

Nanzan
Summer
Japanese Program
2026

Academic Guidelines &
Course Descriptions

Center for Japanese Studies, Nanzan University

南山大学 外国人留学生別科



NANZAN UNIVERSITY

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Academic Calendar for Summer Japanese Program 2026

[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	

 5/29-30: Arrival Date of Students (Course A)

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

 Class Days

 Summer Program ends

 Course Registration Change Period (June 5-11)

Academic Guidelines for 2026 Summer Program

I. Courses and Credits

a) Courses available and credits

Courses on offer for the 2026 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 each >

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

< Open Course: 2 credits each >

- S4100 Summer Academic Studies A
- S4140 Summer Academic Studies E
- S4160 Summer Academic Studies G
- S4180 Summer Academic Studies I
- S4190 Summer Academic Studies J
- S4200 Summer Academic Studies K
- S4210 Summer Academic Studies L
- S4220 Summer Academic Studies M

< Open Course: 1 credit each >

- S4320 Summer Academic Studies P
- S4350 Summer Academic Studies S
- S4360 Summer Academic Studies T

< Japan Studies Course: 2 credits each >

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

< Japanese Arts Course: 1 credit each >

- S8110 Japanese Arts A: Flower Arrangement (*Ikebana, Kado*)
- S8130 Japanese Arts B: Japanese Culture and Tea Ceremony (*Sado*)
- S8140 Japanese Arts C: Traditional Japanese Dance (*Odori*)
- S8150 Japanese Arts D: Japanese 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, Kado</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, Kado*) 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

Official academic transcripts of students on exchange programs are sent to home institutions about one month after the end of the semester. 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

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, 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.

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.

Officially Recognized Infectious Disease as defined under the 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

Changes and Cancellation of Course Offerings

Registration Procedures

Provisional course registration: Wednesday, June 3

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

Adding and dropping courses: Friday, June 5 – Thursday, June 11

Final course registration deadlines: Thursday, 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

INSTRUCTOR	Kazuyo TAKEDA, Tomoko KOMADA
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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 both Hiragana and Katakana in order to enter this level. This course covers basic introductory Japanese grammar, and uses Genki I L.1 – L.7.

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	Review, Final Test

ASSESSMENT

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

TEXTS

Textbook

Purchase required:

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

Workbook

Purchase required:

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.

S1210 SUMMER JAPANESE II A

INSTRUCTOR	Nanae FUKUTOMI, Yuko MORI
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COURSE DESCRIPTION

This level covers introductory Japanese grammar and discourse structures to improve students' overall language proficiency. Students should have mastered 60 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 150 *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, Final Examination

ASSESSMENT

Class Participation 15%; Assignment 15%; Quizzes 20%; Test 50%

TEXTS

Textbook

Purchase required:

Banno, E., et al., (2020). *Genki: An Integrated Course in Elementary Japanese I* (3rd ed). Japan Times. ISBN978-4-7890-1730-5

Banno, E., et al., (2020). *Genki Vol. 1 - Workbook [Third Edition]*. Japan Times. ISBN978-4-7890-1731-2

Supplementary Materials

Other materials are provided.

S1310 SUMMER JAPANESE III A

INSTRUCTOR	Yuriko UCHIYAMA, Hikari NAKAMURA
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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 about themselves and their immediate environment appropriately.
- give short, basic presentations on familiar topics.
- handle 240 *kanji*.

COURSE SCHEDULE

Week 1	<i>Genki I</i> Review
Week 2	<i>Genki II</i> Lesson 13
Week 3	<i>Genki II</i> Lesson 14
Week 4	<i>Genki II</i> Lesson 15
Week 5	<i>Genki II</i> Lesson 16
Week 6	<i>Genki II</i> Lesson 17
Week 7	<i>Genki II</i> Lesson 18
Week 8	Review & Final Examination

ASSESSMENT

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

TEXTS

Textbook

Purchase required:

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

Supplementary Materials

Supplementary materials will be provided by the instructor.

S1410 SUMMER JAPANESE IV A

INSTRUCTOR	Miyuki DOI, Naoko UEDA
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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

ASSESSMENT

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

TEXTS

Textbook

Purchase required:

- 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*. Japan Times.

Workbook

Purchase required:

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

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 イレーサ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))

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.

