



Courses on Asian and Transcultural Studies

Graduate School of Letters, Faculty of Letters, Kyoto University

Spring-Fall 2018

京都で学ぶアジアと日本
“Studying Asia and Japan in Kyoto” Program

Courses on Asian and Transcultural Studies

Graduate School of Letters, Faculty of Letters, Kyoto University

Spring-Fall 2018



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Introduction

The Courses on Asian and Transcultural Studies (CATS) is an English language, research-oriented package of courses that combines interdisciplinary education with a transregional focus on Japan and South (East) Asia but in a global context.

This transregional outlook is based on the perspective that cultures are not contained within ethnically closed, linguistically homogenous and territorially bounded spheres. Instead they are constituted through transformations and entanglements that follow from contacts and relationships between various agents, concepts and institutions. Asian and Transcultural Studies in this understanding thus combine methodological and theoretical approaches from a broad spectrum of disciplines in the humanities and social sciences.

The study package seeks to expand the regional and disciplinary competences students have obtained in previous studies. All the students from Kyoto University as well as students from overseas are encouraged to participate in these courses. They will acquire empirical knowledge on historical and contemporary moments of exchange as well as on theories and methodologies to frame and analyze such processes. The courses are offered in English and presuppose some level of academic English but are designed as a place to further improve academic English skills in the context of content-based learning.

The courses described in this catalogue range from a basic introduction to Transcultural Studies to more specialized offerings from philosophy, cultural history, economics, linguistics, and sociology, to name a few. Students are free to choose any single course or combinations of courses as they prefer. In order to allow for thematic sets of courses, they are organized along the line of three study foci, “Society, Economy and Governance” (SEG)●, “Knowledge, Belief and Religion” (KBR)●, and “Visual, Media and Material Culture” (VMC)●. Each study focus cuts across disciplines and is not confined to one region.

The CATS package is situated in the “Asian Platform for Global Sustainability and Transcultural Studies” (AGST), which is part of the “Kyoto University – Japan Gateway Project,” funded by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). CATS is part of the AGST Top Global Course, a certificate program for Master students. Students who fulfill all the requirements of the AGST Top Global Course will be awarded a certificate that contains their academic portfolio separately from the diploma at the time of graduation. For further information and application deadlines, please see the AGST website*.

CATS furthermore forms the backbone of a new study program, Master of Arts in Transcultural Studies, a joint degree program of the Graduate School of Letters at Kyoto University and the Heidelberg Centre for Transcultural Studies, Germany, launched in Autumn 2018. Students in this study program will conduct their studies at both institutions to receive a single, joint diploma after fulfilling their studies.

This joint degree program will require students at Kyoto University to have a background in a discipline of the humanities or social sciences, fluency in academic Japanese language, English language capabilities of TOEFL iBT 90 or above, and a basic understanding of second foreign language.

Courses on Asian and Transcultural Studies (CATS)は、日本・アジアの地域横断型かつ学際的な研究を扱う科目群として開設されました。Transcultural Studies (文化越境研究)という考えかたによれば、「文化」とは、単一の民族、単一の言語、国境で区切られた空間の中に押しこめられるものではありません。さまざまなひとびとの活動、概念、制度が互いに接触し関係性を結ぶことにより、形を変え、纏(もつ)れあうことで、「文化」はできあがっているのです。このような考えかたに立ち、CATSは、人文科学と社会科学における幅広い学問分野を背景に、さまざまな研究手法と理論を統合させていきます。CATSはスーパーグローバルコースの一部であり、修了要件を満たす修士課程の学生は修了証明書を取得することができます。詳しくはAGSTのウェブサイト*をご覧ください。

このパンフレットでは、2018年10月に開設した、京都大学文学研究科とハイデルベルグ大学トランスカルチュラル・スタディーズセンターとの修士課程共同学位専攻“Master of Arts in Transcultural Studies”を中心にご案内しています。本科目群は、受講者のみなさんがこれまでの学習を通じて身につけてきた、研究対象となる地域や分野に関する蓄積を、さらに拡げていくことをめざします。京都大学の学生のみなさんにも、海外からの留学生とともに、ぜひ本科目群を履修するようお誘いします。歴史上の、あるいは同時代に起きた文化交渉の事例を実証的に学べるだけでなく、個々の事例が起きるまでのプロセスを、構造化し、分析するための理論と手法をも学ぶことができるでしょう。本科目群は、アカデミックなレベルの英語力をもつことを前提に英語で開講されますが、内容重視の学習(content-based learning)を通じ、アカデミックな英語力をさらに向上させるための場としても活用できるように構成されています。

