

# International and Multicultural Education in Japan

(2 credit hours)<sup>1</sup>

Spring/Summer 2019

JTW Classroom: 5105, Thursdays 13:00 – 14:30

*Cultural difference doesn't mean that I am totally different from you. But I come to the present, to who I am, by a different route from yours; and therefore our conversation has to recognise that different histories have produced us, different histories have made this conversation possible...  
(Stuart Hall)*

Instructor: Chisato NONAKA, Ph.D.  
Contact information: [nonaka.chisato.444@m.kyushu-u.ac.jp](mailto:nonaka.chisato.444@m.kyushu-u.ac.jp)  
Office location: 5714, West Zone 5 (Ito Campus)  
Office phone: 092-802-6543  
Office hours: By appointment (but feel free to stop by also when you're in the neighborhood ☺)

## I. Course Description

This course will provide an in-depth review of historical, philosophical, and sociopolitical foundations that continue to drive the current *kokusaika* [internationalization] policies and practices in Japanese education. While much attention is devoted to the implementation of “*kokusaika*” projects, there has been little discussion about the effects of such a nationwide, large-scale enterprise. The students in this course, therefore, are encouraged to ask questions such as what is *kokusaika* really?; What does it mean to Japan and/or other countries?; How and why is *kokusaika* deemed necessary?; and in light of the current *kokusaika* efforts, Where is and should Japan be headed in the years to come?

## II. Learning Objectives

To **understand, identify, and/or challenge contemporary issues, problems, and concerns around international and multicultural education in Japan.** By engaging with the assigned readings, class discussions, reflections, and other related activities, you are encouraged to constantly think about how you (as a student, current/future educator, and a member of society) would like to respond to such issues, problems, and applications on a personal, professional, as well as societal level.

## III. Required Texts and Readings

Hardcopies of all required course readings will be provided during class.

## IV. Course Assignments, Assessment, and Grading

### a. Assignments

- 1) **THREE Writing assignments**<sup>2</sup> (Due: **Thursday, April 11**; **Thursday, May 30**; and **Thursday, July 11**)
- 2) **Group presentation**<sup>2</sup> (Week 12 or 13)

---

<sup>1</sup> Or, consult with the instructor about enrolling in 3 credit hours of work.

<sup>2</sup> Specific guidelines, rubrics, and/or checklists will be provided on separate sheets.



3) **Self-evaluation**<sup>2</sup> (Due: **Thursday, July 18**)

b. Assessment and Assignment Details

1) **Participation/attendance – 60 points** (4 points/session x 15 class sessions)

You are expected to **come prepared** (e.g. completing the required readings/assignments as instructed) and **on time** for each class session. If, for unforeseen reasons, you are unable to arrive on time for or attend a class session, please let the instructor know as early as possible. Also, you are expected to be **respectful, attentive, and engaged** during class and complete in-class assignments/activities as instructed.

2) **Writing assignments – 30 points** (Due: **Thursday, April 11**; **Thursday, May 30**; and **Thursday, July 11**)

There will be **THREE** writing assignments for this course:

1. Autoethnography (10 points) – **Due: Thursday, April 11**
2. Interview report (10 points) – **Due: Thursday, May 30**
3. Mini research paper (10 points) – **Due: Thursday, July 11**

3) **Group presentation – 5 points** (Week 12 or 13)

You will **choose one** of the topics covered during the semester and as a group, you will prepare a presentation. **In Week 12 or 13**, you will give a group presentation which will also serve as an opportunity for the class to review and reflect on what we have learned about the particular topic during the semester. Your group presentation must include:

1. **Introduction** (e.g. clearly state your topic, its background, why you/your group chose the particular topic over others?)
2. **Body** (e.g. what are some of the deeper issues behind the topic?, how do such issues relate to us *personally* and *professionally*?)
3. **Conclusion** (e.g. summary and suggestions on how these issues may be addressed/approached and how you as future educators respond to such issues)

4) **Self-evaluation – 5 points** (Due: **Thursday, July 18**)

You will be asked to write and submit a brief self-evaluation (≈300 words<sup>3</sup>) at the end of the semester. This is for the instructor to better understand the progress and effort you have made over the semester, so please be **specific, clear, and honest** in your writing.

**NOTE: Late assignments will result in deducted points (0.5 point deducted per day) !!!**

c. Grading

You will receive a letter grade (A-F) based on the following percentages (= points explained above):

A:	90-100%	(90 – 100 points)
B:	80-89%	(80 – 89 points)
C:	70-79%	(70 – 79 points)
D:	60-69%	(60 – 69 points)
F:	59% or lower	(0 – 59 points)

<sup>3</sup> Approximately **one** A4 size paper with 1-inch (=2.54cm) margin, double-spaced, 12 point font.