S1510 SUMMER JAPANESE V A

INSTRUCTOR	Yuriko IDE, Nobuyo MACHIDA, Ryoko ONISHI, Toko NAKAMURA
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COURSE DESCRIPTION

This course aims to improve all four Japanese language skills necessary for communication at the lower-intermediate level. It covers key intermediate grammar points and discourse structures, while also reviewing basic grammar. Topics include popular tourist destinations and study abroad experiences. Students are expected to have mastered approximately 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 approximately 550 *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

ASSESSMENT

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

TEXTS

Textbook

Purchase required:

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

Workbook

Purchase required:

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

S1610 SUMMER JAPANESE VI A

INSTRUCTOR	Junko FUJIMOTO, Emi SATO
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COURSE DESCRIPTION

This course is designed to help students develop greater fluency and accuracy in both spoken and written communication while expanding their knowledge of Japanese grammar and discourse. Using *Quartet II*, students will explore topics such as Japanese literature, society, and intercultural communication through authentic materials such as books, newspapers, interviews, and documentaries. Students are expected to have mastered 600 kanji before enrolling in Summer Japanese VI A and will work toward acquiring an additional 200 new kanji.

COURSE GOALS

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

- Explain ideas and opinions in Japanese in an organized and coherent manner
- Read and understand short essays, articles, and other texts using appropriate discourse strategies
- Use advanced grammatical structures and vocabulary in both spoken and written communication
- Participate in discussions and express viewpoints on cultural and social topics

COURSE SCHEDULE

Week 1 *Quartet II* Lesson 7: Reading and Discussion
Week 2 *Quartet II* Lesson 7 & 8: Reading and Discussion
Week 3 *Quartet II* Lesson 8: Reading and Discussion
Week 4 *Quartet II* Lesson 9: Reading and 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 Comprehensive Review, Oral Presentation, Final Exam

ASSESSMENT

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

TEXTS

Textbook

Purchase required:

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

Workbook

Purchase required:

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

Supplementary Materials

Other materials are provided by the instructors.

S5510 SUMMER SEMINAR A

ELEMENTARY TRANSLATION

INSTRUCTOR	Kazuyo TAKEDA
CLASS CAPACITY	15 students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Summer Japanese III A and IV A
AUDITING	Not permitted

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.

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

ASSESSMENT

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

TEXTS

Textbooks:

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

*Purchase required, Same textbook used in Summer Japanese III and IV.

Course packets are provided.

S7110 BUSINESS JAPANESE

INSTRUCTOR	Emi SATO
CLASS CAPACITY	10 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Summer Japanese V A and VI A
AUDITING	Not permitted

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.

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: Greetings and self-introductions

Class 3: Polite expressions

Class 4: Talking on the telephone

Class 5: Making an appointment

Class 6: Receiving and declining requests

Class 7: Exchanging business cards

Class 8: Apologizing

Class 9: Seeking permission

Class 10: Writing a resume

Class 11: Inviting someone

Class 12: Visiting a company

Class 13: Final Examination

ASSESSMENT

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

TEXTS

Textbook

Purchase required:

千駄ヶ谷日本語教育研究所 (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』
スリーエーネットワーク

Supplementary Materials

Supplementary materials will be provided.

S4100 SUMMER ACADEMIC STUDIES A

ENGLISH: TEACHING METHODS

INSTRUCTOR	Takao IMAI
CLASS CAPACITY	7 CJS students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Summer Japanese V A or higher
AUDITING	Permitted

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.

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

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%).

TEXTS

All materials will be provided in class or online

S4140 SUMMER ACADEMIC STUDIES E

INTERCULTURAL ADJUSTMENT: THEORY AND PRACTICE

INSTRUCTOR	Tatsuya IMAI
CLASS CAPACITY	5 CJS students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
AUDITING	Permitted

COURSE DESCRIPTION

The goal of this class is to help students who plan to study & work abroad in the future learn theoretical and practical aspects of intercultural adjustment. Students will be encouraged to consider and analyze issues related to intercultural adjustment such as culture shock, intercultural communication, and making friends with host nationals.

COURSE GOALS

1. Students can learn theories related to intercultural adjustment.
2. Students can develop skills to overcome issues related to intercultural adjustment.
3. Students can improve English skills that help adjust themselves to the new culture.

COURSE SCHEDULE

Date	Period	Session	Contents
6/9	3	1	Introduction
	4	2	Acculturation https://youtu.be/yJn6cJl1mJQ
6/16	3	3	1 st Theory: Acculturation Model (Theory) https://youtu.be/LIaAeh6qtyE
	4	4	1 st Theory: Acculturation Model (Practice)
6/23	3	5	2 nd Theory: Cultural Difference (Theory) https://youtu.be/jhT1M7aqZ0c
	4	6	2 nd Theory: Cultural Difference (Practice)
6/30	3	7	3 rd Theory: Stress Coping 1 (Theory) https://youtu.be/LqRO8SxOJ4o
	4	8	3 rd Theory: Stress Coping 2 (Practice)
7/7	3	9	4 th Theory: Intergroup Contact (Theory) https://youtu.be/w4h_WFnMwJ4
	4	10	4 th Theory: Intergroup Contact (Practice)
7/14	3	11	Presentation Preparation
	4	12	Presentation Preparation
7/21	3	13	Final Presentation
	4	14	Final Presentation

ASSESSMENT

Discussion participation (3 points x 14 sessions = 42 points, late = -1point)	42%
Final group presentation	58%

TEXTS

No textbook

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.