本共同学位専攻への入学を志望する京都大学の学生には、人文科学ないし社会科学を専門課程で学んでいること、かつ大学院レベルの日本語力、英語力(TOEFL iBT score 90以上)、およびもう一つの外国語の初歩的な能力を有することを要件として求めています。

*<http://agst.jgp.kyoto-u.ac.jp/top-global-course>

Instructor's affiliation, department, job title and name

Björn-Ole KAMM, Graduate School of Letters
Senior Lecturer
Wako ASATO, Graduate School of Letters
Associate Professor
Somdev VASUDEVA, Graduate School of Letters
Associate Professor
Mitsuyo WADA-MARCIANO, from July 2018: Graduate School of Letters
Professor

Academic semester that the course is offered

Spring 2018



Outline and purpose of the course

The concept of transculturality can be used both as a heuristic device (e.g. multi-perspectivity and multi-locality) and focus of study (e.g. cultural entanglements).

It is embedded in a large and very heterogeneous landscape of theoretical and methodological approaches that come from various disciplines and cover different thematic, historical and geographic areas. Jointly conducted by four researchers from different disciplinary backgrounds, this lecture class will discuss the contributions and limitations of inherited and current notions of transculturality. Focusing on three study areas, "Society, Economy and Governance," "Knowledge, Belief and Religion" and "Visual, Media and Material Culture," and the respective fields of research of the lecturers, theories and methods will be tested, e.g. in explorations of world cinema, global "art" cinema and digital video practices, circular movements in the development of "Modern Postural Yoga," and the relationship between patterns of migration and modes of institutionalization. The goal of the course is to introduce students to diverse disciplinary perspectives enabling them to frame their own studies of transcultural phenomena and perspectives.

Course goals

Students will gain insights into the historical development of theories of transculturality and their application in practical research in the humanities and social sciences. This will allow them to formulate own study projects and prepare them for research dealing with the creation and crossing of cultural borders, entangled histories and forms of circulation.

Course schedule and contents

The course will be offered in accordance with the following general structure. A detailed plan for each class will be announced in the introduction.

(1) Introduction [1 week]

The Introduction to the course covers the aims, methods, requirements and overall organisation of the class, including self-introductions by the lecturers and first examples from the three study foci, "Society, Economy and Governance" (SEG), "Knowledge, Belief and Religion" (KBR) and "Visual, Media and Material Culture" (VMC).

(2) Foundations [3 weeks] - (lecturer: Bjorn-Ole KAMM)

The first three-week section of lectures discusses transculturality within the matrix of associated terms and metaphors, such as hybridity, as well as related-but-different perspectives, postcolonialism for example, followed by an introduction into transculturality as heuristic principle and its methodological consequences.

(3) Society, Economy and Governance [3 weeks] - (lecturer: ASATO Wako)

The following three weeks will deal with how cultural contact zones are institutionalized within social policy in the nation-state system, for example, through immigration policies, minority policies, social integration policies or citizenship, particularly in Asian countries. Recent Asian trends shift towards social integration policy to overcome demographic challenges, showing a "new Asian transculturality" in the contemporary setting.

(4) Knowledge, Belief and Religion [3 weeks] - (lecturer: Somdev VASUDEVA)

In this section, we examine the various circular movements underlying the development of what came to be called “Modern Postural Yoga.” In the first lecture, we investigate historical precursors of the relevant phenomena, explore influences of British and Scandinavian physical culture on the development of postural yoga in India in the second lecture, and consider the ways in which the latter was received (back) in Britain and globally in the final class of this section.

(5) Visual, Media and Material Culture [3 weeks] - (lecturer: Mitsuyo WADA-MARCIANO)

This final section focuses on transculturality in film and video practices, disentangling the rhetoric and aesthetics of “geography” in so-called World Cinema in the first week, and looking at the circuits of inclusion and exclusion of a global “Art” Cinema in the second. The last week will examine digital video practices vis-à-vis society and the market.

(6) Review and Feedback

The lecture class is accompanied by a weekly discussion class (“tutorium”), in which students discuss the content of the lectures and the readings, and clarify their understanding of transculturality. Participation in this class is mandatory for students of the major Master in Transcultural Studies and highly recommended for all other students joining from other majors.

Method, Point of view, and Attainment levels of Evaluation

Active participation in discussion (Q&A); preparation of mandatory readings; regular submission of short comments/discussion questions; written examination.

Reference books, etc.

