

***COURSE
DESCRIPTIONS***

Spring 2006

ASIAN STUDIES PROGRAM
KANSAI GAIDAI UNIVERSITY

**2006 SPRING
ACADEMIC CALENDAR**

Jan. 21, 23-24 (Sat-Tue)	Arrival Period for New Students On-campus accommodations become available.
Jan. 25-27 (Wed-Fri)	Orientation and Class Registration
Jan. 28 (Sat)	A late registration fee of ¥2,000 will be charged from this date.
Jan. 28-29 (Sat-Sun)	Move into Permanent Accommodations
Jan. 30 (Mon)	First Day of Classes
Feb. 6 (Mon)	A late registration fee of ¥5,000 will be charged from this date.
Feb. 11 (Sat)	National Foundation Day (National Holiday)*
Feb. 13 (Mon)	Deadline for Adding Courses
Feb. 20 (Mon)	Deadline for Dropping Courses
Mar. 13-17 (Mon-Fri)	Mid-term Examination Week (Exams to be taken during regular class meeting)
Mar. 18-26 (Sat-Sun)	Spring Break
Apr. 10 (Mon)	All students will receive the "Application for Extension of Stay" & "Termination Report Form"
Apr. 26 (Wed)	Deadline for the submission of "Application for Extension of Stay" or "Termination Report Form"
Apr. 29 (Sat)	Midori no hi – Showa Emperor's Birthday (National Holiday)*

May 3 (Wed)	Constitution Memorial Day (National Holiday)*
May 4 (Thu)	National Holiday*
May 5 (Fri)	Children's Day (National Holiday)*
May 8 (Mon)	Deadline for submission of "Contract for the Completion of an Incomplete"
May 15-19 (Mon-Fri)	Final Examination Week
May 19 (Fri)	Last Day of the Semester
May 20 (Sat)	Graduation Ceremony
May 25 (Thu)	Notification of "Approval or Disapproval of Extension of Stay"
May 25-27 (Thu-Sat)	Payment period for tuition deposit for the fall semester of 2006
May 30 (Tue)	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.

JAPANESE LANGUAGE COURSES

Japanese language courses are divided into two categories: Spoken Japanese and Reading & Writing Japanese. All students are required to take Spoken Japanese. Reading & 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 & 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

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

Second semester course of Elementary Spoken Japanese. Spoken Japanese 1 of its equivalent is a prerequisite. 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&II: An Integrated Course in Elementary Japanese, The Japan Times
Genki Workbook I&II, The Japan Times (Lesson 10 to Lesson 17)

Spoken Japanese 3

The first semester course of Intermediate Spoken Japanese. Spoken Japanese 2 is a prerequisite for enrollment. Other students must pass a placement test in order to enroll. The course aims to review and reinforce previous knowledge of Japanese and systematically develop the patterns of expression needed in various situations commonly in daily Japanese life. In addition to the textbook, videotaped 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 second semester course of Intermediate Spoken Japanese. Spoken Japanese 3 is a prerequisite. Other applicants must pass a placement test to be admitted to this course. In addition, further private study time listening to tapes 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, videotaped 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

This course is designed for those who have had at least 2 years (or the equivalent) of Japanese and who do not have any difficulty in daily conversation. Approximately half of the class time will be spent on discussions, speeches, projects, and learning expressions. The other half of the class time will be devoted to lessons with videotaped materials, such as drama and news programs. This course aims at developing more grammatical complexity and strengthening skills with various new vocabulary and sentence patterns.

Textbook: To be announced in the class.

Videotaped materials

Handouts

Spoken Japanese 6

This course is for those who have had at least five semesters (or the equivalent) of Japanese. 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, selected from the textbook. By performing these activities, students will gain a deeper understanding of contemporary Japanese culture and society. Videotape materials are used to further develop and refine listening and speaking skills. Individual projects will also be assigned.

Textbook: To be announced in the class.

READING AND WRITING COURSES

Introduction to the Japanese Writing System (1 Unit)

The very basic introductory five-week Reading & Writing course. This is not a separate course, but is integrated in the regular Reading & 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 & Writing (1 credit) to the regular Reading and Writing (3 credits) before the end of the fifth week.

Regular Reading & Writing 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 & Writing 1

The basic introductory course for the Reading & Writing of 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, letters, and so forth.

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

Reading & Writing 2

The second-semester level of Reading & Writing Japanese. Pre-requisite: R&W 1 (or the equivalent). Students should be able to read/write hiragana, katakana and some basic kanji (approximately 100 or more). Approximately 125 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&II: An Integrated Course in Elementary Japanese, The Japan Times
Genki Workbook I&II, The Japan Times (Lesson 10 to Lesson 16)

Reading & Writing 3

The third-semester level of Reading & Writing Japanese. Pre-requisite: R&W 2 (or the equivalent). Students should be able to read/write approximately 250 kanji characters. Approximately 200 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 & Writing 4

The fourth-semester level of Reading & Writing Japanese. Pre requisite: R&W 3 (or the equivalent). Students should be able to recognize approximately 500 kanji characters. Approximately 300 more kanji will be introduced during the semester. In this course, we will read authentic materials such as poems, short stories, and newspaper articles, as well as reading materials prepared for learners of Japanese. We will also practice writing letters using keigo, short stories, haiku, and so forth.

Textbook: To be announced in class.

Advanced Readings 5 / 6

(3 courses, being aimed at acquiring a mastery of most of the Joyo Kanji)

Prerequisites: Spoken Japanese 4 and Reading & Writing 4 at B or above or permission of Head of Japanese Language Program. Other applicants must pass a placement test to be admitted to this course.

Readings in Japanese Fiction

This course aims to introduce you to contemporary Japanese literature in the original and improve your mastery of Japanese by taking you through texts representative of the contemporary language and encouraging you to master the vocabulary and expressions. Individual projects will be assigned.

Textbook: To be announced in the class.

N.B.: This course will not be offered if the enrollment is too low.

Readings in Japanese Society and Culture

This course aims at developing a higher level of competency through reading, discussion, debate and directed research on various sociocultural topics, selected from the textbook. Students also learn to write formally in Japanese. It is also designed to help students extend their vocabulary and master a variety of expressions. Individual projects will be assigned.

Textbook: To be announced in the class.

N.B.: This course will not be offered if the enrollment is too low.

Readings in Current News

In this course, students will read sample or real newspaper articles and learn new vocabulary and expressions used in the media. Students will be required to participate in their discussions and to write their opinions, summaries of articles and essays regularly.

Textbook: To be announced in the class.

N.B.: This course will not be offered if the enrollment is too low.

ACADEMIC JAPANESE

This program is offered for those who are almost ready to take regular courses for Japanese universities. Eligible students have to be able to recognize most of the Joyo Kanji. They must also have a good enough command of Japanese to carry on a regular conversation in Japanese without difficulty and also to begin carrying on an academic discussion in Japanese.

After the preparatory session (February–March), students will take three regular courses (April–June) taken by Japanese students and taught in Japanese on the Hotani Campus. Each student or a group of a few students in this program will be paired with a native Japanese classmate or classmates who will be available to help in case some assistance is needed in better understanding the courses.

INTERNATIONAL BUSINESS: JAPANESE MULTINATIONAL CORPORATION OPERATIONS

Dr. Nathaniel Agola

COURSE DESCRIPTION

After the second half of the 1970s, Japanese corporations increased their presence in the global economic landscape. There was a wave of Japanese investments in Asia, Europe, North America and Latin America. Even though the momentum in overseas investment by Japanese corporations is currently at its lowest ebb, the global presence of Japanese corporations and the critical economic role they will continue to play is indisputable. When the Japanese corporations move overseas, they take with them firm-specific assets that determine their competitiveness and even economic and social contributions to host countries. The two most important of those firm-specific assets are technology and managerial best practices. The transfer of these two assets involves a wide range of economic and social variables that are difficult to deal with.

This course will examine the fundamental issues in international transfer of Japanese management system: the model of transfer, the factors determining transfer process outcome, and challenges/difficulties faced by Japanese firms in transferring their distinctive management systems. The experiences of Japanese MNCs are then used to draw lessons for localization of operations by MNCs from other countries. Specific case studies of known companies like Toyota, Honda, Mitsubishi, Matsushita, NEC, Sanyo, Sony, Komatsu, Toshiba among others will be used to validate how Japanese corporations conduct their manufacturing and managerial operations globally. The class will include field trips to Japanese companies to deepen students' knowledge of specific Japanese manufacturing and managerial practices.

COURSE OUTLINE

Week 1	Introduction to key issues in international business
Week 2	Japanese management practices
Week 3	Japanese Production Systems
Week 4	Role of Trading Companies in Marketing for Japanese MNCs
Week 5	Foreign Influence on Japanese Management System
Week 6	Transferability of Japanese Management Systems
Week 7	Models of Transfer of Japanese MNC best practices Making Quality Control Circles Work Elsewhere
Week 8	Mid-Term Exam
Week 9	Case Studies (2 Case Studies)
Week 10	Case Studies (2 Case Studies)
Week 10	Review of critical issues faced by Japanese MNCs and future trends
Week 11-14	Group Presentations
Week 15	Final Examination

INTERNATIONAL BUSINESS: JAPANESE MULTINATIONAL CORPORATION OPERATIONS

REQUIREMENTS

Even though knowledge in economics and business is not a strict requirement, it would be helpful if a student already has a good grasp of the basic concepts in business and economics.

