



# **Aoyama Gakuin University**

## **School of Global Studies and Collaboration**

### **Information for Exchange Students**

**Aoyama Gakuin University**  
**School of Global Studies and Collaboration**  
**Academic Affairs Division**  
**Sagamihara Campus Administration Department**

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**NOTE: This is information for exchange students. Please confirm with your home institution whether you are enrolled at AGU's partner institutions. Visiting students and non-degree students at the partner institution are not eligible. To find out more about studying for a full degree at Aoyama Gakuin University, please visit the following site:**  
<http://www.aoyama.ac.jp/en/prospective/>.

## **Introduction**

Aoyama Gakuin University (AGU), established in 1949, is the largest division within the Aoyama Gakuin system. AGU has established a reputation for the quality of its education and its international ambience, and is widely recognized as one of the leading universities in Japan. In addition to specialized instruction, it cultivates individuals with strong ethics and social values, who actively carry out their responsibilities toward all peoples and communities of the world. The school of Global Studies and Collaboration (GSC) will open its doors in April, 2015 as the 10<sup>th</sup> faculty in AGU. GSC takes an interdisciplinary curricular approach by integrating four clusters based on the broad social science field. GSC develops students' global perspectives especially in the context of inter-Asian collaboration and cooperation.

## **About GSC**

### **◆ Location**

Sagamihara Campus

Address: 5-10-1 Fuchinobe, Chuo-ku, Sagamihara-shi, Kanagawa 252-5258, Japan

\*7 minute' walk from Fuchinobe Station of the JR Yokohama Line

\*a short train ride away from the center of Tokyo

\*1 hour away from Aoyama campus

### **◆ Facts**

\* Student intake capacity: 190 (for full-time students)

\* Faculty size: 23 full-time faculty members

\* Student enrollment (AGU): total 18,737 (undergraduates: 17,476, graduates: 1,261) \*as of April, 2014

\* # of overseas partner universities: 106 institutions

\* Overseas office: in Thailand and Taiwan



↑ Mandai Memorial Library @ Sagamihara Campus



↑ Sagamihara Campus

## Academics

### ◆ Language of Instruction

Japanese and/or English

### ◆ Academic Calendar

1<sup>st</sup> semester: April – 1<sup>st</sup> week of August

2<sup>nd</sup> semester: mid-September – 1<sup>st</sup> week of February

### ◆ Taking courses

Exchange students can take any courses at any of the colleges that they wish, in addition to the compulsory courses of Japanese language, Japanology and Japanese culture and society.

### ◆ Academic Units & Grading

Most AGU courses count for either 1 or 2 units of credit. A two-unit course meets for one 90-minute period per week.

Transcript Mark	Score	Evaluation
AA	100-90	Pass
A	89-80	
B	79-70	
C	69-60	
XX	Under 59	Fail

### ◆ Programs

#### <Japanese Language Courses> \*compulsory

AGU offers Japanese Language courses ranging from introductory to advanced levels. Introductory courses at Sagami-hara Campus do not require any Japanese language proficiency at the time of entrance.

### <Japan Studies>

With accomplished scholars, policy experienced professionals, renowned artists and entrepreneurs, the GSC Japan Studies Program offers unique opportunities for exchange and international students to be immersed in the multi-facets of Japan, by acquiring in-depth knowledge on culture, economy, business, policy, history, and geography. The program is also designed for Japanese students to acquire the knowledge and skills to introduce Japan overseas in their future careers. Some of the coursework involves excursions or hands-on experiences. This program consists of 16 courses (32 credits) in English, starting from the fall semester, 2015.

