

***COURSE  
DESCRIPTIONS***

***Spring 2012***

ASIAN STUDIES PROGRAM  
KANSAI GAIJAI UNIVERSITY

# CONTENTS

Academic Calendar .....

Academic Regulations.....

Extension of Stay .....

Regulations on Cancellation of Classes .....

Due to Storm or Train Strikes

## **Japanese Language Courses**

Japanese Language Class Policy .....

Spoken Japanese Language Courses .....

Reading and Writing Courses.....

## **Asian Studies Program**

Economics of International Trade and Investment.....  
(Dr. Yutaka Horiba)

Principles of Economics and .....

Their Applications to the Japanese Economy

(Dr. Yutaka Horiba)

Issues in Labor Management in Japan .....

(Prof. Garr Reynolds)

Asian Integration: Asia and the Global Market.....  
(Dr. Stephen A. Zurcher)

International Business: Doing Business in East Asia .....

(China, Japan and Korea)

(Dr. Stephen A. Zurcher)

Marketing Across Cultures.....  
(Dr. Stephen A. Zurcher)

Global Business Teams .....

(Dr. Scott Lind)

International Negotiation: Resolving Conflict and Closing the Deal .....	(Prof. Mark Tracy)
The Struggle for Justice.....	(Prof. Mark Tracy)
Grass-Roots Japan-Public Policy and its Discontents.....	(Dr. Paul Scott)
Japan-China: Problems in Historical and Cultural Interactions .....	(Dr. Paul Scott)
Pacific Rivalry:.....	(Dr. Paul Scott)
Peace, Development, and Democratization: The Asia Challenge.....	(Dr. Paul Scott)
Introduction to Japanese History.....	(Dr. George Hlawatsch)
Japan and Its World to 1860.....	(Dr. George Hlawatsch)
Survey of Japanese Art.....	(Dr. George Hlawatsch)
Culture, Power and Belonging in Japan: Anthropological.....	Perspectives on the Making of Minorities and Majorities
	(Dr. Jeffrey Hester)
<i>Onna to Otoko</i> : Gender and Sexuality in Japan .....	(Dr. Jeffrey Hester)
Popular Culture as Social Practice: .....	Producing Pleasures, Styles, Identities
	(Dr. Jeffrey Hester)
Sexuality and Culture in Japan: Desire, Power, and Social Order .....	(Dr. Jeffrey Hester)
The Body and Communication in Japan: .....	(Dr. Steven Fedorowicz)
Contemporary Japan and Globalization: Home and Abroad.....	(Dr. Steven Fedorowicz)

Visual Anthropology of Japan .....	(Dr. Steven Fedorowicz)
Intercultural Communication in Japan .....	(Dr. Scott Lind)
Geisha, Gangsters and Samurai: Japan in Western Film .....	(Dr. Mark Hollstein)
Japanese Popular Media and Culture .....	(Dr. Mark Hollstein)
Monsters, Ghosts and the Making of Modern Japan .....	(Dr. Mark Hollstein)
Death in East Asian Thought .....	(Prof. Elizabeth Kenney)
Religion in Japan .....	(Prof. Elizabeth Kenney)
Shinto .....	(Prof. Elizabeth Kenney)
Zen Buddhism .....	(Prof. Elizabeth Kenney)
The History and Ideology of the Japanese Warrior .....	(Dr. John Shultz)
Spiritual Journeys: .....	
The Pursuit of Power Spots, Mandala Mountains, and Haiku Roads	(Dr. John Shultz)
Cross-Cultural Psychology .....	(Dr. Reggie Pawle)
Mind and Body in Yoga, Buddhism, and Daoism .....	(Dr. Reggie Pawle)
Contemporary Topics in East-West Psychology .....	(Dr. Carolyn Turner)
The Intersection of Fantasy and .....	
Real Life in Modern Japanese Fiction	(Dr. Paul Berry)

Japanese Cinema 1949-1987 .....	(Dr. Paul Berry)
Manga: The Graphic Fiction of Japan .....	(Dr. Paul Berry)
From Western Ethics to Asian Visions of Moral Wisdom .....	(Dr. John Hanagan)
Spirals of Western Wisdom and Eastern Enlightenment .....	(Dr. John Hanagan)
Japanese Art in the Kansai Area .....	(Prof. Karin Swanson)
Love, Sex, and Death in Nō, Bunraku, and Kabuki .....	(Dr. Lyle Barkhymer)
Basic Ceramic Techniques .....	(Mr. Yoshio Inomata)
Intermediate Ceramic Techniques .....	(Mr. Yoshio Inomata)
Advanced Ceramic Techniques .....	(Mr. Yoshio Inomata)
Japanese-Chinese Brush Painting (SUMI-E) .....	(Ms. Kathleen Scott)
Advanced Sumie .....	(Ms. Kathleen Scott)

## **2012 SPRING ACADEMIC CALENDAR**

Jan. 28- 31 (Sat-Tue)	Arrival Period for New Students On-campus accommodations become available.
Jan. 28-Feb.1 (Sat-Wed)	Course Registration Period
Feb. 1-3 (Wed-Fri)	Orientation
Feb. 4 (Sat)	A late registration fee of ¥2,000 will be charged from this date.
Feb. 4-5(Sat-Sun)	Move into Permanent Accommodations
Feb. 6 (Mon)	First Day of Classes
Feb. 11 (Sat)	National Foundation Day (National Holiday)
Feb. 13 (Mon)	A late registration fee of ¥5,000 will be charged from this date.
Feb. 20 (Mon)	Deadline for Adding Courses
Feb. 27 (Mon)	Deadline for Dropping Courses
Mid March	Mid-term Examination (Exams to be taken during regular class meetings)
Mar. 17-25(Sat-Sun)	Spring Break*
Apr. 9 (Mon)	All students will receive the "Application for Extension of Stay" & "Termination Report Form".
Apr. 20 (Fri)	Deadline for the submission of "Application for Extension of Stay" or "Termination Report Form"
Apr. 29 (Sun)	Showa no hi – Showa Emperor's Birthday (National Holiday)
Apr. 30 (Mon)	Substitute Holiday for the Showa Emperor's Birthday (National Holiday)*
May 3 (Thu)	Constitution Memorial Day (National Holiday)*
May 4 (Fri)	Midori no hi (National Holiday)*

May 5 (Sat)	Children's Day (National Holiday)
May 7 (Mon)	Deadline for submission of "Contract for the Completion of an Incomplete"
May 21-25 (Mon-Fri)	Final Examination Week
May 25 (Fri)	Last day of the semester
May 26 (Sat)	Graduation Ceremony
May 30 (Wed)	Notification of "Approval or Disapproval of Extension of Stay"
May 30- Jun. 1 (Wed-Fri)	Payment Period for tuition deposit for the fall semester of 2012
Jun. 1 (Fri)	Deadline for moving out All students must move out of accommodations arranged by Kansai Gaidai by this date.

\* No Classes

**NOTE:**

Please be aware that because of the differences in the Japanese academic calendar (which begins in early April) and the American calendar (which the Asian Studies Program observes), from time to time there may be conflicts regarding the use of facilities, etc.

## Academic Regulations

### 1. Registration

Students are required to register for classes no later than the dates as indicated in the Academic Calendar. A late fee of ¥2,000 will be charged to those who register after this deadline. A late fee of ¥5,000 will be charged to those who register after the first week of classes.

In order to register for classes, it is mandatory that you finish your necessary payments (or apply for the Student Loan).

### 2. Credits

One semester is fifteen weeks long, and includes a half-week orientation program.

The required Spoken Japanese course carries 5 semester credits, which means five 50-minute class periods per week for fifteen weeks.

Japanese Reading & Writing course carries 3 semester credits, which means three 50-minute class periods per week for fifteen weeks. However, “Introduction to the Japanese Writing System” is a five-week course and carries 1 semester credit.

Other non-Japanese language courses carry 3 semester credits and meet for twice a week for fifteen weeks.

### 3. Requirements

Students must register for a minimum of 14 semester credits, and may not register for more than 17 semester credits. All students must register for Spoken Japanese.

Students who plan to enroll in our program for one academic year are strongly advised to register for Japanese Reading & Writing, as well.

No student is permitted to take the Ceramics and Sumi-e courses at the same time, nor register for an increased load of either one.

### 4. Changing Courses (Drop/Add)

To change your registration, submit a PETITION TO CHANGE CURRENT REGISTRATION FORM to the Center for International Education.

A student may withdraw (drop) from a course (except Spoken Japanese) without academic penalty during the first three (3) weeks. The final date for dropping courses is **Monday, February 27.**



## Academic Regulations

A student may add course(s) during the first two (2) weeks of the semester. The final date for adding courses is **Monday, February 20**.

Dropping a course on/before the deadline will leave no record of enrollment on your transcript. However, if a student fails to meet the deadline and/or fails to comply with the official procedure, his/her grade will be "F" in the course.

No petition will be accepted without the signature of the instructor of the course. It is the student's responsibility to see his/her instructor to secure the signature.

Not attending a class does not constitute official withdrawal from the course.

### 5. Audit

Students may register for a course on an audit basis by obtaining permission from the instructor of the course. Students may not audit Japanese language courses. Registration on an audit basis will not lead to academic credit, nor will it appear on the student's transcript.

Change of registration from audit to credit is permitted only during the period of adding courses.

Change of registration from credit to audit is permitted only during the period of dropping courses.

No changes will be permitted after the periods specified above.

### 6. Incomplete

An Incomplete grade will be assigned only when illness or other extenuating reasons beyond the control of the student prevent the completion of all course requirements by the end of the semester.

Students who apply for an Incomplete are required to complete a "Contract for the Completion of the Incomplete" form and submit it to the Center for International Education. Please note that any contract without the signature of the course instructor will not be accepted. The completed contract must be submitted to the Center no later than one week prior to the final examination week.

An Incomplete may not be assigned for any Japanese language course. In all other courses, the assignment of an Incomplete must be approved by the course instructor and the Dean of the Center for International Education.

## Academic Regulations

All Incompletes must be removed within six weeks from the end of the semester for which the Incomplete was assigned. Notification of removal will be made by the instructor on the "Removal of Incomplete Grade" form.

A grade of "I" which is not removed during the required period and by the procedure prescribed above will automatically become an "F" on the student's transcript.

No Incomplete is permissible for students applying to extend their stay at Kansai Gaidai into the second semester.

### 7. Academic Warning

An Academic Warning shall be issued during the semester to students who, in the determination of the instructor, are not making adequate progress in the course and are in danger of receiving a grade of "D" or "F" unless significant improvement is shown before the end of the semester. Student performance will be assessed on the basis of quizzes, reports, mid-term exams, etc. Students receiving an Academic Warning are strongly encouraged to consult with the instructor concerning steps to be taken to meet course standards.

### 8. Repetition of Courses

If a student wishes to enroll in the second semester, a "D" in a Japanese Language course will require him/her to repeat the course.

### 9. Independent Study

Independent study is a credit course designed to allow students to investigate an area of interest not within our course offerings or to research more extensively than is possible in a regular course. Students applying for approval of an independent study are expected to have background in the proposed field of study adequate for pursuing work independently, under the supervision of a faculty supervisor. Students should make arrangements with the supervising faculty member before the end of the semester prior to that in which the independent study is to be undertaken.

Independent study will be permitted under the following conditions:

- 1) A project that the student wishes to study is not offered in a regular course.

## Academic Regulations

- 2) Only those students who have completed one semester at Kansai Gaidai will be permitted to undertake an Independent Study during their second semester of residence.
- 3) Independent study projects cannot be arranged for Japanese language courses.
- 4) In principle, a student may receive credit for only one independent study course in a given semester.
- 5) It is the student's sole responsibility to meet with the instructor who will supervise the study in the area of his/her interest. Thus we suggest that the student start making plans and contacting the instructor well in advance.
- 6) If there is any reason to believe that credit for an independent study project may not be accepted by the student's home institution, it is the student's sole responsibility to contact the proper authorities at that institution for clarification.

### Proposals for Independent Study

- 1) Independent study requires a thorough description of the work to be undertaken. Therefore, it is essential to plan well in advance of registration.
- 2) Students are required to complete the "Application for Enrollment in Independent Study Program," in which they should outline the study topic, specifications of the work to be done, materials to be used, and a statement of the evaluative criteria to be used by the instructor.
- 3) The deadline for the application for independent study is **Tuesday, February 7.** A complete application, including a signature from your faculty supervisor, must be submitted no later than the deadline. Since registration for independent study is based on permission from the faculty and the Dean, students are advised to register for four other courses by the end of the registration period, and drop one course (if you wish) when you are granted permission for an independent study course. Please carefully note that no application for independent study will be accepted after the deadline. (i.e. The add period will not apply to independent study courses.) Application forms are available at the office.

## Academic Regulations

### 10. Examinations

Mid-term examinations will be given during regular class periods as specified in the course syllabus for each semester. There will be a separate schedule for final examinations. The specific schedule will be announced early in the semester. **Examinations will not be given outside the regular exam schedule, and thus will not be changed according to individual student's convenience.**

### 11. Attendance

Students are expected to attend all class meetings in which they are enrolled. Specific attendance requirements will be individually established by instructors. Excessive absences may result in low grades and subsequent denial of approval to re-enroll.

### 12. Grading System

The grading scale will be as follows:

A: Highest Level of Attainment    B: High Level of Attainment  
C: Adequate Level of Attainment    D: Minimal Passing Level  
F: Failed, No Credit                      I: Incomplete  
W: Withdrawal

W (Withdrawal) may be granted only when a student must withdraw from a course because of extenuating circumstances. This must be approved by the Dean of the Center for International Education.

Quality Points:

A+ (4.0)	B+ (3.3)	C+ (2.3)	D+ (1.3)	F (0)
A (4.0)	B (3.0)	C (2.0)	D (1.0)	I (0)
A- (3.7)	B- (2.7)	C- (1.7)	D- (0.7)	

Grades combine the results of course work, mid-term and/or final examinations, quizzes and class participation. The Pass-Fail system or Credit - No Credit system is not used at Kansai Gaidai.

### 13. Transcript

One copy of the student's transcript will automatically be sent to his/her home institution free of charge.

## Academic Regulations

Students who wish to have additional copies sent to institutions should make their requests to the Center for International Education and include ¥500 per copy.

In all cases, transcripts will be held until all outstanding obligations to Kansai Gaidai (loans, library books, etc.) have been completely settled.

### 14. Behavior

If a student acts in such a manner as to bring discredit to Kansai Gaidai (i.e. violates the laws of Japan), or conducts himself/herself in such a manner as to infringe upon the rights of other students, faculty, or staff, or through unacceptable behavior indicates that he/she has no interest in any longer pursuing studies at Kansai Gaidai (i.e. excessive absences), he/she may be asked to leave the Asian Studies Program.

