



# Courses on Asian and Transcultural Studies

Graduate School of Letters, Faculty of Letters, Kyoto University

## Fall 2015

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## **Courses on Asian and Transcultural Studies Graduate School of Letters, Faculty of Letters, Kyoto University Fall 2015**

What is the research package you want to form while you are studying at Kyoto University ?

The courses listed in this leaflet are designed to add to your research package a flavor of Asian and Transcultural Studies, locating Japan Studies in a global context.

All the students from the Faculty of Letters and the Graduate School of Letters at Kyoto University, as well as the exchange students from the partner universities such as the Cluster of Excellence: Asia and Europe in a Global Context at Heidelberg University, are encouraged to participate in the courses and let your study truly rise to the global context by yourself.

The courses are offered in English and presuppose some level of academic English. Non-English speaking students should take the courses as a place to improve your academic English skills in the context of the content-based learning. Enjoy the courses on Asian and Transcultural Studies and garnish your research package with Global Japanese Studies and improved academic English skills. Get ready to open a gateway to the global study.

The courses on Asian and Transcultural Studies are offered as a part of Kyoto University's FY2014 MEXT Top Global University Project (Japan Ministry of Education, Culture, Sports, Science and Technology; MEXT) "Kyoto University Japan Gateway Plan."

# Japanese Contemporary Popular Culture in a Global Context

Instructor's affiliation, department, job title and name  
**Björn-Ole KAMM**, Project Specific Senior Lecturer  
Center for the Promotion of Interdisciplinary Education and Research

Academic semester that the course is offered / Language  
Fall 2015 / English



## Outline and purpose of the course

Japanese popular media practices play not only in Japan a major role in the everyday lives of many people. The course investigates various elements of this popular and consumer culture, such as manga, games or *cosplay*, in their historical development and from a global perspective. The main focus lies on theoretical concepts and analytical techniques useful to examine the role of popular culture in late capitalist societies. One area of interest revolves around media content, for example, cultural representations of nationality or gender. A second point of departure is formed by questions of production, reception and appropriation by users in and outside Japan.

## Course goals

Many students outside and especially within Japan are already familiar with what is called Japanese popular or consumer culture, lessening the importance of keeping them at the receiving-end of knowledge. Instead, the aim of this course is to assist students in taking the leap from “insider” or “practitioner” to a position of knowledge-production within academic discourse. Thus, the course seeks to establish an understanding of various angles of research on popular media practices (e.g., media entertainment theories, cyber-ethnography, qualitative text analysis).

## Course schedule and contents

A detailed plan for each class will be determined depending on the number of and the feedback from the participants, but will be guided by the following overall procedure:

- (1) The students gain access to necessary tools via lectures and detailed discussions of methodological and theoretical examples taken from existing research [first five-week period].
- (2) The class decides on a shared question for project investigations, a specific object and appropriate methods. As networks of humans and artifacts (media), popular culture often necessitates analyses of contents as well as “users.” Accordingly, the class is divided into different project groups (e.g. text analysis, ethnography, cyber-ethnography), working on the same question from different angles (triangulation) [second five-week period].
- (3) Employing an e-learning environment (forums, journals), the groups plan and execute the projects under the instructor’ s supervision. Finally, the groups present results, discuss problems and achievements in accordance with the overall study question [last five-week period].

The lectures, individual preparations (homework/feedback) and group projects will figure 1/3 of the course each.

## Prerequisites

None.

## Evaluation

Homework (30%), project work and presentation (30%), feedback (20%), participation (20%).

## Studies to be done outside of class

The participants are expected to attend every class and spend a certain amount of time outside of this class for this course. Regular homework as well as group exercise will play an important role in this course, so preparation, review and project work out of the class requires at least about an hour.

## Textbooks

None.

## Further readings

The course materials as well as lecture slides will be made available via the course webpage.

The course takes some guiding ideas from “Inside-out Japan? Popular culture and globalization in the context of Japan,” by Matthew Allen & Rumi Sakamoto. 2006. *Popular Culture, Globalization and Japan*. London & New York: Routledge. pp. 1-12. Reading their introduction/book is not mandatory but the chapter may be obtained prior to the course by contacting the instructor.

