

2017 Spring Semester

Japanese Studies Course A-S

Hirokazu

Shima

Introduction to Global Business in Japan

Course Synopsis (Principal Themes)

This is an introductory course in business administration which will focus on and analyze globally oriented companies in Japan. The course objective is to offer general knowledge of global management and operations with an emphasis on western perspectives among the Japanese firms. Issues involving effective leadership in the global environment will also be discussed. The class will be conducted in English, and students are required to both submit assignments and make presentations in English. Active participation is expected since the class will be conducted interactively.

The main topics to be covered in this course are as follows:

1. Globalization in Japan Today
2. The Japanese Love of Perfection and Getting Things Right
3. The Downside of Wanting to be Perfect
4. The All-Too-Perfect Japanese Way of Getting Final Approval
5. The Pros and Cons of Japanese-style Response
6. The Oregon Trail and the Tokaido Highway
7. The Oregon Trail and American Business Culture
8. The Importance of Empowerment
9. A Misunderstanding of Empowerment
10. The Invisible Barriers of Inside and Outside
11. Empowerment and the Spirit of Tolerance
12. End-of-term exam

Note: The content of this course outline is subject to changes, and it is revised on an ongoing basis to ensure relevance and accuracy of information.

Evaluation

Grades will be based on class participation (20%), in-class assignments (40%), homework and presentations (40%).

Set Texts and References

Text: Yamakuse Yoji, Mike Mania, Michael Brase, ALL TOO PERFECT JAPANESE, IBC Publishing, 2011

References:

Charles W. L. Hill, INTERNATIONAL BUSINESS (International Edition, 5THed.), McGraw Hill, 2004

Warren J. Keegan and Mark C. Green, GLOBAL MARKETING (4TH ed.), Pearson International Edition, 2005

Jeffrey K. Liker and David Meier, THE TOYATA WAY, McGraw Hill, 2006

Course Description

As a Toyota automotive engineer, I engaged in vehicle development for almost 40 years. In this period of time, I was involved in the development of the Solara, Tacoma, and Tundra as chief engineer, as well as in several South American projects, and in the establishing of a development system at the development center in North America, being resident in Detroit. Based on this experience and knowledge, I will discuss:

- The Toyota development method
- Difference of development methods between Toyota and other manufacturers
- Difference of development methods between Japan and the USA
- Cultural different points and points in common found through the developments giving various examples of what happened in the real world.

Teaching Plan

- 1 Introduction
- 2 Toyota CE System and Toyota Cars in Early Days The first Shusa (Chief Engineer) and the Crown
- 3 Vehicle Development Process ... and evolved Non-prototype development
- 4 (off-site) Toyota Industry & Technology Musium Tour
- 5 Vehicle Development and Episodes Episodes of a young engineer's daily challenges
- 6 Vehicle Development and Episodes Episodes of a young engineer's daily challenges
- 7 (off-site) Toyota Museum Tour
- 8 North American Development #1 First Trial Establishing the North American development base
- 9 North American Development #2 Evolution Problems and solutions
- 10 North American Development #3 Evolution Toyota culture and Amrcian's
- 11 North American Development #4 New Era International colaboration
- 12 Prioducts in a totally new category for Toyota Tacoma & Tundra
- 13 Toyota Management Methods (1) 5 Whys
- 14 Toyota Management Methods (2) PDCA
- 15 Toyota Management Methods (3) or supplemental lectures by request

Evaluation

Students have to attend regularly and to actively participate in discussions. There will be a report or two to submit.

Set Texts and References

Provided by PowerPoint presentations and/or hand-outs.

2017 Spring Semester

Japanese Studies Course D-S

Shigehiko

Katsurai

The Japanese Tourism Industry: Hospitality and Travel

Course Description

The course is intended to provide a comprehensive understanding of the Japanese tourism industry. Current travel businesses deal with both outbound and inbound travels, through which we will study the structures and interdependence within the industry. The primary topics we will discuss are about travel agencies, airlines, ryokan and hotels operating in Japan.

Key topics:

1. What is 'travel and tourism'?
2. Domestic Travel Market
3. Overseas Travel Market
4. Inbound travel: Visitors to Japan
5. Airlines and Railways
6. Hotels and Ryokan
7. Travel Agencies
8. Others

Evaluation Criteria

Student assessment will be primarily based on the final test. (65%) Class participation, reports and contribution will also affect to the grade(35%).

Textbooks

The instructor will provide materials when necessary.

2017 Spring Semester

Japanese Studies Course H-S

Ó Muireartaigh

Rossa

Japanese liberal democracy—its contents and discontents

Course Description

This course aims to explore and describe the nature of Japan's political structures and consider the justifications and criticisms regarding these that have emerged in Japan in the field of political philosophy.

The first few weeks of the course will be political science focused: describing the nature and characteristics of Japan as a liberal democracy. After that, we will look at some of the main thinkers and historical trends in Japanese political philosophy.

