

***COURSE
DESCRIPTIONS***

Spring 2007

ASIAN STUDIES PROGRAM
KANSAI GAIDAI UNIVERSITY

2007 Spring ACADEMIC CALENDAR

Jan. 20-23 (Sat-Tue)	Arrival Period for New Students On-campus accommodations become available.
Jan. 24-26 (Wed-Fri)	Orientation and Class Registration
Jan. 27 (Sat)	A late registration fee of ¥2,000 will be charged from this date.
Jan. 27-28 (Sat-Sun)	Move into Permanent Accommodations
Jan. 29 (Mon)	First Day of Classes
Feb. 5 (Mon)	A late registration fee of ¥5,000 will be charged from this date.
Feb. 11 (Sun)	National Foundation Day (National Holiday)*
Feb. 12 (Mon)	Substitute Holiday for the National Foundation Day (National Holiday)*
Feb. 13 (Tue)	Deadline for Adding Courses
Feb. 20 (Mon)	Deadline for Dropping Courses
Mar. 12-16 (Mon-Fri)	Mid-term Examination Week (Exams to be taken during regular class meeting)
Mar. 17-25 (Sat-Sun)	Spring Break
Apr. 9 (Mon)	All students will receive the "Application for Extension of Stay" & "Termination Report Form".
Apr. 25 (Wed)	Deadline for the submission of "Application for Extension of Stay" or "Termination Report Form"

Apr. 29 (Sun)	Midori no hi-Showa Emperor's Birthday (National Holiday)*
Apr. 30 (Mon)	Substitute Holiday for the Midori no hi-Showa Emperor's Birthday (National Holiday)*
May 3 (Thu)	Constitution Memorial Day (National Holiday)*
May 4 (Fri)	National Holiday*
May 5 (Sat)	Children's Day (National Holiday)*
May 7 (Mon)	Deadline for submission of "Contract for the Completion of an Incomplete"
May 14-18 (Mon-Fri)	Final Examination Week
May 18 (Fri)	Last day of the semester
May 19 (Sat)	Graduation Ceremony
May 24 (Thu)	Notification of "Approval or Disapproval of Extension of Stay"
May 24-26 (Thu-Sat)	Payment Period for tuition deposit for the spring semester of 2004
May 30 (Wed)	Deadline for moving out All students must move out of accommodations arranged by Kansai Gaidai by this date.

* No Classes

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

ACADEMIC REGULATIONS

1. Registration

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

When registering for classes, it is mandatory that you evidence your payment receipt (or "Loan Application Statement" for those paying by loan), together with your course registration form.

2. Credits

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

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

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

Other non-Japanese language courses carry 3 semester credits and meet for 80-minute twice a week for fifteen weeks.

3. Requirements

Students must register for a minimum of 14 semester credits, while registering for no more than 17 semester credits. All students must register for Spoken Japanese.

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

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

4. Changing Courses (Drop/Add)

To change your registration, pick up a PETITION TO CHANGE CURRENT REGISTRATION FORM at the Center for International Education.

A student may withdraw (drop) from a course (except Spoken Japanese) without academic penalty during the first three (3) weeks. The final date for dropping courses is Monday, February 20.

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A student may add course(s) during the first two (2) weeks of the semester. The final date for adding courses is Tuesday, February 13.

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

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

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

5. Audit

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

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

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

No changes will be permitted after the periods specified above.

6. Incomplete

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

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

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

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

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

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

7. Academic Warning

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

8. Repetition of Courses

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

9. Independent Study

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

Independent study will be permitted under the following conditions:

- 1) A project that the student wishes to study is not offered in a regular course.
- 2) Only those students who have completed one semester at Kansai Gaidai will be permitted to undertake an Independent Study during their second semester of residence.
- 3) Independent study projects cannot be arranged for Japanese language courses.
- 4) In principle, a student may receive credit for only one independent study course in a given semester.

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- 5) It is the student's sole responsibility to meet with the instructor who will supervise the study in the area of his/her interest. Thus we suggest that the student start making plans and contacting the instructor well in advance.
- 6) If there is any reason to believe that credit for an independent study project may not be accepted by the student's home institution, it is the student's sole responsibility to contact the proper authorities at that institution for clarification.

Proposals for Independent Study

- 1) Independent study requires a thorough description of the work to be undertaken. Therefore, it is essential to plan well in advance of registration.
- 2) Students are required to complete the "Application for Enrollment in Independent Study Program," in which they should outline the study topic, specifications of the work to be done, materials to be used, and a statement of the evaluative criteria to be used by the instructor.
- 3) The deadline for the application for independent study is **Tuesday, January 30**. A complete application, including a signature from your faculty supervisor, must be submitted no later than January 30. Since registration for independent study is based on permission from the faculty and the Dean, students are advised to register for four other courses by the end of the registration period, and drop one course (if you wish) when you are granted permission for an independent study course. Please carefully note that no application for independent study will be accepted after January 30. (i.e. The add period will not apply to independent study courses.) Application forms are obtainable at the office.

10. Examinations

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

11. Attendance

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

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12. Grading System

The grading scale will be as follows:

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

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

Quality Points:

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

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

13. Transcript

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

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

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

14. Behavior

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

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15. Academic Conduct

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

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

16. ID Card

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

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

If this card is lost or damaged, it must immediately be reported to the Center for International Education. A new card will be re-issued to you at a cost of ¥1,000.

17. Terminology for Enrollment Status

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

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

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Japanese students going from Kansai Gaidai to these institutions.

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

18. Field Trips

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

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

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

EXTENSION OF STAY

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

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

April 25 (Wed)

Forms will be obtainable from April 9 (Mon).

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

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

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

May 24 (Thu)

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

May 24 – 26 (Thu - Sat)

This money will be credited to your tuition payment to Kansai Gaidai for the fall 2007 semester. Failure to fulfill this financial obligation will result in automatic cancellation from the program.

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

EXTENSION OF STAY

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

May 30 (Wed)

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

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

REGULATIONS ON CANCELLATION OF CLASSES DUE TO STORM OR TRAIN STRIKES

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

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

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

- 1. If the warning/strike is resolved before 7:00 am, classes will be held from the first period.**
- 2. If the warning/strike is resolved between 7:00 am and 10:00 am, classes will be held from 1:00 pm.**
- 3. If the warning/strike is not resolved by 10:00 am, all classes will be canceled.**

JAPANESE LANGUAGE CLASS POLICY

Japanese Only Policy

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

Japanese Language Courses

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

Spoken Japanese 1-6

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

Reading and Writing Courses

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

Reading & Writing 1-6

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

4. Repeating Courses (- If your grade did not allow you to advance to the next level)
Spoken Japanese 1-6
If your grade was in the D range, it is mandatory to repeat the same level in the next semester.

