

***COURSE
DESCRIPTIONS***

Fall 2009

ASIAN STUDIES PROGRAM
KANSAI GAIDAI UNIVERSITY

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2009 FALL ACADEMIC CALENDAR

Aug. 29- Sep. 1 (Sat-Tue)	Arrival Period for New Students On-campus accommodations become available.
Sep. 2- 4 (Wed-Fri)	Orientation and Class Registration
Sep. 5 (Sat)	A late registration fee of ¥2,000 will be charged from this date.
Sep. 5-6 (Sat-Sun)	Move into Permanent Accommodations
Sep. 7 (Mon)	First Day of Classes
Sep. 14 (Mon)	A late registration fee of ¥5,000 will be charged from this date.
Sep. 21 (Mon)	Respect-for-the-Aged Day (National Holiday)*
Sep. 22 (Tue)	National Holiday (National Holiday)*
Sep. 23 (Wed)	Autumnal Equinox Day (National Holiday)*
Sep. 24 (Thu)	Deadline for Adding Courses
Sep. 28 (Mon)	Deadline for Dropping Courses
Oct. 12 (Mon)	Health and Sports Day (National Holiday)*
Oct. 14 (Wed)	All students will receive the "Application for Extension of Stay" & "Termination Report" Form.
Oct. 23 (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. 3 (Tue)	Cultural Day (National Holiday)*
Nov. 11 (Wed)	The Anniversary of the Founding of Kansai Gaidai*
Mid. November	International Festival
Nov. 23 (Mon)	Labor Thanksgiving Day (National Holiday)*

Dec. 5 (Sat)	Deadline for submission of "Contract for the Completion of an Incomplete"
Dec. 14-18 (Mon-Fri)	Final Examination Week
Dec. 18 (Fri)	Last day of the semester
Dec. 23 (Wed)	Emperor's Birthday (National Holiday)
Dec. 24 (Thu)	Notification of "Approval or Disapproval of Extension of Stay"
Dec. 24-25 (Thu-Fri)	Payment Period for tuition deposit for the spring semester of 2010
Dec. 25 (Fri)	Deadline for moving out All students must move out of accommodations arranged by Kansai Gaidai by this date.

* No Classes

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

Academic Regulations

1. Registration

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

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 28.**

Academic Regulations

A student may add course(s) during the first two (2) weeks of the semester. The final date for adding courses is **Thursday, September 24**.

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 8.** 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 23 (Fri)

Forms will be obtainable from **October 14 (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 (Thu)

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

December 24– 25 (Thu - Fri)

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 (Fri)

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

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

Regulations on Cancellation of Classes Due to storm or Train Strikes

交通ストライキ、台風に伴う授業の取扱について

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. For the first time, Asia has become both a gigantic market and a center of global trade and finance. Meanwhile, Asia has taken tentative steps toward creation of a new regional identity. 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. 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 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 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 their place in the globalized world economy.

Course Topics

- Roots and development of Asian globalization
- Problems and issues of globalization and integration
- The Asian Financial Crisis and its aftermath: recovery and reform 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.
- Asian business globalizes: creating world beaters
- Future prospects for Asian globalization and integration

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)

Asian Economic Integration and Globalization

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.

Readings

Weekly reading assignments will be drawn largely from selected chapters in:

John Baylis and **Steve Smith**, *The Globalization of World Politics: An introduction to international relations* (Oxford: Oxford University Press, 2008).

Gloria Davies and **Chris Nyland**, *Globalization in the Asian Region: Impacts and Consequences* (Cheltenham, UK: Edward Elgar, 2004).

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

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

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. Then, suddenly, in the 1990s it all came to a halt, as stagnation replaced high 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? 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 society. 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
- The critical roles of women, youth and the elderly
- Basic patterns of Japanese business (how to do J business)
- Key business case studies: Toyota, Nissan, Sony, Panasonic, and 7-11 Japan
- Foreign businesses in Japan (how to do business as a *gaijin*)

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.

Contemporary Japanese Economy and Business

Readings

Weekly reading assignments will be drawn largely from selected chapters in:

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).

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

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. All of East Asia's developmental success has come almost in the blink of an eye since the 1960s. And East Asia has largely remade itself since the calamitous Asian Financial Crisis. 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 with Japan's development, followed by the Newly Industrializing Countries (NICs, or "Four Tigers") and the "Little Tigers" of Southeast Asia. We then briefly sketch the basic business patterns in the region. We consider typical cases of development, such as North Korea, Taiwan, Indonesia, the Philippines and Thailand. 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 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
- East Asia's political and economic future
- "The Chinese Century": China as the center of the New Asia

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.

Political Economies of East Asia

Readings

Weekly reading assignments will be drawn largely from selected chapters in:

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

Kevin G. Cai, *The Political Economy of East Asia: Regional and National Dimensions* (New York: Palgrave MacMillan, 2008).

Peter Nolan, *Transforming China: Globalization, Transition and Development* (London: Anthem Press, 2004).

Ming Wan, *The Political Economy of East Asia: Striving for Wealth and Power* (Washington: CQ Press, 2008).

Economics of International Trade and Investment with Applications to the Japanese Economy

Dr. Yutaka Horiba

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

Course Topics

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

Readings

The main text used in the course is Paul Krugman and Maurice Obstfeld, *International Economics: Theory and Policy*, 8th ed. (Addison-Wesley, 2008). Additional readings from other sources will be announced in class, and handouts will be given from time to time. In order for you to do well in the course, it is important that you keep abreast of all assigned readings as well as classroom lecture and discussion materials.