\*courses are subject to change\*

Title	Description	Semester /Year
Topics in Japanese Culture I	Introduction to Japanese Culture: From Noh, Kyogen, Kabuki, Bunraku, architecture of shrines and temples, and food culture (Washoku) to Animation, Manga and Kawaii Culture, Japanese culture has attracted many people in other countries. This lecture introduces students to traditional and modern Japanese culture in the various field such as theatre, dance, literature, music, film, arts, architecture and so on, and aims to deepen the understanding of some factors which influenced it such as natural environment, social history, and cultural exchange with other areas.	Fall 2015~
Topics in Japanese Culture II	Japanese World Heritage Sites: This course introduces World Heritage sites both cultural and natural in Japan registered in the UNESCO list. Through the sites, it showcases how Japanese appreciate what nature brings to their lives. It introduces some representative sites that allow students to learn how Japanese have appreciated nature in their lifestyle including a possible visit to one of the sites such as Tomioka Silk Mill, which was recently registered as a World Cultural Heritage site. This will reveal the development of Japanese industry in the 19th century and how it is related to daily life at that time. The course also introduces Japanese Washoku cuisine, which has also been designated as the World Intangible Cultural Heritage list, and demonstrates how Japanese food culture reflects appreciation of four seasons and culture at large. Included also is an exposure to Japanese sweets which shows how Japanese appreciate the beauty of changing seasons.	Fall 2015~
Topics in Japanese Culture III	Japanese Traditional Culture: In this course, you will not only learn in detail about Japanese traditional arts such as flower arrangement, calligraphy, tea ceremony, Noh, Kyogen and Kabuki but also acquire the ability to introduce Japanese culture abroad. Guest speakers who are internationally active in these fields will lecture and demonstrate their performances when possible. You will also have opportunities to experience some of the traditional art such as flower arrangement which would allow you to show your skill overseas as a part of cultural exchange. The course allows you to deepen your understanding of the geographical and historical background of Japanese culture as well as how Japanese appreciate and express beauty in respective art representations.	Spring 2016~

Topics in Japanese Culture IV	Japanese Contemporary Culture-Cool Japan: The course introduces Japanese contemporary cultural features such as anime, fashion, music, robot theater and origami. It will also enable the students to acquire skills to introduce Japanese contemporary culture globally. Guest speakers will demonstrate the so-called 'cool Japan' and show how Japanese contemporary art is shown to promote cultural exchanges. Included in the course is actual hands-on experience of origami making etc. The course allows students to appreciate the Japanese 'hearts and minds' as reflected in contemporary culture.	Spring 2016~
Topics in Japanese Economy, Business, and Policy I	This course mainly examines the activities of famous Japanese entrepreneurs, for example at SONY, HONDA, and so on. And secondly, the course examines some structures or systems of the Japanese economy, business, and industrial policy of Japanese government from studies of their activities. Through the course, students will be able to understand the essence of Japanese economy and companies.	Fall 2015~
Topics in Japanese Economy, Business, and Policy II	This class examines several topics concerning the education system of Japan and related issues. It also makes a comparative review of educational issues in Japan and developing countries. Topics include the education system of Japan, educational issues in Japan, and the central administrative and budgetary system of education. The class also covers curricula, school management, efforts aimed at global human resource development, trends in international education cooperation, education issues in developing countries, the World Bank's initiatives to provide education assistance to developing countries and others. The class will also involve presentations and group discussions to promote communication among students.	Fall 2015~
Topics in Japanese Economy, Business, and Policy III	The policy-making process of the economic field in Japan will be examined, based on several topics on the viewpoints of the national economic competitiveness. Japan swiftly achieved economic development in Asia, but faced various problems as well. This class inspects how Japan dealt with such problems, considering the relationship between the economy and politics. Issues such as "energy policy", "trade liberalization", "regulatory reform", and "international standardization" are discussed.	Spring 2016~
Topics in Japanese Economy, Business, and Policy IV	The Japanese government considers Official Development Assistance (ODA) as one of the most important diplomatic tools, and huge sums of money have been provided for a long time. Through the 1990's, Japan continued to be the top among the donor countries in the net disbursement basis. But, since 2007 Japan has been ranked fourth or fifth. What is now the feature of Japanese ODA? And what has there been a sharp decrease? This course, following the lecture on "Japanese ODA Policies (1)" in the 1st semester, focuses on development projects to understand features of the Japanese ODA. More specifically, the course will help students: (1) review on the basic terms and concepts of ODA, (2) follow up transitions and general features of Japanese ODA (3) understand a development project through a workshop of project formulation (4) study methods of selection of Japanese ODA projects and ways of post evaluation after their completion (5) consider future prospects of Japanese ODA	Spring 2016~