Students will be given a text to read before each class.

Students should bring to class a pen and paper (and electronic or paper dictionary where necessary).

Students are NOT allowed to use iPhones, mobiles, laptops, or other such post-human technologies during class.

Syllabus

[Week One] Overview: sociological profile of Japan

[Week Two] Pre-War Japanese political institutions and society

[Week Three] Constitution of Japan

[Week Four] Japanese political institutions in operation

[Week Five] Japanese political parties and recent political issues

[Week Six] Japanese international relations

[Week Seven] Pre-Meiji political thought

[Week Eight] Meiji liberalism and democratic thought: Fukuzawa, Chomin

[Week Nine] Nationalist complexes: Nishida

[Week Ten] Anti-fascist forensics: Maruyama

[Week Eleven] Paleo-centralism: Watsuji

[Week Twelve] Transcritique: Karatani

Evaluation Criteria

Attendance and participation- 30%

Final essay-70% [excessive absence leads to failure]

Textbooks

To be provided

2017 Spring Semester

Japanese Studies Course J-S

Kunihiko

Harada

Service Learning across Cultures: Volunteering in Japan

Course Description

* This class explores different issues from Service Learning across Cultures: Volunteering in Japan (Theme I) in the fall semester.

Service Learning is a strategy that offers students opportunities to learn both in the classroom and in the real world. This pedagogical tool provides students with a chance to directly interact with local agencies and make a difference in the community. In this class, foreign students will learn about critical issues in Service Learning in Japan. They will work together with Japanese students and local communities to identify contributions they can make, and problems that children in Japan face. They will then make plans for intervention, implement those plans, and reflect on them in order to make them sustainable. In doing so, students will learn in meaningful ways about the Japanese language, different socio-cultural factors related to volunteer activities, and how to contribute to other communities as global citizens.

In this class some of the key issues in Service Learning in Japan will be introduced. While discussing these, the following questions will be asked of the students. How are elementary school education and orphanages in Japan different from those in your culture? What are the urgent issues that less privileged children in Japan and in your culture face? How can you make a difference as a volunteer in a culturally and linguistically different community? Discussing these issues will help students prepare for the next step. As a class project, students will make a plan and interact with members of the local community in groups. For example, one group may participate in fund-raising for orphans, while another visits and teaches English language and Western culture at an elementary school. Students will then reflect on the connections between the academic content in class and the service provided in the real world.

Note: This class requires three volunteer activities and one field trip outside the classroom.

Tentative Topics:

1. Introduction and guidance
2. Elementary school education in Japan (with some emphasis on English education)
3. Orphanages in Japan
4. Issues in volunteering in a different culture:
5. Volunteer tourism
6. Privacy versus rights of parents and children
7. Planning a volunteer project
8. Volunteering in the community

9. Reflecting on the connection between the class and service

10. Presentations in the classroom: Initial Session

11. Presentations in the classroom: Final Session

12 Conclusion and self-evaluation

Evaluation

- Class participation 40% , Quiz 20% , Field trip 10% , Service and report 30%

Textbooks

Web sites <http://elearning.mediaenglish.org> and handouts

2017 Spring Semester

Japanese Studies Course M-S

Tomohiro

Taguchi

Traditional Japanese culture and art

Course Description

1. This course will survey historically the culture and art of the traditional Japan from the prehistoric age to the Edo period. Spotlighting the activity of Imperial court nobles, aristocrats, priests, samurai warriors, merchants, townsfolk and some westerners this course discusses how they created their culture and art, and how they refined their esthetic sense.

The goal of this course is the multi-faceted understanding of Japan in order to be able to broaden your experience about Japanese traditional culture and art and acquire an insight into them.

2. Students will gain ability to explain domestic and international factors that prompted the development of art and culture of Japan along the historical time-line.

Students will gain ability to identify the features of Japanese culture and art by getting to know representative objects including pottery, painting, Buddhist art, craft work, architecture, Noh, Kabuki literature and others.

Students will gain ability to explain the traditional esthetic senses which still have an influence upon modern Japan.

Students will be able to discuss the background of historical sites such as Kyoto, Nara, Tokyo, Kamakura, and other castle towns.

Syllabus

The class consists of the lecturer's lecture, the slide screening, the video screening, and the class discussion about each subject. Moreover, a weekly homework will be set to enrich the understanding of each topic. Students can get feedback on the homework.

Students do research the historical background of each topic beforehand, and review several subjects given in each lecture such as historical events, key persons, cultural movement, art works, and others.

Evaluation

Class participation 30%, Homework 30%, Final paper (ca. 1,600 words) 40%

[Students are required to read at least one book to write the final paper].