## Others

Consultation (office hours) by appointment. The course webpage will be available to download the course material. Please contact the instructor Björn-Ole KAMM <kamm.bjornole.7e@kyoto-u.ac.jp> for any questions regarding this course syllabus.

Picture L : A glimpse of Akihabara, Tokyo, 2010.  
M : Cosplay from the other side; photo shooting at Comic Market, Tokyo, 2010.  
R : Main exhibition hall of the Kyoto International Manga Museum, 2010.

## About the instructor



### Björn-Ole KAMM

Ph.D. in Japanese Studies, Heidelberg University, Germany  
M.A. in Japanese Studies and Communication & Media Studies, Leipzig University, Germany  
Areas of Specialization: Practice theory, transculturality, uses and gratifications of Japanese popular media  
“Outside of Japan, or in work written in a context outside of Japan, there are times when, to put it somewhat ironically, people seem to believe that in an island nation in the Far East, alongside ‘*samurai*’ , ‘*geisha*’ and ‘*ninja*’ , a bizarre social group called ‘*otaku*’ exists. These ‘otaku’ are seen to have roots in the tradition or postmodern condition of that island nation. [I want to stress] my apprehension about the discourse surrounding ‘otaku’ and Japanese popular culture, which continues to be an ‘un-self-aware Alan Sokal.’ [Thus,] it is very important to read as critically as possible the work of the first generation of ‘otaku’” (Ôtsuka Eiji 2015; “Otaku Culture as ‘Conversion Literature’” ).

# Cross-border Migration

Instructor's affiliation, department, job title and name

Wako ASATO, Project Specific Assoc. Prof.  
Graduate School of Letters

Academic semester that the course is offered / Language

Fall 2015 / English



## Outline and purpose of the course

The purpose of the course is to overview the economy, society, politics, demography and particularly cross-border migration of Asia under the process of regional integration. We will also observe how the regional integration, economic development and demographic change have been driving both labor migration and marriage migration.

## Course goals

The goal is to understand the current situation of cross border migration in Asia and theory from the wider context of dynamic socio-economic change.

## Course schedule and contents

The content of the course includes the following.

1. Economic development in Asia
2. Demographic change
3. Diversity of political system
4. Development and migration
5. Feminization of labor and migration
6. Ageing and migration
7. Population policy and marriage migration
8. Social integration policy
9. Logic of human rights and migration
10. Policy of sending countries
11. International labor market formation
12. International collaboration and mutual benefit

## Prerequisites

None.

## Evaluation

Midterm and final term reports (60%), feedback and attendance (40%)

## Studies to be done outside of class

Participants may be required to read papers related to the class.

## Textbooks

Papers and related documents will be distributed in class.

## Further readings

To be announced in the class, if any.

## Others

Please email the instructor at <asato.wako.4c@kyoto-u.ac.jp> for an appointment.

## About the instructor



Wako ASATO, Program Specific Associate Professor  
PhD in Economics, Ryukoku University (2006)  
Presidential Award of the Philippines (2014)  
Committee Member of Care Enterprise Off Shore Development under the Ministry of Health, Labour and Welfare (2014-)



# Gender in Japan

Instructor's affiliation, department, job title and name	<b>Kimio ITO</b> , Professor, School of Letters <b>Jennifer COATES</b> , Program Specific Assistant Professor, Graduate School of Letters / Hakubi Center
Academic semester that the course is offered / Language	Fall 2015 / English



## Outline and purpose of the course

This course offers a comprehensive account of the structures of gender in Japan through its history and culture. Covering key issues in gender studies including discrimination, gendered violence, labour issues and education, the course situates these dynamics in their historical and cultural context using analyses of popular media. The course begins with a general introduction to gender studies, followed by the more specific application of key works and theories to the context of Japan. Thereafter, each lecture will address a singular gender issue in Japan from a historical and cultural perspective.

