

*COURSE  
DESCRIPTIONS*

*Fall 2008*

ASIAN STUDIES PROGRAM  
KANSAI GAIDAI UNIVERSITY

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## **2008 FALL ACADEMIC CALENDAR**

Aug. 30- Sep. 2 (Sat-Tue)	Arrival Period for New Students On-campus accommodations become available.
Sep. 3- 5 (Wed-Fri)	Orientation and Class Registration
Sep. 6 (Sat)	A late registration fee of ¥2,000 will be charged from this date.
Sep. 6-7(Sat-Sun)	Move into Permanent Accommodations
Sep. 8 (Mon)	First Day of Classes
Sep. 15 (Mon)	Respect-for-Aged Day (National Holiday)*
Sep. 16 (Tue)	A late registration fee of ¥5,000 will be charged from this date.
Sep. 22 (Mon)	Deadline for Adding Courses
Sep. 23 (Tue)	Autumnal Equinox Day (National Holiday)*
Sep. 29 (Mon)	Deadline for Dropping Courses
Oct. 13 (Mon)	Health and Sports Day (National Holiday)*
Oct. 15 (Wed)	All students will receive the "Application for Extension of Stay" & "Termination Report" Form.
Oct. 24 (Fri)	Deadline for the submission of "Application for Extension of Stay" or "Termination Report" Form
Late October	Mid-term Examination (Exams to be taken during regular class meeting)
Nov. 1 or 2 (Sat-Sun)	International Festival
Nov. 3 (Mon)	Cultural Day (National Holiday)*

Nov. 11 (Tue)	The Anniversary of the Founding of Kansai Gaidai*
Nov. 23 (Sun)	Labor Thanksgiving Day (National Holiday)*
Nov. 24 (Mon) (National Holiday)*	Substitute Holiday for the Labor Thanksgiving Day
Dec. 6 (Sat)	Deadline for submission of "Contract for the Completion of an Incomplete"
Dec. 15-19 (Mon-Fri)	Final Examination Week
Dec. 19 (Fri)	Last day of the semester
Dec. 23 (Tue)	Emperor's Birthday (National Holiday)
Dec. 24 (Wed)	Notification of "Approval or Disapproval of Extension of Stay"
Dec. 24-25 (Wed-Thu)	Payment Period for tuition deposit for the spring semester of 2008
Dec. 25 (Thu)	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, September 29.



## Academic Regulations

A student may add course(s) during the first two (2) weeks of the semester. The final date for adding courses is Monday, September 22.

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.

## **Academic Regulations**

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.

## Academic Regulations

- 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, September 9.** A complete application, including a signature from your faculty supervisor, must be submitted no later than September 4. 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 September 4. (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.

## Academic Regulations

### 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.

## Academic Regulations

### 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

## **Academic Regulations**

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:

October 24 (Fri)

Forms will be obtainable from October 15 (Wed).

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:

December 24 (Wed)

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

December 24– 25 (Wed - Thu)

This money will be credited to your tuition payment to Kansai Gaidai for the fall 2008 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:

December 25 (Thu)

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

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



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

交通ストライキ、台風に伴う授業の取扱について

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

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

大阪府に暴風警報が発令された場合。(大雨警報等は該当しない。)

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

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

**1. If the warning/strike is resolved before 7:00 am, classes will be held from the first period.**

午前7時までに解除の場合は、1限目より授業を行なう。

**2. If the warning/strike is resolved between 7:00 am and 10:00 am, classes will be held from 1:00 pm.**

午前10時までに解除の場合は、1時の授業から行なう。

**3. If the warning/strike is not resolved by 10:00 am, all classes will be canceled.**

午前10時に解除されていない場合は、終日休講とする。

# Japanese Language Courses

## Japanese Language Class Policy

### Japanese Only Policy

Learning a language does not happen only in class. It is very important to use the target language in real life. That is why we strongly encourage you to speak Japanese in every situation. As a Japanese course policy, you are required to 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 (SPJ): 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 (RWJ): 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 2-7

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

#### Reading and Writing Japanese Courses

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

#### Reading and Writing Japanese 2-7

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

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

#### Spoken Japanese 1-7

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

## Japanese Language Class Policy

### Reading and Writing Courses

#### Reading and Writing 1-7

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

#### 5. Absence Policy

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

#### 6. 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%
<u>Final Examination</u>	<u>30%</u>
Total	100%

#### Letter Grade:

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

### Language Lab

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

## Japanese Language Class Policy

### Jump Test

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

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

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

## Japanese Language Courses

Japanese language courses are divided into two categories: Spoken Japanese and Reading and Writing Japanese. All students are required to take Spoken Japanese. Reading and Writing classes are electives. However, all four skills, speaking, listening, reading and writing must be adequately developed. Therefore, reading and writing skills are not entirely excluded in the Spoken Japanese classes. The same applies to the Reading and Writing classes, which include some conversation. In all the language courses, there will be mid-term and final exams and additional quizzes in written and/or aural/oral form. Homework assignments will also be given.

### Spoken Japanese Language Courses

#### Spoken Japanese 1

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

Textbook:

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

#### Spoken Japanese 2

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

Textbook:

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

#### Spoken Japanese 3

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

Textbook:

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

#### Spoken Japanese 4

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

Textbook: Materials prepared by the Kansai Gaidai language faculty.

#### Spoken Japanese 5

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

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

#### Spoken Japanese 6

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

Textbook: To be announced in the class.

#### Spoken Japanese 7

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

Textbook: To be announced in the class

## Reading and Writing Courses

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

The very basic introductory five-week Reading and Writing course. This is not a separate course, but is integrated in the regular Reading and Writing 1 course. *Hiragana* and *katakana*, and some very basic *kanji* will be introduced in this course.

This course is required for students who do not have enough knowledge of *hiragana* and *katakana* to handle the Spoken Japanese language course. The students in this course may upgrade by switching Reading and Writing (1 credit) to the regular Reading and Writing (3 credits) before the end of the fifth week.

### Regular Reading and Writing Japanese Courses

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

#### Reading and Writing Japanese 1

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

Textbook:

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

#### Reading and Writing Japanese 2

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

Textbook:

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

#### Reading and Writing Japanese 3

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



reading materials.

Textbook:

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

#### Reading and Writing Japanese 4

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

Textbook: To be announced in class.

#### Reading and Writing Japanese 5

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

Textbook: To be announced in class.

#### Reading and Writing Japanese 6

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

Textbook: To be announced in class.

#### Reading and Writing Japanese 7

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

Teaching materials: To be announced in class.

