

**Lectures and Seminars**  
**Taught in Languages Other than Japanese**  
(Undergraduate Level)



**Japanese Language Courses**  
(Japanese as a Foreign Language for Students in All Three Faculties)

**Academic Year 2018 (April 2018 – March 2019)**



**Hiroshima City University**  
**Faculty of International Studies**

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3つのひかり 未来をつくる  
**広島市立大学**  
Hiroshima City University

Dear Prospective and New Students,

Welcome to the Faculty of International Studies.

This pamphlet introduces **lectures and seminars taught in languages other than Japanese** (namely, English, German, and French) and provides an outline of the **Japanese language program** (courses in Japanese as a foreign language).

Please, also refer to the separate pamphlet providing English course descriptions of **lectures taught in Japanese**. Both pamphlets are also available in PDF format, at the following web page:

<https://intl.hiroshima-cu.ac.jp/en/programs/>

For general information in English or to be redirected to individual faculty members, please contact the International Studies Faculty office, on the 3rd floor of the International Studies Faculty building or at the following email address: [kyoken@m.hiroshima-cu.ac.jp](mailto:kyoken@m.hiroshima-cu.ac.jp).

Good luck deciding whether and/or what you would like to study in the Faculty of International Studies at Hiroshima City University!

International Exchange Committee  
Faculty of International Studies  
Hiroshima City University

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## Undergraduate Courses Taught in Languages Other than Japanese at Hiroshima City University, Faculty of International Studies

Course title	Course subtitle	Credits	Semester	Term	Language of instruction	Remarks
International Politics i		1	Spring	1	English	
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Contemporary Political Issues	Introductory Course on Japanese Politics	2	Fall		English	
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Special Lecture in British and American Literature II	Literary Legacies and Innovation	2	Fall		English	
English Communication I		1	Spring		English	
English Communication II		1	Fall		English	
International Business		2	Fall		English	
International Commerce	Contracts and Dispute in International Commerce	2	Fall		English	
HIROSHIMA and PEACE		3	Spring		English	Summer intensive program. Number of participants limited.
English Discussion and Debate I		2	Spring		English	
English Discussion and Debate II		2	Fall		English	
English Writing I	Academic Writing	2	Spring		English	
English Writing II	Academic Writing	2	Fall		English	
Seminar in American Cultural Studies I		1	Spring		English	
Seminar in American Cultural Studies II		1	Fall		English	
Seminar on Cross-cultural Psychology I		1	Spring		English	
Seminar on Cross-cultural Psychology II		1	Fall		English	

Please, note: One class session lasts 90 minutes. Classes are usually held 15 times per semester or 8 times per term.

In the case of Japanese courses (see pp.39-40), classes are held 30 times per semester.

Course title	<b>International Politics i</b>
Course subtitle (if applicable)	
Instructor(s)	Yoshiaki Furuzawa
Language of instruction	English
Semester/Term	Spring semester
Timetable/ Credits	One 90-minute class per week x 8 weeks / 1 credit
Targeted students	2nd year students and above
Course description	<p>This class is designed for students to have a better understanding of the world we are living in. Students will learn the basic concepts and theory of International Relations. In this first half of the class, students will be exposed to such concepts as state, cosmopolitanism, MIMENET, and modern colonialism.</p> <p>Each week, a student (or a group of students) will be assigned to present the contents of the reading assignment, which will be followed by (i) a group discussion to deepen their understandings about the reading material and (ii) a supplementary lecture by the instructor. In order to learn from each other, students are also encouraged to share their thoughts in group discussions.</p>
Course objectives	The aims of this course are to introduce and equip students with knowledge of International Relations, to better equip them with a critical mind to analyze the complex issues we are facing in today's world.
Prerequisites	Students will need sufficient English ability to complete a 20-page reading assignment every week.
Before and after class study	Reading material (around 20 pages) will be assigned every week.
Course schedule	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Why is people's movement restricted?</li> <li>3. Why is the world divided territorially?</li> <li>4. How do we begin to think about the world?</li> <li>5. How do we find out what's going on in the world?</li> <li>6. How does the way we use the internet make a difference?</li> <li>7. How does colonialism work?</li> <li>8. Conclusion</li> </ol>
Grades and evaluation	Class evaluation will be based on (1) class participation (30%), (2) class presentations (30%), and (3) a term paper (40%).
Course materials	A main reference for the class: Jenny Edkins and Maja Zehfuss, eds, <i>Global Politics: A New Introduction</i> . Routledge, Routledge (2 <sup>nd</sup> edn), 2014.
Instructor profile	Yoshiaki FURUZAWA works on issues such as peacebuilding, security sector reform and memory in post-conflict and transitional countries. He regularly visits Sierra Leone and Kenya for fieldwork. His works are published mainly in Japanese academic journals such as <i>Kokusai Seiji</i> (International Politics) and <i>Kokusai Anzenhosyo</i> (International Security). Previously, he was a visiting fellow at the Centre for Peace and Conflict Studies, University of St. Andrews (UK).
Miscellaneous	

Course title	<b>International Politics ii</b>
Course subtitle (if applicable)	
Instructor(s)	Yoshiaki Furuzawa
Language of instruction	English
Semester/Term	Spring semester
Timetable/ Credits	One 90-minute class per week x 8 weeks / 1 credit
Targeted students	2nd year students and above
Course description	<p>This class is designed for students to have a better understanding about the world we are living in. Students will learn the basic concepts and theory of International Relations. In this second half of the class, students will be exposed to such concepts as poverty, violence, Responsibility to Protect, and securitization.</p> <p>Each week, a student (or a group of students) will be assigned to present the contents of the reading assignment, which will be followed by (i) a group discussion to deepen their understandings about the reading material and (ii) a supplementary lecture by the instructor. In order to learn from each other, students are also encouraged to share their thoughts in group discussions.</p>
Course objectives	The aims of this course are to introduce and equip students with knowledge of International Relations, to better equip them with a critical mind to analyze the complex issues we are facing in today's world.
Prerequisites	Students will need sufficient English ability to complete a 20-page reading assignment every week.
Before and after class study	Reading material (around 20 pages) will be assigned every week.
Course schedule	<p>9. Introduction</p> <p>10. Why do some people think they know what is good for others?</p> <p>11. Who has rights?</p> <p>12. How can we end poverty?</p> <p>13. Why does politics turn to violence?</p> <p>14. What counts as violence?</p> <p>15. What can we do to stop people harming others?</p> <p>16. Conclusion</p>
Grades and evaluation	Class evaluation will be based on (1) class participation (30%), (2) class presentation (30%), and (3) a term paper (40%).
Course materials	A main reference for the class: Jenny Edkins and Maja Zehfuss, eds, <i>Global Politics: A New Introduction</i> . Routledge, Routledge (2 <sup>nd</sup> edn), 2014.
Instructor profile	Yoshiaki FURUZAWA works on issues such as peacebuilding, security sector reform and memory in post-conflict and transitional countries. He regularly visits Sierra Leone and Kenya for fieldwork. His works are published mainly in Japanese academic journals such as <i>Kokusai Seiji</i> (International Politics) and <i>Kokusai Anzenhosyo</i> (International Security). Previously, he was a visiting fellow at the Centre for Peace and Conflict Studies, University of St. Andrews (UK).
Miscellaneous	

Course title	<b>Contemporary Political Issues</b>
Course subtitle (if applicable)	<b>Introductory Course on Japanese Politics</b>
Instructor	Tatsuya Nishida
Language of instruction	English
Semester/Term	Fall semester
Timetable/Credits	One 90-minute class per week x 15 weeks / 2 credits
Targeted students	2nd year students and above
Course description	<p>This course examines a wide variety of political issues that the Japanese government and society are confronted with now and will be confronted with in the future. The course specifically looks at political developments related to decreasing population, globalization and foreign policy.</p> <p>The course will provide students from overseas with a basic understanding of Japanese politics and give Japanese students opportunities to think about political problems critically and express their opinions about Japanese politics. This course is also suitable for students who want to improve their academic English skills. In particular, the course is designed to train Japanese students who are considering overseas study.</p>
Course objectives	International students are expected to gain an understanding of major political issues in Japan, while Japanese students are expected to develop their academic ability to read, write and speak about their own views on Japanese politics, in English.
Prerequisites	No particular requirements.
Before and after class study	Reading materials and homework will be assigned prior to each class.
Course schedule	<p>I. Introduction Class 1: Introduction and Course Guidance (I) Class 2: Self-Introduction Presentation</p> <p>II. Politics relevant to declining birth rate and aging population in Japan Class 3: Shrinking Japan (1): Young people vs. elderly people Class 4: Shrinking Japan (2): Women vs. men Class 5: Shrinking Japan (3): Japanese vs. non-Japanese</p> <p>III. Politics around Globalization Class 6: Globalizing Japan (1): Overall Class 7: Globalizing Japan (2): Japanese education Class 8: Globalizing Japan (3): TPP agreements</p> <p>IV. Politics around Peace and Security Class 9: Securing Japan (1): American bases in Okinawa Class 10: Securing Japan (2): Atomic bombing of Hiroshima Class 11: Securing Japan (3): Apologies on historical issues</p> <p>V. Expressing Your Thoughts Class 12: Preparation for effective presentations Class 13: Student Presentation Session (I) Class 14: Student Presentation Session (II) Class 15: Wrap-up</p>

Grades and evaluation	<ol style="list-style-type: none"> <li>1. Class participation will count for 30% of the final grade.</li> <li>2. Ten homework assignments will count for 40% of the final grade.</li> <li>3. Your written paper (3 to 4 pages, double space) and class presentation of your paper will count for 30% of the final grade.</li> <li>4. A bonus may be given to students whose performance is outstanding (maximum 10%).</li> </ol>
Course materials	Course materials will be distributed in class.
Instructor profile	Nishida teaches international security theories at Hiroshima City University. His research focuses mainly on alliance theories, but his research interests broadly include Japan's foreign and defense policy, Japan-US relations, and Japanese domestic politics.
Miscellaneous	