### 15. Academic Conduct

The Asian Studies Program takes very seriously any incident of academic cheating. Cheating is unfair to students who work honestly and compromises both the learning and evaluation processes. Academic cheating includes, but is not limited to, plagiarism (using previously published work without properly acknowledging the source, including that available on the internet); submitting work done in collusion with a student or someone else in a manner not authorized by the instructor; misconduct on an examination; submission of a paper written for a previous course, or submission of substantially the same paper in two or more Asian Study Program courses without consent of the instructor(s) involved; or any other attempt to dishonestly pass off another's work as one's own or otherwise create an unfair academic advantage.

The penalties for academic cheating may include failure on the assignment, failure in the course, and refusal of request for extension into a second semester.

### 16. ID Card

Each student will be issued a Kansai Gaidai Student Identification Card. Since this card is indispensable (it is needed to enter the school library, gym, etc.), you should carry it with you at all times.

Also, various student discount fares are available for commuting, long distance travels, admission to movie theaters, etc.

## Academic Regulations

If this card is lost or damaged, it must immediately be reported to the Center for International Education. A new card will be re-issued to you at a cost of ¥3,000.

### 17. Terminology for Enrollment Status

Students are roughly divided into two categories; participants who have been recommended from institutions having formal affiliation agreements with Kansai Gaidai, and participants who have directly applied to Kansai Gaidai. The latter are classified as Independent Students at Kansai Gaidai.

Those from affiliated programs can be generally divided into three types; Full-Exchange Students who pay tuition and room and board fees to their home institutions and thus are not charged any of these fees at Kansai Gaidai (except for deposits), Tuition and Fees Exchange Students, who pay their tuition to their home institutions and are totally responsible for their room and board fees at Kansai Gaidai. In these two cases, the academic fees paid to their home institutions will be used by their counterpart Japanese students. The third type is Term/Year Abroad Program Participants, who are officially recommended by affiliated institutions and payments are usually handled through these institutions. In this case, however, there are no counterpart Japanese students going from Kansai Gaidai to these institutions.

Because the specifics vary somewhat according to the agreement with each institution, it is strongly advised that you contact the Center for International Education, should you have any questions regarding payments, registration, etc.

### 18. Field Trips

Arranging field trips to manufacturers and other enterprises is very difficult and usually requires that a list of participants be submitted to the enterprise well in advance of the date of the trip. Apparently because of security considerations, all participants listed must be present for the trip and if not, future field trips may be placed in jeopardy.

Thus, to ensure that future students in the Asian Studies Program will have the opportunity to participate in similar activities, we ask that you sign the participation agreement confirming your intentions to participate.

Should you for any reason not participate (after signing the participation agreement), ¥2,000 from your ¥10,000 deposit will be forfeited.

## **Extension of Stay**

Since all participants are guaranteed admission for one semester only, students who wish to extend their stay at Kansai Gaidai for a second semester must apply for extension of stay and are required to complete the following procedures. Please note that failure to comply with these procedures may result in denial of re-admission.

1. Submit to the Center for International Education, a completed "APPLICATION FOR EXTENSION OF STAY" no later than:

**April 20 (Fri)**

Information will be available from **April 9 (Mon)**.

2. Approval of extension will depend on overall academic performance during the previous semester and faculty recommendation. Normally at least a 2.0 GPA with **no F's** will be considered the minimum standard for the approval of extension into a second semester. At least a 3.0 GPA and strong recommendations from the faculty will be required for the approval of extension into the third semester.

No "Incomplete" is permissible for students applying for extension.

3. Official Notification: Students will receive official notification of "APPROVAL OR DISAPPROVAL OF THE APPLICATION" on:

**May 30 (Wed)**

4. Students whose extension requests are approved must pay the tuition deposit of ¥200,000 or \$2,000 between:

**May 30 – June 1 (Wed-Fri)**

This money will be credited to your tuition payment to Kansai Gaidai for the fall 2012 semester. Failure to fulfill this financial obligation will result in automatic cancellation from the program.

5. Students extending their stay are not required to participate in the new semester orientation program. However, it will be the student's responsibility to officially register for classes by the end of the registration period, complete all of the necessary payments to Kansai Gaidai, and to check their class schedule prior to the academic session.

## **Extension of Stay**

6. Kansai Gaidai will not arrange any accommodations during the summer break. Therefore, it will be the student's responsibility to secure appropriate housing during the summer break.
7. In case of sudden withdrawal from the program, refunds will be based upon our refund policy as specified in the Asian Studies Program brochure.
8. Students whose extension requests are not approved must leave their host families or the Seminar House by:

### **June 1 (Fri)**

**IMPORTANT NOTICE:** Since visas for all the Asian Studies Program participants are sponsored by Kansai Gaidai, in accordance with Japanese immigration laws, if you terminate your relationship with Kansai Gaidai, you are responsible for securing new sponsorship and changing your visa status.

Furthermore, we are required to report to the Immigration Office that you are no longer students at Kansai Gaidai, and if you intend to remain in Japan you must secure new sponsorship.



## **Regulations on Cancellation of Classes Due to Storm or Train Strikes**

### 交通ストライキ、台風に伴う授業の取扱いについて

The following are the regulations on cancellation of classes because of storm warnings or train strikes:

These regulations apply only in the case of a storm warning (Bofu Keiho or 暴風警報) or a rain storm warning (Bofuu Keiho or 暴風雨警報). Please note that these regulations will not apply in the case of heavy rain warning (Oame Keiho or 大雨警報).

大阪府に暴風警報が発令された場合。(大雨警報等は該当しない。)

The same regulations will apply in the case of KEIHAN TRAIN strikes only. Classes will not be canceled in the case of KEIHAN BUS strikes.

交通ストライキとは、京阪電車の場合のみ。京阪バスがストライキになっても授業は休講にならない。

- 1. If the warning/strike is resolved before 7:00 am, classes will be held from the first period.**  
午前7時までに解除の場合は、1限目より授業を行う。
- 2. If the warning/strike is resolved between 7:00 am and 10:00 am, classes will be held from 1:15 pm.**  
午前10時までに解除の場合は、午後1時15分の授業から行う。
- 3. If the warning/strike is resolved between 10:00 am and 12:00 pm, classes will be held from 3:00 pm.**  
午後12時までに解除の場合は、3時の授業から行う。
- 4. If the warning/strike is not resolved by 12:00 pm, all classes will be canceled.**  
午後12時に解除されていない場合は、終日休講とする。

# **Japanese Language Courses**

## Japanese Language Class Policy

### Japanese Only Policy

Learning a language does not happen only in class. It is very important to use the target language in real life. That is why we strongly encourage you to speak Japanese in every situation. As a Japanese course policy, you are required to speak to all Japanese instructors in Japanese except for emergency situations. Your effort to use Japanese could be evaluated as a part of your class performance in Reading and Writing classes as well as Spoken Japanese classes.

### Japanese Language Courses

1. Spoken Japanese courses (SPJ): students are required to attend five periods of classroom work each week. Self-study of using the audio-visual materials available in the Language Lab is required.
2. Reading and Writing Japanese classes (RWJ): Students who take these courses are required to attend three periods of classroom work each week. All students who cannot read and write in *hiragana* and *katakana* characters well are strongly recommended to take a regular Reading and Writing course. If, however, this is not possible, such students are required to take Reading and Writing 1 for the first five weeks as Introduction to the Japanese Writing System (1 credit).
3. Prerequisites for classes

#### Spoken Japanese 2-7

C- or higher grade in the next lower level of Spoken Japanese course, or equivalent

#### Reading and Writing Japanese Courses

Corresponding Spoken Japanese proficiency is required; Reading and Writing level should not be higher than Spoken Japanese level. Additionally the following requirements should be satisfied:

#### Reading and Writing Japanese 2-7

C- or higher grade in the next lower level of Reading and Writing course, or equivalent

4. Repeating Courses (If your grade did not allow you to advance to the next level)

#### Spoken Japanese 1-7

If your grade was in the D range, it is mandatory to repeat the same level in the next semester.

## Japanese Language Class Policy

### Reading and Writing Courses

#### Reading and Writing 1-7

If your grade was in the D range, it is possible to repeat the same level or not to take a Reading and Writing course in the next semester.

#### 5. Absence Policy

If a student misses, for any reason, more than 30% of the regularly scheduled class periods in a semester, a final grade of F will be given regardless of academic performance.

#### 6. Arriving Late to Classes

Students must be on time for classes. If a student is **late three times**, it will be considered one full class period missed on the attendance record.

#### 7. Absence on Quiz/Exam Days

Quizzes will be given regularly. As a rule, **no** make-up quizzes will be given. In case of an unavoidable problem, inform the instructor in advance. The Mid-term and Final Examination schedule will not be changed for any reason. However, absence owing to serious illness accompanied by a medical certificate will be taken into consideration.

#### 8. Grading

The grading system for the language courses will be based upon the following, unless stated otherwise in the syllabus for a particular course:

Quizzes, performance in class and L.L., etc.	50%
Mid-Term Examination	20%
Final Examination	30%
	<hr/>
	Total 100%

Letter Grade:

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

### Language Lab

The language lab (L.L.) will be open Monday through Friday from 9:00 AM to 6:00 PM, and Saturday from 9:00 AM to 4:00 PM.

## Japanese Language Class Policy

### Jump Test

Those students who have done exceptionally well and received a high A in a Japanese language course may be allowed to take the Jump Test after studying the designated materials during the summer/winter vacation. Those who pass the test will be permitted to skip the next level. In order to take the Jump Test students must follow the procedure explained below:

- 1) By the last day of classes,  
express your interest in taking a Jump Test to your current Japanese language instructor and find out when she/he will finish grading for the course.
- 2) Soon after your instructor has finished grading for your course,  
ask him/her whether you are eligible to take a Jump Test. (Your instructor will decide your eligibility on the basis of your class performance, final grade, and amount of time available for you to study during the break.)
- 3) If you are eligible to take a Jump Test,  
receive from your instructor a written permission with the date and place of your Jump Test, and find out what materials you should study during the break. (Bring the permission to the Jump Test.)
- 4) During the break,  
study the materials designated by your instructor. You must devote your time and energy thoroughly to it. If you leave the materials half done and fail the jump test, you will have to re-study the same materials.
- 5) On the day of the Jump Test,  
come to the place at the designated time, show the written permission to any Japanese language instructor at the location, and take the test.

**Important:** The Jump Test is administered for only those who have followed the above procedure; those who ask to take a Jump Test for the first time at the beginning of a new semester will NOT be allowed to take one.

## Japanese Language Courses

Japanese language courses are divided into two categories: Spoken Japanese and Reading and Writing Japanese. All students are required to take Spoken Japanese. Reading and Writing classes are electives. However, all four skills, speaking, listening, reading and writing must be adequately developed. Therefore, reading and writing skills are not entirely excluded in the Spoken Japanese classes. The same applies to the Reading and Writing classes, which include some conversation.

In all the language courses, there will be mid-term and final exams and additional quizzes in written and/or aural/oral form. Homework assignments will also be given.

### Spoken Japanese Language Courses

#### Spoken Japanese 1

The first level of Elementary Spoken Japanese for beginners who have no knowledge of the language or no formal training in the language. Those who have studied Japanese but have not yet attained a firm grasp of the basic grammar are also advised to take this course. The course aims at the development of speaking and listening skills. However, *hiragana* and *katakana* will be used throughout the course. At the end of the course, successful students should be able to speak simple sentences needed for daily conversation.

Textbook:

Genki I: An Integrated Course in Elementary Japanese, The Japan Times  
Genki Workbook I, The Japan Times (Lesson 1 to Lesson 9)

#### Spoken Japanese 2

The second level of Elementary Spoken Japanese. New students must pass a placement test in order to enroll. Students must show fluency in speaking simple sentences. At the end of the course, students are expected to be able to adequately handle everyday conversation in Japanese.

Textbook:

Genki I and II: An Integrated Course in Elementary Japanese, The Japan Times  
Genki Workbook I and II, The Japan Times (Lesson 10 to Lesson 17)

#### Spoken Japanese 3

The third level of Elementary Spoken Japanese. New students must pass a placement test in order to enroll. This course aims to review and reinforce previous knowledge of Japanese and systematically develop the patterns of expression needed in various situation commonly encountered in daily Japanese life. In addition to the textbooks, audio-visual materials such as movies will be used.

Textbook:

Genki II: An Integrated Course in Elementary Japanese, The Japan Times  
Genki Workbook II, The Japan Times (Lesson 18 to Lesson 23)

#### Spoken Japanese 4

The first level of Intermediate Spoken Japanese. New students must pass a placement test in order to enroll. Private study time using audio materials is strongly recommended. The purpose of the course is to develop the ability to communicate in various situations commonly encountered at the university level. In addition to written materials, audio-visual materials such as TV programs and movies will be used to help students improve both their speaking and listening comprehension.

Textbook: Materials prepared by the Kansai Gaidai language faculty.

#### Spoken Japanese 5

The second level of Intermediate Spoken Japanese. The course will lay the foundation for three to four years of undergraduate level study. It will develop communication skills in spoken Japanese to the point where students can deal with a wide range of academic topics and with basic facts about Japanese business, culture and society, etc. Up-to-date audio-visual materials including Japanese TV programs are used, and the major portion of classes will be spent on oral interaction such as discussions, presentations, debates or speeches.

Textbook: To be announced in the class. Videotaped materials and handouts

#### Spoken Japanese 6

This course is an early to intermediate stage of advanced Spoken Japanese for those who do not have any difficulty in daily conversation. The level is suitable for students who are at around Level 2 or slightly higher of the Japanese Language Proficiency Test (of JEES). Approximately half the class will be spent on discussions, speeches, projects, learning advanced vocabulary and expressions. The other half of the class will be devoted to lessons with audio-visual materials, paying special attention to colloquial expressions. This course also aims at developing communication ability in more serious and academic topics.

Textbook: To be announced in the class.

#### Spoken Japanese 7B (Spoken Japanese 7A is offered in the fall semester)

This course is the advanced Spoken Japanese for those who have already achieved proficiency of Japanese Language Proficiency Test Level 1 or its equivalent. The schedule is designed to prepare students for professional careers where a high level of Japanese proficiency is required. The course aims at developing a higher level of competency in listening to and speaking Japanese through discussion, debate and directed research on various topics. By performing these activities, students will gain a deeper understanding of contemporary Japanese culture and society. Audio-visual materials are used to further develop and refine listening and speaking skills. Individual projects will be assigned.

Textbook: To be announced in the class

## Reading and Writing Courses

### Introduction to the Japanese Writing System (1 credit)

The very basic introductory five-week Reading and Writing course. This is not a separate course, but is integrated with the regular Reading and Writing 1 course. *Hiragana* and *katakana* and some very basic *kanji* will be introduced in this course. This course is required for students who do not have enough knowledge of *hiragana* and *katakana* to handle the Spoken Japanese language course. The students in this course may upgrade by switching Reading and Writing (1 credit) to the regular Reading and Writing (3 credits) before the end of the fifth week.