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

## **Asian Economic Integration and Globalization**

Dr. Joel Campbell

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 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 new regional identity. For the first time, Asia has become both a gigantic market and a center of global trade and finance. How is globalization transforming Asia? What are the challenges that Asian peoples face in a globalized world? Will increasing regional ties bring ever tighter 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. We begin with a discussion of the nature of globalization and integration, as well as the current development of both phenomena in the Asian region. Then, we look at the issues of 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) (along with ASEAN+3 and the East Asia Summit) 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, and we end by thinking about the future of the East Asian economies and our place in the globalized world economy.

### **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, NAFTA, etc.
- Asian business globalizes: creating world beaters
- Future prospects for Asian globalization and integration

## Asian Economic Integration and Globalization

### Requirement

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.

### Readings

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).

**Naoko Munakata**, *Transforming East Asia: The Evolution of Regional Economic Integration* (Washington: Brookings Institution Press, 2006).

**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).

### 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 subjects, videos on current globalization and economic integration issues, and various in-class group activities.

## Contemporary Japanese Economy and Business

Dr. Joel Campbell

Japan's businesses and economy 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. Then, suddenly, in the 1990s it all came to a halt, and stagnation replaced high growth. Unemployment soared, bankruptcies skyrocketed, banks trembled, and government policies seemed ineffective. More ominously, an aging population, alienated youth, and unprecedented urban crime undermined the social stability that had underpinned postwar growth. Yet, an amazing Japanese business Renaissance began early this decade, as the consumer economy took off and new businesses brought innovation in products and services. Where is Japan headed? Will it stay on the road to healthy economic growth? What is Japan's business future?

The course is designed to help you understand how Japanese businesses operate in this new economic environment—so that you can work in Japan, do business with Japanese people in your own country, or gain a better idea what makes Japan tick. The course surveys recent developments and problems in Japanese business sectors, the economy, and politics. 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 examine how Japanese business and government are struggling to adjust to the wrenching social changes that are remaking the business landscape. We will explore the challenges of globalization, the rise of China, and the “New Economy” of a wired/wireless world. Next, we will look at the seismic shifts ongoing in specific economic sectors, such as automobiles and electronics, retail and fast food industries, the IT industry and international trading companies. Finally, we will plot out possible future directions for Japanese business.

### Course Topics

- The “Bubble” economy, the “Lost Decade,” and the post-‘02 recovery
- Current challenges of growth and competitiveness
- Japan's international trade
- Japanese business and government: a troubled relationship
- The changed social landscape of Japanese business
- The critical roles of women, youth and the elderly
- Basic patterns of Japanese business (how to do J business)
- Life in the Japanese “kaisha”
- Key business case studies: Toyota, Nissan, Sony, Panasonic, and 7-11 Japan
- Foreign businesses in Japan (how to do gaishi business)
- Japan's business and economic future

## Contemporary Japanese Economy and Business

### Requirements

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 business and the economy. This course is quite useful for students of business and economics, or international relations and political science. The Japanese Economy also is a subject within the macro and micro-economics of developed economies.

### Readings

Weekly readings assignments will be drawn largely from:

**Mark B. Fuller and John C. Beck**, *Japan's Business Renaissance: How the World's Greatest Economy Revived, Renewed, and Reinvented Itself* (New York: McGraw-Hill, 2006).

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

**Jeffrey K. Liker**, *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer* (New York: McGraw-Hill, 2004).

**Francis McInterney**, *Panasonic: The Largest Corporate Restructuring in History* (New York: Truman Talley Books, 2007).

**Panos Mourdoukoutas**, *The New Emerging Japanese Economy: Opportunity and Strategy for World Business* (Mason, OH: Thomson/South-Western, 2005).

### Grading

- In-class performance: attendance, participation, and class preparation (30%)
- "Business Opportunity Brief" paper (20%)
- 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

The Asia-Pacific economy is the most dynamic in the world. It accounts for over 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/wireless, 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 achieved its success? 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. We begin 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 current basic business patterns in the region. We then consider typical cases of development, such as North Korea, Taiwan, Indonesia, the Philippines and Malaysia, 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—19<sup>th</sup> to early 20<sup>th</sup> 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

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 economics, political science, and international relations.

### Readings

Weekly readings assignments will be drawn largely from:

**Inermet Gil** and **Homi Kharas**, *An East Asian Renaissance: Ideas for Economic Growth* (Washington: The World Bank, 2007).

**Iyanatul Islam** and **Anis Chowdhury**, *The Political Economy of East Asia: Post-crisis Debates* (Melbourne: Oxford University Press, 2000).

**Richard Stubbs**, *Rethinking Asia's Economic Miracle: The Political Economy of War, Prosperity and Crisis* (New York: Palgrave MacMillan, 2005).

**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, 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 interactive lectures on key political economy subjects, videos on current economic and political issues, and various in-class group activities.



## **Principles of Economics with Applications to the Japanese Economy**

Dr. Yutaka Horiba

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

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

### **Course Topics**

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

## **Principles of Economics with Applications to the Japanese Economy**

### **Readings**

The textbook used as a background for the course is Gregory Mankiw, *Principles of Macroeconomics*, 4<sup>th</sup> ed. (Thompson South-Western, 2007). Additional readings and exercises from other sources will be announced in class, and handouts will be given from time to time. It is critically important, therefore, that you keep up with all assigned readings, exercises, and classroom lecture and discussion materials.

### **Requirements**

No prior coursework in economics is required.

### **Grading**

The final grade will be determined on the basis of two in-class exams (20% each), the final exam (30%), assignments (20%), and classroom participation (10%).

## **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.

### **Classroom Activities**

The course will consist of a combination of lecture and discussion, group work, and the analysis of critical incidents.

#### **Journal/“scrap book”**

All students are required to keep a “scrap book,” a journal of your (1) thoughts on the assigned readings, (2) thoughts and interpretations on stories you see in the Japanese newspaper or on TV, and (3) your reflections and analysis on incidents (positive or negative) you experience(d) living in Japan. Be sure to incorporate what we learn in class and the readings into your journal writing.

#### **Group presentations**

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 two (3) critical incidents and present these to the class with analysis based on the concepts and theories covered throughout the term. The presentation must be well researched and presented in a professional manner using presentation software or other visual aids. More detailed information about the group presentations will be given to you later in the semester.

#### **Text**

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.

