

***COURSE  
DESCRIPTIONS***

***Fall 2011***

ASIAN STUDIES PROGRAM  
KANSAI GAIDAI UNIVERSITY

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## **2011 FALL ACADEMIC CALENDAR**

Aug. 27- 30 (Sat-Tue)	Arrival Period for New Students On-campus accommodations become available.
Aug. 31- Sep. 2 (Wed-Fri)	Orientation and Class Registration
Sep. 3 (Sat)	A late registration fee of ¥2,000 will be charged from this date.
Sep. 3-4(Sat-Sun)	Move into Permanent Accommodations
Sep. 5 (Mon)	First Day of Classes
Sep. 12 (Mon)	A late registration fee of ¥5,000 will be charged from this date.
Sep. 19 (Mon)	Respect-for-the-Aged Day (National Holiday)*
Sep. 20 (Tue)	Deadline for Adding Courses
Sep. 23 (Fri)	Autumnal Equinox Day (National Holiday)*
Sep. 26 (Mon)	Deadline for Dropping Courses
Oct. 10 (Mon)	Health and Sports Day (National Holiday)*
Oct. 12 (Wed)	All students will receive the "Application for Extension of Stay" & "Termination Report Form".
Oct. 21 (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 (Thu)	Cultural Day (National Holiday)*
Nov. 23 (Wed)	Labor Thanksgiving Day (National Holiday)*
Dec. 3 (Sat)	Deadline for submission of "Contract for the Completion of an Incomplete"
Dec. 12-16 (Mon-Fri)	Final Examination Week
Dec. 16 (Fri)	Last day of the semester
Dec. 21 (Wed)	Notification of "Approval or Disapproval of Extension of Stay"

Dec. 21-22 (Wed-Thu)	Payment Period for tuition deposit for the spring semester of 2012
Dec. 23 (Fri)	Emperor's Birthday (National Holiday)
Dec. 24 (Sat)	Deadline for moving out All students must move out of accommodations arranged by Kansai Gaidai by this date.

\* No Classes

**NOTE:**

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

## Academic Regulations

### 1. Registration

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

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

### 2. Credits

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

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

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

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

### 3. Requirements

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

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

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

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

To change your registration, 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 26.**



## Academic Regulations

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

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

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

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

### 5. Audit

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

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

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

No changes will be permitted after the periods specified above.

### 6. Incomplete

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

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

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

## Academic Regulations

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

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

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

### 7. Academic Warning

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

### 8. Repetition of Courses

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

### 9. Independent Study

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

Independent study will be permitted under the following conditions:

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

## Academic Regulations

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

### Proposals for Independent Study

- 1) Independent study requires a thorough description of the work to be undertaken. Therefore, it is essential to plan well in advance of registration.
- 2) Students are required to complete the "Application for Enrollment in Independent Study Program," in which they should outline the study topic, specifications of the work to be done, materials to be used, and a statement of the evaluative criteria to be used by the instructor.
- 3) The deadline for the application for independent study is **Tuesday, September 6.** A complete application, including a signature from your faculty supervisor, must be submitted no later than the deadline. Since registration for independent study is based on permission from the faculty and the Dean, students are advised to register for four other courses by the end of the registration period, and drop one course (if you wish) when you are granted permission for an independent study course. Please carefully note that no application for independent study will be accepted after September 6. (i.e. The add period will not apply to independent study courses.) Application forms are available at the office.

## Academic Regulations

### 10. Examinations

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

### 11. Attendance

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

### 12. Grading System

The grading scale will be as follows:

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

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

Quality Points:

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

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

### 13. Transcript

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

## Academic Regulations

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

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

### 14. Behavior

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

### 15. Academic Conduct

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

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

### 16. ID Card

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

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

## Academic Regulations

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

### 17. Terminology for Enrollment Status

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

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

Japanese students going from Kansai Gaidai to these institutions.