## Course goals

By the end of the course, students should have a clear understanding of the key debates on gender in Japanese society and be able to situate these debates within their global and cultural contexts. The course aims to develop the student’ s capacities to think through these debates using a diverse sources grounded in history and media.

## Course schedule and contents

- 1 Introduction to Gender Studies
- 2 Gender in Japanese History
- 3 Sexual Discrimination in Japan
- 4 Sexual Violences in Japan
- 5 Japanese Masculinities
- 6 Labour and Gender in Japan
- 7 Education and Gender in Japan
- 8 Media and Gender in Japan(1)
- 9 Media and Gender in Japan(2)
- 10 Media and Gender in Japan(3)
- 11 Sexualities in Japan
- 12 Gender Policies in Japan

## Prerequisites

None.

## Evaluation

Research papers (80%), participation (20%)

## Studies to be done outside of class

The participants are expected to come to every class and spend a certain amount of study time outside of this class for this course.

## Textbooks

None.

## Further readings

- McLelland, Mark and Romit Dasgupta. 2005. *Genders, Transgenders and Sexualities in Japan*. Routledge
- Kumiko Fujimura-Fanselow. 2011. *Transforming Japan*. The Feminist Press at the City University of New York.
- Sung, Sirin and Gillian Pascall. 2014. *Gender and Welfare States in Eastern Asia: Confucianism or Gender Equality*. Palgrave Macmillan

## Others

Office hour by appointment.

## About the instructor



**Kimio ITO** is professor of sociology in the Graduate School of Letters at Kyoto University and head of the Promotion Office for Gender Equality at Kyoto University. He is also president of the Japan Society for Gender Studies (since 2007) and is president of Japan Society for Sport Sociology (2005 to 2009, 2013~ present). He specializes in Cultural Sociology and Gender Studies. He worked as a member of the Specialists' Committee for Gender Equality of Japanese Government (2001 to 2011). He is co-editor of the International Encyclopedia of Men & Masculinities (Routledge, 2007). His writings include “Otokorashisa no yukue” (Locating masculinities, 1993), “Danseigaku nyuumon” (Introduction to men’ s studies, 1996), “The invention of wa and the Transformation of the Image of Prince Shotoku in Modern Japan in *Mirror of Modernity: Invented Traditions of Modern Japan* (University of California Press,1998), and “The Formation and Growth of the Men’ s movement” in *Transforming Japan* (New York City University Press, 2011).



**Jennifer COATES** is a Program Specific Assistant Professor in the Hakubi Center for Advanced Research, hosted by the Graduate School of Letters. She was awarded a PhD in 2014 from the School of Oriental and African Studies at the University of London for her thesis on female representation in postwar Japanese popular cinema. She has been a Kluge Fellow at the Library of Congress, Washington D.C. (2012) and a Visiting Research Fellow at the Australian National University (2011). Her publications include “The Shape-Shifting Diva: Yamaguchi Yoshiko and the National Body” in the *Journal of Japanese and Korean Cinema* (July 2014), and “Victims and Bystanders: Women in the Japanese War Retro Film” in the *Journal of Media, War and Conflict* (December 2013).

# Contemporary Philosophy in Japan: Shozo OMORI (1921-97) and His Students

Instructor’s affiliation, department, job title and name                   **Daisuke KAIDA**, Graduate School of Letters, Senior Lecturer

Academic semester that the course is offered / Language                   Fall 2015 / English



## Outline and purpose of the course

You probably know of J-POP, Japanese popular music. Musicians in this genre are more or less influenced by western music, they sing in Japanese, and their works are popular among ordinary people. I say that there is a parallel genre (school) in contemporary philosophy in Japan. It started with Shozo OMORI (1921-97) and was developed by some of his students. Philosophers in this school are more or less influenced by (analytic) western philosophy, they think and write in Japanese, and their works are accessible to and widely read by people outside academic circles. I call this genre “J-PHIL”. In the lectures, I will introduce you to some of the notable achievements in J-PHIL, focusing on the works of Shozo OMORI, Shigeki NOYA (1954-), Hitoshi NAGAI (1951-), and others. No previous knowledge is required.