## **Intercultural Business Communication in Japan**

### **Grading**

Class attendance & participation: 10%

Journal/Scrapbook: 20%

Mid-term Exam: 25%

Group presentations: 15%

Final Exam: 30%

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

Prof. Garr Reynolds

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

### **Course Topics**

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

### **Classroom Activities**

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

### **Group Presentations**

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

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

### **Text**

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

### **Grading**

Quizzes: 15% (3@5%)

Midterm: 25% (multiple choice questions)

Group presentations: 20%

Class attendance & participation: 10%

Final exam (take-home essays): 30%

## **International Business: Business and Management in the Asia-Pacific**

Dr. Andrew Staples

*'Never underestimate the importance of local knowledge'* (HSBC global advertising campaign)

When compared to the two other key areas of economic activity in the global economy (North America and Europe), the Asia-Pacific region is distinguished by its diversity, vigor and complexity, not least in the fields of business and management. Recognizing the *regional* nature of so-called global business, this course provides an entry route into this most dynamic and vibrant region.

The core aim of the course is to familiarize the student with key aspects of business organization and management systems in the region including strategy, markets, human resource management, business logic, and joint ventures. Accordingly the course adopts a thematic rather than country specific structure allowing for a wide range of relevant issues to be examined which include, for instance, Japanese business in Thailand, Chinese business networks in Singapore and Malaysia, and joint ventures in Vietnam.

On completion of this course students should be familiar with key aspects of business and management in the Asia-Pacific region and be better prepared for more in depth study or practical application elsewhere.

### **Course Topics**

- The Asian economic environment
- Management systems
- Strategic management
- Country level analysis
- Firm level case studies

### **Readings**

Key texts for this course are:

**Sonia El Kahal** (2001) *Business in the Asia Pacific: Text and Cases*, Oxford University Press.

**Min Chen** (2004) *Asian Management Systems*, Thomson Learning; 2Rev Ed edition

**Philippe Lasserre, Hellmut Schutte** (2005) *Strategies for Asia Pacific: Building the Business in Asia*, Palgrave Macmillan; 3Rev Ed edition.

**Usha C.V. Haley** (1999) *Strategic Management in the Asia Pacific: Harnessing Regional and Organizational Change for Competitive Advantage*, Butterworth-Heinemann Ltd.

## **International Business: Business and Management in the Asia-Pacific**

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

### **Grading**

Project (consisting of presentation and portfolio)	40%
Case study analysis (mid-term)	20%
Class participation (including quizzes)	15%
Final exam	25%



## **International Business: Doing Business in East Asia**

Dr. Andrew Staples

This course aims to develop your analytical, conceptual and practical understanding of doing business in East Asia.

East Asia is confirmed as the world's most dynamic region of economic activity and will consolidate this position in the coming decades. 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 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 an 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.

### **Readings**

A reading packet is produced which draws on 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.

**International Business:  
Doing Business in East Asia**

**Grading**

Three country specific quizzes (10% x 3)	30%
Project (consisting of presentation and portfolio development)	40%
Final examination	30%

## **International Business: The Japanese Transnational Corporation (TNC)**

Dr. Andrew Staples

Toyota, Honda, Sony, Canon – all instantly recognizable as Japanese manufacturing giants with global reach, yet the transnational operations of these firms (as opposed to exports from Japan) are a relatively recent phenomenon reaching back perhaps to the 1970s but dramatically increasing in scale and scope from the mid-1980s.

Today Japanese firms can be found operating around the globe, though mainly within the three key centers 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 organization and management practice? The course will adopt a *thematic* and *regional* framework to examine these issues. 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.

For students looking to gain a deeper understanding of both the Japanese firm and internationalized production, this course will develop your analytical, conceptual and theoretical skills in a global and regional context.

### **Course Topics**

Key issues in international business

Japanese TNCs in Europe

    Macro-economic overview

    Nissan factory case study

    Merger and acquisition activity in the UK

    The rise of central and eastern Europe as an investment destination

Japanese TNCs in North America

    Macro-economic overview

    The hybrid factory

*Keiretsu* style supplier networks

    The impact of free trade agreements

Japanese TNCs in East Asia

    Macro-economic overview

    Technology transfer and development

    Automotive case study

    The rise of China as an investment destination

## **International Business: The Japanese Transnational Corporation (TNC)**

### **Requirements**

This module will appeal to those students seeking to gain a better understanding of Japanese business and management in the globalized 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 an upper level class and that they are expected to prepare for, attend and actively participate accordingly.

### **Readings**

A reading packet is produced which draws on 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 21<sup>st</sup> 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.** (2008), *Responses to Regionalism in East Asia: Japanese Production Networks in the Automotive Sector*, 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 quizzes	45% (15% x 3)
Presentation <b>or</b> essay (3000 words)	25%
Final examination	30%

## **Advertising and Integrated Marketing Communications**

Prof. David Taylor

Advertising and media experts, inside and outside Japan, have different opinions on the future of advertising and the implications of the changing media landscape. Yet, they all agree that brand building is important and the need for greater integration and accountability in marketing communication activities is essential for businesses to not only survive but thrive in the future. At a personal level, 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 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.

### **Course 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.

## **Advertising and Integrated Marketing Communications**

### **Readings**

Select readings will be assigned. The primary text is:

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

### **Grading**

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

## **International Entrepreneurship : Focus on Japan**

Prof. Mark Tracy

The role of entrepreneurship in an economy has been well documented and is of interest to businesspeople, politicians, and university professors and students. Creating and growing a new venture inside or outside the corporation is a task that few individuals are able to accomplish, even though many profess the desire. Entrepreneurship in a foreign market introduces additional challenges and opportunities to the business owner. This course is based on an understanding of all the functional areas of business and applies the tools and analytical techniques of these functional areas to the new venture creation process with a focus on those aspects that are of particular importance to the foreign business owner.

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**

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.



## **International Entrepreneurship : Focus on Japan**

### **Course Topics:**

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.

**Readings:** Entrepreneurship, Seventh Edition, Robert D. Hisrich

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

Prof. Mark Tracy

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

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

### **Course Topics:**

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

### **Requirements:**

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**

### **Grading:**

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

1. Three or four quizzes which will constitute 35% of the final grade.
2. Individual and team negotiation exercises which will constitute 20% of the final grade.
3. Self evaluation, which will constitute 25% of the final grade.
4. Class attendance and participation which will constitute 10% of the final grade.

### **Readings:**

Negotiation, 5<sup>th</sup> edition, Lewicki et. al.

## **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

## **The Struggle for Justice**

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

### **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.

## **The Dynamics of Modern Japan**

Dr. Paul D. Scott

This upper level history and political science course analyzes the transformation of Japan from a pre-modern society, isolated from the rest of the world, to a post-industrial society, interdependent on and successfully competitive with the rest of the world.