Course title	<b>Public Economics</b>
Course subtitle (if applicable)	
Instructor(s)	Shigeto Naka
Language of instruction	English
Semester/Term	Spring semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 2 credits
Targeted students	2nd year students and above
Course description	This course introduces fundamental concepts of public economics, together with analytical techniques needed to deal with theoretical problems, while paying attention to the role of the Japanese public sector for Japan's post-World War II development. Concepts introduced in the course include the fundamental theorems of welfare economics and various arguments explaining market failures, such as inefficient provision of public goods, externalities, monopolies and information problems. The post-World War II development of Japan is analyzed from various viewpoints of public economics.
Course objectives	Students who have taken the course should understand fundamental concepts of public economics and analytical techniques needed to deal with theoretical problems, as explained in any public economics textbook. Additionally, students should be able to apply the appropriate concepts and techniques to specific aspects of post-W.W. II Japanese economic and social development.
Prerequisites	Students should have taken an introduction to microeconomics or equivalent course.
Before and after class study	Students should review basic concepts of microeconomics prior to the course. Students are expected to complete the readings and exercises that will be assigned during the course.
Course schedule	<ol style="list-style-type: none"> <li>1. General introduction</li> <li>2. Review of microeconomics</li> <li>3. The pure exchange economy and Pareto-optimal resource allocations</li> <li>4. Efficiency in consumption and production</li> <li>5. The fundamental theorem of welfare economics (I and II)</li> <li>6. The efficient provision of public goods</li> <li>7. The Lindahl equilibrium</li> <li>8. The Nash equilibrium and free-riding</li> <li>9. Demand revealing process and the Clark tax scheme</li> <li>10. Taxation and excess burden</li> <li>11. Voting and the provision of public goods</li> <li>12. Externality in production</li> <li>13. The Pigou tax, Coase theorem and regulatory solutions</li> <li>14. An overview of the Japanese public sector</li> <li>15. The role of the Japanese public sector in managing Japanese society</li> </ol>
Grades and evaluation	Participation in class discussions 20% Tests (mid-term and final) 80%
Course materials	Hillman, Arye L., <i>Public Finance and Public Policy</i> , Cambridge University Press, 2003. Various articles discussing and explaining the role of the Japanese public sector in managing Japanese society.
Instructor profile	Shigeto Naka teaches Economics at the University of Tsukuba as well as at Vietnam-Japan University, Hanoi, Vietnam. His research interests include public economics and public choice, focusing on the political economy of Japan. Besides reading scholarly books, he likes to read science fiction. One of his favorite authors is Isaac Asimov.
Miscellaneous	Regarding methods of analysis, the course will focus on graphical rather than mathematical analysis. The literature introduced in the course will range from purely academic articles to essays from general interest magazines.

Course title	<b>Études de la société française</b>
Course subtitle (if applicable)	
Instructor(s)	Shizue Oba
Language of instruction	French
Semester/Term	Spring semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 2 credits
Targeted students	2 <sup>nd</sup> year students and above
Course description	<p>Ce cours, intitulé « Études de la société française », traite des problèmes sociaux et des questions d'actualité en France. Il y sera demandé aux participants de faire des exposés et d'échanger des idées en français. Il se tient donc essentiellement en français.</p> <p>Les cours se déroulent de la même manière tout au long du semestre, sauf pour le premier cours d'orientation. Chaque cours se divise en deux parties : un exposé fait par un participant et une discussion générale avec tous les participants. Ainsi les participants pourront approfondir leurs connaissances des problèmes sociaux en France.</p>
Course objectives	Les participants pourront, en français, donner leur avis et discuter sur divers problèmes sociaux en France.
Prerequisites	Le niveau de français doit être à peu près égal ou supérieur au niveau 2 (kyu) du DAPF, ou au niveau B1 du Delf/Dalf (CEFR).
Before and after class study	Avant chaque cours, les participants devront lire des documents français, préparer leur exposé et, après le cours, réfléchir sur ces exposés et ces discussions.
Course schedule	<p>1<sup>ère</sup> classe : Orientation</p> <p>2<sup>ème</sup> classe : Question d'actualité 1 (Montée du Front National)</p> <p>3<sup>ème</sup> classe : Question d'actualité 2 (La politique du Président Macron)</p> <p>4<sup>ème</sup> classe : Question d'immigration 1 (Immigrés et disparité)</p> <p>5<sup>ème</sup> classe : Question d'immigration 2 (Politique d'intégration)</p> <p>6<sup>ème</sup> classe : Question d'immigration 3 (Terrorisme d'origine intérieure)</p> <p>7<sup>ème</sup> classe : Politique linguistique 1 (Défense de la langue française)</p> <p>8<sup>ème</sup> classe : Politique linguistique 2 (Situation des langues minoritaires)</p> <p>9<sup>ème</sup> classe : Politique linguistique 3 (Lois relatives aux langues en France)</p> <p>10<sup>ème</sup> classe : Politique familiale 1 (Équilibre entre vie professionnelle et vie privée)</p> <p>11<sup>ème</sup> classe : Politique familiale 2 (Politique en matière de garde d'enfants)</p> <p>12<sup>ème</sup> classe : Politique familiale 3 (Allocations familiales)</p> <p>14<sup>ème</sup> classe : Question d'actualité 3 (Conception de la famille en France)</p> <p>14<sup>ème</sup> classe : Question d'actualité 4 (Affaires actuelles)</p> <p>15<sup>ème</sup> classe : Présentation du chaque participant et discussion, et révision du cours</p>
Grades and evaluation	L'évaluation se fait sur la base des exposés et des discussions en classe (50%) et du rapport de fin de semestre (50%).
Course materials	Les participants sont informés de la bibliographie pendant le cours.
Instructor profile	Les recherches de madame OBA portent principalement sur la littérature française et la culture régionale, notamment celle de la Bretagne.
Miscellaneous	

Course title	<b>Gesellschaft in Deutschland</b>
Course subtitle (if applicable)	
Instructor(s)	Masashi Urabe
Language of instruction	German
Semester/Term	Fall semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 2 credits
Targeted students	3rd year students and above or students with sufficient German language proficiency
Course description	In dieser Lehrveranstaltung geht es um aktuelle Probleme und Fragen der deutschen Gesellschaft. Aktuelle Themen sollen von allen TeilnehmerInnen auf Deutsch diskutiert werden.
Course objectives	Alle TeilnehmerInnen können über gesellschaftliche Themen zu Deutschland auf Deutsch kommunizieren.
Prerequisites	Diplom Deutsch in Japan, Stufe 2 (Mittelstufe) oder CEFR B1
Before and after class study	Vorbereitung von Referaten zu kurzen deutschsprachigen Texten, Diskussion und Reflexion.
Course schedule	In der ersten Sitzung wird eine Einführung in den Inhalt der Veranstaltung gegeben. Ab der 2. Stunde sollen die TeilnehmerInnen je ein Referat zu einem gesellschaftlichen Thema halten und anschließend darüber diskutieren mit dem Ziel, gesellschaftliche Probleme im Zusammenhang zu verstehen.
Grades and evaluation	Ein Referat und eine kurze Seminararbeit.
Course materials	Lesetexte werden im Unterricht vorgestellt.
Instructor profile	Dr. Urabe beschäftigt sich mit Pädagogik und Erziehungswissenschaft, insbesondere mit vergleichender und internationaler Erziehungswissenschaft inklusive deutscher Gemütlichkeit.
Miscellaneous	

Course title	<b>American Culture I</b>
Course subtitle (if applicable)	<b>Exploring America through Film</b>
Instructor(s)	Michael Gorman
Language of instruction	English
Semester/Term	Spring Semester
Timetable/ Credits	One 90-minute class per week x 15 / 2 credits
Targeted students	Second year and above
Course description	This class is dedicated to learning about small town life in the United States and/or Canada. In this course, we will explore American civilization and customs through films depicting rural American life and the American road trip. We will consider the different cultural make-up of American society and look at how history and intercultural encounter impact contemporary society. Lessons will mix readings and discussion in English with watching films.
Course objectives	To gain a better understanding of contemporary American culture and society through the study of films.
Prerequisites	Suggested TOEIC score: 500+
Before and after class study	There is a significant amount of homework. At the beginning of each unit, students will be asked to do research about a topic related to the upcoming lesson. At the end of each unit, students will be asked to answer questions or write a paragraph. All collected homework is graded.
Course schedule	<ol style="list-style-type: none"> <li>1. Orientation – What are your thoughts about small town America?</li> <li>2. The Legacy of Slavery &amp; <i>The Great Debaters</i></li> <li>3. Racial Issues &amp; Education: <i>The Great Debaters</i> (Civil Rights)</li> <li>4. Racial Issues &amp; Education: <i>The Great Debaters</i> (racial Violence)</li> <li>5. The Cold War, 2nd Red Scare, &amp; <i>The Majestic</i></li> <li>6. Nostalgia &amp; Belonging: <i>The Majestic</i> (The Red Scare, Hollywood Blacklist)</li> <li>7. Nostalgia &amp; Belonging: <i>The Majestic</i> (WWII, The Constitution)</li> <li>8. Review &amp; Mid-term Exam</li> <li>9. The Vietnam Era &amp; <i>Fandango</i> (US college culture)</li> <li>10. The Vietnam Era: <i>Fandango</i> (road trip, the draft)</li> <li>11. Extended Family: <i>Elizabethtown</i> (extended family, death and funerals)</li> <li>12. Extended Family: <i>Elizabethtown</i> (success, marriage, US music culture)</li> <li>13. Health &amp; Welfare: <i>The Fundamentals of Caring</i> (Loss, single parenting)</li> <li>14. Health &amp; Welfare: <i>The Fundamentals of Caring</i> (Healthcare)</li> <li>15. Wrap-up and discussion</li> <li>16. Final exam</li> </ol>
Grades and evaluation	Attendance and participation (20%), assignments (30%), mid-term exam (25%), final exam/final project (25%)
Course materials	Weekly handouts
Instructor profile	Mike Gorman earned his PhD in American literature and culture from the University of Tulsa and is especially interested in ways literature connects with rural American culture, transnationalism, and the environment.
Miscellaneous	<ul style="list-style-type: none"> <li>• Enrollment is limited to 40 students.</li> <li>• This course will be taught entirely in English, and students are expected to use English actively in class.</li> <li>• Attendance is mandatory. Students who miss more than 3 classes will not receive credit.</li> <li>• Students who fail to complete both the mid-term exam and the final exam/project will fail the course.</li> <li>• The course schedule is tentative. The films or materials may change.</li> </ul>