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

### 18. Field Trips

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

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

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

## **Extension of Stay**

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

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

### **October 21 (Fri)**

Information will be available from **October 12 (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 21 (Wed)**

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

### **December 21-22 (Wed-Thu)**

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

5. Students extending their stay are not required to participate in the spring semester orientation program. However, it will be the student's 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 24 (Sat)**

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

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



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

### 交通ストライキ、台風に伴う授業の取扱いについて

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

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

大阪府に暴風警報が発令された場合。(大雨警報等は該当しない。)

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

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

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

# **Japanese Language Courses**

## Japanese Language Class Policy

### Japanese Only Policy

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

### Japanese Language Courses

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

#### Spoken Japanese 2-7

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

#### Reading and Writing Japanese Courses

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

#### Reading and Writing Japanese 2-7

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

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

#### Spoken Japanese 1-7

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

## Japanese Language Class Policy

### Reading and Writing Courses

#### Reading and Writing 1-7

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

#### 5. Absence Policy

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

#### 6. Arriving Late to Classes

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

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

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

#### 8. Grading

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

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

Letter Grade:

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

### Language Lab

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

## Japanese Language Class Policy

### Jump Test

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

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

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

## Japanese Language Courses

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

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

### Spoken Japanese Language Courses

#### Spoken Japanese 1

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

Textbook:

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

#### Spoken Japanese 2

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

Textbook:

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

#### Spoken Japanese 3

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

Textbook:

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

#### Spoken Japanese 4

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

Textbook: Materials prepared by the Kansai Gaidai language faculty.

#### Spoken Japanese 5

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

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

#### Spoken Japanese 6

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

Textbook: To be announced in the class.

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

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

Textbook: To be announced in the class

## Reading and Writing Courses

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

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

### Regular Reading and Writing Japanese Courses

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

#### Reading and Writing Japanese 1

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

Textbook:

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

#### Reading and Writing Japanese 2

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

Textbook:

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

#### Reading and Writing Japanese 3

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



Textbook:

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

Reading and Writing Japanese 4

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

Textbook: To be announced in class.

Reading and Writing Japanese 5

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

Textbook: To be announced in class.

Reading and Writing Japanese 6

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

Textbook: To be announced in class.

Reading and Writing Japanese 7A

(Reading and Writing Japanese 7B is offered in the spring semester)

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

Teaching materials: To be announced in class.

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

# Economics of International Trade and Investment

Dr. Yutaka Horiba

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

## Course Topics

Topics covered in the course include the following categories:

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

## Prerequisites

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

## Readings

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

## Grading

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

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

Dr. Yutaka Horiba

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

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

## **Course Topics**

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

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

## **Prerequisites**

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

# Principles of Economics and Their Applications to the Japanese Economy

## Grading

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

## Readings

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

# Issues in Labor Management in Japan

Prof. Garr Reynolds

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

## Course Topics

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

## Classroom Activities

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

## Group Presentations

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

## Readings

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

## Issues in Labor Management in Japan

### Grading

Quizzes:	15% (3@5%)
Midterm:	25% (multiple choice questions)
Group presentations:	20%
Class participation:	10%
Final exam (take-home essays):	30%

# Asian Integration: Asia and the Global Market

Dr. Steve Zurcher

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

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

## Course Topics

The history and development of various Asian economies  
Cultural, political and structural challenges to integration  
The Asian financial crisis and its impact on Asian integration  
ASEAN and APEC organizations  
China, Japan and a potential Asian economic union

## Grading

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



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

Dr. Steve Zurcher

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

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

## **Course Topics**

Introduction to international business and global trade

The current scale of international markets

Import/Export processes

Analyzing foreign markets with focus on Korea, Japan and China Strategic concerns related to market entry Organizational implementation of foreign market entry

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

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

## **Grading**

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

# Marketing Across Cultures

Dr. Steve Zurcher

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

## Learning Objectives

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

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

## Course Organization

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

## Grading

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

# Global Business Teams

Dr. Scott Lind

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

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

## Course Topics

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

## Readings

Readings will be assigned at the beginning of the semester.

## Grading

Exams	25%
Projects	35%
Engagements	15%
Participation	25%

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

Prof. Mark Tracy

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

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

## **Course Structure**

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

## **Prerequisites**

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

## **Readings**

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

## **Grading**

1. Three or four quizzes which will constitute 35% of the final grade.
2. Individual and team negotiation exercises which will constitute 30% of the final grade.
3. Self evaluation, which will constitute 25% of the final grade.
4. Class participation which will constitute 10% of the final grade.

# 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 extractive capability of the State – The weakness of domestic politics

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.