Japan has experienced two seminal events in last hundred years, the Meiji Restoration and the Allied Occupation, and is in the midst of a third, what we may tentatively call "Japan As a World Player." The Dynamics of Modern Japan will critically examine these events in terms of politics, policies and historicity. In addition, the developments in postwar Japanese politics will be stressed. The formation of the so-called "1955 System" and its recent collapse will be carefully analyzed.

### **Course Topics**

State building during the Meiji period  
The creation of the Imperial system  
The development of democratic institutions  
The rise of imperialism, The road to Pearl Harbor  
The Greater East Asia War and the Pacific War.  
The Occupation, The 1955 system  
The rise of the Japanese economy  
LDP dominance, The bubble and its aftermath  
Peace and security matters in Asia  
The Gulf and Iraq War: a study in contrasts  
Koizumi and his legacy

In the past, when possible, members of the Japan Communist Party, Liberal Democratic Party, working women managers, and buraku liberation leaders have been guest speakers. Lastly, a highlight of this course is a field trip to a Shiga Prison. This trip enables us to critically examine Japan's criminal justice system but also discuss larger public policy issues.

### **Text**

James McClain, Modern Japan

### **Grading**

Mid-Term Examination	33%
Final Examination	33%
Research Paper	33%

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

Dr. Paul Scott

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

### **Course Topics**

Defining the Problem – Comparing and contrasting worldviews.  
The dilemmas of modernization.  
Japanese Views of China: The majority view.  
Japanese Views of China: Minority Views.  
Japan's Imperialism  
Discussion Kokoro and Diary of a Madman.  
The question of nationalist China: Sun Yat-sen and Jiang Jieshi  
The China war, peasant nationalism and the rise of Mao  
Occupied Japan, Revolutionary China.  
Red-versus expert –Great Leap Forward and the Cultural Revolution  
The rise of the Japanese economy and the Dengist gamble.  
Proto-Scenarios for China and Japan.

### **Readings**

Jansen, Japan and China.  
Eto, and Jansen., My Thirty-Three Years' Dream.  
Scott, Japan-China : 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.



## **Pacific Rivalry**

### **Grading**

Position paper 1/3

In class Mid-term examination 1/3

In class Final examination 1/3

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

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

Dr. Paul Scott

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

Participants enrolled in this course are expected not to be passive observers. We will attempt to define the limits of Japan's pacifism, the question of Hiroshima, the nature of the state and society in North Korea, the tragedy of Tibet, the oppression in Burma, the lack of democratization in China, and the concept of preemption. Moreover, 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 in Burma, especially Shan Shan State.

### **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.*

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

**Texts**

Democracy Peace Development, Johan Galtung and Paul D. Scott  
Those Who Dare, Paul D. Scott

**Grading**

20% mid-term exam  
80% written or oral presentation

## 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%

## Survey of Japanese Art

Dr. George O. Hlawatsch

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

### Course Topics

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

### Textbook

Peter C. Swann, A Concise History of Japanese Art

### Recommended Readings

Irie & Aoyama, Buddhist Images

H. Paul Varley, Japanese Culture: A Short History

Dale Saunders, Buddhism in Japan

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

### Grading

Mid-term	25%
Final examination	45%
Two short papers on particular pieces of art of the student's choosing	30%

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

## **Culture and Everyday Life in Japan: Japanese Society in Anthropological Perspective**

Dr. Jeffry 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.

### **Course Topics**

- (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 relationships;
- (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.

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**

Evaluation will be made on the basis of the following: A mini-fieldwork project will offer students opportunities for and experience in direct, systematic investigation of Japanese social phenomena. (1) A fieldwork proposal will count for 20% of the final grade, while (2) a final report will amount to 45%. (3) In-class performance, e.g., participation in class discussion, preparation of readings and other assignments, and two quizzes will count for 35%. Students who wish to undertake a library research paper on a course-related topic, e.g., in connection with a senior thesis project, may petition the instructor to substitute a research paper for (1) and (2).

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

Dr. Jeffry T. Hester

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

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

**Course Topics**

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

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



*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.

## **Popular Culture as Social Practice: Producing pleasures, styles, identities**

Dr. Jeffry T. Hester

The aim of this course is to investigate the relationship between the consumption of popular cultural products (objects, images, discourses) and social life in Japan, based mostly on perspectives from cultural anthropology and cultural studies.

Popular culture is intimately involved in the production and circulation of codes of meaning, forming an ever more significant aspect of what anthropologists call “culture.” In addition to being a huge commercial sector, popular culture is the site of the creation of dreams and longings, of styles of adornment, forms of play, social belonging, and identity. We increasingly know one another, and ourselves, through practices of pop culture consumption, largely commercially mediated. People’s interactions with popular culture is not simply passive consumption, but can involve creativity, agency, and resistance to dominant norms.

### **Course Topics**

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

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

## **Popular Culture as Social Practice: Producing pleasures, styles, identities**

### **Readings**

The bulk of our readings address recent specific Japanese popular cultural phenomena, as discussed in the writings of Anne Allison, Ian Condry on J-rap, S. Kinsella on *kawaii*, L. Miller on *gyaru*, plus explorations of *yaoi*, youth fashion, etc.

### **Grading**

Students will be evaluated based upon (1) in-class performance, including: preparation of readings, leading and participating in class discussion, and midterm and final quizzes (33%); (2) mini ethnographic projects: fan interview and site report (33%); and (3) a final take-home essay exam (33%).

Under certain conditions, a research paper may be substituted for (3), following instructor's approval of a written proposal.

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

Dr. Jeffry T. Hester

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

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

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

### **Course Topics**

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

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

### **Readings**

The English-language literature on sexuality-related issues in Japan has blossomed over the past decade or so. In addition to classic work by Ella Lury Wiswell and the 1970s research by S. Coleman, the course will be informed by the work of such authors as A. Allison, S. Früstück, M. McLelland, J. Robertson, K. Kelsky, and C. Ueno. 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) reaction papers on sets of readings and films screened in class (33%); and (3) a take-home final examination (33%). A research paper may be substituted for (2) and (3) with instructor's approval of a written proposal.

