
ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN 2 credits (Spring)

日本における芸術と文化／アートワークショップ 2 単位 (春学期)

ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN 2 credits (Fall)

日本における芸術と文化／アートワークショップ 2 単位 (秋学期)

"ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN"

HISHIYAMA, YUKO
菱山 裕子

Course Description:

This course is designed to provide both international and Japanese students who are interested in art. The goal of this workshop is to give students a firm grounding in cultural, social, historical, and practical aspects of art in contemporary Japan. Students in this course will engage in diverse activities both in and outside of class within this multicultural student body. The activities include workshops, field trips, and research. It is from comparative culture or intercultural communication perspectives with student-centered learning experience of Japanese art.

Textbooks:

There will be no textbook for this class.

Reading assignments will be given as handouts.

Reference Books:

Recommended readings will be provided by the lecture.

Course Plan:

1 Introduction.

Japanese handicrafts 1

Traditional technique of Japanese handicraft. Understanding of craftsmanship.

2 Japanese handicrafts 2

Workshop.

Traditional technique of Japanese handicrafts. Understanding of craftsmanship.

Experience of traditional handicrafts.

3 "Self-portrait" 1

Studio work.

Drawing, Painting, Photo, Illustration, Computer Graphics, etc.

Students will express themselves on a sheet of paper. After accumulating various experiences in Japan, in their own countries and others. Construct it in their own way. Students are encouraged to emphasize originality in their work.

Presentation after the completion of the work.

4 "Self-portrait" 2

Studio work.

Students will express themselves on a sheet of paper. After accumulating various experiences in Japan, in their own countries and others. Construct it in their own way. Students are encouraged to emphasize originality in their work.

Presentation after the completion of the work done.

5 Culture in Japan 1

Small trip to Shitamachi area. Research and sketch/photo shooting.

Research of townscape. Architecture. Garden. Shop sign/designs.

Advertisements. Making a collage and a story with recorded photo images/sketches.

6 Culture in Japan 2

Small trip to Shitamachi area. Research and sketch/photo shooting.

Research of craft, arts, food and fashion. Visiting artists' studio or exhibition, and discussion with artists. Research on a Japanese fashion style.

Making a collage and a story with recorded photo images/sketches.

Research trip might be held outside of class hours.

7 Japanese Traditional Performing Arts 1

Lecture and workshop.

Studying about Japanese classical theater art.

8 Japanese Traditional Performing Arts 2

Lecture and workshop.

Studying about Japanese classical theater art. Might visit to related facilities outside of class hours.

9 Architecture, Design and Contemporary Art in Japan 1

Students study a Japanese architecture and his works. Research and understanding of designs in Japan. Visiting museums in class hours.

10 Architecture, Design and Contemporary Art in Japan 2

Students study a Japanese design and Contemporary Art. Research and understanding of designs in Japan. Visiting museums in class hours.

11 Today's Performing Arts in Japan 1

Workshop.

Studying about stage art, costume design, sound design, performance.

12 Hand Lettering, poster designs and typography inspiration.

Studio work.

Illustrations, Manga, Character Design. Flier/poster design for student art exhibition.

13 "Student Art Exhibition"

Curate an Art Show. Presentation of students' art works and Wrap-up. Discussion. Critique.

14 "Student Art Exhibition"

Curate an Art Show. Presentation of students' art works and Wrap-up. Discussion. Critique.

Other Coursework and Assignments

Method of Evaluation:

平常点：出席状況および授業態度による評価 Attendance & Class Participation

レポートによる評価 Writing Assignments

その他 Other : art projects, presentations

JAPANESE PRODUCTION MANAGEMENT SYSTEMS

2 credits (Spring)

日本の生産管理システム 2単位(春学期)

KHOJASTEH, YACOB
ホジャステ, ヤコブ

Course Description:

This course provides an introduction to production management and presents tools and techniques mostly used by Japanese companies to manage and control their production systems. It provides the students with the necessary concepts, tools and methods to understand the production management systems and the logic behind the various planning, scheduling, control and decision techniques used by Japanese companies today. Essential Japanese production management concepts such as Toyota's production systems, just-in-time, Kanban and Kaizen will be covered. It also covers traditional and modern Japanese production systems and those control systems being practiced in Toyota.

Textbooks:

Lecture handouts will be provided as the course proceeds.

Reference Books:

- Monden, Y. (2012) *Toyota production system: an integrated approach to just-in-time*, 4rd edition, Engineering & Management Press
- Khojasteh, Y. (2016) *Production Control Systems, A Guide to Enhance Performance of Pull Systems*, Springer
- Khojasteh, Y. (2018) *Production Management: Advanced Models, Tools, and Applications for Pull Systems*, CRC Press

Course Plan:

- 1 Course introduction
- 2 Toyota production system
- 3 Toyota's Just-in-Time (JIT) systems
- 4 Kaizen and continuous improvement techniques
- 5 Productivity improvement in production systems
- 6 Inventory management
- 7 Aggregate planning and scheduling
- 8 Material requirements planning (MRP)
- 9 Enterprise resource planning (ERP)
- 10 Planning and scheduling in production systems
- 11 Short-term scheduling in production systems
- 12 Managing production projects I
- 13 Managing production projects II
- 14 Course review

Other Review and exam

Method of Evaluation:

Attendance	10%
Assignments	60%
Final Exam	30%

JAPANESE COMPANY INTRODUCTION AND FACTORY VISITS 2 credits (Spring)

日本企業の紹介と工場見学 2単位(春学期)

Real live introductory field study to Japanese Industry

DRUMMOND, DAMON
ドラモンド, ダイモン

Course Description:

This course is specifically aimed toward catering for short term international exchange students to introduce in a practical way both Japanese industrial and corporate systems.

Classes will introduce background Japanese industry and corporate knowledge. Then actual field visits will be conducted to various organizations to gain a real life insights.

The objectives of this course are to:

- 1 Enable students to understand how major Japanese contemporary industries operate and key functions or contributions to the Japanese economy.
- 2 Develop the students knowledge and awareness of the real nature of the Japanese industrial system by its history, theory and live real observation.

Textbooks:

Carter, W., 2010, Japanese Industry, ASK ISBN 4872170857

Sato, K., Hoshino, Y., (Eds) 2011, The anatomy of Japanese business, Routledge

Reference Books:

Aoki, M., Dore, R., (Eds) 2008, The Japanese firm : the sources of competitive strength, Oxford University Press

Abbeglen, J.C., 2006, 21st-century Japanese management: new systems, lasting values, Pelgrave

Various other papers to be distributed in class and from field visits.

Other readings and materials will be provided in class.