What is participation?

- Each student will be required to express opinions in class.
- If a student is late for a class, the student will not get a full participation point.
- If a student does not pay attention to a class or discussion (e.g., chatting with other students, using a cellphone, sleeping etc), participation points will be reduced.

※If you are absent and wish to receive 3 points (participation points), please email me the following assignment within one week of your absence. (Submit two assignments for two missed classes.)

“Read one English news article related to issues regarding international students, immigrants, or working abroad, and write an essay about that. The essay should be composed of the short summary of the news, possible solutions to the issue, and why you think the solution is effective. Please provide the URL of the news, as well.”

⇒ 1 page, at least 300 words per assignment (Please write how many words you wrote at the end of the essay.)

Group Presentation

Topics

Make a presentation on issues related to the following topics:

- International students
- People working abroad
- Immigrants

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. You may use facilitation methods to make the decision.

Details

- More than 20 minutes, less than 25 minutes.
- Every member should have a chance to speak.
- Please prepare slides and upload them on Slack. 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 reliable source of the information?

Watch the following video. Don't forget to make a page of references in which you show the list of the sources of information you use in the slides.

<https://www.youtube.com/watch?v=8iCGb2GUa2Y>

- If you use AI, please mention how you use it in the last slide. (Follow the rules explained in the section “AI Use”)

AI Use

Use of AI in Report Writing

When taking university courses, particularly when submitting assignments, AI tools such as ChatGPT can, if used effectively, enhance educational outcomes. However, there is also a concern that AI usage may lower the educational value of assignments. In my (Tatsuya Imai’s) classes, please keep the following guidelines in mind and use AI in a way that contributes to your learning.

My Expectations

First and foremost, my only goal is your growth as students. While I do acknowledge that reports are used for evaluation, my primary intention in assigning reports is to help you develop your ability to think independently, generate original ideas, and express them appropriately. AI usage that enhances this learning process is encouraged, while usage that hinders it should be avoided.

Guidelines for AI Use

To achieve the above objectives, the following rules will apply:

★If you use AI for an assignment, you must document your usage on a new page following the assignment’s main content. Include:

- The AI tool used (e.g., ChatGPT, Gemini)
- How AI was used: Students should generate original ideas themselves. AI may be used, for example, to:
 - Select appropriate academic expressions for university-level reports
 - Restructure an already completed report (without significantly changing the content)
 - Identify logical inconsistencies in a finished report, which students then correct themselves
- The specific sections of the assignment where AI was used

S4160 SUMMER ACADEMIC STUDIES G

RESEARCH ON THE AUTONOMOUS COMMUNITY SYSTEM

INSTRUCTOR	Tomonari NAGATA
CLASS CAPACITY	5 CJS students
LANGUAGE USED IN CLASS	Japanese and Spanish
JAPANESE LEVEL	Summer Japanese VI A
AUDITING	Not permitted

COURSE DESCRIPTION

This course will be conducted in a lecture and seminar format. Active learning methods will also be incorporated. First, prospective students will prepare a short report on autonomous communities in Spain. Based on that knowledge, they will carefully read literature on autonomous communities written in Spanish. Students will take turns introducing the content of the text in a group reading format.

COURSE GOALS

Students will be able to read specialized books written in Spanish.
 Students will be able to express the content of specialized papers in Japanese.
 Students will be able to interpret sentence structure using grammatical knowledge.
 Students will be able to read academic papers written in Spanish.

COURSE SCHEDULE

Class 1	Outline of the lecture
Class 2	Preparation of a Report on Autonomous Community System
Class 3-14	Close reading of literature
Class 15	Final Report

ASSESSMENT

Final report	50
Mini-reports	22
Class participation	28

TEXTS

Materials will be provided each class.

S4180 SUMMER ACADEMIC STUDIES I

FIELDWORK METHODS: DOCUMENTARY MAKING

INSTRUCTOR	Robert CROKER
CLASS CAPACITY	20 CJS students
LANGUAGE USED IN CLASS	English (course explanations, teamwork) and Japanese (some local students might prefer to speak in Japanese during teamwork).
JAPANESE LEVEL	None required, but some undergraduate students might prefer to also use Japanese.
AUDITING	Not permitted

COURSE DESCRIPTION

Making a documentary is a powerful to explore and understand the lives and perspectives of people in contemporary Japan. In this practical course, CJS students and local students together learn how to make documentaries by filming and editing three short documentaries: a self-introduction, a campus story, and a social issue documentary. All three documentary projects are team-based, with international students working together with local undergraduate students in small teams of three students. Each project is done with different project team members.