Course title	<b>American Culture II</b>
Course subtitle (if applicable)	<b>Exploring America through Film</b>
Instructor(s)	Michael Gorman
Language of instruction	English
Semester/Term	Fall Semester
Timetable/ Credits	One 90-minute class per week x 15 / 2 credits
Targeted students	Second year and above
Course description	This class is dedicated to learning about North American culture. In this course, we will explore America's global influence and the influence of the rest of the world on America. In our lessons, we will consider the different cultural make-up of American society and how history and intercultural encounters impact contemporary society. Lessons will mix readings and discussion in English with watching American films.
Course objectives	To gain a better understanding of contemporary American culture and society through the study of films.
Prerequisites	Suggested TOEIC score: 500+
Before and after class study	There is a significant amount of homework. At the beginning of each unit, students will be asked to do research about a topic related to the upcoming lesson. At the end of each unit, students will be asked to answer questions or write a paragraph. All collected homework is graded.
Course schedule	<ol style="list-style-type: none"> <li>1. Orientation –How is America shaped by the rest of the world? How does it influence other parts of the world?</li> <li>2. France and the American Imagination: <i>Casablanca</i> (early Hollywood)</li> <li>3. France and the American Imagination: <i>Casablanca</i> (music, WWII)</li> <li>4. An American in Paris: <i>Forget Paris</i> (legacy of WWII)</li> <li>5. An American in Paris: <i>Forget Paris</i> (music culture, culture shock)</li> <li>6. Vienna Waits for You: <i>Before Sunrise</i> (intercultural encounters)</li> <li>7. Vienna Waits for You: <i>Before Sunrise</i> (relationships)</li> <li>8. Review &amp; Mid-term Exam</li> <li>9. America in Asia: <i>Lost in Translation</i> (US-Japan cultural exchange)</li> <li>10. America in Asia: <i>Lost in Translation</i> (the limits of cultural understanding, stereotypes)</li> <li>11. Reaction to American Interventionism: <i>Argo</i> (US diplomacy, espionage)</li> <li>12. Reaction to American Interventionism: <i>Argo</i> (the Iranian Revolution)</li> <li>13. Memory and History: <i>Everything Is Illuminated</i> (the Holocaust)</li> <li>14. Memory and History: <i>Everything Is Illuminated</i> (Ukraine)</li> <li>15. Final discussion and wrap-up</li> <li>16. Final Exam</li> </ol>
Grades and evaluation	Attendance and participation (20%), assignments (30%), mid-term exam (25%), final exam/final project (25%)
Course materials	Weekly handouts
Instructor profile	Mike Gorman earned his PhD in American literature and culture from the University of Tulsa and is especially interested in ways literature connects with rural American culture, transnationalism, and the environment.
Miscellaneous	<ul style="list-style-type: none"> <li>• Enrollment is limited to 40 students.</li> <li>• This course will be taught entirely in English, and students are expected to use English actively in class.</li> <li>• Attendance is mandatory. Students who miss more than 3 classes will not receive credit.</li> <li>• Students who fail to complete both the mid-term exam and the final exam/project will fail the course.</li> <li>• The course schedule is tentative. The films or materials may change.</li> </ul>

Course title	<b>Japanese Studies i</b>
Course subtitle (if applicable)	<b>Gender in Modern Japanese History</b>
Instructor(s)	Ulrike Wöhr
Language of instruction	English
Semester/Term	Term 3 (Fall semester)
Timetable/ Credits	One 90-minute class per week x 8 weeks / 1 credit
Targeted students	2nd year students and above
Course description	This course provides an introduction to modern Japanese history (from the late 19th century to the mid 20th century) through the lens of gender. We will explore how gender was constructed in the historical context of modern Japan and how, in turn, gender shaped modern Japanese history. We will also ask how gender was related to other vectors of power, such as sexuality, class and ethnicity, in the making and maintaining of Imperial Japan. To answer these questions, we will examine a variety of primary and secondary materials, including visual sources like film. Each class session will consist of a combination of lecture, student presentation, and discussion.
Course objectives	Students should develop a clear understanding of the historicity as well as the historical significance of gender. They should gain knowledge and learn to ask critical questions about the workings of gender in Japan's society, culture and recent history. In addition, international students without a background in Japan Studies or students who have grown up in Japan but have not been exposed to critical perspectives on the past should acquire basic knowledge regarding important aspects of modern Japanese history. Students should also improve their critical reading, writing, and presentation skills.
Prerequisites	Students who are not fluent in English will probably find it easier to succeed if they have taken my course, "Gender and Sexuality" (taught in Japanese), but this is not a requirement.
Before and after class study	Complete the readings and related assignments; prepare a short presentation (when it is your turn).
Course schedule	<ol style="list-style-type: none"> <li>1. General introduction</li> <li>2. The historicity of gender and the significance of gender in history</li> <li>3. The modern ideal of "good wife, wise mother" (<i>ryōsai kenbo</i>)</li> <li>4. Masculinity and gender ambivalence</li> <li>5. Early feminisms and the state</li> <li>6. Wartime mobilization of women</li> <li>7. The "comfort women" (<i>ianfu</i>) system</li> <li>8. Final discussion and guidance on essay writing</li> </ol> (This schedule may be subject to change.)
Grades and evaluation	Discussion questions on readings (in English; due the day before each class) and participation in class discussions (30%) Short presentations (in English; once or twice per term) (30%) Short essay (in English or Japanese; approximately 1000 words or 2000 characters, respectively; due at the end of the term) (40%)
Course materials	Will be made available after the beginning of the course.
Instructor profile	Ulrike Wöhr teaches Gender Studies and Japanese Studies at Hiroshima City University. Most of her research explores the history of women's and feminist movements and feminist thought in modern and contemporary Japan, in a transnational perspective. She has also written about late nineteenth and early twentieth century German colonialist discourse on Japan.
Miscellaneous	

Course title	<b>Japanese Studies ii</b>
Course subtitle (if applicable)	<b>Gender in Contemporary Japanese Society and Culture</b>
Instructor(s)	Ulrike Wöhr
Language of instruction	English
Semester/Term	Term 4 (Fall semester)
Timetable/ Credits	One 90-minute class per week x 8 weeks / 1 credit
Targeted students	2nd year students and above
Course description	This course focuses on the historical construction of gender and sexuality in contemporary Japan (1945 to present). From this viewpoint, we will explore aspects of contemporary Japanese society and culture, including the salaryman/housewife binary, images of motherhood, sexual norms and subcultures, and feminist interventions into politics and culture. We will also ask how constructions of gender and sexuality intersect with constructions of nationality, ethnicity, and other vectors of power. During the course, we will examine a variety of primary and secondary materials, including visual sources like film. Each class session will consist of a combination of lecture, student presentation, and discussion.
Course objectives	Students should develop a clear understanding of the historicity as well as the historical significance of gender. They should gain knowledge and learn to ask critical questions about the workings of gender in Japan's society, culture and recent history. In addition, international students without a background in Japan Studies should acquire some basic knowledge, and students who have grown up in Japan should be enabled to deepen and expand their understanding of postwar Japanese history and society. Students should also improve their critical reading, writing, and presentation skills.
Prerequisites	Students wishing to enroll in this course must have completed the course, "Japanese Studies (i): Gender in Modern Japanese History".
Before and after class study	Complete the readings and related assignments; prepare a short presentation (when it is your turn).
Course schedule	<ol style="list-style-type: none"> <li>9. General introduction</li> <li>10. Sex, sexuality and nation in the immediate postwar period</li> <li>11. Peace, democracy and gender</li> <li>12. Salaryman (<i>sararīman</i>) and fulltime housewife</li> <li>13. Feminist interrogations of "Japan"</li> <li>14. Challenging heteronormativity</li> <li>15. Constructions of gender and "otherness" in popular culture</li> <li>16. Final discussion and guidance on essay writing</li> </ol> <p>(This schedule may be subject to change.)</p>
Grades and evaluation	<p>Discussion questions on readings (in English; due on the day before each class) and participation in class discussions (30%)</p> <p>Short presentations (in English; once or twice per term) (30%)</p> <p>Short essay (in English or Japanese; approximately 1000 words or 2000 characters, respectively; due at the end of the term) (40%)</p>
Course materials	Will be made available after the beginning of the course.
Instructor profile	Ulrike Wöhr teaches Gender Studies and Japanese Studies at Hiroshima City University. Most of her research explores the history of women's and feminist movements and feminist thought in modern and contemporary Japan, in a transnational perspective. She has also written about late nineteenth and early twentieth century German colonialist discourse on Japan.
Miscellaneous	

Course title	<b>Cross-cultural Language and Communication I</b>								
Course subtitle (if applicable)									
Instructor(s)	Luke Carson								
Language of instruction	English								
Semester/Term	Spring Semester								
Timetable/ Credits	One 90-minute class per week x 15 weeks / 2 credits								
Targeted students	2nd year students and above								
Course description	Students in this class will learn about how and why different cultures communicate differently. Classes will involve short lectures by the teacher where students will learn about different concepts, discussion activities and class activities where students will practice their communication skills for international or cross-cultural interactions.								
Course objectives	<ul style="list-style-type: none"> <li>• To understand why cultural differences exist</li> <li>• To develop knowledge about what these cultural differences are</li> <li>• To learn how to communicate effectively across cultures</li> </ul>								
Prerequisites	English ability sufficient to understand and participate in discussion based activities								
Before and after class study	Students will regularly be required to do homework, either as review of a class or as preparation for the next class								
Course schedule	<ol style="list-style-type: none"> <li>1. Introduction to cross-cultural communication</li> <li>2. Seeing culture in communication around us</li> <li>3. Communication in Action</li> <li>4. Individualism and Collectivism</li> <li>5. Introduction to Cultural Values: Chronemics, Power Distance, Gender, Identity, Uncertainty Avoidance</li> <li>6. Cultural Misunderstandings</li> <li>7. Case study</li> <li>8. Multiculturalism in Japan</li> <li>9. Stereotypes and Bias</li> <li>10. Non-verbal communication</li> <li>11. Non-verbal communication</li> <li>12. High context and low context communication</li> <li>13. Intercultural relationships</li> <li>14. Pragmatics</li> <li>15. Semester review</li> </ol>								
Grades and evaluation	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Participation in Class</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>Homework</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Mid-semester report</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>End of semester report</td> <td style="text-align: right;">30%</td> </tr> </table>	Participation in Class	40%	Homework	10%	Mid-semester report	20%	End of semester report	30%
Participation in Class	40%								
Homework	10%								
Mid-semester report	20%								
End of semester report	30%								
Course materials	Paper materials and audio-visual materials will be provided by the teacher. Materials will also be available online.								
Instructor profile									
Miscellaneous									