Topics in Japanese History I	The Tokugawa Shogunate maintained peace for 260 years, but was overthrown in 1867. The new regime worked to modernize the country immediately under the 16-year-old Emperor Meiji. Meiji Japan relied on various innovations to create a new nation. Students will explore what happened, and how it happened, in modern Japan from the viewpoint of cultural history.	Fall 2015~
Topics in Japanese History II	The aim of this course is to gain a general overview of Japanese history dating from the eighth to the mid-nineteenth century. In order to understand the nature of contemporary Japanese society and its people, it is essential to look into the past and reevaluate the modernization process. Japanese history must be focused from the aspect of bifurcated sovereignty between the emperor and the shogun. The emperor in Kyoto represented religious and cultural authenticity, while the samurai rulers represented the authority of military and governmental affairs. This class will focus on the political role of the samurai as well as their social influence. We will also discuss how social systems and norms developed in the process of reinterpreting foreign civilization. Finally, we will also look into the role and social status of Japanese women from the Medieval Period to the eve of the Meiji Restoration.	Fall 2015~
Topics in Japanese History III	This course offers a broad survey of Japanese history from the Jōmon to the modern era. In particular it gives attention to the modern era from the fall of the Tokugawa Bakufu to the end of World War Two. The course examines the development of Japan in the broader context of world history. Thus it looks at the cultures of trade and interaction, and the mutual images held between Japan and its neighbours in China and Korea. Similarly it investigates Japanese relations with European nations from 1600 and eventually the US from 1853 onward. Some of the questions the course seeks to answer include: What have the patterns of interaction been like between Japan and its Asian neighbours throughout history?; What unique/local factors contributed to the early development of technology and industry in Japan?; What factors contributed to shaping a sense of Japanese nationalism/nationhood?; What factors have shaped Japanese religious, political, and popular thought over the centuries?	Spring 2016~
Topics in Japanese History IV	This course examines war in Japan from the Sino-Japanese War in 1884-5 to World War Two in 1941-5. The main focus of the course is World War Two. The course attempts to gain a broad understanding of the conflict by situating it in the broader context of world history and by incorporating a multitude of perspectives from Japan, the U.S., China, Korea, and Southeast Asia. It also takes an interdisciplinary approach to the war by integrating literature, visual sources, and oral histories. In particular some of the questions the course examines are: What motivating factors guided U.S. and Japanese decision makers throughout the war?; How did average soldiers and civilians on all sides experience the war?; How did each side view each other during the battle?; What factors played a part in ending the conflict?; What lasting effects has the war had on all sectors of society?; How has the war been remembered and how does it continue to be remembered today?	Spring 2016~

Topics in Japanese Geography I	<p>Google / Ingress I - Beyond Google Earth.</p> <p>Google Earth has changed the educational method of geography. It is a very useful visualization tool, but only for the cyber world. Not for real world. Google has known this demerit on Google Earth, so they have launched the Ingress system on the mobile phone in 2012. The Ingress can make the chances for outdoor actives in the city. This course will explain the state of the Ingress in Japan for geospatial education and tourism.</p>	Fall 2015~
Topics in Japanese Geography II	<p>Safecast - State of Radiation Mapping in Japan.</p> <p>Safecast is a global project working to empower people with data, primarily by mapping radiation levels and building a sensor network, enabling people to contribute and freely use the data collected. After the Mar. 11 earthquake and resulting nuclear situation at Fukushima Daiichi, it became clear that people wanted more data than what was available. Safecast has been building a radiation sensor network comprised of static and mobile sensors actively being deployed around Japan – both near the exclusion zone and elsewhere in the country. This course will explore the recent situation of radiation in Japan, and also how to make community with international citizens.</p>	Fall 2015~
Topics in Japanese Geography III	<p>Google / Ingress II - The world around you is not what it seems.</p> <p>Ingress is an augmented reality large-scale multiplayer online role playing GPS/GNSS-dependent game created by Niantic Labs, a startup within Google. On the other hand, JAXA of Japan is to complete the new positioning satellite system - Quasi-Zenith Satellite System (QZSS) in 2018. It will cover Japan, Southeast Asia and Oceania. Soon QZSS, GPS/GNSS-dependent games will spread by geospatial innovations. This course will share Google's strategy, technology, next generation GPS/GNSS and state-of-the-art Geospatial Gaming community in Japan.</p>	Spring 2016~
Topics in Japanese Geography IV	<p>How can Disaster Mitigation Communities be made by Spatial thinking? After the Mar. 11 earthquake, Japanese civic hackers have launched various applications for disaster prevention /mitigation in Japan. In particular the Global Facility for Disaster Reduction and Recovery (GFDRR) has started a Global Disaster Risk Management Hackathon with geospatial information managed by World Bank. Those results have been shared to developing countries via the international community. In addition, geospatial data and spatial thinking methods can help create innovative applications. This course will explore making a disaster prevention/mitigation community using by spatial thinking methods with World Bank.</p>	Spring 2016~