### Regular Reading and Writing Japanese Courses

These courses will be devoted not only to the learning of *hiragana*, *katakana*, and *kanji*, but also to training in the writing of compositions and to the development of reading comprehension ability. Various kinds of materials may be used in class. Mid-term and final exams and quizzes will be given in each course. Homework assignments will also be given.

#### Reading and Writing Japanese 1

The first level of Reading and Writing Japanese. The course presupposes no prior knowledge of written Japanese. Starting with the introduction of *hiragana* and *katakana*, approximately 100 *kanji* will also be introduced during the semester. We will read and write Japanese on simple everyday topics such as diaries, messages, and letters.

Textbook:

Genki I: An Integrated Course in Elementary Japanese, The Japan Times  
Genki Workbook I, The Japan Times (Lesson 1 to Lesson 9)

#### Reading and Writing Japanese 2

The second level of Reading and Writing Japanese. Students should be able to read/write *hiragana*, *katakana* and some basic *kanji* (approximately 100 or more). Approximately 110 more *kanji* will be introduced during the semester. We will read articles in the style of diaries, folktales, personal ads, and so forth. We will also practice writing on various topics related to the reading materials.

Textbook:

Genki I and II : An Integrated Course in Elementary Japanese, The Japan Times  
Genki Workbook I and II, The Japan Times (Lesson 10 to Lesson 16)

#### Reading and Writing Japanese 3

The third level of Reading and Writing Japanese. Students should be able to read/write approximately 210 *kanji*. Approximately 110 more *kanji* will be introduced during the semester. We will read articles in the style of biography, letters, diaries, and so forth. We will also practice writing on topics related to the reading materials.



Textbook:

Genki II : An Integrated Course in Elementary Japanese, The Japan Times  
Genki Workbook II, The Japan Times (Lesson 17 to Lesson 23)

Reading and Writing Japanese 4

The fourth level of Reading and Writing Japanese. Students should be able to recognize approximately 320 *kanji*. Approximately 270 more *kanji* will be introduced during the semester. We will read articles in the style of essays, short stories, newspaper articles, as well as reading materials prepared for learners of Japanese. We will also practice writing on topics related to the reading material.

Textbook: To be announced in class.

Reading and Writing Japanese 5

The fifth level of Reading & Writing Japanese. Students should be able to recognize approximately 600 *kanji*. Approximately 300 more *kanji* will be introduced during the semester. In this course, we will read authentic materials such as short stories, poems, and newspaper articles, as well as reading materials prepared for learners of Japanese. We will also practice writing letters using *keigo*, short stories, and so forth.

Textbook: To be announced in class.

Reading and Writing Japanese 6

The course is an early to intermediate stage of the advanced Reading and Writing Japanese. Students should be able to recognize and produce approximately 900 *kanji* characters. About 500 more characters will be introduced. Authentic materials such as selected essays, newspaper articles, short stories will be assigned for reading. Students are required to write term papers in which they should develop their critical opinions on various issues and concerns presented in the reading materials.

Textbook: To be announced in class.

Reading and Writing Japanese 7B

(Reading and Writing Japanese 7A is offered in the fall semester)

The advanced Reading and Writing Japanese. Students should be able to recognize and produce approximately 1,400 *kanji*. The *Joyo Kanji* (1,945 *kanji*) will be covered during the semester. This course aims at developing academic writing skills in Japanese in more serious and academic topics. Students are required to read authentic materials such as novels, essays, editorials, and so forth, and to write regularly short articles about the topics related to their reading.

Teaching materials: To be announced in class.

The courses in the Asian Studies Program are generally equivalent to 300 or 400 level upper division (third- and fourth-year) courses in most other universities in terms of level of difficulty and amount of work required. Most of them are designed to accommodate non-majors. For a few courses, however, it is recommended that students have some level of background in the course discipline. Students are advised to read the course descriptions carefully and consult with the course instructor should there be any questions about course level or requirements.

# Economics of International Trade and Investment

Dr. Yutaka Horiba

The world that is emerging in the 21<sup>st</sup> century is unleashing economic and financial competition on the global scale in truly historic proportions. The primary motivation of this course is to provide a rigorous analytical treatment of the cause and consequences of international trade and investment as well as international monetary and financial interdependence among nations. The modern economic science provides useful analytical tools that can be applied for interpreting and understanding some of the fundamental economic forces at work in international trade and investment, the exchange rate dynamics, macroeconomic coordination problems among nations, and other pressing international economic issues. Reference will be made throughout the course to examples taken from the Japanese economy that illustrate some of the essential international economic issues and argument at stake, including the impact of the recent global financial market crisis on the Japanese economy.

## Course Topics

Topics covered in the course include the following categories:

- An overview of world trade
- Labor productivity and comparative advantage
- Resource endowments, comparative advantage, and income distribution
- International capital mobility and foreign direct investment
- Trade protectionism and instruments of trade policy
- National income accounting and the balance of payments
- Currency exchange rates and the foreign exchange market
- Open-economy macroeconomic framework and economic policymaking

## Prerequisites

At least one year of satisfactory college-level coursework in economics is required.

## Readings

The main text used in the course is Paul Krugman and Maurice Obstfeld, *International Economics: Theory and Policy*, 8<sup>th</sup> ed. (Addison-Wesley, 2009). Additional readings from other sources will be announced in class, and handouts will be given from time to time. In order for you to do well in the course, it is important that you keep abreast of all assigned readings as well as classroom lecture and discussion materials.

## Grading

The final grade will be determined on the basis of the midterm exam (30%), the final exam (30%), assignments (10%), and classroom participation (30%).

# **Principles of Economics and Their Applications to the Japanese Economy**

Dr. Yutaka Horiba

Regardless of which country you are from, you undoubtedly have been exposed almost daily to news of major economic issues and events affecting your country, such as the direction of the nation's GDP growth rate, wages, unemployment, the cost of living, changes in interest rates, international trade and trade conflict, events in the banking sector, stock market conditions, the housing market situation, the nation's monetary and fiscal policy, government debt, aging society and the associated social security problems, etc. We know they are important, having a profound impact on our current and future wellbeing. The problems we address in this course are universal in nature and often complex, and you will quickly realize that there are no simple answers or solutions. But a series of economic modeling and the analytical tools we develop go a long way toward shedding light on the fundamental economic issues involved. You will be challenged to think critically and analytically. We also use various examples selected from the Japanese economy to illustrate and to illuminate the basic concepts, relations among variables, and the deductive logic developed throughout the course.

The Japanese economy, characterized as it is by a different set of traditional norms, values and regulatory constraints relative to any other country, often provides a useful reference point against which the U.S. and other major economies of the world can be compared. However, the basic tenet of the course and the examples we draw emphasize that the Japanese economy is indeed unique, but not so unique as to defy the applicability of the modern economic analysis. Indeed, the economic science provides a useful framework and analytical tools that help dispel some of the misconceptions and misunderstandings that abound regarding the Japanese economy.

## **Course Topics**

Issues and topics covered in the course include the following categories.

- Introduction to economics and economic modeling
- Interdependence and the gains from trade
- Market forces of demand and supply
- Elasticity considerations
- Measuring national income
- Production and growth
- Saving, investment, and the financial system
- The monetary system
- Money growth and inflation
- Open-economy macroeconomics

## **Prerequisites**

Prior completion of one semester of college-level economics (either microeconomics or macroeconomics) is recommended, but not required.

## **Principles of Economics and Their Applications to the Japanese Economy**

### **Readings**

The textbooks used for the course are Gregory Mankiw, *Principles of Macroeconomics*, 5<sup>th</sup> ed. (Thompson South-Western, 2009) and David Flath, *The Japanese Economy*, 2<sup>nd</sup> ed. (Oxford University Press, 2005). Additional readings and exercises from other sources will be announced in class, and handouts will be given from time to time. It is critically important, therefore, that you keep up with all assigned readings, exercises, and classroom lecture and discussion materials.

### **Grading**

The final grade will be determined on the basis of the midterm exam (30%), the final exam (30%), assignments (10%), and classroom participation (30%).

# Issues in Labor Management in Japan

Prof. Garr Reynolds

Human Resource Management (HRM) is the management process of meeting organizational goals by acquiring, developing, retaining, terminating, and appropriately leveraging the firm's human resources. In each of these areas, Japanese firms differ in important respects from their counterparts in other countries. In this class we'll examine the impact of culture and changing labor markets on HRM strategies and tactics.

## Course Topics

- Key HRM concepts and objectives. The strategic role of HRM.
- Overview of HRM in Japan.
- The Japanese approach to recruiting, employee selection, and placement.
- Education, Training & Development in Japanese corporations.
  - Training programs
  - Development methods
- Corporate culture and the role of HR.
- Women in the Japanese labor force.
- Wage & salary management.
- Labor laws and regulations.
- Working for a Japanese company: Challenges and rewards for foreign nationals working for organizations in Japan.
- HRM challenges confronting Japanese organizations and Japanese society today (e.g., "life-time employment," unemployment, retraining, youth employment).

## Classroom Activities

The course will be a combination of lecture, discussion, and group work. You will examine current, real-life challenges faced by HR departments in Japanese companies today. Working in small groups, you will have the opportunity to apply what you have learned by researching a specific HRM issue in Japan and presenting your research findings to the class in a formal presentation.

## Group Presentations

Students will be assigned to groups of three with the responsibility of researching the assigned topic, presenting their findings in class, and leading the class in discussions for the assigned class period. Visual aids should be used for the formal presentation (e.g., PowerPoint, flip charts, overheads, etc.). Creativity counts! Students will need to spend time outside of class researching and preparing their material together. Groups are strongly advised to meet with the professor before the presentation for direction and assistance with the topic research and presentation organization.

## Readings

Various readings will be issued in class, and a packet will be available for purchase for other required readings for ¥500.

## **Labor, Culture & HRM in Japan**

### **Grading**

Quizzes: 15% (3@5%)

Midterm: 25% (multiple choice questions)

Group presentations: 20%

Class attendance & participation: 10%

Final exam (take-home essays): 30%

# **Asian Integration: Asia and the Global Market**

Dr. Stephen A. Zurcher

The advent of the European Union and the North American Free Trade Agreement (NAFTA) has brought economic integration into the forefront of discussions regarding globalization. The astonishing development of Japan, China and the Asian tigers over recent decades has made the idea of Asian integration a key topic from the boardroom to the classroom. This course explores the remarkable development of Asian economies and the potential they represent in the global market. We will examine the progress and missteps of the region's development and explore in detail the creation of the Association of Southeast Asian Nations (ASEAN) and the Asia-Pacific Economic Cooperation forum (APEC) organizations.

Naturally, no course on Asian integration would be complete without considering the current and future role of China within the region and beyond. Students will discuss and develop analysis of the possibility of an Asian union led by China and or Japan as a counterbalance to the European Union and NAFTA. This exercise will encourage the students to brainstorm about the role that Japan would play with China in such a union as well as the global market's response.

## **Course Topics**

The history and development of various Asian economies  
Cultural, political and structural challenges to integration  
The Asian financial crisis and its impact on Asian integration  
Review of regional trade organizations such as the EU and NAFTA  
ASEAN and APEC organizations  
China, Japan and a potential Asian economic union

## **Reading**

Emerging Asian Regionalism: A Partnership for Shared Prosperity, Asian Development Bank, 2008

## **Grading**

Three equally weighted quizzes	45%
Class participation	20%
Class presentation	35%



# **International Business: Doing Business in East Asia (China, Japan and Korea)**

Dr. Stephen A. Zurcher

It has become almost impossible to read a newspaper, business magazine or textbook without encountering the idea of a "global market". In at least one definition of the term, a global market refers to the manner in which multinational enterprises select, enter into and manage foreign markets. In this course, we will examine the practical aspects of how firms choose to enter into foreign markets with a focus on East Asia. After learning the fundamental risks unique to foreign markets, we will use a case based approach to learn how executives select markets, develop entry strategies and manage the foreign venture. In order to truly understand the risks associated with business in East Asia, we will study business cases in which foreign firms have failed in their efforts as well as those who have successfully managed their entry into the Asian markets.

By the end of this course, the student will not only understand the theoretical and strategic issues related to entering a foreign market but will also understand that cultural, historic and structural issues can be as important as economic principles when entering a foreign market.

## **Course Topics**

Introduction to international business and global trade

The current scale of international markets

Import/Export processes (guest lecturer)

Analyzing foreign markets with focus on Korea, Japan and China strategic concerns related to market entry.

Organizational implementation of foreign market entry

Case based examples of foreign firms in Korean, Japanese and Chinese markets and Japanese firms entry into foreign markets.

The selected cases are designed to highlight the principles mentioned above.

## **Grading**

Three equally weighted quizzes	45%
Class participation	20%
Case presentation	35%

# Marketing Across Cultures

Dr. Stephen A. Zurcher

This course emphasizes the role of diversity in world markets and the importance of local consumer knowledge and marketing practices. A cross-cultural approach is used which compares national marketing systems and local commercial customs in various countries. The impact of country differences in macroeconomic and regulatory environments on marketing activities is examined. Methodological difficulties pertaining to cross-cultural marketing research will be identified and we will develop strategies to address them. Finally, the study of interaction between business people from different cultures is discussed and will be simulated in class using case studies and in class simulations. While examples in the course will be global the focus will be on Asia and in particular Japan.

## Learning Objectives

At the end of the course, a student should be able to:

- Understand the challenges confronting marketing across cultures.
- Be aware of the impact of macroeconomic differences and regulations on marketing activities among countries.
- Be prepared to develop and implement an international marketing plan

## Course Organization

Subjects covered in the assigned chapters of the text will be presented and discussed in class. Students are expected to have read the assigned chapters and be prepared to present and discuss the topic selected for the class. The international experience and international research studies of the professor will be used to complement the textbook. Guest lecturers with direct experience in marketing across cultures will present their experience to the class. Small teams of students will also prepare and present one case study proposed in the detailed timetable of the course.

## Grading

Case study presentation by student teams:	35%
Three quizzes given during class hours at 15% each:	45%
Class Participation:	20%

# Global Business Teams

Dr. Scott Lind

As the world continues to become increasingly interconnected, many students will work in global contexts and will need related competencies. Creating effective work teams is challenging, even among people from similar backgrounds. Global teams face additional hurdles related to cultural differences, geographic and time zone separation, communication styles, differences in decision-making strategies, and role expectations, to name a few. Globally-competent teams understand that achieving their fullest potential requires relevant knowledge, skills, and attitudes.

The purpose of this course is to assist students in developing competencies related to effective teamwork in a global context. Upon completion, students will understand and be able to navigate cultural differences that impact team performance. To this end, students will create productive multicultural teams that benefit from shared goals, positive relations, trust, and empathy. A variety of methods and activities will be used in class, including discussion, experiential learning tools, simulations, lecture, critical incident, video critique, and personal reflection.