JAPANESE LANGUAGE CLASS POLICY

Reading and Writing Courses

Reading and Writing 1-6

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

5. Absence Policy

30% Absence Rule: Regardless of academic performance, if a student misses more than 30% of the regularly scheduled class periods in a semester, a final grade of F will be given automatically.

6. Coming Late to Classes

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

7. Absence on Quiz/Exam Days

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

8. Grading

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

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

Letter Grade:

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

Language Lab

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

JAPANESE LANGUAGE CLASS POLICY

Jump Test

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

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

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

JAPANESE LANGUAGE COURSES

Japanese language courses are divided into two categories: Spoken Japanese and Reading & 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.

Reading & Writing 5

The fifth-semester level of reading & writing Japanese. Prerequisites: Reading & Writing 4 (or the equivalent). Students should be able to recognize and produce approximately 1,000 kanji characters. About 400 more characters will be introduced. Authentic materials, such as selected essays, newspaper articles, short stories, etc. will be assigned for reading. Students are required to write their opinions, summaries, and essays throughout the semester.

Textbook: To be announced in class.

Reading & Writing 6

The sixth-semester level of reading and writing Japanese. Prerequisites: Reading & Writing 5 (or the equivalent). Students should be able to recognize approximately 1,500 kanji characters. Students will read authentic materials such as novels, essays, editorials, and so forth, and write regularly about the topics related to their reading.

Textbook: To be announced in class.

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 Jōyō 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 course.

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

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 is designed to show you how economic integration and globalization have transformed East, Southeast, and South Asia since the 1980s, to help you understand Asia's emergence as the core of the world economy, and to explain how business operates in the new Asia. It considers what lessons globalization teaches both the Asian region and other countries. It begins with a discussion of the nature of globalization and integration, as exemplified by India, as well as the current development of both concepts in the Asian region. Then, it looks at the issues and problems caused by globalization and integration, and at what the debates over these issues say about the nature of political and economic development in Asia. We examine in detail the creation of the Association of Southeast Asian Nations (ASEAN), ASEAN+3 (APT) and the Asia-Pacific Economic Cooperation forum (APEC), and carefully consider the direction of East and Southeast Asian development since the Asian Financial Crisis. We focus on a few illustrative cases of Asian business globalization, explore China's emergence as a global economic power, and end by thinking about the future of the East Asian economies and our place 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
- Problems and issues of 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 (and India and Australia) to create the world's biggest market
- Comparison to other regional integration efforts: the EU, etc.
- Cases of Asian business globalization
- 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, 2005).

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).

Arnoud De Meyer, et al., *Global Future: The Next Challenge for Asian Business* (Singapore: John Wiley and Sons, 2005).

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 is designed to help you understand how the Japanese economy and business really operate, so that you can work in Japan, do business with Japanese people in your own country, or gain a better idea of what makes Japan tick. The course surveys recent developments and problems in the Japanese economy, business sectors, and society. We will start with the "Lost Decade," a time when Japan stumbled through 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, the rise of China, and the "New Economy" of a wired world. 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. A technical background is not required, as this is an overview course, but it would be beneficial to have basic knowledge of the economy and business. This course is quite useful for students of economics and business, or international relations and political science. The Japanese Economy also is a subject within the macro and micro-economics of developed economies.

TEXTBOOKS

Weekly readings assignments will be drawn largely from:

Richard Katz, *Japanese Phoenix: The Long Road to Economic Revival* (Armonk, NY: M.E. Sharpe, 2003).

Shu Shin Luh, *Business the Sony Way: Secrets of the Most Innovative Electronics Giant* (Oxford: John Wiley and Sons, 2003).

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

Panos Mourdoukoutas, *The New Emerging Japanese Economy: Opportunity and Strategy for World Business* (Mason, OH:

Thomson/South-Western, 2005).

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%)
- “Business Opportunity Brief” paper (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 prepare a brief of an emerging Japanese business opportunity or economic sector.

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 and fastest growing economy (China), the biggest Muslim nation (Indonesia), two dynamo city states (Hong Kong and Singapore), the hub of the global computer hardware industry (Taiwan), a leading tourism destination (Thailand), perhaps the most wired, IT savvy nation (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 helps you understand the interaction of economics and politics, the fast-paced business energy, and the complicated political realities that have made the East/Southeast Asian "miracle" possible. It begins by looking at the general 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 briefly sketch the key features of past economic development of East and Southeast Asia, as well as the basic business patterns in the region. We then consider typical cases of development, such as North Korea, Indonesia, the Philippines, Malaysia, and Vietnam, which have followed vastly different paths in the past thirty years. We will also look at the social and environmental problems caused by rapid development, and end by examining China's rise to economic and political dominance of East Asia.

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 and "shared growth"
- 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).

Joseph A. Camilleri, *States, Markets, and Civil Society in Asia-Pacific: The Political Economy of the Asia-Pacific Region, Vol. 1* (London: Edward Elgar Publishers, 2002).

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.

COMMUNICATION MANAGEMENT

Prof. Peter Hanssen

The past years have seen an enormous growth in both the possibility for companies to operate on an international scale, and the necessity to do so as world markets become increasingly bound to one another. Reputations too develop on a global scale, and are just as easily threatened by high profile cases of corporate scandal (Enron), child labour (Nike) or product failure, as recently proven by Dell's flammable laptops.

In this dynamic environment organisations need to actively manage their relationships with a variety of stakeholders, such as customers, governments, investors and activists. They manage their reputations by proactively responding to challenges using communication as a key tool. Indeed, communication has become the backbone of many organisations in today's world and communication professionals take the role of being the eyes, ears and mouth of the organisation.

In this course we will look at organisations in the international environment and how communications is used as a tool of image and reputation management. Working in groups, students will choose and research one particular company facing a challenge to its reputation and develop a communication plan to help resolve the problem.