READINGS

Readings will be drawn from:

Liker, J. K., Fruin, W. M., & Adler, P.S. R (eds.) Remade in America-Transplanting and Transforming Japanese Management Systems. (New York: Oxford University Press,1999).

Kumon, H and Abo T. (eds.) The hybrid factory in Europe: Japanese Management and Production System Transferred (New York: Palgrave MacMillan, 2004)

Boyer, R., Charron E., Jürgens, U., and Tolliday, S. (eds.). Between Imitation and Innovation- Transfer and Hybridization of Productive Models in the International Automobile Industry. (New York: Oxford University Press,1998).

Lee S, M, and Scwendiman G (eds.). Management by Japanese Systems. (New York: Praeger, 1982)

In addition to the assigned readings, students are encouraged to search topical articles from journals and other business information sources.

GRADING

Mid-term examination	30%
Class Participation	20%
Group Presentations	20%
Final Exam	30%

ORGANIZATIONAL BEHAVIOR AND KNOWLEDGE MANAGEMENT

Dr. Nathaniel Agola

COURSE DESCRIPTION

The purpose of this course is to enhance your ability to understand and function more effectively in the knowledge economy organizations in which you will work. We will review the fundamental organizational behavior concepts and explore individual and group behavior, motivation, learning, creativity and effective use of knowledge in organizations. A comparison of Japanese and other countries companies will be used to validate universal concepts in organizational behavior and knowledge management. Although the emphasis is on high technology and manufacturing companies, the course material applies to organizations in general.

COURSE OUTLINE

Week 1	Organizational Behaviour: Key Concepts
Week 2	Organization Behaviour and Knowledge Management Key Concepts and Models
Week 3	Organizational Behaviour and Creativity
Week 4	Organizations, Information Technology and Knowledge Management
Week 5	Organizational Behaviour and Knowledge Management in Japanese Companies
Week 6	Organizational Behaviour and Creativity in Japan
Week 7	Comparison: Japanese and other Countries Companies
Week 8	Mid-term Exam (2 nd Class, Revision for Mid-term in the First Class)
Week 9	Case Study
Week 10	Case Study
Week 10	Emerging & Future Issues in Organizational Behaviour and Knowledge Economy
Week 11-14	Group Presentations
Week 15	Final Examination

REQUIREMENTS

Whereas a technical background is not required, a basic understanding of business and economics concepts would be beneficial.

READINGS

Readings will be drawn from:

Organizational Behavior

Robert Kreitner, Angelo Kinicki (2003/03) McGraw-Hill Education (ISE Editions)

ORGANIZATIONAL BEHAVIOR AND KNOWLEDGE MANAGEMENT

Nonaka, I., & Nishiguchi, T. (eds.). Knowledge Emergence: Social, Technical, and Evolutionary Dimensions of Knowledge Creation. (New York: Oxford University Press, 2001).

In addition to the already assigned readings, students are encouraged to search topical articles from journals and other business information sources.

GRADING

Mid-term examination	30%
Class Participation	20%
Group Presentations	20%
Final Exam	30%

TECHNOLOGY MANAGEMENT IN JAPAN

Dr. Nathaniel Agola

COURSE DESCRIPTION

This course will examine technology management practices of Japanese corporations and how the practices confer either competitive advantage or disadvantage. Consequently, the main focus will be on how specific Japanese technology practices, country and market characteristics facilitate or inhibit expedient and successful commercialization of technology. A survey and analysis will be done of the global strengths of Japanese consumer and industrial technology producers in a wide range of industries. Among industries to be analyzed are:

- Automotive manufacturing & consumer electronics
- Machinery & industrial electronics
- Computers & robotics
- Satellites & aerospace
- Telecommunications & semiconductors
- Video games & biotechnology
- Rail transportation and environmental technology.
- Biotechnology & nanotechnology and
- IT and Mobile communications

This course will provide analytical explanations as to why Japan has gained sustainable global competitive edge in specific industries and not in others. The analytical explanations will cover economic, managerial, socio-cultural and institutional factors that influence outcomes of technological efforts in domestic and global markets. Visits to Japanese companies will be organized to deepen students' understanding of issues covered in class.

COURSE OUTLINE

Week 1	A survey of Japanese Technology and Global Competitiveness
Week 2	Japanese Government-Corporate Ties and Technology
Week 3	Japanese Technology Management Practices
Week 4	Managing Quality
Week 5	Managing Technological Innovation
Week 6	Technical Training in Japanese Companies
Week 7	Mid-Term Exam
Week 8	Technology and Business Incubation in Japan
Week 9	Japanese Companies and Emerging Technologies
Week 10	Technology Management Issues for the Future
Week 11-14	Group Presentations
Week 15	Final Examination

TECHNOLOGY MANAGEMENT IN JAPAN

REQUIREMENTS

Whereas a technical and business background is not required, a basic understanding of business and economic concepts would be beneficial.

READINGS

Readings will be drawn from:

Minami, R., Kim, K.S., Makino, F., and Seo, J (eds.). *Acquiring, Adapting and Developing Technologies: Lessons from the Japanese Experience*. (New York: Palgrave, 1995).

Day, G.S., Schoemaker, P.J.H., & Gunther, R.E., (eds.). *Managing Emerging Technologies*. (John Wiley & Sons, 2000)

In addition to the already assigned readings, students are encouraged to search topical articles from journals and other business information sources

GRADING

Mid-term examination	30%
Class Participation	20%
Group Presentations	20%
Final Exam	30%

ENTREPRENEURSHIP—SMALL BUSINESS VENTURES

Prof. Samuel Doss

This course is designed for students that are interested in starting their own business. Students will learn the planning, marketing, financial, legal, and human resource aspects of beginning a small business. Although the business plans created by the students will be new ventures in Japan, the fundamentals of the entrepreneurship process are translatable to the students' home countries.

The main focus of the class will be the understanding and development of a business plan. Students will have the opportunity to learn the basics of entrepreneurship and be part of a team to develop and present the business plans. From the understanding of the mind and spirit of entrepreneurs to how to implement a new venture in Japan, students will learn the fundamentals and creative aspects of starting a small business. The team projects focus on the creation of viable small businesses.

COURSE TOPICS

- Conception versus implementation
- Creativity in uncovering a business need
- Funding start-ups
- Strategic decisions impacting a new business
- Creating a new business entity
- Introduction to business plans
- Formulation of projected profit and loss statements
- Management aspects
- Market research and investigation
- Marketing a small business
- Growth strategies
- Full business plan development

REQUIREMENTS

There are no prerequisites for this class.

READINGS

Readings will be drawn from The Definitive Business Plan (2nd Edition), Richard Stutely, Published by Financial Times Prentice Hall.

GRADING

Individual Homework:	50%
Group Exercises:	15%
Group Business Plan Presentation:	10%
Group Business Plan:	15%
Attendance and Participation:	10%

INTERNATIONAL FINANCE

Prof. Samuel Doss

This course explores the financial issues, challenges, opportunities, and strategic decisions confronting firms doing business globally. In this context, we will cover international business activities that expose firms to financial uncertainty and risk. Central to these activities are the firms' participation in international financial markets and international currency markets. Thus, the course will cover in depth major international financial markets, such as the offshore markets and the foreign exchange markets. Students will explore forecasting techniques for currencies and appropriate strategies for managing foreign exchange exposure. The course will also deal with major macroeconomic issues facing countries in today's increasing interdependent and global environment. Contemporary globalization issues such as trade issues, managing global capital flows, and exchange rate management will be covered.

COURSE TOPICS

- Globalization and the multinational firm
- Uncertainty and risk involved in international business
- International monetary system
- Parity relationships
- International bond, equity, option, and future markets
- Foreign currency markets
- Forecasting exchange rates
- Understanding and managing foreign exchange exposure
- Exports and imports
- Contemporary global issues facing countries

REQUIREMENTS

Backgrounds in basic economics and finance is not required but will be beneficial.

READINGS

Text for this course will be International Financial Management, 3rd Edition, by Eun & Resnick.

GRADING

Examinations (3 @ 20% each)	60%
Written Assignments	30%
Attendance and Participation	10%

STRATEGIC MANAGEMENT—JAPANESE CONTEXT

Prof. Samuel Doss

Students will learn how Japanese and multinational corporations keep (or lose) their competitive advantages. Strategy integrates the knowledge of management, marketing, accounting, and finance toward the goals of the enterprise. Case studies used throughout the semester will illustrate how strategic thinking, industry analysis, and competitive analysis can be used to explore the decisions made by real multinational businesses.

The integrative approach of melding lectures, discussions, and case studies in this course will enable the student to understand business strategies and to make better business decisions. These case studies will focus on Japanese corporation or multinational corporations that are doing business in Japan and will also serve as an introduction to the methods and scope of international business.

COURSE TOPICS

- Strategy development during various phases in a company's growth cycle
- Marketing, production management, and financial management in an international environment
- External analysis of industry opportunities and threats
- Determination of sustainable competitive advantages through company strengths and weaknesses
- Total quality management
- Impact of cultural, political, economic, legal, and ethical environments
- Mergers, acquisitions, and joint ventures for entering new markets
- Analysis of business models used by successful Japanese firms
- Cases in strategic management focusing on corporations doing business in Japan

REQUIREMENTS

There are no prerequisites for this class.

