

Nanzan
Summer
Japanese Program
2024



Academic Guidelines &
Course Descriptions

Center for Japanese Studies, Nanzan University

南山大学 外国人留学生別科

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Academic Calendar for Summer Japanese Program 2024

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

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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	

June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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						

July						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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			

 5/30-31: Arrival Date of Students (Course A)

 6/3-4: Orientations for Course A (2 days)

 Class Days for Course A

 Summer Program ends

Academic Guidelines for 2024 Summer Program

I. Courses and Credits

a) Courses available and credits

Courses on offer for the 2024 Summer Program and the credits awarded for each course are indicated below.

【 Required elective courses 】

< Summer Japanese Courses >

Course A (4 credits each)

- S1110 Summer Japanese I A
- S1210 Summer Japanese II A
- S1310 Summer Japanese III A
- S1410 Summer Japanese IV A
- S1510 Summer Japanese V A
- S1610 Summer Japanese VI A

【 Elective courses 】

< Japanese Seminar Courses: 2 credits >

- S5510 Summer Seminar A: Elementary Translation
- S7110 Business Japanese

< Open Courses: 2 credits each >

- S4100 Summer Academic Studies A
- S4110 Summer Academic Studies B
- S4120 Summer Academic Studies C
- S4130 Summer Academic Studies D
- S4150 Summer Academic Studies F
- S4160 Summer Academic Studies G
- S4170 Summer Academic Studies H
- S4190 Summer Academic Studies J

< Open Courses: 1 credits each >

- S4300 Summer Academic Studies N
- S4320 Summer Academic Studies P
- S4330 Summer Academic Studies Q

< Japan Studies Courses: 2 credits >

- S2520 Summer Japan Studies A
- S6100 Summer Foundation Studies A
- S6200 Summer Foundation Studies B

< Japanese Arts Courses: 2 credits for all 4 courses *no credit for 3 courses or less >

- S8110 Japanese Arts: Flower Arrangement (*Ikebana*)
- S8130 Japanese Arts: Japanese Culture and Tea Ceremony (*Sado*)
- S8140 Japanese Arts: Traditional Japanese Dance (*Odori*)
- S8150 Japanese Arts: Martial Arts (*Budo*)

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

b) 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.

c) Japanese Arts Courses

Students taking art courses are required to pay ¥1,000 – 2,000 as a course fee for each. The CJS office will contact students who have been confirmed for Art Courses with payment instructions.

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

For example, if you take both Flower Arrangement (*Ikebana*) and Japanese Martial Arts (*Budo*), the total fee is ¥3,000

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.

Score	Grade
A+ (90-100)	Passing grade
A (80-89)	
B (70-79)	
C (60-69)	
F (0-59)	Failing grade

b) Transcripts

CJS (Center for Japanese Studies) Office will issue official transcripts electronically within one month after the end of the program. The data will be sent to each student directly. Further information will be provided to students later. Note that the numerical score (out of 100) and the letter grade (A+, A, B, C, or F) will be written on transcripts.

c) 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 0% if you submit the assignments more than 24 hours after the deadline.

III. Class Attendance Policy

Students must understand that merely attending classes does not guarantee a pass for any course. Regular attendance of all classes is expected by the CJS, and exceeding the permitted number of absences for any given course shall result in automatic failure. If you are late or leave early for a class, it may be counted as an absence. Please be careful not to fail a class due to excessive absences.

<The maximum numbers of absences permitted>

Summer Japanese	Eight 100-minute classes
Japanese Seminar Course	Two 100-minute classes Off-campus: no unexcused absence permitted
Open Course	Two 100-minute classes
Japan Studies Course	Two 100-minute classes
Japanese Arts Course	No unexcused absence permitted

<Being late for class>

- If a student enters the classroom 5 to 14 minutes later after the start time of class, s/he is 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, s/he will be marked absent.

<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.

Please note that it is a responsibility of the student to inform the instructor of any absence, whatever the reason may be. Students should use the message function within WebClass to contact instructors. Absences can only be excused when supported by official documentation, so please submit such documents to the CJS Office. Please also inform your instructor if you expect to be absent.

a) Excused Absences

The CJS permits students to be absent in the circumstances outlined below. Students wishing to have an absence excused should obtain an Excused Absence Request Form from the CJS Office and submit it with the necessary supporting documents. 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.
- Maximum number of days of Excused Absences permitted: One-third (1/3) of the total number of class sessions.

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 the departure and return date stamped pages of their passport to the CJS Office.

Illness

Students must submit official documentation obtained on the day of absence, such as medical receipts or medical documents, with the Excused Absence Request Form.

The following measures will be taken:

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

Funerals

Absences are excused for funerals of students' close family members, defined as parents, siblings, grandparents, uncles or aunts, children or spouse, or in the case of a homestay, the immediate host family, or other people as deemed appropriate by the Deputy Director of the Center for International Affairs. Students are required to submit supporting documents such as a funeral notice and proof of travel and attendance along with the Excused Absence Request Form.

The following measures will be taken:

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

Weddings

Absences are excused for weddings of siblings, parents, or grandparents. Students are required to submit supporting documents such as a wedding invitation or wedding announcement, and proof of travel and attendance along with the Excused Absence Request Form.

The following measures will be taken:

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

Religious reasons

Students must obtain an Excused Absence Request Form from the CJS Office, and submit it with necessary supporting documents, such as proof of the religious events.

The following measures will be taken:

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

Other reasons

As a general rule, absence because of attendance at examinations, awards ceremonies or conferences will be excused if the event is of an academic nature or is related to students' studies. Students are required to submit a letter from the organizer, or some event-related material supporting their application.

Other unforeseen circumstances, such as serious illness or significant events in a student's family (parents, siblings, grandparents, uncles or aunts, children or spouse, or in the case of a homestay, the immediate host family) or other people as deemed appropriate by the Deputy Director of the Center for International Affairs that require the student's assistance or presence may also be considered for excused absences. Please submit a detailed letter of explanation; further documentation may be required.

Students from IES Abroad should submit a letter from the IES Abroad Office granting them permission to be absent.

The following measures will be taken:

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

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

IV. Course Registration Procedures

Changes and Cancellation of Course Offerings

Registration Procedures

Provisional course registration: Tuesday, June 4

Course registration is carried out at the end of the academic orientation.

Adding and dropping courses / Distribution of final course registration:

Wednesday, June 5 – Tuesday, June 11

Final course registration deadlines: Tuesday, June 11

Note: Students are not permitted to change course registration after their final course registration deadline.

Withdrawal from courses

Withdrawal from individual courses after final confirmation of course registration is possible only with the special permission of the CJS Deans of Academic Affairs and only for reasons unforeseen at the time of registration. Please consult the CJS Office for further information.

V. Withdrawal from the Program and Refunds

Tuition fees are in principle non-refundable, and official permission to withdraw from the CJS program can only be granted in exceptional circumstances for reasons unforeseeable at the time of admission such as illness or an accident. Before beginning formal withdrawal procedures, students are required to discuss the matter with the CJS Deans of Academic Affairs as well as with their 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 student advisor, and submit this 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 by 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 note that permission to withdraw is not always granted upon request.



COURSE DESCRIPTION

S1110 Summer Japanese I A

INSTRUCTORS: Kazuyo TAKEDA and Tomoko KOMADA

COURSE DESCRIPTION

This course is designed for students who have had fewer than 200 hours of Japanese instruction. Students should have already mastered both *Hiragana* and *Katakana* in order to enter this level. This course covers basic introductory Japanese grammar, and uses *Genki I* L.1 – L7.

COURSE GOALS

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

- communicate in simple Japanese for daily use;
- read short stories and write short passages such as postcards and simple e-mails;
- handle 100 *kanji* in addition to *Hiragana* and *Katakana*.

