi-Momoyama
	12	Consumer Supreme: The Art of Edo
	13(-14)	Final Projects & Exam

ASSESSMENT

Participation / Presentations	(30%)	[Presentations: Group and Mini]
Weekly Reading / Writing Assignments	(30%)	
Quizzes/Exam	(20%)	
Final Research Paper or Project:	(20%)	[Project: Performance or Artist's Talk]

TEXTS

Readings providing an overview of periods under discussion will be drawn from the primary texts below, all available on reserve at the Nanzan Library. Supplementary material will be provided by the instructor.

1. Mason, Penelope. (2004). *History of Japanese Art*, 2nd ed. New York: Pearson. (978-0131176027)
2. Tsuda, Noritake. (2009). *A History of Japanese Art*. Tokyo: Tuttle. (978-4805310311)
3. Tsuji, Nobuo. (2019). *History of Art in Japan*. (Translated by Nicole Coolidge Rousmaniere.) Columbia University. (978-0231193412)

OTHER PREREQUISITES

Ability to read academic English and discuss issues in English.

31050 JAPANESE POPULAR CULTURE A

MANGA AND ANIME AS GATEWAYS TO JAPAN

INSTRUCTOR	Maki Isoyama
CLASS CAPACITY	20 students
LANGUAGE USED IN CLASS	In principle English. However, sometimes you may have to read and/or watch material in Japanese.
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The strong ability to understand, speak, read and write academic English to discuss all aspects of Japanese society and history is essential. For example, you must be able to read the following article in 20 minutes and write an essay in English in 30 minutes: https://books.google.co.jp/books?id=xwJw1q0unYAC&pg=PA11&hl=ja&source=gbs_selected_pages&cad=1#v=onepage&q&f=false
AUDITING	Not permitted

COURSE DESCRIPTION

This course is aimed at students interested in learning how cultural factors play important roles in plots of Japanese anime and manga, which are often lost or become opaque in their translated versions. While gaining introductory knowledge of history, religions and other cultural aspects of Japan, students will examine cultural influences with an emphasis on communication and relationship building on anime and manga from the classics to the latest and learn how Japanese people appreciate these works.

COURSE GOALS

Upon successful completion of this course, student will be able to:

- Understand the cultural history of Japan.
- Understand aspects of modern Japan.
- Compare and contrast Japanese culture with other cultures.
- Understand various aspects of Japanese culture portrayed in *anime* and *manga*.

COURSE SCHEDULE

1. Introduction
 - Nature of J-pop
 - Basic information on Japan (geography, climate, and etc.)
 - *Statistical Handbook of Japan*
2. Reading & Discussion
 - Cultural Message in Nature
 - *Kisetsu*
3. Reading & Discussion
 - School Culture (1)
 - School Systems and Glorified Delinquent Culture
4. Reading & Discussion
 - School Culture (2)
 - Seniority and *Sempai-Kohai*
5. Reading & Discussion
 - School Culture (3)
 - Groupism and *Shudan Ishiki*
 - Club Activities
6. Reading & Discussion
 - Personal Distance and Relations (1)
 - *Hedataru to Najimu*
 - Gift Giving and *Zoto*
7. Midterm Exam (Presentation I)
8. Feedback Discussion on Student Presentation
9. Reading & Discussion

- Personal Distance and Relations (2)
 - Ambiguity and *Aimai*
 - Silence and *Chinmoku*
10. Reading & Discussion
 - Personal Distance and Relations (3)
 - *Honne to Tatemaie*
 11. Reading & Discussion
 - Personal Distance and Relations (4)
 - *Haragei*
 - *Ishin Denshin*
 12. Reading & Discussion
 - Personal Distance and Relations (5)
 - Intimacy and *Danjo Kosai*
 - Spousal Expectation and *Ryosai Kenbo*
 13. Reading & Discussion
 - Adopting Elements of Foreign Culture
 - *Itoko-dori*
 14. Final Exam (Presentation II & Discussion)

ASSESSMENT

Class participation 20%; Assignments 20%; Two presentations 60% (Midterm 20% and Final 40%)

TEXTS

Purchase required:

Davies, R. J. & Ikeno, O. (Eds.). (2002). *The Japanese Mind: Understanding Contemporary Japanese Culture*, Tuttle, ISBN 9784805310212.

Misaki, Takamatsu, (2021), *Skip and Loafer*, Vol.1, Seven Seas, ISBN 9781648275883.

31080 JAPANESE CINEMA A

INTRODUCTION TO JAPANESE CINEMA

INSTRUCTOR	Brett Hack
CLASS CAPACITY	25 students
LANGUAGE USED IN CLASS	Lectures and discussions will be conducted in English. Movie screenings will be in Japanese with English subtitles. (Shorter clips shown in class may not have subtitles, but English explanation will be provided by the instructor)
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential. The use of generative AI for English assignments is not permitted.
AUDITING	Not permitted

COURSE DESCRIPTION

This course serves as a primer on Japanese cinema, introducing students to its rich body of works, creators, and ideas. The cinema of Japan was renowned throughout the 20th century, producing world-famous directors, landmark works of film art, and numerous popular genres that stimulated the imaginations of Japanese audiences as well as people in other countries. Along with those of anime, manga and other elements of Japan's broader media ecology, the images, themes, and ideas from Japanese cinema have spread throughout the world to become part of our 21st-century global media culture. Conversely, many fundamental elements of Japanese cinema evolved out of the filmmakers' use of developments in film, art, and politics elsewhere in the world.

As product and producer of such interactions, "Japanese cinema" is simultaneously national and global; it is both "from" and "about" Japan AND part of a worldwide network of media images. For this reason, Japanese cinema is an ideal place to think about how media form influences our view of societies and cultures. In this class, we will interrogate how elements from Japanese society and culture appear within films, as well as how cinema has engaged with Japan's political history, while also understanding how films are not just reflections of a "real" Japan but instead are creative acts that enact shared realities through the media form of cinema.

The course is built to be accessible for people who are new both to Japanese cinema and to film & media analysis in general. While familiarizing ourselves with some of the key people, works, genres, themes, and issues in Japanese cinema history, we will also develop critical tools for viewing, talking about, and researching films and other audiovisual media. The media literacy skills built in this course can help you in a variety of academic fields and real-life contexts.

COURSE GOALS

- To familiarize students with the major figures, organizations, movements, styles, and themes of Japanese cinema.
- To enable students to appreciate and critically evaluate Japanese films based on both formal and social aspects.
- To use Japanese cinema as a base to develop a broadly applicable set of tools for analyzing audiovisual media at large.

COURSE SCHEDULE

***** This is an overview of the topics: a full schedule with class dates, assignment deadlines, and detailed lists of readings and film screenings will be provided on the first day of class. Some specific topics and texts listed here may change by that time.**

1. Introduction: "Japanese Cinema" and other Confusing Terms.

Part 1: Moments and Movements in Japanese Cinema

2. Pre-War Japanese Cinema: A (Too) Brief Overview
3. "Great" Directors in the Postwar (1): Kurosawa Akira and the Social Drama
4. "Great" Directors in the Postwar (2): Ozu Yasujiro and the Family Drama
5. Radicals of the 1960s and 1970s: Japanese "New Wave" and Related Movements
6. Radicals of the 1990s and 2000s: Japanese Cinema and Neoliberal Globalization
7. Full Movie Screening and Discussion (1): Film TBD

Part 2: Genres and Topics in Japanese Cinema

8. Samurai and Modernity: *Jidaigeki* and the Past-Present Dialectic
 9. Monsters, Ghosts, and other Social Problems: The Evolution of Japanese Horror
 10. Anime as Japanese Cinema: Miyazaki Hayao and Beyond
 11. Places for Women in Japanese Cinema: Images and Creators
 12. War and Violence; Nation and Memory: The Militarist Legacy
13. Full Movie Screening and Discussion (2): Film TBD
14. Conclusion: Japanese Movies in the “Post-Cinema Era” (+ Presentation sessions)

STUDY TIME OUTSIDE CLASS

1. Pre-class activities: Prepare for each class by reading the week’s assigned texts on WebClass (access method to be announced in the first class).
2. Online Responses: Once every two weeks, post a response to one of our class topics and screened movies on our Webclass page.
3. Prepare one mid-term writing assignment and one final writing assignment
4. Work with classmates to prepare one group presentation.

ASSESSMENT

- | | |
|--|-----------|
| 1) In-class participation + online responses | 30% |
| 2) Scene analysis 1 and 2 (600~800 words each) | 20% + 20% |
| 3) Group research and presentation | 30% |

TEXTS

A compilation of digitized readings containing the selected chapters of these works will be made available via the Nanzan University “Webclass” platform.

*** *This is list is subject to change. Please check regularly with the instructor for updates.*

Bingham, Adam (2015). *Contemporary Japanese Cinema Since HANA-BI*. Edinburgh University Press.

Bordwell, D., Thompson, K., Smith, J. (eds.) (2020). *Film Art: An Introduction, Twelfth Edition*. McGraw Hill.

Coates, Jennifer (2023). “A Sense of a Memory: Prosthetic War Memories Among the Japanese Cinema Audience,” in *War Memory and East Asian Conflicts, 1930–1945*, eds. Eveline Buchheim and Jennifer Coates, pp. 213-236. Springer.

Fujiki, H., and Philips, A. (eds.) (2020). *The Japanese Cinema Book*. Bloomsbury.

Furuhata, Yuriko (2012). *The Cinema of Actuality: Japanese Avant-Garde Filmmaking in the Age of Image-Politics*. Duke University Press.

Lamarre, Thomas (2009). *The Anime Machine*. University of Minnesota Press.

Miyao, Daisuke (ed.) (2014). *The Oxford Handbook of Japanese Cinema*. Oxford University Press.

Richie, Donald. (2005). *A Hundred Years of Japanese Film*, Kodansha International, Revised Edition.

Wada-Marciano, Mitsuyo (2012). *Japanese Cinema in the Digital Age*. Honolulu: University of Hawaii Press.

Yoshimoto, Mitsuhiro (2000). *Kurosawa: Film Studies and Japanese Cinema*. Durham, NC: Duke University Press.

Yomota, Inuhiko, (2019). *What is Japanese Cinema?*, translated by Philipp Kaffen. Columbia University Press.

Zahlten, Alexander (2017). *The End of Japanese Cinema: Industrial Genres, National Times, and Media Ecologies*. Columbia University Press.

OTHER PREREQUISITES

No prior knowledge of film or Japanese society is required.

32010 JAPANESE SOCIETY A

JAPAN'S DEAF COMMUNITY AND JAPANESE SIGN LANGUAGE (JSL)

INSTRUCTOR	Robert Croker
CLASS CAPACITY	30 students
LANGUAGE USED IN CLASS	English and simple Japanese
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Not permitted

COURSE DESCRIPTION

Japan has always had Deaf communities, and Deaf people have been recognized and given particular social roles throughout Japanese modern history. In present-day Japan, there are active local Deaf communities, robust grassroots associations, and a rich Deaf culture.

Japan's Deaf communities use Japanese Sign Language (JSL). It is a fascinating mixture of signs and 'air writing'. The grammar is similar to Japanese but simpler. The basics of JSL can be learned in one semester, enabling students to communicate about activities, feelings and thoughts necessary for daily life with each other and with Deaf Japanese people.

In this course, students will learn about Deaf communities in Japan. Each class, students will explore different dimensions of the Deaf experience in Japan, and how they are different from or similar to those in other countries in Asia, the Americas, and Europe. Also, students will learn the basics of JSL using a bi-lingual English and Japanese textbook developed with the Nagoya Deaf International Center at Nanzan University called *The Shape of Words: Learning Japanese Sign Language* (2026), with the help of student and Deaf volunteers. By the end of the semester, students will be able to communicate proficiently in JSL about everyday topics like school, friends and family, hobbies, part-time work, Japanese food, and travel.

COURSE GOALS

By the end of the course, students will be able to:

1. Understand the daily lives of Deaf people living in Japan.
2. Use Japanese Sign Language (JSL) to communicate about daily topics such as school, friends and family, hobbies, part-time work, Japanese food, and travel.

COURSE SCHEDULE

Class 1 (September 17): Introduction to the Japanese Deaf community

JSL - 1. greetings

Class 2 (September 24): History of Deaf people in Japan 1 - the Edo period

JSL - 2. self-introduction

Class 3 (October 1): History of Deaf people in Japan 2 - the Meiji and Taisho periods

JSL - 3. school

Class 4 (October 8): History of Deaf people in Japan 3 - the 20th century

JSL - 4. family and friends

Class 5 (October 15): Deaf communities in contemporary Japan 1 - daily lives 1

JSL - review 1-4

Class 6 (October 22): Deaf communities in contemporary Japan 2 - daily lives 2

JSL - 5 hobbies

Class 7 (October 29): Deaf communities in contemporary Japan 3 - national organizations and their policy priorities

JSL - 6 travel and transport

Class 8 (November 5): Deaf communities in contemporary Japan 4 - prefectural and municipal organizations and their policy priorities

JSL - 7 work

Class 9 (November 12): Deaf communities in contemporary Japan 5 - culture 1

JSL - review 5-7

Class 10 (November 19): Deaf communities in contemporary Japan 6 - culture 2

JSL - 8 food

- Class 11 (November 26): Deaf communities in contemporary Japan 7 - challenges 1
JSL - 9 weather
- Class 12 (December 3): Deaf communities in contemporary Japan 8 - challenges 2
JSL - 10 shopping
- Class 13 (December 10): Deaf communities in contemporary Japan - review
JSL - review 8-10
- Class 14 (December 17): Written exam and JSL test

STUDY TIME OUTSIDE CLASS

1. To prepare for each class, read the assigned reading and create a one-page summary with explanation points, discussion questions, and your answers to your discussion questions.
2. Review the JSL signs learned in class, and practice them. Joining the weekly Sign Language Cafe on Thursdays at lunchtime would help.
2. At the end of the semester, prepare for the final written exam and the JSL test.

ASSESSMENT

Weekly reading summaries = 40% (10 readings, 4% each) Final written exam = 10% (2 questions, 5% each)
JSL review tests = 30% (classes 5, 9, & 13, 10% each) Final JSL test = 20%

TEXTS (materials will be provided each class)

Nakamura, K. (2006). *Deaf in Japan: Signing and the Politics of Identity*. Cornell University Press.

Nagoya Deaf International Center & Nanzan University (2026). *The Shape of Words: Learning Japanese Sign Language* (Editors: Kim, N. & Croker, R, A.). Nagoya Deaf International Center.