Course title	<b>Cross-cultural Language and Communication II</b>
Course subtitle (if applicable)	
Instructor(s)	Luke Carson
Language of instruction	English
Semester/Term	Fall semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 2 credits
Targeted students	2nd year students and above
Course description	Students in this class will learn about how and why different cultures communicate differently, and how to communicate in cross-cultural situations. Classes will involve short lectures by the teacher where students will learn about different concepts, followed by discussion activities and class activities where students will practice their communication skills for international or cross-cultural interactions. Students will also have the opportunity to research specific cultures based on their own interests.
Course objectives	The goal of this class is to develop students' knowledge of how cultures differ, how these differences effect communication, and to improve students' ability to communicate across cultures effectively.
Prerequisites	This class will be taught in English. Students must actively participate in English during the class, and prepare for classes. Attendance is mandatory. Students should take Cross-cultural Language and Communication I before taking this class.
Before and after class study	Students will regularly be required to do homework, either as review of a class or as preparation for the next class.
Course schedule	<ol style="list-style-type: none"> <li>1. Multinational company conflict</li> <li>2. Humour: what is funny, where is it funny, why is it funny?</li> <li>3. A life in Japan: non-nationals experience of Japan</li> <li>4. A life in Japan: the perceptions of Japanese and non-Japanese</li> <li>6. Comparing countries with Hofstede: National culture and cultural dimensions</li> <li>7. International issues in advertising</li> <li>8. Mid-term presentation preparation</li> <li>9. Presentations</li> <li>10. Culture Shock</li> <li>11. Subcultures</li> <li>12. Pragmatics</li> <li>13. Pragmatics</li> <li>14. Communicating internationally in English: Formal and informal communication</li> <li>15. The perfect country?</li> </ol>
Grades and evaluation	Class participation (30%), preparation for class and assignments (20%), mid-term presentation (20%) and final report (30%).
Course materials	Paper materials and audio-visual materials will be provided by the teacher. Materials will also be available online.
Instructor profile	
Miscellaneous	

Course title	<b>Special Lecture in British &amp; American Literature I</b>
Course subtitle (if applicable)	<b>Poetic Expression and Forms</b>
Instructor(s)	Michael Gorman
Language of instruction	English
Semester/Term	Spring Semester
Timetable/ Credits	One 90-minute class per week x 15 / 2 credits
Targeted students	Third year and above
Course description	This course will introduce students to English poetry, from Shakespeare to contemporary writers. The focus of this class will be the concepts and literary devices that govern how poetry (and other forms of literature) is written and read. After studying fixed verse forms like the sonnet, couplet, ballad, villanelle, and sestina we will move on to discussing free verse poetry. You will even write your own poems! Readings will cover a wide range of poetic forms, experiences, and writers including William Shakespeare, William Wordsworth, Elizabeth Bishop, Theodore Roethke, Gwendolyn Brooks, Robert Frost, Langston Hughes, Audre Lorde, Philip Larkin, Simon Ortiz, Sylvia Plath, Wallace Stevens, W.H. Auden, and William Carlos Williams.
Course objectives	To gain a better understanding of poetic forms; the principles, concepts, and devices that shape how poetry is written; and the connections between English poetic traditions and American poets. By participating actively in class and completing assigned readings and writing assignments, students will also practice using English to communicate their ideas.
Prerequisites	Suggested TOEIC score: 500+
Before and after class study	There will be reading and writing homework for most classes. Students must complete a worksheet or write a paragraph relating to that week's lesson before class. In addition, students will make group presentations on topics related to the lessons.
Course schedule	<ol style="list-style-type: none"> <li>1. Orientation - Introduction &amp; Syllabus. What makes a poem?</li> <li>2. The English Sonnet - Shakespeare's Sonnets 130 and 73 (terms: rime, iambic pentameter, quatrain, couplet)</li> <li>3. The Italian Sonnet - John Milton, William Wordsworth (terms: tercet, sestet, octave, simile, metaphor, figure of speech)</li> <li>4. Write your own sonnet</li> <li>5. Metaphysicals and cavaliers: John Donne, Katherine Phillips, Richard Lovelace (terms: conceit)</li> <li>6. FILM-<i>Shakespeare in Love</i> (Elizabethan culture)</li> <li>7. FILM-<i>Shakespeare in Love</i> (use of poetry in Elizabethan comedy)</li> <li>8. The Couplet - Alexander Pope (riming couplet, satire, irony)</li> <li>9. The Ballad - A.E. Housman (ballad stanza, tetrameter, voice)</li> <li>10. The Villanelle - Elizabeth Bishop, Theodore Roethke (alliteration, assonance, consonance, repetition)</li> <li>11. Write a ballad, couplet, or villanelle in pairs</li> <li>12. The Sestina - Dante, Anthony Hecht (hyperbole, enjambment)</li> <li>13. Free Verse Poetry - W.H. Auden (allusion)</li> <li>14. Free Verse Poetry - Philip Larkin (imagery, senses)</li> <li>15. Poetry and music</li> </ol>
Grades and evaluation	Attendance & participation (20%), weekly assignments, presentations (60%), final project (20%)

Course materials	There are no required texts to buy, but students should bring a good English-Japanese dictionary to class. Handouts with readings will be provided to students each week.
Instructor profile	Mike Gorman earned his PhD in American literature and culture from the University of Tulsa and is especially interested in ways literature connects with rural American culture, transnationalism, and the environment.
Miscellaneous	<ul style="list-style-type: none"> <li>• There will be reading and writing homework for most classes.</li> <li>• Enrollment is limited to 40 students.</li> <li>• This course will be taught entirely in English, and students are expected to use English actively in class.</li> <li>• Attendance is mandatory. Students who miss more than 3 classes will not receive credit.</li> <li>• The course schedule is tentative and may change.</li> </ul>

Course title	<b>Special Lecture in British &amp; American Literature II</b>
Course subtitle (if applicable)	<b>Literary Legacies and Innovation</b>
Instructor(s)	Michael Gorman
Language of instruction	English
Semester/Term	Fall Semester
Timetable/ Credits	One 90-minute class per week x 15 / 2 credits
Targeted students	3rd year students and above
Course description	This class traces the evolution of American literature in English, from the late 16th century to the present. In our lessons, we will consider the impact of European colonization of North America including the cultural exchange/conflict with the indigenous peoples of North America and African slaves. We will consider how different cultural traditions helped shape the unique and eclectic tradition called American literature.
Course objectives	To improve students' understanding of English and American literary history and to develop an awareness of the connections between the two traditions. By participating actively in class and completing assigned readings and writing assignments, students will also deepen their experience using English to communicate their ideas.
Prerequisites	Suggested TOEIC score: 500+
Before and after class study	There will be reading and writing homework for most classes. Students must complete a worksheet or write a paragraph relating to that week's lesson before class. In addition, students will make group presentations on topics related to the lessons.
Course schedule	<ol style="list-style-type: none"> <li>1. Orientation, Syllabus. What is "American" Literature?</li> <li>2. The Roots of American Literature: Elizabethans, Metaphysicals, Cavaliers</li> <li>3. Puritans, Separatists, and Heretics: Literature/Culture in the American Colonies</li> <li>4. The Birth of American Poetry: Anne Bradstreet</li> <li>5. The First Americans: Indigenous Oral Traditions</li> <li>6. Poetry of Independence: Philip Freneau and Phillis Wheatley</li> <li>7. The Emergence of American Fiction: Washington Irving, James Fennimore Cooper, Lydia Maria Child</li> <li>8. Transcendentalism: R. W. Emerson, H. D. Thoreau, Margaret Fuller</li> <li>9. Slavery and Abolition: Frederick Douglass and Harriet Ann Jacobs</li> <li>10. American Gothic: Edgar Allan Poe</li> <li>11. The American Renaissance: Herman Melville, Nathaniel Hawthorne, Emily Dickinson, Walt Whitman</li> <li>12. The Civil War: Abraham Lincoln's Address at Gettysburg</li> <li>13. West of the Mississippi: Mark Twain's <i>Life on the Mississippi</i></li> <li>14. Modernism and American Poetry: Robert Frost, Ezra Pound, H. D., T. S. Eliot, William Carlos Williams, Wallace Stevens, Langston Hughes, W. H. Auden</li> <li>15. Modernism and American Fiction: Sherwood Anderson, Willa Cather, William Faulkner, F. Scott Fitzgerald, Ernest Hemingway, Zora Neale Hurston, Nella Larsen</li> </ol>
Grades and evaluation	Attendance & participation (20%), weekly assignments, presentations (60%), final project (20%)
Course materials	There are no required texts to buy, but students should bring a good English-Japanese dictionary to class. Readings will be provided to students each week.