## V. Calendar

	Topic	Readings and Assignments <i>DUE</i> (Must be completed <u>before</u> class)
<b><u>Week 1</u></b> <b>Thursday,</b> <b>April 4</b>	Course introduction and community building	
<b><u>Week 2</u></b> <b>Thursday,</b> <b>April 11</b>	<i>Nihonjinron</i> <sup>4</sup> (日本人論) and <i>kokusaika</i> (国際化) of Japan	<ul style="list-style-type: none"> <li>• Hardcopy (or e-copy) of <i>Autoethnography DUE</i></li> <li>• Bring a list of questions (if any) about the course syllabus.</li> </ul>
<b><u>Week 3</u></b> <b>Thursday,</b> <b>April 18</b>	Japanese language schools (日本語学校) and their future	<ul style="list-style-type: none"> <li>• <b>Read the article &amp; bring your notes</b> (including the responses to the guiding questions).</li> </ul>
<b><u>Week 4</u></b> <b>Thursday,</b> <b>April 25</b>	“International” schools (インターナショナルスクール) in Japan	<ul style="list-style-type: none"> <li>• <b>Read the article &amp; bring your notes</b> (including the responses to the guiding questions).</li> </ul>
<b><u>Week 5</u></b> <b>Thursday,</b> <b>May 9</b>	Japanese higher education as myth	<ul style="list-style-type: none"> <li>• <b>Read the article &amp; bring your notes</b> (including the responses to the guiding questions).</li> </ul>
<b><u>Week 6</u></b> <b>Thursday,</b> <b>May 16</b>	Innovative education programs in Japan	<ul style="list-style-type: none"> <li>• <b>Read the article &amp; bring your notes</b> (including the responses to the guiding questions).</li> </ul>

<sup>4</sup> Theories about the Japanese = 日本人論

	<b>Topic</b>	<b>Readings and Assignments <i>DUE</i></b> (Must be completed <b><u>before</u></b> class)
<b><u>Week 7</u></b> <b>Thursday,</b> <b>May 23</b>	“Idealized” English teachers in Japan	<ul style="list-style-type: none"> <li>• <b>Read the article &amp; bring your notes</b> (including the responses to the guiding questions).</li> </ul>
<b><u>Week 8</u></b> <b>Thursday,</b> <b>May 30</b>	The Super Global University scheme and other <i>kokusaika</i> projects	<ul style="list-style-type: none"> <li>• <b>Hardcopy (or e-copy) of Interview Report <u>DUE</u></b></li> </ul>
<b><u>Week 9</u></b> <b>Thursday,</b> <b>June 6</b>	The popularity of Japanese studies abroad	<ul style="list-style-type: none"> <li>• <b>Read the article &amp; bring your notes</b> (including the responses to the guiding questions).</li> </ul>
<b><u>Week 10</u></b> <b>Thursday,</b> <b>June 13</b>	Rethinking international and multicultural education in Japan	<ul style="list-style-type: none"> <li>• <b>Read the article &amp; bring your notes</b> (including the responses to the guiding questions).</li> </ul>
<b><u>Week 11</u></b> <b>Thursday,</b> <b>June 20</b>	Review and prepare for the group presentations	<ul style="list-style-type: none"> <li>• <b>Review</b> all the videos/articles (<u>Weeks 2-10</u>) and notes.</li> <li>• <b>Bring a list of wonderings/questions.</b></li> </ul>
<b><u>Week 12</u></b> <b>Thursday,</b> <b>June 27</b>	Group presentations #1	<ul style="list-style-type: none"> <li>• Prepare for your group presentation.</li> </ul>
<b><u>Week 13</u></b> <b>Thursday,</b> <b>July 4</b>	Group presentations #2	<ul style="list-style-type: none"> <li>• Prepare for your group presentation.</li> </ul>



	Topic	Readings and Assignments <i>DUE</i> (Must be completed <u>before</u> class)
<b><u>Week 14</u></b>  <b>Thursday, July 11</b>	Wrap-up	<ul style="list-style-type: none"><li>• Hardcopy (or e-copy) of Mini Research Paper <u>DUE</u></li></ul>
<b><u>Week 15</u></b>  <b>Thursday, July 18</b>  <i>Happy Summer!</i>	Self-evaluation and reflection	<ul style="list-style-type: none"><li>• <u>Email or submit</u> a hardcopy of the self-evaluation.</li></ul>



## VI. Policies and Resources

### a. Attendance and Participation

You are expected to **be prepared and on time** for each session. Please be attentive, responsive, and engaged during class and complete in-class assignments and homework as instructed.

### b. Use of Electronic Devices

When using a laptop computer/tablet in class, you are expected to practice/model courtesy and respect for your peers and the instructor. **Use technology only when appropriate and instructed.**<sup>5</sup>

### c. Academic Integrity and Ethical Behavior

All work you submit as yours must include proper documentation and crediting of sources. Failure to properly introduce and document paraphrased material or borrowed ideas is **plagiarism**. **Plagiarism carries serious consequences** and possible dismissal from the class.

### d. Other Support

**The Counseling and Health Center** helps to promote a safe and healthy environment for everyone. For more information, please visit their website at:

<http://www.chc.kyushu-u.ac.jp/english/type/student.html>

Also, you may want to ask your peer(s) and/or tutor for help as necessary. Refer to the **guidebook** for general information:

<http://www.isc.kyushu-u.ac.jp/intlweb/cmn/data/pdf/livingguide.pdf>

**Please feel free to ask questions and let's have a great semester 😊**

---

<sup>5</sup> Please also think about what we (as a community of learners) can do to help each other ***stay focused*** when some of us are using our electronic devices out of necessity.