Croker, R. A., Kishibe, K. & Tanaka, E. (2026). Language used to refer to Deaf and Hard-of-Hearing People in American English and American Sign Language (ASL) and Japanese and Japanese Sign Language (JSL). *Academia (Social Sciences)*, 31, pp. 1-14.

Mindess, A. (2006). *Reading Between the Signs: Intercultural Communication for Sign Language Interpreters*, (2nd ed). Intercultural Press.

OTHER PREREQUISITES

No prior knowledge of any sign language (JSL or ASL, etc.) is required.

33010 JAPANESE HISTORY A

TOKUGAWA AND MEIJI JAPAN

INSTRUCTOR	Robert Aspinall
CLASS CAPACITY	20 students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Permitted

COURSE DESCRIPTION

This course covers the transition of Japan from a feudal society to a modern, industrial nation. It begins by looking at the long period of peace under the Tokugawa Shoguns, and then moves to the revolutionary events of the Meiji Restoration of 1868 and the subsequent rush to develop the institutions of a great power. Students will be invited to discuss varying interpretations of key events and developments.

COURSE GOALS

- Students will gain an understanding of the main events and trends that dominated Japanese history from the start of the Tokugawa period through to the end of the Meiji period.
- By reading translated historical documents, students will gain an understanding of the motives and ideologies of key historical actors.
- Students will be able to compare competing historical interpretations of this period, as well as analyze contemporary political debates about controversial events.

COURSE SCHEDULE

1. Introduction: different approaches to the study of Japanese history.
2. Japanese history before Tokugawa
3. The unification of Japan and the Tokugawa polity
4. Social and economic transformations in the early modern period
5. The intellectual world of Tokugawa Japan
6. The crises of the Tokugawa regime, foreign and domestic
7. The Samurai revolution and the Meiji Restoration
8. Participation and protest during the early years of Meiji
9. Social, cultural and economic transformations during Meiji
10. The creation of a modern education system
11. Empire: war with China and Russia
12. Japan at the end of the Meiji period
13. Historical controversies about the modernization of Japan
14. Final Report

ASSESSMENT

Presentation or Mid-term Report	30%
Final Report	50%
Participation	20%

Note: The presentation or mid-term report and the final paper must be on different topics, both chosen by the student.

TEXTS

The textbook for this course is Japan: A Short History (2nd edition), Mikiso Hane, Oneworld Publications (2013) ISBN 978-1780742564 (Purchase required)

Weekly readings and notes will also be distributed in class.

OTHER PREREQUISITES

No prior knowledge of Japanese history is required.

34020 JAPANESE RELIGIONS A

JAPANESE RELIGIONS I : RELIGION IN CONTEMPORARY JAPAN

INSTRUCTOR	Raj Susai
CLASS CAPACITY	No upper limit
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read, discuss and write academic English is essential. However, the final research paper may be written in English or Japanese.
AUDITING	Not permitted

COURSE DESCRIPTION

This course will be delivered using the lecture style. 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. Students should read at least one book that is included in the required reading list and conduct a personal or group field trip either to a Buddhist temple or Shinto shrine. Please note that auditing is not permitted for this course.

COURSE GOALS

1. By the end of the semester the students will be familiar with different Japanese Religions.
2. Students would have understood Japanese religious traditions and customs.
3. Japanese religious behaviours and religiosity will be understood.

COURSE SCHEDULE

1. General introduction to religion and an outline of religious thought in Japan and Japanese religions
2. Shinto-1: Shinto religious thought, Shinto and the Japanese way of life, and the influence of Shinto on Japanese society
3. Shinto-2
4. Yearly Religious Events and Matsuri
5. Purification rituals and funeral rites
6. Introduction to Buddhism: Basic Buddhist principles and the Buddhist teachings
7. Introduction to Japanese Buddhism: Japanese Buddhism and its development through the centuries
8. Heian Buddhism, Tendai and Shingon Buddhism, and philosophy
9. Pure Land Buddhism and Zen
10. Religious reform movements: Christianity and New Religions
11. Folk Religions
12. Postwar new religions and the future of established religion (Buddhism and Shinto) in Japan
13. Japanese Christianity and native Christian denominations
14. Final Report

STUDY BEYOND CLASS-TIME (preparation etc.)

Students should read at least one book that is included in the required reading list.

ASSESSMENT

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

The reflection paper should be based on the material presented in class in the first half of the semester and must reflect 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. Topics for the final paper should be discussed with the instructor.

TEXTS

Textbook (No need to purchase)

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

Required Readings:

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 Readings:

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.

36010 JAPANESE LINGUISTICS A

UNDERSTANDING LANGUAGE THROUGH JAPANESE: STRUCTURE, DIVERSITY, AND CHANGE

INSTRUCTOR	Tatsuya Hirako
CLASS CAPACITY	20 students
LANGUAGE USED IN CLASS	The primary language of instruction is English. Supplementary materials in Japanese may be used when relevant. Students may also use Japanese during group work if necessary.
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Permitted

COURSE DESCRIPTION

This course introduces students to basic concepts in linguistics through a focus on the Japanese language and its relation to languages around the world. Using *Languages: A Very Short Introduction* by Stephen R. Anderson, students will explore linguistic structure, diversity, classification, and change. Topics include how languages are counted, how they are related, how they evolve, and how Japanese fits into this global picture. Students will be encouraged to reflect on their own languages and compare them with Japanese.

Each class will follow a consistent three-part structure:

- (1) a warm-up and sharing activity based on the assigned reading,
- (2) explanation of key ideas using examples from Japanese and other languages, and
- (3) a group or pair activity for comparison, discussion, or simple analysis.

Students are encouraged to actively participate in class discussions, regardless of their background in linguistics. Japanese may be used during group work or writing when necessary. This course values open exploration and cultural comparison over technical precision.

COURSE GOALS

By the end of the course, students will be able to:

- (a) Understand major linguistic concepts such as language diversity, typology, and change
- (b) Analyze the structure of Japanese in comparison with other languages
- (c) Consider the social and cultural aspects of language classification and use
- (d) Present insights on Japanese and their own language(s) based on course topics

COURSE SCHEDULE

The following schedule is subject to change. Ch. = Chapter in the required textbook (Anderson).

- | | |
|---|------|
| 1. Introduction: What is a language? | Ch.1 |
| 2. How many languages are there? (Part 1) | Ch.2 |
| 3. How many languages are there? (Part 2) | Ch.2 |
| 4. Language relationships (Part 1) | Ch.3 |
| 5. Language relationships (Part 2) | Ch.3 |
| 6. The future of languages | Ch.4 |
| 7. Problems in counting languages (Part 1) | Ch.5 |
| 8. Problems in counting languages (Part 2) | Ch.5 |
| 9. Language structures and diversity (Part 1) | Ch.6 |
| 10. Language structures and diversity (Part 2) | Ch.6 |
| 11. Sign languages and linguistic diversity | Ch.7 |
| 12. The unity of human language and review | Ch.8 |
| 13. Conclusion: Final reflection and report support | |
| 14. Final report | |

ASSESSMENT

- Class participation & in-class activities (30%)

Students are expected to attend regularly and participate actively in class discussions, pair/group tasks, and mini

activities. Contributions should show engagement with the readings and with other students' ideas. Occasional short worksheets or discussion prompts will be used to support participation.

- Chapter Preview Tasks (20%)

Before the first session of each chapter (Ch.2 to Ch.8), students will complete a short preview task through LMS. Each task includes:

- Three key terms or ideas from the assigned reading
- One question or comment for discussion

Responses are not graded for language accuracy, but should demonstrate thoughtful engagement with the material. These tasks are used to support comprehension and class interaction.

- Final Report (40%)

The final report is a written assignment (approximately 600 words in English) that allows students to explore a topic related to the course. Topics may include:

- A comparison between Japanese and the student's native language
- A discussion on language classification, change, or identity
- A reflection on a surprising idea from the course

Students will be given a topic list and writing guide. Reports will be evaluated for clarity, relevance, structure, and engagement with course themes.

- Final Reflection Sheet (10%)

This short self-evaluation will be submitted in the final week. Students will reflect on their learning throughout the course, including what they found meaningful or challenging. Responses can be written freely and will not be graded for English accuracy, but for sincerity and insight.

TEXTS

Purchase required:

Stephen R. Anderson, *Languages: A Very Short Introduction*. Oxford University Press, 2012.

Additional short readings will be provided in some sessions to support key topics.

OTHER PREREQUISITES

You are expected to have an interest in language and/or language change.

47011 JAPAN STUDIES A

MULTILINGUALISM IN JAPAN

INSTRUCTOR	Zsafia Hidvegi
CLASS CAPACITY	20 students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read, discuss and write academic English is essential.
AUDITING	Not permitted.

COURSE DESCRIPTION

In this course the students will examine their own beliefs on multilingualism, and get to know how multilingual societies work around the world and how the different speech communities coexist in Japan. In the second half of the course we discuss some of the main target fields (language services, linguistic landscape and English use/translation/education) of the current national (direct and indirect) multilingual language policy of the Japanese government and other institutions. Students will also learn about the concept of community research and critical consciousness in sociolinguistic and multiethnic research.

COURSE GOALS

- The students will understand the different theories and definition of multilingualism.
- They will understand the multimodality of linguistic identity.
- They will understand the role of multilingualism, translanguaging in the wellbeing of a society.
- The students will learn how to critically examine texts, theories, language policies.
- They learn how to analyze their linguistic life and surroundings, and recognize the language management actions they take according to or in contrast to the language policies.
- They will examine their own assumptions on language and community in Japan.

COURSE SCHEDULE

1. Introduction to multilingualism and multiethnic research
2. Multilingualism: person, community and identity
3. Multilingual language policies and language life around the world
4. Wellbeing and multilingualism
5. From monolingualism to multilingualism in Japan
6. Language ideology and attitudes in Japan
7. Language communities in Japan 1.
8. Language communities in Japan 2.
9. Multilingual language services in Japan and *yasashii nihongo*
10. Linguistic landscapes in Japan (in vitro and in vivo)
11. English language use in Japan
12. The challenges of community research in Japan – case studies
13. Presentation of group projects (interview/landscape/policy based research)
14. Final written examination

ASSESSMENT

15% short quizzes (from preparatory readings/homework)

60% group project (40% preparing a research diary + 20% presentation)

25% final test (individual, short reflective essays about coursework and experiences of multilingualism)

TEXTS

Part of the following works will be provided by the instructor as preparatory readings. Not all the classes have preparatory readings.

ASAHI, Y., USAMI, M., & INOUE, F. (Eds.). 2022. *Handbook of Japanese sociolinguistics*. De Gruyter Mouton.

EDWARDS J. 2009. *Language and identity: An introduction*. Cambridge University Press.

HEINRICH, P., & OHARA, Y. (Eds.) 2019. *Routledge handbook of Japanese sociolinguistics*. Routledge.

MAHER, J. C. (Ed.) 2022. *Language communities in Japan*. Oxford University Press.

SMAKMAN, D., ANDERSON, J. A., & ANSAH, G. N. (Eds.). 2026. *Multilingualism and wellbeing*. Routledge.

OTHER PREREQUISITES

No prior knowledge of sociolinguistics, ethnolinguistics, or Japanese society is required.

47021 JAPAN STUDIES B

ENDANGERED LANGUAGES OF JAPAN

INSTRUCTOR	Zsafia Hidvegi
CLASS CAPACITY	20 students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read, discuss and write academic English is essential.
AUDITING	Not permitted

COURSE DESCRIPTION

In this course the students will learn about linguistic diversity, language shift, moribund languages and the complexity of linguistic and cultural revitalization. We will discuss the diversity and status of the indigenous named languages in Japan (Japanese, Ainu, Hachijō, Ryūkyūan), and examine the main revitalization movements (Ainu and Shimakutuba) of these communities, along with their cultural heritage and the current reinterpretation of their language and traditions.

COURSE GOALS

- The students will understand the process, reasons and consequences of language shift and language death in general.
- They will understand the value of linguistic and cultural diversity.
- They will understand the process and consequences of language revitalization in general.
- The students get to know the language and culture of two largest indigenous minority speech community (Ryūkyūan community(ies) and Ainu).
- The students will learn how to plan and organize a community based linguistic research (problem solving in a resource limited context).
- They learn how to communicate complex ideas to a non-expert audiences.
- They will examine their own assumptions on language and community.

COURSE SCHEDULE

1. Introduction to language reclamation and revitalization
2. What is language endangerment and why does it matter
3. Can/should we save languages...and how?
4. Indigenous and endangered languages and language varieties in Japan
5. Changes in indigenous language policies in Japan
6. Ainu: introduction to language and the communities 1.
7. Ainu: introduction to language and the communities 2.
(first deadline of individual project)
8. Ainu: Revitalization efforts 1.
9. Ainu: Revitalization efforts 2.
10. Ryūkyūan: introduction to language and the communities 1.
11. Ryūkyūan: introduction to language and the communities 2.
12. Ryūkyūan: Revitalization efforts 1.
13. Ryūkyūan: Revitalization efforts 2.
14. Exam (final report – research plan/workshop plan)
(deadline of revised padlet project)

ASSESSMENT

20% quizzes of preparatory reading

40% individual project (padlet source collection about an indigenous endangered language in Japan)

40% final report (research plan or workshop plan with positionality reflections)

TEXTS

Part of the following works will be shared by the instructor as preparatory readings. Not all classes have preparatory readings.

- BUGAEVA, A. (Ed.). 2022. *Handbook of the Ainu Language*. DE GRUYTER MOUTON.
- HEINRICH, P., MIRAYA, Sh., SHIMOJI, M. (ed.). 2015. *Handbook of Ryukyuan Languages*. Berlin: Walter de Gruyter.
- SKUTNABB-KANGAS, T., HARMON, D. 2015. Biological diversity and language diversity: parallels and differences. PENZ, Hermine, FILL, Armine (eds.) *The Routledge Handbook of Ecolinguistics*. New York: Routledge.
- TEETER, J., OKAZAKI, T.. 2011. Ainu as a Heritage Language of Japan. *The Heritage Language Journal*. No. 8. 96–114.
- TSUNODA T.. 2006. *Language Endangerment and Language Revitalisation*. Berlin: Walter de Gruyter.
- ZUCKERMANN, Gh. 2020. *Revitalistics - From the Genesis of Israeli to Language Reclamation in Australia and Beyond*. Oxford: Oxford University Press.

OTHER PREREQUISITES

No prior knowledge of language endangerment, ethnolinguistics, or indigenous studies is required.