## Course Topics

- Team formation and team building
- Personal leadership
- Goal development
- Conflict resolution
- Task and relationship orientations
- Communication styles
- Cultural values
- Role expectations
- Trust building
- Empathy

## Readings

Readings will be assigned at the beginning of the semester.

## Grading

Exams.....	25%
Projects.....	35%
Engagements.....	15%
Participation/Attendance.....	25%

# **International Negotiation: Resolving Conflict and Closing the Deal**

Prof. Mark Tracy

Every business transaction involves negotiation. Negotiations can involve matters as simple as the salary and benefits package for your first job or as complex as trade negotiations between governments. Negotiation is also an important activity in the non-profit sector. A human rights organization or charity is likely to be involved in negotiations with many different entities to accomplish their goals. In the global environment, understanding the opportunities and challenges involved in transnational negotiations can often make the difference between success and failure. This course is designed to introduce the student to fundamental concepts of negotiation as well as specific challenges, strategies, and opportunities in international negotiations.

Through a combination of academic study and practical application, students will learn how to successfully negotiate, implement, and evaluate international business transactions. Students will learn how different cultures prepare for and engage in negotiation and what strategies should be used to evaluate and adapt to foreign negotiation. The final portion of the course will be to explore the idea of a “global approach” to negotiation and to determine if there are strategies that are appropriate for every situation, regardless of nationality or culture

## **Course Structure**

The fundamental principles of international negotiation will be taught through a combination of lecture and assigned readings. After a particular principle has been introduced, the student will then apply that principle in a negotiation exercise. Some of the negotiation exercises will be individual assignments while others will be team assignments. Some of the exercises will involve traditional business transactions while others may involve political, economic or social transactions. Each exercise will be designed to mimic scenarios that actually arise in international transactions and to highlight the application of the relevant principle in the negotiation.

## **Prerequisites**

There are no prerequisites for this course. Although many of the negotiation exercises will involve business transactions, it is not necessary for the student to have a background in business in order to be able to complete the exercise.

## **Readings**

The reading for this course will be distributed as a packet.

## **Grading**

- |  |     |
|--|-----|
| 1. Three or four quizzes which will constitute                     | 35% |
| 2. Individual and team negotiation exercises which will constitute | 30% |
| 3. Self evaluation, which will constitute                          | 25% |
| 4. Class attendance and participation which will constitute        | 10% |

# The Struggle for Justice

Prof. Mark Tracy

Rumors about criminal justice systems in Asia are common and often exaggerated. Newspapers report that Japan is a homogenous crime-free society while they publish pictures of caning in Singapore. This course will introduce the student to the nature of crime and criminal justice systems in several Asian countries. The main focus of the course is on Japanese criminal justice.

Along with other areas of focus, the class will examine how the Japanese criminal justice works to produce one of the lowest rates of crime in the developed world. We will learn why Japanese prosecutors win 99.98% of their trials and we will try to discover why the vast majority of criminal suspects confess.

We will examine the recent reforms of the criminal justice system in Thailand and measure the effect they have had on crime. After we have explored the intended and immediate results of the reforms we will try to discover how the system has allowed extra-judicial killing of thousands of suspects.

Our study of the criminal justice system in China will teach us to place the concept of criminal justice within the broader perspective of politics and sovereignty. We will examine those ways in which the system is changing and predict future change. We will also try to identify the ways in which criminal law is being used to limit the main threats to political stability in China. Finally we will place the death penalty debate into a global context by examining the strike hard campaigns and China's implementation of the death penalty.

There will be a field trip to watch criminal trials in the Osaka courthouse. Interpreters will be provided.

## Course Topics:

### 1. General Introduction

Introduce the general concepts of criminal law and explain the appropriate terms involved in the study of comparative criminal justice. Use statistics to highlight the differences between Japan and the rest of the world.

### 2. Nation Building

You will be divided into teams and will create a nation and a criminal justice system. You will explain that nation and its system to your colleagues and turn in a written summary of the system.

- |                                    |                        |
|------------------------------------|------------------------|
| 3. Prosecutors in Japan            | Pages 1-18             |
| 4. Defense Attorneys               | Pages 19-26            |
| 5. Suspension of Prosecution       | Pages 27-37            |
| 6. Introduction to Japanese Police | Pages 39-58            |
| 7. Investigations in Japan         | Pages 59-75            |
| 8. Reforms in Japan                | Supplementary Material |
| 9. Thailand                        | Supplementary Material |
| 10. Test                           |                        |
| 11. China                          | Supplementary Material |
| 12. Singapore                      | (If Time Permits)      |

## **The Struggle for Justice**

### **Reading**

David Johnson    The Japanese Way of Justice

L. Craig Parker    The Japanese Police System Today

UNAFEI    Criminal Justice Profiles of Asia

### **Grading**

There will be three equally weighted tests over the course of the semester.

# **Grass-Roots Japan-Public Policy and its Discontents**

Dr. Paul Scott

This is an upper level political science and public policy fieldwork class in which students are expected to engage in fieldwork. Field trips to the Osaka Peace Museum and the Shiga Prefectural Prison will be conducted.

## **Course Topics**

Defining the challenges of modernization and democratization in Japan.

Looking at the Japan Almanac

Japan As Number 1; The Enigma of Japanese Power: Which?

The Japan They Do not Talk About

Homelessness and Japan's minority population.

Defense Consciousness and the SDF

Peace Museums

Crime and Punishment

Evaluating Shiga prison

## **Requirements**

Second semester students given priority or if first semester with the permission of the instructor

## **Readings**

The Japan Almanac

## **Grading**

Oral presentation            50%

Written write-up            50%

# **Japan-China: Problems in Historical and Cultural Interactions**

Dr. Paul Scott

Japan-China: Problems in Historical and Cultural Interactions is an upper level comparative history and politics course that examines a complex relationship. The time frame begins in the 19<sup>th</sup> century and extends to the future proto-scenarios.

## **Course Topics**

Defining the Problem – Comparing and contrasting worldviews.

The dilemmas of modernization.

Japanese Views of China: The majority view.

Japanese Views of China: Minority Views.

Japan's Imperialism

Discussion Kokoro and Diary of a Madman.

The question of nationalist China: Sun Yat-sen and Jiang Jieshi

The China war, peasant nationalism and the rise of Mao

Occupied Japan, Revolutionary China.

Red-versus expert –Great Leap Forward and the Cultural Revolution

The rise of the Japanese economy and the Dengist gamble.

Proto-Scenarios for China and Japan.

## **Readings**

Jansen, Japan and China.

Eto, and Jansen., My Thirty-Three Years' Dream.

Scott, Japan-China : Aro Sei and the Paradox of Cooperation.

Natsume Soseki, Kokoro.

Lu Xun, Selected Essays.

## **Grading**

There will be two take home examinations each equally weighted at 50%.  
Students are expected to attend each class.



# Pacific Rivalry

Dr. Paul Scott

The Asia Pacific Region is host to over-lapping and interlinking rivalries and challenges whose resolution is uncertain. Moreover, the post 9/11 world has made the outcome of any so-called Pacific Century problematic at best.

This course seeks to examine the various pressure points existing within the APR. The approach is traditional in the sense that the four major actors in the region: The U.S., Japan, China, and Russia, will be examined.

The course is arranged in weekly lecture themes. Readings are from a variety of sources but your main text is: Pacific Century – The Emergence of Modern Pacific Asia.

## Course Topics

Examining the fault lines; Defining power.  
The U.S. in Asia – Sentimental Imperialism  
The Pacific War and Occupation  
Creating Hiroshima's  
U.S. Foreign Policy  
The Powell Doctrine and post 9/11  
Japan and Road to Pearl Harbor  
War and Occupation  
Conflicted Pacifism/Reluctant Realism  
The growth of the Japanese economy and the new triad of power.  
The People's Republic of China – The Mao Years  
The Dengist Gamble  
Democratizing Asia?  
Toward a model of Pan Pacific Growth  
The Koreas – Soft landing/hard Landing  
Russia as a Pacific Power  
Constructing Proto-Scenarios

## Readings

*The Pacific Century*

Subscribing to a daily newspaper is strongly recommended. *The Japan Times* is the paper of record.

## Grading

Position paper	1/3
In class Mid-term examination	1/3
In class Final examination	1/3

Position paper: Pacific Rivalry requires a position paper. I expect students to examine an existing tension in the APR and do three things: 1) describe the nature of the challenge; 2) analyze what has recently taken place, and 3) predict the outcome.

## **Peace, Development, and Democratization: The Asia Challenge**

Dr. Paul Scott

This course is designed to explore and discuss the interrelated issues of creating peace, the utility of force, the dispatch of peacekeeping, the creation of institutions of justice, and the configuring of human rights. This discussion takes place in a post 9-11 environment.

Participants enrolled in this course are expected not to be passive observers. We will attempt to define the limits of Japan's pacifism, the question of Hiroshima, the nature of the state and society in North Korea, the tragedy of Tibet, the oppression in Burma, the lack of democratization in China, and the concept of preemption. Moreover, Operation Enduring Freedom and the continued wars in Afghanistan and Iraq will provide ample room for discussion.

There will be optional field trips to Hiroshima; Osaka Peace Museum; and possibly a trip to the Shiga Prefectural Prison. In addition there will be guest speakers including:

Mr. Sonam Wangyyal on Tibet.

Mr. Sumida Ichiro on the homeless community, and the buraku issue.

Ms. Madoka Chase on violence against women.

### **Course Topics**

Evaluating power.

Defining democracy

Constructing a human rights agenda.

U.S. Foreign Relations—Sentimental Imperialism, The Road to Pearl Harbor

Hiroshima

The Politics of Memory, Constructing the Past

Homelessness in Japan, Japan's Minority

Peacekeeping

Burma Intervention, Interference – what to do.

Prison, Crime and Punishment

### **Readings**

Readings will be assigned from a number of sources including the following:

Peter Van Ness, ed. *Debating Human Rights: Critical essays from the U.S. and Asia.*

Stuart Harris & Andrew Mack, eds. *Asia-Pacific Security; The Economics-Politics Nexus.*

Richard Rhodes, *The Making of the Atomic Bomb.*

### **Grading**

Mid-term exam 20%

Written or oral presentation 80%

# Introduction to Japanese History

Dr. George Hlawatsch

This course will concentrate on the period from pre-history to the early 19th century, with a focus on those continuities which extend to the present. Of concern also will be how present day Japanese regard their history.

## Course Topics

1. Origins of the Japanese People
2. Formation of the Yamato State
3. Impact of Chinese Culture
4. Nara: Buddhism and the State
5. The Heian Period: Turning Inward
6. Fujiwara & the Rule of Taste
7. Rise of the Samurai: Kamakura
8. Medieval Society and Culture
9. Sengoku: the Country at War
10. Europe Encounters Japan: The "Christian Century"
11. The Tokugawa Peace
12. Early Modern Society and Economy

## Readings

The Japanese Experience: A Short History of Japan, Mason & Caiger, Tuttle  
The Gossamer Years, Seidensticker, Tuttle

### RECOMMENDED READINGS:

Sources of Japanese History (vol. 1) David J. Lu

Nobility of Failure Ivan Morris, Holt Rinehart & Winston

Sources of Japanese Tradition (vol. 1), Ryusaku Tsunoda, Columbia UP

\*Reading assignments in the above and in other works will be made during the course of the semester.

## Grading

One Biographical Essay, a Map Quiz and a Film Review	30%
Mid-Term Examination	30%
Final Examination	40%

# Japan and Its World to 1860

Dr. George Hlawatsch

Though an island country, Japan has hardly remained in isolation throughout its history. In the early period, relations with its nearest neighbors, Korea and China, were of great importance to Japan's development, and later with the coming of the West in the sixteenth century, Europe and then America became factors of change.

Nevertheless, as an island country, Japan has usually been able to control its relations with the "outside," at least in the traditional period. This course will examine Japan's relations with its neighbors and later the West.

## Course Topics

1. The Chinese World Order and Early Japan
2. Cultural Exchange and the Silk Road
3. Mongol Invasions of Japan
4. Hideyoshi's Invasions of Korea
5. The "Christian Century"
6. National Isolation: A Japanese World Order
7. The "Opening of Japan"

## Requirements

This course should appeal to those students who have some background in Japanese and/or East Asian history. However, those without such background should also find it useful to initiate their understanding of East Asia.

## Readings

Since there are no textbooks that deal specifically with the course topic, readings will be assigned from a number of sources, including:

Fairbank, *The Chinese World Order*  
Tsunoda & Goodrich, *Japan in the Chinese Dynastic Histories*  
Sansom, *The Western World and Japan*

## Grading

Mid-Term Examination	30%
Term Paper	30%
Final Examination	40%

# Survey of Japanese Art

Dr. George O. Hlawatsch

This course will consist of a series of slide lectures covering the major developments in Japanese art from the earliest times through the 18th century. Weather permitting, field trips will be scheduled to view first-hand some of the works introduced during the class lectures.

## Course Topics

1. Japanese Arts before Buddhism
2. The Buddhism Impact: Art & Architecture
3. Tempyo Japan: The Classical Tradition
4. Early Heian: Esoteric Arts
5. Fujiwara Arts: Aristocratic Refinement
6. Kamakura: Renaissance & Realism
7. Muromachi Japan: Zen & Art
8. Momoyama: Tea Houses, Castles and Foreigners
9. Early Edo: The Great Decorators
10. Late Edo: The Floating World

## Readings

Peter C. Swann, A Concise History of Japanese Art

### RECOMMENDED READINGS

Irie & Aoyama, Buddhist Images

H. Paul Varley, Japanese Culture: A Short History

Dale Saunders, Buddhism in Japan

\*Suggestions for additional readings will be handed out prior to each lecture period.

## Grading

Mid-term 25%

Final examination 45%

Two short papers on particular pieces  
of art of the student's choosing 30%

\*Attendance and class participation will be considered in borderline cases.

# **Culture, Power and Belonging in Japan: Anthropological Perspectives on the Making of Minorities and Majorities**

Dr. Jeffry T. Hester

This course focuses on the shifting conditions of cultural minority and marginalized groups in Japan, in particular: the Ainu, Okinawans, those of Buraku “outcaste” heritage, ethnic Koreans tracing their heritage from the colonial era, Nikkei “return” migrants, and the growing Chinese and South Asian communities and other “newcomer” foreigners.

The unifying theme of the course is “belonging,” referring to the ideas and practices that structure social inclusion and exclusion. Belonging encompasses both formal membership rights in a polity (often referred to as “citizenship”), as well as aspects of social acceptance and recognition in other institutions, both formal and informal, such as neighborhoods, schools and the media. Based on the argument that boundaries of inclusion also produce their own exclusions, we will also investigate the construction of the “majority,” that is, the boundaries of national belonging and mainstream norms.