Instructor profile	Mike Gorman earned his PhD in American literature and culture from the University of Tulsa and is especially interested in ways literature connects with rural American culture, transnationalism, and the environment.
Miscellaneous	<ul style="list-style-type: none"><li>• There will be reading and writing homework for most classes.</li><li>• Enrollment is limited to 40 students.</li><li>• This course will be taught entirely in English, and students are expected to use English actively in class.</li><li>• Attendance is mandatory. Students who miss more than 3 classes will not receive credit.</li><li>• The course schedule is tentative and may change.</li></ul>

Course title	<b>English Communication I</b>
Course subtitle (if applicable)	
Instructor	Marc Williams
Language of instruction	English
Semester/Term	Spring semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 1 credit
Targeted students	1st year students and above
Course description	This course is designed for students with an upper intermediate or advanced level of English proficiency and English Education students. In a series of dynamic and highly interactive lessons centred on presentation and discussion, students will practice and extend their reading, writing, listening and speaking skills to a high level of competency. Guided by the teacher, this course is student-led, and emphasizes reflective learning, peer-teaching, self-evaluation. This course is ideal for motivated students wishing to achieve a high level of English, but it should be especially useful to anyone hoping to help others learn English.
Course objectives	Students will work in small groups, and prepare and lead several class discussions about issues and topics of their choice. Students will develop their academic discussion skills. In each lesson all four skills are practiced, and students will be expected to read, write and listen in preparation for speaking in class. They will also write reports based on class activities. Students are expected to monitor and develop their own learning strategies as well as evaluate the learning experience provided by each lesson. In discussions students will be expected to demonstrate critical thinking and the appropriate use of evidence in argument.
Prerequisites	Students should bring an electronic dictionary, clear file, Vocabulary book to each lesson.
Before and after class study	Students are expected to read in preparation for class discussions.
Course schedule	<p>1 : Introduction to the class and course overview. Learning Strategies/Teaching Strategies. Skill emphasis- Speaking, Reading, Note-taking and Discussion.</p> <p>2 : Learning Methods. Skill emphasis- Reading, Listening, Speaking, Writing.</p> <p>3 : Discussion skills: Expressing Opinions with evidence. Skill emphasis- Speaking, Listening, Reading and Writing.</p> <p>4 : Discussion skills: Building Arguments. Skill emphasis- Speaking, Listening, Reading and Writing.</p> <p>5 : Small Group discussions : Expressing Opinions with evidence. Skill emphasis- Exchanging views, Speaking, Listening, Note-Taking, Writing Evaluative Reports.</p> <p>6 : Small Group discussions: Building Arguments. Skill emphasis- Exchanging views, Speaking, Listening, Note-Taking, Writing Evaluative Reports.</p> <p>7 : Discussion: Responding to news. Skill emphasis- Reading, Exchanging views, Speaking, Listening, Writing.</p> <p>8 : Chairing a Discussion and other roles. Skill emphasis- Speaking and Listening.</p> <p>9 : Group Discussion Preparation. Skill emphasis- Reading, Writing, Listening, Speaking.</p> <p>10 : Group Discussion 1: Student Choice (Topics on Life).Effective Use of Evidence. Skill emphasis- Speaking, Listening, Reading, Writing.</p> <p>11 : Group Discussion 1 : Student Choice (Topics on Life). Building Argument. Skill emphasis- Speaking, Listening, Reading, Writing.</p>

	<p>12 : Group Discussion 2: Student Choice (Topics on Society). Effective Use of Evidence. Skill emphasis- Speaking, Listening, Writing, Reading.</p> <p>13 : Group Discussion 2 Student Choice(Topics on Society). Building Argument. Skill emphasis- Speaking, Listening, Writing, Reading.</p> <p>14 : Review and evaluation. Skill emphasis- Speaking, Listening, Writing, Reading.</p> <p>15 : Group Discussion: Review of the course and assessment of progress made and further learning. Skill emphasis- Speaking, Listening, Reading and Writing.</p> <p>16 : Final Exam</p>
Grades and evaluation	<p>Class participation (50%)</p> <p>Homework assignments (20%)</p> <p>Record of Work and Vocabulary (10%)</p> <p>Final exam (20%)</p>
Course materials	Research materials will be provided as necessary.
Instructor profile	30 years' English teaching experience, 15 years at Hiroshima City University. Research interests, Reading, Metacognition, Japanese Studies.
Miscellaneous	

Course title	<b>English Communication II</b>
Course subtitle (if applicable)	
Instructor	Marc Williams
Language of instruction	English
Semester/Term	Fall semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 1 credit
Targeted students	1st year students and above
Course description	This course is designed for students with an upper intermediate or advanced level of English proficiency and English Education students. In a series of dynamic and highly interactive lessons centred on presentation and discussion, students will continue to practice and extend their reading, writing, listening and speaking skills to a high level of competency. Guided by the teacher, this course is student-led, and emphasizes reflective learning, peer-teaching, self-evaluation. This course is ideal for motivated students wishing to achieve a high level of English, but it should be especially useful to anyone hoping to help others learn English.
Course objectives	Students will work in small groups, and prepare and lead several class discussions on issues and topics of their choice. Students will develop their academic discussion skills. In each lesson all four skills are practiced, and students will be expected to read, write and listen in preparation for speaking in class. They will also write reports based on class activities. Students are expected to monitor and develop their own learning strategies as well as evaluate the learning experience provided by each lesson. In discussions students will be expected to demonstrate critical thinking and the appropriate use of evidence in argument.
Prerequisites	Students should bring an electronic dictionary, clear file, Vocabulary book to each lesson.
Before and after class study	Students are expected to read in preparation for class discussions.
Course schedule	<ol style="list-style-type: none"> <li>1 : Introduction to the class and course overview. Learning Strategies/Teaching. Strategies. Skill emphasis- Speaking, Reading, Note-taking and Discussion.</li> <li>2 : Discussion skills reviewed: Examining and extending key expressions for class discussions. Oral practice, listening strategies. Skill emphasis- Speaking, Listening, Reading and Writing.</li> <li>3 : Discussion: Learning Skills. Students design mini-lessons on aspects of learning. Skill emphasis- Reading, Writing, Speaking and Listening.</li> <li>4 : Language Focus: Citing Evidence (Reading and reporting information orally) Skill emphasis- Reading, Writing, Speaking and Listening.</li> <li>5 : Discussion : Responding to News. Skill emphasis- Reading, Listening and exchanging information orally).</li> <li>6 : Discussion : Student-led discussion based on Readings. Skill emphasis- Reading, Speaking, Listening and Writing.</li> <li>7 : Discussion and Language Focus: Pronunciation. Students prepare lessons on pronunciation. Skill emphasis- Speaking, Listening, Reading and Writing.</li> <li>8 : Discussion related to the previous topics. Skill emphasis- Reading, Writing, Speaking and Listening.</li> <li>9 : Discussion: Responding to Research. Skill emphasis- Reading, Writing, Speaking and Listening.</li> </ol>

	<p>10 : Discussion: Education. Students discuss topic related to Education. Skill emphasis- Reading, Writing, Speaking and Listening.</p> <p>11 : Discussion and Language Focus : Stress and Intonation. Students prepare their own lessons on stress and intonation. Skill emphasis- Speaking, Listening, Reading and Writing.</p> <p>12 : Group Discussion. Skill emphasis- Speaking, Listening, Reading and Writing.</p> <p>13 : Presentation and Discussion. Students present and evaluate each other's talks on life. Skill emphasis- Reading, Writing, Speaking and Listening.</p> <p>14 : Presentation and Discussion. Students present and evaluate each other's talks on society. Skill emphasis- Reading, Writing, Speaking and Listening.</p> <p>15 : Discussion: Review of the course and assessment of progress made and further learning. Skill emphasis- Speaking, Listening, Reading and Writing.</p> <p>16 : Final Exam</p>
Grades and evaluation	<p>Class participation (50%)</p> <p>Homework assignments (20%)</p> <p>Record of Work and Vocabulary (10%)</p> <p>Final exam (20%)</p>
Course materials	<p>Research materials will be provided as necessary.</p>
Instructor profile	<p>30 years' English teaching experience, 15 years at Hiroshima City University. Research interests, Reading, Metacognition, Japanese Studies.</p>
Miscellaneous	

Course title	<b>International Business</b>
Course subtitle (if applicable)	
Instructor	Nurhaizal Azam Arif
Language of instruction	English
Semester/Term	Fall semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 2 credits
Targeted students	2nd year and above
Course description	This course is designed as a platform for students to learn and understand basic knowledge about International Business. Students will be exposed to multiple International Business dimensions, including environment, strategy, and corporate functions. In addition the course will link theoretical aspects of International Business to contemporary issues. This will help students to further enhance their understanding of International Business and its implications in the real world context.
Course objectives	The aims of this course are to introduce and equip students with knowledge of International Business through key concepts, theories, and cases. By the end of the course, they should understand those concepts and theories, comprehend the complexity of environmental issues enveloping international business activities and grasp the latest developments in International Business related issues.
Prerequisites	None
Before and after class study	This course will be applying a blended learning approach by combining lectures as a main method of teaching and learning with other resources, such as internet links, audio visual content from YouTube, newspapers and magazine articles, etc. Students are also encouraged to share their opinions through discussion and writing.
Course schedule	<ol style="list-style-type: none"> <li>1 Globalization and International Business</li> <li>2 National Differences in Political Economy</li> <li>3 Cultural Differences</li> <li>4 Ethics in International Business</li> <li>5 International Trade and International Business</li> <li>6 Political Economy of International Trade</li> <li>7 Regional Economic Integration</li> <li>8 International Monetary System</li> <li>9 Strategies of International Business</li> <li>10 Entry Strategies</li> <li>11 Strategic Alliances</li> <li>12 Global Supply Chains</li> <li>13 International Marketing</li> <li>14 International Human Resource Management</li> <li>15 Conclusion</li> </ol>
Grades and evaluation	The assessment will be based on student's attendance, short tests or quizzes, participation, and reports.