61010 PRE-MODERN JAPANESE LITERATURE A

CLASSICAL WORKS IN ADAPTATION

INSTRUCTOR	Dylan McGee
CLASS CAPACITY	No upper limit
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential. However, the mid-term response paper and final essay may be written in either English or Japanese.
AUDITING	Permitted

COURSE DESCRIPTION

Few audiences in Japan read premodern literary or historical texts in their entirety, or in the original language. Nowadays, it is more common for people to form connections to texts through adaptations and remediations—be it through storybook versions of classics like the Tale of the Bamboo Cutter, works of manga, anime, live-action television drama and film, theatrical adaptations, fan fiction, video games, or a host of non-narrative media. While adaptation to more accessible forms of media helps ensure the continuation of Japan’s literary heritage, it usually comes at the cost of changes or effacements to the original texts. This is important to keep this in mind when attempting to assess the cultural impact of texts, or how the reception and interpretations of texts have changed over time.

In this class, we will be reading works of premodern Japanese literature and history and comparing them with adaptations in other formats and media. Through this comparative approach, we will seek to understand literary texts as sites of open interpretation, where meanings are constantly negotiated and renegotiated over time, and verbal and visual codes are translated across media for different audiences. We will not only be learning about processes of adaptation, however. We will also examine how premodern texts are positioned within contemporary forms of transmedia (“media mix”) storytelling, fan practices, and contents tourism—all of which expand upon and challenge the usual paradigms for thinking about adaptation. All primary readings for this course will be in English translation, with Japanese versions available for any student who is interested in reading in Japanese. No proficiency in Japanese or previous background in the humanities is required. Also, there is no textbook to purchase for this class—all course readings will be accessible on our course site starting from our first meeting.

COURSE GOALS

- Become conversant with the genres, themes, and devices of classical Japanese literature.
- Develop an appreciation for the orthographic and figural aspects of early Japanese writing, along with an ability to identify the intertextual features of manuscript paintings.
- Develop interpretive and critical thinking skills through a series of written exercises.

COURSE SCHEDULE

1. Course overview; Theories of Adaptation and Remediation
2. *The Tale of the Bamboo Cutter*, from Scroll to Anime to Textbook
3. Visual and Textual Adaptation in *The Tale of Genji* Scrolls and Late Medieval Fan Fiction
4. Manga Adaptations of *The Tale of Genji*
5. Confessions of a *Genji* Fangirl—*Sarashina Diary* (c. 1059)
6. *The Tales of Heike*, from Musical Storytelling to Page to Stage
7. Canonizing Legends and Folktales, from Picture Books to Textbooks
8. Tales of the White Serpent in Sermons and Scrolls and Screen Media
9. *The Legend of the Eight Dogs* as Serialized Franchise and Participatory Media
10. *Ghost Stories at Yotsuya* (1825) and the Storyworlds of *Chūshingura* (1702)
11. Comic Adaptation and Sequels in Early Modern Comicbooks
12. Mizuki Shigeru’s *Tales of Tono* (2008-2009) and Contents Tourism in Sakaiminato, Tottori
13. Student Presentations
14. Course Review; Submission of Final Projects

ASSESSMENT

Discussion Participation (including weekly comments/questions posted before class)	25%
Discussion Moderation (lead a brief discussion of an assigned text once during the semester)	20%
Project Abstract	5%
Presentation (presentation about your final project, to be given in the 11 th week in the semester)	20%
Final Project (your own creative work of adaptation with a 1,500-word precis)	30%

TEXTS

All readings will be provided to students on the first day of class. There are no textbooks to purchase and no books on reserve.

61030 CONTEMPORARY JAPANESE LITERATURE A

JAPANESE LITERATURE BEYOND MURAKAMI HARUKI

INSTRUCTOR	Kristina Iwata
CLASS CAPACITY	20 students
LANGUAGE USED IN CLASS	In principle English, but groups may choose to discuss in Japanese or any other language during group work. The literary texts are provided in English translation; secondary texts are in English.
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Permitted. However, this being a discussion-based course, auditing students are also expected to join the class having read the assignments.

COURSE DESCRIPTION

This course explores the intersections of literature, food, history, and culture. Food is what makes up our bodies and a biological necessity, but at the same time it is imbued with cultural significance. As Terry Eagleton famously observed, food “is cusp[ed] between nature and culture” and “never just food... Food looks like an object but is actually a relationship.” We will discuss literary representations of food production, preparation, and consumption, and consider the ways in which these processes take on larger metaphorical meanings. What is the relationship between sensory perception and textual representation? How does the fictional representation of food—and the lack thereof—contribute to the shaping of gender, cultural, ethnic, regional and national identities? What is the social, political, and psychological situation of the hungry person? How does Japanese literature deal with eating disorders? We will explore both the pleasurable and the dark sides of (not) eating as represented in literature, and study how consumption can simultaneously be quotidian and extraordinary.

The course is organized around thematic literary clusters that examine food, eating, and embodiment in modern and contemporary Japanese literature. We begin by establishing shared conceptual frameworks for understanding food as both biological necessity and cultural signifier. Subsequent weeks focus on close reading of primary literary texts organized around themes such as modernity, hunger and excess, care and contamination, transgression, and horror. Students take an active role in leading discussion, engaging closely with both the literary works and relevant critical or contextual materials. The course emphasizes close reading, comparative analysis, and collaborative interpretation.

COURSE GOALS

By the end of this course, you will be able to:

- analyze literary representations of food and eating using close reading techniques
- situate modern Japanese literary texts within their historical and cultural contexts
- apply key concepts from food studies and literary criticism to textual analysis
- articulate interpretations clearly in oral discussion and written work
- develop independent analytical arguments supported by textual evidence

COURSE SCHEDULE

1. Course Introduction
2. Theorizing Food and Literature 1
3. Theorizing Food and Literature 2
4. Meat Eating, Colonialism, and Romanticism—Kunikida Doppo, *Meat and Potatoes* (1901)
5. City Dweller’s Ennui—Akutagawa Ryunosuke, *Mandarins* (1919); Kajii Motojirō, *Lemon* (1925)
6. Men Eating Women—Tanizaki Jun’ichirō, *The Gourmet Club* (1919)
Women Eating Men—Nakamoto Takako, *The Female Bell Cricket* (1929)
7. Proletarian Bodies—Sata Ineko, *From the Caramel Factory* (1928); Hirabayashi Taiko, *The Charity Ward* (1928)
8. The Way to a (Wo)Man’s Heart is Through the Stomach—Kawakami Hiromi, *The Briefcase* (2001)
9. Toxic Mothering—Satō Yūya, *Same as Always* (2012)
10. Transgressive Consumption—Murata Sayaka, “Life Ceremony” (2013); “First Rate material” (2016)
11. Kashiwai Hisashi, *Christmas Cake* (2024)
12. Ogawa Yōko, *Afternoon at the Bakery* (2013)
13. Sawanishi Yūten, *Filling up With Sugar* (2013)

14. Final Report (term paper)

Note: The final choice of texts might be slightly different depending on the number of the participants

ASSESSMENT

Class participation 40%*

Discussion leadership 40%*

Final Report 20%

TEXTS

Primary Texts

See course schedule.

Secondary Texts

In addition to the literary texts, related research papers will be assigned in most weeks.

42050 INTRODUCTION TO TEACHING JAPANESE LANGUAGE

INSTRUCTOR	Yoshiko Umemoto
CLASS CAPACITY	10 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese IV or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed for students interested in how Japanese language is taught at the elementary level. It is particularly appropriate for those students who want to teach Japanese as a teaching assistant or a full-time non-native instructor in the future. Teaching practice routines are carried out from the beginning of the course using an elementary Japanese textbook. During the course, methods and practical skills of language teaching are introduced as well as pedagogical philosophy, and students are also expected to give several teaching demonstrations/presentations. This course is carried out in Japanese only and is open to students of Intensive Japanese IV or higher.

COURSE GOALS

Upon successful completion of this course, students will be able to:

- Demonstrate understanding of how to design courses and curricula.
- Demonstrate understanding of qualifications required to be a successful teacher.

COURSE SCHEDULE

1. Introduction
2. Discussion 1: Course/curriculum design
3. Discussion 2: Textbook analysis
4. Discussion 3: Instruction techniques
5. Lesson design 1
6. Students' presentation and discussion 1
7. Lesson design 2
8. Students' presentation and discussion 2
9. Lesson design 3
10. Students' presentation and discussion 3
11. Lesson design 4
12. Students' presentation and discussion 4
13. Reflection
14. Final paper

ASSESSMENT

Class participation and assignments 30%; Teaching demonstrations 40%; Final paper 30%

TEXTS

Purchase required:

Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C., & Tokashiki, K. (2020). *Genki: An Integrated Course in Elementary Japanese I* (3rd ed). Japan Times.

Handouts and reading materials will be provided by the instructor.

51010 ELEMENTARY TRANSLATION

INSTRUCTOR	Kazuyo Takeda
CLASS CAPACITY	15 students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Intensive Japanese II and Fundamental Japanese IV
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

The aim of this course is for students who are taking Intensive Japanese II courses to develop basic translation skills from Japanese to English and from English to Japanese. Emphasis is placed on having students review basic sentence structures and understand more complex structures that have high frequency usage. Target grammatical structures are found in the Intensive Japanese II textbook, *Genki: An Integrated Course in Elementary Japanese II* (Lessons 13 to 23) (Third Edition). There will be a short quiz from the second class onward. Commonly used expressions will also be introduced in this class.

COURSE GOALS

- Develop skills required for translation.
- Reinforce the grammar introduced in Intensive Japanese II.

COURSE SCHEDULE

1. Course Introduction and Grammar Review
2. Translation of structures from *Genki* Lesson 13
3. Translation of structures from *Genki* Lesson 14
4. Translation of structures from *Genki* Lesson 15
5. Translation of structures from *Genki* Lesson 16
6. Translation of structures from *Genki* Lesson 17
7. Mid-term Examination
8. Translation of structures from *Genki* Lesson 18
9. Translation of structures from *Genki* Lesson 19
10. Translation of structures from *Genki* Lesson 20
11. Translation of structures from *Genki* Lesson 21
12. Translation of structures from *Genki* Lesson 22
13. Translation of structures from *Genki* Lesson 23
14. Final examination

ASSESSMENT

Class Performance 10%; Assignments 30%; Mid-term examination 25%; Final examination 35%

TEXTS

Purchase required (Same textbook used in Intensive Japanese II and Fundamental Japanese IV):

Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C., & Tokashiki, K. (2020). *Genki: An Integrated Course in Elementary Japanese II* (3rd ed). Japan Times.

Course packets are provided.

51020 INTERMEDIATE TRANSLATION

INSTRUCTOR	Yasue Kodama
CLASS CAPACITY	15 students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Intensive Japanese III only
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

The aim of this course is for students taking Intensive Japanese III to develop their translating skills—both oral and written— from Japanese into English and from English into Japanese. Emphasis is placed on having students review basic sentence structures and understand more complex structures of high frequency. Target grammatical structures are drawn from the intensive Japanese III textbook Quartet (L1-L6). Authentic materials such as four-panel comic strips, folktales, experiential oral narratives, and song lyrics, are provided to acquire further translation techniques. Activities also include Japanese and English text analysis in pairs or groups. Students are expected to communicate in English with each other.

COURSE GOALS

You will be able to:

- Translate intermediate level text by utilizing your knowledge of Japanese and English grammar.
- Analyze and assess a variety of text and text structure in the source language.
- Explain and justify translation solutions.

COURSE SCHEDULE

1. Orientation
2. Manga (1)
3. Manga (2)
4. Manga presentation (Select one 4 panel comic strip from your country and translate it for the presentation)
5. Folktale (1)
6. Folktale (2)
7. Folktale presentation (Select one folktale of your country and translate it for the presentation)
8. Experiential oral narrative (1)
9. Experiential oral narrative (2)
10. Experiential oral narrative presentation
11. Song lyric (1)
12. Song lyric (2)
13. Song lyric presentation (Select one song lyric and translate it for the group presentation)
14. Final examination

ASSESSMENT

Class participation 10%; Assignments 30%; Presentations 40%(10%x4); Final examination 20%

TEXTS

Textbooks: None

Supplementary materials: Handouts and assignments will be provided through online.

51030 ORAL INTERPRETATION

SPEAKING AND ORAL READING FOR FLUENCY

INSTRUCTOR	Hisami Okada
CLASS CAPACITY	12 students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Intensive Japanese II and Fundamental Japanese III-IV
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed to help students acquire a solid foundation of Japanese, and particularly to improve skills for speaking and reading.

Class activities and assignments include oral reading, pronunciation practice, re-creation of the text and its presentation, and discussion in groups. In these activities, students can learn grammar and expressions for structuring proper paragraphs, and techniques to make a presentation effective and impressive. Materials are short texts on such topics as culture, history, travel, technology, and interviews and surveys.

This course is offered to students in Intensive Japanese II and Fundamental Japanese III-IV.

Students in Intensive Japanese I who have studied all lessons in Genki I may take this course if enrollment is below capacity. However, they need the consent of the instructor and must attend the first-class-meeting prior to course registration.

COURSE GOALS

- Increase speaking and reading fluency.
- Learn proper wording and structuring paragraphs.
- Learn techniques to convey messages to audience effectively.

COURSE SCHEDULE

1. Introduction
2. Pronunciation: Syllable and *Mora*
3. Utilization: Oral Reading and Speech
4. Grammar: Structuring Sentences
5. Pronunciation and Articulation: Vowels and Consonants
6. Utilization: Oral Reading and Speech
7. Grammar: Structuring Paragraphs
8. Utilization: Oral Reading and Speech
9. Discussion and Reflection
10. Some Techniques for Effective Presentations
11. Utilization: Reading and Speech
12. Pausing and Phrasing
13. Utilization: Reading and Speech
14. Final Examination: Presentation

ASSESSMENT

Class participation 30%; Assignments 30%; Tests 40%

TEXTS

Textbook: Handouts are provided by the instructor.

51040 ADVANCED TRANSLATION

INSTRUCTOR	Yasue Kodama
CLASS CAPACITY	15 students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Intensive Japanese IV or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is a continuation of the course Intermediate Translation. It enables students to think critically about linguistic and cultural issues associated with translation between Japanese and English. In class, students practice translating various types of Japanese texts, analyze and evaluate their own and peers' translations as well as published translations. Authentic materials such as newspaper, magazine articles, essays, poems and novels will be provided to acquire further translation techniques. Students are expected to communicate in English and Japanese with each other during pair-work and group-work.