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

Introductory readings:

Appadurai, Arjun. 2005 (1996). *Modernity at Large. Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.

Brosius, Christiane. 2010. *India's Middle Class. New Forms of Urban Leisure, Consumption and Prosperity*. New Delhi: Routledge.

Elkins, James et al (eds). 2010. *Art and Globalization*. University Park: Pennsylvania State Univ. Press.

Morphy, Howard and Morgan Perkins. 2006. *Anthropology of Art. The Reader*. Malden: Blackwell.

Juneja, Monica. 2011 “Global Art History and the ‘Burden of Representation’ .” In: Hans Belting/Andrea Buddensieg (eds). *Global Studies: Mapping the Contemporary*. Ostfildern: Hatje Cantz.

Juneja, Monica and Christian Kravagna. 2013. “Understanding Transculturalism.” In *Transcultural Modernisms*, ed. Fahim Amir et.al. Berlin: Sternberg Press, 22-33.

Lackner, Michael, Iwo Amelung and Joachim Kurtz. 2001. *New Terms for New Ideas: Western Knowledge and Lexical Change in late Qing China*. Leiden: Brill.

Pomeranz, Kenneth. 2000. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton: Princeton University Press.

Sartori, Andrew. 2008. *Bengal in Global Concept History: Culturalism in the Age of Capital*. Chicago: The University of Chicago Press.

Kitty Zijlmans/ Wilfried van Damme (eds). 2008. *World Art Studies: Exploring Concepts and Approaches*. Amsterdam: Valiz.

<https://www.cats.bun.kyoto-u.ac.jp/elearn/> (You will have to register with this site and use this enrolment key to take part in the course: cAt\$2018)

Regarding studies out of class (preparation and review)

Regular homework for this lecture class (readings and short comprehension essays) will play an important role in this course.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Consultation (office hours) by appointment. The course webpage will be available to download the course material.

Please contact Björn-Ole Kamm <kamm@cats.bun.kyoto-u.ac.jp> for any questions regarding this course syllabus.



Outline and purpose of the course

The concept of transculturality can be used both as a heuristic device (e.g. multi-perspectivity and multi-locality) and focus of study (e.g. cultural entanglements).

It is embedded in a large and very heterogeneous landscape of theoretical and methodological approaches that come from various disciplines and cover different thematic, historical and geographic areas. Jointly conducted by four researchers from different disciplinary backgrounds, this discussion class complements the lecture series of the same name and deals with the contributions and limitations of inherited and current notions of transculturality. Focusing on three study areas, "Society, Economy and Governance," "Knowledge, Belief and Religion" and "Visual, Media and Material Culture," and the respective fields of research of the lecturers, theories and methods will be tested, e.g. in explorations of world cinema, global "art" cinema and digital video practices, circular movements in the development of "Modern Postural Yoga," and the relationship between patterns of migration and modes of institutionalization. The goal of the course is to deepen students' understanding of transcultural phenomena and perspectives.

Course goals

Students will discuss readings about the historical development of theories of transculturality and their application in practical research in the humanities and social sciences. This will allow them to deepen their understanding of transcultural dynamics, theoretical perspectives, the creation and crossing of cultural borders, entangled histories and forms of circulation.

Course schedule and contents

The course will be offered in accordance with the following general structure. A detailed plan for each class will be announced in the introduction.

(1) Introduction [1 week]

The Introduction to the course covers the aims, methods, requirements and overall organisation of the class, including guidelines for essay writing and brief overviews of the three study foci, "Society, Economy and Governance" (SEG), "Knowledge, Belief and Religion" (KBR) and "Visual, Media and Material Culture" (VMC).

(2) Foundations [3 weeks]

The first three-week section of readings complement the lecture by Bjorn-Ole KAMM and discusses transculturality within the matrix of associated terms and metaphors, such as hybridity, as well as related-but-different perspectives, postcolonialism for example, followed by an introduction into transculturality as heuristic principle and its methodological consequences.

(3) Society, Economy and Governance [3 weeks]

The following three weeks will deal with how cultural contact zones are institutionalized within social policy in the nation-state system, for example, through immigration policies, minority policies, social integration policies or citizenship, particularly in Asian countries, as they are discussed by ASATO Wako in his lectures. Recent Asian trends shift towards social integration policy to overcome demographic challenges, showing a “new Asian transculturality” in the contemporary setting.

