The purpose of this course is for students to learn an overview of Japanese communication behaviors using a comparative approach with other cultures.

Through the peer teaching discussion in the beginning of each class, they will learn about the other cultures of their peers as well as Japanese values, and their own culture. There will be a session to study about Haiku, the shortest poem form in the world. It is taught in English and some Japanese.

The purpose of this course is for students to learn an overview of Japanese communication behaviors using a comparative approach with other cultures.

Through the peer teaching discussion in the beginning of each class, they will learn about the other cultures of their peers as well as Japanese values, and their own culture. There will be a session to study about Haiku, the shortest poem form in the world. It is taught in English and some Japanese.

They will gain knowledge about Japanese communication behaviors, and increase their appreciation toward Japanese culture. They will also understand how Japanese communication behaviors are greatly influenced by Japanese values. They will also learn different cultures of the other foreign students through the peer discussion. They will be able to apply some of their learning in real life in the future.

1.日本人の価値観を学ぶことでの行動の動機がわかる。  
2.異文化コミュニケーションのメカニズムを学び、誤解は何故起きるのか、どう誤解を解くのかのスキルを知る。  
3.多文化の留学生と触れ、異文化を肌で知る。

In almost every class students will have a peer discussion in the first 10-15 minutes to share their intercultural experiences with their classmates (peer teaching.)

The following key issues will be introduced throughout the semester: Some main Japanese values; The D.I.E. tool, a constructive intercultural problem solving method

Fifteen classes as follows.

1-2: Some theories of intercultural communication – What is Hidden Culture?  
3: Stereotypes & generalization  
4-5: Verbal and non-verbal communication and how Japanese use them  
6: Diversity & Perception  
7-8: Review & skill development exercises  
9-10: Communication Styles  
11-12: Values & Deep culture  
13-14: Presentation about what they learned  
15: Summary

The order above might be shifted in the semester. It will be announced in class.

tests (20%), home-work reports (30%), group presentation (50%)
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
<th>Year</th>
<th>ISBN/ISSN</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Different Realities:—Adventures in Intercultural Communication—</td>
<td>Joseph Shaules and Juri Abe.</td>
<td>Nan' un-do</td>
<td></td>
<td>9784523175650</td>
<td>textbook</td>
</tr>
<tr>
<td>2</td>
<td>the Culture Map</td>
<td>Erin Meyer</td>
<td>Public Affairs</td>
<td>2014</td>
<td>9781610392761</td>
<td>reference</td>
</tr>
</tbody>
</table>

**Related URL**

**Preparation and Review**

There will be a weekly assignment, which is reading and writing a one-page report, based on reading. This is mandatory, since the report will be read by another student every time.

**Contact (Email, etc.)**

※Emailは＠の置き換えに注意

**In Addition**

Class taught in English.
Max. 20 students.
Japanese students are welcome with a high English proficiency.

**Last Update**

2019/02/04 16:52