Prerequisites

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

Grading

The final grade will be determined on the basis of two in-class exams (25% each), the final exam (30%), assignments (10%), and classroom participation (10%).

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

Principles of Economics with Applications to the Japanese Economy

Readings

The textbooks used for the course are Gregory Mankiw, *Principles of Macroeconomics*, 5th ed. (Thompson South-Western, 2008) and David Flath, *The Japanese Economy*, 2nd ed. (Oxford University Press, 2005). Additional readings and exercises from other sources will be announced in class, and handouts will be given from time to time. It is critically important, therefore, that you keep up with all assigned readings, exercises, and classroom lecture and discussion materials.

Prerequisites

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

Grading

The final grade will be determined on the basis of two in-class exams (25% each), the final exam (30%), assignments (10%), and classroom participation (10%).

Environmental Economics

Dr. Farid Islam

This is a policy oriented course with application being the focus. Some relevant economic concepts and tools as they relate to environment will be covered. We will have an opportunity to learn more about some of the '*hot topics*' that dominate the current debate over environment. This course will be taught in the form of assignments: reading, writing and presenting meaningful critiques/ reports involving policy both national and international. Assignments include inter alia, reading about current policies as they affect the US and the world.

I need to say here that the textbook is one of the best books on environmental issue and is very readable. You will be expected to read the whole book and identify some of those that you find of relevance and of interest to you and pick your research topics. Given that we have a diverse group of students from different disciplines, this flexibility allows you the latitude to choose your own topics. If you would like to discuss something that is not here, please discuss with me.

This course exposes you to real world economics as they relate to environment. To gain proper insights you are advised to do the assigned readings that address review of the issues and also policies. I encourage you to browse often to learn about environmental issues. If you need, I will provide additional information. I will also assign articles as I find them relevant to the course.

The papers you are expected to write need to be related to the material read in the textbook. You enjoy the liberty to choose your topics that interests you. Nothing stops you from adding other papers you find relevant for your work. The emphasis of this course is on policy issues as they relate to environment. The course will impart skills to understand the ongoing debate on global environment. The concern is over the implications of failure to address then now and how that may affect us and the posterity.

Environmental Economics

Reading

“Environmental Economics and Policy, 5th Edition” 2007 by Tom Tietenberg

Due to its readability and relevance, I recommend that you read the whole book at your own pace. Identify 4 chapters for your presentations.

The WTO as a Mechanism for Securing Market Access Property Rights: Implications for Global Labor and Environmental Issues

Kyle Bagwell and Robert W. Staiger
JEP, Vol 15(3) (Summer 2001)-Pages 69-88

Bridging the Trade-Environment Divide

Daniel C. Esty
JEP, Vol. 15(3), (Summer, 2001), pp. 113-130

Environmental Policy since Earth Day I: What Have We Gained?

A. Myrick Freeman III
JEP, Vol. 16(1), (Winter, 2002), pp. 125-146

Grading

Four Reports 2 pages each addressing some policy issue in relation to a chapter in the book 15%

Four Presentations involving major debates* over environmental issues/policies 60%

Class participation 15%

Book Review: “An Inconvenient Truth” (2006) by Al Gore 15%

Total 100%

*Major debates from which you may choose topics include global warming, ozone hole, drilling in the pristine lands, trade and environment, sustainable development, recycling, alternative energy, environmental regulation, Kyoto agreement etc just to name a few. Environment is a widely covered topic. This should make finding good literature pretty easy for you. Please ask for help if you need at any point.

The Global Financial Meltdown

Dr. Farid Islam

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

Japan's Financial Crisis and Economic Stagnation JEP 2004 18(1) Takeo

Hoshi and Anil K Kashyap

Competition in Japan

Michale Porter and Mariko Sakakibara

Adam Smith and the Political Economy of a Modern Financial Crisis

Michael Mussa

Economic and Financial Climate Change: A Business Economist's Perspective

Ellen Hughes-Cromwick

The Credit Crunch of 2007–08: Lessons Private and Public

William Poole

Subprime Credit: The Evolution of a Market

John Silvia

The Incredible Shrinking Banking Industry

Carl R Tannebaum

Subprime Mortgages: America's Latest Boom and Bust

Robert A McLean

American Business and the New Social Regulation

Thomas A Hemphill

The Great Inflation and Its Aftermath: The Past and Future of American Affluence

John C Goodman

Economic and Financial Climate Change: A Business Economist's Perspective

Ellen Hughes-Cromwick

Current Economic and Financial Conditions

Ben S Bernanke

Reforming Mortgage Finance

Sheila C Bair

Economists in a World of Financial Ruin

Richard Koss

The Competitiveness of European Financial Markets

Gertrude Tumpel-Gugerell

The Global Financial Meltdown

Demystifying Japan's Economic Recovery

Jun Kurihara

New Dimensions of Financial Liberalization in Japan

Masaharu Takenaka

U.S. International Deficits, Debt, and Income Payments: Key Relationships Affecting the International Outlook

John Kitchen

Borrowing Without Debt? Understanding the U.S. International Investment Position

Matthew Higgins, Thomas Klitgaard and Cédric Tille

Cost-Benefit Analysis: Regulatory Reform or Favoring the Regulated?

