

## Issues in Global Business in Japan

### Course Synopsis (Principal Themes)

The goal of this course is to continue developing further analysis and understanding of global business in Japan through discussions stressing cross-cultural and cross-functional variations in the actual business environments. Key issues in establishing a strong business concept will also be covered. Active participation and individual creativity in assignments and presentations in English are always essential. Therefore, the ability to produce a Power-Point presentation is necessary for submitting the project. It is also recommended that students taking this course have successfully completed the introductory version of this course offered during the spring semester.

The following areas are the main topics of this course:

1. Why Japanese Can't Be Straightforward
2. What Does "Culture of Selecting" Mean?
3. Don't Start with the Background
4. The Final Word Should Not Be about Risk
5. What Is "Individual Initiative"?
6. The Beauty of Repressing Emotion
7. Japanese Society Requires That the Group Take Responsibility
8. To Take the Initiative
9. Cross Culture: One Coin (1)
10. Cross Culture: One Coin (2)
11. Review and Discussion
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: Gary Armstrong and Philip Kotler, MARKETING AN INTRODUCTION 8TH ED, Pearson International Edition, 2007  
John Case, OPEN-BOOK MANAGEMENT, Harper Business, 1995  
Peter F. Drucker, MANAGEMENT CHALLENGES FOR THE 21ST CENTURY, Harper Business, 1999  
Jeffrey K. Liker and David Meier, THE TOYOTA WAY, McGraw Hill, 2006

## Keys to Success: The Toyota Development Method

### Course Synopsis (Principal Themes)

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

Culturally 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 the Early Days: The First Shusa (Chief Engineer) and the Crown
- 3 Vehicle Development Process ... and Evolved Non-prototype Development
- 4 (Off-campus) Toyota Industry and Technology Museum Tour
- 5 Vehicle Development: Episodes of a Young Engineer's Daily Challenges
- 6 Vehicle Development: Further Episodes of a Young Engineer's Daily Challenges
- 7 (Off-campus) 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's Culture and America's
- 11 North American Development #4 New Era: International Collaboration
- 12 Products in a Totally New Category for Toyota: Tacoma and 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 presentation and/or hand-outs.

**Tourism and Destination Development**

Course Synopsis (Principal Themes)

The course will discuss how a travel destination is developed and promoted, covering the topics on tourist promotion, HR education, government-private sector coordination and ethics issues in tourism. Participants are encouraged to share ideas and thoughts with international students in class activities.

Key topics:

1. Development and promotion of travel destinations
2. Players in the travel industry
3. Government policy and tourism
4. Tourism development as international cooperation
5. Other issues

Topics covered

Week 1: Orientation

Week 2: Destination Nagoya

Week 3: Elements of Package Holidays

Week 4: Case study (1) Events at Resort Settings

Week 5: Case study (2) Incentive Tours

Week 6: Special Interest Tours

Week 7: Large-Group Tour operation

Week 8: International Conventions

Week 9: Case Study (3) International Development

Week 10: International Cooperation through Tourism

Week 11: Community-based Tourism/Government and Tourism

Week 12: Assessment Test

Evaluation

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

Set Texts and References

The instructor will provide materials when necessary.

**Service Learning across Cultures: Volunteering in Japan (Theme I)**

Course Synopsis (Principal Themes)

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. Different cultural concepts of volunteering
6. New media and volunteerism in the aftermath of disaster
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 #1
11. Presentations in the classroom #2
12. Conclusion and self-evaluation

Evaluation

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

Set Texts and References

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

Handouts (bring all handouts to class every time including PC login info.)

## **The Religious Traditions of Japan**

### Course Synopsis (Principal Themes)

This course provides students with an introduction to the religious traditions of Japan, focussing on the development of Buddhism in Japan, the nature of Shinto and folk religion, the contribution of Christianity, and the role of these various elements in the formation of a very rich tradition of religious beliefs and practices in Japan.

This course is based on a series of lectures accompanied by readings on each topic. Students are required to attend each class and to prepare for the lectures and review them.

- 1 Orientation
- 2 Introduction to the religious traditions of Japan
- 3 The introduction of Buddhism to Japan
- 4 The development of Japanese Buddhism
- 5 The new Buddhism of Kamakura
- 6 Shinto traditions and folk religion
- 7 Syncretism - Buddhism, Shinto, folk religion
- 8 Kokugaku thought, Shrine Shinto and State Shinto
- 9 The Christian tradition in Japan
- 10 Religion in Japan in the modern period
- 11 Roundtable discussion
- 12 Course review

### Evaluation

Assessment is based on project work.