### <GSC courses>

GSC takes an interdisciplinary curricular approach through four clusters (Business, Sociology, Media/Spatial Information, and Collaboration) based on the broad social science field. Through project-based learning activities taught by experienced practitioners, the students will integrate theories into professional practice for solving today's social problems and improving the global society. The following list shows examples of courses taught in English.

\*courses are subject to change\*

Title / Year	Description	Cluster
Global Environment and Resources Management Spring, 2016~	This course considers the challenges facing sustainable development, so the module is designed to help participants understand the importance of the global environment and resource management. Covered are basic features and mechanisms, future prospects, and ways of addressing environment- and resource-related issues. These include climate change, biodiversity, air, water, and soil pollution, as well as food, minerals, and energy resources.	Collaboration
Poverty and Development Spring, 2016~	What is poverty? Why do we have to eliminate poverty? Poverty sometimes distorts democracy. Politicians often offer benefits to the poor, because they occupy majority of population. This results in serious fiscal deficit which hampers public investments for education and infrastructure. This accelerates further delays in economic development and creating job opportunities which are vital for poverty reduction. How can we stop this vicious cycle? The course provides students with various case studies on Asian and African economies to understand where the goal of development for poverty elimination is.	Collaboration
Special Workshop Fall, 2016~	Special Workshop : The Contribution of the Art and Creativity to Intercultural Working In today's globalized communication rich society, it is increasingly important to be able to work confidently in culturally diverse contexts. Through the arts and creativity we can begin to understand cultural differences, examine shared values and create space to reflect on our own identity and the ways we can best work together. This workshop will take a practical and experiential approach to working in intercultural contexts, using arts based methodologies. It will look at creative ways in which we can begin to engage in open and respectful exchange between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritages. It will enable students to practice and develop their skills in understanding issues from another perspective: creating a sense of mutual understanding and respect with those they work with.	Collaboration
Contemporary History of Asian Economics Fall, 2016~	This course examines several Asian countries by highlighting their relevant contemporary histories of their economic development. In class, students will study the most important economic development policies which have been conducted by some Asian countries in the last half century. Throughout this course, students will understand how the Asian countries including Thailand, Vietnam, China and India, in particular, have been developed and what kind of challenges they are facing for further sustainable economic development.	Business