(4) Knowledge, Belief and Religion [3 weeks]

In this section, readings will be discussed that relate to Somdev VASUDEVA’s lectures on the concept of transculturality using “Modern Postural Yoga” as an example. In the first lecture, we investigate historical precursors of the relevant phenomena, explore influences of British and Scandinavian physical culture on the development of postural yoga in India in the second lecture, and consider the ways in which the latter was received (back) in Britain and globally in the final class of this section.

(5) Visual, Media and Material Culture [3 weeks]

The final section focuses on transculturality in film and video practices, disentangling the rhetoric and aesthetics of “geography” in so-called World Cinema in the first week, and looking at the circuits of inclusion and exclusion of a global “Art” Cinema in the second. The last week will examine digital video practices vis-à-vis society and the market. The readings complement the lectures by Mitsuyo WADA-MARCIANO.

Class requirement

Participation in the main lecture class Introduction to Transcultural Studies is mandatory.

Method, Point of view, and Attainment levels of Evaluation

Readings (40%), discussion (40%), and participation (20%)

Reference books, etc.

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

<https://www.cats.bun.kyoto-u.ac.jp/elearn/> (You will have to register with this site and use this enrolment key to take part in the course: cAt\$20i8)

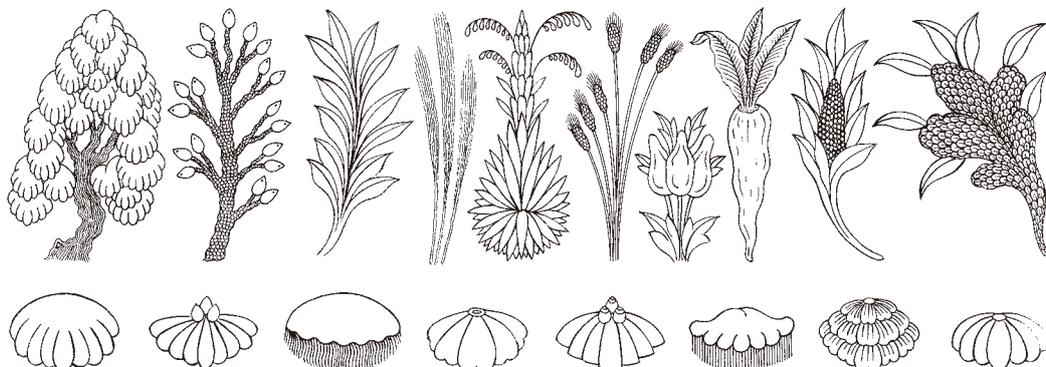
Regarding studies out of class (preparation and review)

Regular homework for the lecture class (readings and short comprehension essays) will play an important role in this course.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

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



Outline and purpose of the course

This course is designed as a historiographic survey of a complex of post-Vedic and pre-modern South Asian religions, doctrines, practices, beliefs, and cultural norms that contributed to the formation of philosophical doctrines. Until we have completed our survey, we will make an effort to avoid endorsing any one narrative over another, nor will we concern ourselves solely with innovations, evolutions or discontinuities. Rather we will look at how specialized and narrowly focused subfields communicate their subjects within their own hermeneutic space. Since such enquiries eschew narrative, metanarrative, anecdote, and exemplary citation in favor of painstaking analysis, a close historiography, akin to close reading, is helpful to avoid reifying outdated or untenable earlier attempts of explication.

Course goals

Students will be introduced to different styles of scholarship and different methods of analysis current in South Asian studies. The aim is to familiarize students with topics of ongoing debate and to provide them with tools to meaningfully engage with newly emerging literature.

Course schedule and contents

Week 1

What is our goal? Introduction to the sources and languages.

Week 2

The challenge of South Asian polyglossia, heteroglossia and hyperglossia. What is the point of historiography?
How can we periodize and localize South Asia?

Week 3

Late Vedic Brahmanism. Canonicity, teaching lineages and schools: Saṃhitās, Brāhmaṇas and Vedic śākhās.

Week 4

Early and late Upaniṣads. Esoteric teachings (rahasya). The “great statements” (mahāvākya).
Cosmic correlation sets (bandhu). Yājñavalkya as the archetypical, charismatic, Upaniṣadic teacher.

Week 5

Are the new doctrines of karma and redeath/rebirth compatible with Vedic sacrifice?

Week 6

Are the theistic Upaniṣads heterodox? Is the śvetāśvatara Upaniṣad a Pāśupata forgery?

Week 7

The Bhagavadgītā and the Upaniṣads. A product of syncretism but not a syncretic work?