Course Plan:

- 1 Introduction to the course process and assignments
Overview of the Japanese economy and government
- 2 The Japanese Corporate Inc
Briefing on Government, Primary industry and Steel production
- 3 Primary industry visit (eg., JFE Steel, National Diet, etc)
- 4 Primary industry visit
- 5 Debrief of Primary Industry
Briefing on Secondary industry and manufacturing
- 6 Secondary Industry visit (Mitsubishi-Fuso, Nissan, Nissin, Toshiba etc)
- 7 Secondary Industry visit
- 8 Debrief Secondary Visits
Briefing on Tertiary and services sector
- 9 Visits Tertiary and services sector (Securities Commission, JSX Arrow, JAL etc)
- 10 Visits Tertiary Industry and Services Services
- 11 Debrief Tertiary Industry Services
Briefing on Government sector and its Society role
- 12 Government Visit (eg., MIETI, National Diet, Police Agency etc)
- 13 Debrief on Government Services
Class Presentations
- 14 Class presentations on industrial sectors

Other The scheduled will be amended as required. A Facebook page will be created for class sharing of updates. E&OE

Lecturer's Comments to Students:

It is EXPECTED that all members attend and participate in the every week of class!! First week will be most important. Attendance of 80% of classes is required to be eligible to complete (Special or academic leave excluded).

TAKE NOTICE From the second week class field visits will begin. On many occasions there will a meeting point may be off campus at a railway station. These will likely be at a distance from campus and take time to commute to each location. On some occasions, visits will require the use

of a microbus which will be at a shared cost to members. The likely cost of this will be around 2,000 yen per member per time.

Each member must take their own responsibility to adhere to time schedules and be attentive to assembly times. Most visits will be compulsory. Some supplementary may also be offered.

Participation and personal performance on in-class exercises and discussions will be viewed as marks for assessment performance. The quality of participation is as important as the quantity of participation. Keep in mind that it is impossible to participate if you do not ATTEND.

In this subject you are expected to spend in-class time plus double that for out of class time a week completing out of class reading, class preparation and assignments.

Every member must at least successfully complete each part of the assessment to be overall successful in the course.

Written submissions style:

The style guide for all written submissions should be based upon a modified version of that set out in the Academy of Management style guide, refer: <http://aom.org/publications/amj/styleguide/> or close to Chicago or Harvard style.

Teaching Methodology:

There is limited time for the standard lecturing approach. Rather class time will be devoted to action interactive learning discussing materials provided.

In order for this approach to work, it will be necessary for the students to complete assigned readings BEFORE class. This work is individual and ongoing.

The course will focus primarily upon the application of knowledge acquired in the various industry specialty topics plus an expansion of this knowledge.

Therefore, the course will be comprised of four student centered elements:

- 1) Readings to give a broad knowledge to contemporary Japanese industry issues.
- 2) Field visits to live leading organizations.
- 3) Analysis of what companies are doing and their future next steps. And,
- 4) Discussion and action learning about the above.

This course is a unique opportunity to experience and learn live about the Japanese industrial system. Be enthusiastic, alert, engaged and you will learn and experience something about Japan.

*Please note that members who register for this Spring 2nd quarter only course are expected to keep 2nd period free of Mondays due to factory visit movement schedules, etc. (ie., we will use all of Monday mornings for our classes.)

Report format:

Members are expected to reflect on each visit and comment on the following five points adding your opinion and some relevance to any academic references where possible.

- 1) What two things, or more, did you learn during your visit about Japanese management and or industry?
- 2) What did you smell, feel, see or touch that you have never done before and what does it add to your Japan industry experience?
- 3) How did you most benefit from this visit?
- 4) What do you think that can make this visit more useful to you?
- 5) What management or industry related question about the visit do you still have?

All reports should be done on word.doc A4 paper size with name top right 1st page. Please add any references for any cites used. Title on file should reflect your name as on Keio.ID and submitted to the Keio campus terminal page for this report.

Method of Evaluation:

The course evaluation is broken into the following components and a requirement.

1) Reports - Any eight visit reports following the guideline. 60%

2) Final report and presentation 40%

- There is a course attendance requirement of 80% attendance to class periods to be eligible for grading (excluding academic or student leave).

After at least eight of the field visits, members will be expected to submit a summary report concerning observations and learning which will make up 60% of the total marks (About eight).

At the end of the course, a team report and presentation indicating major observations about Japanese corporations and what are there special characteristics supported by what was experienced from the visits or classes will be required. 40% of the total mark.

TAKE NOTICE:

1) Any assignment deadlines missed will be penalized 10% immediately and 1% per day thereafter.

2) Weekly means each week is assessed independently and not in a summary review. Peer review includes ratings by other class members of your team contribution and impacts upon your individual assessment for that section of work.

3) The above is subject to change and to be confirmed in the 1st week of classes.

4) Members must be successful in each section of the above assessment to be successful.

E&OE.

Questions/Comments:

Any queries or comments may be addressed to the course facilitator, Damon Drummond by email damondrummond@mac.com or by other means.

OTAKU CULTURE IN JAPAN AND ITS TRANSNATIONAL
RELATION 2 credits (Spring)

日本のオタク文化と多国籍の関係 2 単位 (春学期)

OTAKU CULTURE IN JAPAN AND ITS TRANSNATIONAL
RELATION 2 credits (Fall)

日本のオタク文化と多国籍の関係 2 単位 (秋学期)

SUGIURA, KAZUNORI
杉浦 一徳

Course Description:

"Anime", "Game", "Comic", and "Cosplay" are some of the aggressive and innovative forms of popular culture in Japan that spread through worldwide. Enthusiast of such popular culture are called "Otaku" in Japan. It also delivers a new sense of atmosphere in terms of "Kawaii", and "Moe". These so called "Otaku" cultures are now focused throughout the globe and giving Japan an important role to enhance its innovative creativity. These contents and subcultures distributed from Japan have created trans-national cultural boom referred to as "Japan Cool" or "Cool Japan" and now creating an inevitable cultural influence. Furthermore, political strategy suggests favorable international competitiveness to claim these cultural deliverables as the seeds of creativity influencing its national branding.

Objective of this course is to understand how the roots of these otaku cultural activities in Japan have expanded internationally as one of Simulacra with creators, and activists of the fields: How the technology has been created and knowing its real motivation to drive these sub-cultural activities. This course will first address the backgrounds and characteristics as well as its innovative expansion of "Otaku" culture recognized internationally, that were once born in the age of competing creativity that comes from Social Darwinism inherent during the phase of its economic growth and development of Japan.