Students need a smart phone for recording and preferably a laptop computer or tablet for editing (although editing can be done on a smartphone, and students can use other team members' laptops or tablets for editing).

COURSE GOALS

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

- Plan, shoot, and edit short documentary videos.
- Introduce their own life and the lives of local students.
- Creatively represent the Nanzan University campus.
- Critically explore one social issue in Japan.
- Conduct basic interviews in English or Japanese.
- Think ethically about consent and representation.

COURSE SCHEDULE

Part 1 (Classes 1 to 3): Documentary making – basic skills

Class 1 – What Is a documentary? Learning to see the world differently

Class 2 – Visual basics: Camera, framing, movement

Class 3 – Sound matters: Recording voices and backgrounds

Part 2 (Classes 4 to 7): Project 1 – Self-introduction documentary “*My Story*”

Class 4 – Project 1 assigned; filming Project 1

Class 5 – Editing Project 1: From clips to stories

Class 6 – Project 1 due: Screening and reflection; ethics, consent, and filming people

Part 3 (Classes 7 to 10): Project 2 – Campus documentary “*Campus Stories*”

Class 7 – Project 2 assigned: Capturing people in space; filming Project 2

Class 8 – Filming Project 2

Class 9 – Editing Project 2: Structure, rhythm, sound

Class 10 – Project 2 due: Screening and analysis

Part 4 (Classes 11 to 14, Final Exam): Project 3 – Social issue documentary “*One Issue, Many Perspectives*”

Class 11 – Project 3 Assigned: From Observation to representation: Choosing a topic

Class 12 – Filming Project 3

Class 13 – Filming Project 3

Class 14 – Editing Project 3

Final Examination – Project 3 Due: Screening & analysis; Course reflection

ASSESSMENT

Project 1 – Self-introduction documentary: “*My story*” (1–2 min) – 20%

Project 2 – Campus space documentary: “*Campus stories*” (3–4 min) – 30%

Project 3 – People and issues documentary: “*One Issue, Many Perspectives*” (5–7 min) – 40%

Final Reflection – 10%

- “What did we learn about Japan in Projects 1 to 3?”
- “How can documentaries be used to research contemporary Japanese society?”

TEXTS

Materials will be provided in class, and uploaded to WebClass.

OTHER PREREQUISITES

As noted above, students need a smart phone for recording and preferably a laptop computer or tablet for editing (although editing can be done on a smartphone, and students can use other team members' laptops or tablets for editing).

S4190 SUMMER ACADEMIC STUDIES J

EXPANDING LOCAL BREWING CULTURE ABROAD

INSTRUCTOR	Yukiyo SATO
CLASS CAPACITY	20 CJS students
LANGUAGE USED IN CLASS	Japanese and English (Lectures are mainly Japanese; Teaching materials are mainly English)
JAPANESE LEVEL	Summer Japanese V A or higher
AUDITING	Not permitted

COURSE DESCRIPTION

This is a Project Based Learning Course conducted in collaboration with students from Nanzan University. In this course, students have an opportunity to learn broadly about Japanese fermented food culture from a company that has continued to uphold the tradition of sake brewing* for over 150 years. And with a focus on its fermented food culture, the students work in groups and create ‘an inbound tour’, aimed at a specific target audience. Through this project, the students will develop Japanese language proficiency as well as cross-cultural communication skills. Reading materials, conducting surveys, and discussing in group outside the class are required. Furthermore, to deepen the learning, this course offers an optional tour to visit the traditional sake brewery on Wednesday, June 17th, for interested students.

*‘Traditional knowledge and skills of sake-making in Japan’ was registered as an intangible cultural heritage by UNESCO in December 2024.

COURSE GOALS

1. To understand Japanese fermented food and regional culture.
2. To understand the basics of design thinking as a project management framework.
3. To actively understand diverse values and work with students from different cultural backgrounds.
4. To have your own opinion and contribute to constructive discussions.

COURSE SCHEDULE

- Class1 Introduction and cross-cultural understanding (3rd 6/9)
- Class2 Experimental learning and team building (4th 6/9)
- Class3 Learn and discuss about Japanese traditional food culture (3rd 6/16)
- Class4 Special lecture from Sawada Syuzou Co., Ltd. (4th 6/16)
- Class5 Mini lecture: Design thinking (3rd 6/23)
- Class6 Mini group project using design thinking framework (4th 6/23)
- Class7 Group project: survey (3rd 6/30)
- Class8 Group project: analysis (4th 6/30)
- Class9 Mid-term presentation and in-class peer evaluation (3rd 7/7)
- Class10 Mid-term presentation and in-class peer evaluation (4th 7/7)
- Class11 Group project: brain storming (3rd 7/14)
- Class12 Group project: making prototype (4th 7/14)
- Class13 Final presentation and feedback from the company (3rd 7/21)
- Class14 Final presentation and feedback from the company (4th 7/21)
- Class15 Final report (The deadline will be announced in the class.)