Thomas A Hemphill

Strengthening Globalization's Invisible Hand: What Matters Most?

Thomas F Siems and Adam S Ratner

Domestic Implications of a Global Labor Market

John E Silvia

ADDITIONAL relevant and current materials may be assigned

Grading

- In-class performance: Attendance, Participation, and Class preparation (15%)
- Presentation: Three papers analyzing the financial crisis (10% ea = 30%)
- Two quizzes (10% ea), one Mid-term (15%) and Final examination (20%) (Total 55%)

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.

Outsourcing: Policy, Risks and Rewards in a Global Market

Dr. Farid Islam

Globalization is perhaps among the hottest concept on the planet and an item of interest on every day parlance although at time one is unsure as what it exactly means. In fact, how globalization impacts our day to life remains somewhat opaque in part, because there are so many differing, at times, even conflicting and confusing interpretations of it.

Globalization is a multifaceted topic that spills over different areas. One such item is outsourcing. Globalization is something that many see as seamless promises of prosperity. To others, it heralds world where the Western Multinational have a free play on every domestic affairs and perhaps a political overtone. It is paradoxical that despite the opportunities to reap benefit from outsourcing, it has been a source of divisiveness and thought to be at the root of the enormous suffering for many citizens of both developed and developing world.

As globalization is taking its natural course, it is leading to more outsourcing with impact on the economies of all the players – to a significant extent. The Asia-Pacific economy is perhaps the most dynamic in the world accounting for over a quarter of global GDP and nearly one half of world trade and world population. It is also home to perhaps the most diverse economies. Asia now is now the home to the manufacturing powerhouse located in China and information technology hub in India. For the first time, Asia has become both a gigantic market and a center of global trade and finance. Some of the relevant questions are: How outsourcing has playing its role in all these? What are the challenges and opportunities for the nations on both sides of the isle? How this is expected to change the face of both developed and the developing world as more changes take place? Will all these promote closer economic ties though integration? What are the overall impacts on economies in terms of growth and patterns of income distribution? To get answer to these questions we need to know facts and what professional have to say here.

This course is designed to show you how economic globalization has helped transform East, and Southeast, and South Asia since the 1980s. Also you will have a better understanding of Asia's emergence as a major center of economic activity, explain how business operates in the new world order. We will look at the issues that are of concern and learn how and what policymakers need to be aware of, and how to act in the face of an adverse situation before it turns into a crisis.

We will look at the economics and business of outsourcing and the lessons to be learned from the experiences globalization has offered both for the Asian region and some other countries. We begin with a discussion of the nature of trade and its importance within a broader definition of globalization and integration, and review the development of the Asian nations in the context of changes that favor the region. Then, we look at outsourcing from the perspective of the debates, the opportunities and challenges surrounding these issues. We will briefly discuss the nature of political and economic development in Asia for

Outsourcing: Policy, Risks and Rewards in a Global Market

understanding of the facts. Our focus will be on a few illustrative cases of Asian business globalization, and we end by thinking about the future of the East Asian

Course Topics

- The basis of international trade
- Factors favoring globalization and economic integration
- Factors favoring the development of the Asian nations in the globalization saga
- Impact on Business to Business marketing
- Impact of outsourcing on local labor market and wages
- The roles of Japan, China, the U.S. and Europe in outsourcing
- Role of multinationals play in the process
- Rise of India and China to the world's manufacturing and IT powerhouse
- Opportunities in the area of health care and pharmaceuticals
- Future prospects for Asian globalization and integration.

Readings:

- The impact of outsourcing on B2B marketing
- Impact of outsourcing on business-to-business marketing: An agenda for inquiry
- Use of rules in decision-making in government outsourcing
- Outsourcing, supply chain upgrading and connectedness of a firm's competencies
- Portfolio of controls in outsourcing relationships for global new product development
- The dilemma of outsourced customer service and care: Research propositions from a transaction cost perspective
- Outsourcing the sales process: Hiring a mercenary sales force
- Economic and strategic alliance between India and the us: the evolving role of outsourcing in a globalized world
- Is Inequality Growing as American Workers Fall Behind?
- India and the Global Economy

Grading:

- In-class performance: Attendance, Participation, and Class preparation (15%)
- Three papers to be presented on Asian nations vis-à-vis outsourcing (10% ea = 30%)
- Two quizzes (10% ea), one Mid-term (15%) and Final examination (20%) (Total 55%)

This course uses a variety of activities. Other activities include interactive lectures on key subjects, videos, on current globalization and economic integration issues, and in-class group activities including experience sharing.

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.

Readings

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

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 & Human Resource Management in Japan

Prof. Garr Reynolds

Human Resource Management (HRM) is the management process of meeting organizational goals by acquiring, developing, retaining, terminating, and appropriately leveraging the firm's human resources. In each of these areas, Japanese firms differ in important respects from their counterparts in other countries. 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

Readings

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 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.

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 Entrepreneurship: Focus on Japan

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 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

Readings:

Negotiation, 5th edition, Lewicki et. al.

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.

Leadership in Crisis- The View from the Top

Prof. Mark Tracy

This course will focus on the role leadership and decision making can play in a business, a government, or a society. We will begin the semester by examining common definitions of leadership as well the relationship between leadership and decision making. Following this introduction, we will use case studies to begin looking at the types of decisions that have faced leaders including Ernest Shackleton, Winston Churchill, Phil Knight, Carlos Ghosn, as well as others. We will examine the ways in which remarkable leaders were able to change the course of history for their nation, their company, or their industry. We will strive to discover what traits these leaders share in common and work to develop a framework to prepare us for future roles in leadership.