This course will share the history of "Otaku Culture" and its technology in Japan from three perspectives. 1) Potential of expression process 2) Digital Content technologies that are being applied 3) Breakthrough of "Otaku Culture" influenced by Trans-nationalization and Internationalization. We will learn the creation process of media contents, games, and expressions for the next generation, especially learning and understanding technologies and methods to become a representative of "Otaku Culture creator and producers". We will discuss with participants, the next generation evolving reinvented, recreated animation, games, and expression contents produced internationally outside of Japan, especially from Asia. This course will also introduce you to get use to the views, methodologies, and ideologies based on "Otaku" with practical evidence, together with knowing the route in psychological process of satisfying desire and greed with its otaku creativity.

Textbooks:

Text books and materials will be announced during the lectures.

Reference Books:

Text books and materials will be announced during the lectures.

Course Plan:

- 1 **"Japanese Otaku Culture Surrounded and Distributed in Akihabara"** There are always relations between the Japanese "Otaku Culture" and its distributed location. "Akihabara" is one of the areas in Japan making an excessive influence on "Otaku Culture". The first three weeks of this course will start out with introduction, and understanding a place called "Akihabara" in Tokyo: a presentation layer of Japanese "Otaku Culture". We will also learn the "Shift", "Change" and "Transformation" in Akihabara to analyze based on social cultural perspective. We will also share virtual tour to "Akihabara" with videos. During this virtual tour, we will check the co-existence of "Media Contents (Software)", "Hardware" and "Service" in Akihabara, influencing and re-inventing each other creating endless cycle of evolution.
- 2 **"Akihabara Tour"**
We will be creating a group. The entire group will be going to Akihabara as a walking tour with some of the themes discussed on first class. During the tour, we will check the co-existence of "Media Contents (Software)", "Hardware" and "Service" influencing and re-

inventing each other creating endless cycle of evolution inside "Akihabara" We will also keep in mind its changes in evolution while we do our next tour in the latter half of this course in spare time. Please note it is not mandatory to join this Akihabara tour if you are already a frequent Akihabara tourist.

3 **"Video Game Console and Gaming Industries Part 1"**

Nearly 40 Years have passed since video games has infiltrated in our culture. Second day, we will look into the history of game industries to know the creative evolution with its technologies behind. The interactive design, including game design, are "transparent design" which you cannot see in reality, but within the game itself. We will learn the implementation of these designs rooted on psychological desire, sense and physical instinct of "Otaku". Meritocracy coupled together with metacognition are also important factors on video gaming.

4 **"Video Game Console and Gaming Industries Part 2"**

5 **"Gaming and Network"**

Networks, connecting computers on both ends, actually connected a peoples' interaction that are using them. This session will introduce the figurative implementation based upon Japanese "Omotenashi" pursue and technology used in the network games.

6 **"Doujin and Comike Part 1"**

Creative contents sold in Comike (Comic Market) and Doujin conventional events are the essence for the Otaku people in Japan and now spreading worldwide. We will learn the kinds of contents being created and distributed in such events, and also know the facts, motives, and technologies of the most famous and attractive otaku events of all: "Comike", more than 650 Thousand people participate in only 3 days. We will also look into the management and operation process of such "Otaku" event.

7 **"Otaku Event Management"**

Otaku is somewhat socialized people. we will discuss about how otaku events are being handled and managed.

8 **"Cosplay and Event"**

"Role-playing" to become Anime and Comic character is once given birth by the "board game" ages. Japanese Otaku cultures have evolved such "role-playing" to one of MR (Mixed Reality) transparent expression. We will understand the expression techniques, technologies of "Cosplay", and also seek into rational desires contained in its expressions. Anime and Comike cultures have given new expression to creativity.

9 **"Kigurumi"**

Kigurumi is a new expression scheme to become a character of contents. In this session, we seek how otaku kigurumi enthusiasts experience the kigurumi culture.

10 **"Creative Expression (Ita-sha and ETC)"**

Majority of Otaku creations are disclosed and presented to public as a work of art and as a cultural expression. We will seek the evolution principle of Otaku culture based on handicap principle expressed by Amotz Zahavi. We focus on Designs of "痛車(Ita-sha or Ouch Cars), decorating stickers or directly painting an Anime characters to body of the car. What are the psychological backgrounds and motivations to create such art? What are the creative technologies used for creation? How can we apply these powers to new innovations?

11 **"Idol and Passionate/Braves:漢(おとこ), Instinct, sense, and desire Part 1"**

Otaku(Wotaku) motivated from Idols are also called as Passionate / Braves: "漢(おとこ)". Within these practices of ever-changing popularity against the collection of idols, we will seek into its management and stealth marketing strategy to keep these Wotaku in a position to support Idol (Ideal) world. With a specific example, we will also discuss the limitation in the Idol market based on its capitalism society of passionate Wotaku organizational cohesion community equipped with its social Darwinism.

12 **"Moe, Simulacra, Desire, and Motivation"**

What is "Moe(萌え)"? With specific example of creation from pop cultures, we will seek for the hints of its origins and essence. Why is there a culture that created a character called "Otokonoko(男の娘)": a

Boy in cute girls' outfit? With a mixture of the pop culture and the Real world that we live in, we will evaluate a form of "Moe" based upon some of the perspective such as a life given from creation of "Lolicon: Lolita Complex", and "Shota" or the personification of inorganic forms(擬人化).

13 "Group Work Presentation"

You have 2 Akihabara tours during the course to see the rapid shifts and changes in Japanese pop culture, we will have all the groups to do the presentation based on the theme of "Akihabara: the Shifts and changes".

14 "Future of Otaku"

Contents created by so called "Cool Japan" does not originate from Japan, but from all over the world. We will see how the origins of Japanese pop culture have re-innovated and developed outside of Japan and now re-influencing the Japanese pop culture. With all the classes we discussed, we will summarize this course to recognize the collaborative possibilities based on Otaku pop cultural activities

Other Participants will be going to Akihabara twice during the term. First visit will be done as part of lecture. You are required to go to Akihabara during 11 - 13th lecture.

Lecturer's Comments to Students:

This lecture will be held in English, and if required, in Japanese as well. Some of the terminology will be in Japanese (You will need to learn some Otaku terminology in Japanese as well as in English).