COURSE SCHEDULE

Week 1	<i>Genki</i> Lesson 1
Week 2	<i>Genki</i> Lesson 2
Week 3	<i>Genki</i> Lesson 3
Week 4	<i>Genki</i> Lesson 4
Week 5	<i>Genki</i> Lesson 5
Week 6	<i>Genki</i> Lesson 6
Week 7	<i>Genki</i> Lesson 7
Week 8	<i>Review</i>

TEXTS

Textbook

Banno, E., et al., *Genki: An Integrated Course in Elementary Japanese I* (3rd ed.), Japan Times.
ISBN978-4-7890-1730-5

Workbook

Banno, E., et al., *Genki: An Integrated Course in Elementary Japanese I* (3rd ed.), Japan Times
ISBN978-4-7890-1731-2

Supplementary Materials

Other materials are provided.

ASSESSMENT

Class Participation 15%; Homework 15%; Quizzes 5%; Oral Tests 5%; Lesson Tests 30%; Final Tests 30%

S1210 Summer Japanese II A

INSTRUCTOR : Kaori KONDO and Ryoko ONISHI

COURSE DESCRIPTION

This level covers introductory Japanese grammar and discourse structures to improve students' overall language proficiency. Students should have mastered 58 *kanji* to enter Summer Japanese II A. This course uses *Genki I* L.7 – L.12.

COURSE GOALS

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

- communicate in simple Japanese for daily use;
- read short stories and write short passages;
- handle 149 *kanji* in addition to *Hiragana* and *Katakana*.

COURSE SCHEDULE

Week 1	<i>Genki</i> Lesson 7
Week 2	<i>Genki</i> Lesson 7 and 8
Week 3	<i>Genki</i> Lesson 8 and 9
Week 4	<i>Genki</i> Lesson 9
Week 5	<i>Genki</i> Lesson 10
Week 6	<i>Genki</i> Lesson 10 and 11
Week 7	<i>Genki</i> Lesson 11 and 12
Week 8	<i>Genki</i> Lesson 12

TEXTS

Textbook

Banno, E., et al., *Genki: An Integrated Course in Elementary Japanese I* (3rd ed.), Japan Times.
ISBN: 978-4789017305.

Supplementary Materials

Other materials are provided.

ASSESSMENT

Class Participation 15%; Assignment 15%; Quizzes and Tests 70%

S1310 Summer Japanese III A

INSTRUCTORS : Fumika KAMEI and Toko NAKAMURA

COURSE DESCRIPTION

Designed for students who have already mastered 145 *kanji* for Summer Japanese III A. This course covers introductory Japanese grammar, including probability, expressing opinions, reported speech, more noun counters, expressions for giving and receiving, and conditionals, along with some discourse structures used in daily life.

COURSE GOALS

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

- handle various interactive task-oriented and social situations;
- express their own ideas accurately and appropriately about themselves and their immediate environment;
- write short passages such as descriptions and introductions.
- handle 240 *kanji*.

COURSE SCHEDULE

Week 1 *Genki I* Review
Week 2 *Genki II* Lesson 13
Week 3 *Genki II* Lesson 14
Week 4 *Genki II* Lesson 15
Week 5 *Genki II* Lesson 16
Week 6 *Genki II* Lesson 17
Week 7 *Genki II* Lesson 18
Week 8 Review & Tests

TEXTS

Textbook

Banno, E., et al., *Genki : An Integrated Course in Elementary Japanese II*, (3rd ed.), Japan Times.
ISBN 978-4-7890-1732-9

Supplementary Materials

Supplementary materials will be provided by the instructor.

ASSESSMENT

Class Participation 15%; Assignment 15%; Quizzes & Tests 70%

S1410 Summer Japanese IV A

INSTRUCTORS : Miyuki DOI

COURSE DESCRIPTION

This course covers introductory Japanese grammar, including probability, expressing opinions, and expression for passive and causative sentences. Honorific expressions and humble expressions are also introduced with some discourse structures used in daily life. Students should have mastered 240 *kanji* to enter this level. This course uses *Genki II* (Lessons 19- to 23) and *Quartet I* (Lesson 1).

COURSE GOALS

Upon successful completion of the 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 letters and e-mails.
- Handle 360 *kanji*.

COURSE SCHEDULE

Week 1	Orientation & review of Genki L13-L18
Week 2	<i>Genki</i> Lesson 19
Week 3	<i>Genki</i> Lesson 20
Week 4	<i>Genki</i> Lesson 21
Week 5	<i>Genki</i> Lesson 22
Week 6	<i>Genki</i> Lesson 23
Week 7	<i>Quartet</i> Lesson 1
Week 8	Review, Final Examination

TEXTS

Textbook

- 1) Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C., & Tokashiki, K. (2020). *Genki: An Integrated Course in Elementary Japanese II* (3rd ed). Japan Times.
- 2) Yasui, A. Ide, Y., Doi M., & Hamada, H. (2020). *Quartet: Intermediate Japanese Across the Four Language Skills I*.

Workbook

Yasui, A. Ide, Y., Doi M., & Hamada, H. (2020). *Quartet: Intermediate Japanese Across the Four Language Skills I*.

Other Props

In order to write "Kanji" on the white board in class, the students in this course are required to purchase the following pen :

- コクヨ イレーザー付きホワイトボード用マーカー (黒) PM-B100D
(DRY ERASE MARKER FOR WHITE BOARD (BLACK COLOR))

The pens are available at Maruzen Campus Store at S Building, 2nd Floor.

Please bring it with you on the first day of class.

Supplementary Materials

QUARTET Vocab & Kanji (iOS/ Android)

- iPhone: <https://apps.apple.com/us/app/quartet-vocab-kanji/id1474339665>
- android: <https://play.google.com/store/apps/details?id=jp.quartet&hl=ja&gl=jp>

Supplementary materials will be provided by the instructor.

ASSESSMENT

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

S1510 Summer Japanese V A

INSTRUCTORS : Yuriko IDE, Nanae FUKUTOMI, Nobuyo MACHIDA and Emi SATO

COURSE DESCRIPTION

This course covers most of the important intermediate grammar and discourse structures while reviewing basic Japanese grammar. Topics covered include discussion of popular tourist destinations and study abroad. Students should have mastered 320 *kanji* to enter Summer Japanese V A.

COURSE GOALS

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

- Understand main points of texts on familiar topics.
- Express his/her ideas in an organized way.
- Make a speech in an organized manner.
- Read and write 600 *kanji*.

COURSE SCHEDULE

Week 1	<i>Quartet</i> Lesson 1
Week 2	<i>Quartet</i> Lesson 2
Week 3	<i>Quartet</i> Lesson 3
Week 4	<i>Quartet</i> Lesson 3
Week 5	<i>Quartet</i> Lesson 4
Week 6	<i>Quartet</i> Lesson 4
Week 7	<i>Quartet</i> Lesson 5
Week 8	Review for Exam

TEXTS

Textbook

Yasui, A., Ide, Y., Doi, M., & Hamada, H.(2020). *Quartet: Intermediate Japanese Across the Four Language Skills I*, Japan Times.

※Use of the kindle version of the textbook may be permitted under special circumstances after consultation with the instructor.

Workbook

Yasui, A., Ide, Y., Doi, M., & Hamada, H.(2020). *Quartet: Intermediate Japanese Across the Four Language Skills I*, Japan Times.

ASSESSMENT

Class Participation 15%; Assignment 15%; Quizzes & Tests 70%

S1610 Summer Japanese VI A

INSTRUCTORS : Hisami OKADA

COURSE DESCRIPTION

This course introduces grammar and discourse structures with a textbook for intermediate Japanese, *Quartet II*, and supplementary materials. The topics for reading and discussion include Japanese literature, society, and intercultural communication. The materials are all authentic, found in books, newspapers, interviews, documentaries, and so on. Students are expected to have mastered 600 *kanji* to enter Summer Japanese VI A.

COURSE GOALS

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

- explain ideas in Japanese in an organized way;
- read texts such as short essays and articles from the newspaper;
- understand 900 *kanji*.