COURSE GOALS

You will be able to:

- Translate pre-advanced level text by utilizing your knowledge of Japanese and English grammar.
- Analyze and assess a variety of text and text types in the source language.
- Explain and justify translation solutions.

COURSE SCHEDULE

1. Orientation, What hiragana, katakana, and kanji can convey
2. Naturalness of sentences/discourses
3. Culturally symbolic and indexical meaning
4. Figurative meaning
5. Plural and Singular, Meaning of repetition and ellipsis, Haiku translation
6. Sound and rhythm, and the target readers, Poem translation
7. Understanding Source Text (1)
8. Understanding Source Text (2)
9. Understanding Source Text (3)
10. Translation techniques
11. Translation project (1)
12. Translation project (2)
13. Translation project presentation
14. Translation project presentation

ASSESSMENT

Class participation 10%; Assignments 40%; Translation project 30%; Translation project presentation 20%

TEXTS

None

52060 CREATIVE WRITING

INSTRUCTOR	Nanae Fukutomi
CLASS CAPACITY	10 students
LANGUAGE USED IN CLASS	Japanese
JAPANESE LEVEL	Intensive Japanese III - IV
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

The aim of this course is to learn creative essay (non-fiction) or short story (fiction) writing and improve basic writing skills and rhetoric. Students also learn how to compose haiku poetry. At the end of the semester, students write an additional essay or short story of 2,000 characters. We are planning outdoor class on campus.

COURSE GOALS

- Be able to use basic writing skills (writing style, punctuation, etc.) correctly.
- Be able to use rhetoric (onomatopoeia, inversion, metaphor, etc.) correctly.
- Be able to write essay or short story with attention to structure.
- Be able to write poetry.

COURSE SCHEDULE

1. Orientation/ Preparation to write short story
2. Writing short story
3. Written expression skills (1): Writing skills (writing style; punctuation, etc.)
4. Written expression skills (2): Rhetoric 1 (modification; inversion)
5. Written expression skills (3): Rhetoric 2 (onomatopoeia)
6. Written expression skills (4): Rhetoric 3 (metaphor)
7. Written expression skills (5): Rhetoric 4 (historical present)
8. Reading Japanese essay
9. Writing short essay
10. Reading Japanese short story
11. Poetry: *haiku*
12. Preparation to write final essay or short story
13. Summary
14. Writing final essay or short story

ASSESSMENT

Class participation 20%; Assignments 45%; Term paper 35%

TEXTS

Textbooks: None

Materials are provided.

52070 INTRODUCTION TO ACADEMIC JAPANESE WRITING

INSTRUCTOR	Masahiko Mutsukawa
CLASS CAPACITY	15 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese III and IV
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This is a basic academic writing course for Intensive Japanese III and IV students. The main goal is to help students learn the expressions, mechanics and skills necessary to write short argumentative essays with well-organized paragraphs. Students practice writing 400 to 500 character essays with sample essay questions from the Examination for Japanese University Admission for International Students (EJU). At the end of the semester, students write an argumentative essay on a topic of their choice.

COURSE GOALS

- Be able to write short argumentative essays with well-organized paragraphs.
- Be able to write a report in an academic style.

COURSE SCHEDULE

1. Introduction, writing styles
2. Paragraph organization
3. Writing a short argumentative essay (1)
4. Discussion
5. Writing a short argumentative essay (2)
6. Discussion
7. Writing a short argumentative essay (3)
8. Discussion
9. Writing a short argumentative essay (4)
10. Mid-term examination
11. Preparation for the final report (1)
12. Preparation for the final report (2)
13. Discussion
14. Final report

ASSESSMENT

Participation 15%; Assignments 35%; Mid-term examination 20%; Final report 30%

TEXTS

Handouts will be provided by the instructor.

52080 ACADEMIC JAPANESE WRITING

INSTRUCTOR	Kaori Kondo
CLASS CAPACITY	15 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese IV and higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed to help students learn how to write research papers in Japanese. Students choose their own topics and, following several writing exercises, develop a research paper on that topic. The course also covers key components of research papers, such as selecting a topic, reviewing previous studies, analyzing data, and writing the discussion section. All coursework and class discussions are conducted in Japanese.

COURSE GOALS

- Learn to select appropriate and meaningful topics for research papers.
- Develop and express original ideas supported by logical reasoning and reliable evidence.
- Use appropriate language and formatting conventions for academic writing.

COURSE SCHEDULE

1. Selecting research topics: writing the reasons behind your choice
2. Formulating research questions; Academic writing style
3. Creating a research plan
4. Writing a short opinion essay 1
5. Writing a short opinion essay 2
6. Mid-term examination
7. Summarizing sources; formatting a bibliography correctly
8. Citing sources properly
9. Analyzing data; drafting your research paper
10. Feedback on drafts
11. Revising and finalizing the draft
12. Preparing slides for presentation
13. Presentation
14. Submitting the term paper

ASSESSMENT

Participation 10%; Assignments 30%; Mid-term examination 20%; Term paper 40%

TEXTS

Materials are provided by the instructor.

52090 WRITING FOR COMMUNICATION

INSTRUCTOR	Kaori Kondo
CLASS CAPACITY	15 students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Intensive Japanese I-II and Fundamental Japanese II-IV
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed for Intensive Japanese I-II and Fundamental Japanese II-IV students. The purpose of this course is to improve writing skills to communicate with Japanese people, using basic grammar rules and useful expressions. Students will learn basic rules to construct sentences, useful expressions depending on the given context, and how to write paragraphs. Students are required to do various tasks such as writing essays and giving peer feedback and preparing manuscripts for presentations. Topics include everyday life, culture, travel, survey results, and so on.

COURSE GOALS

- Strengthen elementary Japanese grammar knowledge.
- Developing writing skills to express feelings and opinions.
- Write manuscripts for short academic presentations.
- Build vocabulary to enjoy communicating in Japanese.

COURSE SCHEDULE

1. Introduction, and practicing typing Japanese
2. Reading, grammar and vocabulary
3. Writing practice
4. Reading, grammar and vocabulary
5. Writing practice
6. Reading and discussion
7. Writing practice
8. Reading, grammar and vocabulary
9. Writing practice
10. Reading, grammar and vocabulary
11. Writing practice
12. Manuscript for presentation
13. Presentation
14. Final report

ASSESSMENT

Class participation 30%; Assignments 40%; Report and Presentation 30%

TEXTS

Materials are provided by the instructor online.

53010 ELEMENTARY PROJECTS IN JAPANESE

INSTRUCTOR	Yuriko Uchiyama
CLASS CAPACITY	10 students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Intensive Japanese I-II and Fundamental Japanese II-III
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed for students enrolled in Intensive Japanese I-II and Fundamental Japanese II-III. It aims to enable students to complete projects on Japan-related topics of personal interest, utilizing basic Japanese. Through the project work, students will also acquire the skills to deliver oral presentations in Japanese using presentation slides. This provides a valuable opportunity to research various aspects of Japanese culture. Unrestricted use of generative AI is not allowed in this course. Please note that there are specific rules governing its usage.

COURSE GOALS

By the end of this course, the students will be able to;

- give oral presentations in Japanese using presentation slides.
- conduct a short interview in basic Japanese.
- write short multi-paragraph passages in Japanese based on their research.
- learn new Japanese vocabularies and expressions thorough their project work.

COURSE SCHEDULE

1. Orientation / Introduction / Rules of using Generative AI
2. Project design
3. Decide the topic for presentation.
4. Data collection 1
5. Data collection 2
6. Interview
7. Interview analysis
8. Writing practice 1
9. Writing practice 2
10. Writing practice 3
11. Making slides for presentation
12. Writing a script for presentation
13. Presentation practice
14. Presentation

ASSESSMENT

Class participation 15%; Assignments 35%; Presentation 50%

TEXTS

Materials are provided by the instructor.

OTHER PREREQUISITES

- Mastery of *te*-form of verbs (e.g. Lesson 6 in *Genki I*)

53020 PRE-INTERMEDIATE PROJECTS IN JAPANESE

KAKUOZAN INTERVIEW PROJECT

INSTRUCTOR	Nanae Fukutomi
CLASS CAPACITY	12 students
LANGUAGE USED IN CLASS	Intensive Japanese II-III and Fundamental Japanese IV
JAPANESE LEVEL	Japanese only
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed for students of Intensive Japanese II - III and Fundamental Japanese IV. Students should have mastered 200 kanji to enter this level. In this course, students will conduct an interview at a local store in Kakuozan, in Nagoya, one of the traditional shopping streets, to learn about the history of the stores and their products using various types of Japanese language. Students also learn how to give oral presentations on their project work and organize the results of their project into a paper.

COURSE GOALS

- Students will be able to design and conduct an interview at local stores to learn about the history of the stores and their products. The local stores are such as Japanese sweets, *tatami*-floor mats, *Binchotan* charcoal, and tea shops.
- Students will be able to converse with Japanese store owners utilizing various speech styles and conversational strategies.
- Students will be able to give an oral presentation and write a paper in Japanese based on what they have learned from the interview.

COURSE SCHEDULE

1. Orientation / Introduction
2. Preparation 1
3. Preparation 2
4. Preparation 3
5. Discussion
6. Interviews at local stores in Kakuozan
7. Preparation 4
8. Preparation 5
9. Preparation 6
10. Preparation 7
11. Preparation 8
12. Presentation
13. Discussion
14. Final report

ASSESSMENT

Class participation 15%; Assignment 35%; Presentation 30%; Report 20%

TEXTS

Reading materials and handouts are assigned by the instructor.

53030 INTERMEDIATE PROJECTS IN JAPANESE

INSTRUCTOR	Yoshiko Umemoto
CLASS CAPACITY	10 students
LANGUAGE USED IN CLASS	Japanese
JAPANESE LEVEL	Intensive Japanese III-IV
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course offers students in Intensive Japanese III and IV an opportunity to explore Japanese society and culture through project-based learning. Students will choose a topic related to Japanese life or culture, conduct interviews or surveys with Japanese people, and analyze their findings in Japanese. Through this process, you will learn how to gather information, organize data, and express your own ideas clearly. The final outcomes include a short written report and an oral presentation that share your discoveries and reflections on Japanese society and your own growth as a Japanese learner.

COURSE GOALS

- Use Japanese to conduct basic interviews or surveys.
- Understand and describe aspects of Japanese society and culture.
- Write a short analytical report in Japanese.
- Give an oral presentation summarizing their research and findings.

COURSE SCHEDULE

1. Orientation / Introduction
2. Research Methods
3. Project Planning
4. Survey and Interview Preparation
5. Data Collection (1)
6. Data Collection (2)
7. Data Organization and Analysis
8. Midterm Report and Feedback
9. Project Improvement
10. Final Product Creation (1)
11. Final Product Creation (2)
12. Final Presentation (1)
13. Final Presentation (2)
14. Final Report /Reflection

ASSESSMENT

Participation 10%; Homework 35%; Presentation and Project Outcome 40%; Final Report 15%

TEXTS

Materials are provided by the instructor.

63010 READINGS IN SOCIAL SCIENCES A

INSTRUCTOR	Masahiko Mutsukawa
CLASS CAPACITY	12 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese III or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed for students of Intensive Japanese III or higher to read newspaper articles in order to gain actual information about the real Japan and Japanese people today. Topics are mainly chosen by students in class. Audio-visual materials may be used, where available, to further deepen understanding. All course work is conducted in Japanese. In addition to regular preparation for class, students are expected to write a research paper and to give an oral presentation in Japanese on a subject of their own choice.

COURSE GOALS

- Be able to read newspaper articles to gain actual information about the real Japan and Japanese people today.
- Be able to discuss newspaper articles in Japanese.

COURSE SCHEDULE

1. Introduction
2. Discussion on a topic chosen by students
3. Discussion on a topic chosen by students
4. Discussion on a topic chosen by students
5. Discussion on a topic chosen by students
6. Discussion on a topic chosen by students
7. Discussion on a topic chosen by students
8. Discussion on a topic chosen by students
9. Discussion on a topic chosen by students
10. Discussion on a topic chosen by students
11. Discussion on a topic chosen by students
12. Discussion on a topic chosen by students
13. Discussion on a topic chosen by students
14. Final Report

ASSESSMENT

Class participation 40%; Oral presentation 30%; Report 30%

TEXTS

Textbooks: None

Articles from newspapers and magazines are provided.

63030 READINGS IN JAPANESE LITERATURE A

INSTRUCTOR	Tomoko Komada
CLASS CAPACITY	12 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese IV or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course introduces students to novels and poems by respected writers and encourages them to derive pleasure from literary works. In order to appreciate the flavor of the originals, the use of words and expressions, along with techniques of narration, are examined and evaluated. The themes, ethics and messages that each work embraces are also discussed. This course is conducted in Japanese and is open to students in Intensive Japanese IV or higher. Students are required to complete reading and writing assignments, and to participate in discussions.

COURSE GOALS

Upon successful completion of this course, student will:

- Gain experience reading Japanese literary works in the original.
- Be able to give an evaluation of literary works, and write/present papers on them.
- Be able to find symbols and signs in the literary works.

COURSE SCHEDULE

1. Introduction
Reading & Discussion (Soseki Natsume's novel)
2. Reading & Discussion (Soseki Natsume's novel)
3. Reading & Discussion (Soseki Natsume's novel)
4. Student Presentation & Discussion
5. Reading & Discussion (Kenji Miyazawa's novel)
6. Reading & Discussion (Kenji Miyazawa's novel)
7. Reading & Discussion (Kenji Miyazawa's novel)
8. Student Presentation & Discussion
9. Reading & Discussion (Poems)
10. Reading & Discussion (Haruki Murakami's novel)
11. Reading & Discussion (Haruki Murakami's novel)
12. Reading & Discussion (Haruki Murakami's novel)
13. Student Presentation & Discussion
14. Final Report

ASSESSMENT

Class participation 20%; Assignments 40%; Final report 40%

TEXTS

Textbooks:

- ① 村上春樹 (むらかみ・はるき) 『カンガルー 日和 (びより)』講談社文庫 1986 (Purchase required)
ISBN 978-4-06-183858-1
- ② 夏目漱石 (なつめ・そうせき) 『坊っちゃん』
<https://www.aozora.gr.jp/cards/000148/card752.html>
- ③ 宮沢賢治 (みやざわ・けんじ) 『なめとこ山の熊』
<https://www.aozora.gr.jp/cards/000081/card1939.html>
- ④ Additional reading materials and handouts are provided.