## **The Body and Communication in Japan**

Dr. Steven C. Fedorowicz

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

### **Course Topics**

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

### **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).

## **The Body and Communication in Japan**

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

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

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

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

### **Grading**

Students will be evaluated as follows:

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

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

## **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 attendance, participation and activities (30%)
2. Midterm take-home exam (35%)
3. Final take-home exam (35%)

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

## Visual Anthropology of Japan

Dr. Steven C. Fedorowicz

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

### Course Topics

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

### Readings

Representative readings include:

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

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

## Visual Anthropology of Japan

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

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

### **Grading**

Grading will be based on:

1. Class Attendance, Participation and Activities (30%)
2. Midterm Quiz (10%)
3. Final Quiz (10%)
4. Photo journal blog (50%)

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

## **Intercultural Communication in Japan**

Dr. Scott L. Lind

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

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

### **Course Topics**

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

### **Readings**

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

## **Intercultural Communication in Japan**

### **Grading**

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

## **Japanese Communication: Culture as Performance**

Dr. Scott L. Lind

The stories of a culture and the daily encounters within are rich sources of cultural learning. This course is an examination of the nature of communication in Japan, as displayed in written texts and in daily life. By analyzing and performing aesthetic texts and utterances, including children's stories, folktales, legends, music, and poetry, international students can develop communicative competencies and gain a deeper understanding of their new environment. Thus, in addition to being a meaningful way to share interpretations with others, performance is also a powerful tool of discovery. A variety of approaches and activities will be used in class, including lecture, discussion, groupwork, video critique, written reflection, story telling, and cultural enactment workshops.

### **Course Topics**

- Communication and performance
- Cultural values
- Roles in society
- Japanese aesthetic texts
- Dramatistic analysis
- Performance as a way of knowing
- Voice and body as analytic tools
- Cultural identity
- The cultural Other in written texts
- Cultural expression in customs, ceremonies, and rituals

### **Requirements**

There are no prerequisites for this course.

### **Readings**

Readings will be drawn from the field of performance studies and from various other sources.



## **Japanese Communication: Culture as Performance**

### **Grading**

Performances .....	50%
Written assignments .....	25%
Participation/Attendance .....	25%

## 日本社会

豊田 裕之 准教授  
(社会学博士)

この講座では「日本社会」と題して社会・文化の基本概念を学び、現代日本の社会現象を社会学的視点から学び分析することを目的とする。さらに比較アプローチの観点から、留学生諸君の母国社会との類似・相違点を指摘したい。ますますグローバル化する地球社会において社会の多様性と類似性を見いだすことで、日本社会をより深く理解し、さらに多文化共生社会の課題について、理解を深めることを目的とする。

### 主なトピック:

1. 社会・文化の社会学的概念
2. 社会学的アプローチ
3. 比較することの意義
4. 現代日本社会現象の考察：事例研究  
(いじめ・外国人労働者・国際結婚・過労死・自殺・少子高齢化・人種/性差別・ニート・貧困・ホームレス・ゆとり教育など)
5. まとめ：多文化共生社会にむけて

### 受講資格

日本語会話レベル6以上で、読み書きがレベル5以上の学生。

### テキスト

プリントを随時配布します。

### 評価方法

出席・授業への参加	10パーセント
プレゼンテーション	20パーセント
レポート（プレゼンテーションと関連して）	20パーセント
中間試験	25パーセント
期末試験	25パーセント

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合計 100パーセント

注意事項:

- 1) 基本的に講義を含めすべて日本語で行います。
- 2) 大阪・京都へのフィールド・トリップを行う予定もあります。

## Japanese Popular Media and Culture

Dr. Mark Hollstein

This course focuses on three central elements of Japanese popular media—manga, anime, and television drama. However, a variety of other media—such as pop music, theatre and live-action film—will be discussed as they relate to these three main topics. During the first half of the course, we will examine the historical development of each medium and the interplay between the three. This section will also cover aspects of their production, distribution and consumption. During the second half of the course, we will examine the way popular media both reflect and influence specific aspects of Japanese culture. For example, we will look at how representative works treat historical memory, nationalism and war; gender identities and relations, etc. The course will end with a discussion of the increasing popularity of these media abroad and their impact on how the world sees and understands Japan.

### Readings

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

### Grading

Midterm and Final Exams:	50% (25 points each)
Group Project:	20%
Final Paper:	20%
Class Attendance and Participation:	10%

## Japan in Western Film and Literature

Dr. Mark Hollstein

Why come all the way to Japan and take a course on how foreigners see the Japanese? The answer is simple. Whether you make interpreting Japan an academic, journalistic, or artistic career, or just answer questions from friends and family about your experiences here, someday you will be called upon to explain Japan to non-Japanese. This course will help you understand how those who have gone before you have handled this task, and *why* they have emphasized, exaggerated, distorted or ignored various aspects of Japanese culture from 1853 to the present day. You will also gain an understanding of how media images have shaped your perceptions and expectations of what Japan is or should be. A central concern of this course is the way in which images of Japan, constructed in response to specific historical situations, have been continually recycled to justify or explain later situations. We will also consider how changes in Western class, gender and race relations have influenced media images of the Japanese Other. By the end of this course, you should have both a good understanding of modern Japanese history and a clearer idea of how group identity is created and used. You will also be a more aware and critical media consumer.

### Readings

Assigned readings will be drawn from a variety of sources including: I. Littlewood, *The Idea of Japan, Western Images, Western Myths*; G. Marchetti, *Romance and the Yellow Peril*; J. Dower, *War Without Mercy*. We will also read a variety of original works about Japan by selected authors.

### Grading

Midterm and Final Exams:	50 % (25 points each)
Two Essays	40 % (20 points each)
Class Attendance and Participation:	10%

## Making News in Japan

Dr. Mark Hollstein

This course has two main objectives. The first is to enrich your study-abroad experiences by helping you become more aware of, and better able to understand current events in Japan. To this end, one class period each week will be devoted to discussing the issues and events making the news in Japan. You will play an important role in deciding which stories we will discuss. (Many English-language sources of news about Japan are available. Proficiency in Japanese is not necessary for this course). The second objective is to help you understand how the Japanese news media influence, and are influenced by government and society. We will look first at the history of the press freedom in Japan, the variety of news media in this country and the patterns of news consumption. Next, we will examine Japan's mainstream news media. Often referred to as the "insider media," these news sources are routinely criticized for their close relationship with government. Of particular concern will be problems such as *kisha* (reporter) clubs, self-censorship, and news taboos. In the second half of the course, we will focus on the "outsider media," which regularly challenge authority in Japan but lack credibility. A central question of this course will be whether or not this system of insider and outsider media sufficiently serves Japanese democracy and the country's information needs in the 21st Century.

### Readings

Reading assignments will be drawn from a variety of sources including: S. Pharr and E. Krauss, eds., *Media and Politics in Japan*; L.A. Freeman, *Closing the Shop: Information Cartels and Japan's Mass Media*; E. Krauss, *Broadcasting Politics in Japan: NHK and Television News*; O. Feldman, *Politics and the News Media in Japan*.