ASSESSMENT

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

TEXTS

All materials will be provided in class or online.

S4200 SUMMER ACADEMIC STUDIES K

HISTORY OF WESTERN ART

INSTRUCTOR	Rumi ITO
CLASS CAPACITY	30 CJS students
LANGUAGE USED IN CLASS	Japanese only, but if necessary, I will explain in English.
JAPANESE LEVEL	Summer Japanese V A or higher
AUDITING	Permitted

COURSE DESCRIPTION

This course is designed to conform with the objectives stated in Nanzan University's Diploma Policy 1 (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 Western art from Modern times to the present. The course is intended for those who are studying art history for the first time. In particular we will look at how ideas of Western individualism have impacted Western artistic production in the periods under consideration, focusing on particular artists and their representative works.

COURSE GOALS

1. To develop an understanding of how Western societies have given impacts upon the Western art history since the 19th century.
2. To develop a deeper understanding of the various movements (isms, etc.) in the Western art history since the 19th century.
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 work.

COURSE SCHEDULE

1. Introduction and orientation: Description of the course and the goals
2. Romanticism and Realism
3. Impressionism 1
4. Impressionism 2
5. Responding to Impressionism and Japonism
6. Post impressionism 1
7. Post impressionism 2
8. Symbolism
9. Fauvism and Expressionism
10. Cubism and De Stijl
11. Constructivism and Abstract art
12. Dada and Surrealism
13. Pop Art
14. Summary
15. Final Report

ASSESSMENT

Class participation (20%), assignment submission (30%), and final report (50%)

•Class participation includes attitude during class, journal submission status for each class, etc.

- Class participation also includes interactive group discussion about the artwork.
- Assignments (20 out of 30%) include artwork. Grades can be viewed on WebClass.

TEXTS

There are some recommended texts, which will be introduced in the first class.

S4210 SUMMER ACADEMIC STUDIES L

CULTURAL PATTERNS IN JAPAN AND BEYOND

INSTRUCTOR	Fern SAKAMOTO
CLASS CAPACITY	10 CJS students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
AUDITING	Not permitted

COURSE DESCRIPTION

In this course students will understand and critically analyse different cultural theories and use those to examine the concept and nature of culture in Japan (and beyond) from various perspectives. The course will be delivered using an active-learning approach. All students are expected to participate actively in discussions. At the end of each class students will be asked to write a reflection that describes their discoveries and opinions related to the class content. At the end of the course students will need to write an essay outlining what they have learned through the course.

COURSE GOALS

Through this course students will critically consider the concept of culture and culture in Japan. By the end of the course, students should be able to:

1. Understand that values and communication styles differ
2. Identify elements of their own cultural filters
3. Consider the connections between society, history and cultural values both in and beyond Japan
4. Learn about various cultural theories and practice applying those
5. Participate in and lead discussions related to culture
6. Develop an appreciation and understanding of diverse cultures and values within and beyond Japan

COURSE SCHEDULE

1. Conceptualising Culture
2. Japanese Culture and Essentialism
3. Oz Moments
4. Culture Models
5. Poster Presentations
6. East Meets West
7. The EAD
8. Trompenaar's Cultural Dimensions Part 1
9. Trompenaar's Cultural Dimensions Part 2
10. Student-led Discussions Part 1
11. Student-led Discussions Part 2
12. Japan and "The Culture Map"
13. Dimensions of Culture in Japan
14. Final Reflection: Essay

ASSESSMENT

30% weekly reflections and discussion contributions
10% poster presentation
30% discussion leading
30% final essay

TEXTS

None. Materials will be provided by the instructor.

S4220 SUMMER ACADEMIC STUDIES M

SPAIN'S WORLD HERITAGES AND THEIR BACKGROUND

INSTRUCTOR	Tomonari NAGATA
CLASS CAPACITY	5 CJS students
LANGUAGE USED IN CLASS	Japanese and Spanish
JAPANESE LEVEL	Summer Japanese VI A
AUDITING	Not permitted

COURSE DESCRIPTION

This class is conducted in a lecture format.

Spain has many World Heritage Sites. Through the study of these World Heritage Sites, Spanish history and geography will be unraveled. As the lectures are mainly based on the instructor's personal experiences, it is not possible to complete the course by simply attending the lectures.