Supplementary Materials :

Setsue Shibata and Toshiko Yokota. (2016) *Exploring Japanese Literature: A Text for Language Learners at Intermediate Level and Above*, Createspace Independent Publishing Platform, ISBN-13: 978-1537745978

71010 UNIVERSITY PREPARATORY JAPANESE

INSTRUCTOR	Hidemi Ikari
CLASS CAPACITY	20 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese IV or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed for students of Intensive Japanese IV or higher, whose Japanese proficiency is equivalent to or higher than Japanese Language Proficiency Test (JLPT) N2 level, and who wish to enter a Japanese university after finishing the CJS program. Vocabulary and grammar exercises for the JLPT N1 level are assigned as homework or in-class exercises.

COURSE GOALS

- Develop the Japanese language skills necessary for admission to Japanese universities.
- Master JLPT N1-level grammar, vocabulary, listening and reading.

COURSE SCHEDULE

1. Course introduction; JLPT N2 diagnostic test
2. JLPT N1 grammar, vocabulary and listening/reading exercises
3. JLPT N1 grammar, vocabulary and listening/reading exercises
4. JLPT N1 grammar, vocabulary and listening/reading exercises
5. JLPT N1 grammar, vocabulary and listening/reading exercises
6. JLPT N1 grammar, vocabulary and listening/reading exercises
7. JLPT N1 grammar, vocabulary and listening/reading exercises
8. Mid-term examination
9. JLPT N1 grammar, vocabulary and listening/reading exercises
10. JLPT N1 grammar, vocabulary and listening/reading exercises
11. JLPT N1 grammar, vocabulary and listening/reading exercises
12. JLPT N1 grammar, vocabulary and listening/reading exercises
13. JLPT N1 grammar, vocabulary and listening/reading exercises
14. Final examination

ASSESSMENT

Participation 60%; Tests 40%

TEXTS

Purchase required:

ABK, (2024). *TRY! Japanese Language Proficiency Test N1: Bunpō kara Nobasu Nihongo* (Revised Edition). ASK Publishing.

Supplementary Materials

Other materials will be provided by the instructor.

71030 JAPANESE FOR TOURISM

INSTRUCTOR	Junko Kondo
CLASS CAPACITY	12 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese IV or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed for students in Intensive Japanese IV, V, and VI who have a keen interest in the tourism industry. The main objective is to develop essential communication skills, culturally appropriate behavior, and a basic understanding of the tourism industry. Students will learn the language and practical skills needed to accompany, assist, and guide Japanese tourists in their home countries or regions, while developing the geographical, historical, and cultural knowledge needed to introduce local attractions. At the end of the course, students will demonstrate their learning through a final presentation in which they simulate the role of a tour guide guiding Japanese visitors through a one-day tour plan in their home country or region.

COURSE GOALS

By the end of this course, students will be able to:

- Use basic honorific and polite expressions appropriately in tourism-related interactions.
- Demonstrate culturally appropriate communication and behavior when interacting with Japanese tourists.
- Introduce local tourist attractions and provide practical travel information in Japanese.
- Deliver a presentation simulating the role of a tour guide.

COURSE SCHEDULE

1. Course Introduction / Introduction to Tour Guiding
2. Overview of the Tourism Industry / Keigo Basics (1)
3. Japanese Tourists: Characteristics and Expectations / Keigo Basics (2)
4. Practical Keigo (1): Confirming Information and Making Suggestions
5. Practical Keigo (2): Responding to Tourists' Requests
6. Practical Keigo (3): Handling Complaints and Problems
7. Midterm Exam
8. Tour Guiding Practice (1): Introducing Local Tourist Attractions
9. Tour Guiding Practice (2): Introducing Local Cuisine and Food Culture
10. Tour Guiding Practice (3): Recommending Optional Tours and Activities
11. Tour Guiding Practice (4): Recommending Souvenirs and Shopping Tips
12. Final Presentation Rehearsal and Feedback from Japanese Students (1)
13. Final Presentation Rehearsal and Peer from Japanese Students (2)
14. Final Presentation: One-Day Tour Plan for Japanese Visitors

ASSESSMENT

Class Participation 15%; Quizzes 15%; Assignments 20%; Midterm Exam 20%; Final Presentation 30%

TEXTS

All materials will be provided by the instructor.

71060 INTRODUCTION TO BUSINESS JAPANESE

INSTRUCTOR	Yuriko Uchiyama
CLASS CAPACITY	15 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese II-III and Fundamental Japanese III-IV
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is an introductory Business Japanese language course for students who plan to work for a Japanese company or conduct business in Japanese. It is designed for students enrolled in Intensive Japanese II or III. It provides students with a fundamental understanding of Japanese business manners and customs through the study of basic business communication. The aim of this course is to enable students to build smooth interpersonal relationships in business settings with people from diverse cultural backgrounds.

COURSE GOALS

By the end of this course, the students will be able to;

- Understand basic business vocabulary and expressions.
- Hold basic business conversations.
- Demonstrate an understanding of how people working in or with Japanese companies perceive Japanese business manners and practices.

COURSE SCHEDULE

1. Orientation, Business Japanese Terms
2. Business Greetings1 (Basic)
3. Job hunting - Business Writing1 (Resume in Japanese style)
4. Job hunting - Business Writing2 (Personal statement in Job application forms)
5. Job hunting - Job Interview1 (Basic Interview Etiquette)
6. Job hunting - Job Interview2 (Self-promotion in job interviews)
7. Job hunting - Business Writing3 (Business E-mail1)
8. In a company - Making an Appointment
9. In a company - Business Greetings2 (Visiting clients)
10. Guest Speaker Session
11. In a company - Business Writing4 (Business E-mail2)
12. In a company - Asking for Permission
13. In a company - Receiving Instructions
14. Final examination

ASSESSMENT

Class participation 20%; Assignments 30%; Quizzes 20%; Final examination 30%

TEXTS

Materials are provided by the instructor.

71070 JAPANESE FOR VOLUNTEERING

INSTRUCTOR	Junko Kondo
CLASS CAPACITY	12 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese III or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed for students in Intensive Japanese III, IV, V and VI who are interested in developing communication and intercultural skills through volunteering at a Japanese elementary school. It is especially recommended for those considering applying to the JET Program. In class, students will learn expressions and strategies for communicating with Japanese children, plan and deliver cultural exchange presentations and activities, and reflect on their experiences by sharing insights with classmates. Students are required to participate in three school visits at Nanzan Primary School, give presentations, and write short reflective reports. All volunteering activities are unpaid, and all coursework is conducted in Japanese.

COURSE GOALS

By the end of this course, students will be able to:

- Use appropriate communication strategies when speaking with Japanese children.
- Plan and deliver engaging presentations about their home country and culture to elementary school students.
- Write reflective reports on their observations and interactions at a Japanese elementary school.

COURSE SCHEDULE

1. Course Introduction
2. Understanding Japanese Elementary School Culture & Child-Friendly Communication
3. Presentation Planning (1)
4. Presentation Planning (2)
5. Presentation Planning (3)
6. School Visit 1 Preparation
7. School Visit 1
8. School Visit 2 Preparation
9. School Visit 2
10. School Visit 3 Preparation
11. School Visit 3
12. Reflection and Group Discussion (1)
13. Reflection and Group Discussion (2)
14. Final Reflection and Report

ASSESSMENT

Class Participation 15%; Assignments 25%; Presentations 40%; Final Report 20%

TEXTS

All materials will be provided by the instructor.

71080 BUSINESS JAPANESE

INSTRUCTOR	Emi Sato
CLASS CAPACITY	10 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese IV or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

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 students 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 students to review the content of each lesson in order to put it to use in the real world. To that end, 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 Intensive Japanese IV or higher.

COURSE GOALS

- Learn how to look for work in Japan, and to handle job interviews.
- Use appropriate honorifics in appropriate situations.
- Hold business conversations and write simple business documents.
- Master the basic manners and customs of Japanese companies.

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. Mid-term examination
7. Polite expressions (1)
8. Polite expressions (2)
9. Visiting a company and exchanging business cards
10. Talking on the telephone (1)
11. Talking on the telephone (2)
12. Taking and reading memos
13. How to write business e-mails
14. Final examination

ASSESSMENT

Class participation 15%; Assignments 40%; Mid-term examination 15%; Final examination 30%

TEXTS

Materials are provided.

73010 READINGS IN SCIENCE AND TECHNOLOGY

INSTRUCTOR	Masahiko Mutsukawa
CLASS CAPACITY	No upper limit
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese III or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is designed for students of Intensive Japanese III or higher to train them in reading science magazine articles. Students choose science magazine articles that interest them and discuss one article in each session. In addition to regular preparation for class, students are expected to write a research paper and to give an oral presentation in Japanese on a subject of their own choice. All course work is conducted in Japanese.

COURSE GOALS

- Understand and use vocabulary of science in Japanese and expressions frequently used in Japanese science magazines.
- Discuss science magazine articles in Japanese.

COURSE SCHEDULE

1. Introduction
2. Discussion on a topic chosen by students
3. Discussion on a topic chosen by students
4. Discussion on a topic chosen by students
5. Discussion on a topic chosen by students
6. Discussion on a topic chosen by students
7. Discussion on a topic chosen by students
8. Discussion on a topic chosen by students
9. Discussion on a topic chosen by students
10. Discussion on a topic chosen by students
11. Discussion on a topic chosen by students
12. Discussion on a topic chosen by students
13. Discussion on a topic chosen by students
14. Summary

ASSESSMENT

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

TEXTS

Articles from science magazines are provided, and relevant articles may be assigned by the instructor.

75010 ACADEMIC STUDIES A

INTERCULTURAL ENCOUNTERS:

INTERCULTURAL BUSINESS COMMUNICATION AND UNDERSTANDING

※Classes are held every Tuesday and Friday during 3rd period (13:35-15:15) and end in mid-November.

※The number of credits earned is two credits.

INSTRUCTOR	Sean O'Connell
CLASS CAPACITY	15 CJS students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Permitted

COURSE DESCRIPTION

This course focuses on understanding the fundamental concepts of Intercultural Business Communication. Once students have a basic understanding of those concepts and theories such as cultural intelligence and communication accommodation, the course then shifts to an investigation of various Japanese-Foreigner workplace dynamics and analyzes them using concepts and theories covered in class.

COURSE GOALS

By the end of the course, students will be able to:

1. Understand the fundamental concepts related to Intercultural Business Communication.
2. Use the theories of cultural intelligence and communication accommodation to investigate issues related to culturally diverse workplaces.
3. Analyze ways in which Japanese-Foreigner workplace culture and communication can be monitored and effectively conducted.
4. Write a report in English on a topic related to the Japanese-Foreigner intercultural business communication.

COURSE SCHEDULE

1. Introduction to the course
2. Lesson two: Defining Intercultural Communication
3. Lesson three: Defining Cultural Intelligence
4. Lesson four: Analyzing Multicultural Workplaces: Japanese companies
5. Lesson five: Analyzing Multicultural Workplaces: Foreign companies
6. Lesson six: Analyzing Work Attitudes: Foreign workers in Japan
7. Lesson seven: Analyzing Work Attitudes: Japanese workers overseas
8. Lesson eight: Creating effective communication habits: Strategies for workplace communication
9. Lesson nine: Creating effective communication habits: Strategies for workplace communication
10. Lesson ten: Intercultural business communication training
11. Lesson eleven: Presentation preparation
12. Lesson twelve: Presentation preparation
13. Lesson thirteen: Individual presentations
14. Lesson fourteen: Individual presentations

ASSESSMENT

Oral Presentation	40%
Final Paper	40%
Class Participation	20%

TEXTS

No textbook is required. Handouts will be given by the teacher in each class.

75050 ACADEMIC STUDIES E

INTERNATIONAL ECONOMIC POLICY:

THEORETICAL ANALYSIS OF TRADE POLICIES AND INSTITUTIONS

※Classes are held every Monday and Thursday during 4th period (15:30-17:10) and end in mid-November.

※The number of credits earned is two credits.

INSTRUCTOR	Dapeng Cai
CLASS CAPACITY	5 CJS students
LANGUAGE USED IN CLASS	Japanese Only
JAPANESE LEVEL	Intensive Japanese IV or higher
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Not permitted

COURSE DESCRIPTION

This class will be conducted in a lecture format. Students will study theories on economic policy from the perspective of international trade theory. International factor mobility and policy coordination among nations will also be discussed.

COURSE GOALS

Understand various issues related to cross-border trade in goods and services from an economic perspective. Students will deepen their interest in various issues related to the international economy, such as foreign direct investment, tariffs, trade friction, FTAs, and will be able to analyze, examine, and discuss these issues in a broader context.

COURSE SCHEDULE

1. Introduction
2. Comparative advantage (Bernhofen and Brown (2005) and Juhasz (2018))
3. Review session I: Partial equilibrium analysis (fundamentals)
4. Review session II: Partial equilibrium analysis (applications)
5. Intra-industry trade and economies of scale
6. Trade policies (fundamentals) I: Tariff and quota
7. Trade policies (fundamentals) II: Optimal tariff
8. Trade policies (applications) I: Strategic trade policy
9. Trade policies (applications) II: Antidumping
10. Political economy of trade policies
11. Rules and negotiations in international trade: GATT and WTO
12. Service trade and IT
13. Regional trade agreements: FTA and CU
14. Final report

ASSESSMENT

Final Paper	50%
Class Participation	15%
Quizzes	35%

TEXTS

No textbook is required. Handouts will be given by the teacher in each class.

Required readings (available in the Nanzan University library)

Jouta I. et al. (2013) *The essentials of international trade (Kokusai keizaigaku o tsukamu)* 2nd edition, Tokyo:Yuhikaku

OTHER PREREQUISITES

Students should have a basic understanding of “Microeconomics” and “Mathematics for Economics.”

75060 ACADEMIC STUDIES F

HISTORY OF JAPANESE ART

※Classes are held every Tuesday and Friday during 3rd period (13:35-15:15) and end in mid-November.

※The number of credits earned is two credits.

INSTRUCTOR	Rumi ITO
CLASS CAPACITY	10 CJS students
LANGUAGE USED IN CLASS	Japanese only, but if necessary, I will explain in English.
JAPANESE LEVEL	Intensive Japanese IV or higher
ENGLISH LEVEL	Not required
AUDITING	Permitted

COURSE DESCRIPTION

This course is designed to conform with the objectives stated in Nanzan University's Diploma Policy I (人種、宗教、文化等、異なる背景を認識し、受容するための基礎となる教養 Education that provides the foundation for recognizing and accepting different backgrounds, including race, religion, and culture) and Diploma Policy III (多様性を前提とした人間の尊厳を尊重する力 Developing an ability to respect human dignity in all of its diversity).