Course materials	<p>Main Reference:  Charles W. L. Hill et al.: <i>International Business</i> (Asia Global Edition; 2<sup>nd</sup> Edition), McGraw Hill, 2016.</p>
Instructor profile	<p>Nurhaizal Azam Arif was born in Kedah, Malaysia. His areas of specialization are: Multinational Enterprise, International Business, and Diversity Management. His publications include the following titles:</p> <p>“International Diversity Management Initiatives: Case studies of Japanese Multinational Corporations Subsidiaries in Malaysia,”</p> <p>“Strategic Goals of Workplace Diversity Management: A Conceptual Framework,”</p> <p>“The effect of MNCs Innovation Activities in Stimulating Malaysia’s Outward Foreign Direct Investment (OFDI) – A Conceptual Framework.”</p>
Miscellaneous	

Course Title	<b>International Commerce</b>
Course subtitle (if applicable)	<b>Contracts and Dispute in International Commerce</b>
Instructor(s)	Risa Terai
Language of instruction	English
Semester/Term	Fall semester
Timetable/Credits	One 90-minute class per week x 15 weeks / 2 credits
Targeted students	First year and above
Course Description	<p>This course is designed to focus on the unique characteristics of international commerce. International commerce has a number of characteristics that distinguish it from domestic commerce. For example, when goods are transported across borders, many more parties such as shipping companies, banks and insurance companies are involved. Also questions on international jurisdiction and governing laws arise in international commerce. If a contract is entered into between parties who reside in different countries, which country has jurisdiction over a legal case concerning the contract? Also which country's laws should govern the contract?</p> <p>As seen above, international commerce tends to involve more parties and to be more complicated than domestic commerce. This course will explore these characteristics of international commerce by focusing on the basic practices and regulations concerning it. This course will also deal with current issues and cases related to international commerce.</p> <p>The course is designed for students who are interested in working at a Japanese or foreign company that runs its business worldwide.</p>
Course objectives	The objectives of this course are to enable students to develop knowledge of the basic practices and regulations related to international commerce and thereby to develop an appreciation of the unique characteristics of international commerce. Also this course will enable students to understand the latest issues by analyzing newspaper articles concerning international commerce.
Prerequisites	No prerequisites.
Before and after class study	Before each class, students are expected to read the assigned materials concerning the next lecture's topic. After the class students should review and supplement the materials and their notes.
Course schedule	<ol style="list-style-type: none"> <li>1. Growth of International Commerce</li> <li>2. Types of International Commerce</li> <li>3. International Contracts and Contract Clauses</li> <li>4. Trade in Goods (1) CISG, PECL</li> <li>5. Trade in Goods (2) INCOTERMS, UCP600</li> <li>6. Trade in Goods (3) <i>lex mercatoria</i></li> <li>7. Trade in Goods (4) Customs and Tariffs</li> <li>8. Commercial Agencies and Distribution</li> <li>9. Intellectual Property Rights</li> <li>10. Product Liability</li> <li>11. International Jurisdiction</li> <li>12. Governing Laws</li> <li>13. Public Policy and Overriding Mandatory Rules</li> <li>14. Arbitration and Mediation</li> <li>15. Course wrap-up</li> </ol>
Grades and evaluation	Grades will be determined by exams, which will be given once every few weeks. Active class participation will also be evaluated within the limit of 30% of the total grade.

Course materials	Giuditta Cordero-Moss, <i>International Commercial Contracts: Applicable Sources and Enforceability</i> , Cambridge University Press, 2014
Instructor profile	<ul style="list-style-type: none"> <li>· Place of birth: Japan, Kagawa prefecture.</li> <li>· Area of specialization: International Business Law, International Company Law.</li> <li>· Master of Arts in Law (Chuo University Graduate School of Law, Tokyo, 2011) Thesis title: Escape Clause in International Contract Law in Germany - Article 28 of the Introductory Act to the Civil Code</li> <li>· Ph.D in Law (Chuo University Graduate School of Law, Tokyo, 2017) Dissertation title: Escape clause in International Contract Law: Suggestions from Private International Law in Germany</li> </ul>
Miscellaneous	

Course title	<b>HIROSHIMA and PEACE</b>
Course subtitle (if applicable)	
Instructor(s)	Luke Carson, Yoshiaki Furuzawa, Yasuhiro Inoue, Robert Jacobs, Itsuki Kurashina, Ayaka Muto, Tatsuya Nishida, Masae Yuasa and others
Language of instruction	English
Semester/Term	Orientation: First Friday of the Spring semester, 5 <sup>th</sup> period (tentative). Preliminary English Training Program (PET): 10 classes during Spring semester. Intensive Summer Course: August 1-10.
Timetable/ Credits	PET (One 90-minute class per week x 10 weeks) + Intensive Summer Course / 4 Credits Intensive Summer Course only / 3 Credits
Targeted students	2nd year students and above
Course description	<p>Hiroshima is not merely a site memorializing its tragic atomic bombing in the last century, but a vigorous city in the current century, where students from diverse backgrounds can come together to study and discuss important issues related to world peace. The need to rethink the legacy of Hiroshima is still growing, as serious new threats to peace continue to arise. The lectures in this summer course will be given not only by specialists in peace research, but also by contributors to formulating the peace-related policies of Hiroshima City. In addition to the lectures, the course will feature several special programs: visits to the Atomic Bomb Dome and Peace Memorial Museum, participation in the Peace Memorial Ceremony on August 6th, and discussion with atomic bomb survivors. Both undergraduate and graduate students (in a Master's or Doctoral program) are eligible to earn credits in the course.</p> <p>The Preliminary English Training Program (PET) will be held as a partial requirement of the program for HCU students to prepare for English lectures and discussions.</p>
Course objectives	The aim of this undergraduate course is to provide students with a general understanding of the nature and attributes of war and peace by illuminating various aspects of wartime experiences, including the atomic bombing of Hiroshima, and, at the same time, to explore contemporary issues relating to world peace in a global era. It is designed primarily for second and third year undergraduate students, who are expected to gain a deeper knowledge of the importance of peace-making by participating in lectures, discussions and featured programs.
Prerequisites	The course will be conducted in English. Therefore, the ability to use spoken and written English is essential.
Before and after class study	Preparation for and review of all classes is highly recommended, individually or in voluntary study groups.
Course schedule	<p><b>ORIENTATION:</b> Those who consider taking part in HIROSHIMA and PEACE MUST attend the orientation session. In case you cannot attend this, you have to contact Professor Yuasa (Faculty of International Studies) before the orientation. If you fail to do so, you will not be allowed to take this course.</p> <p><b>PET:</b> Participation in this Preliminary English Training program is required for undergraduate students of the Faculty of International Studies as part of the HIROSHIMA and PEACE program. The detailed schedule will be announced at the orientation.</p> <p><b>SUMMER INTENSIVE COURSE:</b> For a more detailed schedule, access our website. URL: <a href="http://www.hiroshima-cu.ac.jp/Hiroshima-and-Peace/scdl.htm">http://www.hiroshima-cu.ac.jp/Hiroshima-and-Peace/scdl.htm</a></p>

Grades and evaluation	Undergraduate students' grades for the course will be based on the quality of their participation in the classes and activities (including PET) and performance in a group project presentation task where they will have the opportunity to show the knowledge and perspectives they have gained during the course.
Course materials	Handouts will be distributed as necessary.
Instructor profile(s)	Disciplines represented by the instructors include International Relations, History, Media Studies, Psychology, Sociology, and Linguistics.
Miscellaneous	HCU students: Be sure to verify the date and time of the orientation. If you are not sure, contact Professor Yuasa (Faculty of International Studies).

Course title	<b>English Discussion and Debate I</b>
Course subtitle (if applicable)	
Instructor(s)	Luke Carson
Language of instruction	English
Semester/Term	Spring Semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 2 credits
Targeted students	2nd year students and above
Course description	In this course, students will develop their English speaking. It will focus on developing persuasive speaking and discussion skills, and critical thinking ability. Classes will not be lectures, but will be very communicative, and will mainly involve pair and group activities and discussions.
Course objectives	To learn to think critically, present ideas clearly and convincingly, organize ideas logically, and develop arguments persuasively in English. This semester will focus on natural discussions and speeches.
Prerequisites	This class will be taught in English. Students must actively participate in English during the class, and prepare for classes. Attendance is mandatory.
Before and after class study	Students will regularly be required to do homework, either as review of a class or as preparation for the next class
Course schedule	<ol style="list-style-type: none"> <li>1. Practice Discussions</li> <li>2. Thinking Deeply</li> <li>3. What is Critical Thinking?</li> <li>4. What makes a strong argument - opinions and supporting reasons</li> <li>5. Using information</li> <li>6. Individual Speeches - giving your opinion</li> <li>7. Evaluating Speaking</li> <li>8. Fluency in speaking</li> <li>9. Tools for natural conversation</li> <li>10. Logic and Emotion in good speeches</li> <li>11. Non-verbal communication</li> <li>12. Speech Preparation</li> <li>13. Student topics</li> <li>14. Natural conversation task preparation</li> <li>15. Natural conversation tasks</li> </ol>
Grades and evaluation	Participation (40%) Vocabulary / phrase building project (20%) Mid-term speech report (20%) Natural conversation task (20%)
Course materials	No textbook. Students may be required to print materials provided online by the teacher.
Instructor profile	
Miscellaneous	

Course title	<b>English Discussion and Debate II</b>
Course subtitle (if applicable)	
Instructor(s)	Luke Carson
Language of instruction	English
Semester/Term	Fall Semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 2 credits
Targeted students	2nd year students and above
Course description	In this course, students will develop their English persuasive speaking and debate skills, and their critical thinking ability. Classes will be very communicative, and will mainly involve pair and group activities and discussion. This semester will focus on debating.
Course objectives	To learn to think critically, present ideas clearly and convincingly, organize ideas logically, and develop arguments persuasively in English.
Prerequisites	This class will be taught in English. This is not a lecture style class - students must actively participate in English during the class, and prepare for classes. Attendance is mandatory. Students must take English Discussion Debate I before taking this class.
Before and after class study	Students will regularly be required to do homework, either as review of a class or as preparation for the next class.
Course schedule	<ol style="list-style-type: none"> <li>1. Debate Structure and Language</li> <li>2. Cross Examination and Rebuttal</li> <li>3. Evidence and Counterargument</li> <li>4. Allocation of practice debate teams</li> </ol> Discussion (mid-term exam preparation) <ol style="list-style-type: none"> <li>5. Preparation for first practice debate</li> <li>6. Preparation for first practice debate</li> <li>7. First debate</li> <li>8. First debate review</li> <li>9. Allocation of final debate teams</li> </ol> Mid-term exam discussion <ol style="list-style-type: none"> <li>10. Mid-term exam: Write a resolution speech</li> <li>11. Final Debate preparation - claims</li> <li>12. Final Debate preparation - evidence</li> <li>13. Final Debate preparation - rebuttal</li> <li>14. Debates</li> <li>15. Debates</li> </ol>
Grades and evaluation	Participation (40%) Homework/Prepared for class (10%) Mid-term written test (20%) Final Debate performance (30%)
Course materials	No textbook. Students may be required to print materials provided online by the teacher.
Instructor profile	
Miscellaneous	