Ultimately, students are expected to write a report using their own ideas while referring to the lectures.

COURSE GOALS

Understand Spain's World Heritage Sites.

Through examining the World Heritage Sites, you will understand the history, culture, geography, etc. behind them.

COURSE SCHEDULE

- Class 1 Outline of the lecture
- Class 2 Geography of Spain
- Class 3 Overview of Andalusia
- Class 4 Cathedral, Alcázar and Archive of the Indies in Seville
- Class 5 Historic Centre of Cordoba
- Class 6 Alhambra, Generalife and Albaicín districts of Granada
- Class 7 Overview of the Northern Regions of Spain
- Class 8 Pilgrimage Route to Santiago de Compostela
- Class 9 Overview of Catalonia
- Class 10 Works of Antoni Gaudi
- Class 11 Overview of Castile
- Class 12 Old Town of Ávila and Churches Outside the Walls
- Class 13 Historic City of Toledo
- Class 14 El Escorial Monastery and Ruins in Madrid
- Class 15 Final Report

ASSESSMENT

30% class participation and 70% final report.

TEXTS

Materials will be provided each class.

S4320 SUMMER ACADEMIC STUDIES P

FINANCIAL ACCOUNTING SEMINAR: JAPANESE BUSINESS (SOCIETY AND CULTURE)

INSTRUCTOR	Akihiro NOGUCHI
CLASS CAPACITY	5 CJS students
LANGUAGE USED IN CLASS	Japanese and English
JAPANESE LEVEL	Summer Japanese V A or higher
AUDITING	Permitted

COURSE DESCRIPTION

If there are CJS students registered for this course, the contents will be adjusted so that there will be enough time for discussing about Japanese Business, Society, and Culture in Japanese and/or in English.

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.

COURSE GOALS

If there are CJS students registered for this course, the course goal will be exchange of views about Japanese Business, Society, and Culture.

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 (If there are CSJ students registered, following plan will be modified)

- 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

ASSESSMENT

Class Participation 60%; Tests 40%

TEXTS

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

S4350 SUMMER ACADEMIC STUDIES S

DIVERSITY IN JAPAN: WHY ARE DEI POLICIES SO POPULAR IN JAPAN?

INSTRUCTOR	Robert CROKER
CLASS CAPACITY	10 CJS students
LANGUAGE USED IN CLASS	English and Japanese
JAPANESE LEVEL	None required, although intermediate and advanced students would find this class suitable to discuss contemporary Japan.
AUDITING	Not permitted

COURSE DESCRIPTION

DEI (Diversity, Equity, Inclusion) policies are out of favor in the United States and contested in some European countries, but they are very popular and widespread in Japan. This might be surprising, given that Japan is often thought to be a homogeneous society that lacks diversity. The truth is that in many respects Japan is as diverse as any other OECD country (the number of women working, people with disabilities, and LGBTQ+ people, and regional diversity), but less so in other respects (the number of foreigners living in Japan, ethnic minorities). So, Japan is not a society without diversity; rather, it is a society where diversity is difficult to see. This makes DEI policy agenda setting and design difficult, but does not reduce the challenges faced by many Japanese people in their daily lives.

This course explores why DEI policies are so popular in Japan despite the invisibility (or marginalization) of some social groups. Using case studies of working women, people with disabilities, LGBTQ+ people, and foreigners living in Japan, the course traces the four steps of DEI policy making in Japan: agenda setting, design and framing, implementation, and evaluation. This course, a seminar course for third-year policy studies' sociology majors, gives you the opportunity to talk in depth with local students about the social challenges that people living in Japan are facing, and how Japanese society is responding. It is an active, interactive, and engaging course.

COURSE GOALS

1. Understand why DEI policies are so popular in Japan.
2. Become familiar with the social challenges facing four social groups in Japan (working women, people with disabilities, LGBTQ+ people, and foreigners living in Japan), and compare the different ways that DEI policy works for each group.
3. Learn about the four steps of DEI policy making in Japan: agenda setting, design and framing, implementation, and evaluation.
4. More broadly, develop a deeper understanding of the challenges facing Japanese contemporary society and culture, and how these challenges are being met - or not.

COURSE SCHEDULE

Introduction:

Class 1: Definitions of DEI: Why are DEI policies so popular in Japan?

The DEI Policy Process:

Class 2: Agenda setting: Which social groups are on the agenda - and which are not? Who decides?

Class 3: Policy design and framing: How is DEIB policy designed in Japan? Which approaches are used?

Class 4: Policy implementation: Which levels of government implement DEI policy? What challenges do they face?

Class 5: Policy Evaluation: How - and by whom - is DEI policy evaluated (and challenged) in Japan?