Contents created by so called "Cool Japan" does not originate from Japan, but from all over the world. Class will share the origins of Japanese pop culture have re-innovated and developed outside of Japan and now re-influencing the Japanese pop culture. With all the classes we discussed, we will summarize this course to recognize the collaborative possibilities based on Otaku pop cultural activities

Method of Evaluation:

Evaluation Scheme will be as follows:

- 1) Participants to the class, attendance questions
- 2) Submission of Assignments/Reports

Questions/Comments:

TARGET SCOPE:

Target of this workshop is for whom wishes to know further on

- * Japanese Otaku Culture in General
- * How endless seeds of creativity are born
- * Internationalization and Trans-national "Otaku Culture"
- * Knowing from "Comike": World's Largest Otaku Gatherings
- * How it is being managed and steered
- * Knowing the Participants of the event
- * Understanding the future of "Comike"
- * Knowing the technology and techniques behind Otaku
- * Digitalization process of Comics and Anime
- * Cosplay, Kigurumi "Technologies"

Assuming Target:

- * Undergraduates and Graduates:
 - College of Arts and Science
 - Asian Studies (Especially Japanese and Asian Cultures)
 - Computer Science
 - Computer Games, Game Theory, Gaming Industries
 - Communications, Network Technology(Infrastructure)
 - Economics
 - Consumption Society
 - Creative Economics
 - Film Studies
 - Amateur filming
 - Anime and Animation
 - Humanities, Psychologies, Sociology
 - Age of Post Moratorium
 - Japanese
 - Japanese culture
 - Philosophy
 - Logics and Ethics of Otaku Culture
 - Media Studies, Media Production
 - Technology, Arts, and Media
- * Whom have interests in "Otaku Culture"

* Whom involved in "Otaku" Activities

JAPANESE LINGUISTICS IN SOCIOCULTURAL CONTEXT

2 credits (Spring)

社会文化的文脈における日本語学 2単位(春学期)

JAPANESE LINGUISTICS IN SOCIOCULTURAL CONTEXT

2 credits (Fall)

社会文化的文脈における日本語学 2単位(秋学期)

OKUGAWA, IKUKO

奥川 育子

Course Description:

This course is an introduction to Japanese linguistics in sociocultural context. It will be of interest to international students who are interested in the sociocultural aspects of the language, as well as to native speakers of Japanese who aim to research Japanese linguistics or to teach Japanese as a second language. The course covers a wide range of theoretical and empirical perspectives and many examples of each phenomenon. Classes will consist of lectures, discussions, presentations, and a final paper.

Textbooks:

Textbooks and materials will be provided in class.

Reference Books:

A list of references will be provided in class.

Course Plan:

- 1 Introduction
- 2 Language and Culture
- 3 Language and Culture
- 4 Ellipsis
- 5 Ellipsis
- 6 Transitives
- 7 Transitives
- 8 States vs Actions
- 9 States vs Actions
- 10 States vs Actions
- 11 Pragmatics
- 12 Pragmatics
- 13 Research Presentations
- 14 Quiz, Final review

Other Final report

Lecturer's Comments to Students:

Prerequisite: Enrollment in or completion of a K5 level Japanese language course (JLPT, N3 level), or similar, or high proficiency in Japanese.

The number of students in the course is capped at 25. Attendance at the first session is mandatory. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

If you have any questions, please feel free to contact me by e-mail at iokugawa@keio.jp

***All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.**

Method of Evaluation:

Attendance (20%); Participation (20%); Study Guide (10%); Quiz (10%); Research presentations (20%); Final report (20%)

DEEP CULTURE DIFFERENCE : UNDERSTANDING JAPAN
THROUGH CROSS-CULTURAL COMPARISON 2 credits
(Spring)

異文化比較を通じての日本理解 2単位(春学期)

Understanding Japan through Cross-Cultural Comparison

SHAULES, JOSEPH

ショールズ, ジョセフ

Course Description:

Culture has a visible side - food, clothing, architecture - and a hidden side of unconscious beliefs, values and assumptions. In this class we will explore this "cognitive programming" by comparing deep culture patterns in Japan with those of other places. We will focus on how intercultural experiences affect us at the level of the "cognitive unconscious", and do cultural comparison in key areas of deep culture. The ultimate goals of this course are for students to 1) learn about deep culture patterns in Japan and other countries, 2) gain a deeper understanding of culture's unconscious influence over us, 3) learn how get more out of our intercultural experiences, and 4) reflect on our own cultural values and assumptions. The focus is on how cultural difference is experienced, not simply how to describe it from a historical or social perspective. This class is suitable for Japanese and non-Japanese students.

Textbooks:

- The Intercultural Mind: Connecting Culture, Cognition and Global Living, (2015) Shaules, Intercultural Press, Boston

Reference Books:

- Deep Culture: The Hidden Challenges of Global Living, by Joseph Shaules, Multi-lingual Matters, 2007

- The Beginner's Guide to Deep Culture: Beneath the Surface, (2010), Shaules, Intercultural Press, Boston and London

Course Plan:

- 1 First class - The deep culture of Japan
 - 2 The "Oz Moment" and the "international brain".
 - 3 The autopilot - System one versus system two
 - 4 Configuration - The hidden impact of culture
 - 5 Systematic Intuitions - Learning to read cultural patterns
 - 6 Dilemma theory and deep cultural difference
 - 7 The cognition of in-group and out-group
 - 8 Deep Culture and Status
 - 9 Deep culture and our moral compass
 - 10 Deep culture and issues of control
 - 11 Deep culture and time
 - 12 Life spaces, privacy and identity
 - 13 Student presentations
 - 14 Final exam
- Other Independent study

Lecturer's Comments to Students:

Students will be expected to reflect on and discuss their intercultural experiences. The instructor is passionate about the material.

Method of Evaluation:

1. Final Written Exam (40%)
2. Presentation(s) (30%)
3. Attendance, Participation (30%)

HISTORICAL MEMORY IN EAST AND SOUTHEAST ASIA

2 credits (Spring)

東アジア・東南アジアにおける記憶と歴史 2単位(春学期)

HISTORICAL MEMORY IN EAST AND SOUTHEAST ASIA

2 credits (Fall)

東アジア・東南アジアにおける記憶と歴史 2単位(秋学期)

BREHM, WILLIAM C.

ブレイム, ウィリアム C.

Course Description:

This course is a comparative survey of historical memory in East and Southeast Asia. By exploring the ways in which states and ordinary citizens understand their own representations of history as well as their representations of other nations' histories, students will develop understandings of the ways in which historical consciousness both shapes, and is shaped by, political relationships across nation-states.