COURSE SCHEDULE

Week 1 *Quartet II* Lesson 7: Reading and Discussion
Week 2 *Quartet II* Lesson 8: Reading and Discussion
Week 3 *Quartet II* Lesson 9: Reading and Discussion
Week 4 Writing, Oral Presentation, Discussion
Week 5 *Quartet II* Lesson 10: Reading and Discussion
Week 6 *Quartet II* Lesson 11: Reading and Discussion
Week 7 *Quartet II* Lesson 12: Reading and Discussion
Week 8 Writing, Oral Presentation, Final Exam

TEXTS

Textbook

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

Workbook

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

Supplementary Materials

Supplementary materials will be provided.

ASSESSMENT

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

S5510 SUMMER SEMINAR A

ELEMENTARY TRANSLATION

INSTRUCTOR: Kazuyo TAKEDA

COURSE DESCRIPTION

The aim of this course is for students who are taking Summer Japanese III & IV courses to develop basic translation skills from Japanese into English and also from English to Japanese. Emphasis is placed on having students review basic sentence structures and understand more complex structures that have a high usage frequency. Target grammatical structures are found in *An Integrated Course in Elementary Japanese Genki II* (L13 – L23) (Third Edition). Japanese IV students are given priority in registration for this course because it will cover up to Lesson 23. Authentic materials such as Japanese essays, novels and songs are also provided for further practice. Students are expected to communicate in English with each other during the pair-work and group-work.

NUMBER OF PARTICIPANTS

Up to 15 students are allowed to participate in this course.

COURSE GOALS

- Develop the skills required for translation.
- Reinforce the grammar introduced in Summer Japanese III & IV.

COURSE SCHEDULE

1. Introduction; Improving reading skills by identifying an extended sentential unit
2. Translation of structures from *Genki II* lesson 13
3. Translation of structures from *Genki II* lesson 14
4. Translation of structures from *Genki II* lesson 15
5. Translation of structures from *Genki II* lesson 16
6. Translation of structures from *Genki II* Mid-term Exam
7. Translation of structures from *Genki II* lesson 17
8. Translation of structures from *Genki II* lesson 18
9. Translation of structures from *Genki II* lesson 19
10. Translation of structures from *Genki II* lesson 20
11. Translation of structures from *Genki II* lesson 21
12. Translation of structures from *Genki II* lesson 22-23
13. Final examination

TEXTS

Textbooks: Genki II (Lesson 13-23)

Course packets are provided.

ASSESSMENT

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

JAPANESE LEVEL

Summer Japanese III and IV

AUDITING

Not permitted.

LANGUAGE USED IN CLASS

Japanese and English.

S7110 BUSINESS JAPANESE

INSTRUCTOR: Emi SATO

COURSE DESCRIPTION

This course is intended for students of Summer Japanese V and VI who are strongly motivated in learning Japanese business.

This course aims to develop the necessary knowledge for doing internships and working in Japanese in the future. Japanese used in business situations is slightly different from what is used in everyday situations. For that reason, the class will master honorific words which are particularly required in business situations, and study conversations including honorifics used in various settings. In addition, the goal is to be able to communicate not only in Japanese but also with an understanding of business manners and customs.

NUMBER OF PARTICIPANTS

In order to ensure that each student receives sufficient individual attention, enrollment is limited to 10 students.

COURSE GOALS

- Be able to use appropriate honorifics in appropriate situation.
- Be able to engage in business conversations which are necessary in Japanese business.
- Be able to understand and appropriately use basic manners and customs used of Japanese companies.

COURSE SCHEDULE

Class 1 Introduction
Class 2 Self-introductions
Class 3 Polite expressions (1)
Class 4 Polite expressions (2)
Class 5 Talking on the telephone
Class 6 Taking and writing memos
Class 7 Writing a resume
Class 8 Receiving and declining requests
Class 9 Seeking permission
Class 10 Making an appointment
Class 11 Exchanging business cards
Class 12 Visiting a company
Class 13 Final Examination

TEXTS

Textbook

Sendagayanihongokyouikukenyuujo (2023) 『外国人のためのケーススタディで学ぶビジネス日本語 中級』

Supplementary Materials

Supplementary materials will be provided.

ASSESSMENT

Class Participation 20%; Assignments 50%; Tests 30%

Japanese Level

Summer Japanese V and VI

AUDITING

Not permitted.

LANGUAGE USED IN CLASS

Japanese only.

S4100 SUMMER ACADEMIC STUDIES A

ENGLISH: TEACHING METHODS

INSTRUCTOR : Takao IMAI

COURSE DESCRIPTION

Starting with examining various issues in English education, this course will focus on grammar and syntax as outlined in the course of study by the MEXT (Ministry of Education, Culture, Sports, Science and Technology) in junior and senior high schools. Through the lens of English grammar for communication drawing on cognitive linguistics, students will integrate multiple domains to engage in language activities suitable for classroom use. They will gain an understanding of the phonetic features and written aspects of English to effectively incorporate them into teaching. Additionally, students will experience communication tasks applicable to actual classroom settings and comprehend evaluation methods aligned with course content. Students will practice teaching through micro-teaching sessions based on various themes after studying English education content and methodologies.

NUMBER OF PARTICIPANTS

Enrollment is limited to 5 students.

COURSE GOALS

1. Students will acquire practical knowledge in communication-oriented grammar and syntax, English pronunciation, communication skills, and assessment methods for English learning.
2. They can apply these skills effectively in teaching and instruction.

COURSE SCHEDULE

- Class1 Issues in English Education (1) Focus on Vocabulary, Expressions, and Grammar
- Class2 Issues in English Education (2) Teaching the Four Skills and Integrated Language Activities
- Class3 Instruction on Phonetic Features of English and Teaching Characters (1): Pronunciation Symbols and Pronunciation
- Class4 Instruction on Phonetic Features of English and Teaching Characters (2): Phonics
- Class5 Instruction on Phonetic Features of English and Micro-teaching (3): Stress Patterns/Rhythm Patterns/Conducting Micro-teaching Sessions on Phonetic Features of English
- Class6 Teaching Methods for Vocabulary, Expressions, and Grammar: Cognitive Linguistics and English Education (1): Differences in Perception between Japanese and English
- Class7 Teaching Methods for Vocabulary, Expressions, Grammar, and Intercultural Understanding: Cognitive Linguistics and English Education (2): Utilization in Classrooms (Grammar Instruction for Communication)
- Class8 Teaching the Four Skills and Integrated Language Activities and Micro-teaching (Cognitive Linguistics and English Education (3): Vocabulary and Grammar Instruction in Integrated Domain Teaching/Conducting Micro-teaching Sessions)
- Class9 Connecting Receptive Skills (Listening and Reading) to Productive Skills (Speaking and Writing) Instruction: Understanding Differences between Translation, Interpretation, and Comprehension using Shoji Fujikake's "Transformation of English Education (Chapter 1)" as material and considering teaching methods for "Communication English" from the perspective of Reading for Communication.
- Class10 International English and English Education: Overview of English taught in Japanese education, considering Native Speaker English, English as a Second Language, and International English in English Education.
- Class11 Guidelines for Foreign Language (English) Instruction in Junior and Senior High Schools: Understanding English Education Theories underlying "Communication Skills" used in curriculum guidelines and making them practical for classroom use.
- Class12 English Instruction Research (1) Teaching Methods for Interaction in English/Micro-teaching
- Class13 English Instruction Research (2) Team Teaching with ALTs/Micro-teaching
- Class14 English Learning and Assessment: Discussion on Issues in English Learning and Assessment (2) Assessment of Learning Situation by Criteria Setting and Evaluation based on It (3) Considering English Test Questions from the Perspective of Evaluating Learning Situation and Attempting to Create Test Questions.
- Class15 Final Examination

TEXTS

TBA

ASSESSMENT

Comprehensive assessment will be conducted through end-of-term exams or reports (50%), presentations of opinions in each session (25%), and comment sheets in each session (25%).

JAPANESE LEVEL

Summer Japanese V A or higher.