## Readings

James McClain, Modern Japan

## Grading

Mid-Term Examination	1/3
Final Examination	1/3
Research Paper	1/3

# **Japan-China: The Challenges of Modernization**

Dr. Paul Scott

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

## **Course Topics**

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

### **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.

### **Readings**

*The Pacific Century*

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

# **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. Sumida Ichiro on the homeless community, and the buraku issue.

## **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

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.*

## **Texts**

*Democracy Peace Development*, Johan Galtung and Paul D. Scott

*Those Who Dare*, Paul D. Scott

## **Grading**

20% mid-term exam

80% written or oral presentation



# Introduction to Japanese History

Dr. George O. Hlawatsch

This course will concentrate on the period from pre-history to the early 19<sup>th</sup> 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%

# 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.

# 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%

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

Dr. Jeffry T. Hester

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

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

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.

### **Readings**

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

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

### **Grading**

Students' performance in the course will be evaluated on the basis of (1) in-class performance, including attendance, participation in class discussion, preparation of readings and other assignments, and mid-term and final quizzes (33%); (2) a mid-term interview report or analysis paper (33%); and (3) a final interview report or analysis paper (33%).

Students who wish to undertake a field work project or 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 (2) and (3).

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

Dr. Jeffry T. Hester

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

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

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

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

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

**Readings**

Students will read a wide range of authors from the literature on gender, culture and society in Japan from both "native" and foreign scholars and commentators, including Yuko Ogasawara, Chizuko Ueno, Shigeo Okamoto, Susan Holloway, Mark McLelland, Karen Kelsky, Masako Ishii-Kuntz, Emiko Ochiai, Akiko Takeyama, 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. The primary focus will be on fandoms, subcultures and identities structured through contemporary consumption practices.

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

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

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

### **Readings**

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



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

### **Grading**

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

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

Dr. Jeffry T. Hester

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

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

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

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

### Readings

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

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

### **Grading**

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

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

Dr. Steven C. Fedorowicz

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

### **Course Topics**

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

## Contemporary Japan and Globalization: Home and Abroad

### Readings

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

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

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

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

### Grading

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

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

# **Deaf World Japan: The Struggle of Disability, Identity and Language**

Dr. Steven C. Fedorowicz

This course is an ethnographic examination of deaf culture in Japan and Japanese Sign Language. While the focus will be on deaf people and their language, it will be in the broader context of contemporary Japan. Deafness as deficit and deaf people as bicultural will be the major theoretical models. How are deaf and disabled people treated within Japanese society in the realms of education, social welfare, identity, and communication? Deaf people will be compared/contrasted with other so-called disabled people and other minorities in Japan in terms of discrimination issues and political movements. Cross-cultural comparisons of deaf people in the United States, France, Germany, Bali and other places will also be considered. A major component of this course will be the analysis and practical study of Japanese Sign Language.

## **Course Topics**

1. Deaf Culture in Japan
2. Japanese Sign Language – Practical
3. Models of Deafness: Disability and Cultural
4. Japanese Sign Language vs. Signed Japanese
5. Deaf Schools in Japan
6. Disability and Social Welfare in Japan
7. Cross-Cultural Deaf Comparisons: United States, France, Germany, Bali
8. Deaf Identity and Politics
9. Visual Culture, Deaf Art and Performance
10. Gestural Approach to Language
11. HIV/AIDS in the Deaf World

## **Readings**

Weekly reading assignments will be drawn largely from:

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

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

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

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

Karen Nakamura, *Deaf in Japan: Signing and the Politics of Identity* (Ithaca and London: Cornell University Press, 2006).

Contanze Schmaling and Leila Monaghan, eds., *HIV/AIDS and Deaf Communities* (Deaf Worlds: International Journal of Deaf Studies 2006. 22-1).

## **Deaf World Japan: The Struggle of Disability, Identity and Language**

### **Grading**

Students will be evaluated as follows:

1. Class participation and activities (40%)
2. Midterm take-home exam (30%)
3. Final take-home exam (30%).

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

# Visual Anthropology of Japan

Dr. Steven C. Fedorowicz

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

## Course Topics

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

## Readings

Representative readings include:

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

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

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

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



## **Visual Anthropology of Japan**

### **Grading**

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

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

# Intercultural Communication in Japan

Dr. Scott L. Lind

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

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

## Course Topics

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

## Readings

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

## Grading

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

## 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 both succeeded and failed at this task from 1853 to the present day. A central concern of this course is why filmmakers and authors have emphasized, exaggerated, distorted or ignored various aspects of Japanese culture to meet the expectations of their audiences, and the way in which images of Japan, constructed in response to specific historical situations are often 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.