Asia-Pacific Regional Economic Integration Fall, 2016~	This course will examine the recent accelerating global stream of regional economic integration including Asian-Pacific regional economic integration under WTO. Students will understand both positive and negative aspects of regional economic integration by comparative study among several different regional economic integrations such as NAFTA for North America, EU and ASEAN+6. This course will facilitate a more precise understanding on the strategic requirement for regional economic integration in Asia under the global economy.	Business
Development Strategies for African Countries Fall, 2016~	This course examines the most appropriate ways for Sub-Saharan African (SSA) countries to develop their economies in a sustainable manner. This course aims to introduce some of the SSA countries that have recently shown their good performance both in improvement of political stability and economic growth. Students will study whether such good practices of some SSA countries can be applied for the rest of the SSA countries through their group research and discussions.	Business
Corporate Social Responsibility Spring, 2016~	Corporate Social Responsibility (CSR) and sustainable business have been increasingly important in today's global economy. This course aims to introduce theoretical approaches to CSR, and to provide students with analytical perspectives in specific key areas, such as corporate governance, social and environmental issues in business practice, as well as the global supply chain, corporate citizenship, and socially responsible investment.	Business
Sociology of Religion Fall, 2016~	The purpose of this class is to appreciate how religions influence our values and customs in modern society with sociological methods. For this purpose, we will begin by understanding the basics of major religions and the principal theories of sociology of religion. Then, we will consider the relations between social change and religions, the separation of religion and state and the differences between religious thoughts and scientific thoughts from various angles.	Sociology
Sociology of Culture Spring, 2016~	This course provides a basic and general overview of various theoretical approaches to culture, such as structural and hermeneutical approaches, and cultural practices. As 'culture' can be understood as social construction by people, the linkages of theoretical approaches and the cultural subjects/areas/processes to which these approaches are applied will be examined with the development of technology and changes of social circumstances. Students will have basic ideas for understanding 'culturally' a variety of subjects and topics, such as body, popular culture, and identity.	Sociology
Japanese Study for Global Health Spring, 2016~	Japan has caught the attention of the rest of the world because of the tremendous success it has achieved in improving the health status of its population in the 20th century. On the other hand, the proportion of people aged 65 years and older has increased during the past 60 years, making the Japanese people the oldest population in the world. That makes it difficult to sustain the Japanese health system with which has made the population of Japan healthy. This course introduces the study of aging, its implications for individuals, families, and society, and the background for health policy related to older persons with presenting the Japanese experiences and current situations. Students will learn a range of health issues related to aging society and have discussions on finding possible solutions to attain global health.	Sociology

Interviewing: Principles and Practices Fall, 2016~	The interview is a cardinal element of journalism. This course offers an overview of interviewing principles, practices and techniques, with emphasis on interview preparation, information gathering and persuasive interviewing techniques. Gaining experience as both an interviewer and an interviewee in Japan and globally online will help you understand interview dynamics and cultivate effective interviewing skills. This course will also examine attitude, empathy and non-verbal communication in the context of various interviews.	Media/ Spatial Info
History of Japanese Journalism Spring, 2015~	This course reviews the development of modern journalism in Japan since the Meiji Restoration in 1868 when this island nation in the Far East embarked upon a modernization project. Students will be invited to examine how print media in the first years, and electronic media to be added in the later years, contributed to the formation of a nation-state in Japan by forging a shared “imagined community.” The course also looks into various challenges the nation-state-oriented media has faced throughout modern history and in this globalized age.	Media/ Spatial Info
Intellectual Property and Public Interests Fall, 2016~	This course examines how the balance between common, governmental, private, and monopoly property of information, and how information usage should be in the global civil society era which is largely a result of the Internet. Amid the ongoing commercialization of information, monopolistic usage of information by intellectual property system widens the power gap between right haves and have-nots. Students will learn and discuss how the intellectual property should function from a viewpoint of public interests through mainly Japanese and American cases.	Media/ Spatial Info
Global Opinion Trend Fall, 2016~	The aim of this course is to examine the question whether there is “global public opinion” in our globalized world. In the beginning, the course addresses the question what is “public opinion,” referring to the works of Walter Lippmann, an American journalist and thinker, while reviewing critically the way “public opinion” has played a major role in formation of a nation-state. The relationship between diplomacy and public opinion is an area of focus throughout this course. The way “public opinion” is being formed domestically as well as how it interacts internationally through media reports will be examined based upon typical cases in our globalized world.	Media/ Spatial Info
Cultural Resources and Media Spring, 2016~	This course focuses on the relation between accumulation and creation of cultural products such as literature (writing), music, and moving images. Rich accumulation of existing cultural products as cultural resources are needed to create outstanding new works and the accumulation is more important in the Internet era from the viewpoint of business. We examine media and cultural resources through several examples from printing in the early modern period to the Internet in present.	Media/ Spatial Info

## **Application**

Exchange student candidates should submit their applications through the International Office of their university.