Course title	<b>English Writing I</b>
Course subtitle (if applicable)	<b>Academic Writing</b>
Instructor(s)	Michael Gorman
Language of instruction	English
Semester/Term	Spring Semester
Timetable/ Credits	One 90-minute class per week x 15 / 2 credits
Targeted students	2nd year students and above
Course description	This course is designed to help students become more fluent as writers and critical thinkers and to familiarize students with academic writing and the use of borrowed sources. Over the course of the year, students will learn and practice a variety of pre-writing, drafting, and revising techniques while working on several academic writing projects.
Course objectives	To gain a better understanding of writing and critical thinking in English as well as to practice researching and using outside sources in academic essays.
Prerequisites	TOEIC score of 550+ (or permission from instructor)
Before and after class study	There will be a significant amount of reading and writing homework for most classes.
Course schedule	<ol style="list-style-type: none"> <li>1. Orientation – Syllabus &amp; expectations</li> <li>2. Formatting assignments</li> <li>3. From sentence to paragraph</li> <li>4. Identifying topics (topic sentences)</li> <li>5. Developing paragraphs (brainstorming)</li> <li>6. Word maps &amp; concluding sentences (brainstorming)</li> <li>7. Freewriting &amp; peer editing</li> <li>8. Citing opinions &amp; examples</li> <li>9. Cause &amp; effect; sentence coordination</li> <li>10. Logic &amp; ordering</li> <li>11. Ordering narrative</li> <li>12. Using double lists (brainstorming); making comparisons</li> <li>13. Using pair interviews (brainstorming); beginning paragraphs with questions</li> <li>14. Transitions; writing about the future</li> <li>15. Wrap up; portfolio due</li> </ol>
Grades and evaluation	Attendance & participation (20%), assignments and writing projects (60%), final writing portfolio (20%).
Course materials	Zemach, Dorothy E., and Chris Valvona. <i>Writing Research Papers: From Essay to Research Paper</i> . Macmillan, 2011. ISBN-13: 9780230421943.
Instructor profile	Mike Gorman earned his PhD in American literature and culture from the University of Tulsa and is especially interested in ways literature connects with rural American culture, transnationalism, and the environment.
Miscellaneous	<ul style="list-style-type: none"> <li>• Class size is limited to 25 students.</li> <li>• The course schedule is subject to change.</li> <li>• Lessons will be taught entirely in English, and students are expected to use English actively in class.</li> <li>• Assignments must be submitted at the beginning of class the day they are due.</li> <li>• This class is designed as a full-year course, so students who take the first semester are expected to take the second semester, too.</li> <li>• Attendance is mandatory. Students who miss more than 3 classes will not receive credit for the class.</li> </ul>

Course title	<b>English Writing II</b>
Course subtitle (if applicable)	<b>Academic Writing</b>
Instructor(s)	Michael Gorman
Language of instruction	English
Semester/Term	Fall Semester
Timetable/ Credits	One 90-minute class per week x 15 / 2 credits
Targeted students	2nd year students and above
Course description	This course is designed to help students become more fluent as writers and critical thinkers and to familiarize students with academic writing and the use of borrowed sources. Over the course of the year, students will learn and practice a variety of pre-writing, drafting, and revising techniques while working on several academic writing projects. In the second semester, students will use skills acquired in the first semester to produce writing and research assignments.
Course objectives	To gain a better understanding of writing and critical thinking in English as well as to practice researching and using outside sources in academic essays.
Prerequisites	<ul style="list-style-type: none"> <li>• TOEIC score of 550+ (or permission from instructor)</li> <li>• English Writing I</li> </ul>
Before and after class study	There will be a considerable amount of reading and writing homework for most classes.
Course schedule	<ol style="list-style-type: none"> <li>1. Orientation – syllabus &amp; expectations</li> <li>2. Review the writing process</li> <li>3. Gathering &amp; narrowing ideas</li> <li>4. Paragraphs &amp; topic sentences</li> <li>5. Developing paragraphs</li> <li>6. Descriptive &amp; process paragraphs</li> <li>7. Opinion paragraphs</li> <li>8. Comparison/contrast paragraphs</li> <li>9. Problem/solution paragraphs</li> <li>10. Essay Structure</li> <li>11. Outlines &amp; argument boxes</li> <li>12. Introductions &amp; conclusions</li> <li>13. Unity &amp; coherence</li> <li>14. Writing essay exams</li> <li>15. Wrap up; portfolio due</li> </ol>
Grades and evaluation	Attendance & participation (20%), assignments, presentations, and writing projects (60%), final writing portfolio (20%).
Course materials	Zemach, Dorothy E., and Chris Valvona. <i>Writing Research Papers: From Essay to Research Paper</i> . Macmillan, 2011. ISBN-13: 9780230421943.
Instructor profile	Mike Gorman earned his PhD in American literature and culture from the University of Tulsa and is especially interested in ways literature connects with rural American culture, transnationalism, and the environment.
Miscellaneous	<ul style="list-style-type: none"> <li>• Class size is limited to 25 students. Students who took the course in the Spring Semester will be privileged.</li> <li>• The course schedule is subject to change.</li> <li>• Lessons will be taught entirely in English, and students are expected to use English actively in class.</li> <li>• Assignments must be submitted at the beginning of class the day they are due.</li> <li>• This class is designed as a full-year course, so students who take the second semester must have successfully completed English Writing I.</li> <li>• Attendance is mandatory. Students who miss more than 3 classes will not receive credit.</li> </ul>

Course title	<b>Seminar in American Cultural Studies I</b>
Course subtitle (if applicable)	
Instructor(s)	Michael Gorman
Language of instruction	English
Semester/Term	Spring Semester
Timetable/ Credits	One 90-minute class per week x 15 / 1 credit
Targeted students	3rd year students
Course description	To better understand the link between culture and power, cultural studies examines various forms of expression (literature, film, music, art, protest, etc.) or institutions (schools, agencies, prisons, industry, etc.) in connection to historical, social, and political contexts. Working with the teacher, students in this seminar will choose topics to study. Past topics have included musical traditions such as the Blues, ethnic/racial prejudice, immigration, women in business, single parent families, LGBTQ issues such as same-sex marriage, Japanese-American history, Native American representations, and environmental concerns. Past “texts” have included articles and essays, poems, stories, graphic novels and comics, song lyrics, movies, photographs, and political cartoons.
Course objectives	To gain a better understanding of the diversity of American society and American Cultural Studies theory.
Prerequisites	Suggested TOEIC score: 600+
Before and after class study	There will be reading and writing homework for all classes. Students must complete a worksheet or write a paragraph relating to that week's lesson before class. In addition, students will make group/individual presentations on topics related to the lessons.
Course schedule	<ol style="list-style-type: none"> <li>1. Orientation &amp; Syllabus. What is “American” culture? What is a “text”?</li> <li>2. The concept of intersectionality: ethnicity/race, gender/sexuality, social class; other aspects of culture: art/entertainment, economics, environment, family structure, government, (im)migration, power, religious belief, violence</li> <li>3. Judith Lorber “Night to His Day”</li> <li>4. Ernest Hemingway “Hills Like White Elephants”</li> <li>5. Suzanne Pharr “Homophobia as a Weapon of Sexism”</li> <li>6. Peter Cameron “Jump or Dive”</li> <li>7. Indian Tribes: A Continuing Quest for Survival</li> <li>8. Sherman Alexie excerpt from <i>The Absolutely True Diary of a Part-time Indian</i></li> <li>9. The Problem: Discrimination. US Commission on Civil Rights</li> <li>10. Eduardo Bonilla-Silva “Color-blind Racism”</li> <li>11. Anne Moody excerpt from <i>Coming of Age in Mississippi</i></li> <li>12. Sonya Tafoya “Shades of Belonging: Latinos and Racial Identity”</li> <li>13. Poetry by Gary Soto</li> <li>14. Frank Wu “Yellow”</li> <li>15. Gene Luen Yang excerpt from <i>American Born Chinese</i></li> </ol>
Grades and evaluation	Attendance & participation (20%), assignments, presentations (60%), final project (20%)
Course materials	There are no texts to buy, but students should bring a good English-Japanese dictionary to class. Handouts with readings will be provided to students each week. Texts referenced will include J. Lewis. <i>Cultural Studies: The Basics</i> . 2 <sup>nd</sup> ed. Sage, 2008; P. Rothenberg. <i>Race, Class, and Gender in the United States</i> . 8 <sup>th</sup> ed. Worth, 2010; G. Columbo et al. <i>Rereading America</i> . 8 <sup>th</sup> ed. Bedford/St. Martin’s, 2010.

Instructor profile	Mike Gorman earned his PhD in American literature and culture from the University of Tulsa and is especially interested in ways literature connects with rural American culture, transnationalism, and the environment.
Miscellaneous	<ul style="list-style-type: none"><li>• There will be reading and writing homework for most classes.</li><li>• Enrollment is limited to 10 students.</li><li>• This course will be taught entirely in English, and students are expected to use English actively in class.</li><li>• Attendance is mandatory. Students who miss more than 3 classes will not receive credit.</li><li>• The course schedule is tentative and may change.</li></ul>