Final Presentations:

Class 6: Final presentation preparation

Class 7: Final presentations: to students from other seminars in the Faculty of Policy Studies (in English or Japanese), in groups of three students (including local students), about a case study of one social group

Final Examination: Reflecting upon the DEI policy process in Japan

ASSESSMENT

Four weekly reading summaries (10% each): 40%

Final presentation slides (20%) and script (20%): 40%

Final examination: 20%

TEXTS

Materials will be provided in class and uploaded to WebClass.

OTHER PREREQUISITES

To be curious about the social challenges that people living in Japan are facing, and how Japanese society (and its institutions) are responding to them.

S4360 SUMMER ACADEMIC STUDIES T

EXPLORING COMMUNICATION IN JAPAN WITH JAPANESE STUDENTS

INSTRUCTOR	Masanori KITAMURA
CLASS CAPACITY	5 CJS students
LANGUAGE USED IN CLASS	Japanese (partially in English)
JAPANESE LEVEL	Summer Japanese III A or higher
AUDITING	Not permitted

COURSE DESCRIPTION

This course is jointly offered by CJS and the Department of Global Liberal Studies. It is conducted primarily in Japanese, with partial use of English. The course explores communication in Japanese through discussions and presentations conducted collaboratively with Japanese students. Even if international students study Japanese vocabulary and grammar diligently, this does not necessarily guarantee effective communication with Japanese speakers. Communication difficulties often arise from culturally specific communication styles and implicit assumptions (for example, the meaning of “だいじょうぶです” varies depending on the context). Conversely, from the perspective of Japanese students, this course provides an opportunity to recognize that what is natural to them may not be obvious to international students. Through collaborative work, international and Japanese students will share differences and challenges in communication styles and explore more effective ways of communicating in Japan.

COURSE GOALS

1. To understand the difference between first and second language communication
2. To identify and understand differences in communication styles
3. To understand and critically reflect on implicit communication in Japan
4. To collaboratively explore differences in communication styles with Japanese students and present the outcomes

COURSE SCHEDULE

- Class1 Course Overview and Structure
- Class2 Japanese Language Learning among International Students: Current Trends and Issues
- Class3 Communication Styles in Japan
- Class4 Implicit Cultural Norms in Japanese Society
- Class5 Group Work for Final Presentations (Part 1)
- Class6 Group Work for Final Presentations (Part 2)
- Class7 Final Group Presentations
- Class8 Final Report

ASSESSMENT

Class Participation 35%; Presentation 35%; Final Report 30%

TEXTS

Materials will be provided each class.

S6100 SUMMER FOUNDATION STUDIES A

JAPAN AND THE GEOPOLITICS OF THE ASIA-PACIFIC

INSTRUCTOR	David M. POTTER
CLASS CAPACITY	20 students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
AUDITING	Permitted

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.

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 and submission of final report

ASSESSMENT

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

TEXTS

Purchase required:

Derek McDougall (2024) *Asia Pacific in World Politics, 3rd edition*

S6200 SUMMER FOUNDATION STUDIES B

CONTEMPORARY JAPANESE CULTURE

INSTRUCTOR	Louise HAYNES
CLASS CAPACITY	26 students
LANGUAGE USED IN CLASS	English
JAPANESE LEVEL	Not required
AUDITING	Not permitted

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 and retirement. 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 done for homework; you will also participate in discussions lead 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.

COURSE GOALS

To understand:

1. the main life stages of the lives of young Japanese people, and into early adulthood and retirement.
2. key concepts around gender, and be able to apply them to the lives of Japanese people.
3. the experiences of young Japanese people, focusing on their gender expectations and performance, concerns and hopes, visual culture, sexuality, and expectations for marriage and work life.

COURSE SCHEDULE

- Class 1 (Fri 6/5): Lecture & Discussion: Life course stages in Japan
- Class 2 (Tue 6/9): Discussion: Introduction to gender
- Class 3 (Fri 6/12): Reading 1: The “salaryman” and the “full-time housewife”
Charlebois 2014 Chapter 1, Hidaka 2011
- Class 4 (Tue 6/16): Reading 2: Child raising
Holloway 2010 Chapter 3 and Chapter 7
- Class 5 (Fri 6/19): Reading 3: Youth masculinities
Mesimäki 2017
- Class 6 (Tue 6/23): Reading 4: Gender and visual culture
Holden 2012
- Class 7 (Fri 6/26): Reading 5: Gender and fan groups
Dent-Spargo 2017