The broad themes to be addressed include: “culture,” “tradition” and formation of national identity; the role of the State, capital and colonialism in the creation of national, ethnic and caste boundaries; the symbolic processes by which groups are stigmatized and marked as subordinate “others”; administrative and legal technologies involved in the construction and regulation of social boundaries; the diverse actions and responses on the part of marginalized status groups to gain recognition, inclusion and justice; the creative use of “culture,” traditional and popular, in identity movements; the effects of commodified forms of culture, such as Uchinaa (Okinawan) Pop and the “Korean Wave,” on public representations and self-images of minorities; and the changing Japanese social context (e.g., globalization, post-9/11 security concerns, increasing social inequalities, below-replacement fertility rates) and recent shifts in conceptualizations of belonging.

Osaka and the Kansai region provide a rich landscape for encountering and learning from a variety of minority communities. Opportunities will be made in the course for experiencing aspects of Japan's cultural diversity such as language, music, and cuisine. And we will take full advantage of comparative opportunities to reflect on our own experiences of ethnic identity in and outside of Japan.

## **Readings**

Readings will include works by B. Anderson, T. Morris-Suzuki, Y. Fukuoka, R. Siddle, I. Neary, S. Rabson, S. Ryang, J. Hester, A. Takenaka, N. Suzuki, G. Roberts, G. Liu-Farrer, and M. Kudo, among others.

## **Grading**

Grading will be based on (1) in-class performance, i.e., participation in class discussion, preparation of reading and other assignments, in-class presentations and brief quizzes (33%); (2) a take-home midterm examination (33%); and (3) a take-home final examination (33%). Under certain conditions, a research paper may be substituted for (2) and (3) with instructor's approval of a written proposal.

## **Onna to Otoko: Gender and Sexuality in Japan**

Dr. Jeffrey T. Hester

This course aims to explore beliefs and practices in Japan related to gender and sexuality, and how they shape the lives of people in Japan. Through the course, students will gain the conceptual, historical and cultural background for understanding gender issues within the context of Japanese society.

In exploring such gender-related phenomena, we will discuss the meanings underpinning contested ideas of femininity and masculinity, gender roles and the gendered division of labor in Japan, and issues of sexuality, reproduction, and the body. A comparative, cross-cultural perspective will be employed throughout the course, and students will be asked to reflect on their own culturally specific, gendered perspectives and positions.

### **Course Topics**

Topics to be covered include: (1) the symbolic construction of gender through language, religion and popular culture images; (2) the historical development of gender roles in Japan; (3) gender ideology, the politics of reproduction and the state; (4) socialization of gender roles; (5) family, work, and the gendered division of labor; (6) changing values and behavior at the intersection of sexuality and gender, including conjugal relations, commercialized worlds of sex, and commodification of the body; and (7) issues surrounding gay and lesbian identities and transgender issues in Japan.

Gender and sexuality are contested and dynamic areas of social life in Japan. Shaping this dynamism include legal changes involving equal employment opportunities in the workplace, sexual harassment, and the introduction of family and childcare leave for men; rising ages of marriage and declining rates of reproduction; labor market shifts that are eroding employment stability; shifting ideas of motherhood and fatherhood and the balance of family and work; the challenge to conventional gender roles by feminism; attempts by the state, in the face of an intensifying demographic crisis, to reshape gender roles through a "Plan for a Gender Equal Society," and a backlash from conservative quarters anxious to preserve gender role distinctions. At the same time, gender-bending and gender-blending have become mainstays of Japanese popular culture, while sexual and gender minorities make tentative progress in their struggle for rights and recognition. By the end of the course, students should have a better understanding of these issues and their linkages, and a sense of their importance to Japanese society and to the lives of individuals in Japan.

### **Readings**

Students will read a wide range of authors from the literature on gender, culture and society in Japan from both "native" and foreign scholars and commentators, including Yuko Ogasawara, Chizuko Ueno, Shigeko Okamoto, Susan Holloway, Mark McLelland, Karen Kelsky, Masako Ishii-Kuntz, Emiko Ochiai, Akiko Takeyama, Atsuko Kameda and many others.

## **Onna to Otoko: Gender and Sexuality in Japan**

### **Grading**

Grading will be based on (1) in-class performance, including participation in class discussion, preparation of reading and other assignments, and brief quizzes (33%); (2) a take-home midterm examination (33%); and (3) a take-home final examination (33%). A research paper may be substituted for (2) and (3) with instructor's approval of a written proposal.



## **Popular Culture as Social Practice: Producing Pleasures, Styles, Identities**

Dr. Jeffry T. Hester

The aim of this course is to investigate the relationship between the consumption of popular cultural products (objects, images, discourses) and social life in Japan, based mostly on perspectives from cultural anthropology and cultural studies. The primary focus will be on fandoms, subcultures and identities structured through contemporary consumption practices.

Popular culture is intimately involved in the production and circulation of codes of meaning, forming an ever more significant aspect of what anthropologists call “culture.” While forming a huge, profit-motivated commercial sector, popular culture is also the site of the creation of dreams and longings, of styles of adornment, forms of play, social belonging, and identity. We increasingly know one another, and ourselves, through practices of pop culture consumption.

### **Course Topics**

In this course, we will critically explore selected topics from the broad field of popular culture in Japan, with a focus on the relationships between cultural products, consumption practices, and social norms, practices, and tensions within Japanese society. We will briefly discuss the historical development of popular cultural industry in Japan, followed by the recent emergence of a discourse on “cool Japan.” Most of the course will be devoted to exploring specific fandoms, subcultures or cultural categories constructed around consumption practices such as *otaku*, the *dôjinshi* world and *fujoshi* female consumers of male-male eroticism, J-rappers, *gyaru*, visual-*kei* fans and the legendary fans of the Takarazuka Revue. Fans’ creative “play” with norms of gender and sexuality will be a theme running throughout the course. We will also explore questions of creativity and self-expression, constructions of “deviance,” and the role of popular culture in resistance to, or reinscription of, dominant norms.

We will also follow the global circulation of cultural products to and from Japan as they slip out of the original contexts of production, are adapted to local contexts and given new meanings and social effects. Students’ own interests in and expertise on aspects of popular culture will be utilized to help us make sense of links between popular culture consumption practices and other aspects of social life.

### **Readings**

We will cover some readings on theoretical and conceptual issues in popular culture and society (e.g., John Storey, Peter Martin, David Chaney). Most readings will address recent specific Japanese popular cultural phenomena, as discussed in the writings of Ian Condry on J-rap, S. Kinsella on *kawaii*, L. Miller on *gyaru*, A. Mizoguchi on *yaoi*, C. Yano on *enka*, J. Stocker on *manzai* comedy, plus work on youth fashion, visual-*kei* musical performance, etc.

## **Popular Culture as Social Practice: Producing Pleasures, Styles, Identities**

### **Grading**

Students will be evaluated based upon (1) in-class performance, including: regular attendance, preparation of readings, participating in class discussion, and in-class group presentation (33%); (2) mini ethnographic projects: fan interview report and site report (33%); and (3) a popular culture consumption reflection essay, and a final in-class exam (33%).

# **Sexuality and Culture in Japan: Desire, Power and Social Order**

Dr. Jeffrey T. Hester

In Japan today, young people are increasingly sexually active, the number of cases of HIV and sexually transmitted diseases are rising, the media is saturated with representations of sex as a risk-free, pleasant pastime, and serious sex education for young people in schools has been virtually suspended. At the same time, voices from small but dynamic movements built around lesbian, gay, transgender and queer identities are increasingly making their presence felt in the public arena. Sexuality is a contested and dynamically changing field in Japan. In this course, we will explore this topic with the aim of building a framework for understanding the complex currents of this aspect of human life in Japan.

Sexuality is often understood, and experienced, as among the most private and personal aspects of human life. But like other areas of human action, sexuality is shaped within society, and varies cross-culturally and historically. The content of our erotic desires, how we act upon them, the norms that regulate them and the consequences of breaching such norms are deeply shaped by social context. Beliefs and practices surrounding sexuality are thoroughly linked to legal, political and economic systems, religious beliefs, and ideas about gender and the body.

In investigating these linkages, major themes will include the intersection of sexuality and gender; the competing roles of the state and the market in the regulation of sexuality; transnational aspects of sexuality; and the changing conditions for sexual and gender minorities.

## **Course Topics**

Topics will include sex education in Japanese schools and recent controversies over sex education policy and practice; contraceptive practice and abortion; changing aspects of mating, romance and marriage in the Japanese value system and lifecourse: international romance and marriage; the exploitation and commodification of bodies, from *karayuki-san*, to military sex slaves ("comfort women") to *enjo kôsai* ("assisted dating" with teenagers) and recent transnational trafficking in women; *mizu shôbai* (the after-dark "water trades") and eroticized servicing by hostesses and hosts: sexual images in popular culture; and lesbian, gay, transgender and other minority sexual and gender identities and practices.

## **Readings**

The English-language literature on sexuality-related issues in Japan has blossomed over the past decade or so. In addition to classic work by Ella Lury Wiswell and the 1970s research by Samuel Coleman, the course will be informed by the work of such authors as Sabine Früstück, Mark McLelland, Karen Kelsky, Deborah Shamon, Sarah Soh and Chizuko Ueno. In addition, several films related to course themes will be screened.

## **Sexuality and Culture in Japan: Desire, Power and Social Order**

### **Grading**

Grading will be based on (1) in-class performance, including participation in class discussion, preparation of reading and other assignments, and brief quizzes (33%); (2) reaction papers on sets of readings and films screened in class (33%); and (3) a take-home final examination (33%). A research paper may be substituted for (2) and (3) with instructor's approval of a written proposal.

# **The Body and Communication in Japan**

Dr. Steven C. Fedorowicz

Gestures, sign languages, postures and perceptions of the body are not universal. So-called nonverbal communication, associations between the body and linguistic meaning differ from culture to culture. A hand-shape in one country can be very offensive in another. The image of an attractive body in one country can be very different from that of another country and thus convey very different intentional and unintentional messages. This class will explore these issues in the Japanese context. Lectures, in-class discussions, activities and readings will deal with gestures and facial expressions that play important roles in interpersonal communication, rituals and entertainment. Japanese Sign Language and its importance to Deaf culture will be a major focus. Finally, the body itself, images of the body and how the body is modified and decorated will also be explored. Objectives of this course are 1) exploring the relationship between gesture and language, 2) gaining a better understanding of the role of the body in communication, and 3) improving cross-cultural communication skills.

## **Course Topics**

1. Japanese Sign Language and Deaf Culture
2. Japanese gestures
3. Emotion and facial expressions
4. Japanese theatre and dance
5. Japanese martial arts
6. Mudra, gestures and dance in Japanese religion
7. Jan-ken and hand games
8. Japanese perceptions of the body and ideal body types
9. Molding the body – fad diets and exercise
10. Portrayals of the body in advertising and the media
11. Ornamenting the body – fashion
12. Ornamenting the body – tattoos and body pierces

## The Body and Communication in Japan

### Readings

Weekly reading assignments will be drawn largely from:

Adam Kendon, *Gesture* (Annual Review of Anthropology 1997. 26: 109-128).

David F. Armstrong, William C. Stokoe and Sherman E. Wilcox, *Gesture and the Nature of Language* (Cambridge: Cambridge University Press, 1995).

Desmond Morris, *Bodytalk: The Meaning of Human Gestures* (New York: Crown Trade, 1996).

David Matsumoto, *Unmasking Japan: Myths and Realities about the Emotions of the Japanese* (Stanford: Stanford University Press, 1996).

Laura Spielvogel, *Working Out in Japan: Shaping the Female Body in Tokyo Fitness Clubs* (Durham: Duke University Press, 2003).

Harlan Lane, Robert Hoffman and Ben Bahan, *A Journey into the Deaf-World* (San Diego: Dawn Sign Press, 1996).

Japanese Federation of the Deaf Institute for Sign Language Studies, *An English Dictionary of Basic Japanese Signs* (Tokyo: Japanese Federation of the Deaf, 1991).

### Grading

Students will be evaluated as follows:

- |   |      |
|---|------|
| 1. Class attendance, participation and activities | 30%  |
| 2. Midterm take-home exam                         | 35%  |
| 3. Final take-home exam                           | 35%. |

With the approval of the instructor, a research paper may be substituted for the take-home exams.

## **Contemporary Japan and Globalization: Home and Abroad**

Dr. Steven C. Fedorowicz

In today's world, it is widely held that global scale culture supersedes governments and political boundaries; economy is paramount. The new buzz-word to explain this phenomenon is "globalization." But what does this supposedly new concept really entail? Globalization is about movement and interaction: people, culture, technology, goods and services, money, religion and ideologies are moving through porous borders causing immediate and intense contact. This cultural contact affects everyone in the global village albeit in vastly different ways. Globalization is an uneven process in terms of the spread of new technologies and communication. Where does Japan and Japanese culture fit within globalization? It is easy to see global influences inside of Japan: McDonald's, Starbucks and fancy European brand names are everywhere. But Japanese culture has long been moving out and influencing other areas of the globe as well. This course will investigate globalization from an anthropological perspective focusing on the important and interesting movements and interactions between Japan and the rest of the world. How does globalization influence seemingly internal Japanese contemporary issues? Stereotypes of traditional Japanese culture such as the myth of isolation and uniqueness will also be addressed in this course.

### **Course Topics**

1. Japanese society and culture
2. Declining birthrates and aging society
3. Japanese education
4. Bullying, hikikomori and suicide
5. Japanese nationalism
6. Orientalism and Nihonjinron
7. Minorities and discrimination in Japan
8. Culture and culture scale
9. Modernism, colonialism, development
10. Anthropological perspectives of globalization
11. Fast food, Chinese food and sushi
12. Japanese baseball, sumo and judo
13. Christianity in Japan; Soka Gakkai in Germany
14. HIV/AIDS and sexual education in Japan
15. Gender in Japan
16. Pop culture in Japan

## Contemporary Japan and Globalization: Home and Abroad

### Readings

Readings for specific issues and case studies will be drawn largely from the latest available journal articles and monographs. Some of these can be found on-line at Japan Focus (<http://japanfocus.org/>). Other representative readings include:

Harumi Befu and Sylvie Guichard-Anguis, eds., *Globalizing Japan: Ethnography of the Japanese Presence in Asia, Europe and America* (London: Routledge Curzen, 2001).

Jonathon Xavier Inda and Renato Rosaldo, *The Anthropology of Globalization: A Reader* (Oxford: Blackwell Publishing, 2002).

Yoshio Sugimoto, *An Introduction to Japanese Society*, Third Edition, (Cambridge: Cambridge University Press, 2010).

### Grading

- |                                       |     |
|---------------------------------------|-----|
| 1. Class participation and activities | 30% |
| 2. Midterm take-home exam             | 35% |
| 3. Final take-home exam               | 35% |

With the approval of the instructor, a research paper may be substituted for the take-home exams.