CLASS FORMAT

Class activities include lectures and workshops (each once a week) consisting of discussions, exercises and assignments. Focus will be on student interaction and looking at the practical application of communication theory using real cases.

TOPICS

Part I Globalisation and Communication

- The role of communication in organisations
- Corporate image, how it develops and how it can be influenced
- Research and developing a corporate communication plan

Part II The Corporate Communication Toolkit

- Corporate identity as an image management tool
- Crisis communication and Investor relations
- Corporate social responsibility
- Internal communication

COMMUNICATION MANAGEMENT

ASSESSMENT

Group project:

- Part 1: due mid-term exam period.....30%
- Part 2: due final exam period30%
- Presentation.....10%

Two group assignments for class discussion (each 15%).....30%

REQUIRED TEXTBOOK

Vos, M. & Schoemaker, H. (2005). Integrated Communication, Concern, Internal and Marketing Communication. 3rd Ed. Lemma Publishers, Utrecht, The Netherlands. **ISBN 90 5931 344 5**

Additional readings will be handed out during the class.

MARKETING COMMUNICATION

Prof. Peter Hanssen

Marketing Communication is the creation and management of brands. Marketing Communication also refers to a set of communication tools to support sales of these brands. Examples of such tools are advertising, packaging, sales promotion, interactive communication and sponsoring.

The world of brands is exciting and dynamic, as it is no longer only products who take a branded approach to their customers. Companies can be seen as brands too, as they compete for investment capital and the best graduates. And not only profit but non-profit organisations too, like Amnesty International and The Red Cross. Even cities and countries, like Japan, Germany or the USA must maintain a positive image in their competition for investors, students and tourists, and have started to market themselves as if they were Nike.

This course focuses on the role of brands in our lives and in society. It offers a practical structure for brand development. In the second half of the course, the focus shifts to the actual tools of marketing communication. Students will learn apply their learnings in a project, in which they develop a marketing communication plan for the introduction of a new product.

CLASS FORMAT

Class activities include lectures and workshops (each once a week) consisting of discussions, exercises and assignments. Focus will be on student interaction and looking at the practical application of branding and marketing communication theory using real cases.

TOPICS

Part I Brand development

- The role of brands in our lives
- Brand identity and brand image
- City and country branding
- Developing a brand strategy

Part II Marketing Communication

- Trends and changes in marketing communication
- From brand strategy to integrated communication plan
- Advertising, design, packaging, sponsoring, PR, Sales Promotion, Interactive communication
- Developing a marketing communication plan

MARKETING COMMUNICATION

ASSESSMENT

Group project:

- Part 1: due week 930%
- Part 2: due final exam period..... 30%
- Presentation10%

Three group assignments for class discussion (each 10%).....30%

REQUIRED TEXTBOOK

Smith, P.R. & Taylor, J., (2004). Marketing Communications, An integrated approach 4th Ed. Kogan Page London, **ISBN 0 7494 4265 4**. Additional readings will be handed out during the class.

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%

INTERNATIONAL BUSINESS: DOING BUSINESS IN EAST ASIA

Dr. Andrew Staples

COURSE DESCRIPTION

This course aims to develop your analytical, conceptual and theoretical understanding of contemporary business and management in East Asia.

East Asia is confirmed as the world's most dynamic region of economic activity and will retain this position for decades to come. Japan (the world's second largest economy), China (the world's fastest expanding economy) and Korea (the world's most 'online' economy) are the key economic players in this region and are attracting increasing levels of foreign direct investment as European and North American firms seek to become part of this success.

The course will have a practical theme allowing students to understand and appreciate the varied business and investment environments in these key East Asian economies. Following a comprehensive introductory session, each component of the course consists of five sessions which survey the target country and investment environment, models of business organization and management, modes of market entry, and issues around negotiation and business etiquette in the respective countries. The skills gained on this course will of considerable value to those students seeking employment in the region and elsewhere

COURSE STRUCTURE

Topics

Introduction: Business, society and culture in East Asia

Korea 1 : The investment environment

Korea 2: Business and management in Korea

Korea 3: Approaching the market (1)

Korea 4: Approaching the market (2)

China 1: The investment environment

China 2: Business and management in China

China 3: Approaching the market (1)

China 4: Approaching the market (2)

Japan 1: The investment environment

Japan 2: Business and management in Japan

Japan 3: Approaching the market (1)

Japan 4: Approaching the market (2)

Review

INTERNATIONAL BUSINESS: DOING BUSINESS IN EAST ASIA

REQUIREMENTS

This module will appeal to those students seeking to gain a better understanding of international business, management practice and market entry in China, Korea and Japan. Knowledge of the three countries, business and (macro) economics would, therefore, be useful but is not a strict requirement. Students are, however, reminded that this is a 3-400, upper level class and that they are expected to prepare for, attend and actively participate accordingly. Students will also be required to use online resources in the course of their studies to seek out and acquire relevant information.

READING

Readings will be drawn from a wide range of academic texts, journals, papers and policy documents to include:

Ambler, T. and Witzel, M. (2004), *Doing Business in China*, London: Routledge Curzon.

Bownas, G. et al (2003), *Doing Business with the Japanese*. London, Direct Image.

Burns, R. (1998), *Doing business in Asia: A cultural perspective*. Melbourne: Longman.

Chang C. and Chang N. J. (1994), *The Korean management system: Cultural, political and economic foundations*. Quorum.

Chen, M. (1995), *Asian Management Systems*. London, Thomson.

Child, J. (1994), *Management in China during the Age of Reform*, Cambridge: Cambridge University Press

East Asia Analytical Unit. (1999), *Korea rebuilds: from crisis to opportunity*. Canberra: East Asia Analytical Unit.

Harvard Business Review (2004) *Doing Business in China*, Harvard Business School Press.

Hofstede, G. (1991) *Cultures and Organizations*. Berkshire, McGraw-Hill Book Company Europe.

Jackson, K. (2004) *The Changing Face of Japanese Management*. London, Routledge.

Mente, B. (ed.) (1995), *Chinese Etiquette and Ethics in Business*, Lincolnwood, Illinois: NTC Business Book.

Warner, M. (2003), *Culture and management in Asia*, London: RoutledgeCurzon.

Students will be directed to relevant articles and other documents during the course in support of their studies.