Course title	<b>Seminar in American Cultural Studies II</b>
Course subtitle (if applicable)	
Instructor(s)	Michael Gorman
Language of instruction	English
Semester/Term	Fall Semester
Timetable/ Credits	One 90-minute class per week x 15 / 1 credit
Targeted students	3rd year students
Course description	In the second semester, we will continue to explore the cultural studies theory as it applies to life in North America (Canada, Mexico, and the United States). After reviewing information covered in the first semester, we will explore social class and how it intersects with ethnicity/race and gender/sexuality and how it relates to other aspects of culture (art/entertainment, economics, environment, family, government, immigration, language, power religious belief, violence, etc.). Students will have a chance to refine their interests in American culture and broaden their understanding of cultural studies theory and practice by finding texts of interest to them. Once approved by the teacher, these texts will be used as readings for the class and will be paired with discussion about other texts relating to the topic.
Course objectives	To gain a better understanding of the diversity of American society and American Cultural Studies theory.
Prerequisites	Suggested TOEIC score: 600+
Before and after class study	There will be reading and writing homework for all classes. Students must complete a worksheet or write a paragraph relating to that week's lesson before class. In addition, students will make group/individual presentations on topics related to the lessons.
Course schedule	<ol style="list-style-type: none"> <li>1. Orientation, Syllabus, and Review. What did we cover in the first semester? What can you tell me about texts and cultural studies theory?</li> <li>2. Social class and its connection to ethnicity/race, gender/sexuality, and power.</li> <li>3. Holly Sklar "Imagine a Country—2009"; Gabriel Thompson "Meet the Wealth Gap"; Bob Herbert "Shhh, Don't Say 'Poverty'"</li> <li>4. Dedrick Muhammad "Race and Extreme Inequality"; Fred McKissak "Post-Racial? Not Yet"; Henry Louis Gates "Forty Acres and a Gap in Wealth"</li> <li>5. Meizhu Lui et al. "The Economic Reality of Being Latino/a in the United States" and "The Economic Reality of Being Asian American"</li> <li>6. Gail Collins "Lilly's Big Day"; "The Wage Gap and Its Costs"</li> <li>7. Bob Feldman "'Savage Inequalities' Revisted"; Alejandro Reuss "Cause of Death: Inequality"</li> <li>8. Question: Which US group did you not read about in connection to the Wealth Gap? The Vanishing American.</li> <li>9. Indigenous invisibility. Sherman Alexie excerpt from <i>The Absolutely True Diary of a Part-time Indian</i></li> <li>10. FILM: TBA</li> <li>11. FILM: TBA</li> <li>12. Muslim America</li> <li>13. Immigration</li> <li>14. Guns, Violence, Hate, and Toxic Masculinity</li> <li>15. Wrap-Up</li> </ol>

Grades and evaluation	Attendance & participation (20%), assignments, presentations (60%), final project (20%)
Course materials	There are no texts to buy, but students should bring a good English-Japanese dictionary to class. Handouts with readings will be provided to students each week. Texts referenced will include J. Lewis. <i>Cultural Studies: The Basics</i> . 2 <sup>nd</sup> ed. Sage, 2008; P. Rothenberg. <i>Race, Class, and Gender in the United States</i> . 8 <sup>th</sup> ed. Worth, 2010; G. Columbo et al. <i>Rereading America</i> . 8 <sup>th</sup> ed. Bedford/St. Martin's, 2010.
Instructor profile	Mike Gorman earned his PhD in American literature and culture from the University of Tulsa and is especially interested in ways literature connects with rural American culture, transnationalism, and the environment.
Miscellaneous	<ul style="list-style-type: none"> <li>• There will be reading and writing homework for most classes.</li> <li>• Enrollment is limited to 10 students.</li> <li>• This course will be taught entirely in English, and students are expected to use English actively in class.</li> <li>• Attendance is mandatory. Students who miss more than 3 classes will not receive credit.</li> <li>• The course schedule is tentative and may change.</li> </ul>

Course title	<b>Seminar on Cross-cultural Psychology I</b>
Course subtitle (if applicable)	
Instructor(s)	Luke Carson
Language of instruction	English
Semester/Term	Spring Semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 1 credit
Targeted students	3rd year students
Course description	<p>Cross-cultural psychology looks at how culture affects human values, thinking and behaviour. Students will have the opportunity to compare thinking and behavior in different countries, and to think deeply about their own cultural behaviours.</p> <p>Classes will be discussion-based, and students will be required to do reading preparation before classes, as well as other homework activities.</p>
Course objectives	<p>To develop an understanding of cultural differences and similarities in a variety of areas such as socialisation, parenting, social behavior, styles of thinking, communication, personality and emotions. Students will also learn about how culture impacts individuals in different settings: work, international living, intercultural relationships to name a few.</p>
Prerequisites	Students must have already taken Cross-cultural Language and Communication I and II. English ability is required.
Before and after class study	Students will regularly be required to do homework (quite a lot of reading), either as review of a class or as preparation for the next class.
Course schedule	<ol style="list-style-type: none"> <li>1. Introduction to the course: Eastern and Western thinking</li> <li>2. Culture in the Media</li> <li>3. Theory becomes Reality: East Asian collectivism and Western individualism</li> <li>4. Socialisation: Parenting in different cultures</li> <li>5. Socialisation: High Pressure in Asian Learning</li> <li>6. Japanese / Chinese companies: Management Differences (Differences in collectivist societies)</li> <li>7. Foreign Companies in Japan</li> <li>8. Interviewing for International companies: What makes a good international candidate?</li> <li>9. English as a global language</li> <li>10. Using English internationally</li> <li>11. Student driven questions and discussions</li> <li>12. Student driven questions and discussions</li> <li>13. Presentations</li> <li>14. Status in different cultures</li> <li>15. Research Ideas and Methods</li> </ol>
Grades and evaluation	Participation in seminar discussions (50%), preparation (10%), presentations (40%)
Course materials	Materials will be provided by the teacher or made available online to students
Instructor profile	
Miscellaneous	

Course title	<b>Seminar on Cross-cultural Psychology II</b>
Course subtitle (if applicable)	
Instructor(s)	Luke Carson
Language of instruction	English
Semester/Term	Fall Semester
Timetable/ Credits	One 90-minute class per week x 15 weeks / 1 credit
Targeted students	3rd year students
Course description	<p>Cross-cultural psychology looks at how culture affects human values, thinking and behaviour. Students will have the opportunity to compare thinking and behavior in different countries, and to think deeply about their own cultural behaviours.</p> <p>Classes will be discussion-based, and students will be required to do reading preparation before classes, as well as other homework activities. In this semester much of the topics will be chosen by the students, who will research, teach about and then discuss these topics.</p>
Course objectives	<p>To develop an understanding of cultural differences and similarities in a variety of areas. Alongside national culture, students will explore other forms of culture (e.g class-based culture, subcultures.</p> <p>Students will also begin to learn about how to engage in research in this area.</p>
Prerequisites	Students must have already taken Cross-cultural Language and Communication I and II, and Seminar on Cross-cultural Psychology I. English ability is required.
Before and after class study	Students will regularly be required to do homework (quite a lot of academic reading), either as review of a class or as preparation for the next class.
Course schedule	<ol style="list-style-type: none"> <li>1. Motivation and Behaviour</li> <li>2. Cultural differences in motivation</li> <li>3. Culture and the Media: humour</li> <li>4. Culture and the Media: what information do people access or receive?</li> <li>5. Cultural similarities beyond national cultures: The middle class</li> <li>6. Student Presentations</li> <li>7. Student Presentations</li> <li>8. Student Presentations</li> <li>9. Student Presentations</li> <li>10. Developing Research Ideas</li> <li>11. Conducting research</li> <li>12. Examples of cross-cultural research: methods and applications</li> <li>13. Subcultures</li> <li>14. International settings: the international student experience</li> <li>15. Thesis Writing : Discussion with seminar thesis students</li> </ol>
Grades and evaluation	Participation in seminar discussions (50%), preparation (10%), presentations (40%)
Course materials	Materials will be provided by the teacher or made available online to students
Instructor profile	
Miscellaneous	

# Hiroshima City University Japanese Language Program

## Spring Semester

	Mon	Tuesday	Wed	Thursday	Fri
1st period 9: 00-10: 30 Second to fourth year students (or advanced students)		Japanese III Academic Japanese Level : J LPT N1-N2 Ms. Kimura (LL407)		Japanese III Japanese Culture Level : J LPT N1-N2 Ms. Kimura (LL407)	
		Japanese III Pre-Intermediate Japanese Level : JLPT N3 Ms. Ito (LL406)		Japanese III Pre-Intermediate Japanese Level : JLPT N3 Ms. Yoshimoto (LL404)	
2nd period 10: 40-12: 10 First year students (or beginners)		Japanese I Listening and Conversation Level : J LPT N1-N2 Ms. Kimura (LL406)		Japanese I Reading Level : J LPT N1-N2 Ms. Yoshimoto (LL407)	
		Japanese I Basic Japanese Level : Beginner Ms. Muto (LL407)		Japanese I Basic Japanese Level : Beginner Ms. Muto (LL406)	

## Fall Semester

	Mon	Tuesday	Wed	Thursday	Fri
1st period 9: 00-10: 30 Second to fourth year students (or advanced students)		Japanese IV Academic Japanese Level : J LPT N1-N2 Ms. Kimura (LL407)		Japanese IV Japanese Culture Level : J LPT N1-N2 Ms. Kimura (LL406)	
		Japanese IV Basic Japanese, Grammar Level : Elementary Ms. Ito (LL406)		Japanese IV Basic Japanese, Listening & Kanji Level : Elementary Ms. Yoshimoto (LL407)	
2nd period 10: 40-12: 10 First year students (or beginners)		Japanese II Oral Presentation Level : J LPT N1-N2 Ms. Muto (LL407)		Japanese II Reading Level : J LPT N1-N2 Ms. Yoshimoto (LL406)	
		Japanese II Listening and Conversation Level : J LPT N1-N2 Ms. Kimura (LL404)		Japanese II Writing Level : J LPT N1-N2 Ms. Muto (LL407)	

## Regarding the Japanese Language Program, please note:

- Contents and levels of Japanese language courses are adapted to the enrolled students' Japanese language proficiency and thus tend to change slightly every semester. The tables on the previous page represent the schedule for the academic year of 2018, as of March 2018. The most current information will be provided at the start of each semester.
- Courses should, as a rule, be taken in the pairs presented side-by-side in the tables.  
Example (Spring semester):  
Tuesday 1<sup>st</sup> period, "Academic skills" + Thursday 1<sup>st</sup> period, "Japanese Culture"
- To gain 2 credits, you will have to take two courses per semester (i.e., two 90-minute class sessions per week) and score at least 60% in each of these courses.
- To gain 2 credits, you are also required to attend a minimum of two-thirds of the classes in both courses (i.e., at least 10 class sessions per course).
- The designations "Second to fourth year students" and "First year students" do not apply to exchange students, who will be placed according to individual proficiency levels.
- Room numbers are shown in parentheses in the above tables; those preceded by an "R" are located in the Main Lecture Building (i.e., the building of the Faculty of International Studies), and those preceded by "LL" are located in the Language Center.
- If you would like to take courses in a different combination from the ones indicated above or if you have any other questions, please contact the coordinator of the Japanese language program.

Ms. Ayaka Muto

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