# Visual Anthropology of Japan

Dr. Steven C. Fedorowicz

We have often heard the phrases “the camera never lies,” “seeing is believing” and “a picture is worth a thousand words.” Visual anthropology, in part, deals with the presentation and representation of culture through the use of film, video, still photography, art and other graphic media. How does one visually represent a culture? Culture has often been likened to an iceberg; we can only see the tip and perhaps the most important aspects are submerged and difficult to see. Visual anthropology strives to visualize the invisible – knowledge, values, morals, beliefs, perceptions, capabilities and private spaces. In this course, ethnographic films, photography and internet blogs focusing on Japan will be examined, analyzed and evaluated in terms of providing understanding of Japanese culture. Who constructs such visual images, for what purpose and in what context will also be of concern. While the focus of the course will be on the issues and consequences of visual representation, methodology and techniques will also be discussed. The major component of the course is a photo journal blog; students will have the opportunity to research, photograph and post on such themes as Japanese traditional culture, popular culture, education, art, entertainment, sports, religion, gender, politics and globalization.

## Course Topics

1. What is the Nature of Cultural Description?
2. Images and Perspectives of Japanese Culture
3. Gathering Data: Visual Fieldwork in Japan
4. Ethics of Doing Visual Research and Fieldwork in Japan
5. The Visual Representation of Culture
6. Treatments and Study Guides: Planning and Practicing Visual Methods
7. Documentaries, Video and the Ethnographic Film
8. Photography and Photoethnography
9. Electronic Representations and Anthropological Blogs on the Internet
10. Collaboration, Open Access, Creative Commons
11. Visual Representations in the Media and Popular Culture
12. Visual Imagery in Japanese Culture

## Readings

Representative readings include:

Marcus Banks, *Visual Methods in Social Research* (London: Sage Publications, 2001).

Ilisa Barbash and Lucian Taylor, *Cross-Cultural Filmmaking* (Berkeley: University of California Press, 1997).

T.C. Bestor, P.G. Steinhoff and V.C. Bestor, eds., *Doing Fieldwork in Japan* (Honolulu: University of Hawaii Press, 2003).

Susan Sontag, *On Photography* (New York: Penguin Books, 1973).

## Visual Anthropology of Japan

### Grading

- |                                       |     |
|---------------------------------------|-----|
| 1. Class Participation and Activities | 30% |
| 2. Midterm Quiz                       | 10% |
| 3. Final Quiz                         | 10% |
| 4. Photo journal blog                 | 50% |

With the permission of the Instructor, a visual anthropology project such as a short ethnographic film, photo exhibition or research paper may be substituted for other course requirements. Please talk with the Instructor as soon as possible if you are interested in this option.

# Intercultural Communication in Japan

Dr. Scott L. Lind

Communicating in an international context requires an understanding of factors that affect interaction between people from diverse cultural perspectives. The ability to look beyond cultural differences in order to recognize and appreciate the motivations of others is an important early step in developing communicative competence in a foreign language. Study of intercultural communication theory and research is critical to the success, relational development, and satisfaction of students who strive to maximize their language and cultural learning while in Japan.

This course is a practical introduction to theory and research in the field of intercultural communication as applied to a Japanese context. The primary course content focuses on perceptions, behaviors, values, and cultural patterns of human interaction, thereby assisting students in developing a clearer understanding of their own communicative perspectives as related to life in Japan. A variety of methods and activities, including class discussion, groupwork, lecture, cultural enactment, video critique, story telling, critical incident, written reflection, and in-class engagement, will be used to help students to develop intercultural communication competence.

## Course Topics

- Communication
- Definitions of culture
- Development of shared goals
- Intercultural competence
- Approaches to learning
- Cultural adjustment
- Perceptions and expectations
- Identity
- Cultural values
- In-group and out-group relations
- Language and culture
- Nonverbal communication and culture
- Ethnocentrism, stereotypes, and racism

## Readings

Readings will be drawn from a variety of academic writings in the field of intercultural communication.

## Grading

Examinations .....	30%
Written assignments/Engagements .....	10%
Participation/Attendance.....	30%
Presentations .....	30%

# Geisha, Gangsters and Samurai: Japan in Western Film

Dr. Mark Hollstein

Since the earliest days of cinema, Westerners filmmakers have used Japan as a mirror in which to reflect upon their own cultures. At times they have portrayed Japan as the model society that illuminates Western failures. At other times they have imagined the country as a corrupt world whose degenerate nature reinforces the superiority of Western values. Through it all has been a highly gendered narrative—Japan as the paradoxical land of ultra feminine geisha (soft, gentle and nurturing) and extremely masculine samurai and gangsters (cold, unyielding and dangerous). This course looks at how and why these contradictory images so easily coexist within the Western cinematic imagination. Of central concern is the way in which filmmakers have emphasized, exaggerated, distorted or ignored various aspects of Japanese culture to meet audience expectations, and the way in which images of Japan—constructed in response to specific historical events—have been recycled to justify or explain later situations. We will also consider how changes in class, gender and race relations in the West have influenced media images of the Japanese Other.

## Readings

Readings will be drawn from sources such as: I. Littlewood, *The Idea of Japan, Western Images, Western Myths*; G. Marchetti, *Romance and the Yellow Peril*; J. Dower, *War Without Mercy*.

## Grading

Midterm Exam	30%
Final Exam	30%
Final Paper	30%
Attendance and Participation	10%

## Japanese Popular Media and Culture

Dr. Mark Hollstein

This course focuses on three central elements of Japanese popular media—manga, anime, and television drama. However, a variety of other media—such as pop music, theatre and live-action film—will be discussed as they relate to these three main topics. The course will begin with a look at the historical development of *manga* and *anime* and their relationship with traditional Japanese popular culture. Next we will examine the rise of modern *manga* and *anime* in the postwar period by focusing on their development from works aimed primarily at children to thematically diverse media that include mature works of social criticism. Of particular interest will be how these works both reflect and shape the debate over Japan's postwar identity. We will then examine the means of production, distribution and consumption of *manga* and anime in Japan. Our attention will then turn to television dramas in Japan. We will examine their relationship with *manga* and *anime* while discussing how they deal with and influence a variety of current social issues. The course will finish with a look at the popularity of all three media (*manga*, *anime* and TV dramas) abroad and how they are influencing foreign understandings and attitudes about Japan.

### Course Readings

Assigned readings will be drawn from a variety of works including: F. Schodt, *Dreamland Japan: Writings on Modern Manga*, S. Napier, *Anime: From Akira to Howl's Moving Castle*; K. Iwabuchi, ed., *Feeling Asian Modernities: Transnational Consumption of Japanese TV Dramas*.

### Grading:

Midterm Exam:	25 %
Final Exam:	25 %
Two short writing assignments:	40 % (20 % each)
Class attendance and participation:	10 %

# Monsters, Ghosts and the Making of Modern Japan

Dr. Mark Hollstein

The Japanese popular imagination has always been haunted by myriad monsters, ghost, demons, and goblins. Whether it was the trickster *kitsune* of ancient folklore, scenes of torment awaiting sinners in Buddhist Hell scrolls, or the *shinigami* of modern *manga* like *Death Note*, Japan's many supernatural beings have always both frightened and entertained. But these are by no means the only two roles that such creatures have played in Japanese history. In this class we will study the many ways that monsters and ghosts have symbolized and personified the issues, problems, hopes and fears that have shaped modern Japan. We will begin by looking at the importance of the horrific and grotesque in the creation of Japanese popular culture in the 17<sup>th</sup> century. We will then discuss how 19th century Meiji modernizers created the scientific study of "monsterology" to debunk peasant superstition and to redirect supernatural belief toward a divine emperor. We will also examine how artists like Kawanabe Kyōsai, and writers such as Izumi Kyōka used monsters and ghosts to both resist and satirize modernization. We end the first half of the semester by looking at how the Western observer Lafcadio Hearn used Japanese ghost stories to feed a foreign appetite for images of a mysterious Orient.

Of course, this class will also examine modern uses of monsters and ghosts. We will begin the second half of the semester by examining how manga author Mizuki Shigeru used *yōkai* to help provide continuity with the past in a postwar Japan that had been torn from its traditions. We will discuss the political origins of Godzilla and read manga by authors such as Hino Hideshi and Umezu Kazuo who used horror to express their anxieties about the state of Japanese society in the 1960s, 70s and 80s. The course will finish with a look at recent Japanese TV and movie monsters from adult horror films like *The Ring* to popular children's animation like *Pokemon*. Our main concerns will be what such media say about Japan today, and how their popularity abroad shapes foreign preceptions of the country. By the end of this course, you will have learned a great deal about Japanese monsters, myths and legends. You should also have a much deeper appreciation of Japanese history, society, media and culture.

## Readings

Readings assignments will be drawn from an number of sources including: *Pandemonium and Parade: Japanese Monsters and the Culture of Yōkai*, by Michael D. Foster; *Civilization and Monsters: Spirits of Modernity in Meiji Japan*, by Gerald Figal. *The Fantastic in Modern Japanese Literature: The Subversion of Modernity*, by Susan J. Napier.

## Grading

Midterm exam:	25%
Final Exam:	25%
Final Paper	30%
Brief Class Presentation	
On Monster of your Choice:	10%
Attendance/Participation:	10%

## Death in East Asian Thought

Prof. Elizabeth Kenney

While it is an undeniable fact that people die, the interpretation of death varies greatly from culture to culture. In this course, we will have a chance to explore the various meanings of death in Japan, China and Tibet.

We will first consider the range of possible approaches to death and the afterlife (or non-afterlife): treatment of the corpse; funeral rituals; the destiny of the dead. Then we will look at East Asian attitudes toward death: Confucian, Taoist and Buddhist. What happens after death? Will we be reincarnated? Will we go to the Pure Land? Can we achieve immortality?

Japan is an especially intriguing case, since the two major religious traditions, Buddhism and Shinto, have significantly different attitudes toward death. Focusing on Japan, we will study ancestor worship, funeral practices, cemeteries, ghosts, and mummies. The current Japanese attitudes toward abortion, brain death and organ transplants will be discussed.

The course takes a multidisciplinary approach, we will read a short Japanese novel and watch one film.

### Readings

Readings include: portions of Confucian and Buddhist texts; *Tibetan Book of the Dead*; ghost stories; scholarly articles on funeral practices, cemeteries, the denial of death, and mortuary symbolism.

### Grading

Two tests	40%
One 7-page paper	40%
One 2-page paper	10%
Class participation	10%

Other options for coursework are also possible.

# Religion in Japan

Prof. Elizabeth Kenney

This course is an introduction to the most important types of religious expression in Japan: ancestor worship, Shinto, Buddhism, and the New Religions. We consider Christianity in Japan for just one very interesting class. We focus on contemporary beliefs and practices, especially popular religion that is encountered every day in Japan. Various approaches to the interpretation of religious phenomena will be discussed. This course is open to students at all levels.

Field-trips: Tenri (headquarters of Tenrikyo); Fushimi Inari Shrine; a Zen temple (optional).

## Course Topics

1. Ancestor Worship and Household Rites for the Dead
2. The Nature of the Sacred in Shinto Thought
3. Foxes and Other Gods
4. The Emperor and Religion
5. Everyday Activities in Shinto Shrines
6. New Religions: Tenrikyo, Soka Gakkai and Aum
7. Buddhist Heavens and Hells
8. Rites for Aborted Fetuses
9. "The Evil Go Easily to Heaven": Shinran and Pure Land Buddhism
10. Jizo, the Buddhist Savior
11. Christians and Ancestors

## Grading

Interview write-up	Required
Mid-term examination	25%
Quiz	15%
7-page paper	50%
Regular class attendance	10%



# Shinto

Prof. Elizabeth Kenney

Mythology and manga, animism and anime. Shinto, the ancient religion of Japan, is still today a palpable influence on the Japanese cultural imagination. Shinto is visible everywhere, and there are few Japanese people who do not have some contact with Shinto during their lives, many of them on a regular basis. Yet it is not easy to answer the question, What is Shinto? We will look at Shinto from as many perspectives as possible: religious, philosophical, anthropological, artistic, and political. Whatever definition of Shinto one settles on, there is no doubt that Japan is the place to study Shinto.

## Course Topics

Some of the topics include:

Shinto gods, including the fox deity

Shinto mythology

Shamanism

Monsters and the imagination

What does Shinto say about the afterlife?

Happy gods with a dark side: Ebisu and Daikoku-ten

Shrines and everyday life

Not everyday life: festivals and rituals

Shinto in popular culture: anime, manga, video games

The Emperor: priest, god, rice deity, silkworm god

Yasukuni Shrine: politics and soldier spirits

Shinto priests: who are they and what do they do?

Tokugawa Shinto philosophy

Insects that might not be bugs

## Readings

Readings will include: primary source material, such as Shinto mythology and the writings of Shinto thinkers; secondary articles of high scholarly quality.

## Grading

2 tests	50%
field report	40%
participation	10%

# Zen Buddhism

Prof. Elizabeth Kenney

This course presents an overview of Zen Buddhism, with a focus on the evolution of religious issues. Buddhism, like any religion, must provide some answers to the “big questions” of human existence: How did human life first occur? Why do tragedies happen? Are humans different from animals? What happens after death? Then Zen asks some of its own questions: Is Enlightenment attained through effort or is it innate to all people? Can a dog attain Buddhahood? Is Nirvana different from everyday life? Is the Buddha a pound of flax?

This course is open to students at all levels.

Field Trip: Meditation at a Zen temple.

## Course Topics

1. Sakyamuni, the founder of Buddhism
2. The Buddhist Universe
3. Buddhist Notions of Karma and Suffering
4. The Traditional Path to Enlightenment
5. Bodhidharma (Daruma), the Legendary Patriarch of Zen
6. Zen and War
7. Sudden Enlightenment vs. Gradual Enlightenment
8. Lin-chi, Strange Words, and Wild Deeds
9. Koans in Zen Practice
10. Dogen, the Preeminent Figure in Japanese Zen
11. Popular Zen during the Tokugawa Period
12. Zen in the World Today

## Readings

Selected Zen Writings.

This course emphasizes reading the texts that are important for Buddhism and Zen (that is, sacred scriptures, collections of Zen stories, and the writings of eminent Zen monks).

## Grading

Mid-Term Examination	25%
Quiz	15%
7-page paper	50%
Class participation	10%

# The History and Ideology of the Japanese Warrior

Dr. John Shultz

Visions of the Japanese warrior in his many forms loom largely through the history of East Asia and through popular sentiments of what being a warrior is all about. Martial arts and the profession of soldiery are described in Japan as a “path” or “way.” This implies that such disciplines are not reducible to technical skills, but represent an ideology. Indeed, a continual refrain from the distant past to the present is that the spirit of the warrior lies at the very heart of Japanese people and Japanese culture.

In this course, we seek to examine the character of the Japanese warrior throughout history to determine what constitutes the worldview of Japanese combatants and if such worldviews have maintained any consistency over time. More specifically, we will look at archetypical warriors using prototypical weapons in exemplary battles through famous literature, films, and historical accounts.