## Course goals

You will attain knowledge of contemporary Japanese philosophy and ability to think in "analytic" way about problems encountered in daily lives.

## Course schedule and contents

- Lecture 1: Introduction: What is “J-PHIL” ?
- Lecture 2: A Brief History of Analytic Philosophy in English-speaking Countries and in Japan
- Lectures 3-6: The Philosophy of Shozo OMORI (1921-97)
  - Four Problems: Perception, Theoretical Entities, Other Minds, and Past
  - Manifest Monism and Perception
  - Manifest Monism and Other Minds
  - Manifest Monism and Past
- Lectures 7-9: The Philosophy of Shigeki NOYA (1954-)
  - Can we imagine other people's pain?: Perspectivism (1)
  - Can we imagine other people's pain?: Perspectivism (2)
  - The Non-existence of the Future
- Lectures 10-12: The Philosophy of Hitoshi NAGAI (1951-)
  - Why do I exist?: The Uniqueness of "I" (1)
  - Why do I exist?: The Uniqueness of "I" (2)
  - Why must we not do bad things?
- Lecture 13: OMORI's Students with More Academic Bents
- Lecture 14: What is the uniqueness of J-PHIL, and where is it going?
- Feedback

## Prerequisites

None.

## Evaluation

You are required to submit 1 paper at the end of the semester. Evaluation will be based on the term paper (75%) and total attendance record (25%).

## Studies to be done outside of class

Reading assignment for each lectur

## Textbooks

None.

## Further readings

- Omori, Shozo. 2011. *"Shozo Omori selection (Shozo Omori serekushon)." lida et al. (eds.) Heibonsha library.*
- Noya, Shigeki. 2010. *"Tetsugaku: kookai nisshi I (Philosophy: a logbook I)." Chuukoo bunko.*
- Nagai, Hitoshi. 2010. *"<Watashi>no sonzaino hirui nasa (Uniqueness of <watashi (first person singular in Japanese)>)." Koodansha gakujutsu bunko.*

## Others

Office hour by appointment.

## About the instructor



### Daisuke KAIDA

I first studied physics at university, then completed my Masters in the philosophy of quantum mechanics, completed my Doctorate coursework in the philosophy of mind, and then went to UK to pursue PhD research in metaphysics. It may seem that I have made quite a detour in my career to date, but actually my awareness of issues hasn’t really changed since I was a high school student; I have long been concerned about how our minds are placed in the physical world.  
Research Fields: Metaphysics, Philosophy of Mind, Philosophy of Science

# The History and Culture of Kyoto

Instructor’s affiliation, department, job title and name      **Niels VAN STEENPAAL**, Project Specific Assistant Professor  
Hakubi Center for Advanced Research

Academic semester that the course is offered / Language      Fall 2015 / English



### Outline and purpose of the course

This course will introduce the student to the history and culture of Kyoto, the city that functioned as Japan’s capital for more than one thousand years. Through class discussion based on (research) literature, primary sources, presentations, field trips, and movie showings, we will come to examine the city in its various aspects; a physical site of distinct geography and climate, a treasure trove of world-renowned architecture and artifacts, an arena for political intrigue and military prowess, the home of millions of people who lived quite ordinary lives, and a cultural representation that continues to inform Japanese identity to this day.

### Course goals

- Upon the successful completion of this course, students will:
- (1) be familiar with the geography, architecture, and history of Kyoto.
  - (2) have a general understanding of Japanese history as well the significance of Kyoto in it.
  - (3) be able to efficiently and effectively distil the essence of (academic) writing, and structure and present one’s own ideas in a lucid manner.
  - (4) be able to pose meaningful historical questions, and conduct independent research (field wok)

### Course schedule and contents

The detailed plan for each class will be determined depending on the number of participants.

### Prerequisites

Competence in reading academic literature and discussing its content in English is a prerequisite for this course.