LANGUAGE USED IN CLASS

Japanese and English

AUDITING

Permitted.

S4110 SUMMER ACADEMIC STUDIES B

LET'S SING IN GERMAN!

INSTRUCTOR : Sayuri HATANO

COURSE DESCRIPTION

In this class, students will sing choral pieces from the 17th to 19th centuries in German-speaking countries. With the aim of singing in German, class participants will analyze German lyrics, examine the relationship between lyrics and music, and study the historical and cultural context.

NUMBER OF PARTICIPANTS

Enrollment is limited to 5 students.

COURSE GOALS

1. Students will be able to sing some choral pieces in German.
2. Students will understand how to effectively pronounce German language when singing.
3. Students will increase general knowledge of German art music.

COURSE SCHEDULE

Class1 Introduction
Class2 German National Anthem
Class3 J. S. Bach
Class4 J. S. Bach
Class5 J. S. Bach
Class6 Felix Mendelssohn-Bartholdy
Class7 Felix Mendelssohn-Bartholdy
Class8 Felix Mendelssohn-Bartholdy
Class9 Felix Mendelssohn-Bartholdy
Class10 Johannes Brahms
Class11 Johannes Brahms
Class12 Johannes Brahms
Class13 Johannes Brahms
Class14 Johannes Brahms
Class15 Final Examination

TEXTS

Materials will be provided each class.

ASSESSMENT

Class participation 80%; Final presentation 20%

JAPANESE LEVEL

Summer Japanese V A or higher.

LANGUAGE USED IN CLASS

Japanese and German

AUDITING

Not permitted.

S4120 SUMMER ACADEMIC STUDIES C

GERMAN : TEACHING METHODS B

INSTRUCTOR : Tatsuya OHTA

COURSE DESCRIPTION

This class will be conducted in the form of exercises. Active learning methods will be used.

The course is designed to cultivate the ability to plan and conduct German classes on one's own, and to reflect on and improve one's own classes through practice in the classroom. This course is recommended not only for those who wish to obtain a German teaching license, but also for those who are interested in teaching German and who may be involved in teaching German in the future. The main focus of this term will be on the preparation of teaching materials and examination papers, as well as mock classes, which will be discussed.

NUMBER OF PARTICIPANTS

Enrollment is limited to 5 students.

COURSE GOALS

The goals are as follows:

1. to acquire the autonomous ability to plan, implement, and reflect on German language classes independently, with an eye to both scientific and empirical knowledge, theory, and practice
2. to have in-depth knowledge of the relevant sciences (language acquisition, learning theory, etc.) necessary to be a practitioner of foreign language education
3. the ability to conduct effective classes while making appropriate use of scientific knowledge in the practical setting of the class, as well as the ability to self-improve and reflect on their own development.

COURSE SCHEDULE

Class 1: Research on Second Language Acquisition (1) Behaviorism, Innatism

Class 2: Research on Second Language Acquisition (2) Cognitivism and its later development

Class 3: Foreign Language Teaching: Recent Trends (1) Interaction

Class 4: Foreign Language Teaching: Recent Trends (2) What is *authentic*?

Class 5: Building a learner-centered learning environment (1) What is *learner-centered*?

Class 6: Building a learner-centered learning environment (2) Autonomous and lifelong learning

Class 7: Building a learner-centered learning environment (3) Utilization of ICT

Class 8: Building a learner-centered learning environment (4) Motivation

Class 9: Creating teaching materials (1) Printed materials

Class 10: Creating teaching materials (2) Teaching materials for various media

Class 11: Creating test questions and evaluating

Class 12: Planning, practicing, and evaluating mock classes (1) Case 1

Class 13: Planning, practicing, and evaluating mock classes (2) Case 2

Class 14: Planning, practicing, and evaluating mock classes (3) Case 3

Reports in lieu of final examinations

TEXTS

Materials will be provided each class.

ASSESSMENT

Class Participation 50%; Presentation 20%; Report 30%

JAPANESE LEVEL

Summer Japanese VI A or higher.

LANGUAGE USED IN CLASS

Japanese and German

AUDITING

Not permitted.

S4130 SUMMER ACADEMIC STUDIES D

SPANISH POLITICS

INSTRUCTOR : Tomonari NAGATA

COURSE DESCRIPTION

This class is in a lecture format. In the lectures, we will introduce the basic theories of comparative politics, examine the case of Spain, and examine their mutual relationships. This class focuses on two aspects. First, we will deepen our basic understanding of comparative politics, and then examine the case of Spain. In principle, they are developed alternately so that the mutual relationship can be seen.

This course is aimed at beginners in political science, but it is recommended that you have taken the “Knowledge of Spanish History” class.

This English version of the syllabus is a tentative translation of the Japanese version.

NUMBER OF PARTICIPANTS

Enrollment is limited to 5 students.

COURSE GOALS

1. Understand the basics of political science and comparative politics.
2. Understand the relationship between theory and the case study of Spanish politics.
3. Deepen your understanding of Spanish politics.

COURSE SCHEDULE

- Class1 Guidance - Lecture objectives and lecture flow
- Class2 Political science and comparative politics
- Class3 Executive system: parliamentary system and presidential system
- Class4 Semi-presidential system
- Class5 Spanish executive system and its parliament
- Class6 Electoral system
- Class7 Spanish electoral system
- Class8 Political parties
- Class9 Party system
- Class10 Spanish party system
- Class11 Political regime
- Class12 Political system experienced by Spain
- Class13 Democracy and democratization
- Class14 From the Franco regime to the democratic regime
- Class15 Final Examination

TEXTS

Materials will be provided each class.

ASSESSMENT

Test 100%

JAPANESE LEVEL

Summer Japanese VI A or higher.

LANGUAGE USED IN CLASS

Japanese and Spanish

AUDITING

Not permitted.

S4150 SUMMER ACADEMIC STUDIES F

THE STATE OF AUTONOMIES AND REGIONAL NATIONALISM

INSTRUCTOR : Tomonari NAGATA

COURSE DESCRIPTION

This class is in a lecture format. Spain was once a centralized state, but due to democratization, “The State of Autonomies” was established. As a result, Spain transformed into a decentralized state. The State of Autonomies has evolved over the years, and in recent years Catalonia's independence movement has gained momentum. We will explore what lies behind phenomena such as independence movements by examining the changes in The State of Autonomies. This English version of the syllabus is a tentative translation of the Japanese version.

NUMBER OF PARTICIPANTS

Enrollment is limited to 5 students.

COURSE GOALS

1. Understand the autonomous state system, which is the central-local relationship unique to Spain.
2. Understanding regional nationalism.

COURSE SCHEDULE

Class1	Class overview
Class2	Decentralization and federalism
Class3	Decentralization in the 19th century
Class4	The rise of regional nationalism
Class5	Rise of regional nationalism during the Second Republic and centralization under the Franco regime
Class6	Democratization and autonomous state system
Class7	Negotiations to establish a provisional autonomous region: Catalonia and the Basque Country
Class8	1978 Constitution and autonomous state system
Class9	Attempts to homogenize autonomous regions and failure of LOAPA
Class10	Catalonia's autonomy expansion strategy and the completion of the autonomous state system
Class11	Juan José Ibarretxe's plan
Class12	Amendments to the Statute of Autonomy of Catalonia
Class13	Catalonia's independence (1)
Class14	Catalonia's independence (2)
Class15	Final Examination

TEXTS

Materials will be provided each class.

ASSESSMENT

Test 100%

JAPANESE LEVEL

Summer Japanese VI A or higher.

LANGUAGE USED IN CLASS

Japanese and Spanish

AUDITING

Not permitted.

S4160 SUMMER ACADEMIC STUDIES G

INTRODUCTION TO PUBLIC INTERNATIONAL LAW

INSTRUCTOR : Tetsuya YAMADA

COURSE DESCRIPTION

This course deals with the introduction of public international law in Japanese. Non-native Japanese students are strongly encouraged to positively struggle with real Japanese at university level. The instructor is able to respond to any questions in English. Information of reading materials in English can be provided.