READINGS

The text for this course will be Strategic Management—An Integrated Approach, 5th Edition, Hill Jones and selected case studies.

GRADING

Individual Assignments:	45%
Group Projects:	35%
Group Presentation:	10%
Attendance and Participation:	10%

ASIAN ECONOMIC INTEGRATION AND GLOBALIZATION

Dr. Joel Campbell

DESCRIPTION

Globalization is perhaps the hottest concept on the planet. Everybody talks about it, but since there are so many differing views of it, few people really know what globalization actually is. To some, globalization means the advent of an economic paradise, promising prosperity to all. To others, it heralds total world domination by huge Western corporations. Asians have both benefited and suffered from the inexorable forces of globalization. Meanwhile, Asia has taken tentative steps toward creation of a regional identity. For the first time, Asia has become both a gigantic market and a center of global finance and trade. How is globalization transforming Asia? What are the challenges that Asian peoples face in a globalized world? Will increasing regional ties bring greater economic integration?

This course examines the processes of economic integration and globalization that have transformed East and Southeast Asia since the 1960s, and considers what lessons can be learned by the region, and by other developing countries in the future. It begins with a discussion of the nature of globalization and integration, as well as the current development of both of them in the Asian region. Then, it looks at the public and governmental debates over the course of integration and globalization, and what these debates say about the nature of political economic development in Asia. We will examine in detail the creation of the Association of Southeast Asian Nations (ASEAN) and the Asia-Pacific Economic Cooperation forum (APEC) organizations, and carefully consider the directions of East and Southeast Asian development since the Asian Financial Crisis. Finally, the class will think about the future of the East Asian economies and our places in the world economy in an era of globalization.

COURSE TOPICS

- The dream of Asian integration
- The nature of globalization and economic integration
- Roots and development of Asian globalization
- Debates over globalization and integration
- The Asian Financial Crisis and its aftermath: recovery and reform efforts in East/Southeast Asia
- The roles of Japan, China, the U.S. and Europe in Asia's globalization
- The creation and expansion of ASEAN and APEC
- ASEAN + 3: Japan, China, and South Korea join with Southeast Asia to create the world's biggest market
- Comparison to other regional integration efforts: the EU, NAFTA, and Mercosur
- Future prospects for Asian globalization and integration

ASIAN ECONOMIC INTEGRATION AND GLOBALIZATION

REQUIREMENTS/PREREQUISITES

This is an introductory level course. Though a technical background is not required, it would be beneficial to have basic economic and political knowledge. This course is quite useful for students of economics and business, or political science and international relations. Globalization and Regional Integration are common topics in contemporary economics, political science, and international relations courses.

TEXTBOOKS

Weekly readings assignments will be drawn largely from:

John Baylis and Steve Smith, *The Globalization of World Politics: An introduction to international relations* (Oxford: Oxford University Press, 2001).

Samuel S. Kim, ed., *East Asia and Globalization* (Lanham, MD.: Rowman and Littlefield Publishers, Inc., 2000).

Shaun Narine, *Explaining ASEAN: Regionalism in Southeast Asia* (Boulder, CO.: Lynne Rienner Publishers, Inc., 2002).

Garry Rodan, et al., eds., *The Political Economy of South-East Asia: Conflicts, Crises, and Change*, 2nd ed. (Oxford: Oxford University Press, 2001)

Estrella D. Solidum, *The Politics of ASEAN: An Introduction to Southeast Asian Regionalism* (Singapore: Dimension Press, 2004).

GRADING

- In-class performance: attendance, participation, and class preparation (25%)
- Two video reaction papers (25%)
- Mid-term examination, two quizzes, and final examination (50%) (exams are *not* scheduled during the language mid-term exam period, and are not cumulative)

This course uses a variety of activities. We will discuss Asian globalization and integration-related topics, in light of current events, in most classes. Other activities include interactive lectures on key topics, videos on current globalization and economic integration issues, and various in-class group activities. At least once in the semester, students will prepare discussion questions on assigned readings.

CONTEMPORARY JAPANESE ECONOMY AND BUSINESS

Dr. Joel Campbell

DESCRIPTION

Japan's economy and businesses have stunned the world. Rising like a phoenix from the ashes of World War II, Japan was the world's fastest growing economy by the 1960s. Its businesses conquered industry after industry. In the Bubble Era of the 1980s, Japan looked like an unstoppable juggernaut, and was widely expected to replace the U.S. as the leading economic power. Then, suddenly, in the 1990s it all came to a halt, and stagnation replaced high growth. Unemployment soared, bankruptcies skyrocketed, banks trembled, and the government appeared rudderless. Even more ominously, an aging population, alienated youth, and unprecedented urban crime undermined the social stability that had underpinned postwar growth. Yet, emerging from the soil are the "green shoots" of new businesses and innovative approaches to doing business. What happened to Japan? Can Japan save itself, and return to the path of healthy economic growth? Does Japan have an economic future?

The course will consider the high growth era and the post-Bubble Japanese economy and business. The course surveys recent issues and developments in the Japanese economy, business sectors, and politics. We will start with the "Lost Decade," a time when Japan weathered a prolonged economic slump, business restructuring, political upheaval and social crisis. We will explore how Japanese business and government leaders are struggling to adjust to the challenges of globalization. Next, we will look at the seismic shifts ongoing in specific economic sectors, such as finance and labor markets, retail and fast food industries, the IT industry and international trade. Then, we will examine the wrenching social changes that are remaking the Japanese economy. Finally, we will plot out possible future directions for Japan's economy and business.

COURSE TOPICS

- Japan's economic "miracle": postwar recovery, the fast growth period, and maturity
- The "Bubble" economy, the "Lost Decade," and the recent recovery
- Current challenges of growth and competitiveness
- Japan's international trade
- Japanese economic policy making
- Japanese education and competitiveness
- Women's issues and the "graying" of Japan
- Basic patterns of Japanese business
- Foreign businesses in Japan
- Key business case studies: Nissan, Sony, Canon, and 7-11 Japan
- Japan's economic and business future

CONTEMPORARY JAPANESE ECONOMY AND BUSINESS

REQUIREMENTS/PREREQUISITES

This is an introductory level course. Though a technical background is not required, it would be beneficial to have basic economic and business knowledge. This course is quite useful for students of economics and business, or political science and international relations. The Japanese Economy is a subject within the macro and micro-economics of developed economies.

TEXTBOOKS

Weekly readings assignments will be drawn largely from:

Akira Ishikawa and Tai Nejo, *The Success of 7-Eleven Japan* (Singapore: World Scientific Publishing Co., 1998).

Takatoshi Ito, et al., *Reviving Japan's Economy: Problems and Prescriptions* (Cambridge, Mass.: MIT Press, 2005).

Richard Katz, *Japan: The System That Soured, The Rise and Fall of the Japanese Economic Miracle* (Armonk, NY: M.E. Sharpe, 1998).

David Magee, *Turnaround: How Carlos Ghosn Rescued Nissan* (New York: Harper Collins Publishers, 2003).

Noboru Yoshimura and Philip Anderson, *Demystifying Japanese Business Behavior* (Boston: Harvard Business School Press, 1997).

GRADING

- In-class performance: attendance, participation, and class preparation (25%)
- Group presentations (25%)
- Two exams and a final examination (50%)
(exams will *not* be scheduled during the language mid-term exam period, and are not cumulative)

This course uses a variety of activities. We will discuss current events in the Japanese economy and business, in light of course topics, during some classes. Other activities include interactive lectures on key topics, videos on current economic and business issues, and various in-class group activities. Each student will also join a group that will prepare a presentation to the class on a vital Japanese business issue. These presentations will take place during the second half of the semester.

POLITICAL ECONOMIES OF EAST ASIA

Dr. Joel Campbell

DESCRIPTION

The Asia-Pacific economy is the most dynamic in the world. It accounts for about one quarter of global GDP and nearly one half of world trade. It is home to probably the most diverse group of national economies. These include the second largest developed economy (Japan), the most populous nation (China), the biggest Muslim nation (Indonesia), two dynamo city states (Hong Kong and Singapore), the hub of the global computer hardware industry (Taiwan), perhaps the most wired, IT savvy nation on Earth (South Korea), and the world's only remaining Stalinist autarky (North Korea). All of East Asia's developmental success has come almost in the blink of an eye since the 1960s, but ironically, the creation of this most capitalist of regions was guided by heavy state intervention and planning. And East Asia has largely remade itself since the calamitous Asian Financial Crisis of 1997-1998. How has Asia walked this path? What are its current challenges? Where is it headed?

This course will examine the interaction of economics and politics in East and Southeast Asia. It will begin by looking at the process of development and the idea of Asian economies as "flying geese," a formation led by Japan, followed by the Newly Industrializing Countries (NICs, or "Four Tigers") and the "little tigers" of Southeast Asia. We will briefly sketch the key features of past economic development of East and Southeast Asia. We will then consider specific cases of development, such as the transitional "socialist market" economies of China and Vietnam, and the lagging nations of the Philippines, Cambodia, and Burma, which have confronted various development challenges throughout the postwar era. We will also look at the social and environmental problems caused by rapid development, and end by thinking about the future of East Asia in the global economy.