GRADING

Three country specific short question exercises	45%
Presentation OR essay (2000 words)	25%
Final examination	25%
Attendance (80%+)	5%

INTERNATIONAL BUSINESS: JAPANESE MULTINATIONAL CORPORATION OPERATIONS

Dr. Andrew Staples

COURSE DESCRIPTION

The course aims to develop your analytical, conceptual and theoretical understanding of contemporary Japanese business and management in the global context.

Japanese firms began to increase their overseas operations as the domestic economy developed and matured in the 1970s, and this activity dramatically increased in the mid-1980s due to yen appreciation. Today, Japanese firms can be found operating around the globe, though mainly within the three key centres of economic activity (North America, Europe and East Asia), and in many cases have assumed dominant positions in the host market. How (and why) has this happened and what impact does overseas expansion have on the supposedly unique style of Japanese business organisation and management practice?

The course will adopt a thematic and regional framework. Introductory sessions will examine key themes in international business and Japanese business management to establish a basic analytical framework. Remaining classes consider fundamental issues in the international transfer of Japanese business management in the three main areas of global economic activity. These are Europe (merger and acquisitions activity, human resource management and strategic investment), North America (adoption/adaptation of management systems, localisation in electronics sector), and East Asia (technology transfer and the regionalisation of production in the automotive sector).

COURSE STRUCTURE

Topics

Key issues in international business
Japanese business organisation and management practice
Japanese MNCs in Europe 1: Macro-economic analysis
Japanese MNCs in Europe 2: Mergers and acquisitions in the UK
Japanese MNCs in Europe 3: The rise of Eastern Europe case study
Japanese MNCs in North America 1: Macro-economic analysis
Japanese MNCs in North America 2: The hybrid factory
Japanese MNCs in North America 3: Electronics sector case study
Japanese MNCs in East Asia 1: Macro-economic analysis
Japanese MNCs in East Asia 2: Technology transfer in ASEAN
Japanese MNCs in East Asia 3: Automotive sector case study
Japanese MNCs in a regional framework

INTERNATIONAL BUSINESS: JAPANESE MULTINATIONAL CORPORATION OPERATIONS

REQUIREMENTS

This module will appeal to those students seeking to gain a better understanding of Japanese business and management in the globalised economy, and of international business in general. Knowledge of Japanese, business and (macro) economics would, therefore, be useful but is not a strict requirement. Students are, however, reminded that this is a 3-400, upper level class and that they are expected to prepare for, attend and actively participate accordingly.

READINGS

Readings will be drawn from a wide range of academic texts, journals, papers and policy documents to include:

Beamish, P. et al (2001), *Japanese Subsidiaries in the New Global Economy*, Cheltenham, Edward Elgar.

Dicken, P. (2003), *Global Shift: reshaping the global economic map in the 21st century*, London: Sage Publications.

Hasegawa, H. (2001), “*Globalization and Japanization: implications for human resource management in Britain*”, *Japan Forum*, Volume 13, Number 2, 1 September 2001, pp. 159-175(17)

Hasegawa, H and Hook, G. (2001), *The Political Economy of Japanese Globalisation*, London: Routledge

Hatch, W. and Yamamura, K. (1996), *Asia in Japan’s Embrace*, Cambridge: Cambridge University Press.

Kumon, H and Abo, T. (eds.) (2004), *The Hybrid Factory in Europe: Japanese Management and Production Systems Transferred*. New York: Palgrave Macmillan

Roehl, T. and Bird, A. (eds.) (2004), *Japanese firms in transition: responding to the globalization challenge*, Oxford: Elsevier

Staples, A. (2006), “Japanese Foreign Direct Investment and the Transformation of the East Asian Political Economy: Corporate Strategy in the Automotive Sector”, in Soderman, S., *Emerging Multiplicity: Integration and Responsiveness in Asian Business Development*, London: Palgrave Macmillan.

Students will be directed to relevant articles and other documents during the course in support of their studies.

GRADING

Three region specific short question exercises	45% (15% x 3)
Presentation OR essay (2000 words)	25%
Final examination	25%
Attendance (80%+)	5%

JAPANESE MANAGEMENT AND BUSINESS ORGANISATION

Dr. Andrew Staples

COURSE DESCRIPTION

This course aims to develop your analytical, conceptual and theoretical understanding of contemporary business and management in Japan.

In recent years the nature of the Japanese economy and expectations of it have changed quite dramatically. The bubble economy is no longer and low growth and globalization are vital issues that Japanese business management is obliged to confront. In this course we first examine the origins and development of the Japanese 'model' of business and management within the broader economic, social and cultural context. Key issues in business organization (structure, networks and governance) and management (lean production, employment practices) are then investigated before attention turns to consider the specific areas of innovation, overseas operations and inward investment. A common theme throughout this course explores why and how traditional Japanese business and management is responding to both external and internal changes and what new realities are being established. Reference to the latest research and case studies of well known Japanese firms will reinforce and develop understanding of these themes and issues.

COURSE STRUCTURE

Topics

Establishing the context: changing models for changing times
Establishing the context: society, culture and management theory
Business organisation: business/government relationships
Business organisation: inter-firm relationships
Business organisation: ownership, control and governance
Business management: Japanese production systems
Business management: human resource management (1)
Business management: human resource management (2)
Research, design and innovation in the Japanese firm
The globalisation of Japanese business
The impact of inward investment

READINGS

Readings will be drawn from a wide range of academic texts, journals, papers and policy documents to include:

Aoki, M. and Dore, R. (1994), *The Japanese Firm*, London: Routledge.
Beamish, P. et al (2001), *Japanese Subsidiaries in the New Global Economy*, Cheltenham: Edward Elgar.

JAPANESE MANAGEMENT AND BUSINESS ORGANISATION

Goto, A. and Odagiri, H. (1997), *Innovation in Japan*, Oxford: Oxford Univ. Press.

Hasegawa, H and Hook, G. (1998), *Japanese Business Management: Restructuring for low growth and globalisation*, London: Routledge.

Hoshi, T. and Kashyap, A. (2001), *Corporate Financing and Governance in Japan*, Cambridge: MIT Press.

Kono, T. & Clegg, S. (2001), *Trends in Japanese Management*, London: Palgrave.

Porter, M. E., Takeuchi, H. and Sakakibara, M. (2000) *Can Japan Compete?*, London: Macmillan.

