

Course Title	MIC101-1 Freshman Seminar for Foreign Students	Instructor(s)	Marc Waterfield, PhD
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Class Style	Lecture	Office Hours	Will be announced in class
Track	N/A	Mode of Instruction	Solo
Credits	2 Credits	Allocated Year	2025, Spring
Active Learning	<p>Category 4 – (1): Interactive Lectures</p> <p>Category 4 – (7): Spoken summaries/paraphrases</p> <p>Category 1 – (1): Self-assessment</p> <p>Category 4 – (9): Pair and groups work</p>	Compulsory or Elective	Compulsory
Course Overview	This course is a combination of formal study, including activities to introduce students to the local area, and experiential learning adapted to the capacities and qualifications of individual students. This individualized study deepens the students' understanding of the area in which they are studying		
Course Objectives	<p>The course aims to:</p> <ul style="list-style-type: none"> <li>• Introduce you to organizations working with local culture and issues.</li> <li>• Help you to improve your mastery of communication (writing, listening, presenting) and your ability to summarize, synthesize, and analyze material.</li> <li>• Help you practice skills in organizing group activities.</li> <li>• Sharpen your ability to understand and make strong claims.</li> </ul>		
Prerequisite			
Course Schedule	No	Contents	Homework
	1	Introduction, outline, and group discussion Safety Awareness and living in a foreign country Developing conceptual awareness Understanding the concept of <i>Wa</i>	Reading: Prepare a summary of the meaning of <i>Wa</i> Prepare a summary of what you know about Japanese culture Review Safety guidelines
	2	Safety Awareness evacuation drills for such things as fire, earthquakes, flooding	Be prepared to participate in the practice drills
	3	Proper garbage disposal and cleaning Garbage separation practice	Review Miyazaki Prefecture and local garbage disposal guidelines. Install the app on your smartphone Be prepared to participate
	4	Understanding the curriculum and Academics: what is expected of you at MIU	Reading: Review the MIU Bulletin and Course Completion Guide
	5	Multilingualism and Culture	Combined Session, All Freshman
	6	Developing Cultural Awareness Learning important concepts: <i>Reigisaho</i> Rules and manners	Reading: Hall's <i>Beyond Culture</i> designated chapters Reading: Kim's <i>Reigisaho and Japanese Cultural Performance</i>

	7	Learning about the history of Miyazaki Visit to Yasui Sokken Museum	Reading & Research: Yasui Sokken's history of achievements
	8	Japanese culture overview Cultural Sharing exercise Midterm: Comparing your country's culture to Japan	Research an aspect of Japanese culture and prepare a short presentation on it Prepare and lead cultural games from your country Write a short comparison essay
	9	Developing contextual Understanding of High context and low context cultures Where is your country located on the spectrum? Group discussion	Reading: Nam's <i>High-context and low-context communication</i> Prepare a short explanation on the high and low context culture paradigm and indicate where your country falls
	10	Daily life supported by our cultural understanding of <i>Wa</i> and living in within a high context cultural society: Shopping, banking, the post office, services. What do you need to live comfortably? Group and class discussion	Review the Contextual and Conceptual readings and Japanese phrases for shopping, banking, and post office scenarios. Complete an inventory of the items in your apartment. What are the necessities?
	11	What is an <i>inkan</i> ? Why is it important? Shopping for daily necessities	Research the historical importance of <i>inkan</i> In Japanese business and social contexts Prepare for a field trip to shopping at a supermarket near campus Bring a small amount of money to buy an item or two at the convenience store
	12	Banking What banks are available in Miyazaki? Local, International, and online banking discussion Creating a bank account	Search for information on how to open an account
	13	Deepening cultural understanding through Art and Martial Arts The difference between <i>Jutsu</i> and <i>Do</i>	Japanese Art and Culture Presentations
	14	Japanese culture: Applying what you've learned The session will be held in the Karate Dojo located on the 2nd floor of the gymnasium	Dress in clothes that you can exercise and move comfortably in. No skirts or dresses.
	15	Final Review and Reflection Submission of Final Assignment	A compiled collection of summaries on what you have learned in each session of this course
Grading	Classwork & Assignments: 70% Final written submission: 30%		
Textbooks	Handouts provided by the instructor		

References	<p>Hall, E. T. (1976). <i>Beyond culture</i>. New York: Doubleday.</p> <p>Hofstede, G. (2001). <i>Culture's consequences: International differences in work-related values</i>. Sage Publications. (Original work published 1980).</p> <p>Kim. (1992, February 7-8). <i>Reigisaho and Japanese Cultural Performance</i> [Conference presentation]. The Rocky Mountain Southwest Japan Seminar.</p> <p>Meyer, E. (2015). <i>The culture map: Decoding how people think, lead, and get things done across culture</i> (1<sup>st</sup> ed.). Public Affairs.</p> <p>Nam, K. A. (2015). High-context and low-context communication. In J. M. Bennett (ed.), <i>The SAGE Encyclopedia of Intercultural Competence</i>. Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Nitobe, I. (1900). <i>Bushido, the Soul of Japan</i>. Leeds &amp; Biddle Co.</p> <p>Waterfield, M. (2016). <i>Finding a place for karate-do in mainstream education</i>. IAFOR Conference Proceedings, pp.145-161.</p> <p>Whiting, R. (2009). <i>You've gotta have wa</i> (Rev. ed). Random House, Inc.</p>
NOTES	<p>Homework assignments are to be done before the class session, e.g., Preparing a summary of what you learned about Japanese culture during the Spring semester should be done before the first class.</p>