Nagahata (moderator): Our new G30 program – Comparative Studies of Language and Culture – is starting this October. It’s a program in which students can get 30 credits from courses taught in English, write a thesis, and receive a Master’s degree. Today, I’d like my colleagues to talk about the attractive features of this program. But before we discuss its attractions though, I’d like our Dean, Professor Maeno, to say a few words about how the program came to be established.

Maeno: About ten years ago, when I sat next to Professor Nagahata in a meeting, I think, I asked him, “Do you have any ideas about how to increase the number of classes taught in English in our graduate school?” I think I asked him this question because, for one thing, I’d heard Professor Hirai, who was the Dean at that time, say that we should have more classes in English and make it a selling point of our graduate school which, after all, has the word kokusai (international) in its name. Also, our university has been conducting a survey every year of the number of classes taught in English at each graduate school, in order to assess the degree of internationalization of the university. And, of course, there are several faculty in our graduate school who are native speakers of English and who have been teaching graduate classes in English, but until now, these English classes have not been integrated into a neat system. And soon the whole nation began talking about “internationalization,” and the national government adopted the “300,000 International Students Plan”. Then in 2009 the government announced that it would select a
certain number of universities and fund them specially to make them “core” institutions for promoting internationalization. In other words, the government invited universities in Japan to submit plans for English-taught programs from which it would select a certain number. At Nagoya University, the administration bureau asked the graduate schools and undergraduate departments if they wanted to put forward plans for their own “English programs” to be integrated into a comprehensive university proposal. The inquiry came just after I became the Dean two years ago. I asked several people, including Professor Nagahata, and we decided to go ahead. So I emailed all the faculty members of our graduate school to ask if they were willing to participate, that is, to teach a course in English in a new program. Surprisingly, though I simply asked them if they would be interested in volunteering to teach a course in English – I didn’t ask them to do so – a number of our colleagues said they would, and that was enough to start a program. What I mean is that, in order to start a program in which students get 30 credits and write a Master’s thesis, you need a certain number of courses, and the number of faculty members who said “yes” was sufficient to make me feel “we can do it.” So we sent a proposal to the university administration bureau, and it was decided immediately that we’d participate in this G30 project.

So, the time was ripe and, at the same time, we also felt that it was only right that we should take part in it, considering the name and the purpose of the Graduate School of Languages and Cultures, where we aim at educating students who can play a role in the global community. For another thing, it was
announced that any graduate school that initiated a G30 program at Nagoya University could hire an additional faculty member. This was also appealing, and that was how Professor McGee came here. In our graduate school there are two departments, namely, the Department of Japanese Language and Culture and the Department of Multicultural Studies, and, as it happens, the Department of Multicultural Studies has a larger number of faculty members who can teach in English than the Department of Japanese Language and Culture. But as a program that educates international students in English, we wanted to have Japan Studies as its key element in order to appeal to applicants from abroad. Certainly, in the Department of Japanese Language and Culture, especially in the areas such as Japanese education and Japanese linguistics, there are colleagues who can lecture in English, but in the area of Japanese culture, we needed more – certainly, we had a few, but we needed more scholars who could talk about Japan in English and in a really attractive way. So I wanted to hire someone who could do such a thing. Anyway, the general plan was made, the cooperation of colleagues secured, and the new professor recruited smoothly, and as time flies, the program is going to start this October.

Nagahata: Thank you, Professor Maeno. I’d just like to say that internationalization doesn’t have to be Englishization. There are many people in our graduate school who are teaching and doing research on a language other than English; there are many working on the literatures, cultures and societies of regions where English is not the first language. But it wouldn’t be a bad idea to have a program that conducts education and research from a global perspective, sharing things with overseas universities, in our graduate school and in various other universities in Japan. Probably, with such an idea in mind, about ten years ago, Professor Hirai, who was the Dean at the time, said to us, “Why don’t we start a program in English?” We couldn’t realize his idea then, but the Dean’s remark represented, I think, our will to internationalize the university, and also our research. And about ten years later, the national government laid out its plans and Nagoya University produced its proposals, and, in response to them, this aspiration for internationalization within the Graduate School of Languages and Cultures finally took shape. This is how our new program, the Graduate Program in Comparative Studies of Language and Culture, came to be. It’s a program for studying about Japan, and at the same time, for studying cultures, societies and languages in a global perspective and using comparative approaches. Classes will start and accepted students will begin their studies this October. Now I’d like my colleagues here today to talk about the attractive features of this new program. Professor Haig, can you start?