There are no prerequisites for this class.

Grading

Student performance will be evaluated based on class participation, two exams, case study analysis and a short presentation on a leader of the student's choice

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.

Global Business Teams

Dr. Scott Lind

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

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

Course Topics

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

Readings

Readings will be assigned at the beginning of the semester.

Global Business Teams

Grading

Final grades will be comprised of assessments, engagements, projects, attendance, and participation.

Japan-China: The Challenges of Modernization

Dr. Paul Scott

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

Course Topics

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

Readings

Jansen, Japan and China.
Eto, and Jansen., My Thirty-Three Years' Dream.
Scott, Japan-China : Arao Sei and the Paradox of Cooperation.
Natsume Soseki, Kokoro.
Lu Xun, Selected Essays.

Grading

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

**Pacific Rivalry:
The Challenges of Interstate and Regional Relations**

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:
The Challenges of Interstate and Regional Relations**

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, Democratization, and Human Rights: 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

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 Future of the LDP

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%

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

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

RECOMMENDED READINGS:

Sources of Japanese History (vol. 1) David J. Lu
Nobility of Failure Ivan Morris, Holt Rinehart & Winston
Sources of Japanese Tradition (vol. 1), Ryusaku Tsunoda, Columbia UP
*Reading assignments in the above and in other works will be made during the course of the semester.

Grading

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

Japan and Its World to 1860

Dr. George O. Hlawatsch

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

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

Course Topics

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

Requirements/Prerequisites

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

Readings

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

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

Grading

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

Survey of Japanese Art

Dr. George O. Hlawatsch

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

Course Topics

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

Readings

Peter C. Swann, A Concise History of Japanese Art

RECOMMENDED READINGS

Irie & Aoyama, Buddhist Images

H. Paul Varley, Japanese Culture: A Short History

Dale Saunders, Buddhism in Japan

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

Grading

Mid-term 25%

Final examination 45%

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

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

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

Dr. Jeffrey T. Hester

This survey course is designed to help students make sense of Japanese society by exploring key aspects of cultural meaning and patterns of behavior, along with the institutional contexts that provide coherence as well as make Japan a dynamically changing society.

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

Topics to be explored in the course include:

- (1) the construction of a Japanese national identity, and *nihonjinron*;
- (2) normative understandings of interpersonal relations;
- (3) youth and the educational system;
- (4) gender, family and work;
- (5) social relations and identity in the urban context;
- (6) ritual, festivity and religious practice;
- (7) exchange practices and social 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.

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

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.

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. Jeffrey T. Hester

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

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

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

Onna to Otoko:
Gender and Sexuality in Japan

understanding of these issues and their linkages, and a sense of their importance to Japanese society and to the lives of individuals in Japan.

Readings

Students will read a wide range of authors from the literature on gender, culture and society in Japan from both "native" and foreign scholars and commentators, including 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. Jeffrey 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.

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 *dōjinshi* 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. Jeffrey T. Hester

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

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

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

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

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.

Issues in Contemporary Japanese Society and Culture

Dr. Steven C. Fedorowicz

This course, as the name suggests, will focus on Japanese society and culture right now, addressing education, cultural diversity, gender, globalization, politics, economics and popular culture from an anthropological perspective. Course content changes every semester based on current social problems, cultural trends and student preference. In other words, this course combines current issues along with anthropological theory so that students can better understand the happenings around them during their study abroad experience in Japan. Students have the responsibility of reading and presenting information on assigned articles in a seminar/discussion based setting. Objectives of this course include developing the ability to conceptualize and discuss important topical issues in Japanese society and culture 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 and Minorities
3. Japanese Globalization and Glocalization
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. Hikikomori
8. Changing Gender Roles
9. Abortion and Sexual Politics
10. HIV/AIDS in Japan
11. Japanese Nationalism
12. Sanctioned Violence in Japan
13. Sumo, Baseball and Sports in Japan
14. Homelessness and Poverty

Readings

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

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) Attendance, participation and class activities - 30%
- 2) In class presentations and reaction essays - 40%
- 3) Midterm and Final Quiz (15% each) - 30%

With the permission of the Instructor, an ethnographic paper/presentation can be substituted for other course requirements. Please talk with the Instructor as soon as possible if you are interested in this option.

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.

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).

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

The Body and Communication in Japan

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

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

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

Grading

Students will be evaluated as follows:

1. Class 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

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

Intercultural Communication in Japan

Readings

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

Grading

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

Japanese Popular Media and Culture

Dr. Mark Hollstein

This course focuses on three central elements of Japanese popular media—manga, anime, and television dramas. However, a variety of other media—including 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 Japanese popular media and how the confluence of traditional Japanese and Western artistic styles and values helped shaped today's manga and anime. We will look at the uses of comic art for both political protest and satire in the prewar era and how and why manga and anime were subsumed into government propaganda during the war. We will then discuss how manga and animation have helped shape the discourse on Japan's wartime responsibilities and postwar identity. The first half of the class will end with a look at manga and anime today including aspects of their production distribution and consumption. The second half of the term will begin with an examination of the television industry and the production and consumption of television dramas. We will look at the relationship between TV dramas and manga, as well as the ways in which pop music and pop stars contribute to the medium. We will also look at how television dramas have dealt with a variety of social issues including postwar identity, the role of women in society and physical disabilities. The course will end with a discussion of the increasing popularity of Japanese manga, anime and television dramas abroad, how these three media have helped shape the popular culture of other countries, and how they have influenced the way the world sees and understands Japan today.