Students will also be expected to read some source of news about Japan on a regular basis.

### Grading

8 Weekly News Assignments:	40 percent (5 points each)
Midterm and Final Exams:	50 percent (25 points each)
Class Attendance and Participation	10 percent

## 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, issues and trends in Buddhism today will 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 traditional roles of priests and temples.

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 compassion? Or is it a religion of magic and ritual?

### Course Topics

Buddhist fundamentals: karma, reincarnation, nirvana

Shingon Buddhism: Enlightened just as we are

Pure Land Buddhism: Salvation from above

Nichiren and the Lotus Sutra

Zen and Dogen

Buddhist deities: Amida, Kannon, Jizo

The Heart Sutra

Buddhism and discrimination

Buddhism and war

Film: *Fancy Dance*

Film: *Enlightenment Guaranteed*

Short novel: *He's Leaving Home*

Some topics will be chosen according to the interests of the class.

### Grading:

Midterm 25%

Quizzes 30%

short paper 25%

participation 20%

## Religion in Japan

Prof. Elizabeth R. Kenney

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

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

### Course Topics

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

### Grading:

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



## **Shinto**

Prof. Elizabeth Kenney

Mythology and manga, animism and anime. Shinto, the ancient religion of Japan, is still today a palpable influence on the Japanese cultural imagination. Shinto is visible everywhere, and there are few Japanese people who do not have some contact with Shinto during their lives, many of them on a regular basis. We will look at Shinto from as many perspectives as possible: religious, philosophical, anthropological, artistic, and political. Japan is the place to study Shinto.

### **Course Topics**

Some of the topics include:

Shinto gods: foxes

Shinto mythology

Shamanism

Monsters and the imagination

What does Shinto say about the afterlife?

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

Shrines and everyday life

Not everyday life: festivals and rituals

Shinto in popular culture: anime, manga, video games

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

Yasukuni Shrine: politics and soldier spirits

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

Tokugawa Shinto philosophy

Insects that might not be bugs

### **Grading**

2 tests            50%

field report     30%

participation    20%

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

## **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? What is the goal of religious practice? Can ordinary activity be transformed into spiritual practice? 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 questions: Is everyone already enlightened? Is Nirvana even exist? Can a dog become a Buddha?

### **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 Today

### **Readings**

P. Reps, Zen Flesh, Zen Bones.

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

### **Grading**

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

## **Asian Psychologies**

Dr. Reggie Pawle

People everywhere have long wondered about some of the basic questions that modern psychology tries to address in a scientific way. In particular people have wondered about the mystery of mind. For example, why is it that some people suffer and have various mental difficulties, what are the potentials of mind, and how can people develop to become full human beings? Psychology originated in the West and has been based on Western approaches to the mystery of mind. Within other cultures there are different approaches that point to possibilities and potentials of human beings that are not so clearly addressed in Western psychology. Psychologies from Asia differ in fundamental ways from the traditional Western psychological understandings and point to alternatives that are helpful for all human beings. This course will first study traditions from India and China that have had important influences on modern psychology and then study how these traditions have been applied in modern psychotherapeutic ways both in Asia and the West. Attention will be given to the Asian idea of “self-cultivation,” the idea that people need to “cultivate” themselves in order to heal from mental disorders and to develop fully as a human being. Study will be oriented towards students gaining both an intellectual and experiential understanding of the psychologies studied. Experiential exercises will include yoga practices, Buddhist meditation practice, Chi Gung exercises, Zen koan practice, mandala drawing, Morita exercises, Naikan exercises, breathing practices, and sensory awareness practice. There will be an optional field trip to traditional self-cultivation sites in Kyoto. For a class-by-class description, see Dr. Pawle’s website: [www.reggiepawle.net](http://www.reggiepawle.net).

### **Course Topics**

Yoga psychology (India)  
Yogacara Buddhist psychology (India)  
Taoist psychology (China)  
Naikan and Morita psychology (Japan)  
Tantric and Ayurveda psychology (India)  
Zen Buddhist psychology (Japan)  
Self-cultivation  
Buddhist mindfulness psychology applications  
Yoga breath psychology applications  
Taoist energy and artistic psychology applications  
Jung and Eastern practices

## Asian Psychologies

### Readings

Readings will be drawn from a variety of sources both from the different traditions and from modern psychotherapy, including:

Georg Feuerstein, *The Yoga Sutra of Patanjali*; Sudhir Kakar, *Shamans, Mystics, and Doctors*; Thomas Kochumuttom, *A Buddhist Doctrine of Experience: A New Translation and Interpretation of the Works of Vasubandhu the Yogacarini*; Shigehisa Kuriyama, *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*; David Reynolds, *The Quiet Therapies: Japanese Pathways to Personal Growth*; and Richard Wilhelm (Trans.), *The Secret of the Golden Flower: A Chinese Book of Life*.

### Grading

5% Explanation paper of one verse of Patanjali's *Yoga Sutras* or Vasubandhu's *The Thirty Verses*

30% Midterm Debate and Paper – yogis vs. Buddhists vs. Taoists

30% Individual project on self-cultivation

30% Final take-home exam

5% Class participation

## **Cross-Cultural Psychology**

Dr. Reggie Pawle

Our psychology is interwoven with the society within which we live. How we understand ourselves and how we function psychologically is culturally based. Our thinking, our feeling, our action – all these are influenced culturally, generally much more than we are consciously aware of. As societies become more and more interactive, knowledge and sensitivity to similarities and differences of the psychologies of people around the world increases in importance. Cross-cultural psychology is the comparative study of psychologies of different cultures. This course focuses on studies of comparisons of two parts of psychology. The first is comparisons of important aspects of psychological functioning: sense of self, thinking, perception, emotions, approaches to pain, the relationship of the physical brain and the mental brain, cultural uses of myths, and cultural understandings of relationships and love. The second is comparisons of psychotherapies in different cultures and a study of ways in which these psychotherapies have been integrated with each other. Case studies that are examples of these psychotherapies will be explored and discussed. There will be an optional field trip on October 19 to relevant traditional Osaka sites. For a class-by-class description, see Dr. Pawle's website: [www.reggiepawle.net](http://www.reggiepawle.net).

### **Course Topics**

Sense of self and identity: Collective or Individual? We-self or I-self?