Haig: Before talking about the attraction of the program I would just like to say how good Nagoya is as a place to live, work and study. Although a number of similar Global 30 programs have been or are about to be set up at Japanese universities, such as for example the one at Kyushu University, I think that one great merit of Nagoya University’s programs, and of this graduate school’s program in particular, is the
very fact that we are located in Nagoya. I’ve lived in Nagoya for twenty-one years now and have always found it a very comfortable place to live. It is not such a huge city as Tokyo or Osaka but it is not too small either. Transportation in and around the city is extremely convenient and, thanks to being located more or less in the centre of Japan it is easy to visit other places. In addition to Nagoya’s convenient location and good transport, another attractive feature for me is that the city still has quite a lot of green spaces. In particular, the main Higashiyama campus of university here, where we are, still retains a lot of natural woodland.

One other attractive feature of this university is that it has a lot of international students. I do not know the exact figures but I know that Nagoya University ranks very highly in Japan for the number of international students that it has. One certainly notices a lot of international students on the campus.

Maeno: We used to be ranked second.

Haig: Yes, it used to be ranked second, didn’t it?

Maeno: Though our ranking is going down a little bit now.

Haig: Well, there are certainly a lot here. I myself was a student at London University and one thing I liked about it was being able to study together with students from various nationalities. It was a really international environment. When I came to Japan one of my first impressions was that, compared to London, Japanese universities were rather monocultural and the atmosphere tended to be somewhat
closed. But I’m happy to say that Nagoya University is not at all like that. For one thing, there are plenty of places on campus where international students and Japanese students can meet and interact. For example, at the recently refurbished and very stylish student dormitory, Oumeikan, which has a policy of housing both Japanese and international students, there are regular monthly and even weekly events such as sports competitions that help to encourage international exchanges. So I think it’s fair to say that one of Nagoya University’s strengths is that it does a lot to make international students feel welcome. Of course, nowhere is this more true than here in the Graduate School of Languages and Cultures. About half of our graduate students are from overseas and I feel that we have succeeded in creating a really international atmosphere.

Turning now to our own program, it has two main strands: the language and linguistics course and the culture and society course. I think that other panelists will be talking in more detail about these two courses later so, since I am affiliated to this graduate school’s Media Professional Course, I would like to say a few words about the media studies element of the program that I and some of my colleagues will be teaching. The media studies element actually cuts across the two main strands and, in a sense, I feel that it deserves to be seen as a third course. This new program as a whole has a teaching faculty of twenty and, of those, four teachers belong to the Media Professional Course: Professor Nakamura, Professor Kawamura, Professor Ikegawa and myself. I don’t know whether it could be a slogan for the Media Professional Course but one outstanding feature is that several of its faculty have a wealth of practical experience. I’m thinking in particular of Professors Namakura and Kawamura here, who have both had illustrious careers in journalism and have now come to teach on our course. And likewise, I think it is a particular merit of this Global 30 program that we have such teachers who combine practical experience of the media with academic know-how. Professor Kawamura teaches a course on the comparative history of broadcasting and Professor Nakamura’s course is about media and politics. The fact that they are able to teach their courses based not only on their theoretical knowledge but also on their practical experience means that their courses are extremely valuable, I think.