This course will provide a series of lectures which will cover the history of Japanese art from Meiji Period to the present. The course is intended for those who are not so familiar with Japanese art history. In particular, we will look at those artworks done by Japanese artists who lived in the transformative period of Japanese society.

COURSE GOALS

1. To develop an understanding of how those artworks created in 19th and 20th centuries represent the modernization of Japanese society.
2. To develop a deeper understanding of the transformation of art forms and expressions along with the Western history as well as the Japanese history.
3. To enable the students to better share their thoughts and ideas with other students in response to artworks and to deepen their own understanding of the works.

COURSE SCHEDULE

1. Introduction: orientation
2. Late Edo period: Indication of Western influence in Japanese art
3. Meiji Period(1): Encountering Western art①
4. Meiji Period(2): Encountering Western art②
5. Meiji Period(3): Development of Modern Art
6. Presentation for Art Project
7. Taisho Period(1): Toward liberal expression
8. Taisho Period(2): Maturation of modern art and its Conflict①
9. Taisho Period(3): Maturation of modern art and its Conflict②
10. Taisho Period(4): Modernism and War Painting
11. Showa Period(1): War Art and After-war art
12. Showa Period(2): Post-modernism①
13. Showa Period(3): Post-modernism②
14. Summary

ASSESSMENT

Class participation and attitude (10%) Quiz and Projects (40%) Final report (50%)

- Quiz (20%) : you will take the webclass online quizzes 10 times.
- There are two projects(10% each), for which you will create your artwork and explain in words.
- You are expected to write a journal at the end of each class.

TEXTS

Purchase required:

『日本美術の歴史 補訂版』 辻 惟雄 東京大学出版会
“Nihon Bijutsu no Rekisi” TSUJI Nobuo Tokyo Daigaku Shuppankai
ISBN 978-4-13-082091-2

75090 ACADEMIC STUDIES I

CULTURE: DIVERSITY, EQUITY AND INCLUSION

※Classes are held every Monday and Thursday during 3rd period (13:35-15:15) and end in mid-November.

※The number of credits earned is two credits.

INSTRUCTOR	Fern Sakamoto
CLASS CAPACITY	10 CJS students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
ENGLISH LEVEL	Students should be able to understand, speak, read and write academic English.
AUDITING	Not permitted

COURSE DESCRIPTION

This course explores diversity, equity and inclusion (DEI) as a dimension of culture. Drawing on intercultural communication theory, the course frames DEI as a way of understanding how cultural norms, power, identity, and communication practices shape experiences of belonging and exclusion. Students will analyse how social identities such as race, gender, neurodiversity, ability and nationality intersect and influence lived experiences, with particular attention to the Japanese context. The course will be delivered using an active-learning approach and all students will be expected to participate actively in discussions. After each class, students will write reflections describing key insights and personal responses related to course content. Students will also collaborate on a campus audit project to assess inclusion, belonging and support structures.

COURSE GOALS

Through this course students will understand concepts related to intercultural communication and DEI, and critically evaluate DEI initiatives. At the culmination of the course, students should be able to:

- ① Understand and use foundational DEI concepts and terminology
- ② Consider how social identities such as race, gender and ability intersect to shape experiences
- ③ Identify ways in which cognitive bias and privilege influence decisions and participation in academic and workplace settings
- ④ Compare DEI initiatives across cultural contexts, including Japan
- ⑤ Audit campus DEI practices and develop recommendations to support inclusive environments

COURSE SCHEDULE

1. Foundations of DEI and IC
2. Culture, Communication & Power
3. Social Identity & Intersectionality
4. Cognitive Bias
5. Microaggressions
6. Psychological Safety & Allyship
7. Inclusive Environments
8. Belonging
9. DEI in Japan
10. Campus Audit Project 1
11. Campus Audit Project 2
12. Campus Audit Presentations 1
13. Campus Audit Presentations 2
14. Wrap-up and review

ASSESSMENT

30% reflections and discussion contributions
30% discussion assignment
40% campus audit project

TEXTS

None. Materials will be provided by the instructor.

75100 ACADEMIC STUDIES J

JAPANESE LABOR LAW

※Classes are held every Wednesday during 1st and 2nd period (9:10-10:50, 11:05-12:45) and end in mid-November.

※The number of credits earned is two credits.

INSTRUCTOR	Keiko Ogata
CLASS CAPACITY	No upper limit
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese V or higher.
ENGLISH LEVEL	Not required
AUDITING	Permitted

COURSE DESCRIPTION

In this course, you will learn about the legal regulations governing the relationship between employees and employers, as well as how to resolve legal disputes. You will read and understand the provisions of Japanese law and study Japanese case law.

COURSE GOALS

1. Be able to correctly read, interpret, and apply legal provisions.
2. Be able to analyze legal issues related to labor that arise in real-world society.

COURSE SCHEDULE

- 1: Overview of Labor Law
- 2: Parties to Labor Relations and Basic Rights and Obligations
- 3: Determination of Working Conditions (1)
- 4: Determination of Working Conditions (2)
- 5: Formation of Employment Contracts (1)
- 6: Formation of Employment Contracts (2)
- 7: Human Resources (1)
- 8: Human Resources (2)
- 9: Human Resources (3)
- 10: Wages (1)
- 11: Wages (2)
- 12: Working Hours, Breaks, and Days Off (1)
- 13: Working Hours, Breaks, and Days Off (2)
- 14: Leave and Temporary Leave of Absence

ASSESSMENT

Class participation and attitude (20%)

Final report in Japanese (80%)

TEXTS

小畑史子・緒方桂子・竹内寿『ストウディア労働法 [第5版]』(2025年、有斐閣)

76010 ACADEMIC STUDIES N

JAPANESE LABOR LAW ADVANCED SEMINAR

※Classes are held every Friday during the 4th period (15:30-17:10) and end in mid-November.

※The number of credits earned is one credit.

INSTRUCTOR	Keiko Ogata
CLASS CAPACITY	3 CJS students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Intensive Japanese V or higher.
ENGLISH LEVEL	Not required
AUDITING	Not permitted.

COURSE DESCRIPTION

This course is conducted in a seminar format.

Students will read and discuss literature and court rulings related to labor and social security.

Since all of these materials are written in Japanese, knowledge of both the Japanese language and the law is required.

COURSE GOALS

1. Read academic literature and understand the authors' arguments.
2. Formulate your own opinions while taking the authors' arguments into account.
3. Read court rulings.
4. Summarize your thoughts and opinions in writing.

COURSE SCHEDULE

- 1: Orientation
- 2: Reading and Discussing Academic Articles and Court Decisions on Labor Law or Social Security Law (1)
- 3: Reading and Discussing Academic Articles and Court Decisions on Labor Law or Social Security Law (2)
- 4: Reading and Discussing Academic Articles and Court Decisions on Labor Law or Social Security Law (3)
- 5: Reading and Discussing Academic Articles and Court Decisions on Labor Law or Social Security Law (4)
- 6: Discussion based on readings of literature and court rulings on labor law or social security law (5)
- 7: Discussion based on readings of literature and court rulings on labor law or social security law (6)

ASSESSMENT

Class Participation	75%
Final Report	25%

TEXTS

I will hand these out during the first lecture. We will be reading academic papers on specialized topics related to Japanese labor law.

OTHER PREREQUISITES

Prepare for the discussion by reading relevant books on the topic to be discussed.

76020 ACADEMIC STUDIES O

INTRODUCTION TO FINANCIAL TIME SERIES

※Classes are held every Thursday during the 4th period (15:30-17:10) and end in mid-November.
※The number of credits earned is one.

INSTRUCTOR	Junichi Hirukawa
CLASS CAPACITY	5 CJS students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Not permitted.

COURSE DESCRIPTION

This course provides an elementary introduction to financial time series with applications. It also provides basic concepts of R and/or Python programming.

COURSE GOALS

The overall course goal is to understand basic concepts of financial time series and to be able to use them to solve real data problems with statistical computing programs.

COURSE SCHEDULE

1. Acquiring Financial Data
2. Data Preprocessing
3. Visualizing Financial Time Series
4. Exploring Financial Time Series Data
5. Time Series Analysis and Forecasting
6. Modeling time series with ARIMA class models
7. Modeling Volatility with GARCH Class Models

ASSESSMENT

Class Participation	50%
Assignments	20%
Final Report	30%

TEXTS

No textbook is required. Lecture materials will be given by the teacher for each class via WebClass.
(Reference: Lewinson, E. : Python for Finance Cookbook. Packt Publishing (2022))

OTHER PREREQUISITES

Prepare for the discussion by reading relevant books on the topic to be discussed.

76030 ACADEMIC STUDIES P

SCIENTIFIC STUDY OF HUMAN LANGUAGE

※Classes are held every Thursday during the 3rd period (13:35-15:15) and end in mid-November.

※The number of credits earned is one.

INSTRUCTOR	Tatsuya Suzuki
CLASS CAPACITY	5 CJS students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Intensive Japanese V or higher.
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Not permitted

COURSE DESCRIPTION

This class will be delivered in seminar (enshu) style.

We study syntax of generative grammar, which was proposed by an American linguist Noam Chomsky in the 1950s and has been studied around the world for some 70 years. Despite the significant changes of the theoretical framework of generative grammar over time, its ultimate goal remains the same: we aim to answer the simple but profound question of why humans can speak.

Following Seminar (enshu) I, we continue to deepen our understanding of the basic contents of English grammar from the perspective of generative grammar.

Additionally, this class will incorporate active learning methods.

COURSE GOALS

1. Students will become able to understand the methods of syntactic research in generative grammar.
2. Students will become able to understand the basics of generative grammar and various English facts.
3. Students will become able to acquire the basic skills necessary to acquire the knowledge and abilities described in the diploma policy of the Faculty of Foreign Studies and that of the Department of British and American Studies.

COURSE SCHEDULE

1. Introduction
2. Phrase-Structure Rules and Constituency Tests I
3. Phrase-Structure Rules and Constituency Tests II
4. X'-theory I
5. X'-theory II
6. X'-theory III
7. Intensive Discussion

ASSESSMENT

Class Participation	25%
Final Report	75%

TEXTS

Purchase required:

Ian Roberts (2023) *Beginning Syntax: An Introduction to Syntactic Analysis* (Cambridge University Press)

OTHER PREREQUISITES

Prepare for the discussion by reading relevant books on the topic to be discussed.

76040 ACADEMIC STUDIES Q

READING: EXPLORING JAPAN'S DIVERSITY

※Classes are held every Friday during the 3rd period (13:35-15:15) and end in mid-November.

※The number of credits earned is one credit

INSTRUCTOR	Robert Croker
CLASS CAPACITY	No limit
LANGUAGE USED IN CLASS	English and Japanese
JAPANESE LEVEL	Not required
ENGLISH LEVEL	Intermediate and above (non-native speakers are very welcome)
AUDITING	Not permitted

COURSE DESCRIPTION

Japan is often assumed to be a homogeneous society, but like any society there is a lot of social diversity. The proportion of people who have a disability or identify as LGBTQ+ is the about same as in most countries in Europe and the Americas; the proportion of elderly people and families living in relative poverty is actually greater here. Although there are fewer people from other countries living in Japan, their numbers are rapidly increasing. Within each of these social groups are people who have multiple identities, such as a foreigner with a disability or an elderly gay couple living in poverty.

One common feature of all of these disparate groups is that, to a greater or lesser degree, policies have been developed to support them. These policies include international conventions (such as the Convention on the Rights of People with Disabilities), national level policies to enact these conventions, and policies at the prefectural and municipal levels. The paradox in Japan is that many of the national policies have good intentions but face two hurdles: there are few penalties for non-compliance by companies, and support services are actually provided at the prefectural and municipal level, which face chronic underfunding.

This course begins by challenging the myth of Japanese social homogeneity and then explores Japan's social diversity. Students choose one social group to focus upon for the rest of the course, such as people with a disability, people who identify as LGBTQ+, foreigners living in Japan, working women (particularly those with children), or people with fewer socio-economic resources. Each week, we critically evaluate the policies designed to support those social groups, beginning with international conventions and then looking at national-, prefectural- and municipal level policies, and ending with private organizations.

CJS students interested in understanding and exploring social issues facing contemporary Japan are strongly encouraged to apply. Local students taking this course are mostly third- and fourth-year students in the Faculty of Policy Studies.

COURSE GOALS

By the end of the course, students will be able to:

1. Explain the social diversity of contemporary Japan.
2. More deeply explain the social conditions of one social group living in Japan, and the policies designed to support them.

COURSE SCHEDULE

Class 1 (September 18): Challenging the myth of Japanese social homogeneity

Case study: Select one social group to focus upon; investigate their basic conditions

Class 2 (September 25): International conventions

Class 3 (October 2): National level policies and laws

Class 4 (October 9): National level policies and laws

Class 5 (October 16): Prefectural and municipal policies and laws

Class 6 (October 23): Prefectural and municipal policies and laws

Class 7 (November 6): Public and private organizations' policies and laws

ASSESSMENT

Weekly class summary and reflection: 10% each week, six weeks = 60%

Final Report = 40%

TEXTS

Materials will be provided in class on paper, and online through WebClass.

76060 ACADEMIC STUDIES S

INTERNATIONAL LAW

※Classes are held every Tuesday during the 4th period (15:30-17:10) and end in late November.

※The number of credits earned is one credit.

INSTRUCTOR	Keiko Ko
CLASS CAPACITY	3 CJS students (There are 8 Japanese students.)
LANGUAGE USED IN CLASS	Japanese and English (The Japanese students may use Japanese only).
JAPANESE LEVEL	Intensive Japanese V or higher
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential
AUDITING	Not permitted

COURSE DESCRIPTION

This class will be conducted in the form of “seminars”. The objective is to understand the importance of international law in international relations. In today's international relations, the "rule of law" is essential, however, in reality, national interests are often pursued through "force" (including military force). In many cases, "law" is merely a reiteration of a particular value system or ideology. However, international law certainly regulates actual international relations in ways that are unique to international law. The purpose of this class is to learn these unique ways of international law and to engage in discussions with other participants on the important issues of international law.

COURSE GOALS

To increase knowledge of the content of positive international law.

To be able to find the connection/relevance between real international relations and international law.

To understand the opinions of others and to be able to exchange views.

To be able to write logically.