### Course Topics

(Some films will be viewed in their entirety, other by selected scenes)

The Topsy-Turvy Alien Japan

Authors: Percival Lowell, Walt Whitman, Rudyard Kipling

Films: *The Barbarian and the Geisha*; *Lost in Translation*

Japanese as Artists, Mystics

Authors: Lafcadio Hearn

Films: *Gilbert and Sullivan's The Mikado*; *Topsy-Turvy*; *Enlightenment Guaranteed*

Japanese as Villains and Enemies

Films: *The Cheat*; *Broken Blossoms*; *Know Your Enemy, Japan*; *Why We Fight, The Battle of China*; *Bugs Bunny Nips the Nips*; *Popeye's You're a Sap Mr. Jap*

Japanese as Victims

Authors: Marguerite Duras, Jeanne Wakatsuki Huston, John Hersey

Films: *Come See the Paradise*; *Hiroshima Mon Amour*

Western Images of Postwar Japanese Women

Authors: James Michener

Films: *My Geisha*; *Sayonara*

Japanese as Corporate Samurai

Authors: Ian Fleming, Michael Crichton, Amelie Nothomb

Films: *Black Rain*; *Rising Sun*; *Fear and Trembling*

### Readings

In addition to sections of original works of literature, some readings will be drawn from sources such as: I. Littlewood, *The Idea of Japan, Western Images, Western Myths*; G. Marchetti, *Romance and the Yellow Peril*; J. Dower, *War Without Mercy*.

### Grading:

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

# Japanese Popular Media and Culture

Dr. Mark Hollstein

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

## 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 %
Final Paper:	30 %
Class participation:	10 %

# Monsters, Ghosts and the Making of Modern Japan

Dr. Mark Hollstein

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

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

## Readings

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

## Grading

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

# Shinto

Prof. Elizabeth Kenney

Japan is the place to study Shinto, mythology, 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

## Readings

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

## Grading

2 tests            50%

Field report    30%

Participation   20%



# 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 Zen
6. Zen and War
7. Sudden Enlightenment vs. Gradual Enlightenment
8. Lin-chi, Strange Words, and Wild Deeds
9. Koans in Zen Practice
10. Dogen, the Preeminent Figure in Japanese Zen
11. Popular Zen during the Tokugawa Period
12. Zen in the World Today

## Readings

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%

# **Pilgrimage: Journeys in Search of Meaning**

Dr. John Shultz

Romantic, dangerous, emotional, exotic, humbling, empowering, penitent, and wondrous are all descriptions that come to mind when considering the great pilgrimages of the world. The act of traveling to sacred locations represents one of the oldest and most important forms of spiritual expression. In Japan, pilgrimage is a central practice across religious traditions, and sacred journeys have helped to shape even popular secular culture.

This course is designed to introduce students to global pilgrimage traditions with a special concentration on the rich heritage of sacred travel in Japan. We will consider a colorful array of traveling spiritual seekers through fiction, film, scholarship, and diary accounts. Students will practically engage literary perspectives by pursuing independent research in which they are encouraged to explore a pilgrimage tradition or sacred location with a research method of their choice. For many, this will allow them to discover important pilgrimage sites located throughout the Kansai area, some even quite near to the Kansai Gaidai campus.

## **Course Topics**

What is Pilgrimage?