Textbooks:

Reading assignments will be available online

Reference Books:

Reading assignments will be available online

Course Plan:

- 1 Introduction: Student introductions, course overview
- 2 What is historical memory?
Reading 1: von Leyden, W. (1984). Categories of historical understanding. *History and Theory*, 23(1), 53-77.
Reading 2: Anderson, B. *Imagined Communities*, Chapter 10.
Reading 3: Denton, K.A. (2005). Museums, memorial sites and exhibitary culture in the People's Republic of China. *The China Quarterly*, 565-586.
Movie: <https://www.youtube.com/watch?v=o0d4I-HgRYo>
- 3 **Historical memory in textbooks & the power of forgetting**
Part 1: Textbooks
Reading 1: Bukh, A. (2006). History Textbooks and Historical Memory Construction. *The Waseda journal of political science and economics*, 363, 8-24.
Reading 2: Ngo, F.J. (2014). "Revision for rights? Nation-building through post-war Cambodian social studies textbooks, 1979-2009." In J.H. Williams (Ed.) (Re)Constructing memory: School textbooks and the imagination of the nation (pp. 153-170). Sense.
Recommended reading 1: Bukh, A. (2007). Japan's history textbooks debate: National identity in narratives of victimhood and victimization. *Asian Survey*, 47(5), 683-704.
Recommended reading 2: Dolive, C. (2014). "Publicizing nationalism: Legitimizing the Turkmen state through Niyazov's Rukhnama." In J.H. Williams (Ed.) (Re)Constructing memory: School textbooks and the imagination of the nation (pp. 79-102). Sense.
Recommended 3: Lincicome, M. (2014). In the shadow of the Asia-Pacific War: Rewriting the history of education and childhood in Modern Japan. *Journal of the History of Childhood and Youth*, 7(3), 485-569.
- 4 **Part 2: The Power of Forgetting**
Reading 1: Anderson, B. *Imagined Communities*, Chapter 11.
Reading 2: Araujo, M.P.N. and dos Santos, M.S. (2009). History, memory and forgetting: Political implications. *RCCS Annual Review*, 1.
Recommended reading 1: Curaming, R.A. and Aljunief, S.M.K. (2012). Social memory and state-civil society relations in the Philippines: Forgetting and remembering the Jabidah 'Massacre.' *Time & Society*, 21(1), 89-103.
- 5 **Diplomacy and nationalism through World Heritage and the debate over Comfort Women**
Part 1: World Heritage
Reading 1: Winter, T. (2016). Heritage diplomacy along the One Belt One Road. *The Newsletter*, 74, 8-10.
Reading 2: Brumann, C. (2014). Shifting tides of world-making in the UNESCO World Heritage Convention: Cosmopolitanisms colliding. *Ethnic and Racial Studies*, 37(12), 2176-2192.

Recommended reading 1: Meskell, L. and Brumann, C. (2015).

"Unesco and New World Orders." In L. Meskell (Ed.) *Global Heritage: A Reader* (pp. 22-42). John Wiley & Sons, Inc.

6 **Part 2: Comfort Women**

Reading: Varga, A. (2009). National bodies: the 'comfort women' discourse and its controversies in South Korea. *Studies in Ethnicity and Nationalism*, 9(2), 287-303.

Film in Class: "Comfort Women Wanted"

7 **Nanjing Massacre and Dokdo/Takeshima**

Part 1: Nanjing Massacre

Reading 1: Yoshida, T. (2000). "A Battle Over History: The Nanjing Massacre in Japan." In J.A. Fogel (Ed.). *The Nanjing Massacre in history and historiography* (pp. 70-132). University of California Press.

Recommended Reading 1: Akira, F. (2007). The Nanking Atrocity: An interpretive Overview. *The Asia-Pacific Journal*, 5(10).

Part 2: Dokdo/Takeshima

Reading 1: Bukh, A. (2016). Korean national identity, civic activism and the Dokdo/Takeshima territorial dispute. *Journal of Asian Security and International Affairs*, 3(2), 1-17.

Reading 2: Bukh, A. (2015). Shimane Prefecture, Tokyo and the territorial dispute over Dokdo/Takeshima: regional and national identities in Japan. *The Pacific Review*, 28(1), 47-70.

8 **World War II**

CLASS TRIP TO YUSHUKAN WAR MEMORIAL MUSEUM - DETAILS TBD

Part 1: The untold history of America

Film in Class: "Chapter 3: The Bomb"

9 **Part 2: Yushukan war memorial museum**

Reading 1: Kuo, L. (2014). "The Story of World War II according to Japan's controversial War Museum." *Quartz*.

Reading 2: Yoshida, T. (2007). Revising the past, complicating the future: The Yushukan War Museum in modern Japanese History. *The Asia-Pacific Journal*, 5(12).

10 **Southeast Asia**

Part 1: An authentic Thainess?

Reading 1: Winichakul, T. (1994). *Siam Mapped: A history of the Geobody of a nation*, Introduction.

11 **Part 2: Remembering Angkor**

Reading 1: Winter, T. (2007). Post-conflict Heritage, Postcolonial tourism: Culture, politics and development at Angkor, Chapter 1.

Reading 2: Winter, T. (2003) Tomb raiding Angkor: A clash of cultures. *Indonesia and the Malay World*, 31(89), 58-68.

12 **The Future of Historical Memory?**

Reading 1: Halbwachs, M. (1952), *On Collective Memory*, Preface.

Reading 2: Papazoglou, A. (2016). "The post-truth era of Trump is just what Nietzsche predicted." *The Conversation*.

Recommended Reading 1: Barash, J.A. (2016). Collective memory and historical time. *Práticas da História*, 1(2), 11-37.

13 **Class Presentations: "Critiquing my historical memory"**

No Reading.

14 **Class Presentations: "Critiquing my historical memory"**

No Reading.

Other None

Lecturer's Comments to Students:

The primary format for this course is a participatory seminar. Members of the seminar will be asked to read weekly materials and come to class prepared to discuss them. Class discussion, readings, presentations, simulations, and written assignments will be used. I encourage students to draw on their personal experiences and opinions in discussions and class assignments. Every student brings a wealth of personal experience and practical expertise that will enhance the learning process and make our time together more meaningful. By sharing reflections on our personal, professional, and academic experiences and opinions, we will be able to develop critical understandings of historical memory in this course.

Method of Evaluation:

Participation (30%) - Come to class prepared to discuss the assigned readings, ask questions about the readings, and engage your peers in informed discussion about the assigned readings/topic. Active

participation in class discussions that reflect an understanding and synthesis of assigned readings is the goal. Readings notes must be submitted each week.

Student-led Presentation and Discussion (20%) - Depending on the number of students in the class, individuals or groups of students will be responsible for preparing a presentation on a selected reading for each part of class. When it is your turn to present, you should prepare brief handouts for fellow students and set the stage for class discussion. Further details about the presentation will be discussed in class.