Readings

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

Grading

Midterm Exam	25%
Final Exam	25%
Midterm Paper	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. This course is designed as a political science credit but may be accepted by some schools as a cultural studies, communication or film studies credit.

Readings

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 Exam	25%
Final Exam	25%
Midterm Paper	20%
Final Paper	20%
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 Short Weekly News Assignments:	40% (5 points each)
Midterm Exam	25%
Final Exam:	25%
Attendance and Participation	10%

Japanese Buddhism

Prof. Elizabeth Kenney

This course presents an overview of Japanese Buddhism: various conceptions of salvation, everyday rituals, social issues. We will discuss the important 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? Is it a religion of magic and ritual?

Course Topics

Buddhist fundamentals: karma, reincarnation, nirvana

Zen: nothing to gain

Shingon Buddhism: Enlightened just as we are

Pure Land Buddhism: Salvation from above

Nichiren and the Lotus Sutra

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

Tests 40%

7-page paper 40%

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 religion that is encountered every day in Japan. Various approaches to the interpretation of religious phenomena will be discussed. This course is open to students at all levels.

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

Course Topics

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

Grading

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

Shinto

Prof. Elizabeth Kenney

Japan is the place to study Shinto. 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, and political.

Course Topics

Shinto gods: foxes and other creatures
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
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
Creative Shinto

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 R. Kenney

This course presents an overview of Zen Buddhism, with a focus on fundamental existential and religious questions. Buddhism, like any religion, provides answers to the “big questions” of human existence: How did human life first occur? Why do tragedies happen? Are humans different from animals? What happens after death? Zen also asks some of its own questions: Is ordinary life in any way incomplete? Can a dog become a Buddha? What is the point of meditation?

This course is open to students at all levels.

Field Trip: Meditation at a Zen temple.

Course Topics

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

Readings

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

Grading

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

The Mystery of Cross-cultural Relationships: Social and Psychological influences

Dr. Reggie Pawle

Human beings are everywhere drawn together, yet not fully understanding each other abounds. Human relationships are challenging and rewarding in any social context, and when they become cross-cultural, they become even more so. There are no ultimate answers in this adventure. Rather, the approach of this course is to explore together various psychological and social influences that are particularly important considerations in cross-cultural relationships. This exploration will begin with studying how people adapt to a foreign culture, then cross-cultural influences in friendship relationships, romantic relationships, and family relationships. The focus will be on both social and psychological factors. The hope is that students will make experiential connections between the factors studied and their actual lived cross-cultural experience in relationships. 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 is a participatory course, so students should be willing to interact with other students in an examination of relationship factors in their own cross-cultural experience. For a class-by-class description, see Dr. Pawle’s website: www.reggiepawle.net.

Course Topics

The relationship of culture and psychology	Acculturation and adaptation
How behavior is interpreted culturally	Cultural value orientations
Cross-cultural friendship relationships	Cultural ethics considerations
Cross-cultural romantic relationships	Cross-cultural communication
Love and sexuality East and West	Cross-cultural conflicts
Cross-cultural family considerations	

The Mystery of Cross-cultural Relationships: Social and Psychological influences

Readings

- Bennett, Milton. (ed.). (1998). *Basic Concepts of Intercultural Communication*. Yarmouth, Maine, USA: Intercultural Press.
- Cohen, Martin. (2007). *101 Ethical Dilemmas*. New York: Routledge.
- Heine, Stephen. (2007). *Cultural Psychology*. New York: W.W. Norton and Company.
- Hofstede, Geert, & Hofstede, Gert Jan. (2005). *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill.
- Kohls, Robert, & Knight, John. (1994). *Developing Intercultural Awareness*. Yarmouth, Maine, USA: Intercultural Press.
- Ma, Karen. (1996). *The Modern Madame Butterfly: Fantasy and Reality in Japanese Cross-Cultural Relationships*. Tokyo, Japan: Charles E. Tuttle.
- Pirazzi, Chris, & Vasant, Vitida. (2004). *Thailand Fever: A Road Map for Thai-Western Relationships*. Bangkok: Paiboon Poomsan Publishing.
- Romano, Dugan. (2001). *Intercultural Marriage: Promises and Pitfalls*. Yarmouth, Maine, USA: Intercultural Press.
- Triandis, Harry. (1994). *Culture and Social Behavior*. New York: McGraw-Hill.
- Wile, Daniel. (1988). *After the Honeymoon: How Conflict Can Improve Your Relationship*. New York: John Wiley & Sons.

Grading

- 5% Connection Paper – Interpretation and Values
- 30% Midterm Paper - Case Studies Values Report & Discussion Report
- 30% Group Role Play and Individual Report
- 30% Final Paper – Comparison of Relationship Experience with a Classmate
- 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 emotions, our actions – all these are greatly influenced culturally. As societies become more and more interactive, knowledge and sensitivity to similarities and differences of the psychologies of people around the world increases in importance. Cross-cultural psychology is a comparative study of psychologies of different cultures. This course focuses on studies of comparisons of two parts of psychology. The first is comparisons of important aspects of psychological functioning: sense of self, thinking, perception, emotions, approaches to pain, cultural uses of myths, and cultural understandings of relationships. The second is comparisons of psychotherapies in different cultures and a study of ways in which these psychotherapies have been integrated. Case studies that are examples of these psychotherapies will be explored and discussed. For more information, see Dr. Pawle's website: www.reggiepawle.net.