Nagahata: As Professor Haig has just said, there are two courses in this program: the language and linguistics course and the culture and society course. And several teachers who teach in the culture and society course specialize in media studies. In thinking about the media, as Professor Haig said, it would be important to study about language, while it is of course closely linked with culture and society. Media studies is such a field, so students who are interested in it will be studying in both areas, taking courses from the language and linguistics course as well as from the culture and society course.

I think, in this connection, I should mention that one of the attractive features of this program is that students have relative freedom to select courses. Those specializing in linguistics can take courses in
the culture and society course, in addition to the language and linguistics course, and vice versa. In addition, students in this program, if their Japanese proficiency is high, can take classes taught in Japanese in the graduate school, classes other than those offered in the Comparative Literature and Culture program. The relative freedom to take a wide variety of classes, I think, is one of the special characteristics of this program, and of the Graduate School of Languages and Cultures in general.

The language and linguistics course also has a strong faculty. Professor Murao, could you introduce its strengths?

Murao: I do believe that one of the greatest strengths of the language and linguistics course is our distinguished faculty. All the members (excluding me, I should say) are authorities in their fields who frequently publish papers in international journals. I’ve always thought that there should be equal chance for students who are studying linguistics outside of Japan and who don’t understand Japanese to attend lectures given by our wonderful faculty. In this respect, the G30 program provides great opportunities for overseas students and I’m grateful that such academic knowledge can be shared among international students as well as Japanese students.

The language and linguistics course is run by five professors whose specific areas of expertise are very well balanced. Professor Horie specializes in linguistic typology and has wide knowledge of the linguistic structures and structural diversity of the world’s languages. We also have Professor Morita’s
sociolinguistics course and Professor Tamaoka’s psycholinguistics course, both of which deal with multiple languages. Professor Inagaki and I both specialize in second language acquisition, with Professor Inagaki focusing on syntax-semantics mappings and myself on phonological processing. In Professor Haig’s comparative approach to media discourse class, students can learn both cultural and linguistic aspects of language use. As the name of our course “contrastive and applied linguistics” suggests, most of the professors have knowledge about not only Japanese and English, but also several other languages, and are able to compare and contrast those languages or their language users in order to get a wider view of linguistic phenomena. We have already received queries from several students who are seeking to enroll in this G30 program, and many of them also seem to be able to use multiple languages. I expect that these students will stimulate those of our Japanese students who live in a monocultural community. Indeed, providing higher education for international students is not the only aim of G30 program. More importantly, the program aims to raise Japanese students to a higher level by providing opportunities to communicate with foreign students and have discussions with them on academic topics.

Maeno: I was just thinking of saying what Professor Murao has just said. It wasn’t emphasized when the first plans for Global 30 were announced, but, as you know, there was something called jigyo shiwake, or budget screening, last year. One of the critical comments made about the G30 project in the budget screening was that not only the “core” universities should benefit from this project, but that it should contribute to the internationalization of the whole nation. Another comment was that it’s important for the selected universities to make efforts to internationalize their Japanese students by accepting foreign students. A revision of the project was proposed to take account of these comments. But, of course, Nagoya University’s original plan had already given consideration to this issue. As you know, it was often pointed out that students at Nagoya tended to be rather quiet and introverted, that they wouldn’t go overseas, even when they were encouraged to do so. So right from the beginning Nagoya University was aiming at mixing international students with Japanese students on campus, creating an environment where Japanese students would have to communicate with international students and where they would further improve their abilities by interacting with excellent students from abroad. So Professor Murao has just said exactly what the university was thinking about. Up till now we have had a great number of international students from the kanji-using regions, such as China and Korea, and there are a great many international students who are highly proficient in Japanese. But in promoting communication not only among East Asian countries but also more widely, I think this program will be a very exciting one.

Nagahata: Professor Murao is originally from Nagoya, and she is very knowledgeable about Nagoya. Is there anything you would like to add to what Professor Haig said about the city?

