

JAS499 JAPAN WORLD DEBATE (3 credit hours)

Instructor: Michihiro MATSUMOTO

Office hours: By appointment

Email:

Meeting times:

Semesters: Fall

COURSE DESCRIPTION: This course serves as a forum where groups of international students and Japanese students come together to debate issues highly controversial in nature that involve Japan's relations with other countries. The course is led by one of Japan's foremost authorities on the theory and practice of English debate. Issues range from the historical to the contemporary, including Japan's role in world peace-keeping operations, revision of the Japanese constitution, Japan's non-nuclear weapons policy, official visits to Yasukuni Shrine by Japanese prime ministers, the North Korean kidnappings, Japan's bid for a seat on the UN Security Council, the Japanese Ministry of Education's involvement in the screening of textbooks, and other controversial issues facing Japanese society and its political leadership. The first few weeks of the semester will prepare students with an introduction to the fundamentals of debate, including preparation and research methods, Socratic dialogue, multi-perspective analysis, speech and cross-examination techniques, logic organization, the hexagonal principle, triangle and hexagonal logic, the 'why-because game,' burden of proof, value debate, policy debate, and other important debate skills. During the remainder of the semester, lectures will continue related to the development of debate skills, and students will form teams and engage in classroom debate competitions. In some instances international teams will debate Japanese teams. In other situations, international students and Japanese students will be mixed on a single team.

OBJECTIVES: At the end of the semester, students will have learned how to analyze issues from critical, multi-perspectives to win the hearts and minds of audiences against worthy opponents, and to appreciate the differences between 'argument' and 'debate.'

STUDY MATERIALS: Handouts will be distributed at the beginning of the semester and at each class session.

ASSESSMENT: Student achievement of the stated course Objectives will be measured four ways: (1) class discussions (20%), (2) surprise quizzes (15%), (3) term paper (15%), and (4) classroom debate competitions (50%).

ACADEMIC PREPARATION: The course is open to all international students, but is closed to Japanese students who have not yet completed one-year study abroad – with some exceptions. Students who are non-native speakers of English should have English fluency equivalent to TOEFL 580 or higher to enroll in this course. The course is open to all majors.

POLICIES AND ACADEMIC HONESTY: All assignments and exams must be completed to receive a passing grade for this course. Students are reminded not to engage in acts of plagiarism or other forms academic dishonesty. Refer to: <http://en.wikipedia.org/wiki/Plagiarism>.

COURSE FORMAT AND ACTIVITIES: Class sessions usually will begin with a lecture on a theme designed to develop students' debate skills. After the first few class sessions, students will be given many opportunities to debate their classmates and hone particular skills related to the current lecture theme. Toward the end of the semester, classroom debates will focus on all a combination of skills that have been accumulated during the course.

SCHEDULE:

<Week 1> What is debate? Self-introduction. The hexagonal principle.

<Week 2> Introduction of others. Triangle logic. Researching.

<Week 3> Socratic dialogue. Hexagonal logic. The 'why-because' game.

<Week 4> Organization and speech. Burden of proof.

<Week 5> Cross-examination.

<Week 6> Refutation and rebuttal.

<Week 7> Fact debate.

<Week 8> Value debate.

<Week 9> Policy debate #1

<Week 10> Policy debate #2

<Week 11> Policy debate #3

<Week 12> Coaching debate. How to be magnets rather than batteries.

<Week 13> Mentoring for debaters

<Week 14> Application of debate for negotiation