### Evaluation

- Grading will be based on attendance, participation, class reports, term paper and final exam as follows:
- 20%      Attendance and Participation
  - 20%      Class Reports
  - 40%      Research Paper
  - 20%      Final Exam

### Studies to be done outside of class

- (1) read the assigned texts (~40 pages) for each class
- (2) prepare questions based on the readings
- (3) prepare a short literature review/in-class report (1-2 times during the semester)
- (4) prepare a presentation on the topic of your term research paper
- (5) write a research paper

### Textbooks

There will be no assigned textbook. We will make use of copies and scanned readings provided by the instructor.

### Further readings

None.

### Others

This course will require the students to pay for their own travel expenses during field trips. The total costs of these field trips, however, will not exceed 3000 yen.

### About the instructor



**Niels VAN STEENPAAL**  
M.A. (Leiden University, The Netherlands), Ph.D. (Kyoto University, Japan).  
Area of specialization: (intellectual) history, book culture, and education.  
Trained as an intellectual historian of early modern Japan, his primary research interest is “moral culture”, a term that he uses to describe the pathways, processes and media through which morality and material culture mutually influence each other. Besides his research activities he also works as an editor for two web-projects; *Dissertation Reviews*, and *The New Japanese-Dutch Dictionary Project*.



# Japan at Play: Nation-Building through Work and Leisure Politics

Instructor's affiliation, department, job title and name  
Björn-Ole KAMM, Project Specific Senior Lecturer  
Center for the Promotion of Interdisciplinary Education and Research

Academic semester that the course is offered / Language  
Fall 2015 / English



## Outline and purpose of the course

Nation-building at first glance appears as a matter of politics but it also penetrates deeply into the sphere of play, amusement, and leisure. This course revolves around the question how the Japanese state defined itself through leisure policies such as the introduction of “Western” forms of play during the Meiji period (1868-1912), prewar domestic tourism, the attempts to create a “lifestyle superpower” (*seikatsu taikoku*) or the recent “Cool Japan” campaign. What is the “Japaneseness” of play (*asobi*) and its opposites, seriousness and work?

By tracing play as a *matter of concern* for policy makers, intellectuals, and ordinary people, the course further introduces a new theoretical and methodological approach to Cultural Studies that is less concerned with meanings and values but with contested, contingent modes of cultural ordering: narratives about, for example, a given nation’s place in the world and their material embodiments, such as written laws or metropolitan redevelopment projects

## Course goals

Students will receive basic instruction in the etymology of *asobi* and its role in discourses about the Japanese (*nihonjinron*). First and foremost, students will learn step-by-step protocols for analyzing cultural phenomena, such as play and leisure activities, by focusing on describable attempts of ordering (discourses, institutions, embodiments) that produce these phenomena using the example of Japan in a transcultural context.

## Course schedule and contents

The course will be offered in accordance with the following general structure. A detailed plan for each class will be determined depending on the number of and the feedback from the participants, and will be announced in class.

### (1) Introduction [2 weeks]

Lecture on Cultural Studies as the study of ordering modes (theoretical concepts, basic terminology, methodological protocols) and “play” as an object of inquiry, followed by an introduction to debates about the “Japaneseness” of leisure activities in Japanese-language discourse (since the 1960s). Students will further be provided with guidelines for class preparation and exercises.

### (2) Readings and Discussion [6 weeks]

Students will read studies on play, leisure and work taken from different moments in Japanese history (e.g., Meiji Restoration, prewar tourism, postwar income policies, lifestyle superpower, moratorium people or Akihabara redevelopment) to discuss these readings in class. The focus lies on the question if – and how – these readings exemplify studies of ordering modes and how different approaches may lead to different conclusions.

### (3) Exercises and Presentations [6 weeks]

Building on the previous sessions, students will formulate and conduct own basic studies on current issues in Japan in which play is ordered and managed (e.g., through newspaper or forum analysis). Depending on the number of participants, these exercises are either done individually or in groups. Students will present their work in class.

### (4) Conclusion and Feedback [1 week].

## Prerequisites

2nd year and above.

## Evaluation

Homework and exercise (60%), feedback (20%), participation (20%).

## Studies to be done outside of class

The participants are expected to attend every class and spend a certain amount of time outside of this class for this course. Regular homework as well as exercise will play an important role in this course, so preparation and review out of the class requires at least about an hour.