COURSE SCHEDULE

1. Presentation by the participants, followed by the discussions in the class.
2. Presentation by the participants, followed by the discussions in the class.
3. Presentation by the participants, followed by the discussions in the class.
4. Presentation by the participants, followed by the discussions in the class.
5. Presentation by the participants, followed by the discussions in the class.
6. Presentation by the participants, followed by the discussions in the class.
7. Presentation by the participants, followed by the discussions in the class.

ASSESSMENT

Class Participation	50%
Assignments	20%
Final Report	30%

TEXTS

No textbook is required. Handouts will be given by the teacher.

OTHER PREREQUISITES

Prepare for the discussion by reading relevant books/articles on the topic to be discussed.

76070 ACADEMIC STUDIES T

OPERATIONS RESEARCH

※Classes are held every Tuesday during the 5th period (17:25-19:05) and end in mid-November.

※The number of credits earned is one credit.

INSTRUCTOR	Mihiro Sasaki
CLASS CAPACITY	2 CJS students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Intensive Japanese V or higher.
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Not permitted.

COURSE DESCRIPTION

This course deals with the basic concepts of Operations Research. It also enhances the development of students' skill in making combinatorial optimization models.

COURSE GOALS

By the end of the course, students are expected to explain and describe basic combinatorial optimization models.

COURSE SCHEDULE

1. Facility location models
2. Bin packing problems, lot sizing problems
3. Single machine scheduling problems
4. Rectangle packing problems
5. Shortest path problems, assignment problems
6. Minimum spanning tree problems
7. Traveling salesman problems

ASSESSMENT

Class Participation	50%
Assignments	20%
Report	30%

TEXTS

No textbook is required. Handouts will be given by the teacher in each class.

OTHER PREREQUISITES

Prepare for the discussion by reading relevant books on the topic to be discussed.

76090 ACADEMIC STUDIES V

COLLABORATE WITH JAPANESE STUDENTS TO RESEARCH AND ANALYZE やさしい日本語

※Classes are held every Tuesday during the 4th period (15:30-17:10) and end in mid-November.

※The number of credits earned is one credit.

INSTRUCTOR	Masanori Kitamura
CLASS CAPACITY	9 CJS students
LANGUAGE USED IN CLASS	Japanese (partially in English)
JAPANESE LEVEL	Intensive Japanese II or higher, Fundamental Japanese III or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This class is cross offered by CJS and the Department of Global Liberal Studies. It is conducted in Japanese (partially in English). The goal of this class is to find a common language at Nanzan University in which both native and non-native speakers of Japanese can communicate. First, Japanese students will speak in Japanese to CJS students and CJS students will speak in English to Japanese students to experience the difference between communication using a first language and communication using a second language. Next, the students will deepen their understanding of the background of やさしい日本語 (plain Japanese) for foreigners and the circumstances of its use. Finally, based on this understanding, we will discuss together how the common language should be used for communication between Japanese and international students at Nanzan University, as well as problems and areas for improvement.

COURSE GOALS

1. To understand the difference between first and second language communication
2. To deepen the knowledge of “plain Japanese”
3. To identify problems in the use of Japanese on campus
4. To find a common language on campus through discussions with Japanese students

COURSE SCHEDULE

1. Introduction
2. What is a common language?
3. Differences between communication using a first language and communication using a second language
4. Understand the concept of やさしい日本語 and actual usage and problems of やさしい日本語
5. On-Campus Fieldwork: Problems in the Use of Japanese at Nanzan University(1)
6. On-Campus Fieldwork: Problems in the Use of Japanese at Nanzan University(2)
7. Presentations
8. Final Report

ASSESSMENT

Class Participation	40%
Presentation	30%
Final Report	30%

TEXTS

No textbook is required. Handouts will be given by the teacher in each class.

OTHER PREREQUISITES

Prepare for the discussion by reading relevant books on the topic to be discussed.

76100 ACADEMIC STUDIES W

FAMILY LAW SEMINAR

※Classes are held every Tuesday during the 3rd period (13:35-15:15) and end in mid-November.

※The number of credits earned is one credit.

INSTRUCTOR	Toshihide Ikoma
CLASS CAPACITY	Enrollment is limited to 3 students.
LANGUAGE USED IN CLASS	Japanese
JAPANESE LEVEL	Intensive Japanese V or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted.

COURSE DESCRIPTION

This class will be delivered in seminar style.

In this class, a few students form a group and give presentations on court cases related to family law.

In the presentation, the reporter needs to understand the basic systems related to the issue.

COURSE GOALS

- To enable the ability to collect legal literature, materials, and case law
- To acquire skills to interpret legal documents, materials, and case law
- To develop the ability to understand and explain the ideas of academic theories and court cases

COURSE SCHEDULE

1. Presentation by the participants, followed by the discussions in the class.
2. Presentation by the participants, followed by the discussions in the class.
3. Presentation by the participants, followed by the discussions in the class.
4. Presentation by the participants, followed by the discussions in the class.
5. Presentation by the participants, followed by the discussions in the class.
6. Presentation by the participants, followed by the discussions in the class.
7. Presentation by the participants, followed by the discussions in the class.

ASSESSMENT

Class Participation 40%

Presentation 60%

TEXTS

No textbooks

OTHER PREREQUISITES

Prepare for the discussion by reading relevant books on the topic to be discussed.

76110 ACADEMIC STUDIES X

DEBATING POLITICS AND SOCIETY OF JAPAN AND THE UNITED STATES

※Classes are held every Friday during the 4th period (15:30-17:10) and end in mid-November.

※The number of credits earned is one credit.

INSTRUCTOR	Takakazu Yamagishi
CLASS CAPACITY	6 CJS students
LANGUAGE USED IN CLASS	English (partially Japanese)
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read, and write academic English is essential.
AUDITING	Not Permitted

COURSE DESCRIPTION

This class is cross-offered by the CJS and the Department of Global Liberal Studies. Conducted in English and in Japanese, the main aim of this joint course is that students in the CJS and the Global Liberal Studies study together and conduct debates to understand the politics and society of Japan and the United States. In this class, we will use debate as a learning tool. The language used for debate will be English. Students are expected to study outside the classroom with debate teammates to be prepared for the debate.

The class of the Department of Global Liberal Studies is a special seminar class, what we call “zemi,” in which the same group of student studies together to study for two years with the same professor. They have already spent one quarter together. This course will be a great opportunity for the CJS students to study very closely with Nanzan students.

COURSE GOALS

- To study the politics and society of Japan and the United States
- To improve critical thinking
- To improve debate skills
- To experience the challenges and values of studying alongside local students

COURSE SCHEDULE

1. Course Introduction and students' presentation on their study interest (9/18)
2. Deciding on debate topics (9/25)
3. Presentation on debate topics (10/2)
4. Debate prep (10/9)
5. Debate 1st round (10/16)
6. Debate 2nd round (10/23)
7. Reflection session (11/6)

ASSESSMENT

Final essay	30%
Discussion performance	40%
Debate performance	30%

TEXTS

Reading materials will be given by the instructor in each class.

Takakazu Yamagishi and Michael Pisapia, *American Politics from American and Japanese Perspectives* (Daigaku Kyōiku Shuppan, 2021).

76120 ACADEMIC STUDIES Y

COGNITIVE LINGUISTICS AND ENGLISH EDUCATION

※Classes are held every Friday during the 3rd period (13:35-15:15) and end in mid- November.

※The number of credits earned is one credit.

INSTRUCTOR	Takao Imai
CLASS CAPACITY	3 CJS students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Intensive Japanese V or higher
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Permitted.

COURSE DESCRIPTION

This course is conducted in a seminar format. The course explores the mysteries of language and considers methods of English learning and teaching through:

1. Observation of English expressions,
2. Theoretical frameworks of cognitive linguistics, and
3. Personal English learning experiences.

Related to "Image English Grammar for Communication," students will discuss several issues on Cognitive English Grammar in both English and Japanese. Students will also address various issues in English education, take turns acting as coordinators, and participate in discussions in English. This course is also open to international students through the CJS open course system, providing an opportunity to study together with them.

COURSE GOALS

1. Acquire deductive and inductive thinking skills.
2. Find a research theme for the graduation thesis through discussions and essay writing.
3. Understand the concepts of Cognitive English Grammar.

COURSE SCHEDULE

1. Discussions on cognitive linguistics, Image English grammar, comparative studies of English and Japanese, and various issues in English education.
2. Discussions on cognitive linguistics, Image English grammar, comparative studies of English and Japanese, and various issues in English education.
3. Discussions on cognitive linguistics, Image English grammar, comparative studies of English and Japanese, and various issues in English education.
4. Discussions on cognitive linguistics, Image English grammar, comparative studies of English and Japanese, and various issues in English education.
5. Discussions on cognitive linguistics, Image English grammar, comparative studies of English and Japanese, and various issues in English education.
6. Discussions on cognitive linguistics, Image English grammar, comparative studies of English and Japanese, and various issues in English education.
7. Discussions on cognitive linguistics, Image English grammar, comparative studies of English and Japanese, and various issues in English education.

ASSESSMENT

Class Participation	30%
Feedback sheets	40%
Presentations in class	30%

TEXTS

Purchase required:

Yoshimura Kimihiko (2022) An Introduction to Cognitive Grammar

OTHER PREREQUISITES

Prepare for the discussion by reading relevant books on the topic to be discussed.

76130 ACADEMIC STUDIES Z

INTENSIVE SEMINAR CLASS FOCUSING ON INTERPERSONAL COMMUNICATION

※Classes are held every Tuesday during 3rd period (13:35-15:15) and end in mid-November.

※The number of credits earned is one credit.

INSTRUCTOR	Tatsuya Imai
CLASS CAPACITY	5 CJS students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
ENGLISH LEVEL	The ability to understand, speak, read and write academic English is essential.
AUDITING	Permitted

COURSE DESCRIPTION

Engage with literature and social issues related to communication, conduct discussions with classmates based on these topics, and consider what we can do and should do in our research and practice.

COURSE GOALS

- Acquire accurate knowledge of communication research based on reliable literature
- Use the knowledge gained in (1) to analyze problems in human relationships and write papers based on that analysis
- Use the knowledge gained in (1) to propose and implement solutions to social issues

COURSE SCHEDULE

1	9/22	Introduction • self-introduction • Webclass • Slack
2	9/29	Social Penetration Theory / Social Exchange Theory
3	10/6	Uncertainty Reduction Theory / Relational Dialectics
4	10/13	Sociometer Theory / Responsiveness
5	10/20	Self-Determination Theory
6	10/27	Group Presentation Project 1
7	11/10	Group Presentation Project 2

ASSESSMENT

Theory Discussion Participation: Your full active participation: 10% x 4

Group Presentation: 60%

TEXTS

No textbooks

OTHER INFORMATION

Important Information

- If you experience difficulties in attending or participating in class due to illness, disability, or other circumstances, please consult with the instructor. The instructor can make adjustments or refer you to relevant university support services.
- Please maintain a respectful atmosphere in the classroom and avoid interrupting other students or the instructor. Do not use smartphones during class unless it is directly related to the course.
- This course aims to create a safe and respectful environment for all students. We value diverse backgrounds, perspectives, and experiences, and we encourage inclusive discussions. All students will be treated equally regardless of gender, sexual orientation, race, ethnicity, religion, ability, or other personal characteristics. If you encounter any issues in the classroom environment, feel free to talk to the instructor at any time.

Absences / Lateness / Late Submission of Assignments

Absences, lateness, and delays in submission can happen to anyone. However, it is important to explain the

situation properly to the appropriate person.

- Whenever possible, contact the instructor in advance rather than right before class or the deadline.

Group Presentation

Topics

Make a presentation on issues related to interpersonal communication in the various contexts including:

- intercultural interactions (e.g., communication between international students and host nationals)
- family relationships
- romantic relationships
- sexual minorities
- immigrants
- friendship
- other topics

Analyze problems they face by using theories and other contents you have learned in this class.

Why do the issues occur? What could be the solutions? What can we do to address the issues?

※If your group wants to make a presentation on topics different from the above, please consult the teacher.

※Please decide a topic all members are interested in.

Details

-More than 15 minutes, less than 20 minutes.

-Every member should have a chance to speak.

-Please prepare slides and give them to the instructor. The slide format should be PDF since powerpoints slides might not work properly with different computers.

-When you make slides, use information which is reliable.

What is the organization of the presentation? (It can be flexible.)

1. Hook (Interesting and surprising news? Statistics?)
2. Agenda
3. General information of the issues you pick up.
4. Details of the issue (Causes for the issue, data showing the situation of the issue ...)
5. What are the desired solutions to the issue based on what you have learned in this class.
6. Summary
7. References (What source of information do you use?)
8. AI use

What do we do in the class?

1. See a group presentation (15-20 minutes).
2. Ask a question to the presenter. Everyone should ask at least one question. This impacts your participation points.
3. Presenters answer the questions and how they address the questions will be evaluated as well.

76140 ACADEMIC STUDIES L

UNDERSTANDING 日本の社会と文化 IN COLLABORATION WITH LOCAL STUDENTS

※Classes are held every Monday during the 4th period (15:30-17:10) and end in mid-November.

※The number of credits earned is one credit.

INSTRUCTOR	Masanori Kitamura
CLASS CAPACITY	7 CJS students
LANGUAGE USED IN CLASS	Japanese (partially in English)
JAPANESE LEVEL	Intensive Japanese II or higher, Fundamental Japanese III or higher
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course is jointly offered by the Center for Japanese Studies (CJS) and the Department of Global Liberal Studies. Classes will be conducted primarily in Japanese; however, English may be used when the use of Japanese is difficult.

Although Japanese students are members of Japanese society, they do not necessarily have a deep understanding of its culture and social structures. In each session, topics related to Japanese society and culture—selected to engage the interest of international students—will be introduced. International students will ask Japanese students questions related to these topics, and Japanese students will respond.

Through this process of mutual inquiry and response, both international and Japanese students will collaborate to deepen their understanding of the current state and issues of Japanese society and culture.

Effective communication between international and Japanese students is essential for this learning process.

Therefore, students will also learn strategies for clear and accessible communication, including the use of plain or simplified Japanese ("やさしい日本語") and English as a Lingua Franca (ELF).

Students will also work in mixed groups of international and Japanese students to prepare and deliver a group presentation related to the themes of the course.

COURSE GOALS

1. Be able to identify issues related to Japanese culture and society.
2. Be able to deepen your knowledge by asking Japanese students questions about Japanese society and culture.
3. Be able to understand the current state of Japanese culture and society, as well as the differences between them and your own culture and society.