Murao: Well, it’s often the case that you never realize the uniqueness of your hometown if you stay in
one place, but once you step out of where you are and look at the region from outside, you’ll notice many things. From my experience of living in a gigantic city like Tokyo, I realized that Nagoya is just the right size of city to live in. You can go anywhere you want within 30 minutes by subway, and the places you visit are usually not so crowded. If you go downtown to Sakae or to Nagoya station, you can get mostly everything you need.

Nagahata: I now have a guest from India and I’ve been guiding her around the city, and one thing she says is that the food is interesting in Nagoya.

Maeno: “Interesting”? Nagahata: There are many distinctive foods, according to my guest. She calls them the “Nagoya cuisine,” and she says it’s very interesting. There are other interesting things about Nagoya, she says, but its food is the most impressive. I’d like to hear more about the features of the city by and by …

Maeno: Prices are low for a city of this size, aren’t they?

Haig: Yes, things like rent, for example.

Maeno: It’s very easy to live here, compared with Tokyo or Kyoto. And that’s partly because the cost of living is low, which is good for international students.

Nagahata: There is almost everything you need here, the cost of living is fairly low, and the living conditions are good. Are the good living conditions often mentioned about Nagoya? And just outside the
city there are various places with refreshing nature.

Maeno: Yes.

Nagahata: There are many places you can visit easily on a short trip from Nagoya. Toyota, the famous industrial city, is also located nearby, and there is something of an “automobile culture” around here, which seems to attract quite a lot of people.

Well, we’ve just heard about the strengths of the language and linguistics course. Now let me talk about the culture and society course. In this course, there are two groups of scholars. One is a group of teachers who teach subjects focusing on Japan, and the other is teachers who teach about various cultures and societies, including those of Japan, in a global perspective and using a comparative approach. In the first group, there are Professor Mito, who teaches the cultural history of Japan since the 16th century; Professor Fukuda, a specialist in comparative culture and medical history, who discusses Japan focusing on “diseases”; Professor Fuse, who specializes in political theory, and lectures on the philosophical background of modern Japan; Professor Matsushita, who teaches critical theory, gender and popular culture; Professor Potter, who lectures on Japanese and foreign culture based on his specialty, cartography; and Professor McGee, who teaches Japan Studies, comparative literature and cultural studies.

Professor McGee, could you talk a little about your classes and what you expect in your students?

McGee: I am very grateful for the opportunity to teach courses in the Global 30 Program in Comparative Studies of Language and Culture at Nagoya University. Until now, I had been teaching courses in Japanese Studies at a university in the United States, and while my students had great interest in Japanese culture (especially manga and anime) and were very enthusiastic about the subject matter, I myself felt limited as a professor – that is to say, by the very fact that I was teaching about Japan from overseas. Now, however, in my courses at Nagoya University, I think I will be better able to instill in my students an understanding and appreciation for Japanese culture. For example, I am planning to teach The Tale of Genji in one of my courses this coming semester. In a departure from my previous lesson plans, however, this time I will be able to introduce my students to the actual illustrated Tale of Genji scrolls. This fall, the Tokugawa Museum in Nagoya has arranged a special exhibit, in which all extant portions of the scrolls will be on display to the public (combining the holdings of the Tokugawa Museum and the Goto Museum in Tokyo). After reading and discussing Genji in class, my students and I will be able to see the actual textual artifacts in person. It is every professor’s dream. Only in Nagoya would this have been possible. I am hoping to teach even more interesting classes than I have been able to in the past, taking advantage of Nagoya’s proximity to important cultural treasures and sites.

For anyone who is thinking of researching Japanese culture, history, society, language, and so on, especially anyone with her sights set on earning a Master’s degree in one of these fields, I think it goes
without saying that there is a value to researching in Japan. Until now, there was no route to formal graduate studies in Japan other than taking courses taught in Japanese. Now, however, with the Global 30 program, students can take courses and write their Master’s theses in English. While students take courses in English, they may also, at the same time, improve their proficiency in Japanese by taking Japanese language courses. I think it’s a great opportunity.