COURSE TOPICS

- Economic development of East and Southeast Asia
- The pathway of development of East and Southeast Asia—19th to early 20th centuries, the war legacy, the amazing postwar recovery, the boom years, economic maturity
- The Japanese political economic "model" for East Asia
- The "Four Tigers"--South Korea, Taiwan, Hong Kong and Singapore
- Southeast Asia and the "little tigers": Thailand, Malaysia, and Indonesia
- The Asian Financial Crisis: East Asia's meltdown
- East Asia since the Asian Financial Crisis: recovery and reform
- East Asia's political and economic future
- The "Chinese Century": China as the center of the new Asia

POLITICAL ECONOMIES OF EAST ASIA

REQUIREMENTS/PREREQUISITES

This is an introductory level course. Though a technical background is not required, it would be beneficial to have basic economic and political knowledge. This course is quite useful for students of economics and business, and of political science and international relations. Political Economy is a sub-discipline of both economics and political science.

TEXTBOOKS

Weekly readings assignments will be drawn largely from:

Iyanatul Islam and Anis Chowdhury, *The Political Economy of East Asia: Post-crisis Debates* (Melbourne Oxford University Press, 2000).
Eun Mee Kim, *The Four Asian Tigers: Economic Development and Global Political Economy* (London: Academic Press, 1998).
Peter Nolan, *Transforming China: Globalization, Transition and Development* (London: Anthem Press, 2004).
Jim Rohwer, *Remade in America: How Asia Will Change Because America Boomed* (New York: Crown Business, 2001).
Alvin Y. So and Stephen W.K. Chiu, *East Asia and the World Economy* (Thousand Oaks, CA.: Sage Publications, 1995).

GRADING

- In-class performance: attendance, participation, and class preparation (25%)
- Two video reaction papers (25%)
- Mid-term examination, two quizzes, and final examination (50%)
(Exams will *not* be scheduled during the language mid-term exam period, and are not cumulative)

This course uses a variety of activities. We will discuss East Asian current events, in light of course topics, in most classes. Other activities include videos on current economic and political issues, various in-class group activities, and interactive lectures on key political economy topics. At least once in the semester, students will prepare discussion questions on assigned readings.

HUMAN RESOURCE 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. Some of the greatest differences are in the areas of recruiting, training, promotions, length of employment, and the importance of harmony.

HRM in Japan cannot be understood without familiarity with the historical events and national cultural forces that have shaped it.

COURSE OUTLINE

- Key HRM concepts and objectives. The strategic role of HRM.
- Overview of HRM in Japan.
- Historical and cultural influences on Japanese corporations.
- The Japanese company: Where does HR fit within the organization?
- The Japanese approach to recruiting, employee selection, and placement.
- Education, Training & Development in Japanese corporations.
 - Training programs
 - Development methods
 - Performance appraisals
- Corporate culture and the role of HR.
- Wage & salary management.
- Total Quality Management (TQM), from top management to the front line workers.
- 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.

HUMAN RESOURCE MANAGEMENT IN JAPAN

GRADING

Quizzes: 10% (2@5%)

Midterm: 30%

Group presentations: 20%

Class attendance & participation: 10%

Final Exam: 30%

INTERCULTURAL BUSINESS COMMUNICATION IN JAPAN

Prof. Garr Reynolds

The theoretical field of cross-cultural psychology and the applied field of intercultural communication training have grown in response to the increase in international business. Through an investigation of key intercultural communication concepts and research findings from the field of Intercultural Communication, this course will help you become a more effective communicator when you work with individuals from different cultural backgrounds.

After analyzing culture-general communication concepts and theories, we will move to a closer examination of culture-specific Japanese communication concepts and behaviors. Much of the material has immediate practical applications and can assist you as you adjust and pursue positive interactions with your Japanese counterparts here in Japan and abroad.

COURSE TOPICS

- Introduction to the Intercultural Communication field.
- Understanding the meaning of Culture.
- Culture's impact on individual and organizational behavior.
- Key Intercultural Communication concepts.
 - Individualism/Collectivism
 - High Context/Low Context
 - Power Distance
 - Masculinity
 - Direct/Indirect communication
- Intercultural Competence.
 - Measuring intercultural competence
 - Sojourner adjustment
 - Adaptation
 - Culture Shock, coping strategies
- Making isomorphic attributions.
- Critical Incidents (mini case studies). Writing critical incidents.
- Japanese Communication concepts.
 - Harmony (wa)
 - Interdependence
 - Ingroup/outgroup
 - Amae
 - Giri and On
- Collective decision making in Japanese organizations.
- Structure of Japanese organizations.
- Business communications: when Japanese and non-Japanese work together.

INTERCULTURAL BUSINESS COMMUNICATION IN JAPAN

CLASSROOM ACTIVITIES

The course will consist of a combination of lecture and discussion, group work, and the analysis of critical incidents. Students will work in groups to write their own critical incidents based on their own experiences in Japan (or with Japanese abroad) and present them to the class for discussion. For the final presentation, students will write an intercultural conflict (critical incident) and present it to the class with analysis based on the concepts and theories covered throughout the term.

READINGS

Brislin, Understanding culture's influence on behavior, Wadsworth Pub Co, 1999, ISBN: 0155083406. Four copies are on reserve at the library. Other readings will be given to you as handouts, especially later in the semester as we move into more Japanese-specific areas.

GRADING

Class attendance & participation:	10%
Journal/Scrapbook:	20%
Mid-term Exam:	25%
Group presentations:	20%
Final Exam:	25%

CULTURE, LAW, AND BUSINESS

Prof. Mark Tracy

Participants in the global market are increasingly engaged in transactions that are controlled by foreign law and procedures. This course will introduce the student to the field of business law and will focus on the ways in which a nation's culture shapes the law of that nation. The readings and discussions will focus on Japan but will also draw on examples from Sweden, the United States, and the United Kingdom to demonstrate that the core values and beliefs of a nation may be seen in the business practices and the law of that nation. Finally, we will discuss whether commercial law may be used as a catalyst to promote change in the values and beliefs of a society. This will help us to examine whether traditional profit based business models and commercial law may be used as a tool for social change. Throughout the course we will discuss specific examples of commercial law in various nations and the strategies that participants must employ to effectively do business in foreign environments. We will learn that a thorough background in a nation's social environment, business culture and legal environment is mandatory for those who intend to engage in transnational business. No prior background in business or law is required for this course. Students will take one field trip to the Osaka District Court where they will observe a civil trial. Each team of foreign students will include at least one native Japanese speaker who will interpret the courtroom dialogue.

COURSE TOPICS

1. The Historical Context
2. Becoming a Lawyer in Japan
3. The Judiciary in Japan
4. Introduction to Constitutional Law
5. Burakumin and Discrimination Cases
6. Contract law
7. Employment law and lifetime employment.
8. Legal systems from around the world.

Based on the interest of participants in the class we can exchange some of the topics above for any of the topics included below.

International Sales Transactions-- This subject would include an introduction to both the law and practical concerns related to making an international sale of goods. It would involve an introduction to the Convention for the International Sale of Goods and would illustrate an actual trade made between two companies including an explanation of how letters of credit work.

Environmental Law in Business-- A brief introduction to the growing significance of environmental litigation and legislation to international business.

CULTURE, LAW, AND BUSINESS

Corporate Social Responsibility-- An introduction to the law governing social responsibility and the importance of a clear understanding of the duties faced by managers as citizens and as agents of an enterprise.

REQUIREMENTS/PREREQUISITES

There are no prerequisites for this course.

READINGS

Harvard East Asian Monographs Japanese Law in Context Ramseyer, Milhaupt, and Young

GRADING

There will be four equally weighted exams.

INTERNATIONAL NEGOTIATION: RESOLVING CONFLICT AND CLOSING THE DEAL

Prof. Mark Tracy

COURSE DESCRIPTION

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 part of the non-profit sector, for example, 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 arise in real life 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.

INTERNATIONAL NEGOTIATION: RESOLVING CONFLICT AND CLOSING THE DEAL

COURSE GRADING

The grade for the course will be based on the following criteria:

1. Four quizzes which will constitute 35% of the final grade.
2. Individual and team negotiation exercises which will constitute 45% of the final grade.
3. Self evaluation, which will constitute 5% of the final grade.
4. Class attendance and participation which will constitute 15% of the final grade.

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

THE STRUGGLE FOR JUSTICE

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)

REQUIREMENTS

There are no prerequisites for this course.

READINGS

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.

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 19th 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 : Arao Sei and the Paradox of Cooperation.
Natsume Soseki, Kokoro.
Lu Xun, Selected Essays.

GRADING

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, CONFLICT, 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

20% mid-term exam

80% written or oral presentation

PROBLEMS IN MODERN JAPANESE HISTORY AND POLITICS

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/PREREQUISITES

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%

INTRODUCTION TO JAPANESE HISTORY

Dr. George O. 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 O. 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/PREREQUISITES

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%

ANTHROPOLOGICAL PERSPECTIVES ON CULTURE AND SOCIETY IN JAPAN

Dr. Jeffrey T. Hester

This survey course is designed to help students make sense of Japanese society by exploring a range of behavioral patterns, frameworks of meaning, and institutions that give coherence to this society. We will also investigate some of the contradictions and conflicts that keep Japan a dynamically changing society.