Staples, A. (2006), "Japanese Foreign Direct Investment and the Transformation of the East Asian Political Economy: Corporate Strategy in the Automotive Sector", in Soderman, S., *Emerging Multiplicity: Integration and Responsiveness in Asian Business Development*, London: Palgrave Macmillan.

Students will be directed to relevant articles and other documents during the course in support of their studies.

REQUIREMENTS

This module will appeal to those students seeking to gain a better understanding of business and management in contemporary Japan. Knowledge of Japan, business and (macro) economics would, therefore, be useful but is not a strict requirement. Students are, however, reminded that this is a 3-400, upper level class and that they are expected to prepare for, attend and actively participate accordingly.

GRADING

Group presentation	25%
Mid-term examination	25%
Essay (2000 words)	25%
Final examination	25%

ADVERTISING AND INTEGRATED MARKETING COMMUNICATIONS

Prof. David Taylor

DESCRIPTION

Brand building is important – personally and professionally. Regardless of the career you choose, having a basic understanding of advertising and integrated marketing communications (IMC) will be helpful for several reasons:

- Marketing communication uses many of the basic communication skills that are found in both personal and business activities.
- For most organizations, advertising and marketing communications are the primary source of revenue. Revenue allows managers to pay the salaries and other bills necessary to operate the business.
- As a consumer, you are exposed to approximately 1,500 commercial messages every day. You need to understand how and what companies and organizations are doing to persuade you.
- Marketing communication is public and pervasive and is increasingly a major business and social concern in both domestic and international markets.

For those of you who are *not* marketing majors, this course will provide a basic understanding of persuasive skills which can be used no matter what vocation you choose. For those who *are* marketing majors, this is a foundation for more advanced marketing and advertising courses.

TOPICS

- Building Brands: How Brands are Built
- Basic Marketing Strategies for Building Brands
- Creating, Sending and Receiving Messages
- The Marketing Communications Function
- Measurement, Evaluation and Effectiveness

REQUIREMENTS

There are no set requirements for this course; however, the successful completion of an introductory marketing course is preferred.

READINGS

The primary text is:

Duncan, Tom (2005), Principles of Advertising & IMC, 2nd ed., McGraw-Hill Irwin.

ADVERTISING AND INTEGRATED MARKETING COMMUNICATIONS

GRADING

Mid-Term Exam	25%
Class Participation (incl. Quizzes)	25%
Group Presentation(s)	25%
Final Exam	25%

INTERNATIONAL HUMAN RESOURCES MANAGEMENT

Dr. Masako S. Taylor

Human Resources Management (HRM) is becoming strategically important in an increasingly global marketplace. Because HRM is about the management of people, the practices differ across cultures. In this course, we will explore how cultural context impacts the structure and implementation of HR practices. The first part of the course will focus on comparative HRM. During this time, we will explore various dimensions of culture that impacts HRM. These cultural dimensions will then be applied to explain how HRM practices differ across cultures. The second part of the course will focus on global HRM practices in multinational organizations. We will learn about expatriate management and discuss the challenges and opportunities of working internationally.

CLASS FORMAT

Class activities include lectures, discussions and exercises. You will be working individually as well as in small groups.

TOPICS

Part I Comparative HRM

- Cultural Dimensions
- Culture's impact on HRM Practices

Part II International HRM

- The Role of HRM in Multinational Organizations.
- Recruitment and Selection.
- Compensation and Performance Management
- Training and Development
- Expatriate Management
- Challenges and Opportunities for Working Internationally

TEXTBOOK

Dowling, P. J., & Welch, D. E. International Human Resources Management: Managing People in a Multicultural Context, 4th Ed. Ohio: South-Western.

Additional readings will be handed out during the class.

GRADING

Group Presentation	20 %
Quiz.....	10%
Mid-Term Exam	30 %
Final Exam	30 %
Class Participation	10 %

LEADERSHIP IN ORGANIZATIONS

Dr. Masako S. Taylor

COURSE DESCRIPTION

Leadership is a process of getting things done through people. In this course, you will learn about various leadership theories and its application to real work situations. First we will explore major theories of leadership. Through class activities, you will also analyze your own leadership style and identify areas for development to be an effective leader. Second, we will apply the cultural context to leadership. You will learn about leading in different cultures and in multicultural contexts.

COURSE TOPICS

- What is Leadership?
- Leaders' Traits, Skills and Styles
- Leadership Styles
- Contingency Approaches to Leadership
- Relationship Approach to Leadership
- Leading Teams
- Culture and leadership
- Global Leadership

CLASS FORMAT

Class activities include lectures, discussions, cases and exercises/simulations. You will be working individually as well as in small groups.

TEXTBOOK

Peter, G. Northouse. Leadership: Theory and Practice. 3rd Edition. Sage Publications.

GRADING

Mid-Term.....	30%
Quiz(zes).....	10%
Group Project	20%
Class Participation.....	10%
Final Exam.....	30%

ORGANIZATIONAL BEHAVIOR

Dr. Masako S. Taylor

COURSE DESCRIPTION

Organizational Behavior is a study of people in organizations. In any profession, you work with people, through people and for people. If you are going to be an excellent manager, you must first understand people and develop strong interpersonal skills. This course is an introduction to the study of how individuals, groups and organizations interact within complex, dynamic and global business environments. In addition to the basic Organizational Behavior ideas, we will explore how culture may impact how people behave in organizations. You will learn to motivate others, make informed decisions, manage and lead teams and organizations to get the best out of yourself and the people that you work with. Most of all, you will learn about your interpersonal and management styles. This knowledge will assist you as you prepare for a career of your choice.

CLASS ACTIVITIES

Class activities include lectures, discussions and exercises/simulations. You will be working individually as well as in small groups.

COURSE TOPICS

- Personality, Emotions and Values
- Motivation Theories and Applications
- Decision Making
- Groups Dynamics
- Communication
- Leadership Theories and Application
- Conflict and Negotiation
- Organizational Culture
- Organizational Change and Innovation
- Culture and Organizational Behavior

TEXTBOOK

Stephen, P. Robbins. Essentials of Organizational Behavior. 8th Edition. Prentice-Hall.