Course Topics

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

Self in relationship – cross-cultural considerations

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

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

Gestalt therapy and Satir family therapy

Psychological cross-cultural research

Cognitive and perceptual differences between East and West

Universal emotions and cultural display rules

Neurological research – cross-cultural studies

Comparisons: approaches to pain – Logotherapy and Buddhist psychology

Grading

5% Connection paper – “How is My Self-Portrait Cultural?”

30% Midterm exam

30% Presentation and paper

30% Take-home final exam

5% Class participation

Cross-Cultural Psychology

Readings

- Campbell, Joseph. (1988). *The Power of Myth*. New York: Anchor Books.
- Doi, Takeo. (1971). *The Anatomy of Dependence*. Tokyo: Kodansha International.
- Heine, Stephen. (2007). *Cultural Psychology*. New York: W.W. Norton and Company.
- Kawai, Hayao. (1996). *Buddhism and the Art of Psychotherapy*. College Station, Texas, USA: Texas A&M University Press.
- Marsella, A., Devos, G., & Hsu, F. (Eds.). (1985). *Culture and Self: Asian and Western Perspectives*. New York: Tavistock Publications.
- Nisbett, Richard. (2003). *The Geography of Thought: How Asians and Westerners Think Differently ... And Why*. New York: Free Press.
- Roland, Alan. (1988). *In Search of Self in India and Japan: Toward a Cross-Cultural Psychology*. Princeton: Princeton University Press.

Yoga, Buddhism, and Taoism: Psychology Applications

Dr. Reggie Pawle

Yoga, Buddhism, and Taoism are three of the major religions of Asia. Each contains one of the fundamental traditional self-cultivation systems in Asia. All three include practices that aim to transform the functioning of the human mind and body from ordinary and normal levels to higher levels of wellness and achievement. There are commonalities and differences in their ways of self-cultivation. These Asian practices differ in fundamental ways from the traditional Western psychological understandings and point to alternatives that are helpful for all human beings. Modern psychology, both in Asia and in the West, has applied these traditional systems in a great variety of ways to modern psychotherapeutic healing practices. Particularly there are great differences between the Western and Asian applications. This study will have two parts. First, we will study yoga, Buddhist, and Taoist self-cultivation practices from a psychological perspective. Second, we will examine how these traditional self-cultivation practices have been applied in modern psychotherapeutic work in Asia and the West. Study will be oriented towards students gaining both an intellectual and experiential understanding of yoga, Buddhism, and Taoism. 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 more information, see Dr. Pawle's website: 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)
Buddhist mindfulness psychology applications
Yoga breath psychology applications
Taoist energy and artistic psychology applications
Jung and Eastern practices

Yoga, Buddhism, and Taoism: Psychology Applications

Readings

- Feuerstein, Georg. (1979). *The Yoga Sutra of Patanjali*. Rochester, Vermont, USA: Inner Traditions International.
- Kabat-Zinn, Jon. (1990). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York: Random House.
- Kakar, Sudhir. (1991). *Shamans, Mystics, and Doctors*. Chicago, Illinois, USA: University of Chicago Press.
- Kochumuttom, Thomas. (1982). *A Buddhist Doctrine of Experience: A New Translation and Interpretation of the Works of Vasubandhu the Yogacarín*. Delhi, India: Motilal Banarsidass.
- Kuriyama, Shigehisa. (2002). *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*. New York: Zone Books.
- Reynolds, David. (1980). *The Quiet Therapies: Japanese Pathways to Personal Growth*. Honolulu: University of Hawaii Press.
- Tseng, Wen-Shing; Chang, Suk Choo; & Nishizono, Masahisa. (eds.). (2005). *Asian Culture and Psychotherapy: Implications for East and West*. Honolulu: University of Hawaii Press.
- Wilhelm, Richard (Trans.). (1962). *The Secret of the Golden Flower: A Chinese Book of Life*. New York: Harcourt Brace and Company.

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

Contemporary Topics in East-West Psychology

Dr. Carolyn S. Turner

This seminar-style course will focus on **emotional** and **relational** development and the development of Consciousness, featuring some recurring themes in human experience in most cultures.. We will explore some of the issues which are emerging in our lives with the purpose of expanding our perspectives to include ideas from east and west that may help us make necessary adaptations and adjustments required in our daily lives.

This course will utilize a cooperative approach, creating a learning environment that is interdependent, with students assuming responsibilities for their own learning plus contributing to the learning of the group. Unique aspects of individuals and groups will be considered in the context of cultural differences with a goal of recognizing and appreciating commonly shared experiences as well as the enrichment of diversity. This class will provide theoretical and practical experiences that illustrate and personalize the development of emotional intelligence and consciousness as we relate to our rapidly changing world.