### **◆ Eligibility**

In order to apply for the School of Global Studies and Collaboration Exchange Program, you must:

1. be a student at one of Aoyama Gakuin University's partner institutions;
2. have a 2.5 GPA or higher (4.0 scale)

### **◆ Required Language Ability**

GSC requires exchange students to have the language ability equivalent to either of the below:

1. N4 Japanese Language Proficiency Test (JLPT) or above;
2. IELTS 6.0 or TOEFL iBT 78 or above;
3. Native English speaker

### **◆ Application Materials**

When you apply for the Aoyama Gakuin University Exchange Students Program, you must submit all the following materials.

\*Application materials will be updated on the website, and further details will be announced to your institution later.

- Application for Admission\*
- Letter of Recommendation
- Evaluation of Japanese Language Proficiency ( if applicable)\*
- Photocopy of TOEFL, IELTS, or JLPT Score Report (if applicable)
- Official Transcripts of Home University
- Statement of Academic Objectives
- Information for Tutors\*
- Certificate of Physical Condition\*
- Application for Certificate of Eligibility\*
- Original Official Bank Statement
- Photocopy of Valid Passport
- 5 ID photos Taken within 6 months
- Dormitory Application\*

### **◆ Visa**

Exchange students are required to have an official visa (student) for entry into Japan. AGU will, on behalf of exchange students, apply to the Tokyo Immigration Bureau for the Certificate of Eligibility (COE). As soon as the COE is issued, it will be sent to your institution. You will need to bring the COE to the local Japanese embassy or consulate and obtain a Student Visa.

◆ Schedule for Admission

Spring Semester (April) Application	Fall Semester (Sept) Application	
Mid November	Late April	Deadline for Exchange Application & Dormitory Application
Late December	Late May	Notification of admission to all the accepted exchange students (Email)
Late February	Early August	Welcome Package, including the Certificate of Eligibility and detailed information about orientation week, will be sent to your institution.
1st Week of April	Mid-September	Orientations for Exchange Students
Around April 10	Around September 21	Classes begin



↑ Student Cafeteria  
← Wesley Chapel at Christmas time



## **Other Information**

### **◆ Accommodation**

AGU has dormitories for GSC international students.

Detailed information will be updated on the “Housing Information” handbook at a later date (Available at <http://web.iec.aoyama.ac.jp/english/exchange/housing.html>). GSC has dormitory fee waiver agreements with some of the partner institutions (For more information, please consult your home university). For students who do NOT wish to live in the dormitory specified by the school, information for other dorms, apartment, guest houses, and homestay is also in the “Housing Information” handbook.

### **◆ Living expenses**

The following is an estimate living cost of attending AGU as an exchange student for one semester (5months). Actual expenses vary depending on the type of housing and the individual student's lifestyle.

Room & Board (if not waived)	¥ 300,000 - ¥ 500,000
Food (lunch, etc.)	¥ 100,000 - ¥ 150,000
Books and Materials	¥ 30,000 - ¥ 40,000
Transportation	¥ 10,000 - ¥ 20,000
Extracurricular Activities	¥ 50,000 - ¥ 100,000
National Health Insurance	¥ 10,000 - ¥ 12,000
Miscellaneous	¥ 70,000 - ¥ 100,000

### **◆ Orientation** \*schedule details will be announced after applications have been received.

- End of March for Spring semester
- Mid-September for Fall semester

### **◆ Students Support**

#### **<Tutor System>**

International students will be assigned Japanese students as tutors. These tutors assist international students in dealing with both academic and personal matters, such as coping with any language or intercultural problems that may arise.

#### **<Social Events>**

The International Exchange Center holds various events and get-togethers throughout the year.

### **◆ Extracurricular Programs**

#### **<Corporate Internships>**

GSC offers internship opportunities to exchange students through a partnership with Sagamihara city.

### **<Field Trips / Japanese Culture Experience>**

In addition to countryside trips coordinated by the International Exchange Center, GSC provides unique field trip programs to exchange students. Exchange students can also experience Japanese culture such as tea ceremony and flower arrangement.