Writing Assignment and Presentation (50%) - “Critiquing my historical memory”: Write a 5 to 7-page essay critiquing a historical memory or narrative you experienced growing up in your local, regional, or national community. Your objective is not only to detail the narrative of your case study but also to critique it using methods/questions learned in class. Each student will give a 5-minute presentation on her/his essay. The written assignment is due and the classroom presentations will take place during Class 8.

Questions/Comments:

Contact: willbrehm@aoni.waseda.jp

Office hours: by appointment only

JAPAN'S POSTWAR RESURGENCE 2 credits (Spring)

戦後日本の再生 2単位(春学期)

The U.S. Occupation and its Legacy

HOLLEY, DAVID R.

ホーリー, デイヴィッド R.

Course Description:

This course will examine the foundations of today's Japan that were established during the U.S. occupation, with its early left-leaning idealism and subsequent shift to conservatism. The class will examine what life was like for Japanese in the early post-war years, the nature of the U.S. occupation, the relationship between Gen. Douglas MacArthur and Emperor Hirohito, the creation of Japan's constitution and other issues that still affect Japan today. We will use as a textbook the Pulitzer Prize-winning book, "Embracing Defeat: Japan in the Wake of World War II," which is a solid work of scholarship that is also highly readable and even entertaining in the drama of its story.

Textbooks:

John W. Dower, "Embracing Defeat: Japan in the Wake of World War II." New York: W. W. Norton & Company Inc. 1999.

Reference Books:

John W. Dower, "War without Mercy: Race and Power in the Pacific War." New York: Pantheon Books, 1993.

Course Plan:

- 1 Overview of course.
- 2 Japanese life immediately after surrender. Economic misery. Displaced persons. Treatment of veterans. Reading: textbook chapter 1, "Shattered Lives."
- 3 Democratization and the American imposition of reforms as "revolution from above." Demilitarization. Reading: textbook chapter 2, "Gifts from Heaven."
- 4 Suffering in the immediate post-war period. Hunger and psychological pain. The difficulties of life reflected in children's games. Inflation. Reading: textbook chapter 3, "Kyodatsu: Exhaustion and Despair."
- 5 The occupiers: Gen. Douglas MacArthur and the new American rulers. Competing analyses of Japan and the Japanese among the Americans. Reading: textbook chapter 6, "Neocolonial Revolution." (We will cover all chapters in the textbook but some of them will be out of order.)
- 6 The Japanese response to American initiatives. Japanese leftist activism and the American shift to conservative policies. Attitudes toward MacArthur. Remorseful intellectuals. Impact of the Cold War. Reading: textbook chapters 7 and 8, "Embracing Revolution" and "Making Revolution."
- 7 The role of Emperor Hirohito in the early post-war period and MacArthur's use of him to achieve American goals. Reading: textbook chapter 9, "Imperial Democracy: Driving the Wedge."
- 8 The remaking of Emperor Hirohito's image. Reading: textbook chapters 10 and 11, "Imperial Democracy: Descending Partway from Heaven" and "Imperial Democracy: Evading Responsibility."
- 9 The creation of Japan's new constitution. Diverging attitudes of the Japanese public and the country's political elite. American drafting of the constitution. Reading: textbook chapter 12, "Constitutional Democracy: GHQ Writes a New National Charter."
- 10 The new constitution's adoption by the Japanese parliament. Reading: textbook chapter 13, "Constitutional Democracy: Japanizing the American Draft."
- 11 The Tokyo war-crimes trial. Japanese efforts to come to terms with the war. Reading: textbook chapters 15 and 16, "Victor's Justice, Loser's Justice" and "What Do You Tell the Dead When You Lose?"
- 12 Social problems early in the U.S. occupation. Black markets, prostitution and "kasutori" culture. Reading: textbook chapter 4, "Cultures of Defeat."
- 13 Media, literature and language as Japan adjusts to post-war change. Reading: chapter 5, "Bridges of Language."

14 The limits of American-dominated democracy. Impermissible discourse. Curbing the political left. Reading: chapter 14, "Censored Democracy: Policing the New Taboos."

Other Economic recovery, the foundations of a prosperous Japan and the end of occupation. Planning a cutting-edge economy. Reading: Ch. 17 and Epilogue, "Engineering Growth" and "Legacies/Fantasies/Dreams."

Lecturer's Comments to Students:

Today's Japan cannot be understood without some knowledge of the interplay between U.S. occupation forces, the Japanese government, and the Japanese people in the early post-war years. The history of this period makes an extraordinary story. Students will be encouraged to speak out in class and express their opinions about these exceptional events.

Method of Evaluation:

Two essays: 35% each

Attendance and participation: 30%

THE SUPREME COURT OF JAPAN: STRUCTURE,
FUNCTION, CASE LAW 2 credits (Spring)

最高裁判所一構造、機能、判例 2単位(春学期)

The Supreme Court of Japan: Structure, Function, Case Law

ORTOLANI, ANDREA

オルトラニー, アンドレア

Course Description:

This course will focus on the Supreme Court of Japan.

The first lessons will present the origin, the structure and the functions of the Supreme Court.

The second part of the course will present the role it played in the Japanese legal system, and an overview of the most important cases it decided.

Depending on the participants' interests and on the circumstances, one lesson might involve a field trip to the Supreme Court of Japan.

Textbooks:

There is no mandatory textbook.

All reading materials will be provided by the instructor through the Class support system.

Reference Books:

Shigenori Matsui, *The Constitution of Japan: A Contextual Analysis*, Hart Publishing, 2011.

Hiroshi Itoh, *The Supreme Court and benign elite democracy in Japan*, Ashgate Publishing, 2010.

"Decision Making on the Japanese Supreme Court", 88 Wash. U. L. Rev. 1365-1780 (2011) (Symposium issue of the Washington University Law Review)

Course Plan:

- 1 Introduction to the course.
Judicial review in Japan.
- 2 Introduction to the course.
Judicial review in Japan.
- 3 Provisions on the courts and on the Supreme Court.
- 4 Provisions on the courts and on the Supreme Court.
- 5 The judges of the Supreme Court and other staff.
- 6 The judges of the Supreme Court and other staff.
- 7 Administrative functions and judicial independence.
- 8 Administrative functions and judicial independence.
- 9 The role of precedents at the Supreme Court. Case law on art. 9.
- 10 The role of precedents at the Supreme Court. Case law on art. 9.
- 11 Case law on State and religion.
- 12 Case law on State and religion.
- 13 Case law on human and civil rights.
- 14 Case law on human and civil rights.

Other Visit to the Supreme Court and/or to the Ministry of Justice.

Lecturer's Comments to Students:

All classes and all mandatory readings will be in English. Some optional readings may be in other languages.