We will pursue these aims primarily through the perspective of cultural anthropology. This discipline's greatest strength, through the method of participant-observation fieldwork, lies in its focus on the texture of people's everyday lives and experiences, and its devotion to understanding how behavior and beliefs are shaped by the cultural and historical contexts in which we live.

Topics to be explored in the course include:

- (1) the construction of a Japanese national identity;
- (2) the discourse on "Japaneseness" (*nihonjinron*);
- (3) youth and the educational system;
- (4) gender, family and work;
- (5) place and local identity;
- (6) festivity and religious practice;
- (7) minorities, "old-" and "new-comer" foreigners and multiculturalism.

Themes underlying the approach to this course include the institutional shaping of lifecourse patterns; social categories such as nation, gender, age and community upon which frameworks of meaning are based, and beliefs and values that shape interpersonal relations and relations between the individual and society.

COURSE LEVEL/REQUIREMENTS/PREREQUISITES

No background in the social sciences is required, but students should be prepared to reflect on their own cultural orientations, as well as work to make sense of those of people in Japan.

READINGS

Students will read selections from a sampling of the "classics" in the anthropology of Japan (e.g., Benedict, Nakane). The bulk of the reading will be from more recent, carefully crafted ethnographic work such as that of Tobin, Fukuzawa and LeTendre on school settings, Ogasawara on gender and work, and Hester on Koreans in Japan.

ANTHROPOLOGICAL PERSPECTIVES ON CULTURE AND SOCIETY IN JAPAN

GRADING

Grading will be based on (1) in-class performance, e.g., participation in class discussion, preparation of reading and other assignments, and two quizzes (33%); (2) a take-home midterm exam (33%); and (3) a take-home final exam (33%). 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. Jeffry T. Hester

This course aims to explore beliefs and practices in Japan related to gender and sexuality, and to provide the conceptual, historical and cultural background for understanding them within the context of Japanese society.

To what extent are gender roles, lifecourse patterns, and attitudes and behavior regarding sexuality changing in Japan? In recent years, Japan's first woman governor was elected, and now four prefectures are led by women. However, repeated requests by Governor Fusae Ota of Osaka for permission to mount the sacred sumo ring to present the prefecture's prize in her official capacity, as male governors before her have done, are still being denied in the name of the tradition that has barred women from such spaces of "purity." While the Equal Employment Opportunity Law has been strengthened, the number of women recruited for career positions remains small. Japanese young people are increasingly sexually active. They are also, however, marrying later, and fertility rates continue to mark unprecedented lows. This has provoked anxiety among Japan's policy makers, who have launched a "Plan for a Gender Equal Society" aimed at reshaping gender roles. This, in turn, is meeting with a backlash from conservative quarters in Japanese society. Furthermore, a movement is under way to revise away the more liberal provisions on gender from Japan's postwar Constitution. "Parasite singles," those past the normative age of marriage still living with their natal families, have been criticized for overdependence and self-indulgence for not taking up their proper adult reproductive social roles, while unmarried women in their 30s and beyond have been labeled "losers" (*make-inu*). Meanwhile, slow growth, the fraying of the "lifetime employment system" and women's changing attitudes are changing the roles of men, many of whom are searching for new ways to balance work and family life.

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. Discussion of these issues will provide opportunities to address broader issues of cultural relativism, ethnocentrism, power, and social change. A comparative, cross-cultural perspective will be employed throughout the course, and students will be asked to reflect on their own gendered perspectives and positions.

Onna to Otoko:
GENDER AND SEXUALITY IN JAPAN

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 orientations 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 Jennifer Robertson, Yuko Ogasawara, Chizuko Ueno, Anne Allison, Mark McLelland, Karen Kelsky, Masako Ishii-Kuntz, Emiko Ochiai, Atsuko Kameda and many others.

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.

SEXUALITY AND CULTURE IN JAPAN: DESIRE, POWER, AND SOCIAL ORDER

Dr. Jeffry T. Hester

How do beliefs and practices surrounding sexuality intersect with other aspects of social life to form the context and content of human relations and social order in Japan? In this course, we will explore dimensions of sexuality in Japan, and links of sexuality with gender, regimes of social power and the shaping of social life.

Sexuality is often understood, and experienced, as among the most private and personal aspects of human life. Yet, like other areas of human action, the content of our erotic desires, how we act upon them, the norms that regulate them and the consequences of breaching such norms are profoundly shaped by social context. Beliefs and practices surrounding sexuality, thoroughly linked to worldviews, political economies and gender systems, vary cross-culturally and historically.

In this course, we will investigate the shifting beliefs and practices surrounding sexuality in Japan, with particular attention to the links between sexuality and gender; the role of the state in the regulation of sexuality; the increasing commodification of sexual images, services, and bodies; transnational aspects of sexuality; and changing beliefs and practices regarding sexuality among young people in Japan.

Topics to be covered include sex education in Japanese schools, including recent controversies over policy and practice; contraceptive practice and abortion; HIV/AIDS in Japan; changing aspects of mating, romance and marriage in the Japanese value system and lifecourse: international romance and marriage; the demographic issues now facing Japan as a result of fertility shifts, and the state's biopolitical concerns and actions; prostitution and 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: commodified sexual images in *ero-manga* and "Ladies Comics;" and heteronormativity, and 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 contemporary accounts of historical interest and the 1970s research by S. Coleman, students will engage with the more recent works of such authors as A. Allison, S. Chalmers, S. Fruhstuck, M. Furukawa, H. Hardacre, K. Kelsky, W. Lunsing, M. McLelland, T. Norgren, J. Robertson and S. Shigematsu. Within the constraints of time and format, comparative material, both cross-cultural and historical, will be introduced to provide additional context for understanding

SEXUALITY AND CULTURE IN JAPAN: DESIRE, POWER, AND SOCIAL ORDER

the social construction of sexuality in Japan. In addition, several films related to course themes will be screened.

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.

YOUTH IN JAPAN

Dr. Jeffrey T. Hester

Popular commentary on youth in Japan seems to suggest that they are both "in crisis" as well as the fresh and innocent "hope of the nation." Heroic high school baseball star, or motiveless youth murderer? Dynamic, iconoclastic entrepreneur or anxiety-provoking *furiitaa* without a stable future? Youth in Japan are objects of, and subject to, competing, often contradictory, discourses, as the state works to make national subjects and a disciplined work force, and commercial forces strive to cultivate consumers and sell dreams and pleasures. Behind the commentary, profound shifts are beginning to be felt in Japanese lifecourse patterns, and in the important transition points involving education, work and family formation.

This course is designed to give students a richer understanding of youth in Japan, and Japanese society more broadly, by examining the cultural and institutional contexts that shape the values, perspectives and lifecourse paths of young people. We will examine these issues primarily using approaches from the fields of cultural anthropology and cultural studies.

We will address such questions as: what kind of social category is "youth"? Is it universal, and under what conditions did it develop? How do schools shape the experience and lifecourse directions of young people? What are the processes involved in creating youth "heros" and "deviants," mainstreams and margins, by which youth goals and behaviors are measured and sanctioned by the institutions of power in society? How do mass-mediated culture, popular culture and fashion express, and shape, the attitudes and experiences of young people? And how do changing ideas of gender, work and role dedication figure in young people's lives?

In investigating these broad questions, we will explore topics such as the changing shape of the lifecourse and extension of dependency in Japan; rites of passage and changing social roles; the role of the state and formal schooling in the experience of young people, and in the creation of norms and deviance; shifting configurations of gender and sexuality; the moral panics surrounding *enjo kôsai* (teen prostitution) and naughty "*kôgyaru*," and perceptions of an increasingly unruly youth population; and youth, identity and consumption in the mass market.

Work in the course will include readings on the social/cultural contexts of family, school and popular culture, as well as critical examinations of primary popular culture or other media materials addressed to youth, or addressing youth-related issues, that contribute to the competing discourses on youth in Japan.

YOUTH IN JAPAN

Students should be prepared to critically engage with their own experiences from a cross-cultural perspective, and to consider both those aspects of the conditions of youth in Japan that are particular to its historical, institutional and cultural background, and those that are faced by larger segments of the global youth population under conditions of late modernity.

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

ISSUES IN CONTEMPORARY JAPANESE SOCIETY AND CULTURE

Dr. Steven C. Fedorowicz

This course, as the name suggests, will focus on contemporary Japanese issues including but not limited to education, cultural diversity, gender, globalization, religion, recreation and popular culture from an anthropological perspective. The first half of the semester will be dedicated to reading recent articles about these topics and holding in-class discussions. The second half of the semester will feature student presentations. Students may choose any topic or article of interest to her/him (subject to approval by the instructor) and give an oral presentation. Objectives of this course include: 1) becoming familiar with and understanding contemporary issues in Japanese society and culture, 2) questioning stereotypes of traditional Japanese culture, and 3) developing the ability to conceptualize and discuss contemporary issues in a critical fashion. For this upper level course, a background in anthropology, sociology and/or Japanese cultural studies is useful although not required.