## Course Topics:

The Divine Warrior of the Legendary Past: Yamatotakeru and the Kusanagi Sword  
The Ancient Mounted Archer (Tsuwamono): Taira no Masakado and The Bow  
The Samurai: Minamoto no Yoshitsune and the Sword  
The Warrior Monk: Benkei/Takeda Shingen and the Naginata  
The Samurai II: Yamamoto Tsunetomo and the Sword  
The Ninja (Shinobi): Natori Masatake and the Kusari-gama  
The Infantryman: General Yamashita and the Rifle Bayonet  
The Ace Pilot: Sakai Saburō and the Zero

## Requirements

There are no prerequisites for this course, and students from all academic backgrounds may enroll.

## Readings

Readings will include war tales and other classic literature, as well as academic writings on history and ideology.

## Grading

Participation	20%
Reading Quizzes/Homework Assignments	30%
Mid Term Exam/Final Exam	50%

# **Spiritual Journeys: The Pursuit of Power Spots, Mandala Mountains, and Haiku Roads**

Dr. John A. Shultz

The search for life's meaning through travel evokes images of the romantic, the dangerous, the exotic, the humbling, and the empowering. One of the oldest and most pervasive forms of human spiritual expression is purposeful travel to places thought to be able to change us in this life or in the next. The object of these sacred journeys may be formal religious shrines, natural places thought to be powerful, or even extraordinary stretches of road. In Japan, pilgrimage is a central practice across religious traditions and even seemingly secular tourism is intertwined with activities for spiritual well-being.

In this course, which has a special emphasis on Japan, we will consider a colorful array of wandering seekers through fiction, film, scholarship, and diary accounts. Students will practically engage literary perspectives with field excursions and by pursuing independent research in which they are encouraged to experience and actualize the power of travel. Such experiences can take place quite locally, as Kansai Gaidai is positioned among dozens of meaningful locations and paths.

## **Course Topics**

What is "spirituality"? What is pilgrimage? What is tourism?

Japan's Mountain Ascetics and Sacred Peaks

Power Spots: The Foci of Japan's "Spirituality Boom"

Iconic Roads: The Tōkaidō, The Camino de Santiago, and Route 66

*Hizakurige* (Shank's Mare): A Graphic Travel Novel of Misadventures and Excess

The Wanderings of the Poet Bashō

The Burning Man: A Pilgrimage of Performance Art

The Journey to the 88-places of Shikoku

"Holy Places" for Manga and Anime Fans

"The Dharma Bums": Japanese-Inspired American Counterculture

Cyber-Journeys

## **Requirements**

There are no prerequisites for this course, and students from all academic backgrounds may enroll.

## **Readings**

Readings will include a range of materials including academic writings, literature, and first-person pilgrimage accounts.

## **Grading**

Participation	20%
Reading Quizzes/Homework Assignments	20%
Final Research Project and Class Presentation	60%

# Cross-Cultural Psychology

Dr. Reggie Pawle

Our psychology is interwoven with the society within which we live. How we understand ourselves and how we function psychologically is culturally based. Our thinking, our emotions, our actions – all these are greatly influenced culturally. As societies become more and more interactive, knowledge and sensitivity to similarities and differences of the psychologies of people around the world increases in importance. Cross-cultural psychology is a comparative study of psychologies of different cultures. This course focuses on studies of comparisons of two parts of psychology. The first is research of important aspects of psychological functioning: sense of self, values, thinking, perception, emotions, development, and relationships. The second is issues that are important for clinical psychology: theoretical foundations in the West and in Asia, cultural issues, dreams, and pain. Case studies and role plays will be part of the clinical study. Students will be expected to interact cross-culturally with other students. For more information, see Dr. Pawle's website: [www.reggiepawle.net](http://www.reggiepawle.net).

## Course Topics

Self and identity: Collective or Individual? We-self or I-self?

Cross-cultural research in values

Cross-cultural cognitive research

Cross-cultural emotion research

Psychological development theories: Winnicott and Tantric Yoga

Comparisons of Western and Asian clinical theoretical foundations: Psychoanalytic, Jungian, Existential, Buddhism, Daoism, Confucian

Gestalt therapy and dreams

Approaches to pain – Logotherapy and Buddhist psychology

## Readings

Heine, Stephen. (2007). *Cultural Psychology*. New York: W.W. Norton and Company.

Hofstede, Geert, & Hofstede, Gert Jan. (2005). *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill.

Kakar, Sudhir. (1991). *Shamans, Mystics, and Doctors*. Chicago, Illinois, USA: University of Chicago Press.

Mathers, D., Miller, M., and Osamu, A. (eds). (2009). *Self and No-Self: Continuing the Dialogue between Buddhism and Psychotherapy*. London: Routledge.

Nisbett, Richard. (2003). *The Geography of Thought: How Asians and Westerners Think Differently ... And Why*. New York: Free Press.

Roland, Alan. (1988). *In Search of Self in India and Japan: Toward a Cross-Cultural Psychology*. Princeton: Princeton University Press.

## Grading

Self Discussion Report	5%
Midterm exam	25%
Values Comparison Assignment	5%
Development Discussion Report	5%
Project	30%
Final exam	30%

# Mind and Body in Yoga, Buddhism, and Daoism

Dr. Reggie Pawle

This course is a study of how mind and body are engaged in the practices of yoga, Buddhism, and Daoism, and the applications of these ways of engagement in modern life and psychology. The aim is both to understand the theories and experience the practices. This course does not focus on the belief systems, but rather focuses on the ways of self-cultivation. Particular attention is given to the mind-body dynamic. The functions of mind that are developed, how the body is trained, the understanding of mental illness and mental health, and how to cultivate a fully alive person all are examined in yoga, Buddhist, and Daoist practices. Each class will be a combination of study and practices, so students need to be willing to participate in exercises in each class. Experiential exercises will include yoga practices, Buddhist meditation practice, Chi Gung exercises, Zen koan practice, mandala drawing, Morita exercises, Naikan exercises, breathing practices, martial art practices, and sensory awareness practice.

## Course Topics

Yoga, Buddhist, and Daoist practices  
Self-cultivation practices  
Historical practitioners  
Traditional texts  
Modern psychotherapeutic applications  
Mental illness and mental health  
Jung and Eastern practices  
Body and breath practices  
Martial art practices  
Energy practices

## Readings

Feuerstein, G. (1979). *The Yoga Sutra of Patanjali*. Rochester, Vermont, USA: Inner Traditions International.  
Kakar, S. (1991). *Shamans, mystics, and doctors*. Chicago, Illinois, USA: University of Chicago Press.  
Kohn, L. (2009). *Introducing Daoism*. London: Routledge.  
Mathers, D., Miller, M., and Osamu, A. (eds.). (2009). *Self and no-self: Continuing the dialogue between Buddhism and psychotherapy*. London: Routledge.  
Yuasa, Yasuo. (1993). *The Body, Self-cultivation, and Ki-energy*. (S. Nagatomo & M. Hull, trans.). Albany, New York: State University of New York Press.

## Grading

Yoga practice or Buddhist practice or Daoist practice paper	15%
Midterm exam	25%
Self-cultivation project	30%
Take-home final exam	30%

# Contemporary Topics in East-West Psychology

Dr. Carolyn S. Turner

This seminar-style course will focus on a developmental view of Psychology and Consciousness, featuring some recurring themes in human experience in our contemporary world. Together we will explore some of the issues which are emerging in our lives with the purpose of expanding our perspectives to include ideas from East and West that may help us make the adjustments required, as paradigms for living rapidly shift, and changes are required in all aspects of life.

This course will utilize a cooperative approach, creating a learning environment that is interdependent, with students assuming responsibilities for their own learning plus contributing to the learning of the group. Unique aspects of individuals will be considered in the context of cultural differences with a goal of recognizing and appreciating commonly shared experiences and the enrichment of diversity. This class will provide experiences that illustrate the necessity and usefulness of one of the major essentials for our collective future: collaboration.

## Course Topics

### **Cluster One: Emotional and Relational Beginnings**

Readings on Attachment, Separation, and Loss—major themes that recur through life  
Temperament: Genetic attributes that interact with Attachment in first relationships  
Stages of emotional and social development  
Interaction of temperament, attachment, and development in educational settings  
Cultural differences in early family relations: Investigations

### **Cluster Two: "Growing Pains"--Challenges and Opportunities**

Adolescent issues of girls becoming women, and boys becoming men  
Family systems and family therapies  
Educational implications:  
    Multiple Intelligences; Emotional Intelligence  
    Educating for Love, Caring, and Cooperation: Investigations

### **Cluster Three: Exploring Psychological Theories and Therapies from East and West**

A brief history of the development of psychology and its current expansion into humanism and transpersonal psychology with eastern and western influences  
Some useful theories and therapies from East and West  
Recent ideas and their applications: Investigations

### **Cluster Four: Theory into Practice--Ourselves**

We will read, write, and discuss attitudes and feelings—our own and those we observe and share with others, such as:  
Managing strong feelings and traumatic events (loss, sadness, anger, fear) and using life experiences to learn, grow, and strengthen ourselves.

## Contemporary Topics in East-West Psychology

### **Cluster Five: Theory into Practice—Expanding Communications and Relationships**

We will conclude this course with readings, discussion, writing, and projects which expand our understandings, perspectives, and practices in communicating and interacting with each other in personal, family, and group relationships.

### **Readings**

Readings from a variety of sources will be utilized to stimulate thinking, discussion, and writing. Audio-visual materials will provide examples, illustrations, and practical applications of ideas. Students will participate in group and individual investigations and presentations to the class.

### **Grading**

Attendance and participation in classes.....	15%
Written assignments/Response pages.....	15%
Midterm Learning Experience.....	20%
Group Investigation Project.....	15%
Individual Investigation Project.....	15%
Final Learning Experience and Personal Evaluation.....	20%



# The Intersection of Fantasy and Real Life in Modern Japanese Fiction

Prof. Paul Berry

A major feature of modern literature in Japan is the tension between the representation of real life and fantasy. Although these aspects can be seen as polar opposites, writers in Japan will often deploy their plots to examine basic life issues whether writing about mundane aspects of daily life or detailing elaborate fantasies. This course will examine the issues raised in a variety of novels by authors in the last few decades. The key literary themes include questions of identity, sexuality, environment, social change, individual responsibility, and the contrast/fusion of pure vs. popular fiction. Many of the novels are recent translations of current fiction. The course does not assume a prior background in Japanese literature.

## Readings

Yu Miri. *Gold Rush*  
Murakami Haruki. *The Windup Bird Chronicle*\*  
Taguchi Randy. *Outlet*  
Oe Kenzaburo. *Essays*  
Mishima Yukio. *Forbidden Colors*\*  
Yoshimoto Banana. *Tsugumi*  
Miyazaki Hayao. *Nausicaa* (manga version)  
Ekuni Kaori. *Twinkle, Twinkle*  
Miyabe Miyuki. *Shadow Family*  
Kanehara Hitomi, *Snakes and Earrings*  
Abe Kobo. *The Box Man*

## Grading

Three essays on themes studied in class:	45%
long page research paper.	40%
Class participation and discussion	15%

## Japanese Cinema 1949-1987

Prof. Paul Berry

Regularly winning awards at film festivals, Japanese cinema may be the most internationally popular aspect of modern Japan culture. This course explores Japanese cinema through an examination of eleven noted films by eight directors. The themes and issues of the films include quests for the meaning of life, modernized Kabuki drama, conflict among generations, censorship of sexual scenes, satiric comedies, and science fiction animation. In several cases comparisons will be made between the original text and the film version. The social significance and relation to national and international film history will be discussed. Lectures will introduce the background of the director, the circumstances of the making of the film and its historical setting, and the relation of the film to other Japanese and foreign films.

This course does not assume a background in film studies and is open to students at all levels.

### Film list:

Kurosawa, *Stray Dog* (Nora inu, 1949)

Kurosawa, *Ikiru* (1952)

Mizoguchi, *Ugetsu Monogatari* (1953)

Ozu, *Tokyo Story* (Tokyo monogatari, 1956)

Nakahira Ko (中平 康 1926-1978) *Crazed Fruit* 狂るった果実 1956

Oshima, *Graveyard of the Sun* (Taiyo no hakaba, 1960)

Teshigahara, *Woman in the Dunes* (Suna no onna, 1964)

Shinoda, *Double Suicide* (Shinju ten no Amijima, 1969)

Kurosawa, *Dodesukaden* (1971)

Itami, *Tanpopo* (1985)

Otomo, *Akira* (1986)

### Readings

Readings are drawn from a large variety of books and articles on the films, directors, and cultural aspects related to the themes of the films.

### Grading

3 short papers 40%

Large paper (10 pages) 45%

Class participation and general assessment 15%

# Manga: The Graphic Fiction of Japan

Prof. Paul Berry

Due to its widespread popularity, manga has become an internationally recognized and often admired aspect of contemporary Japanese culture. Nonetheless, the translation of manga into a variety of foreign languages has focused on those written for an early teenage audience. The deeper history of manga, its complexity, the broad diversity of themes intended for an adult audience is still largely unknown outside of Japan. This course approaches manga as a form of graphic fiction parallel to the literary fiction (*shosetsu*) of Japan. Lectures cover many aspects from history, thematic diversity, audience reception, publishing industry, visual analysis and interpretation, continuities of theme and image, and new trends. A combination of critical readings, discussion of selected manga, and analysis of imagery will be employed in class. A large number of works and artists that have yet to be translated into foreign languages will be introduced alongside world famous examples.

## Course Topics

introduction of diversity of categories  
*manga* theory and popular art  
drawing techniques  
design of *manga* magazine covers  
Edo period *ukiyo*e background  
Meiji- Showa graphic art  
prewar *manga* history  
Tezuka Osamu  
*gekiga*  
*Garo*, Tsuge Yoshiharu  
SF themes, Takemiya Keiko, Ishinomori Shotaro  
Miyazaki Hayao, *Kaze no tani Nausicaa*  
Shiro Masamune, *Ghost in the Shell*  
fantasy  
*dojinshi*, *komike*  
*tanbi*  
Uchida Shungiku and recent female artists  
Matsuo Suzuki, *Koi no mon*  
gender themes  
shonen/shojo  
horror/shojo horror  
contemporary trends

## Manga: The Graphic Fiction of Japan

### Readings

Sharon Kinsella, *Adult Manga*

Frederick Schodt, *Manga! Manga!* and *Dreamland Japan*

Anne Allison, *Permitted and Prohibited Pleasures*

Timothy Lehman, *Manga: Masters of the Art*

Miyazaki Hayao, *Kaze no tani Nausicaa*

Masumune Shiro, *Ghost in the Shell*

Brigitte Koyama-Richard, *One Thousand Years of Manga*

Four papers will be assigned to aid in the exploration of different aspects of manga.