Self in relationship – cross-cultural considerations

Love and sexuality East and West

Psychological cross-cultural research

Cognitive and perceptual differences between East and West

Universal emotions and cultural display rules

Neurological research and Buddhist psychology

Comparisons: Existential psychology and *Amae* (甘え) psychology

Cultural considerations in psychotherapy: India, China, Korea, and Japan

“Pure Experience” and Gestalt therapy

Comparisons: approaches to pain – Logotherapy and Buddhist psychology

Comparisons of myths in East Asia and Europe

## **Cross-Cultural Psychology**

### **Readings**

Readings will be drawn from a variety of sources. Representative readings include:

Sharon Begley, *Train Your Mind, Change Your Brain: How a New Science Reveals Our Extraordinary Potential to Transform Ourselves*; Joseph Campbell, *The Power of Myth*;

Takeo Doi, *The Anatomy of Dependence*; Paul Ekman, *Emotions Revealed*; Richard Nisbett, *The Geography of Thought: How Asians and Westerners Think Differently ... And Why*; Alan Roland, *In Search of Self in India and Japan: Toward a Cross-Cultural Psychology*; and Wen-Shing Tseng, Suk Choo Chang, & Masahisa Nishizono, (editors), *Asian Culture and Psychotherapy: Implications for East and West*.

### **Grading**

5% Response paper – “How is My Identity/Self Cultural?”

30% Midterm exam

30% Research presentation and paper

30% Take-home final exam

5% Class participation

## **Cross-Cultural Social Experience**

Dr. Reggie Pawle

Cross-cultural social experience has many psychological challenges. These challenges are part of the experience of anyone who lives in a culture outside their native culture or who interacts with non-native people who have come to live in their own culture. In this course we study basic factors and situations that challenge a person in cross-cultural social experience: adaptation to a different culture, values, ethics, communication styles, ways of being in both friendship and romantic relationships, family systems, and business relationships. The focus is psychological: what are the connections between a person's cross-cultural social environment and their inner psychological experience. The hope is that students will make experiential connections between the factors studied and their actual lived cross-cultural experience. This study includes both intellectual study and experiential learning. Attention is given to people from "individualistic" cultures learning about "collective" cultures and vice versa. This class is appropriate both for students who want to understand their own cross-cultural experience and for those who are interested in interacting in cross-cultural situations. This is a participatory course, so students should be willing to interact with other students in an examination of the psychological factors in their own cross-cultural experience. For a class-by-class description, see Dr. Pawle's website: [www.reggiepawle.net](http://www.reggiepawle.net).

### **Course Topics**

The relationship of culture and psychology  
Acculturation and adaptation  
How behavior is interpreted culturally  
Cultural value orientations  
Cultural ethics considerations  
Cross-cultural communication  
Cross-cultural conflicts  
Cross-cultural friendship relationships  
Cross-cultural romantic relationships  
Cross-cultural family considerations  
Culture in the workplace

## **Cross-Cultural Social Experience**

### **Readings**

Readings will be drawn from a cross-cultural variety of sources.

Representative readings include:

Milton Bennett, *Basic Concepts of Intercultural Communication*; Martin Cohen, *101 Ethical Dilemmas*; Robert & Nanthapa Cooper, *Culture Shock! Thailand*; Geert & Gert Jan Hofstede, *Cultures and Organizations: Software of the Mind*; Dugan Romano, *Intercultural Marriage: Promises and Pitfalls*; and Harry Triandis, *Culture and Social Behavior*.

### **Grading**

5% Response Paper - Psychological issues

30% Midterm Paper - Case Studies Values and Ethics Report

30% Group Role Play and Individual Report

30% Final Paper – Comparison of Cultural Experience with a Classmate

5% Class participation



## **Anime: Method and Meaning**

Dr. Paul Berry

Japanese animation, known as *anime*, has established a world-wide reputation as a unique form of animation. This course surveys selected aspects of theatrical *anime* with some consideration of *anime* serials. The nature of animation as a whole and the special qualities of *anime* will be examined in the context of viewing a number of *anime* films. A series of papers will be assigned on different themes concerning the production and narratives of the *anime* viewed in class. Questions regarding gender, politics, culture, sexuality, identity, and representation will be discussed in connection with the ongoing development of the medium.

The following works will be viewed:

1. Wartime animation and Tetsuwan Atomu, Tezuka Osamu
2. *Nausicaa of the Valley of the Wind*, Miyazaki Hayao, 1984
3. *Twilight of the Fireflies*, Takahata Isao, 1988
4. *Heisei Tanuki Gassen Pon Poko*, (Heisei Tanuki Wars), Takahata Isao, 1994
5. *Mononoke hime*, Miyazaki Hayao, 1997
6. *Sennen joyu* (Millenium Actress), Kon Satoshi, 2001
7. *Parumu no ki* (A Tree of Palme), Nakamura Takashi, 2002
8. *Mind Game*, Yuasa Masaaki, 2004
9. *Ghost in the Shell 2: Innocence*, Oshii Mamoru, 2004
10. *Paprika*, Kon Satoshi, 2006
11. *Tekkon Kinkreet*, Michael Arias, 2006
12. Serial *anime* selections.

### **Readings:**

Among the readings will be sections of the following:

Paul Wells, *Understanding Animation*  
Susan Napier, *Anime*  
Susan Napier, *From Impressionism to Anime*  
Brian Ruh, *Stray Dog of Anime -- Mamoru Oshii*  
Patrick Drazen, *Anime Explosion*  
Andrew Osmond, *Satoshi Kon: The Illusionists*  
Shamus Culhane, *Animation from Script to Screen*  
Jerry Beck, *The Animated Movie Book*

### **Grading:**

5 papers (one long, four short) 85% of grade  
Class participation 15% of grade

## New Japanese Cinema 1995-2005

Dr. Paul Berry

Japanese films have had a wide international audience since Kurosawa's 1950 prize-winning film *Rashomon*. Although recent films from Japan have again been capturing attention at international film festivals, only a small fraction of the popular films of Japan have been seen by foreign audiences. This course examines a wide range of recent films - some much discussed in the West, others little known - that represent a variety of the most popular genres and directors active today. Readings and lectures will introduce not only the director's work but the cultural and literary backgrounds of the individual films. Genres include love stories, suspense, period drama, horror, *anime*, and fantasy. Some aspects of film and cultural studies will augment the analysis and appreciation of works.

This course does not assume a background in film studies.