COURSE TOPICS

1. Japanese Stereotypes of Society and Culture
2. Cultural Diversity
3. Japanese Globalization
4. Regional Differences in Manners and Customs (especially Kansai vs. Kanto)
5. Declining Birthrates and an Aging Society
6. Japanese Education and Cram Schools
7. Returnee Students
8. Changing Roles of Japanese Women
9. Abortion and Sexual Politics
10. New Religions
11. Crime, Outlaws and Bikers
12. Japanese Anime and Manga
13. Japanese TV, Movies and Theater
14. Sumo, Baseball and Sports in Japan
15. Karaoke and Other Recreational Activities

READINGS

Readings will be drawn largely from the latest journal articles and monographs dealing with the above topics. Representative readings include:

Yoshio Sugimoto, *An Introduction to Japanese Society*, Second Edition, (Cambridge: Cambridge University Press, 2003).

Takami Kuwayama, *Native Anthropology: The Japanese Challenger to Western Academic Hegemony* (Melbourne: Trans Pacific Press, 2004).

ISSUES IN CONTEMPORARY JAPANESE SOCIETY AND CULTURE

Haruki Murakami, *Underground: The Tokyo Gas Attack and the Japanese Psyche* (London: Harvard Press, 2000).

Joy Hendry and Massimo Raveri, eds., *Japan at Play: The Ludic and the Logic of Power* (New York: Routledge, 2002).

Theodore C. Bestor, Patricia G. Steinhoff and Victoria Lynn Bestore, eds., *Doing Fieldwork in Japan* (Honolulu: University of Hawaii Press, 2003).

GRADING

Students will be evaluated as follows:

- 1) Participation in class discussions and activities - 30%
- 2) Three two-page review essays - 30%
- 3) Presentation and research paper - 40%

JAPAN AND GLOBALIZATION: A CULTURAL APPROACH

Dr. Steven C. Fedorowicz

In today's world, it is widely held that global scale culture supercedes 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.

COURSE TOPICS

1. Culture, Culture Scale and Globalization
2. Modernization and Development
3. Global Influences into Japan
4. Japanese Influences into the Globe
5. Japanese Migration
6. Sushi and Japanese Cuisine
7. Fast Food in Japan
8. Japanese and American Baseball
9. Foreign Sumo Wrestlers
10. Hello Kitty and the Culture of Cuteness
11. Japanese Pop Culture: Movies, Music, Manga
12. Technology and Communication
13. International Language in Japan

READINGS

Weekly reading assignments will be drawn largely from:

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

Koichi Iwabuchi, *Recentering Globalization: Popular Culture and Japanese Transnationalism* (Durham: Duke University Press, 2003).

Roger Goodman, Ceri Peach, Ayumi Takenake and Paul White, eds., *Global Japan: The Experience of Japan's New Immigrant and Overseas Communities* (London: Routledge Curzen, 2003).

JAPAN AND GLOBALIZATION: A CULTURAL APPROACH

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

Robert Whiting, *The Meaning of Ichiro: The New Wave From Japan and the Transformation of Our National Pastime* (New York: Warner Books, 2004).

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.

THE BODY AND COMMUNICATION IN JAPAN (Section I & II)

Dr. Steven C. Fedorowicz

Gestures, sign languages, postures and perceptions of the body are not universal. 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 messages in the realms of health and the media. This class will explore these issues in the Japanese context. Lectures, in-class discussions 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 examined. 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 verbal and nonverbal communication, and 3) improving cross-cultural communication skills.

COURSE TOPICS

1. Emotion and facial expressions
2. Japanese gestures
3. Japanese Sign Language and Deaf Culture
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

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).

THE BODY AND COMMUNICATION IN JAPAN

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 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 final exam.

GEISHA, GANGSTERS AND SAMURAI: IMAGES OF JAPAN IN WESTERN FILM AND LITERATURE

Dr. Mark Hollstein

Why come all the way to Japan and take a course on how foreigners see the Japanese? The answer is simple. Whether you make interpreting Japan an academic, journalistic, or artistic career, or just answer questions from friends and family about your experiences here, someday you will be called upon to explain Japan to non-Japanese. This course will help you understand how those who have gone before you have handled this task, and *why* they have emphasized, exaggerated, distorted or ignored various aspects of Japanese culture from 1853 to the present day. You will also gain an understanding of how media images have shaped your perceptions and expectations of what Japan is or should be. A central concern of this course is the way in which images of Japan, constructed in response to specific historical situations, have been continually recycled to justify or explain later situations. For example, we look at how Japan fit within the Western colonial gaze of 19th century writers such as Percival Lowell. We will then discuss whether his view of a topsy-turvy paradoxical Japan is still salient in recent films such as *Lost in Translation*. We will examine the political and historical forces that explain how Lafcadio Hearn's idealized and romanticized Japan of the late 19th century, or the "quaint and curious" Japanese of Gillbert and Sullivan's 1885 work, *The Mikado*, became the dangerous "Yellow Peril" of Cecil B. DeMille's 1915 silent film, *The Cheat*. We will look at how the cruel and sadistic Japanese soldiers of World War II propaganda films and Hollywood war movies made a comeback as the corporate warriors of 1980s and early 1990s films such as *Rising Sun*. At each stage, we will also consider how changes in Western class, gender and race relations have influenced media images of the Japanese Other. By the end of this course, you should have both a good understanding of modern Japanese history and a clearer idea of how group identity is created and used. You will also be a more aware and critical media consumer. This course is designed as a political science credit but may be accepted by some schools as a cultural studies, communication or film studies credit.

READINGS

Readings will be drawn from works such as:

Ian Littlewood. *The Idea of Japan: Western Images, Western Myths*.

Christopher Benfey. *The Great Wave: The Gilded Age of Misfits, Japanese Eccentrics, and the Opening of Japan*.

Akira Iriye, ed. *Mutual Images: Essays in American-Japanese Relations*.

John Dower. *War Without Mercy: Race and Power in the Pacific War*.

Gina Marchetti. *Romance and the Yellow Peril: Race, Sex, and Discourse Strategies in Hollywood Fiction*.

**GEISHA, GANGSTERS AND SAMURAI:
IMAGES OF JAPAN IN WESTERN FILM
AND LITERATURE**

GRADING

Midterm Exam	20 %
Final Exam	20 %
Two Essays	50 %
Class Participation	10 %

MAKING THE NEWS IN JAPAN: TODAY'S HEADLINES AND THE MASS MEDIA

Dr. Mark Hollstein

This class is designed to serve as either a communication or political science credit. It has two main objectives. The first is to enrich your study-abroad experiences by helping you become more aware of, and better able to understand current events in Japan. To this end, one class period each week will be devoted to discussing the stories making the news in Japan. You will play an important role in deciding which stories we will discuss. (We will use Japan's English-language newspapers and bilingual news broadcasts. Proficiency in Japanese is not necessary for this course). The second objective is to help you understand how the Japanese news media influence, and are influenced by government and society. We will look first at the variety of news media in Japan and discuss patterns of news consumption. We will then discuss the pre- and post-war history that has shaped the structures of the current media. Next, we will examine the relationship between the news media and the government—problems such as *kisha* (reporter) clubs, self-censorship, and news taboos. Finally, we will look at the role of the news media in policy making, elections and citizen protest. Of course, we will be constantly comparing what we are learning about the structure of the media with what we are seeing reported in the newspapers and on television. We will also regularly compare what the foreign media are saying about Japan with what the Japanese are saying about themselves and the world.

READINGS

Readings will be drawn from:

Laurie Anne Freeman. *Closing the Shop: Information Cartels and the Japanese Mass Media*.

Susan J. Pharr and Ellis S. Krauss, eds. *Media and Politics in Japan*.

Ellis S. Krauss. *Broadcasting Politics in Japan: NHK and Television News*.

It is also expected that you will read or watch some source of news about Japan each day.

GRADING

News Assignments:	40 percent (4 points each)
Take-home Midterm and Final Exams:	50 percent (25 points each)
Class Attendance and Participation	10 percent

ETHICS: EAST AND WEST

Dr. John Hanagan

The best lack all conviction, while the worst are full of passionate intensity.

W.B. Yeats

We live in troubled times. Humankind seems torn between an idealistic moralism leading us down the road to violence and an amoral realism teaching that the highest value is simply the fulfillment of self-interest. This spinning moral compass is worse than useless as a guide through the labyrinth of issues which engulf us: globalization, AIDS, increasing economic disparity, and the ancient religious tensions which are literally exploding in the Middle East. Clearly, the time is ripe for thinking deeply about the nature of human life and human relationships. This course responds to this need by bringing the student and the teacher into contact with the enduring moral wisdom of the West and the East: Jesus, Mohammad, Kant, and Mill; and Lao Tzu, Confucius, and the Buddha. We will also engage with such great classics as Plato's Republic and the Bhagavad Gita, seeking to develop a moral vision which is liberating, not confining; which is loving, not self-righteous; which does not sacrifice principle for expediency, yet proceeds gently and with compassion for ourselves and others.