COURSE GOALS

1. Understanding the structure of international society/community
2. Understanding basic concepts of public international law

COURSE SCHEDULE

- Class1 What is public international law?
- Class2 History of international law
- Class3 What is contemporary international law
- Class4 Sources of international law
- Class5 International law and domestic law
- Class6 Who makes and observes international law?
- Class7 Basic principles of international law
- Class8 Territorial sovereignty
- Class9 Maritime Law
- Class10 War and international law
- Class11 Individual person and international law
- Class12 Global issues and international law
- Class13 Peaceful resolution of disputes
- Class14 Overview
- Class15 Final Examination

TEXTS

Materials will be provided each class.

ASSESSMENT

Final tests 100%

JAPANESE LEVEL

Summer Japanese V A or higher.

LANGUAGE USED IN CLASS

Japanese only

AUDITING

Permitted.

S4170 SUMMER ACADEMIC STUDIES H

MULTICULTURALISM, MULTILINGUALISM AND LINGUISTIC LANDSCAPES

INSTRUCTOR : Alfred Rue BURCH

COURSE DESCRIPTION

Multiculturalism, Multilingualism, and Linguistic Landscapes

This course will be delivered using the seminar style with an active learning approach. The main aim of the course is to foster students' ability to recognize and analyze multiculturalism and multilingualism in the physical and media environments around them, and to connect their findings with the general goals of the Sustainability Studies program. The language of instruction will mainly be English, and active participation will be required.

NUMBER OF PARTICIPANTS

Enrollment is limited to 5 students.

COURSE GOALS

By taking the course, students will be able to:

1. Identify multicultural and multilingual phenomena in their every-day environments
2. Compile and compare/contrast these resources across a variety of contexts
3. Analyze these phenomena in light of the goals of the Sustainability Studies program
4. Read research articles/chapters related to multiculturalism and multilingual phenomena
5. Conduct extensive discussions regarding the phenomena and articles/chapters

COURSE SCHEDULE

1. Introduction to the course
2. "Growing up"
3. "Around the home"
4. "Around the home"
5. "In the community"
6. "In the community"
7. "In the media"
8. "In the media"
9. "In digital spaces"
10. "In digital spaces"
11. "Bringing it all together" – Multiculturalism, Multilingualism, and Sustainability
12. Workshopping
13. Presentations
14. Presentations

TEXTS

Materials will be provided via WebClass

ASSESSMENT

- | | |
|---------------------------------------|-----|
| ① Final Presentation | 40% |
| ② Weekly Assignments | 30% |
| ③ Class participation and Discussions | 30% |

JAPANESE LEVEL

Summer Japanese I A or higher.

LANGUAGE USED IN CLASS

In principle English, but groups may choose to discuss in Japanese during group work, and the teacher will often give examples in Japanese.

AUDITING

Not permitted.

OTHER

The course requires active reading, reflection, and a willingness to ask questions, as well as documenting multicultural and multilingual phenomena in the community by taking photos or other recordings.

- ① Document through visual or audio means instances of multiculturalism and multilingualism in relation to the unit topic. Write a brief report including the documentation for the first day of each unit, and be ready to share/discuss in class.
- ② Read the assigned materials, and write a brief reaction, including at least 3 questions to discuss in class on the second day of each unit.
- ③ Search for related academic sources that will aid analysis for final presentation.

Students are expected to spend at least 2~3 hours each week for preparation and study outside of class.

Students will need to use their personal computers in class regularly.

It is also suggested students have a way to store and organize photos and other audiovisual data.

S4190 SUMMER ACADEMIC STUDIES J

EXPANDING LOCAL BREWING CULTURE ABROAD

INSTRUCTOR : Yukiyo SATO

COURSE DESCRIPTION

In this course, students learn about Japanese brewing culture and conduct a marketing project on “how to expand local brewing culture abroad” together with Nanzan University students. Prior to the project, students learn about local brewing culture and Mirin (sweet cooking rice wine)—one of the Japanese traditional seasonings—from a businessperson of a company that has been in business for over one hundred years.

Additionally, this course is also designed to provide students with an opportunity to "think" about cross-cultural understanding, delving into issues from an interdisciplinary perspective, using the problems of contemporary society as a starting point. For example, the meaning of understanding different cultures and what is necessary to understand different cultures will be covered.

Accordingly, the features of this course are as follows:

1. To work on the project in collaboration with Nanzan Students.
2. To learn about Mirin a traditional Japanese food.
3. To receive feedback from a company that have been preserving traditions for over 100 years

NUMBER OF PARTICIPANTS

Enrollment is limited to 20 students.

COURSE GOALS

1. To understand about the local traditional food culture in Aichi prefecture.
2. To actively understand diverse values and work with students from different cultural backgrounds.
3. To have your own opinion and contribute to constructive discussions.
4. To make presentations in Japanese/English.

COURSE SCHEDULE

Class1	Course introduction (1 st 6/5)	
Class2	Cross-cultural experience (2 nd 6/5)	
Class3	Learn and discuss about Japanese food (1 st 6/12)	
Class4	Special lecture “Local brewing culture and Mirin” from Sumiya Bunjiro Brewery Co., Ltd.	Receive the project task from the company (2 nd 6/12)
Class5	Group project to collect information of the target country (1 st 6/19)	
Class6	Mini lecture about marketing theory and discussion-1 (2 nd 6/19)	
Class7	Group project to prepare for mid-term presentation (1 st 6/26)	
Class8	Mid-term presentation and in-class peer evaluation (2 nd 6/26)	
Class9	Group project to improve the marketing strategy (1 st 7/3)	
Class10	Special lecture “Living and doing business abroad” by a businessperson who have experience working abroad (2 nd 7/3)	
Class11	Mini lecture about marketing theory and discussion-2 (1 st 7/10)	
Class12	Group project to finish the marketing strategy (2 nd 7/10)	
Class13	Final presentation to the company (1 st 7/17)	
Class14	Feedback from the company and in-class peer evaluation (2 nd 7/17)	
Class15	Review (Reflection essay)	

TEXTS

All materials will be provided in class or online.

ASSESSMENT

Discussion performance 30%; Group presentations 50%; Final report 20%

JAPANESE LEVEL

Summer Japanese V A or higher.

Those IVA and wishing to register, please contact the instructor: yukiyosa@nanzan-u.ac.jp

LANGUAGE USED IN CLASS

Japanese and English (Lectures are mainly Japanese; Teaching materials are mainly English)

AUDITING

Not permitted.

S4300 SUMMER ACADEMIC STUDIES N

FINANCIAL ACCOUNTING SEMINAR (INTERMEDIATE)

INSTRUCTOR : Akihiro NOGUCHI

COURSE DESCRIPTION

This class will be conducted in the form of seminar (discussion with a small number of students).

The final objective is to complete a graduation research project for each student by Q4 on financial accounting or international accounting using the knowledge and skills developed in previous university courses. This course is not conducted as a lecture by the instructor but instead is based on students' presentation and discussion among students and the instructor.

NUMBER OF PARTICIPANTS

Enrollment is limited to 5 students.

COURSE GOALS

1. To be able to identify research topics related to financial accounting or international accounting.
2. To be able to systematically conduct research on the research topic.
3. To be able to analyze and discuss the research topic from an accounting perspective.

COURSE SCHEDULE

Class1	Introduction
Class2	Review of prior studies (1)
Class3	Review of prior studies (2)
Class4	Review of prior studies (3)
Class5	Mid-term exam by oral presentation
Class6	Review of prior studies (4)
Class7	Review of prior studies (5)
Class8	Final exam by report

TEXTS

Information about how to obtain necessary materials will be provided each class.

ASSESSMENT

Class Participation 50%; Tests 50%

JAPANESE LEVEL

Summer Japanese V A or higher.

LANGUAGE USED IN CLASS

Japanese and English

AUDITING

Permitted.