Week 8

Bhagavadgītā, innovation as reinterpretation. Manu and the sources of Dharma.
“Sympathy of the heart (hṛdayānukrośa)” as a source of Dharma.

Week 9

The Pāśupatas, Lākulas, Mausulas and Kārukas. Early Theism, Yoga and Asceticism.

Week 10

The Vaikhānasa ritual. The Pāñcarātra. Hyper-ritualism.

Week 11

Epics. The Rāmāyaṇa. Changing receptions: the first secular poem? Rāma as the perfect man. Rāma as a divinity.
Dharma as “ethos”? The Rāmāyaṇa in early popular culture. Kaikeyī’s advice to Bharata in the light of the Arthaśāstra.

Week 12

Epics. The Mahābhārata, internalized conflict externalized as war. The power of women. Nostalgia for a chivalrous age.

Week 13

The culture of lyrical poetry. The Therīgāthās, the Sattasaī and Caṅkam: Did small town girls of the Sātavāhana empire create the social aesthetic of the kāvya tradition of poetry?

Week 14

Who is singing songs of love, war and wisdom in Tamil? What does it mean if all the commentators disagree on the meaning of the verses? Philosophy and poetry in the Maṇimēkalai.

Week 15

The grammarians as the foremost among the learned. Grammar as the most accurate of sciences.
Reading: Passages from the Pasapśāhnikam of Patañjali.

Systems of philosophy. What is a śāstra? From the six tarkas to the six darśanas. The astikas and the nāstikas. Who needs doxographies?

Method, Point of view, and Attainment levels of Evaluation

In class, discussion and contextualization of the assigned readings (40%). One response paper to the discussions of the readings (30%). Homework consisting in weekly assigned readings (30%).

Regarding studies out of class (preparation and review)

Regular homework for weekly assigned readings.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Instructor's affiliation, department, job title and name

Wako ASATO, Graduate School of Letters
Associate Professor

Academic semester that the course is offered

Spring 2018



Outline and purpose of the course

This course is to examine concepts representing Japanese society, economy and governance through previous research and fieldwork. Even though we perceive various concepts on society, economy and governance through media and internet, it is often the case there is a gap between concept and reality when you go to the field. Probably it is a good opportunity when in Japan to go out for a field research to see the gap and analyze the gap.

Course Goals

To approach concept on Japanese society, economy and governance and its reality. Primary data gathering is needed for this course.

Course Schedule and Contents

First four weeks deal with introduction and conduct research on Japanese society, economy and governance such as “kawaii,” abenomics, “buraku”, Japanese employment system or special economic zone. Based on the research utilizing secondary data, participants are required to do primary data gathering such as interview, questionnaire and so on. Joint research would also be conducted within Kyoto city such as museums, elementary schools, welfare facilities and local governments. Final stage of this course is to synthesize the concepts for deeper understanding.

Method, Point of view, and Attainment levels of Evaluation

Master level. Qualitative research is used in this course.

Reference books, etc.

Will be announced in class.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Japanese Contemporary Popular Culture: Media Practices in a Global Context

Instructor's affiliation, department, job title and name

Björn-Ole KAMM, Graduate School of Letters
Senior Lecturer

Academic semester that the course is offered

Spring 2018



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, anime, or games, from a transcultural perspective. The focus of this practice-oriented and interactive seminar lies on theoretical concepts and analytical techniques useful to engage transculturality in the cross-disciplinary research fields of visual, material and media culture.

The course revisits key readings for a transcultural approach dealing with visual practices, such as cosplay, and 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. The theoretical input forms the basis for practical exercises in applying these methodologies to concrete cases.

The course primarily addresses MATS students of the VMC focus in their first semester but welcomes also students in their second year that are about to define their MA thesis topic. The course requires students to actively participate, do regular written homework and occasionally work in teams. It does not include a written term paper, but several written short pieces and a project report instead.

Course Goals

The course seeks to establish an understanding not only of theories of transculturality, entertainment and user agency but of various angles of research methodology useful for the study of visual and media practices. Students will exercise to apply key methodologies to contemporary cases studies, such as cyber-ethnography of fans, qualitative visual and textual analysis of manga, or the analysis of discourses surrounding the physical embodiment of fictional characters. The aim of the course is to assist students in taking the leap to a position of knowledge-production and thus focuses on practical exercises and training in academic presentation skills.

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, and if the number of participants permits, 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.

Method, Point of view, and Attainment levels of Evaluation

Homework (20%), project work, presentation and report (50%), feedback (10%), participation (20%).

Reference books, etc.

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.