We will read the following 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. Nietzsche's Critique of Christian Morality
5. The Islamic Tradition: Hadith and Rumi
6. Plato: Arete (Virtue) in the Republic
7. Kant: The Categorical Imperative
8. John Stuart Mill: Utilitarianism
9. The Vedic Tradition: the Bhagavad Gita
10. The Vedic Tradition: Ashtanga Yoga
11. The Buddhist World: The Dhammapada
12. Buddhist Ethics: the Five Precepts and the Four Virtues

ETHICS: EAST AND WEST

13. Chinese Ethics: The Vision of Confucius
14. Chinese Ethics: Taoism—Tao, Te, and Wu Wei
15. Non-attachment: The Handbook of Epictetus
16. Non-attachment: the Shinjin no Mei of the Third Zen Patriarch.

GRADING

The grade for this course will depend upon four factors:

1. Studentship: the quality of a student's involvement with course, as shown by regular attendance and thoughtful reading and writing. 25%
2. A series of short reaction papers, as the occasion warrants. 30%
3. A mid-term exam. 20%
4. A Final Essay examination (partially take-home). 25%

WISDOM LITERATURE OF THE ORIENT

Dr. John Hanagan

COURSE DESCRIPTION

If we could see the miracle of a single flower clearly, our whole life would change. Gautama Buddha

Insight is the passionate rearrangement of thought.
William Isaacs

The very nature and meaning, even the existence, of wisdom remains a mystery—a hazy ideal given lip service at graduation ceremonies, but whose worth is trivialized by the deadly serious business of surviving in a competitive and materialistic world. In most western universities, philosophy—the love of Wisdom—is seen as the pursuit of dilettantes, a prejudice which can be traced as far back as Aristophanes' *The Clouds* which places Socrates at the head of the “Thinkery.” Yet Socrates himself observed that the greatest fools are those whose heads are filled with factual learning which weaves the illusion of certitude and self-righteousness.

The Eastern traditions too regard foolishness as the clinging attachment to our beliefs and assumptions about the world, and they see this lack of wisdom as the fundamental source of human suffering. The point of Eastern religions and philosophies, then, is not simply to understand the truth about God and the world, but to alleviate—and finally to escape—the suffering at the heart of human existence. Eastern thought systems are eminently practical. Their intention is to challenge accepted thinking, to break the chains of conditioned minds, and to experience the clarity and freedom which already abides in the inner reaches of human consciousness.

In this course, we will read the classics of Eastern thought outlined below, but not in a purely academic or detached way. The essential subject matter of this course is the mind 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 CONTENT

Cluster One—Indian Origins
Hinduism: The Bhagavad Gita.
Buddhism: The Dhammapada.

Cluster Two—Chinese Depth
Taoism: Tao Te Ching of Lao Tsu
Confucianism: Analects
Zen: The Shinjin no Mei of the Third Zen Patriarch

WISDOM LITERATURE OF THE ORIENT

Cluster Three—Japanese Refinement
Zen: excerpt from the Shobogenzo of Dogen
Jodo Shinshu: Tannisho

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 attentive listening). 30 points

A short 2 or 3 page response to each of the seven readings. These should contain the important conclusions you have drawn, and stimulating questions which still remain. 5 points each: 35 points total

A final take-home project/examination of 10 pages, which shows what you have learned from your readings and the discussions of the course. Specifically, how has the experience of the course "transformed your frameworks of thinking, changed your received values, and helped you to become other than you were." If none of this has happened for you, please use the final project to reflect on the inability of the course to suspend your basic assumptions. 35 points

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 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 look at East Asian attitudes toward death (Confucian, Taoism and Buddhism) to see how these traditions answer questions immortality, morality and human hopes.

Japan is an especially intriguing case, since the two major religious traditions, Buddhism and Shinto, have significantly different conceptions of death and the afterlife. In exploring death in Japanese thought and culture, we look at: ancestor worship, funeral practices, cemeteries, and current attitudes toward abortion, brain death and organ transplant.

The course takes a multidisciplinary approach, and short stories and films will be used. Students are encouraged to make presentations based upon their own fieldwork

COURSE TOPICS

1. Overview of concepts of death in world religions
2. Confucian rituals, Taoist freedom
3. Ancestor worship: the dead among us
4. Funerals and other rites for the dead
5. Shinto mythology and constructions of the afterlife
6. Buddhist hell
7. *The Tibetan book of the dead*
8. The death of a baby: memorials for aborted fetuses
9. Buddhist mummies: triumph over death
10. When are we truly dead? : brain death debate in Japan
11. Pet cemeteries in Japan
12. The death of things: memorial services for dolls, needles, combs, glasses, postcards

GRADING

One 10-page paper	90%
Class participation	10%

JAPANESE BUDDHISM

Prof. Elizabeth Kenney

This course presents an overview of Japanese Buddhist ideas about salvation and religious practice. We will discuss the important people and doctrines connected with the major denominations of Japanese Buddhism: Shingon, Nichiren, Pure Land, and Zen. In addition, we will study interesting thinkers from what are now minor schools of Buddhism.

Issues and trends in Buddhism today will also be explored, partly through films and literature. As we shall see, contemporary Japanese Buddhism is criticized as nothing but a funeral business, while vibrant new Buddhist organizations like Soka Gakkai challenge the role and dominance of priests and temples.

In addition to reading works by influential figures in the history of Japanese Buddhism (i.e., what Buddhists themselves write), we will also read articles by leading scholars in order to understand the academic treatment of Buddhism.

Along the way, we will reflect on our own presuppositions and projections about what Buddhism is or should be. Is Buddhism a tolerant, humanistic philosophy of self-awareness and kindness? Or is it a religion of magic and ritual?

COURSE TOPICS

Buddhist fundamentals: karma, reincarnation, nirvana

Shingon Buddhism and Kukai

Pure Land Buddhism and Honen and Shinran

Nichiren and the Lotus Sutra

Zen and Dogen

Buddhist deities: Amida, Kannon, Jizo

Buddhism and discrimination

Soka Gakkai

Buddhism and war

Buddhism, ancestors, and graves

Film: *Kukai*

Film: *Fancy Dance*

Film: *Enlightenment Guaranteed*

Novel: He's Leaving Home

GRADING

Midterm 25%

Quizzes 30%

short paper 25%

participation 20%

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 focus on contemporary beliefs and practices, especially popular religion, common actions and easily observed gods and rituals. Throughout the semester, as a subtheme, we consider two tough questions: what, after all, is religion? and how should we study religion?

Field-trips: Tenri (headquarters of Tenrikyo); Fushimi Inari Shrine

COURSE TOPICS

1. Ancestor Worship and Household Rites for the Dead
2. Purity and Fertility in Shinto
3. The Fox God
4. The Emperor and Religion
5. Charms and Prayers
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. The Return of the Dead

GRADING

Interview write-up	Required
Mid-term examination	25%
Quiz	15%
7-page paper	50%
Regular class attendance	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: Does human life have a purpose? Are humans different from animals? What happens after death? The answers that Zen Buddhism provides to these questions are conditioned by the long history of Buddhism and the differing cultural climates of India, China, and Japan. Moreover, Zen asks some of its own distinctive questions: Is everyone enlightened? Is Nirvana different from everyday life? Can a dog become a Buddha? Is the Buddha a pound of flax?

COURSE TOPICS

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

READINGS

P. Reps, Zen Flesh, Zen Bones.

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%

ASIAN PSYCHOLOGIES

Dr. Reggie Pawle

The varieties of understandings of what a human being is in this wide world of ours are many. Different cultures have different understandings of what is a person, what is mind, what is psychological illness, and what is psychological healing. Psychology originated in the West and has been based on Western understandings of personhood. Within other cultures there are different understandings that point to possibilities and potentials of human beings that are not so clearly addressed in Western psychology. Asia has been the birthplace of great civilizations, each with their own way of understanding what mind is. These understandings differ in fundamental ways from the traditional Western psychological understandings and point to alternative possibilities and potentials of all human beings. This course will study traditions from India, China, and Japan that have been considered by psychologists to have relevance to modern psychology. Each of the traditions studied will be compared with parts of Western psychology, primarily psychoanalytic and Jungian therapies. Students will broaden their understanding from a psychological perspective of what it is to be a human being, how mind functions, psychological illness, and psychological healing. Study will be oriented towards students gaining both an intellectual and experiential understanding of the psychologies studied. A background in psychology is not necessary. This course is designed as an introduction to the major Asian psychologies.

COURSE TOPICS

- Yoga psychology (India)
- Jung and yoga psychology
- Yogacara Buddhist psychology (India)
- The unconscious in Freud, Jung, and Yogacara
- Chinese medicine theory (China)
- Use of Chinese medicine theory in Western psychotherapy
- Zen Buddhist psychology (Japan)
- Naikan and Morita psychology (Japan)
- Use of Buddhist psychology in Japanese psychotherapies

GRADING

25% Mid-term exam

25% Final exam

35% Individual project - 5 page report

15% Class participation (homework, class exercises)

CLASS FORMAT

Classes will consist of a combination of lecture, discussion, and exercises relating to the theme of the class.