GRADING

Group Project:

Presentation.....	10%
Summary Paper.....	10%
Quiz/Short essay.....	10%
Midterm Exam.....	30%
Final Exam.....	30%
Class Participation.....	10%

ENTREPRENEURSHIP IN JAPAN

Prof. Mark Tracy

This course will prepare students for the challenges of starting a business in Japan. Students will learn how to discover and evaluate ideas for new ventures. In addition to lectures and assigned readings, the students will work on teams that develop a comprehensive business plan for a new venture in Japan. The combination of lecture and team projects will give students an opportunity to see the interaction and importance of market research, legal planning, financial statements and management strategy. Although these concepts will be generally applicable to the process of starting a business anywhere in the world, we will also focus on the unique opportunities and challenges involved in launching a business in Japan. No prior business knowledge or coursework is required for this class.

Grading is based on a series of equally weighted quizzes and the project reports. Attendance and team participation will also affect the student's final grade.

Quizzes	25%
Business Plan	75%

In addition to all other factors, a student's total score may be increased or decreased by up to 5% based on participation and attendance.

TOPICS COVERED:

- Introduction to business terms
- Introduction to entrepreneurship
- The world of business in Japan
- Business plans
- Financial statements
- Marketing research and market reports
- Management strategy
- Venture funding
- Pricing decisions
- Advertising and promotions

ENTREPRENEURSHIP IN JAPAN

The readings for this course are drawn from the following sources:

Understanding Financial Statements Sixth Edition Fraser and Ormiston

Understanding Business Sixth Edition Nickels, McHugh, McHugh

Portable MBA in Entrepreneurship Second Edition Bygrave (Editor)

Corporate financial reports.

JETRO Documents

Competitive Advantage Michael Porter.

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 Wangyial 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%

CULTURE AND EVERYDAY LIFE IN JAPAN: JAPANESE SOCIETY IN ANTHROPOLOGICAL PERSPECTIVE

Dr. Jeffrey T. Hester

This survey course is designed to help students make sense of Japanese society by exploring key aspects of cultural meaning and patterns of behavior, along with the institutional contexts that provide coherence as well as make 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, and *nihonjinron*;
- (2) normative understandings of interpersonal relations;
- (3) youth and the educational system;
- (4) gender, family and work;
- (5) social relations and identity in the urban context;
- (6) ritual, festivity and religious practice;
- (7) exchange practices and social ties;
- (8) experiences of minorities, including "old- " and "new-comer" foreigners

Throughout the course, we will put our experiences of life in Japan to use in trying to understand changing patterns of behavior as well as the contradictions and conflicts that arise as people pursue meaning and satisfaction in their lives.

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. Some cultural theory will be introduced in the course, primarily from cultural anthropology, to help provide a comparative framework for understanding 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.

**CULTURE AND EVERYDAY LIFE IN JAPAN:
JAPANESE SOCIETY IN ANTHROPOLOGICAL PERSPECTIVE**

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 variety of tasks and mini-fieldwork assignments, offering students an opportunity for direct, systematic investigation of Japanese social phenomena (33%); and (3) a take-home final exam (33%). Students who wish, for example, to get started on a senior thesis project may petition the instructor to substitute a research paper for (2) and (3).

Onna to Otoko:
GENDER AND SEXUALITY IN JAPAN

Dr. Jeffrey T. Hester

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

In exploring such gender-related phenomena, we will discuss the meanings underpinning contested ideas of femininity and masculinity, gender roles and the gendered division of labor in Japan, and issues of sexuality, reproduction, and the body. 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.

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.

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

Onna to Otoko:
GENDER AND SEXUALITY 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. Jeffrey 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. Jeffry 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," mainstems 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.

THE BODY AND COMMUNICATION IN JAPAN

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 take-home exams.

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. HIV/AIDS in Japan
11. New Religions
12. Sanctioned Violence in Japan
13. Sumo, Baseball and Sports in Japan
14. 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 Challenge 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. Third Culture Kids
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
12. Japanese Migration
13. Foreigners in Japan
14. International Exchange Students

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).

JAPAN AND GLOBALIZATION: A CULTURAL APPROACH

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).

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.

VISUAL ANTHROPOLOGY OF JAPAN

Dr. Steven C. Fedorowicz

It has been suggested that “the camera never lies,” “seeing is believing” and “a picture is worth a thousand words.” Visual anthropology, in part, deals with the presentation and representation of culture through the use of video, still photography, art and other graphic media. How does one visually represent a culture? What are the advantages and disadvantages of using visual media as opposed to and/or supplementing written text as the final product of anthropological research? How have the methodologies and use of visual anthropology changed with the advent and availability of digital technology and the internet? This course will explore these issues in the Japanese context. Ethnographic films, photography and internet blogs focusing on Japan will be examined, analyzed and evaluated in terms of providing understanding of Japanese culture. Who constructs such visual images, for what purpose and in what context will also be of concern. While the focus of the course will be on the issues and consequences of visual representation, methodology and techniques will also be discussed. Students will have the opportunity to create their own visual ethnography of Japanese culture for the final project in the course.

TOPICS INCLUDE

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

READINGS

Representative readings include:

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

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

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

VISUAL ANTHROPOLOGY OF JAPAN

James Clifford and George E. Marcus, eds., *Writing Culture: The Poetics and Politics of Ethnography* (Berkeley: University of California Press, 1986).

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

GRADING

Grading will be based on:

1. Class Attendance, Participation and Activities (30%)
2. Short Reaction Papers (30%)
3. Final Project (Short Ethnographic Film, Still Photo Exhibition or Blog) (40%)

COMMUNICATION IN JAPAN

Dr. Scott L. Lind

DESCRIPTION

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

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

COURSE TOPICS

- Communication
- Definitions of culture
- Development of shared goals
- Deep structure of culture
- Perceptions and expectations
- Identity
- Cultural values
- In-group and out-group relations
- Cultural adjustment
- Ethnocentrism, stereotypes, and racism
- Language and culture
- Nonverbal communication and culture
- Cultural influence on context
- Intercultural competency

READINGS

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

COMMUNICATION IN JAPAN

GRADING

Exams.....	25%
Written assignments.....	25%
Participation.....	25%
Presentations.....	25%

JAPANESE POLITICS

Dr. Mark Hollstein

This course is designed to provide you with a basic knowledge of the history and structure of the Japanese government, which you can then use to make sense of the most important political issues facing the Japanese people and their leaders today. To this end, one of the two class sessions each week will be dedicated to a lecture and the discussion of an assigned reading. Lecture topics will range from the legislative process and party politics to issues of social justice and environmental protection. The other weekly class session will be spent discussing the political news of the week. You will be expected keep up with current events in Japan and to select one news story each week to bring to class and explain to your classmates. You will also write a final research paper in which you select and analyze in detail an event or topic that has been in the news over the course of the semester.