May I say a few words about student life at Nagoya? I would hope that students who come to Nagoya from abroad interact with Japanese students, not just students from their own country. Recently, I saw an international student at the subway station holding a huge archery bow. He was probably a member of the kyudo (Japanese archery) circle at Nagoya. The opportunity to participate in groups like that, with Japanese students, comes along only once in a lifetime, and so I would hope that students interested in Japanese arts and culture participate in extracurricular clubs.

Nagahata: I agree. I hope they will seize opportunities to interact with Japanese students. Now let me continue to introduce the culture and society course. In the “Global” group, there are four teachers: Professor Weeks, who analyzes culture and philosophy in terms of laughter, humor and play; Professor Wakui, a specialist in modern and contemporary Japanese literature, who teaches animation, especially art animation in the world; Professor Uehara, who specializes in English literature and teaches “censorship” and literature through a comparative approach; and myself. My field is American literature but in this
program I’m going to teach modernist and avant-garde literature and movements, through a comparative approach.

Now let me digress a little. Over this weekend, a scholarly event called the “Nagoya American Studies Summer Seminars” was held. This is an event that includes keynote speeches, scholarly workshops, and an international graduate students’ seminar. We invite scholars and graduate students from the U.S., the Pacific-Rim regions, and Japan, to discuss a particular theme selected for the year. This year’s theme was “American Studies in the Global Age.” Basically, American Studies is a discipline which studies about America but recently more and more people have been studying America in a global context or paying attention to various views from the outside. As a result, these studies tend to have a comparative element, in a broad sense. In this year’s Seminars, there was a keynote speech that discussed American literature through a comparative approach, and some of the graduate students’ papers were of a comparative nature. I think in our G30 program, too, we could gain much by discussing literature, culture and society in a comparative way. Indeed, our age might be calling for it. In the American Studies Summer Seminars, one of the professors remarked that if you wanted to fully engage in American Studies now, you would have to be proficient in at least three languages. Hearing this remark, I felt that studying about just one nation, using just one language might be behind the times.

I’d like to add another episode. There is an undergraduate student from the U.S. working as a summer intern at the Nagoya American Center and the other day she came to one of my classes to give a talk. She might be different from other American students, but she is very interested in many languages. Because her father is a Portuguese American, she is near-native in Portuguese. She learned Spanish at high school, and she is learning Japanese and Korean at her university. And after working as a summer intern in Japan, from this fall she is going to study in Korea. It is often said that Americans aren’t good at foreign languages, but I get the impression that more and more American students are breaking that stereotype. In Japan, too, I think, more people will do so too – well, I know that, for many, learning just English is a big challenge, but I think more Japanese people will acquire foreign languages, as additional “pluses” to their native language, Japanese. I call this notion “Japanese Plus,” that is, acquiring and using additional languages in addition to Japanese, which alone is not enough, and communicating and cooperating with other people who share common interests. I think the world is moving in that direction. I hope that programs with a good grasp of such a situation will be developed in Japan, and I think that our program is just such a program. In our program, there are teachers who study overseas culture and society and those who specialize in Japan-related subjects, but Japan Studies specialists are also looking abroad, and I think many of us no longer shut ourselves up in one area but engage in studies of more than one area. The native language plus extra languages, that is, not just English but English Plus, or for students
from China, for example, not just Chinese but Chinese Plus – and this “plus” happens to be English – I feel that this way of thinking might be useful in studying in our program.

Well now, after hearing your introductions to each of the courses – the language and linguistics course and the culture and society course – I’d like you to talk more about the attractive features of our program. I think one of them is the wide variety of topics dealt with. For example, while there are lectures on *The Tale of Genji*, as just mentioned, contemporary *manga* will also be studied. Also, the style of the entrance examination is different from the traditional ones in Japan, isn’t it? Our student selection is based on a document review and an interview.

*Haig:* And as for the interview part of the exam, for students living overseas we are able to do the interview via Skype so there is no need to come to Japan for that.