### Set Texts and References

Materials will be provided by the instructor.

## Japanese art and culture II

### Course Synopsis (Principal Themes)

1. Japan located east of the Asian continent has developed its culture and art by absorbing a variety of continental influences. Moreover, in recent times Japan applied avidly to absorbing Western civilization and, by adapting it to the Japanese context, was able to modernize its society in a relatively short term. In addition, various popular cultures and arts effloresced on the back of the modernization that occurred in postwar Japan. This course looks at the cultural and artistic result achieved in modern Japan through the interaction with Western civilization and the development and current situation of popular culture that became active in postwar Japan.

2. The goal of this course is the multi-faceted understanding of Japan's modernization by seeking the attained points of the culture and art from paintings to video games.

Learners will understand how Japan had modernized in the fields of culture and art in order to meet the global and Western standard.

Learners will understand remarkable factors which have raised global awareness of Japanese media, such as manga, anime, jidaigeki movie, video game, etc.

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

### Evaluation

Class participation 30%, Home work and Presentation 30%, Final paper (ca. 1,500 words) 40%  
[Students are required to read at least one book to write the final paper].

### Set Texts and References

Textbook: None

Materials and references are provided

Supplementary Materials

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

All lectures will be carried out in English

## Japanese Food Culture (Fall)

### Course Synopsis (Principal Themes)

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 44 students who apply.

- 1:Lecture : Guidance for course registration, The history of Japanese food culture
- 2:Lecture: Rice, fish and sushi
- 3:Lecture: The Soybean
- 4:Lecture: Tea, the tea ceremony, and Japanese table manner
- 5:Practicum: Makizushi making
- 6:Lecture: The 3.1.2 meal box magic(general)
- 7:Fieldtrip: そば打ち (Soba making)
- 8:Practicum: Tofu making
- 9:Fieldtrip: パン工場(Pan factory)
- 10:Lecture: The typical Japanese foods
- 11:Lecture: Similarity between English and Japanese cuisine
- 12:Lecture: Religion and food

### Evaluation

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

### Set Texts and References

Class Handouts

## Japanese History

### Course Synopsis (Principal Themes)

#### JAPANESE HISTORY

This course gives an overview of the history of Japan. The hope is that students will acquire a general knowledge of Japanese history and will be familiar with the main events, persons, and trends in all historic periods.

The course will provide an account of the major political events and historical characters associated with each period. An overview will also be given of the main social, economic, and cultural trends that were taking place in the background during each period.

Students will also read example passages from historic texts or historic novels for each class and these will form the basis for more general class discussions.

1. Introduction: Overview of basic themes in Japanese history
2. Jomon, Yayoi, Kofun periods
3. Asuka and Nara periods
4. Heian period
5. Kamakura period
6. Muromachi period
7. Azuchi and Momoyama periods
8. Tokugawa period
9. Meiji period
10. Taisho period
11. 1930s
12. Pacific War and Occupation
- 13 1950s-1960s

### Evaluation

Attendance and Participation 40%

Final Report 60%

### Set Texts and References

Materials will be distributed during class

**Japanese Pop Cultures through Media: Focus on Commercials (Theme I)**

Course Synopsis (Principal Themes)

How does the media construct the images of Japan in the eyes of non-native speakers of Japanese? And how would they be different once they spend some time in Japan? This class will focus on commercials and public service announcements on TV and the Internet in the world and Japan. Students of Japanese and non-Japanese will review those in the selected topics and compare between those in Japanese and others. Then students of non-Japanese will have chance to ask any questions on the issue and language directly of Japanese students, while Japanese students may do the same of non-Japanese students. Both students will also ask themselves what the author of media is trying to say or hide and whether such media would have been presented differently in different cultures. In the process students will have better understanding of cross-cultural issues and media literacy.

As a project students will be required to make their own videos outside the class. Those 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 individual basis. Classes will be taught bilingually in English and Japanese with encouragement to use students' target language.

Tentative topics:

1. Guidance and introduction
2. Smoking
3. (Gender, race, and other) Discrimination
4. Corporate Images
5. Internet and Cellular Phone
6. Politics
7. Beverages
8. Quiz
9. Brainstorm and grouping
10. Project Stage 1
11. Project Stage 2
12. Final Presentation

Evaluation

- Class participation 20%
- Quiz 20%
- Field trip on weekend 20%
- Final project 40%

Set Texts and References

- Web site <http://elearning.mediaenglish.org> and handouts
- Handouts (bring all handouts to class every time including PC login info.)