COURSE SCHEDULE

1. Introduction
2. The Challenges of the Japanese Language
3. Japanese Food Culture
4. Housing and Daily Life in Japan
5. Japanese Pop Culture
6. Group Work for Final Presentations
7. Final Group Presentations
8. Final Report

ASSESSMENT

Class Participation	40%
Presentation	30%
Final Report	30%

TEXTS

No textbook is required. Handouts will be given by the teacher in each class.

OTHER PREREQUISITES

Prepare for the discussion by reading relevant books on the topic to be discussed.

76160 ACADEMIC STUDIES K

DOCUMENTARY FILMMAKING: EXPLORING JAPAN'S DIVERSITY

※Classes are held every Tuesday during the 3rd period (13:35-15:15) and end in mid-November.

※The number of credits earned is one credit.

INSTRUCTOR	Robert Croker
CLASS CAPACITY	4 CJS students
LANGUAGE USED IN CLASS	Japanese
JAPANESE LEVEL	Intensive Japanese IV and above
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

Would you like to make a 15- to 20-minute documentary about the lives of people who are often invisible in contemporary Japanese society? This course is a chance for you to work with local students to explore Japan's social diversity.

In this third year sociology seminar in the Faculty of Policy Studies, you will join Nanzan students to make a documentary about one of the following themes: the experiences of people with foreign roots growing up in Japan; a comparison of same-sex partnership and marriage; Deaf and hard-of-hearing children attending an after-school activity center; and diversity policies at large Japanese companies. One CJS student will join two or three Nanzan students in each documentary teams.

No prior filmmaking shooting or editing experience is required (the seminar students will teach you), but it would be an advantage. The only equipment you need is a smartphone with a camera. Most of the seminar students do not speak English, so the lingua franca will be Japanese, and the documentaries will also be in Japanese. Students strongly interested in understanding and exploring social issues facing contemporary Japan are strongly encouraged to apply.

COURSE GOALS

To create a 15- to 20-minute documentary in Japanese, about the lives of people in Japan. By the end of the course, you will be able to:

1. Create a storyline to effectively convey the main message of your documentary.
2. Take video footage using twelve basic video shots (over the shoulder, point of view, tracking, walkaway, etc.) to craft effective scenes (A-Roll and B-Roll shots, lead-in shots, establishing shots, central action shots, details, reaction shots, segue shots).
3. Edit video footage (adding text and narration, titles and credits, music, transitions between scenes, etc.).

COURSE SCHEDULE

Class 1 (September 22): Basics of documentary filmmaking 1: Shots and scenes

Class 2 (September 29): Contemporary Japanese society: Overlooked and invisible social groups

Class 3 (October 6): Beginning your journey: Creating the message, storyline, storyboard, shot list

Class 4 (October 13): Filming workshop: Shooting 1

Class 5 (October 20): Filming workshop: Shooting 2

Class 6 (October 27): Basics of documentary filmmaking 2: Editing

Class 7 (November 10): Editing workshop

ASSESSMENT

Contemporary Japan's social groups report = 20%

Documentary message, storyline, storyboard, shot list = 10%

Documentary = 70%

TEXTS

Materials will be provided in class on paper, and online through WebClass.

81011 & 81012 CALLIGRAPHY (Shodo) 1 & 2

INSTRUCTOR	Yuko Hirano
CLASS CAPACITY	25 students in each section
LANGUAGE USED IN CLASS	Japanese
JAPANESE LEVEL	Not required
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

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

COURSE GOALS

- Acquire skills to practice the traditional art form of calligraphy.
- Learn the basic methods of handling a brush in calligraphy.
- Deepen understanding of *kanji* and the concept of *shodo*.

COURSE SCHEDULE

1. Introduction to the basic implements of *shodo*: 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 *shodo*: writing practice – *gyosho* (semi-cursive) style
5. Writing practice: *sosho* (cursive) style
6. Development of *hiragana* from *kanji*: Writing practice – *hiragana*
7. Writing practice: *gyosotai* (*gyosho* and *sosho*) style
8. Writing practice: *tensho* style
9. Writing practice: *reisho* style
10. Writing practice: your favorite style
11. Personal seals: designing your own seal
12. Personal seals: carving your own seal
13. Personal *shodo* project: writing on *yatsugiri* (long paper)
14. Personal *shodo* project: writing on *shikishi* (square paper)

ASSESSMENT

Class participation 40%; in-class assignments 60% (each week students submit their best piece for evaluation)

TEXTS

Textbooks: None

83010 FLOWER ARRANGEMENT (Ikebana)

INSTRUCTOR	Yoshimi Hirunami, Junko Yamaguchi and Yoshihiro Kanamori
CLASS CAPACITY	25 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Not required
ENGLISH LEVEL	Not required
AUDITING	Not permitted

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.

COURSE GOALS

- Learn how to handle the materials and basic thinking of Japanese style *Ikebana*.
- Understand how to compose the basic styles.
- Learn about flowers associated with Japanese customs and seasonal flowers.

COURSE SCHEDULE

Week1	The rising form (<i>tateru katachi</i>) with two kinds of materials
Week2	The inclining form (<i>katamukeru katachi</i>) with two kinds of materials
Week3	The radial form (<i>hiraku katachi</i>)
Week4	The rising form (<i>tateru katachi</i>) with three kinds of materials
Week5	The inclining form (<i>katamukeru katachi</i>) with three kinds of materials
Week6	The radial form (<i>hiraku katachi</i>) , Review
Week7	Mid-term examination
Week8	The upright style (<i>chokuritu-kei</i>) with two kinds of materials
Week9	The slanting style (<i>keisha-kei</i>) with two kinds of materials
Week10	The water-reflecting style (<i>kansui-kei</i>) with two kinds of materials
Week11	The upright style (<i>chokuritsu-kei</i>) with three kinds of materials
Week12	The slanting style (<i>keisha-kei</i>) with three kinds of materials
Week13	The water-reflecting style (<i>kansui-kei</i>)with three kinds of materials, Review
Week14	Final examination

Different flowers will be provided for use in each class. The schedule given above may change depending upon the flowers that are available.

ASSESSMENT

Class participation 50%

Mid-term examination 20% (Students are required to arrange one style from the Hana-ishō style)

Final examination 30% (Students are required to arrange one style from the Moribana style)

TEXTS

Textbooks: None

An English handout will be provided.

85010 & 85011 JAPANESE CULTURE and TEA CEREMONY (*Sado*) 1 & 2

INSTRUCTOR	Fumie Kojima, Ari Nozaki
CLASS CAPACITY	13 students in each session (1&2)
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Not required
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

Having been carried out for many centuries by countless Japanese, *sado* 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 GOALS

- Be able to display correct and beautiful deportment in a Japanese-style room.
- Be able to act and move in a courteous manner as a guest in a tea ceremony setting.
- Be able to deliver one serving of tea in a relatively informal style.
- Learn the spirit of *zen* as manifested in the tea ceremony and come to know that there are ways to put this to good use in society.

COURSE SCHEDULE

A. Pleasures of *sado*

1. Introduction to Japanese Tea Ceremony
2. How to enter tea rooms and how to sit
3. Exchanging greetings and displaying respect to others
4. Drinking thin tea
5. Hanging-scrolls, flowers and sweets
6. Introducing the various tea utensils
7. Procedures for making thin tea

B. *Sado* and Japanese culture

8. *Sado* manifests many aspects of Japanese culture
9. One opportunity is just one encounter
10. *Sado* and *zen*
11. Harmony with nature
12. Formalization
13. The history of *sado*
14. Rikyu (利休) / Practical Skills Exam

ASSESSMENT

Class participation 70%; Term paper 20%; Practical Skills Exam 10%

TEXTS

Textbooks: None

THINGS TO BRING

Handkerchief, socks (No bare feet allowed)

86010 TRADITIONAL JAPANESE DANCE (Odori)

INSTRUCTOR	Yoshinosuke Nishikawa
CLASS CAPACITY	25 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Not required
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

Japanese traditional dance, known as buyo (舞踊) comprises the two components of mai (舞) and odori (踊), which are the kun or native Japanese readings for buyo. Mai has developed from the movements carried out by people circling what is called a yorishiro, an object capable of attracting kami or gods. This eventually led to the development of classical Japanese music drama, Noh.

At the same time, odori developed from the movements seen in the so-called “stamping songs” which were designed to placate the earth and appease evil spirits. The lives of farming people depend upon the rice crop, so seeking to lend vitality to the earth and acting out the process by which a bumper crop is produced made sense. This led to the acrobatic display known as sarugaku, then to kyogen or comic drama.

Through the ages, people have performed various beautiful dances and gestures in order to please the gods and to have their wishes fulfilled. It was during the 16th century, in the Muromachi Period, that ceremonial dances developed in the direction of performing arts. In 1603, using a blend of elements from mai and odori, Okuni-kabuki was performed in Kyoto, effectively starting what became kabuki dance. From there, after several adaptations, kabuki centered on its dramatic elements and the traditional dance components of kabuki developed along their own unique paths, creating what is now Japanese traditional dance.

In our classes, students will come to understand the difference between the movements of farming people and horse-riding people (unifying force and centrifugal force), fundamental postures (the difference in types of walking depending on the role), the appearance of the fan in Japanese culture (portraying its multi-layered nature). They will wear kimono and actually dance to music.

COURSE GOALS

- To understand dance aspects of Japanese culture.
- To perform Japanese traditional dance.

COURSE SCHEDULE

1. Learn fundamental postures and how to wear *kimono*.
2. Learn the rules of courtesy and different ways to walking roles.
3. Learn the rules of courtesy and expressions using a fan.
4. Try to dance a Japanese traditional dance (memorizing the Sakura dance and give a dance presentation in the final lesson).
5. Learn how to wear various types of *kimono* and how to use props.
6. Lecture on the relationship between Japanese traditional music and Japanese traditional dance.
7. Try to dance female roles; rehearsal for presentation.
8. Try to dance lead roles; rehearsal for presentation.
9. Watching videos of Japanese traditional dances; rehearsal for presentation.
10. Learn make-up of female roles.
11. Learn make-up of lead roles.
12. Watching videos of Japanese traditional dance stages; rehearsal for presentation.
13. Rehearsal for presentation including reviewing points covered.
14. Presentation / Examination on the rules of courtesy

ASSESSMENT

Class participation 80%; Presentation and exam on the rules of courtesy 20%

TEXTS and ATTIRE

Textbooks: None

Attire: Students need to wear clothes easy to move around in, but do not need to buy *kimono* or a fan. (However, students may buy *yukata*, Japanese summer *kimono*, or a fan to use in class if they wish. Please follow the instructor's instruction for the kind of the fan to get.)

87010 JAPANESE MARTIAL ARTS (*Budo*)

INSTRUCTOR	Sean O'Connell
CLASS CAPACITY	25 students
LANGUAGE USED IN CLASS	English and Japanese
JAPANESE LEVEL	Not required
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

This course combines practical training with discussion-based learning. Practically, we will explore Budo (Japanese martial arts) through karate, while also examining the mental and philosophical dimensions of Budo by looking at its history, development, and role in modern Japanese society.

The aim is to introduce you to basic karate techniques—kicks, punches, blocks, and more—while deepening your understanding of the Japanese mindset through discussions on the philosophy behind martial arts.

Each class will begin with a brief overview of the lecture topic, followed by a discussion on the historical, cultural, and philosophical aspects of Japanese martial arts. We will then engage in a group practice of core karate techniques. Your thoughtful and active participation is expected throughout the course.

COURSE GOALS

You will learn and understand:

- Basic techniques of karate—kicks, punches, blocks etc.
- History of Japanese martial arts.
- Development of Japanese martial arts.
- Philosophical aspects of Japanese martial arts.
- Current and future role of Japanese martial arts in modern Japanese society.

COURSE SCHEDULE

1. Introduction to the course—karate practice and introduction to Japanese martial arts
2. Karate practice and history of martial arts
3. Karate practice and development of martial arts
4. Karate practice and martial arts in the Japanese school curriculum
5. Karate practice and Japanese martial arts in modern Japanese society
6. Karate practice and Japanese martial arts philosophy (introduction)
7. Mid-term Review
8. Karate practice and Japanese martial arts philosophy (Karate concepts)
9. Karate practice and Japanese martial arts philosophy (Judo concepts)
10. Karate practice and Japanese martial arts philosophy (Kendo concepts)
11. Karate practice and Japanese martial arts as cultural export
12. Karate practice and the future of Japanese martial arts
13. Karate practice and final course review
14. Final written reflection paper

STUDY TIME OUTSIDE CLASSES

1. Review the slides covered in each class.
2. At the end of the semester, prepare for the final reflection paper.

ASSESSMENT

Class participation	50%
Final written examination	50%

TEXTS

Printed materials will be provided each class. Students are advised to wear loose or comfortable gym-type clothing for the karate practice section of each class.

OTHER PREREQUISITES

No prior knowledge of karate or Japanese martial arts is required to take this class.

88010 MANGA DRAWING (Manga)

INSTRUCTOR	Shinya Tsuji
CLASS CAPACITY	15 students
LANGUAGE USED IN CLASS	Japanese
JAPANESE LEVEL	Not required
ENGLISH LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

In this course, you learn the basics of creating manga, starting from drawing simple forms in perspective, combining them to represent people and objects, and then adding finer details. You also learn to work with different angles to create interesting visual perspectives. At the same time, you develop engaging narratives to create absorbing stories.

COURSE GOALS

You will:

- Learn the basic skills for drawing *manga*.
- Learn the history of Japanese *anime*.
- Deepen your understanding of Japanese subcultures.

COURSE SCHEDULE

1. Introduction to *manga* and *anime*
2. *Manga* and *anime* #1, history of *anime* #1, drawing characters #1
3. *Manga* and *anime* #2, history of *anime* #2, drawing characters #2
4. *Manga* and *anime* #3, history of *anime* #3, drawing characters #3
5. *Manga* and *anime* #4, history of *anime* #4, drawing characters #4
6. *Manga* and *anime* #5, history of *anime* #5, learning about manga and storytelling #1
7. *Manga* and *anime* #6, history of *anime* #6, learning about manga and storytelling #2
8. *Manga* and *anime* #7, history of *anime* #7, learning about manga and storytelling #3
9. *Manga* and *anime* #8, history of *anime* #8, learning about manga and storytelling #4
10. *Manga* and *anime* #9, drawing *manga* #1
11. *Manga* and *anime* #10, drawing *manga* #2
12. *Manga* and *anime* #11, drawing *manga* #3
13. *Manga* and *anime* #12, drawing *manga* #4
14. Presentation of work

ASSESSMENT

Class participation 60%, In-class assignments 40%

TEXTS and EQUIPMENT

Textbooks: None

Equipment: Pencils and paper