READINGS:

Assigned readings will be drawn mostly from Ian Neary's *The State and Politics in Japan*.

Students will also be expected to follow political events and issues by reading one of Japan's several English-language newspapers and/or on-line news sources each day.

GRADING:

Weekly News Assignments:	25%
Midterm Exam:	25%
Final Essay:	15%
Final Exam:	25%
Attendance/Participation:	10%

MASS MEDIA IN JAPAN

Dr. Mark Hollstein

This course is an overview of Japan's rich media environment. We will begin with a brief introduction to the historical development of the mass media and the concept of freedom of expression in Japan. We will then look at the business structure of Japanese newspapers and television news and discuss the mainstream media's relationship with the Japanese government. This will include an examination of the *kisha* (reporter) club system of newsgathering and the problem of media self-censorship that it encourages. We will then look at Magazines in Japan. First we will examine sensational and gossip weekly news magazines and their role as an outlet for information that has been stifled by the *kisha* club system. We will learn about Japan's laws regarding defamation and privacy and discuss whether they serve largely to protect the public from being abused by the media, or politicians from legitimate media scrutiny. The second half of the semester will be dedicated to entertainment media and new information technologies. We will begin with women's magazines and their role in challenging or affirming cultural norms. We will then look at manga and anime and their influence on a variety of other media in Japan such as television dramas. We will also discuss the popularity of Japanese TV dramas abroad and how they have influenced popular culture in other Asian countries. The course will end with a discussion of how the Internet and cell phones are challenging traditional means of communication in Japan.

READINGS

Assigned readings will be drawn from texts such as:

Laurie Anne Freeman, *Closing the Shop: Information Cartels and Japan's Mass Media*

Lise Skov and Brian Moeran, *Women Media and Consumption in Japan*

Frederik L. Schodt, *Dreamland Japan: Writings on Modern Manga*

Kochi Iwabuchi, ed., *Feeling Asian Modernities: Transnational Consumption of Japanese TV Dramas*

Nanette Gottlieb and Mark McLelland, eds., *Japanese Cybercultures*

Mizuko Ito, Daisuke Okabe and Mia Matsuda eds., *Personal Portable, Pedestrian: Mobile Phones in Japanese Life*.

MASS MEDIA IN JAPAN

GRADING

Midterm Exam:	30 percent
Final Exam:	30 percent
Three short writing assignment (2-3 pages):	30 percent
Class attendance and participation:	10 percent

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. Reys, 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 Freudian and Jungian theories. 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 as this course is designed as an introduction to the major traditional 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
Jung and Taoist practices
Zen Buddhist psychology (Japan)
Naikan and Morita psychology (Japan)
Use of Buddhist psychology in Japanese psychotherapies

GRADING

30% Mid-term paper and debate (yogis vs. Buddhists vs. Jungians)
Due 1st class of Week 8, paper – 4 pages
30% Final paper – Chinese & Japanese psychology
Due Thursday of Week 15 (final exam week), 6-7 pages
35% Individual project – 4 page written report with class report – due 1st
class Week 14
5% Class participation (attendance, effort, homework, class exercises)

ASIAN PSYCHOLOGIES

CLASS FORMAT

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

READINGS

Readings will be selected from the following:

- Anacker, Stephen. (1984). *Seven Works of Vasubandhu: The Buddhist Psychological Doctor*. Delhi, India: Motilal Banarsidass.
- Coward, Harold. (1985). *Jung and Eastern Thought*. Albany: State University of New York Press.
- Feuerstein, Georg. (1989). *The Yoga-sutra of Patanjali: A New Translation and Commentary*. Rochester, Vermont, USA: Inner Traditions International.
- Guenther, Herbert. (1989). *From Reductionism to Creativity: rDzogs-chen and the New Sciences of Mind*. Boston: Shambhala.
- Guenther, Herbert, & Trungpa, Chogyam. (1975). *The Dawn of Tantra*. Berkeley: Shambhala.
- Hammer, Leon. (1990). *Dragon Rises, Red Bird Flies: Psychology and Chinese Medicine*. San Francisco: Station Hill Press.
- Kaptchuk, Ted. (2000). *The Web That Has No Weaver: Understanding Chinese Medicine*. New York: Contemporary Books.
- Kochumuttom, Thomas. (1982). *A Buddhist Doctrine of Experience: A New Translation and Interpretation of the Works of Vasubandhu the Yogacarīn*. Delhi, India: Motilal Banarsidass.
- Nagao, G.M. (1991). *Madhyamika and Yogacara: A Study of Mahayana Philosophies*. Albany, New York, USA: State University of New York Press.
- Pawle, Reggie. (2005). The Psychology of Zen: Could an Eastern View Enhance the Science of Mind and Behavior? *Kyoto Journal*, 59, pp. 8-13.
- Rao, K. Ramakrishna, & Paranjpe, Anand. (2003). *Self & Personality in Yoga & Indian Psychology*. Visakhapatnam, India: Institute for Human Sciences and Service.
- Reynolds, David. (1980). *The Quiet Therapies: Japanese Pathways to Personal Growth*. Honolulu: University of Hawaii Press.
- Sircar, Rina. (1999). *Psycho-Ethical Aspects of Abhidharma*. Lanham, Maryland: University Press of America.
- Suzuki, D., Fromm, E., & De Martino, R. (1960). *Zen Buddhism and Psychoanalysis*. New York: Harper.
- Vishnudevananda, Swami. (1960). *The Complete Illustrated Book of Yoga*. New York: Bell Publishing.
- Waldron, William. (1988). A comparison of the alayavijnana with Freud's and Jung's theories of the unconscious. *Shin Buddhist Comprehensive Research Institute Annual Memoirs*, 6, 109-150.
- Wilhelm, Richard (Trans.). (1962). *The Secret of the Golden Flower: A Chinese Book of Life*. New York: Harcourt Brace and Company.

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 and comparison of the factors that make up a person's cultural social experience. In this course students will both expand their awareness and knowledge of their own cultural experience and become more aware and knowledgeable of other cultural experiences. Particular emphasis will be given to people from "individualistic" cultures learning about "collective" cultures and vice versa. 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.