## Textbooks

None.

## Further readings

The course materials as well as lecture slides will be made available via the course webpage.

The course takes guiding cues from

•Kendall, Gavin, and Gary Wickham. 2001. *Understanding Culture: Cultural Studies, Order, Ordering*.

London, Thousand Oaks: Sage.

•Law, John. 1994. *Organizing Modernity*. Oxford: Blackwell.

•Leheny, David. 2003. *The Rules of Play: National Identity and the Shaping of Japanese Leisure*. Ithaca: Cornell University Press.

Reading these books is not mandatory but the course will reference certain points of their discussion.

## Others

Consultation (office hours) by appointment. The course webpage will be available to download the course material. Please contact the instructor Björn-Ole KAMM <kamm.bjornole.7e@kyoto-u.ac.jp> for any questions regarding this course syllabus.

Picture L : Poster for the “Asobi – Play” exhibition at Kyoto National Museum, 2013.  
M : Book covers of monographs about the play and the Japanese.  
R : Posters from the “Cool Japan” Campaign showing Ayanami Rei, 2012.

## About the instructor



### Björn-Ole KAMM

Ph.D. in Japanese Studies, Heidelberg University, Germany

M.A. in Japanese Studies and Communication & Media Studies, Leipzig University, Germany

Areas of Specialization: Practice theory, transculturality, uses and gratifications of Japanese popular media

“I would like my books to be a kind of tool box which others can rummage through to find a tool which they can use however they wish in their own area ... I don’ t write for an audience, I write for users, not readers” (Michel Foucault in O’ Farrell 2005, 50).

“Japanese”, “Modern”, “Literature”:  
Exploring Japan’s Modernity through Literary Discourse

Instructor’s affiliation, department, job title and name      Irina HOLCA, Institute for Research in Humanities, Senior Lecturer

Academic semester that the course is offered / Language      Fall 2015 / English



Outline and purpose of the course

This course will explore developments and trends in modern Japanese literature, society, and culture. We will read and analyze literary (and non-literary) discourse dealing with the encounters between Japan and the world from the beginning of the Meiji period to the present, as well as works illustrating the way modernization redefined human relations, (family, friendship, love, etc) during the same period of time.

Course goals

At the end of this course, students will have sufficient information about the historical, social, and cultural background of the literary works read in class, and will be able to put them into perspective, questioning the dichotomies “Japan-West”, “modern-traditional” and looking at “literature” as their locus of dialogue. They will have also learned about various literary theories and analytical methodologies, which will allow them to engage with the texts in a critical way, in order to produce meaningful discussions, presentations, and essays.

Course schedule and contents

The course will start with an introduction to the concept of literature and the changes it underwent throughout history, in the world but especially in modern Japan; it will also touch upon the main theoretical schools and movements, in order to provide a firm framework for further discussion and analysis. The primary readings, focusing on two topics, “East-West encounters” and “Redefining relations”, will include, without being limited to, the following works: Higuchi Ichiyō: *Growing Up*, Mori Ogai: *The Dancing Girl*, Nagai Kafū: *American Stories*, Tayama Katai: *The Quilt*, Akutagawa Ryūnosuke: *The Ball*, Natsume Sōseki: *Kokoro*, Tanizaki Jun’ichirō: *Naomi*, Dazai Osamu: *The Setting Sun*, Yoshimoto Banana: *Kitchen*, Murakami Haruki: *Hear the Wind Sing*, Mizumura Minae: *Shishosetsu, from Left to Right*, Hideo Levy: *A Room Where the Star-Spangled Banner Cannot Be Heard*.  
Classes will ideally be interactive, with student discussions and presentations taking up 1/4 to 1/3 of the time, but a more detailed plan for each class will be determined based on the number of, and the feedback from the participants.

Prerequisites

None, but some Japanese proficiency will be helpful.

Evaluation

Attendance& participation: 20%  
Comments/ questions: 20%  
Presentation: 25%  
Essay: 35%

Studies to be done outside of class

The assigned novels, short stories, and critical readings must be read before they are scheduled for class discussion. Students will be expected to work out of class to prepare for their presentations and essays; assistance with the selection of a topic and reading materials will be provided in class.