A background in law is not a condition for attending the classes, but participants should have a basic knowledge of constitutional law and of modern Japanese history (please refer to the reference books).

Method of Evaluation:

Attendance and participation (50%), micro-exams (50%).

Details about the evaluation standards will be explained in lesson 1.

Questions/Comments:

Students can contact the instructor at the end of the class or by email (details will be given during the class).

JAPANESE BUDDHISM AND SOCIAL SUFFERING 2 credits
(Spring)

日本仏教と現代社会 2単位(春学期)

JAPANESE BUDDHISM AND SOCIAL SUFFERING 2 credits
(Fall)

日本仏教と現代社会 2単位(秋学期)

Priests and Temples Reviving Human Relationship and Civil Society

WATTS, JONATHAN S.

ワッツ, ジョナサン S.

Course Description:

This course is offered as a companion course to Buddhism and Social Change in Contemporary Asia 仏教と現代アジアの社会変化 by the same instructor in the first half of the semester. You do not have to take both courses, but it is recommended to do so for a fuller understanding. This course will look at Buddhism in Japan in a very different way - through the actions of Buddhist priests and followers to confront the real life problems and suffering of people in Japan today. We will look at such issues as:

1) human relationships in terms of: a) dying and grieving, and b) alienation and suicide;

2) economic development in terms of: a) social and economic gaps, aging society, community breakdown and depopulation of the countryside, b) alternatives to globalization and Buddhist economics, and c) alternative energy and the environment;

3) politics in terms of: a) nuclear power and peace, and b) Buddhist complicity with war and work for peace.

The creative solutions some individual Buddhists are developing in response to these problems mark an attempt to revive Japanese Buddhism, which has been primarily associated with funerals and tourism. These efforts are trying to remake the temple as a center of community in an increasingly alienated society.

There will be a variety of teaching methods from homework, readings, group processes, in-class videos, guest speakers, and field trips. This course will attempt to be as interactive as possible, so students should be ready to reflect on the issues personally as they experience them as residents of Japan, and to express these reflections not only intellectually but emotionally as well.

THIS COURSE IS LIMITED TO 50 STUDENTS. PLEASE SEE DETAILS BELOW.

Textbooks:

None; all readings, homework assignments, and other class details will be available on the class homepage: <https://ogigaya.wordpress.com/>

Reference Books:

Covell, Japanese Temple Buddhism: Worldliness in a Religion of Renunciation (University of Hawaii Press, 2006).

Nakamura, Hajime. Ways of Thinking of Eastern Peoples (University of Hawaii Press, 1964)

Watts. Lotus in the Nuclear Sea: Fukushima and the Promise of Buddhism in the Nuclear Age (Yokohama: International Buddhist Exchange Center, 2013).

Watts. This Precious Life: Buddhist Tsunami Relief and Anti-Nuclear Activism in Post 3/11 Japan (Yokohama: International Buddhist Exchange Center, 2012).

Watts & Tomatsu, Buddhist Care for the Dying and Bereaved: Global Perspectives (Boston: Wisdom Publications, 2012)

Course Plan:

- 1 Introduction & A Brief History of Japanese Buddhism
- 2 The civilizational culture of Buddhism meets Japan's particular cultural identity
- 3 Buddhist Social Analysis & The Present Crisis in Japanese Society
- 4 Japan: The Disconnected Society 無縁社会
- 5 The Present Crisis in Japanese Buddhism
- 6 Human Relationships I: Dying and Grieving in an Aging Society
- 7 Human Relationships II: The Suicide Prevention Priests of Japan
- 8 Development I: Community Development with the Suicide Prevention Priests
- 9 Development II: The Homeless & Workers in the Nuclear Industry
- 10 Development III: Nuclear Energy & the Eco-Temple

11 Politics I: War and Japanese Buddhism

12 Politics II: Peace and Japanese Buddhism

13 Buddhism and the Future of Japan

14 Review of course themes & Preparation for final report

Other Conclusion and Reflection

Lecturer's Comments to Students:

The number of students in the course is capped at 50. Attendance at the first session is mandatory. If the number of students exceeds the limit, selection will be made by lottery in the first session. All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.

この授業は英語で行われますが、日本語の教材やビデオを使用することがあります。また、フィールド・トリップでは日本語で会話をする機会もあります。しかし最後のレポートは必ず英語で書かなければなりません。日本語・英語、その他の言語でこの授業を楽しみましょう！ While this class is conducted in English, there will be a broad use of Japanese language source texts and videos, and Japanese may be used at times in class and on field trips. However, all main texts are in English. Translation will be provided during field trips, and the final written report must be done in English. Whether it be Japanese, English or one of the many languages of our international students, let's enjoy communicating together!

Method of Evaluation:

There will be two important aspects to evaluation:

1) regular participation: attendance, homework reading, discussion, and participation in class.

2) group project:

choose one of the main themes in the class →

attend a field trip related to that theme →

together in a group help facilitate class discussion during one class →

submit a final written and/or multi-media report at the end of the semester by each individual student

Questions/Comments:

Teacher Profile: Jonathan Watts has lived in Indonesia, Thailand and Japan for the past 20 years involved in NGO/NPO work with Buddhist based organizations. He is also conducting research on Japanese Buddhism and has recently finished writing three books: Lotus in the Nuclear Sea: Fukushima and the Promise of Buddhism in the Nuclear Age (2013) and This Precious Life: Buddhist Tsunami Relief and Anti-Nuclear Activism in Post 3/11 Japan (2012) Yokohama: International Buddhist Exchange Center; and Buddhist Care for the Dying and Bereaved: Global Perspectives (Boston: Wisdom Publications, 2012). Students will have the opportunity to learn from and meet the many Buddhist priests and social activists in Japan and elsewhere whom he has come to know over the years.

MINORITIES IN JAPANESE EDUCATION 2 credits (Spring)
マイノリティと日本の教育 2単位(春学期)

TOKUNAGA, TOMOKO
徳永 智子

Course Description:

This course focuses on education purposes, policies, and practices as they manifest and are experienced when groups of people in possession of different cultural identities and experiences encounter one another in formal and informal educational sites in Japan. Specifically, the course explores the educational issues of various minorities in Japan including students from working class backgrounds, *Buraku* students, ethnic Koreans, returnees, *hafu*, immigrants, girls in JK business, and LGBTQ students. The course attempts to understand and unpack terms to help us understand the cultural encounters that occur in educational settings and the processes which result such as assimilation, integration, inclusion, exclusion, segregation, *ibasho*, hybrid identities, and marginalization. Through discussions, videos, personal reflections, field trips, exhibits, and group projects, the course examines the possibilities and limitations of Japanese education policies and practices that impact the lives of minority students and explores the ways to create more inclusive and equitable educational sites.