*Nagahata:* That’s right. They don’t have to come all the way to Nagoya for the exam. This might be another attractive feature of this program. Additionally, unlike our programs that are taught in Japanese, this program starts in October.

*Maeno:* Yes. Overseas students can come to Japan smoothly, without a gap period. Universities in China usually start in September and graduation takes place in July.

*Nagahata:* Small-class teaching should also be mentioned here, I think. This is not a large program, and the number of students accepted is small. The faculty, on the other hand, is relatively large. So there is not
much distance between teachers and students. 

*Haig:* That’s right. I don’t know whether there are any statistics on this but I certainly feel that the staff-student ratio here is very good, which is another of our program’s merits. Every year we will accept only a few students onto this program – just 5 or 6, isn’t it? – but in all there are about 20 teachers for them.

*Nagahata:* And in addition I think the teachers in our graduate school who do not teach in this program will cooperate with us. Also, not only our graduate school, but also the whole campus is carrying out reforms to create a good environment where students from abroad can study comfortably. New buildings have been built, and English support systems are being developed in the libraries and administrative offices.

*Haig:* There has also been work done to make the buildings more earthquake resistant.

*Nagahata:* Yes, I understand that they are more earthquake resistant now. I should mention the cafeterias, too. I had lunch with the summer intern I mentioned earlier at one of the school cafeterias, the Nanbu Coop Cafeteria. There she said the *tantanmen* (Szechuan style noodles) she ate was good. She said that the food at American universities ranges from excellent to poor but that mostly it is not so good. When I was studying in the U.S., the food in the cafeteria wasn’t good at all. Compared with the food at American universities, she said, the food in our cafeteria was pretty good. Besides, the cafeteria itself was recently rebuilt and now it looks very nice.

*Maeno:* It looks beautiful, and the menu items reflect students’ requests.

*Haig:* For example, they have Halal dishes which are clearly indicated on the menus with a special symbol.

*Nagahata:* Yes, they are making various efforts like these to support international students. On the whole, I think the university is doing a good job regarding its amenities.

*Haig:* Also, thinking about the academic support we can offer to international students, there is the Academic English Support Section.

*Maeno:* You mean the Writing Center. We call it “Mei-Writing”. International students can, of course, benefit from it too.

*Haig:* Yes, that’s right. Since in principle all the courses for this program are taught in English, a certain level of English ability is one of the criteria for admission. But that does not mean that if you are not a native speaker of English, you can’t enter the program. Far from it. And as for English, for those students who are not English native speakers, once they have entered the program ...

*Nagahata:* Yes, there is a course for learning how to write a thesis in English in the program. It’s actually a required course. In addition, as Professor Maeno said, in the Institute of Liberal Arts and Sciences there
is the Writing Center, “Mei-Writing”, for both Japanese and international students. It offers writing and presentation classes and tutorials open for all the graduate students at Nagoya University.

Maeno: The Writing Center holds a summer camp too. Also, for students who want to study Japanese, there are courses offered by the Education Center for International Students. I hope they will take these courses, and if they intend to pursue Japan Studies, I would like those students to enhance their Japanese ability by all means.

McGee: I think it’s a big help for students in the master’s program to have their own faculty advisors. I understand that students in the Global 30 Program will work closely with their faculty advisors on their research, meeting with them on a regular basis to discuss their progress. That’s a big plus, I think.

Nagahata: Yes, at our graduate school we are conducting academic advising enthusiastically, I think.

Haig: Almost all of the teachers in this graduate school also teach language courses to undergraduate students in the university’s Institute of Liberal Arts and Sciences, and another distinctive feature of our graduate school is that in addition to their research work the teachers are also very enthusiastic about education.

McGee: What’s more, there is great freedom. The course offerings span many more fields than a traditional curriculum, and students can study any number of subjects. It doesn’t necessarily have to be Japan. If one wanted to, say, study the cultural history of tuberculosis in Europe, for example, one could
do so under Professor Fukuda. Or modernism in America under Professor Nagahata. There is really a great degree of freedom to choose courses in different fields. I think this program is a place where students can develop their intellectual curiosity.