Sacred Journeys of Europe and the Middle East

Pilgrimage in South Asia

"The Journey to the West": China's Great Pilgrimage Epic

Japan's Mountain Ascetics and Sacred Peaks

The Wanderings of the Poet Bashō

The Pilgrimage to the 88-places of Shikoku

"The Dharma Bums": Japanese-Inspired American Counterculture

Virtual Pilgrimage

## **Requirements**

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

## **Readings**

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

## **Grading**

Participation 20%

Reading Quizzes/Homework Assignments 20%

Final Research Project and Class Presentation 60%

# **Swords of Salvation: Religion and Violence in Japan**

Dr. John Shultz

The image of a disciplined samurai drawing inner strength from the practice of Zen Buddhism is one of the most common cultural representations of traditional Japan. Indeed, the ideal of this Zen warrior was promoted officially by Japanese government officials up to the end of the Second World War. But while potent symbolically, Zen has hardly maintained a monopoly on martial culture: it can be found in most spiritual traditions in Japan. This course demonstrates and elucidates the fact that significant events in Japanese history generally can be considered and understood from the perspective of the interplay of religion and violence. From power struggles among Buddhist institutions in medieval Japan to terrorist attacks perpetuated by apocalyptic doomsday cults of the modern era, we will engagingly pursue how belief can manifest itself in brutality, battle, and even butchery.

## **Course Topics**

Conflict and Spirituality in South and East Asia: From the Kingdom of Ashoka to the Shaolin Monastery

The Buddhas Versus the Kami: The Battle for Japan's Spiritual Heart

The Warrior Monks of Kyoto's Mt. Hiei

The Sword of Life and Death: Zen Buddhism, the Samurai, and the Soldier

Shinto and the Empire of Japan

Aum Shinrikyō: Attempts to Precipitate the End of the World

Religious Pacifism: The Lotus of Peace

## **Requirements**

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

## **Readings**

Readings will include academic writings, literature, and folk tales.

## **Grading**

Participation 20%

Reading Quizzes/Homework Assignments 30%

Writing Assignments 50%

# **Cross-Cultural Psychology**

Dr. Reggie Pawle

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

## **Course Topics**

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

Cross-cultural research in values

Cross-cultural cognitive research

Cross-cultural emotion research

Psychological development theories: Winnicott and Tantric Yoga

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

Gestalt therapy and dreams

Approaches to pain – Logotherapy and Buddhist psychology

## **Grading**

5% Self Discussion Report

25% Midterm exam

5% Values Comparison Assignment

5% Development Discussion Report

30% Project

30% Final exam

### Readings

- Heine, Stephen. (2007). *Cultural Psychology*. New York: W.W. Norton and Company.
- Hofstede, Geert, & Hofstede, Gert Jan. (2005). *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill.
- Kakar, Sudhir. (1991). *Shamans, Mystics, and Doctors*. Chicago, Illinois, USA: University of Chicago Press.
- Mathers, D., Miller, M., and Osamu, A. (eds). (2009). *Self and No-Self: Continuing the Dialogue between Buddhism and Psychotherapy*. London: Routledge.
- Nisbett, Richard. (2003). *The Geography of Thought: How Asians and Westerners Think Differently ... And Why*. New York: Free Press.
- Roland, Alan. (1988). *In Search of Self in India and Japan: Toward a Cross-Cultural Psychology*. Princeton: Princeton University Press.

# Mind in Yoga, Buddhism, and Daoism

Dr. Reggie Pawle

This course is a study of how mind is engaged in the practices of yoga, Buddhism, and Daoism, and the applications of these ways of engagement in modern life and psychology. The aim is both to understand the theories and experience the practices. Particular attention is given to the mind-body dynamic. The functions of mind that are developed, the understanding of mental illness and mental health, and how to cultivate a fully alive person all are examined in yoga, Buddhist, and Daoist practices. Each class will be a combination of study and practices, so students need to be willing to participate in exercises in each class. Experiential exercises will include yoga practices, Buddhist meditation practice, Chi Gung exercises, Zen koan practice, mandala drawing, Morita exercises, Naikan exercises, breathing practices, and sensory awareness practice.

## Course Topics

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

## Grading

5% yoga practices paper  
5% Buddhist practices paper  
5% Daoist practices paper  
25% Midterm exam  
30% Self-cultivation project  
30% Take-home final exam

## Readings

Feuerstein, G. (1979). *The Yoga Sutra of Patanjali*. Rochester, Vermont, USA: Inner Traditions International.

Kakar, S. (1991). *Shamans, mystics, and doctors*. Chicago, Illinois, USA: University of Chicago Press.

Kohn, L. (2009). *Introducing Daoism*. London: Routledge.

Mathers, D., Miller, M., and Osamu, A. (eds.). (2009). *Self and no-self: Continuing the dialogue between Buddhism and psychotherapy*. London: Routledge.