<https://www.cats.bun.kyoto-u.ac.jp/elearn/> (You will have to register with this site and use this enrolment key to take part in the course: cAt\$20i8)

Regarding studies out of class (preparation and review)

Participants need to prepare one reading before each in-class session and are asked to write short comprehension essays afterwards. During project phases, participants will conduct group work and submit meeting protocols afterwards. Preparation and review require at least one hour.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

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

Instructor's affiliation, department, job title and name

Atsushi HAYASE, Graduate School of Letters
Associate Professor

Academic semester that the course is offered

Spring 2018

Outline and purpose of the course

This course introduces useful and essential skills of academic research to the new students of the Transcultural Studies programme. Besides providing general academic skills (of, e.g., using reference systems, finding topic-related literature in the university library and electronic databases, time management, good scientific practice), the course will also ready the students for preparing and giving good presentations and writing neat term essays within the Transcultural Studies programme, including practical advice on formalities and layout. Main questions we will address are: Where and how do I find literature for my presentation and term essay? How do I prepare and give a good presentation? What does a term essay look like? What makes a good term essay? What needs to be included in a term essay? How do I quote correctly and create a bibliography? How do I manage my time efficiently?

Course Goals

Students will acquire basic academic skills of research, and obtain general ideas about how to prepare and give good presentations and to write neat term essays.

Course Schedule and Contents

The plan of the course is as follows:

- | | |
|------------------------------------|--|
| (1) Introduction | (9) Effective speaking |
| (2) What is research? | (10) Writing a term paper: Part 1 |
| (3) University Library | (11) Writing a term paper: Part 2 |
| (4) Finding and Evaluating Sources | (12) Reference, to Avoid Plagiarism: Part 1 |
| (5) Engaging with Sources | (13) Reference, to Avoid Plagiarism: Part 2 |
| (6) Of Topics and Questions | (14) Time Management |
| (7) Planning for an Answer | (15) Feedback |
| (8) What Makes a Good Speech? | Note that students may need a laptop for assignments in class. |

Method, Point of view, and Attainment levels of Evaluation

Regular attendance, active participation, preparation of smaller tasks.

Reference books, etc.

The course materials will be made available via the course webpage.

Relevant readings:

Reinhart, Susan M. *Giving Academic Presentations*. 2nd ed. Ann Arbor: University of Michigan Press, 2013.

Swales, John M., and Christine B. Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd ed. Ann Arbor: University of Michigan Press, 2012.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th ed. Chicago Guides to Writing, Editing, and Publishing. Chicago: University of Chicago Press, 2008.

Turabian, Kate L. *Student's Guide to Writing College Papers*. 4th ed., rev. by Gregory G. Colomb, Joseph M. Williams et al. Chicago Guides to Writing, Editing, and Publishing. Chicago: University of Chicago Press, 2010.

Wallwork, Adrian. *English for Presentations at International Conferences*. New York: Springer, 2010.

<https://www.cats.bun.kyoto-u.ac.jp/elearn/> (You will have to register with this site and use this enrolment key to take part in the course: cAt\$20i8)

Regarding studies out of class (preparation and review)

Every participant is expected to give a short presentation and write a short term essay for practice in class. They will be given enough time for preparation in class, but might need to do some extra work out of class.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Consultation (office hours) by appointment. The course webpage will be available to download the course material.

Please contact Atsushi Hayase <athayase@googlemail.com> for any questions regarding this course syllabus.

Advanced Skills for Humanities Research in English: Reading, Writing, and Discussion

Instructor's affiliation, department, job title and name

Irina HOLCA, Institute for Research in Humanities
Senior Lecturer

Academic semester that the course is offered

Spring 2018

Outline and purpose of the course

This course aims to develop the academic skills of students specialising in the humanities, and assist them in furthering their participation in research with an international audience. It will focus on reading, writing and discussion/ presentation in English.

Course Goals

At the end of this course, students will have developed their analytical skills, furthering their understanding of research in English. The intensive reading and writing practice will have helped them acquire and use the vocabulary, grammatical structures, and modes of expression characteristic to academic papers; through presentation and discussion practice, they will have improved their ability to express opinions about complex academic topics in English.

Course Schedule and Contents

Week 1: Orientation & introduction

Weeks 2-6: Reading academic papers from the participants' fields of interest and specialisation; analysing specific styles, structure, and vocabulary; constructive criticism.

Weeks 7-10: Presentation skills: preparing good slides and scripts; presenting on topics relevant to the participants' research; Q&A; free discussion and debate.