*Nagahata:* Compared with the time when I was in graduate school, graduate students nowadays – both Japanese and international students – have very good footwork. For example, one student, who is an American Studies major, recently surprised me by going abroad with no hesitation. Students also go to overseas conferences very actively. And it seems that international students find it no trouble to go home and come back, during a vacation, for example. They are very light-footed. I think their sense of border-crossing is changing drastically, especially in East Asia. I have the impression that more and more graduate students are participating in international conferences from Japan or China. And this program, I think, will be one that fits in with these new graduate students’ consciousness about the borders. I think we’ll be able to start collaboration with overseas programs. Various new projects will be initiated based on this program, and the graduate school. We’ll have to work hard, but I think this program has a great potential in that sense and it’s exciting.

*Maeno:* Professor Nagahata has just mentioned collaboration with overseas universities in the future, but actually there have been many international students who earned a Doctoral degree here and got a teaching position at a university in their home country. So at various overseas universities, especially in East Asia, there are already many teachers with a degree from our graduate school and they have already begun collaboration with us. I’d like to develop this trend actively, and I hope that students in the Comparative Studies of Language and Culture program – after receiving a Master’s degree, then a Doctoral degree, if they go on to a Doctoral program, and getting a position at a university – will continue to maintain a productive relationship with our graduate school, carrying out not only cultural and academic exchanges but also research collaboration. So far, we haven’t been so active in promoting such collaboration as a graduate school, though there are several example cases. So, I’m hoping that we’ll be able to establish a basis for exchange and collaboration, taking advantage of the start of this new program.

*Nagahata:* Would anyone like to make any additional remarks?

*Haig:* As for the kind of students who may be interested in this program, looking at the applications that we have had this year, of course there have been applications from overseas but there have also been quite a few applicants who are currently living in Japan. And then, concerning career options, when the time comes for students to think about how they might make use of the knowledge and skills that they have acquired from this program, I hope that those who wish to continue their research should have the chance to progress to a Doctoral program of some sort.

*Maeno:* I’d like to put it on the agenda, positively. Otherwise, such students might feel somehow that their
education has been incomplete. Certainly, there are ways to make use of what one has learned in a Master’s program, but if a student wanted to study professionally or really become an expert in some field, it would be necessary to study in a Doctoral program. We need to think about how we can realize it.

Nagahata: Those who want to become an interpreter or a translator, for example, can study in this program, of course. But those who intend to pursue an academic career, to go on to a Doctoral program, are also welcome.

Maeno: Acquiring knowledge one can’t acquire in an undergraduate program and making use of it in one’s occupation – I’d like this program to be valuable in making such a plan work out. And I sincerely hope that students in this program will acquire such knowledge, as well as skills, and enter whatever profession each of them aims for, utilizing their knowledge and skills. The two courses we have currently in our graduate school, that is, the Media Professional Course and the English Professionals Training Course – though they are not taught entirely in English – do support students who have such a career plan, I believe, but I wish people with a non-academic career in mind would come to this program, too, and then get a job, after their two years’ study, making good use of what they have learned here in Japan. For example, rather than start working at an international corporation right out of college, or even a Japanese firm in their own country, I think it would be a much greater asset if they stayed in Japan and studied in a program like ours for two years. So I’d like those people to come by all means.

Nagahata: Well everyone, I think this may be a good place to stop. Thank you all very much for your time today.

* This is a translation from the original Japanese transcript of a panel discussion that took place at the Graduate School of Languages and Cultures on 29th July 2011. The panelists, who have all been closely involved in setting up this new program, were Professors Michiko Maeno (Dean of the Graduate School) and Akitoshi Nagahata (moderator) and Associate Professors Edward Haig, Dylan McGee and Remi Murao.