Yuasa, Yasuo. (1993). *The Body, Self-cultivation, and Ki-energy*. (S. Nagatomo & M. Hull, trans.). Albany, New York: State University of New York Press.

# Contemporary Topics in East-West Psychology

Dr. Carolyn S. Turner

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

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

## Course Topic

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

Readings on Attachment, Separation, and Loss—major themes that recur through life and are subjects of psychotherapy

Cultural differences in early family relations: Investigations

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

Attachment, Separation and Loss revisited.

Adolescent issues of girls becoming women, and boys becoming men

Family systems and family therapies

Educational implications—

Education for Love, Caring, and Cooperation

Multiple Intelligences and Emotional Intelligence: Investigations

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

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

Some useful theories and therapies from east and west

Recent ideas and their applications: Investigations

### **Cluster Four: Perennial Themes in Communication and Relationship**

A reprise of Attachment, Separation, and Loss as themes in relationships and Communication

The Magic of Dialogue—applying eastern and western influences

Conscious relationship—an east-west/transpersonal approach

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

Practical applications: Investigations

## Contemporary Topics in East-West Psychology

### Cluster Five: Feeling, Healing, Growing, and Moving On

Working with Anger: Letting Pain be Pain

Loving What Is: Meeting Your Thoughts with Understanding

Intuition, Flow, Synchronicity

Healing Terrorism Sickness: Do Not Lose Heart

### 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

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”

*Summer Wars*, Hosoda Mamoru, 2010 120”

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 1995-2010

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)  
Nakashima Tetsuya 1959-, *Confession* (Kokuhaku, 2010)  
Koreeda Hirokazu 1962-, *Wonderful Life* (Afterlife, 1998)

### Readings

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

### Grading

Three short papers comparing groups of films.	45 %
A large 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

## 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

Three essays on works studied in class: 40%

10-page research paper 45%

Class participation and discussion 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 Handbook of Epictetus. We will seek 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. Japanese Ethics: Shinto
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 and Japanese Ethics: The Vision of Confucius
14. Chinese Ethics: Taoism—Tao, Te, and Wu Wei
15. Non-attachment: The Handbook of Epictetus
16. Non-attachment: the Shinjin no Mei of the Third Zen Patriarch.

### Grading

The grade for this course will depend upon four factors:

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

## Wisdom Literature 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 also listen to the wisdom of the music of the soul. 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---Moving to Higher Ground

The Wisdom of American Jazz

Part Three—Indian Origins

Hinduism: The Bhagavad Gita.

Buddhism: The Dhammapada.

Part Four—Chinese Depth

Taoism: Tao Te Ching of Lao Tsu

Zen: The Shinjin no Mei of the Third Zen Patriarch

### Grading

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

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

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

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

Prof. Karin L. Swanson

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

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

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

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

### **Readings**

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

### **Grading**

Tests	50%
Final Paper	35%
Participation	15%

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

Dr. Lyle Barkhymer

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

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

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

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

- Kanze Nō Theater, Kyoto
- National Bunraku Theater, Osaka
- Kabuki at Minamiza, Kyoto

The optional field trips will have a fee for tickets, estimated at *Nō* drama ¥2500, *bunraku* ¥4600, and *kabuki* ¥5250, subject to revision as the theaters announce details of performances. Students who are unable to go on the field trips for some reason will be asked to write a reflection paper based on DVD viewing.

## Class Sessions

The class meetings will include lecture, discussion, recordings, videos, and student presentations. Some listening and viewing may be assigned outside of class. Students will write three short papers or performance reviews (2-3 pages). They may choose to do a final research paper (10-15 pages), to make a final individual presentation in class, or to be part of a group final presentation to the class.

There will be 3 quizzes and a midterm in addition to the final project, but no final exam.

## Readings

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

## Grading

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



## Basic Ceramic Techniques

Mr. Yoshio Inomata

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

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

### Recommended Reading:

Penny Simpson, Japanese Pottery Handbook

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

### Course Procedures:

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

### Evaluation:

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

## Basic Ceramic Techniques

### Note:

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

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

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

## Intermediate Ceramic Techniques

Mr. Yoshio Inomata

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

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

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

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

Material Fee: ¥10,000.-

## **Advanced 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.