S4320 SUMMER ACADEMIC STUDIES P

FINANCIAL ACCOUNTING SEMINAR (INTRODUCTORY)

INSTRUCTOR : Akihiro NOGUCHI

COURSE DESCRIPTION

This course will be conducted in the form of seminar (discussion with a small number of students).

This seminar provides students with the opportunity to acquire the basic knowledge required to write their graduation thesis on a topic related to financial accounting or international accounting and to find the issues to be discussed in their thesis next year. This course is not conducted as a lecture by the instructor but instead is based on students' presentation and discussion among students and the instructor.

NUMBER OF PARTICIPANTS

Enrollment is limited to 5 students.

COURSE GOALS

1. To understand the issues related to financial accounting and to find one's own research topic.
2. To be able to search and collect the necessary previous studies related to the research topic.
3. To be able to understand the contents of previous studies and to be able to utilize them in analyzing one's own research topic.

COURSE SCHEDULE

Class1	Introduction
Class2	Review of prior studies (1)
Class3	Review of prior studies (2)
Class4	Review of prior studies (3)
Class5	Mid-term exam by oral presentation
Class6	Review of prior studies (4)
Class7	Review of prior studies (5)
Class8	Final exam by report

TEXTS

Information about how to obtain necessary materials will be provided each class.

ASSESSMENT

Class Participation 60%; Tests 40%

JAPANESE LEVEL

Summer Japanese V A or higher.

LANGUAGE USED IN CLASS

Japanese and English

AUDITING

Permitted.

S4330 SUMMER ACADEMIC STUDIES Q

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

INSTRUCTOR : Masanori KITAMURA

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 (easy 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.

NUMBER OF PARTICIPANTS

Enrollment is limited to 5 students.

COURSE GOALS

1. To understand the difference between first and second language communication
2. To deepen the knowledge of “easy 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

- Class1 What is a common language?
Class2 Differences between communication using a first language and communication using a second language
Class3 Understand the concept of やさしい日本語
Class4 Actual usage and problems of やさしい日本語
Class5 On-Campus Fieldwork: Problems in the Use of Japanese at Nanzan University(1)
Class6 On-Campus Fieldwork: Problems in the Use of Japanese at Nanzan University(2)
Class7 Presentations
Class8 Final Report

TEXTS

Materials will be provided each class.

ASSESSMENT

Class Participation 40%; Presentation 30% ; Final Report 30%

JAPANESE LEVEL

Summer Japanese III A or higher.

LANGUAGE USED IN CLASS

Japanese (partially in English)

AUDITING

Not permitted.

S2520 SUMMER JAPAN STUDIES A

ADVERTISING CAMPAIGNS IN JAPAN

INSTRUCTOR : Alice Yah-Huei HONG

COURSE DESCRIPTION

This course tries to introduce advertising campaigns in Japanese business and political spheres. The course is scheduled to present commercial advertising campaigns in the first half of the semester, while the second half focuses on introducing political propaganda. The weekly course format is that students discuss issues related to the previous week's topic in the first half of the class, and the teacher gives a lecture on the new topic in the second half of the class.

NUMBER OF PARTICIPANTS

Up to 20 students may enroll in this course

COURSE GOALS

- To help students acquire basic knowledge of advertising campaigns.
- Help students understand Japanese commercial and political advertising campaigns.
- Guide students to understand the differences in advertising presentation in Eastern and Western societies.

COURSE SCHEDULE

- Class 1 Opening session - course mechanics and introduction of class participants
- Class 2 Characteristics of Japanese advertising
Discussion: What are the characteristics of TV advertising in your country? What characteristics are similar or different from those of Japanese advertising?
- Class 3 Excellent Advertising Strategies in Japan
Discussion: Any excellent advertising strategy be used in your country?
Please share one case with us. In addition, what great strategies used in Japan could be applied in your country? Which ones are not available in your country and why?
- Class 4 Advertising Campaigns: Japan vs. The U.S.
Discussion: Much of the past literature has shown that Japanese advertisements are presented differently from American advertisements. Which points of view do you agree with most? How much does your country's advertising have in common with Japanese advertising?
- Class 5 Brand Marketing & Brand Advertising in Japan
Discussion: Some scholars stated that advertising media selection, creativity, and customer relationship were the three most important factors affecting advertising success. Do you agree with their points of view? And please share a successful brand advertising from your country with us.
- Class 6 Advertising Effects (Objectives): Cognitive, Affective & Conative
Discussion: What are the purposes of learning, feeling, and doing objectives? What levels were involved in the processes of learning objective and feeling objective? Do you remember any ad that has a cognitive, affective, or conative effect on you?
- Class 7 Product Placement (Embedded marketing)
Discussion: Does product placement have cognitive, affective or conative effect on you? What is the effectiveness of product placement on field-dependent people and field-independent people?
- Class 8 Product Placement in Japan
Discussion: Does product placement in TV series or animated movies impact you more? Are there any contradictions in putting some modern products into animated films? Are you annoyed by this kind of drop-in product?
- Class 9 Japanese Elections
Discussion: Is there a President or Prime Minister in your country? There are many interesting candidates in Japan's Senate Election. Are there similar candidates in your country? Please share with us.
- Class 10 Political Advertising—Definition, Effects, & Research
Discussion: What are the cognitive, affective, and behavioral effects of political advertising? Do the political ads have any significant impact (cognitive, affective, or conative effect) on you?
- Class 11 Political advertising in the U.S., Taiwan & Japan
Discussion: What's the difference between the political ads in Japan, Taiwan, and the U.S.? Among the political ads in the U.S., Japan, and

Taiwan, which region's ads do you like the most, and why?

Class 12 Social Media Use in Elections: The U.S. vs. Singapore vs. Taiwan vs. Japan

Discussion: Have you ever used social media to contact any political information or candidates? Does social media improve youth political participation in your country?

Class 13 Final Presentation

STUDY TIME OUTSIDE CLASS

1. Before attending every class, read the PPT content taught by the teacher in an earlier week.
2. Write down the answers to the weekly discussion questions; one page per week is enough (Handwritten or typed in English).
3. At the end of the semester, prepare a final presentation and submit all weekly reports (typed in English).

TEXTBOOKS AND SUGGESTED READINGS

There is no fixed textbook for the class. The instructor will provide the teaching materials (video clips, PPT files, academic papers) as references.

Regarding the academic papers mentioned above, the instructor will convert the important content of the following papers into the content of PPT, which will be used in class. However, students are still encouraged to read these journal or conference papers weekly.

- Ansari, A., & Riase, A. (2016). An investigation of factors affecting brand advertising. success and effectiveness. *International Business Research*, 9(4), 20-30.
- Dou, Xue (2014). Online media use during 2013 Japanese upper-house election: a content analysis of comments on candidates' facebook pages. *Keio Communication Review*, (36), 53-69.
- Fowler, E. F., Franz, M. M., Martin, G. J., Peskowitz, Z., & Ridout, T. N. (2021). Political advertising online and offline. *American Political Science Review*, 115(1), 130-149.
- Furlan, A. (2015). Product placement in Japan: A focus on the animation industry. [master's thesis]. Università Ca' Foscari Venezia. <http://hdl.handle.net/10579/6731>
- Gordon, E., & Kishiya, K. (2010). An Exploratory Study of Product Placement in Television Drama Programs in Japan and the USA. *關西大學商學論集*, 55(1-2), 19-32.
- Kaid, L. L. (1981). Political advertising. In D. D. Nimmo, & K. R. Sanders (Eds.), *Handbook of Political Communication*, Beverly Hills, London, Sage Publications.
- Kiyohara, S. (2018). Comparing institutional factors that influence Internet. campaigning in the US, Japan, South Korea, and Taiwan. In *Internet Election Campaigns in the United States, Japan, South Korea, and Taiwan* (pp. 55-78). Palgrave Macmillan, Cham.
- Lin, C. A. (1993). Cultural differences in message strategies: A comparison between American and Japanese TV commercials. *Journal of Advertising Research*.
- Okimoto, Y., Hosokawa, Y., Zhang, J., & Li, L. (2021, December). Japanese election prediction based on sentiment analysis of Twitter replies to candidates. In 2021 International Conference on Asian Language Processing (IALP) (pp. 322-327). IEEE.
- Takikawa, H., & Nagayoshi, K. (2017, December). Political polarization in social media: Analysis of the "Twitter political field" in Japan. In 2017 IEEE international conference on big data (big data) (pp. 3143-3150). IEEE.
- Taniguchi, M. (2007). Changing media, changing politics in Japan. *Japanese Journal of Political Science*, 8(1), 147-166.
- Taylor, C. R., & Okazaki, S. (2015). Do global brands use similar executional styles across cultures? A comparison of US and Japanese television advertising. *Journal of Advertising*, 44(3), 276-288.
- Wells, W., Burnett, J. & Moriarty, S. (2000). *Advertising: Principles and Practice*, Fifth Edition, Prentice Hall International, Inc.
- Williams, K., Petrosky, A., Hernandez, E., & Page Jr, R. (2011). Product placement. effectiveness: revisited and renewed. *Journal of Management and Marketing research*, 7, 1.
- Zhilina, L. V. (2019). The challenges of political socialization of the contemporary Japanese youth. *Russian Japanology Review*, 2(1), 57-80.