As an international collaborative course, the students are encouraged to actively interact with classmates from diverse linguistic and cultural backgrounds and discuss topics through cross-cultural and comparative lenses. This course also allows students to unpack and deepen their own educational experiences in relation to multiple identities and connect personal stories to the overall theme of the class.

Textbooks:

There is no textbook for this course. Weekly reading assignments will be available online.

Reference Books:

1. DeCoker, G., & Bjork, C. (Eds.). (2013). *Japanese education in an era of globalization: culture, politics, and equity*. New York: Teachers College Press
2. Goodman, R., Imoto, Y., & Toivonen, T. (2012). *A sociology of Japanese youth: from returnees to NEETs*. London & New York: Routledge
3. Gordon, J. A. (2010). *Challenges to Japanese education: economics, reform, and human rights*. New York and Yokohama: Teachers college and Seori-shobo
4. Tokunaga, T. (2018). *Learning to belong in the world: An ethnography of Asian American girls*. Singapore: Springer
5. Tsuneyoshi, R. K., Okano, K. H., & Boocock, S. S. (2011). *Minorities and education in multicultural Japan: an interactive perspective*. Abingdon, Oxon; New York: Routledge
6. Yonezawa, A., Kitamura, Y., Yamamoto, B. & Tokunaga, T. (Eds). (2018) *Japanese Education in a Global Age: Sociological Reflections and Future Directions*. Singapore: Springer
7. Willis, D. B., & Rappleye, J. (2011). *Reimagining Japanese education: borders, transfers, circulations, and the comparative*. Oxford: Symposium Books

Course Plan:

- 1 Introduction
 - 2 Dimensions of difference, majority and minority, privilege, intersectionality
 - 3 Overview of Japanese education
 - 4 Educational inclusion and exclusion of minority students
 - 5 Sharing educational autobiography
 - 6 Child poverty and educational inequality
 - 7 *Buraku* students and human rights education
 - 8 *Zainichi* Koreans and ethnic education
 - 9 Returnees, *hafu*, and international education
 - 10 Immigrants, public schools, and community support
 - 11 Gender and education, girls in JK business
 - 12 LGBTQ students and schooling
 - 13 In-class exhibition
 - 14 Wrap up: Where to go from here?
- Other Reflection and conclusion

Lecturer's Comments to Students:

This course requires students' active classroom participation. You are expected to attend class regularly, complete assigned readings before the class, interact with students from diverse backgrounds, explore and exchange perspectives, and contribute to the collective well-being and quality of our learning community. For a group project, you will conduct research with your groupmates on the topic assigned, give a group presentation, and lead a discussion. Missing class regularly or other evidence of not trying will affect your grade severely.

Method of Evaluation:

1. Attendance and participation in class: 20%
2. Educational autobiography and presentation: 20%
3. Learning analysis: 30%
4. Group project (presentation, final product, and reflection): 30%

SURVIVAL JAPANESE: INTRODUCTION TO THE JAPANESE LANGUAGE 1 credit(Spring)

Survival Japanese: Introduction to the Japanese language 1単位(春学期)

OKUGAWA, IKUKO
奥川 育子

Course Description:

This course is designed for students with no or little knowledge of Japanese. The goal of this course is to develop four basic skills—speaking, listening, reading, and writing—with a focus on situations encountered in daily life. Upon successful completion of the course, students will be able to carry out basic linguistic tasks such as introducing themselves, ordering food in a restaurant, asking the time, talking about their schedules, and reading hiragana and katakana.

Textbooks:

『Nihongo Daijobu! きょうから話せる！にほんごだいじょうぶ』(The Japan Times)

Course Plan:

- 1 Introduction
 - 2 Unit 1 Nice to meet you
 - 3 Unit 2 What is this?
 - 4 Unit 3 What time is it?
 - 5 Unit 4 Shopping strategies
 - 6 Unit 5 I am going to Okinawa
 - 7 Unit 6 Using telephone strategies
 - 8 Unit 7 Thank you for the meal
 - 9 Unit 8 My perfect Sunday
 - 10 Unit 9 That's nice!
 - 11 Unit 10 How was it?
 - 12 Unit 11 Calling in sick
 - 13 Unit 12 My hometown
 - 14 Speech, Final exam
- Other Final review

Lecturer's Comments to Students:

If you have any questions, please feel free to contact me by e-mail at iokugawa@keio.jp

The number of students in the course is capped at 25. Attendance at the first session is mandatory. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.

Method of Evaluation:

Attendance (15%); Participation (15%); Assignments (20%); Quizzes (20%); Speech (10%); Final Examination (20%)

BUSINESS JAPANESE: INTRODUCTION TO JAPANESE FOR BUSINESS AND WORK 1 credit(Spring)

Business Japanese: Introduction to Japanese for business 1 単位(春学期)

OKUGAWA, IKUKO
奥川 育子

Course Description:

This course is designed for students who have completed elementary-level Japanese and who wish to master conversational expressions useful in a business environment. According to students' needs, we will learn expressions used in actual situations, such as introducing oneself, being introduced, making, accepting, and declining requests, setting up meetings, talking on the telephone, and discussing money. Special attention will be paid to in-group and out-group expressions, honorifics, and humilifics, features of the Japanese language which are essential for doing business in Japan. This course is especially recommended for undergraduates or graduate students who seek employment in Japanese companies.

Textbooks:

『にはほんごで働く！ビジネス日本語30時間』（スリーエーネットワーク）

Course Plan:

- 1 Introduction, L1 Introducing yourself and others
- 2 L2 Greetings
- 3 L2 Greetings
- 4 L3 Making and receiving a call
- 5 L3 Making and receiving a call
- 6 L4 Advising
- 7 L5 Making and declining a request
- 8 L5 Making and declining a request
- 9 L6 Getting permission
- 10 L7 Making an appointment
- 11 L8 Making a visit
- 12 Practice: Giving a speech
- 13 Review, Speech
- 14 Final Exam

Other Final Review

Lecturer's Comments to Students:

Enrollment in or completion of a K5 level Japanese language course (JLPT, N3 level), or similar, or high proficiency in Japanese.

Attendance at the first session is mandatory.

If you have any questions, please feel free to contact me by e-mail at iokugawa@keio.jp

The number of students in the course is capped at 25. Attendance at the first session is mandatory. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.

Method of Evaluation:

Attendance (15%); Participation (15%); Assignments (20%); Quizzes (20%); Speech (10%); Final Examination (20%)