Course Topics

Cluster One: Emotional and Relational Beginnings

Readings on attachment, separation, and loss, the importance of parental figures—major themes that recur through life and are subjects of psychotherapy

Investigations into cultural differences in the development of the self and early family relations

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

Adolescent issues of girls becoming women, and boys becoming men

Family systems and family therapies

Educational implications—

Emotional Intelligence, educational challenges

Investigations: Multiple Intelligences, Issues of boys/men

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

Contemporary Topics in East-West Psychology

A brief history of the development of psychology and its current expansion into humanism, transpersonal psychology, and positive psychology, with eastern and western influences

Some useful theories and therapies from east and west

Recent ideas and their applications: Investigations

Cluster Four: Theory into Practice: Ourselves

We will read, write, and discuss feelings and attitudes—our own and those we observe and share with others.

Investigations: More about feelings and emotions

Cluster Five: Theory into Practice: Expanding Communications and Relationships

We will conclude this course with articles, discussion, writing and projects which elaborate our applications and enlarge our ideas and practices in consciousness and growth, personally and with ever-expanding relations and groups.

Investigations: Personal projects to be shared with class

Readings

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

Grading

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

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:

Angel's Egg (Tenshi no tamago), Oshii Mamoru, 1985 71”
Nausicaa of the Valley of the Wind, Miyazaki Hayao, 1984 11”
Grave of the Fireflies (Hotaru no haka), Takahata Isao, 1988 89”
Heisei Tanuki Wars (Heisei Tanuki Gassen Pon Poko), Takahata, 1994 119”
Mononoke hime, Miyazaki Hayao, 1997 134”
Millenium Actress (Sennen joyu), Kon Satoshi, 2001 87”
A Tree of Palme (Parumu no ki), Nakamura Takashi, 2002 130”
Mind Game, Yuasa Masaaki, 2004 103”
Ghost in the Shell 2: Innocence, Oshii Mamoru, 2004 100”
Paprika, Kon Satoshi, 2006 90”
Tekkon Kinkreet, Michael Arias, 2006 111”
Recent serial *anime* selections.

Readings

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

Grading

4 papers (one long, three short)	85%
Class participation	15%

New Japanese Cinema 1995-2004

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)
Takenaka Naoto 1956-, *Tokyo biyori* (Fine Weather in Tokyo, 1997)
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 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

Three short papers comparing groups of films.	45 %
A final paper of roughly 10 pages.	40%
Class participation	15%

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 of 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 multidisciplinary 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

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

Uno Chiyo, *Confessions of Love*

Kawabata Yasunari, *Thousand Cranes*

*Mishima Yukio, *Kinkaku-ji* and *Sun and Steel*

Enchi Fumiko, *Masks*

*Oe Kenzaburo, *A Quiet Life*

*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*

*indicates novels not in reading packet

The Relation of Life and Fiction in Modern Japanese Literature

Films

A Quiet Life (*Shizukana seikatsu*) Itami Juzo (drama based on Oe's family)

Three US films on Hiroshima (edited)

Valley of Winds Naushika, Miyazaki Hayao (SF fantasy-apocalypse)

Grading

Journal essays on works studied in class:	40%
10-page research paper	45%
Class participation and discussion	15%

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 6th 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%

Ethics: East and West

Dr. John Hanagan

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

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

Course Topics

1. Introduction: Plato's Cave—The Play of Light and Shadows
2. The Judeo-Christian Tradition: The Ten Commandments
3. The Judeo-Christian Tradition: The Sermon on the Mount
4. Nietzsche's Critique of Christian Morality
5. The Islamic Tradition: The Five Pillars of Islam; Rumi
6. Plato: Arete (Virtue) in the Republic
7. Kant: The Categorical Imperative
8. John Stuart Mill: Utilitarianism
9. The Vedic Tradition: the Bhagavad Gita
10. The Vedic Tradition: Ashtanga Yoga
11. The Buddhist World: The Dhammapada
12. Buddhist Ethics: the Five Precepts and the Four Virtues
13. Chinese Ethics: The Vision of Confucius
14. Chinese Ethics: Taoism—Tao, Te, and Wu Wei
15. Non-attachment: The Handbook of Epictetus
16. Non-attachment: the Shinjin no Mei of the Third Zen Patriarch.

Ethics: East and West

Grading

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

Wisdom Literature West and East

Dr. John Hanagan

Science is organized knowledge. Wisdom is organized life. Immanuel Kant

The very nature and meaning, even the existence, of wisdom remains a mystery—a hazy ideal given lip service at graduation ceremonies, but whose worth is often trivialized by the deadly serious business of surviving in a competitive and materialistic world. In most western universities, philosophy—the Love of Wisdom—is seen as the pursuit of dilettantes. This is a prejudice which can be traced as far back as Aristophanes' *The Clouds* which places Socrates at the head of the “Thinkery.” Yet Socrates himself observed that the greatest fools are those whose heads are filled with a factual learning which weaves the illusion of certitude and self-righteousness. The pursuit of Wisdom, on the other hand, is not simply dry intellectualism but is the passionate pursuit of a way of life. Classical Western Philosophy and the traditions of India, China, and Japan, regard foolishness as a clinging attachment to received conventional beliefs and assumptions about the nature of reality. This lack of wisdom is seen as the fundamental source of human suffering. The point, then, of the Perennial Philosophy of all cultures is not simply to understand the truth about God and the world, but to alleviate—and finally to escape—the suffering at the heart of human existence. The intention is to challenge accepted thinking, to break the chains of conditioned minds, and to experience the clarity and freedom which already abides in the amplitude of the inner reaches of human consciousness.