- Class 8 (Tue 6/30): Reading 6: Sexuality
Baudinette 2020, Dale 2020, Wallace 2020
- Class 9 (Fri 7/3): Reading 7: Women and men in marriage
Alexy 2020, Ezawa 2020, Ishii-Kuntz 2019
- Class 10 (Tue 7/7): Reading 8: Gender and work
Tso & Nanase 2017
- Class 11 (Fri 7/10): Reading 9: Growing Old in Japan
Bethel 1992; Platz 2011
- Class 12 (Tue 7/14): Reading 10: Students' own topics
- Class 13 (Fri 7/24): Final written reflection

ASSESSMENT

Reading Summaries	10 readings, 5% each = 50%
Interviews/Reflections	4 interviews, 5% each = 20%
Final written reflection	2 questions, 15% each = 30%

Before class preparation:

Before class, read the assigned reading(s) and write a one- to two-page summary, with discussion points and questions = 50% (5% each summary)

Interviews: your time (50 mins / week X 4 interviews)

Interviews and your written observations = 20% (5% each interview)

Final written test:

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

Write answers to two questions = 30% (15% each question)

TEXTS

All materials are available on WebClass.

OTHER PREREQUESTIES

A deep interest in and curiosity about contemporary Japanese society.

S8110 JAPANESE ARTS A

FLOWER ARRANGEMENT (*IKEBANA, KADO*)

INSTRUCTOR	Yoshimi HIRUNAMI, Yoshihiro KANAMORI
CLASS CAPACITY	25 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE 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. In each class, two arrangements will be created using the same flowers.

COURSE GOALS

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

COURSE SCHEDULE

Week1 The rising form (tateru katachi) with two kinds of materials
Week2 The inclining form (katamukeru katachi) with two kinds of materials
Week3 The radial form (hiraku katachi)
Week4 The upright style (chokuritsu kei) with two kinds of materials
Week5 The slanting style (keisha kei) with two kinds of materials
Week6 The rising form (tateru katachi) with three kinds of materials
Week7 The inclining form (katamukeru katachi) with three kinds of materials
Week8 Final examination

ASSESSMENT

Class participation 50%, examination 50% (students are required to arrange one form from the above)

TEXTS

Text in English is distributed.

Materials are provided.

S8130 JAPANESE ARTS B

JAPANESE CULTURE AND TEA CEREMONY (*SADO*)

INSTRUCTOR	Fumie KOJIMA, Ari NOZAKI
CLASS CAPACITY	10 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE LEVEL	Not required
AUDITING	Not permitted

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.

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

Week 1 Rules of behavior for guests

Week 2 Making the tea (a simplified form)

Week 3 Tea ceremony setting and utensils

Week 4 *Sado* and *zen*

Week 5 Harmony with nature

Week 6 *Sado* manifests many aspects of Japanese culture

Week 7 Rikyu (利休)

Week 8 Spread of popularity of the tea ceremony and its history, Test

ASSESSMENT

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

THINGS TO BRING

Handkerchief, socks (No bear feet allowed)

TEXTS

N/A

S8140 JAPANESE ARTS C

TRADITIONAL JAPANESE DANCE (*ODORI*)

INSTRUCTOR	Yoshinosuke NISHIKAWA
CLASS CAPACITY	25 students
LANGUAGE USED IN CLASS	Japanese only
JAPANESE 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).

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 Try to dance a Japanese traditional dance (memorizing the Sakura dance and give a dance presentation in the final lesson)
- Week 5 Learn how to wear various types of *kimono* and how to use props
- Week 6 Try to dance female roles; rehearsal for presentation
- Week 7 Learn make-up of female roles
- Week 8 Final examination on the rules of courtesy and dance after learning make-up in Japanese traditional dance

ASSESSMENT

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

TEXTS and ATTIRE

Textbooks: None

Attire: 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.)

S8150 JAPANESE ARTS D

JAPANESE MARTIAL ARTS (*BUDO*)

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

COURSE DESCRIPTION

This course combines discussion and practical training to explore Japanese martial arts (budo) through karate. Each class begins with a brief overview, followed by a discussion on the history, development, philosophy, and role of Japanese martial arts in modern society. In the second half, we will move into hands-on practice, learning basic karate techniques such as kicks, punches, and blocks. The aim of the course is to give you both a practical introduction to karate and a deeper understanding of the cultural mindset behind bu do. Active and thoughtful participation is expected throughout.

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: Introduction of Gendai Budo

Week 3: Japanese Budo in Modern Society: School Curriculum & Community-Based Budo

Week 4: Budo Philosophy: Overview

Week 5: Budo Philosophy: Karate Philosophy

Week 6: Budo Philosophy: Kendo Philosophy

Week 7: Global Influences: Japanese Budo as a Cultural Export

Week 8: Review

ASSESSMENT

Class participation 60%; Final written report 40%

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.

2026 Summer Japanese Program

南山大学 外国人留学生別科

Center for Japanese Studies, Nanzan University



NANZAN UNIVERSITY