### Film List:

Iwai Shunji 1963-, *Swallowtail*, 1996  
Oshima Nagisa 1932-, *Gohatto* (Taboo, 1999)  
Miyazaki Hayao 1941-, *Sen to Chihiro no kamikakushi* (Spirited Away, 2002)  
Oshii Mamoru 1951-, *Kokaku kidotai* (Ghost in the Shell, 1995)  
Takahata Shuta, *Hotel Venus*, 2004  
Nakae Isamu 1963-, *Reisei to jonetsu no aida* (Twixt Calm and Passion, 2001)  
Matsuo Suzuki 1962-, *Koi no mon* (Gate of Love, 2004)  
Kitano Takeshi 1948-, *Hanabi* (Fireworks, 1997)  
Kurosawa Kiyoshi 1955-, *Kairo* (Pulse, 2001)  
Higuchinsky 1965-, *Uzumaki*, (Spiral, 2000)  
Tsukamoto Shin'ya 1960-, *Soseiji* (Gemini, 1999)  
Koreeda Hirokazu 1962-, *Wonderful Life* (Afterlife, 1998)

### Readings:

Readings include background information on the directors, cast, and films. Additional readings on film studies and popular culture will be used to develop interpretive approaches to the films.

### Grading:

Four short papers and one essay	50 %
A large paper of roughly 10 pages.	40%
Class participation	10%

## The Relation of Life and Fiction in Modern Japanese Literature

Dr. Paul Berry

Japanese culture is often regarded as a complexly structured society that contains extremes of beauty and discipline, openness and secrecy, and religious fervor and secular passion. Sometimes these impressions seem to be the stereotypes created in the West, yet they may also include national themes stressed within Japan. In order to see beyond the clichés about Japan, this course examines major aspects of modern Japanese culture through the relationship of life to literature. The interest in employing the author's personal experience as the basis for serious fiction has been one of the key practices of writers in modern Japan. This approach will discuss a variety of novels, essays, and related films to reveal varied aspects of identity, art, and politics that are important routes to understanding twentieth-century Japan through its literature.

Lectures and discussions will range widely over a number of topics including the relation of sexuality and identity, questions of national image, imagination and realism, representations of Hiroshima in fiction and film, and the popularity of science fiction/disaster films in Japan. This course assumes no special background in Japanese studies and is open to students at all levels.

### Readings:

Readings include the following:

Tanizaki Jun'ichiro, *The Key* and *In Praise of Shadows*

Uno Chiyo, *Confessions of Love*

Kawabata Yasunari, *Thousand Cranes*

\*Mishima Yukio, *Temple of the Golden Pavilion* and *The Sun and Steel*

Enchi Fumiko, *Masks*

\*Oe Kenzaburo, *A Quiet Life* and *Japan the Ambiguous and Myself*

\*Ibuse Masuji, *Black Rain*

Tsushima Yuko, short stories

Yoshimoto Banana, *N.P.*

\*Murakami Haruki, *A Wild Sheep Chase*, selections from *Underground*

\*Murakami Ryu, *Coin Locker Babies*

Plus essays from several sources including:

J. Treat, ed. *Contemporary Japan and Popular Culture*

K. Ito, *Vision's of Desire: Tanizaki's Fictional Worlds*

P. Dale, *The Myth of Japanese Uniqueness*

Films will include:

Three US films on Hiroshima (edited)

*Valley of Winds Nausicaa*, Miyazaki Hayao (SF fantasy-apocalypse anime)

## **The Relation of Life and Fiction in Modern Japanese Literature**

### **Grading:**

Essays on themes studied in class:	40%
10-page research paper	45%
Class participation and discussion	15%
Class schedule (there may be some changes in order of presentation)	

## **From Zen to Paradise: Buddhist Art in Japan**

Prof. Karin L. Swanson

This is an introductory-level course designed to maximize the experience of looking at Buddhist art in Japan. Often, after visiting “must-see” famous temples, a visitor with little or no background in Japanese art or Buddhist imagery, comes away having gained very little. The goal of this class is to prepare first for group trips to temples in the Kansai area, and near the end of the semester, a visit on your own.

The class is organized so that you learn first about Buddhism as a religion, especially focusing on the earliest Buddhist arts: those of India and China. Following this brief introduction, we will learn how and why Buddhism came to Japan, and what kind of art was first made and used here. Continuing in a chronological order, from the beginnings of Buddhism in Japan in the 6<sup>th</sup> century, we will see how this religious art changed and developed throughout Japanese history, often influenced by political and social changes.

Throughout the course, changes in Buddhist art will be explored not only from the standpoint of stylistic changes, but more importantly, how the choice of images reflected popular sects and prevalent religious ideas of that particular age.

There will be field trips in the course of the semester, each done on a weekend day.

### **Readings**

A reading packet will be available in the CIE office. In addition, handouts will be provided by the instructor in the course of the semester. Many illustrated books will also be on reserve in the library.

### **Grading**

Tests	50%
Final Paper	35%
Attendance/Participation	15%

# 日本語学概論

おおかわ ひであき  
大川 英明教授  
(言語学博士)

この授業は「日本語を学ぶ」授業ではなく、「日本語について学ぶ」授業である。つまり、その目的とするところは日本語がうまく使えるようになるということではなく、日本語を客観的に様々な側面から観察・分析し、その実態に対する理解を深めることである。

授業では、まず日本語の音声、文法、意味的側面について考察する。さらに、その知識を基礎として、特に社会的要因による日本語の変異や変化について観察する。この授業を通して日本語の実態を分析し、理解し、説明できるようにしたい。

## 主なトピック

- 1) 日本語の音声的特徴(音声学・音韻論、音声と文字の問題)
- 2) 日本語の文法的特徴
- 3) 日本語の意味的特徴
- 4) 日本語の歴史
- 5) 日本語における言語変種(地域差、階層差、年齢差、性差に見られる変異)
- 6) 言語行動(敬語、コミュニケーション行動、コード変換など)

## 受講資格

会話のクラスのレベルが6以上で、読み書きのクラスが5以上の学生

## 教科書

プリント(日本語と英語)

## 評価方法

出席(5%)、クラス参加(5%)、レポート・発表(20%)、中間試験(30%)、期末試験(40%)

## 注意事項

- 1) 講義とディスカッション・発表は日本語で行います。
- 2) 中間試験と期末試験の問題文は日本語ですが、答えは日本語以外、英語でも結構です。
- 3) レポートは日本語で書きます。

## **Basic Ceramic Techniques**

Mr. Yoshio Inomata

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

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

### Recommended Reading:

Penny Simpson, Japanese Pottery Handbook

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

### Course Procedures:

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

### Evaluation:

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

## **Basic Ceramic Techniques**

Note:

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

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

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



## **Intermediate Ceramic Techniques**

Mr. Yoshio Inomata

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

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

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

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

Material Fee: ¥10,000.-

## **Advanced Ceramics 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).

### **Requirements**

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 35 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.