CROSS-CULTURAL PSYCHOLOGY - SOCIAL EXPERIENCE

Dr. Reggie Pawle

Human social behavior is inherently culturally based. How a person behaves and interacts with other people is learned from their cultural social experience. One part of cross-cultural psychology is the study of the factors that make up a person's cultural social experience. In this course we will examine the relationship between the cultural context of human social development and the behaviors that become part of the repertoire of individuals growing up in a particular culture. Particular attention will be given to those aspects of a person's social experience that can be psychological challenges that for people living in a cross-cultural context. Aspects of social experience that will be examined include relationships with friends, romantic relationships, family relationships, workplace relationships, and cultural relationships. This class will be appropriate both for students who have cross-cultural experience and for those who are interested in living in a cross-cultural situation. A background in psychology is helpful, but not necessary. Classes will include both intellectual study and experiential learning. Students should be willing to interact with other students in an examination of the psychological factors in their own cross-cultural experience. These psychological factors include values, ways of perception, thinking patterns, gender considerations, emotions, body considerations, understandings of self, behavior, and ways of interacting with others. The approach taken will be that cross-cultural experience is a process of discovery, both of what one is by cultural inheritance and of what one can be by not-yet-realized potential embodied in the other culture. Students will be encouraged first to attend to their own experience, to experiment with new ideas, and then to develop explanations based on both what they study intellectually and discover in their experience.

COURSE TOPICS

- The relationship of culture and psychology
- Cultural value orientations
- How behavior is interpreted culturally
- Perception and cognition
- Sex, gender, and culture Culture and self
- Cross-cultural romantic relationships
- Cross-cultural communication
- Cross-cultural family considerations
- Negotiating conflicts
- Culture in the workplace
- Environmental psychology
- Acculturation and adaptation

CROSS-CULTURAL PSYCHOLOGY - SOCIAL EXPERIENCE

GRADING

15% Homework and Class Participation
35% Group Role Play and Individual Report
25% Mid-term Examination
25% Final Examination

CLASS FORMAT

Classes will consist of a discussion regarding the theme of each class and exercises relating to the theme.

CROSS-CULTURAL PSYCHOLOGY DYNAMICS

Dr. Reggie Pawle

Asia and the West have developed a mutual fascination with each other. The cultures of each have been drawn towards the other, both seeing in their commonalities their humanity reaffirmed and in their differences discovery of new potentials. In psychology, the study of the mind, researchers and psychotherapists have investigated what do Asians and Westerners have in common psychologically, how are they different, and how can these similarities and differences be integrated into a cross-cultural psychology. Is it possible that people everywhere can have fundamentally the same experience? Is it possible that there are common myths and symbols that underlie cultural values and these myths and symbols greatly shape how mind functions? Is it possible that the way people in Asia and the West actually think and feel in different ways and these different ways are formed by cultural experience? Is it possible that a person's sense of self is radically different in Asia and the West? Is it possible that if a person understands more deeply both their own culture and other cultures as well that they can discover new psychological potentials and possibilities? How can what is learned about how mind functions in an Asian context be useful for Western psychology and vice versa? These questions and others will be explored by studying the writings and experiments of psychologists who have been involved in the East-West dialogue. This is an introductory course to East-West psychology in particular and cross-cultural psychology in general, so a background in psychology is not necessary. It is oriented to any student who is curious about how mind is influenced by culture and is interested in the psychological potentials that have been considered in the East-West dialogue. The course will use both intellectual and experiential learning, including readings, experiments, exercises, and case studies.

COURSE TOPICS

- Cognitive differences between East and West - the work of Richard Nesbitt
- Comparison of: American self - Indian self - Chinese self - Japanese self
- West goes East - Jung and Asian thought
- Psychoanalysis and Buddhism
- Dialectical behavior therapy
- West meets East - the Jung-Hisamatsu conversation
- East goes West - The psychology of Japanese psychiatrist Takeo Doi
- Japanese Jungian psychologist Hayao Kawai
- D.T. Suzuki, Zen Buddhist writer, and the "pure experience" of William James

CROSS-CULTURAL PSYCHOLOGY DYNAMICS

GRADING

25% Mid-term exam

25% Final exam

35% Individual project - 5 page report

15% Class participation (homework, class exercises)

CLASS FORMAT

Classes will consist of a combination of lecture, discussion, and exercises relating to the theme of the class.

CONTEMPORARY TOPICS IN EAST-WEST PSYCHOLOGY

Dr. Carolyn S. Turner

COURSE DESCRIPTION

This seminar-style course will focus on a developmental view of Psychology and Consciousness, featuring some recurring themes in human experience in the world today. We will explore, together, 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 CONTENT

Cluster One:

Readings on Attachment, Separation, and Loss—major themes that recur through life and are subjects of psychotherapy
Cultural differences in early family relations: Investigations

Cluster Two:

Attachment, Separation and Loss revisited.
Adolescent issues of girls becoming women, and boys becoming men
 Family systems and family therapies
Educational implications—
 Education for Love, Caring, and Cooperation
 Multiple Intelligences and Emotional Intelligence: Investigations

Cluster Three:

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

CONTEMPORARY TOPICS IN EAST-WEST PSYCHOLOGY

Cluster Four:

A reprise of Attachment, Separation, and Loss as themes in relationships.
Communication—Emotional Communication in Infants, Communication experience,

The Magic of Dialogue—applying eastern and western influences

Conscious relationship—an east-west/transpersonal approach

Journey of the Heart—an east-west approach to relationship with self and other

Practical applications: Investigations

COURSE MATERIALS

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.

EVALUATIONS WILL BE BASED UPON:

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%

JAPANESE CINEMA 1949-1987

Dr. 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. 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.

COURSE TOPICS

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.

REQUIREMENTS/PREREQUISITES

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

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.

Film list:

Kurosawa, *Stray Dog (Nora Inu)*, 1949)
Kurosawa, *Ikiru* (1952)
Mizoguchi, *Ugetsu Monogatari* (1953)
Ozu, *Tokyo Story (Tokyo monogatari)*, 1956)
Ichikawa, *Fire on the Plains (Nobi)*, 1959)
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* (1987)
Otomo, *Akira* (1986)

GRADING

Film responses on all 11 films	40%
Final Paper (12 pages)	50%
Class participation and general assessment	10%

JAPANESE CULTURE AS EXPRESSED IN ARCHITECTURE

Dr. Paul Berry

Using a variety of literary and historical materials this course examines some major aspects of Japanese history and culture in the context of Japanese architecture as it developed in response to a variety of national concerns and international influences. The relation of religion, psychology, politics, and aesthetics to architectural structure and meaning are the primary considerations of the course.

Japanese architecture is noted for being one of the most international influential aspects of Japanese art. An architecture of extremes it contains some of the world's largest and smallest wooden buildings, some of the most highly decorated and some of the simplest structures, buildings built to display extraordinary sculpture, rooms designed for viewing exterior gardens, and confined spaces for the delving into the union of the mind with artistic expression. This course does not assume a background in Japanese studies or architecture, and it is open to students at all levels.

FIELD TRIPS

There will be two field trips to study important temples, gardens, and tea houses in Nara and Kyoto.

TOPICS

Architecture of strategy: Himeji Castle
Civic authority? Tokyo Mayor's Office Building
Categories of power: the Shogun's palace at Nijo Castle
Deification of failure: Michizane and the Kitano Tenmangu Shrine
Transmission of authority: Tokugawa power at Nikko Toshogu Shrine
Shinto Symbol of the Nation: Ise Shrine
Buddhist Symbol of the Nation: Todai-ji and the Daibutsu
Representations of Paradise: Pure Land temples
Shinto shrines and landscape: Itsukushima, Fushimi Inari
Zen related taste in temples and gardens: Ryoan-ji, Ginkaku-ji
Tea houses, Zen, and Rikyu
Meiji period enthusiasm for the West
The twentieth century struggle for a Japanese-style modernism
Postmodernism and the diversity of contemporary styles

READINGS

Coaldrake, *Architecture and Authority in Japan*
Kurokawa, *The Architecture of Symbiosis*
Hashimoto, *Architecture in the Shoin Style*
Watanabe, *Shinto Art*
Morris, *The Nobility of Failure*
Mino, *The Great Eastern Temple*
Nishi & Hozumi, *What is Japanese Architecture?*

**JAPANESE CULTURE
AS EXPRESSED IN ARCHITECTURE**

GRADING

5-page field trip study paper	25%
5-page field trip study paper	25%
12-page final paper	40%
Class participation	10%

THE INTERSECTION OF FANTASY AND REAL LIFE IN MODERN JAPANESE FICTION

Dr. 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. Many of the novels are recent translations of current fiction.

COURSE TOPICS

The key themes include questions of identity, sexuality, environment, social change, individual responsibility, and the contrast/fusion of pure vs. popular fiction.

REQUIREMENTS/PREREQUISITES

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*
Kawabata Yasunari, *House of Sleeping Beauties*
Mishima Yukio, *Forbidden Colors*
Yoshimoto Banana, *Tsugumi*
Miyazaki Hayao, *Nausicca* (manga version)
Ekuni Kaori, *Twinkle, Twinkle*
Miyabe Miyuki, *Shadow Family*
Setouchi Seimi, *Beauty in Disarray*
Abe Kobo, *The Box Man*

GRADING

Essays on themes studied in class:	40%
12-page research paper	45%
Class participation and discussion	15%

JAPANESE ART IN THE KANSAI AREA

Prof. Karin L. 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.
- Loraine 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%

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 three sections of seven students each, with nine hours of instruction per section per week, scheduling to be arranged.

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 (SUMI-E)

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 SUMI-E

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