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

Wisdom Literature West and East

Course Topics and Readings

Part One---The Wonder of Greece

Plato's Vision of Wisdom in the Republic

The Handbook of Epictetus

Part Two---Existential Deconstruction

We will read William Barrett's classic critique of the systematization and dehumanization of technological culture in his book Irrational Man.

Part Three---The Bridge

We will give Robert Pirsig's Zen and the Art of Motorcycle Maintenance a careful reading as it analyzes the insanity of modern systems, and reaches toward ancient Eastern wisdom

Part Four---Chinese Depth

Taoism: Tao Te Ching of Lao Tzu

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

Grading

Plato: For the free spirit, there should be no element of slavery in learning.

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

A mid-term project to be mutually determined. This should contain the important conclusions you have drawn so far, and underscoring the stimulating questions which still remain. 35 points total

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

Specifically, how has the experience of the course "transformed your frameworks of thinking, changed your received values, and helped you to become other than you were." If none of this has happened for you, please use the final project to reflect on the inability of the course and its readings to suspend your basic assumptions. 35 points

Popular Music in Modern Japan

Dr. Jennifer Milioto Matsue

With the advent of the Meiji period in 1868, Japan entered what is commonly considered its modern era. The term “modern” here both implies a historical position as well as the process of modernization characterized by increased exposure to western culture. Art, literature, political structures, and of course music were all effected by Japan’s desire to become modern in an increasingly global world. Popular music in particular is conceived as a “modern” phenomenon, heavily influenced by the west. In turn, popular musics, which originated in pre-modern Japan, such as *kabuki*, have been reinterpreted as “traditional.” Indeed, popular music of modern Japan can be viewed as continually defining itself against the west; at times assimilating foreign influences, while at other times rejecting such influences. This course will investigate the position of popular music in modern Japan, moving historically from Meiji period military music to contemporary Japanese urban popular musics. We will examine various genres of popular music with a specific interest in interrogating the process of modernization, and the relationship with western music and musical practice. Discussion is highly encouraged and will focus on a variety of topics possibly including: the romantic view of country and western music; *enka* as nostalgia; authenticity in hip-hop; or the value of imitation in Japanese pop-music. This course is thus conceived as highly interdisciplinary, intended for students interested in a wide range of topics including Japanese cultural history and music, East Asian studies, ethnomusicology, popular music and culture, and music as modern text.

Requirements

Knowledge of Japanese is not necessary, nor is formal training in music.

Course Topics

1. Introduction to Traditional and Popular Musics of Japan
2. Musics from Pre-Meiji to Post-Meiji Japan
3. Enka
4. Takarazuka
5. Latin Music
6. Country Music
7. Jazz

Popular Music in Modern Japan

8. Musics from WWII to the 21st Century
9. Karaoke
10. Hip-Hop
11. Girlbands
12. Boybands
13. Onkyô and Noise
14. Okinawan Pop

Readings

Atkins, E. Taylor. 2000. Can Japanese Sing the Blues? "Japanese Jazz" and the Problem of Authenticity. Pp. 27-59 in *Japan Pop! Inside the World of Japanese Popular Culture*. Edited by Timothy J. Craig. New York: M.E. Sharpe, Inc.

Condry, Ian. 2000. The Social Production of Difference: Imitation and Authenticity in Japanese Rap Music. Pp. 166-184 in *Transactions, Transgressions, Transformations: American Culture in Western Europe and Japan*. Edited by U. Poiger and H. Fehrenbach. New York: Berghan Books.

Darling-Wolf, Fabienne. 2004. SMAP, Sex, and Masculinity: Constructing the Perfect Female Fantasy in Japanese Popular Music. *Popular Music and Society* Vol. 27, No. 3: 357-370.

Johnson, Henry. 2001. Nationalisms and Globalization in Okinawan Popular Music: Nênzû and Their Place in World Music Contexts. Pp. 359-373 in *Asian Nationalism in an Age of Globalization*. Edited by Roy Starrs. Surrey: Curzon Press.

Plourde, Lorraine. 2008. Disciplined Listening in Tokyo: Onkyô and Non-Intentional Sounds. *Ethnomusicology* Vol. 52, No. 2: 270-295.

Robertson, Jennifer. 1998. Introduction and Chapter Two: Staging Androgyny. Pp. 1-24 and 47-88 in *Takarazuka: Sexual Politics and Popular Culture in Modern Japan*. Berkeley: University of California Press.

Popular Music in Modern Japan

Yano, Christine. 2002. Prologue and Chapter Two: Inventing Enka, Definitions, Genres, Pasts. Pp. 1-11 and 28-44 in *Tears of Longing: Nostalgia and the Nation in Japanese Popular Song*. Cambridge: Harvard University Press.

Grading

One Presentation on Reading	10pts
Take-home Midterm Quiz	15pts
Take-home Final Quiz	15pts
Final Project	30pts
(Proposal, Presentation and Paper)	
Class Participation	30pts

日本社会 Japanese Society

豊田 裕之 (社会学博士)
Dr. Hiroyuki Toyota

授業要旨

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での課題についての理解を深めることを目的とする。

授業内容

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
(少子高齢化・ニート・自殺・国際結婚・外国人労働者・貧困・ホームレス・ゆとり教育・いじめ・差別など)
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。(日本語と英語)

評価方法

出席・授業への参加	20	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	20	パーセント
期末試験	20	パーセント

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) クラス以外でのオフィスアワーなどは英語で結構です。

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).

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.