ASSESSMENT

1. Class attendance, participation, and discussion: 35%.
(Only two absences are allowed. More than two absences will result in an F for the course. Failure to submit the required weekly report will be considered an absence.)
2. Final: a. Presentation: 35%

(Please share some attractive commercial or political advertising campaigns in your country and describe their characteristics and strategies.)

- b. Submit formal weekly report (the answers to “discussion questions” from Class 2-12), please type in English: 30%.

(*It is okay if grammatical errors exist in the final reports.)

OTHER PREREQUISITES

No knowledge of advertising or political science is required.

AUDITING

Not permitted.

LANGUAGE USED IN CLASS

This course will be conducted in English.

ENGLISH LEVEL

It is essential to have basic English listening, speaking, reading, and writing skill.

S6100 SUMMER FOUNDATION STUDIES A

JAPAN AND THE GEOPOLITICS OF THE ASIA-PACIFIC

INSTRUCTOR : David M. POTTER

COURSE DESCRIPTION

The relationships among the major powers of the Asia-Pacific (China, Japan, Russia, and the United States) have shaped the international politics of the region since the beginning of the twentieth century. The relationships among them have also seen significant changes over time, especially in recent years. This course will use the concept of geopolitics to explain the diplomatic and security relationships among these great powers with an emphasis on Japan.

NUMBER OF PARTICIPANTS

Enrollment is limited to 20 students.

COURSE GOALS

1. The student will understand the concept of geopolitics
2. The student will understand how relations among the great powers of the Asia-Pacific
3. The student will understand Japan's role in great power geopolitics of the region
4. The student will understand the key features of an emerging Indo-Pacific

COURSE SCHEDULE

- Class1 introduction to the course
- Class2 What is geopolitics?
- Class3 Great power relations from 1900-1945
- Class4 The Cold War in the Asia-Pacific
- Class5 Post Cold War geopolitics of the Asia-Pacific 1
- Class6 Post Cold War geopolitics of the Asia-Pacific 2
- Class7 Geopolitics today: the Korean Peninsula
- Class8 Geopolitics today: the China Seas
- Class9 Geopolitics today: Asian regionalism
- Class10 Japanese foreign policy in Northeast Asia
- Class11 Japanese foreign policy in Southeast Asia
- Class12 Competing visions of an Indo-Pacific
- Class13 Conclusion

TEXTS

Materials will be distributed in class

ASSESSMENT

Class Participation 10%; Assignments (reaction papers) 40%; Final report 50%

JAPANESE LEVEL

Not required

LANGUAGE USED IN CLASS

English

AUDITING

Permitted.

S6200 SUMMER FOUNDATION STUDIES B

CONTEMPORARY JAPANESE CULTURE

INSTRUCTOR : Louise HAYNES

COURSE DESCRIPTION

The purpose of this course is to provide a broad overview of life in Japan in the early twenty-first century. The course is organized around the life course of Japanese people, from when a Japanese child is born through their working lives. It explores how a child learns to ‘become Japanese’ at home, the educational and social processes that shape a young person’s way of looking at the world, the daily lives of Japanese youth and how Japanese people learn to play ‘appropriate’ roles as *shakai-jin*. It also investigates how gender is ‘performed’ in Japan, how gender expectations are changing, and the experiences of people in marginalized groups. By the end of the course, you should have developed a deep sense of what life is like in contemporary Japan.

At the beginning of each class, the instructor will provide a short overview lecture about that week’s topic. Then, in small groups, each of you leads a discussion about one reading that you have read for homework; you will also participate in discussions led by other students about their readings. There will be time to share the information you have learned through interviews. Your thoughtful, active participation throughout the course is expected.

NUMBER OF PARTICIPANTS

Class enrollment is limited to 26 students.

COURSE GOALS

You will understand:

- the life course of people living in Japan
- how people learn to ‘become Japanese’ throughout their lives, and how some resist this
- gender expectations for appropriate behavior, and how these are changing
- the experiences of people who are often marginalized in Japanese society

COURSE SCHEDULE

Class 1 (Fri. 6/7): Lecture & Discussion: The life course in Japan – birth to after death (lineage)

Class 2 (Tue. 6/11): Discussion: Introduction to Gender

Class 3 (Fri. 6/14): Reading 1: The “salaryman” and the “full-time housewife”
Charlebois 2014 Chapter 1, Hidaka 2011

Class 4 (Tue. 6/18): Reading 2: Child raising
Holloway 2010 Chapter 3 and Chapter 7

Class 5 (Fri. 6/21): Reading 3: Youth masculinities
Mesimäki 2017

Class 6 (Tue. 6/25): Reading 4: Gender and visual culture
Holden 2012

Class 7 (Fri. 6/28): Reading 5: Gender and fan groups
Dent-Spargo 2017

Class 8 (Tue. 7/2): Reading 6: Sexuality
Baudinette 2020, Dale 2020, Wallace 2020

Class 9 (Fri. 7/5): Reading 7: Women and men in marriage
Alexy 2020, Ezawa 2020, Ishii-Kuntz 2019

Class 10 (Tue. 7/9): Reading 8: Gender and work
Tso & Nanase 2017

Class 11 (Fri. 7/12): Exploring your Japan – students’ own topics

Class 12 (Tue. 7/16): Review for exam

Class 13 (Tue. 7/23): Final Reflection: Final written examination (*this is the final class – there are no classes after this)

TEXTS

Note: All materials are available on WebClass.

Alexy, A. (2020). Intimacy in and beyond the family. In J. Coates, L. Fraser, & M. Pendleton (Eds.). *The Routledge Companion to Gender and Japanese Culture*. Routledge.

Baudinette, T. (2020). Japanese gay men’s experiences of gender: Negotiating the hetero system. In J. Coates, L. Fraser, & M. Pendleton (Eds.). *The Routledge Companion to Gender and Japanese Culture*. Routledge.

Charlebois, J. (2014). *Japanese Femininities*. Routledge. Chapter 1: Hegemonic masculinity and emphasized femininity in post-World War II Japan.

Dale, S. P. F. (2020). Transgender, non-binary genders, and intersex in Japan. In J. Coates, L. Fraser, & M. Pendleton (Eds.). *The Routledge Companion to Gender and Japanese Culture*. Routledge.

Dent-Spargo, R. (2017). AKB48's male fans: Girl idols and masculinities of consumption. In B. Steger & A. Koch (Eds.) *Cool Japanese Men: Studying New Masculinities at Cambridge*. Zurich: Lit Verlag.