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
Acculturation and adaptation

CROSS-CULTURAL PSYCHOLOGY – SOCIAL EXPERIENCE

GRADING

- 30% Mid-term Values and Ethics Questionnaire Report
Due 2nd class of Week 8; Parts – questionnaire, responses, analysis
(5 pages)
- 30% 2nd Half Cross-cultural Relationships Journal & Paper
7 pages, due Thursday of Week 15 (final exam week)
- 35% Group Role Play and Individual Report
Individual Report 3 pages; Due 1st class of Week 14
- 5% Class participation (attendance, effort, homework, class exercises)

CLASS FORMAT

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

READINGS

- Bennett, Milton. (ed.). (1998). *Basic Concepts of Intercultural Communication*. Yarmouth, Maine, USA: Intercultural Press.
- Condon, John. (1984). *With Respect to the Japanese: A Guide for Americans*. Yarmouth, Maine, USA: Intercultural Press.
- Cooper, Robert & Nanthapa. (1982). *Culture Shock! Thailand*. Singapore: Times Books International.
- Cushner, Kenneth, & Brislin, Richard. (eds.). (1997) *Improving Intercultural Interactions: Modules for Cross-Cultural Training Programs (vol. 2)*. Thousand Oaks, California: Sage Publications.
- Hofstede, Geert, & Hofstede, Gert Jan. (2005). *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill.
- Hofstede, Gert Jan; Pedersen, Paul; & Hofstede, Geert. (2002). *Exploring Culture: Exercises, Stories, and Synthetic Cultures*. Yarmouth, Maine, USA: Intercultural Press.
- Lin, Phylis; Chao, Winston; Johnson, Terri; Persell, Joan; Tsang, Alfred. (eds.). (1992). *Families: East and West (vol. 1)*. Indianapolis, Indiana, USA: University of Indianapolis Press.
- Ma, Karen. (1996). *The Modern Madame Butterfly: Fantasy and Reality in Japanese Cross-Cultural Relationships*. Tokyo, Japan: Charles E. Tuttle.
- Price, William, & Crapo, Richley. (2002). *Cross-Cultural Perspectives in Introductory Psychology*. Belmont, California, USA: Wadsworth.
- Roland, Alan. (1988). *In Search of Self in India and Japan: Toward a Cross-Cultural Psychology*. Princeton: Princeton University Press.
- Storti, Craig. (1999). *Figuring Foreigners Out: A Practical Guide*. Yarmouth, Maine, USA: Intercultural Press.
- Triandis, Harry. (1994). *Culture and Social Behavior*. New York: McGraw-Hill.
- Wenzhong, Hu, & Grove, Cornelius. (1999). *Encountering the Chinese: A Guide for Americans*. Yarmouth, Maine, USA: Intercultural Press.
- Wile, Daniel. (1988). *After the Honeymoon: How Conflict Can Improve Your Relationship*. New York: John Wiley & Sons.

CULTURAL PRISMS – CROSS-CULTURAL INTERACTIONS IN PSYCHOLOGY

Dr. Reggie Pawle

How are people psychologically different, how are people psychologically the same, and in what ways do people from other cultures embody unrealized psychological potentials and possibilities in ourselves? Each culture has its own prism or lens through which it answers these questions. These prisms are expressed in psychologies around the world as various ways in which mind is understood to function. How people experience, think, perceive, what is mental illness, what is psychological healing – these have been debated, researched, and studied by people around the world interested in the functioning of mind.

Does perception function the same everywhere, or to what extent are there cultural perceptual prisms? Do thinking processes function in the same way, or are thinking processes also cultural prisms? Is a person's sense of self radically different in different cultures? Could it be possible that people everywhere, despite various cultural prisms, can have fundamentally the same experience? Are there common myths and symbols that underlie various cultural values and do these myths and symbols greatly shape how mind functions? What does modern scientific brain research indicate about cross-cultural considerations? What therapies have been developed on the basis on of these asserted differences and commonalities? What are some of the major ideas from non-Western cultures that have influenced Western psychologies and how has Western psychology been adapted to non-Western cultures? This course will examine these and other questions that have been researched and debated by psychologists cross-culturally. It is for any student who is curious about how mind is influenced by culture and is interested in the psychological potentials that have been considered in this cross-cultural dialogue. The orientation will be for students to find something that is stimulating and interesting and to develop this interest of theirs, both through intellectual study and experiential practice. The course will use both intellectual and experiential learning, including readings, experiments, exercises, and case studies.

CULTURAL PRISMS – CROSS-CULTURAL INTERACTIONS IN PSYCHOLOGY

TOPICS

Cognitive and perceptual differences between East and West

Differences of self in America, India, China, and Japan

The search for cross-cultural similarities –

Myths and symbols; “Pure experience,” modern physics and brain research

Existential therapy, Gestalt therapy, Structural Family therapy

Cross-cultural considerations in psychoanalytical therapy

Cross-cultural interactions -

Jung and Asian thought

Buddhist causality and family systems theory

Use of Buddhist meditation practices in Freudian psychology

Use of Buddhist ideas in therapy for Westerners with emotional difficulties

The psychology of Japanese psychoanalyst Takeo Doi

The psychology of Japanese Jungian psychologist Hayao Kawai

CLASS FORMAT

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

GRADING

32% Paper and Take-home Quiz on Differences– due class 2 of Week 6

32% Paper and Take-home Quiz on Commonalities – due class 2 of Week 10

32% Paper and Take-home Quiz on Interactions – due final exam class of Week 15

4% Class participation (attendance, effort, homework, class exercises)

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 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%

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.
- Lorraine Kuck, The World of the Japanese Garden.
- Stephen Addiss, The Art of Zen.

GRADING

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

BASIC CERAMIC TECHNIQUES

Mr. Yoshio Inomata

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

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

RECOMMENDED READING

Penny Simpson, Japanese Pottery Handbook

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

COURSE PROCEDURES

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

EVALUATION

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

BASIC CERAMIC TECHNIQUES

NOTE

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

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

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

INTERMEDIATE CERAMIC TECHNIQUES

Mr. Yoshio Inomata

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

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

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

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

Material Fee: ¥10,000.-

ADVANCED CERAMIC TECHNIQUES

Mr. Yoshio Inomata

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

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

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

Material Fee: ¥10,000.-

JAPANESE-CHINESE BRUSH PAINTING (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