### Grading

4 papers 85%

Class participation 15%

## **From Western Ethics to Asian Visions of Moral Wisdom**

Dr. John Hanagan

This course follows a path through the great ethical traditions of Europe, India, China, and Japan, seeking a passage that opens to the encompassing field of Moral Wisdom. Participants will gain a solid grounding in the major ethical theories of East and West, remembering that the over-arching goal of this course is to develop a Moral Wisdom that is liberating, not confining; that is loving, not self-righteous; and that does not sacrifice principle for expediency, yet proceeds gently and with compassion for ourselves and others.

For millennia the greatest ethical teachings of humankind have flowed on a river of ink into countless books—the Vedas and Upanishads, the Analects of Confucius, the Abrahamic Scriptures and the vast traditions of Eastern and Western Philosophy. Yet these rivers of ink have done little to staunch the rivers of blood that flow on the world's battlefields, on our city streets, and in the lives of so many suffering men and women. Humanity wanders in the labyrinth of its own destructive misconceptions. The three Buddhist poisons of Ignorance, Greed, and Anger have given rise to war, sexual trafficking, AIDS, and the ancient religious tensions that are literally exploding in the Middle East. Clearly, the time is ripe for thinking deeply about the nature of human life and human relationships.

General ethical rules are all in place, and on the surface they are rather obvious. There is an elegant simplicity in the fundamental moral precept of Hinduism and Buddhism: Ahimsa, or Do No Harm. Yet with our wars and violence, our divorces and materialism, we live as though the brilliant ethical teachings of our religions and philosophies have not found a home in our hearts. It is distressing that while the great western religions all recommend trust and love and surrender to the Divine as the road to peace and goodness, these same religions all too often appeal to God to justify their resort to violence.

A mature appreciation of ethical rules is a good and necessary ingredient of a flourishing human life. They can be seen as creative invitations to greater self-awareness and to more effective social engagement. Yet the art of life, like all the arts, can founder on the illusion of technique. A moral life must be grounded on cogent ethical rules, but ultimately these rules need to be transcended and included in a more ample and embracing consciousness. True moral wisdom resides in Rumi's field--beyond ideas, beyond ethics.

### **Course Topics**

1. Introduction: Plato's Cave—The Play of Light and Shadows
2. The Judeo-Christian Tradition: The Ten Commandments
3. The Judeo-Christian Tradition: The Sermon on the Mount
4. MacIntosh: The Power of Love
5. Nietzsche's Critique of Christian Morality
6. The Islamic Tradition: the Five Pillars
7. Sufism: Rumi
8. The Handbook of Epictetus
9. Epictetus, Al Kindi, and Nietzsche On Dispelling Sorrow
10. Plato: Arete (Virtue) in the Republic
11. Kant: The Categorical Imperative

## **From Western Ethics to Asian Visions of Moral Wisdom**

12. John Stuart Mill: Utilitarianism
13. The Vedic Tradition: the Bhagavad Gita
14. The Vedic Tradition: Ashtanga Yoga
15. The Buddhist World: The Dhammapada
16. Buddhist Ethics: the Five Precepts and the Four Virtues
17. Chinese Ethics: The “Mature Person” of Confucius
18. Chinese Ethics: Taoism—Tao, Te, and Wu Wei
19. Non-attachment: the Shinjin no Mei of the Third Zen Patriarch.
20. A hierarchical vision of moral consciousness

### **Grading**

Studentship: the quality of a student’s involvement with the course, as shown by regular attendance, and thoughtful reading, writing, and class participation (which includes active listening). 30 points

A mid-term examination. 35 points

A final take-home project/examination of at least 10 pages, which shows what you have learned from your readings and the discussions of the course. 35 points.

As the course unfolds, supplemental essays might be written for bonus points.

# Spirals of Western Wisdom and Eastern Enlightenment

Dr. John Hanagan

If we are to believe the words of the saints and the sages of all cultures, Wisdom and Enlightenment are the highest expressions of the human experience. In the Western tradition, Plato says that Wisdom is the one thing necessary, on both the individual and social levels, for human flourishing. Yet he also says that the essence of Wisdom lies in knowing that we know nothing of true value. In Eastern thought, Enlightenment is held to be the ultimate realization of consciousness. Suffering is transcended in the alchemy of inner change when greed is transmuted into generosity, hatred into loving-kindness, and ignorance into Wisdom. Yet Enlightenment itself is held to be beyond words and explanations. A Zen master was once asked “Are you Enlightened?” “You’ve got me in a bind,” he answered. “If I say I’m not, I’m lying. But if I say I am, I’m not.”

Both traditions agree that the point of seeking is not simply to gain knowledge, but to catalyze a deep inner awakening that in turn flows into the world with compassion and efficacy. However, questions abound. Are Wisdom and Enlightenment the same thing? If not, are they complementary, and how might they work together? Is Wisdom at least partly a matter of cognitive content, and is Enlightenment absolutely free of content? What are the relationships among Wisdom, Enlightenment, Compassion, and Love? What insights do the various words for Wisdom--sophia, phronesis, prajna and prajna paramita—harbor in their depths? Are there provocative shadings in the meanings of the Eastern words for enlightenment: moksha, nirvana, bodhi, kensho, and satori? And finally, are the ways that lead toward Wisdom and Enlightenment the same?

In this course, we will enter into dialogue with classics of Wisdom Literature—ancient and modern, eastern and western-- outlined below, but not in a purely academic or detached way. The essential subject matter of this course is the mind and the heart of each one of us—teacher and student alike. As Foucault observed: “philosophy is the displacement and transformation of frameworks of thinking, the changing of received values and all the work that has been done to think otherwise, to do something else, to become other than one is.”

## Course Topics and Readings

**Part One** —The Wonder of Greece

Plato’s Vision of Wisdom in the Republic, The Handbook of Epictetus

**Part Two** —The Bridge: Zen and the Art of Motorcycle Maintenance

**Part Three**—Chinese Depth

Taoism: Tao Te Ching of Lao Tsu

Zen: The Shinjin no Mei of the Third Chinese Zen Patriarch

**Part Four** —Japanese Synthesis, Kukai: the Ten Stages of Religious Consciousness

## Grading

Studentship: the quality of a student’s involvement with the course, as shown by regular attendance, and thoughtful reading, writing, and class participation (which includes active listening). 30 points

A mid-term examination. 35 points

A final take-home project/examination of at least 10 pages, which shows what you have learned from your readings and the discussions of the course. 35 points.

As the course unfolds, supplemental essays might be written for bonus points.

## Japanese Art in the Kansai Area

Prof. Karin Swanson

The Kansai area, which includes Osaka, Kyoto and Nara has for the majority of Japanese history, been the center of Japanese art production. Beginning with the art found in tomb mounds of 4th century leaders, the area's dominance continued with only minor interruptions until power and patronage shifted to Tokyo during the Edo period (1615-1868).

This is an introductory-level course designed to maximize the experience of looking at Kansai area art, much of which can still be seen in the original locations. Focusing on locally-produced painting and sculpture from the 4th through the 19th centuries, the class will consist of presented lectures with slides. There will be field trips during the semester to sites studied in the class.

### Course Topics

The following themes, which reflect the dominance of Buddhist art in this area, will be presented in chronological order:

- Tomb and burial-centered art
- Early Buddhist art
- Esoteric Buddhist art
- Pure land Buddhist art
- Secular arts of the Heian period
- Zen art of the early feudal period
- Momoyama and early Edo period castle-centered art
- Edo painting

### Readings

The majority of reading assignments will be from the following books, on reserve in the library:

- P. Mason, A History of Japanese Art.
- Joan Stanley Baker, Japanese Art.
- Paine and Soper, Art and Architecture of Japan.
- Various authors, Heibonsha Survey of Japanese Art.
- Akiyama Terukazu et al, Genshoku Nihon Bijutsu Series.
- James Cahill, Chinese Painting.
- Dale Saunders, Mudra.
- Lorraine Kuck, The World of the Japanese Garden.
- Stephen Addiss, The Art of Zen.

### Grading

Quizzes	50%
Visual Analysis Assignment	35%
Class Attendance and Participation	15%



# Love, Sex, and Death in Nō, Bunraku, and Kabuki

Dr. Lyle Barkhymer

The timeless themes of love, sex, and death are universal human interests. They pervade *nō* drama of medieval Japan, *bunraku*, Osaka-based puppet theater, and *kabuki*, the traditional theater of Japan from the Edo period onward. Developing independently and also with reciprocal influences, all of these musical theater forms share a common humanity. They are at the same time products of their own cultural milieu, offering meaningful insights and knowledge to the thoughtful audience. This course will look for comparisons and contrasts and examine ways in which the textual, dramatic, and musical elements are used to produce the artists' intentions. Critic John Ruskin confidently asserted,

“Great nations write their autobiographies in three manuscripts, the book of their deeds, the book of their words and the book of their art. Not one of these books can be understood unless we read the two others, but of the three the only trustworthy one is the last,”

If indeed he was correct, we will understand both Japanese culture and human nature in more complete and complex ways by studying these art forms.

**Field Trips** The works that we study will be, as much as possible, those that will be performed in Kansai this season. Optional theater visits will be selected from the following as schedules and repertory permit:

- A Nō Theater in Kyōto or Ōsaka
- National Bunraku Theater, Ōsaka
- Kabuki in Kyōto or Ōsaka

The optional field trips will have a fee for tickets, estimated at *Nō* drama ¥1500, *bunraku* ¥1600, and *kabuki* ¥3000 after a subsidy from the university for students registered in the course. Students who are unable to go on the field trips for some reason will be asked to write a reflection paper based on DVD viewing.

**CLASS SESSIONS** The class meetings will include lecture, discussion, recordings, videos, and student presentations. Some listening and viewing may be assigned outside of class. Students will write three short papers or performance reviews (2-3 pages). They may choose to do a final research paper (10-15 pages), to make a final individual presentation in class, or to be part of a group final presentation to the class. There will be 3 quizzes and a midterm in addition to the final project, but no final exam.

## Readings

A reading packet will be available at the Center for International Education.

## Grading

Class participation	15%
Written assignments	30%
Quizzes	15%
Mid-term exam	20%
Final Project	20%

## Basic Ceramic Techniques

Mr. Yoshio Inomata

The object of this course is to establish a basic mastery of traditional Japanese techniques through actual practice, with the emphasis on wheel throwing. The course will also include, from time to time, a consideration of distinctive regional techniques, and the special characteristics of some modern Japanese pottery, presented in the context of studio practice.

A practice fee of ¥10,000 per semester, payable in advance, will be charged to all students accepted for enrollment in the course. Enrollment will be limited to 35 students. This course requires 8 hours studio practice per week, and it will be arranged around your other classes.

### Recommended Reading:

Penny Simpson, Japanese Pottery Handbook

In addition, a number of illustrated volumes in Japanese and English will be put on non-circulating reserve in the library, for general reference.

### Course Procedures:

Instruction will begin with clay wedging and proceed to building and slab construction, and the basic throwing techniques for cups and bowls. Various glaze compositions and glazing methods will be introduced at an appropriate point along with a consideration of certain decorative devices such as stamping, inlay and brushwork.

### Evaluation:

Grades will be based on the level of technical skill achieved during the semester, and on the quality of finished pieces submitted for possible inclusion in a final exhibition of student works. This overall rating of technical proficiency will constitute sixty percent of the final grade. Regular attendance is regarded as essential, and more than ten percent absence could result in a failing grade. Attendance will count for twenty percent of the final grade. The final twenty percent will be a rating of student effort and participation.

## Basic Ceramic Techniques

### Note:

Payment of materials fee must be completed before registration. Otherwise you cannot be enrolled in the course nor permitted to attend the class.

In case of dropping the course, the refund of the materials fee will be based upon the following schedule:

1) During orientation	100%
2) During the first week	90%
3) During the second week	80%
4) During the third week	70%
5) After the third week	0%

## Intermediate Ceramic Techniques

Mr. Yoshio Inomata

The objective of this course is to advance the techniques mastered in the "Basic Ceramic Techniques". Main items to master in this course include: various sets of ceramics works (i.e. multiples of same-sized works), large pots, large dishes, large bowls, and so on.

Students in this class will also pursue decorative techniques introduced in the previous semester, and try to combine them.

The schedule of studio practice will be the same as "Basic Ceramic Techniques".

Students eligible to apply to take this class are: 1) those who have finished "Basic Ceramic Techniques" at Kansai Gaidai, or 2) those who have more than one year experience with ceramics. (See the instructor before registration, as he gives permission based upon the student's skill with the potter's wheel.)

Material Fee: ¥10,000.-

## **Advanced Ceramic Techniques**

Mr. Yoshio Inomata

The objective of this course is to perfect the technique which is the most suitable for each student. The course also gives students the opportunity to mix glazes as well as to work on their original techniques.

The schedule of studio practice will be the same as "Basic Ceramic Techniques".

In order to apply to take this course, students must obtain permission from the instructor. They must have finished "Intermediate Ceramic Techniques" at Kansai Gaidai, or have more than two-year experience with ceramic. (See the instructor before registration in order to obtain permission. His judgment is based upon the ceramic techniques and the basic knowledge of ceramics.)

Material Fee: ¥10,000.-

## Japanese-Chinese Brush Painting (Sumie)

Ms. Kathleen Scott

This studio course is designed to introduce students to the basic techniques of Japanese-Chinese monochromatic ink painting. Material specific to this medium are introduced and include various papers, inks, and brushes. During the first half of the semester, traditional flower motifs (bamboo, orchid, plum, and chrysanthemum) are used as points of departure. The latter half of the course is devoted to the compositional principles and brush techniques involved in Japanese-Chinese landscape painting, (J., sansui-ga).

Five hours of studio time are supplemented by a minimum of three hours of individual work. Students are required to display one of their final works in an exhibition at the end of the semester.

Classes meet three times a week, and one of these meetings is considered the primary teaching day. New material is introduced and techniques applied. Due to the importance of this first teaching day, in order to enroll in sumi-e, students must be able to arrange their schedules to fit into one of the teaching blocs. The remaining schedule will be arranged according to priorities.

### Notes:

- No prior painting experience is required.
- As with all studio courses, attendance is mandatory.
- Class enrollment is limited to 25 students.
- Payment of the ¥10,000 materials fee must be completed before registration. In the event this course is dropped, the following refund policy will be enacted:

1) During orientation	100%
2) During the first week of school	50%
3) During the second week	0%

- This course is worth 3 semester units of credit.

## **Advanced Sumie**

Ms. Kathleen Scott

This course is a continuation of work begun in Japanese-Chinese Brush Painting. The focus of this advanced course will be on compositions of increased complexity with emphasis placed on the development of the student's personal painting imagery.

### **Course Topics**

Points of departure will include: peonies, roses, grapes, and gourds. Areas such as zen-ga and abstracts will be explored.

### **Requirements/prerequisites**

Five hours of studio time are supplemented with an absolute minimum of three hours of individual work. Students are required to display several works in the exhibition at the end of the term.

Prerequisite: Japanese-Chinese Brush Painting and the permission of the instructor.

The materials fee for the advanced course will be ¥4,000