Textbook: None

Materials and references are provided

Supplementary Materials

Catalog books, videotapes and slide films using Power Point presentations are used as teaching materials

Global perspectives on Japanese pop culture

Course Description

Japanese cultural exports have been objects of fascination in Europe and Asia from before the twentieth century onward. In recent years, international interest in its popular culture in particular has intensified, with the export of animation, manga, film etc. growing on both commercial and fan levels. The Japanese government has also attempted to make use of this trend through its 2011 “Cool Japan” initiative to promote Japanese culture abroad. This course provides an introduction to transnational perspectives on pop culture texts and practices, covering theoretical areas such as orientalism, fandom and globalization, and how these intersect with issues including ethnicity, nationality and gender.

Students will examine Japanese pop culture texts (film, animation, manga, music, fashion, etc.) and practices (cosplay, cultural events etc.), as well as foreign texts about Japanese culture, in different contexts. Students will bring their own valuable insights to this study through in-class discussions and the creation of a critical group project on one of the course themes.

Students will develop their academic English skills through weekly reading/writing assignments and critical discussion activities, as well as learning to conduct a close reading of pop culture material. Guidance will be provided in English or Japanese, as required.

Syllabus Tentative schedule:

Week 1 Orientation Introduction to the course and issues

Needs assessment and guidance (course schedule may change according to student needs)

Week 2 Orientalism: Japanese pop culture in the West

Week 3 Orientalism: Japanese pop culture in East Asia

Week 4 Orientalism: Japanese pop culture in Japan

Week 5 Fandom: What is a fan? Why do fan studies?

Week 6 Fandom: Fandom and ethnicity/nationality

Week 7 Fandom: Fandom and gender/sexuality

Week 8 Midterm activity: Mini-presentation on topic of student's choice

Week 9 Midterm activity: Mini-presentation on topic of student's choice

Week 10 Industry and government: “Cool Japan” initiative and its problems

Week 11 Industry and government: Tourism and pop culture

Week 12 Industry and government: The Olympics

Week 13 Guidance on final project Group assignments, topic choice

Week 14 Guidance on final project Work in class on project planning

Week 15 Review Course overview and presentation/discussion of final projects

Evaluation

Attitude and active participation: 30%, Continuous assessment: 30%, Project: 40%

Textbooks

Instructor's own material

2017 Spring Semester

Japanese Studies Course O-S

Katsumi

Yamanaka

Japanese Food Culture (Spring)

Course Description

This course is designed to help students to understand Japanese food. Japanese food is the healthiest food in the world. Consider the life span of the Japanese people: males have been ranked third in the world, and females ranked first in 2005-2010. So, what food helps the Japanese live longer, and what are the differences between Japanese and Western food?

Available to the first 25 students who apply.

Syllabus

- 1:Lecture:Guidance for course registration
- 2:Lecture:Sake (Japanese wine)
- 3:Lecture:Sesame seeds
- 4:Practicum:The 3.1.2 meal-box magic
- 5:Lecture:Sweets (Wagashi)
- 6:Field trip:米工場 (Rice cleaning factory)
- 7:Field trip:足助屋敷 (Gohei mochi making)
- 8:Field trip:抹茶工場 (Tea factory)
- 9:Lecture:Food and Religion
- 10:Lecture:Fermentation and fermented products
- 11:Lecture:English and Japanese cuisine
- 12:Lecture:Historical changes in food at home
- 13:Lecture:Japanese culture, lifestyle and habits

Evaluation

Class Participation (50%) and Report (50%)

Textbooks

Class Handouts

2017 Spring Semester

Japanese Studies Course Q-S

Kunihiko Harada

Japanese Pop Cultures through Media: Focus on Commercials

Course Description

How does the media construct images of Japan in the eyes of non-Japanese? And how do these images change once they spend some time in Japan? This class will focus on both Japanese and foreign commercials and public service announcements on TV and the Internet. Building on Japanese Pop Culture through Media (Theme I), and working together with native-speakers of Japanese, students will have a chance to contrast Japanese and foreign treatments of the selected topics. Students will also examine what the “authors” are trying to sell or to conceal, and whether or not a different target culture would require a different treatment. The focus of the class will also shift away from mere critical analysis toward the creation of culturally effective messages by the students.

As a project, students will be required to make their own videos outside the class. These will be published on the web for fun and further discussion in class. The process of creating is as important as the final product. Computer skills are not required but will be taught on an individual basis. Classes will be taught bilingually in English and Japanese with encouragement to use students’ target language.

Syllabus

1. Guidance and Introduction
2. Animals
3. War and Conflict
4. Humor
5. Money and Finance
6. Environment
7. Disability
8. Quiz
9. Brainstorm and Grouping
10. Project Stage 1
11. Project Stage 2
12. Final Presentation

Evaluation

Active participation 20%, Quiz 20%, Field trip on weekend 20%, Final project 40%

Textbooks

Web site <http://elearning.mediaenglish.org> and handouts