Weeks 11-15: Writing skills: choosing a topic and developing it into a full academic paper; citation styles, essay structure, specific vocabulary and argumentation.

The content of the course is subject to change. A more detailed plan for each class will be determined based on the number of, and the feedback from the participants.

Class requirement

Advanced English skills (TOEIC 700+).

Method, Point of view, and Attainment levels of Evaluation

Attendance and participation: 20%, Reading assignments: 20%, Presentation: 30%, Essay: 30%

Textbook

None. Reading materials will be provided as PDF files.

Reference books, etc.

Further readings will be introduced in class.

<https://www.cats.bun.kyoto-u.ac.jp/elearn/> (You will have to register with this site and use this enrolment key to take part in the course: cAt\$20i8)

Regarding studies out of class (preparation and review)

Students will have to read the assigned papers, book chapters, etc, before they are scheduled for class discussion. They are expected to prepare their presentations and essays on their own; assistance with the selection of topics will be offered when necessary.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Japanese Academic Reading 2: Kanbun (Sino-Japanese) and Meiji Classical Japanese

Instructor's affiliation, department, job title and name

Shoji HIRATA, Graduate School of Letters
Professor

Academic semester that the course is offered

Spring 2018

Outline and purpose of the course

In this course, students will improve their academic reading skills through reading essays written in Kanbun and Meiji Classical Japanese in the late 19th century Japan.

Course Goals

- To gain experience reading a variety of original texts written in the late 19th century.
- To have basic knowledge of Meiji Classical Japanese and Kanbun (Sino-Japanese).
- To be able to read historical kana spelling.

Course Schedule and Contents

- (week 1) Introduction
- (week 2-3) How to read Kanbun: Introduction to Japanese-Chinese contrastive grammar
- (week 4) KINOSHITA Saitan 木下犀潭 (1805-1866)
- (week 5-6) INOUE Kowashi 井上毅 (1844-1895)
- (week 7-8) KINOSHITA Hiroji 木下広次 (1851-1910): The 1st president of Kyoto Imperial University
- (week 9) KANO Naoki 狩野直喜 (1868-1947)
- (week 10-12) NAITŌ Konan 内藤湖南 (1866-1934)
- (week 13-14) MORI Ōgai 森鷗外 (1862-1922)
- (week 15) student presentations and final test

Class requirement

Prerequisites: 1. Non-Japanese native students; 2. JLPT N2 or higher.

Method, Point of view, and Attainment levels of Evaluation

Participation (10%), Homework 1 (Students are required to write two essays in Japanese. 10% \times 2=20%), Homework 2 (20%), Presentation (Students are required to make presentation in Japanese. 20%), Final test (Students are required to translate Japanese writings into English. 30%).

Textbook

None. Reading materials will be provided.

Regarding studies out of class (preparation and review)

Students are expected to complete all reading materials before they come to our class and prepare presentation.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

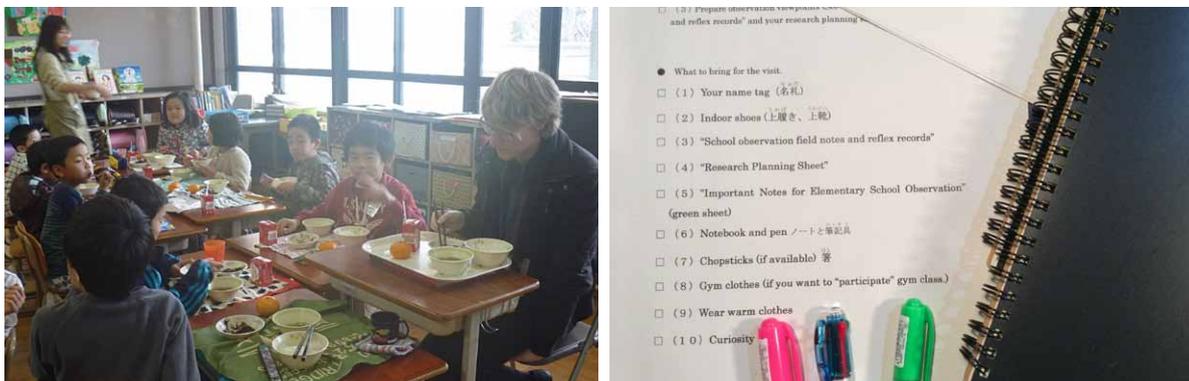
Social Science Research on Education: Japanese schools, culture and society from comparative perspectives

Instructor's affiliation, department, job title and name

Junko KAWAI, Institute for Liberal Arts and Sciences
Professor

Academic semester that the course is offered

Fall 2018



Outline and purpose of the course

This course will examine various approaches and topics in the study of Japanese education, culture and society through reading sociological works on Japan. Education is a complex subject partly because everyone, having been educated, has a personal view about what education should be and should not be. However, generalizing from one's own experience can be dangerous. This is one of the reasons why sociological perspectives become important in the field of education.