Textbooks

None.

Further readings

None (most course materials— PDF files of assigned readings, course slides and handouts, etc.) will be made available online.

Others

Office hour by appointment

About the instructor



**Irina HOLCA**  
PhD in Modern Japanese Literature, Kyoto University, Institute for Research in Humanities  
I specialize in Japanese prose literature, from the middle of the Meiji period (late 1880s) to the beginning of the Showa period (1930s). I am particularly interested in what and how we can learn from literature about a culture/ society, that we cannot learn from scientific discourse. In my research, I look for meaning at the intersection of a literary work’s content, its language, and its context. In this course, I hope we will be able to explore together the subversive possibilities of literary discourse, as molded by Japan’s modernity.



# Introduction to Japanese Languages

Instructor's affiliation, department, job title and name	Masahiro YAMADA, Project Specific Assistant Professor Asian Studies Unit, Center for the Promotion of Interdisciplinary Education and Research
Academic semester that the course is offered / Language	Fall 2015 / English



## Outline and purpose of the course

This course will introduce a method to analyze various aspects of Japonic languages (Japanese and Ryukyuan languages). The data mainly dealt with will be taken from the "standard" variant of modern Japanese and Dunan (Yonaguni-Ryukyuan, spoken in Yonaguni island, Okinawa prefecture).

## Course goals

Upon completion of this course, the participants will be able to set a solvable problem against a given set of linguistic data, find out how to solve it, and argue for the answer which may constitute part of the native speakers' (unconscious) knowledge of the languages discussed in the course. In other words, the participants will be able to find out a pattern or an order in given linguistic data, which could be characterized as a linguistic rule that lets native speakers of a language to generate all and only linguistic patterns observed.

## Course schedule and contents

The data necessary for the investigation will be either provided or instructed how to collect. Thus the participants are not expected to have any knowledge of Japanese/Ryukyuan languages. The knowledge to be discovered in the course would be unconscious to the native speakers of Japanese/Ryukyuan languages. Thus the participants are not expected to be non-native speakers of Japanese/Ryukyuan languages either.

The detailed plan for each class will be determined depending on the number of and the feedback from the participants, but will cover the following topics.

- 1. Sound and orthography
- 2. Sound pattern
- 3. Verb conjugation
- 4. Hierarchical structure
- 5. Honorific system

A class or two will be a discussion of the endangered languages in Japan. Lectures, individual and group exercises, and class discussions will figure 1/3 of the course each.

## Prerequisites

None.

## Evaluation

Homework and exercise (60%), feedback (20%), participation (20%)

## Studies to be done outside of class

The participants are expected to come to every class and spend a certain amount of time outside of the class for this course. Regular homework/exercise will play an important role in this course, so preparation for and review of the class require at least an hour or so.

## Textbooks

None.

## Further readings

Course materials such as class slides will be available at the course webpage. Some parts of this course may be influenced by "An Introduction to Language" by Victoria Fromkin, Robert Rodman, Nina Hyams, though no specific parts will be referred to in the course. Reading this book is not necessary at all.

## Others

Office hour by appointment. The course webpage will be available to download the course materials. Please contact the instructor Masahiro Yamada <yamada.masahiro.4r@kyoto-u@ac.jp> for any questions regarding this course syllabus.

## About the instructor



**Masahiro YAMADA**  
Ph.D. in Linguistics, University of Delaware, USA  
B.A. in Liberal Arts, International Christian University, Japan  
Area of specialization: Formal linguistic theory, documentation and revitalization of Dunan (Yonaguni-Ryukyuan)  
Why can we speak? Because we are designed to do so. I'm doing linguistics in order to know \*how\* we are designed. How do I do it? That's what you will learn in this course. You will learn how to construct a grammar of a language \*by yourself\* instead of by listening to me lecturing what the grammar of Japanese/Dunan is like.

Asian Platform for Global Sustainability & Transcultural Studies(AGST), GSL Branch  
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