Ezawa, A. (2020). Family, inequality, and the work-family balance in contemporary Japan. In J. Coates, L. Fraser, & M. Pendleton (Eds.). *The Routledge Companion to Gender and Japanese Culture*. Routledge.

Hidaka, T. (2011). Masculinity and the family system: The ideology of the 'Salaryman' across three generations. In R. Ronald & A. Alexy (Eds.) *Home and Family in Japan: Continuity and Transformation*. Routledge.

Holden, T. J. M. (2012). Hyper-gendered Discourse: How Japanese Fashion Magazines Construct Gender Identity. *Derecho a Comunicar* 4.

Holloway, S. (2010). *Women and Family in Contemporary Japan*. Cambridge University Press. Chapter 3: What is a Wise Mother? / Chapter 7: *Shitsuke*: The Art of Child Rearing

Ishii-Kuntz, M. (2019). Japanese child caring men (*ikumen*) and achieving work-life balance. In U. Meier-Grawe, M. Motozawa, & A. Schad-Seifert (Eds.) *Family Life in Japan and Germany: Challenges for a Gender-Sensitive Family Policy*. Springer.

Mesimäki, S. (2017). 'It's us men who make merry': Performing masculinity in a Japanese university hip hop dance club. In B. Steger & A. Koch (Eds.) *Cool Japanese Men: Studying New Masculinities at Cambridge*. Zurich: Lit Verlag.

Tso, C., & Nanase, S. (2017). How to become a beautiful and attentive businessman: Constructing new masculinities in Japanese self-help literature. In B. Steger & A. Koch (Eds.) *Cool Japanese Men: Studying New Masculinities at Cambridge*. Zurich: Lit Verlag.

Wallace, J. (2020). Lesbians and queer women in Japan. In J. Coates, L. Fraser, & M. Pendleton (Eds.). *The Routledge Companion to Gender and Japanese Culture*. Routledge.

ASSESSMENT

Class Participation 20%; Reading summaries 40%; Reflections 20%; Tests 20%

Before class preparation:

Before class, read the assigned reading(s) and write a one- to two-page summary, with discussion points and questions = 40% (5% each summary – 8 total)

Reflection tasks and activities: your time (50 mins / week)

Interviews and your written observations, one-to two-pages = 20% (5% each interview – choose 4)

Final written test:

Students create the test questions, and select questions from them to answer.

Write answers to two questions = 20% (10% each question)

JAPANESE LEVEL

Not required

LANGUAGE USED IN CLASS

English

AUDITING

Not permitted

S8110 JAPANESE ARTS: FLOWER ARRANGEMENT (*IKEBANA*)

INSTRUCTORS : Yoshimi HIRUNAMI, Junko YAMAGUCHI and Yoshihiro KANAMORI

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.

NUMBER OF PARTICIPANTS

Up to 25 students may enroll in this course.

COURSE GOALS

- Learn how to handle the materials and basic thinking of Japanese style Ikebana.
- Understand how to compose the basic styles.

COURSE SCHEDULE

- Hana-ishō: the rising form (tateru katachi) – basic form, variation
- Hana-ishō: the inclining form (katamukeru katachi) – basic form, variation
- Hana-ishō: the radial form (hiraku katachi)
- Final Examination (Hana-ishō)

TEXTS

Texts in Japanese and in English are distributed.

Materials are provided.

ASSESSMENT

Class participation 50%, examination 50% (students are required to arrange one form from the rising form, the inclining form or the radial form)

LANGUAGE USED IN CLASS

Japanese only.

AUDITING

Not permitted.

S8130 JAPANESE ARTS: JAPANESE CULTURE AND TEA CEREMONY (*SADO*)

INSTRUCTORS: Fumie KOJIMA, Ari NOZAKI

COURSE DESCRIPTION

The tea ceremony, known in Japanese as *sado*, is more than just the host making then serving tea to guests according to certain protocols. The philosophy of *sado* is expressed in the term *wakei-seijaku*. *Wa* signifies opening our hearts to one another and being amicable; *kei* represents mutual respect; *sei* expresses cleanliness and purity, not only where the eyes can see but also in spirit; and *jaku* indicates remaining calm in any situation. Being aware of this philosophy is important as we share a tea setting and show respect for all present. In this course, not only do we learn the *omote-senke* style of interaction between the guests and the host, and the manners involved, but we also touch upon the aesthetic sensibilities of the Japanese, who developed *sado* culture, and the nature of the Japanese spirit.

NUMBER OF PARTICIPANTS

Up to 10 students may enroll in this course.

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.

COURSE SCHEDULE

- Rules of behavior for guests
- Making the tea (a simplified form)
- Tea ceremony setting and utensils
- Spread of popularity of the tea ceremony and its history

TEXT

None

ASSESSMENT

Class Participation 50%; Test (rules of behavior for guests and a simplified form of ceremony) 50%

LANGUAGE USED IN CLASS

Japanese only.

AUDITING

Not permitted.

S8140 JAPANESE ARTS: TRADITIONAL JAPANESE DANCE (*ODORI*)

INSTRUCTOR: Yoshinosuke NISHIKAWA

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 walk depending on the role), the appearance of the fan in Japanese culture (portraying its multi-layered nature).

NUMBER OF PARTICIPANTS

Up to 25 students may enroll in this course.

COURSE GOALS

- To more deeply understand the special features of Japanese culture through dance
- To perform Japanese traditional dances.

COURSE SCHEDULE

Week 1 Learn how to wear kimono, and the rules of courtesy and dance

Week 2 Learn the rules of courtesy and the different ways to walk depending upon the role and dance

Week 3 Learn the rules of courtesy, postures for expressing concepts using a fan, and how to dance with a fan.

Week 4 Final examination on the rules of courtesy and dance after learning make-up in Japanese traditional dance

TEXTS and PROPS

Textbooks: None

Students need to wear clothes that are easy to move around in; they do not need to buy kimono or a fan. (Students may buy yukata, Japanese summer kimono, or a fan to use in class. Please follow the instructor’s instructions for the kind of the fan to get.)

ASSESSMENT

Class participation 80%; Exam on the rules of courtesy and dance 20%

LANGUAGE USED IN CLASS

Japanese only.

AUDITING

Not permitted.

S8150 JAPANESE ARTS: JAPANESE MARTIAL ARTS (*BUDO*)

INSTRUCTOR : Sean O'CONNELL

COURSE DESCRIPTION

This is both a practical and discussion-based class. In the practical sense, we will be exploring the world of Japanese martial arts (budo) through karate. We will also look at the mental aspects of Japanese martial arts through the introduction of its history, development, and current place in modern Japanese society.

The purpose of this course is to provide you with an introduction to some of the basic techniques of karate (kicks, punches, blocks etc.) in a practical sense as well as the opportunity to gain insight into the Japanese psyche through discussion of the philosophical side of Japanese martial arts.

At the beginning of each class, I will provide a short overview of the lecture content. Then, as a group, we will learn and practice some of the basic techniques of karate. After practice, we will then look at and hold a class discussion regarding topics on the history, development, and philosophical aspects of Japanese martial arts. Your thoughtful, active participation throughout the course is expected.

NUMBER OF PARTICIPANTS

Please note that the number of registered students is limited to 25 students.

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

Week 1 : Introduction to Japanese Budo: Bujutsu and Budo history in Japan

Week 2 : Japanese Budo in Modern Society: School Curriculum and Community-Based Budo

Week 3 : Budo Philosophy: Karate, Judo & Kendo Philosophies

Week 4 : Global Influences: Japanese Budo as a Cultural Export

TEXTS and ATTIRE

Textbooks: None

Attire: Please wear some loose gym-type clothing as part of this class with involve learning some basic Japanese karate techniques.

ASSESSMENT

Class participation 60%; Final written examination 40%

LANGUAGE USED IN CLASS

English and Japanese

AUDITING

Not permitted.

2024 Summer Japanese Program

南山大学 外国人留学生別科

Center for Japanese Studies, Nanzan University



NANZAN UNIVERSITY