Students will also learn the nature, purposes and methods of social science research in the field of education and each student will experience a small-scale research project to explore practical aspects of what students have learnt in class. Students will have opportunities to take a close look at what is happening and what has happened in Japanese education.

Course Goals

- To understand sociological perspectives in education and the importance of social science research in education
- To gain knowledge of various research methods and to experience one of them
- To develop interests to participate in cooperative projects with members from various cultural background.
- To enable students to sharpen their skills in critical analysis through structured reading, discussion, written assignments and small scale research project.

Course Schedule and Contents

Course Overview

1. Sociological perspectives on education (Week 1)
 - What do we know about education of our own? Do we really know about it?
2. The nature and purposes of social research in the field of education (Week 2-3)
3. Investigation on Japanese education (Week 4-7)
 - 3-1: Condition of language education in Japan - Why do reforms return again and again?
 - 3-2: Transition from schools to work - Introduction of various approaches- Functionalist approach, Conflict theorist approach, and Micro-interactionism
 - 3-3: Futoko (Truancy, Non-attendance) - Discourse analysis of educational problems
 - 3-4: Life of adolescences - Roles of Japanese school clubs, functions and culture of cram schools, teacher-student relationship, relationship between schools and families.
4. Research Planning: What are your research questions? (Week 8)
5. Lecture: Introduction to Research Methods (Week 9-12)
 - 5-1: Modes of Inquiry- Quantitative Modes of Inquiry and Qualitative Modes of Inquiry

- 5-2: Sampling Techniques
 - 5-3: Data Collection Techniques (1) Questionnaire (2) Observation (3) Interview
 - 5-4: Interpretations of Data
 - 6. Ethical issue in social research (Week 13)
 - 7. Presentation on your project (Week 14)
- Feedback

Method, Point of view, and Attainment levels of Evaluation

Participation to the group project and class activities (30%), short reports (30%), and Final report (40%).

Textbook

Handouts will be distributed.

Reference books, etc.

Readings for each week will be handed out in class. The following books will be our basic guides throughout the course.

Fukuzawa, Rebecca E. and LeTendre, Gerald. *Intense Years: How Japanese Adolescents Balance School, Family, and Friends*. (Taylor and Francis, 2001)

Mock, John, Kawamura, Hiroaki, and Naganuma, Naeko. *The Impact of Internationalization on Japanese Higher Education: Is Japanese Education Really Changing?* (Sense Publishers, 2016)

Tobin, Joseph J., Wu, David Y., and Davidson, Dana H. *Preschool in Three Cultures; Japan, China, and the United States*. (Yale University Press, 1989)

Onoda, Masatoshi, *Himei o ageru gakko-Oya no Ichamon kara Musubiai e (Schools in Pain- Turning "Ichamon (Fault-Finding)" into "Cooperation")*. (Junpo-sha, 2007) (The original text is available only in Japanese. An abridged translations in English will be provided.)

McMillan, James H. and Schumacher, Sally. *Research in Education; A Conceptual Introduction*, 5th edition. (Addison Wesley Longman, Inc., 2001)

Light, Richard J. et al. *By Design: Planning Research on Higher Education*. (Harvard University Press, 1990)

Weiss, Robert S. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. (The Free Press, 1994)

Regarding studies out of class (preparation and review)

- Students are required to read through assigned readings and prepared for the discussions in each week.
- Students are expected to actively participate in preparations for the small-scale group project.

Others (office hour, etc.)

- We will conduct a small-scale group research project in the latter half of the course. Transportation fee, if necessary, should be covered by students. Enroll in Personal Accident Insurance for Students while Pursuing Education and Research.
- Office hour by appointment.
- It is recommended that you audit "Education in Contemporary Japan" (Wednesday 3rd period, 2018, Fall semester) of Liberal Arts and General Education Course.

Instructor's affiliation, department, job title and name

Mitsuyo WADA-MARCIANO
 from July 2018: Graduate School of Letters
 Professor

Academic semester that the course is offered

Fall 2018



Courtesy Ai Weiwei Studio © Ai Weiwei

Outline and purpose of the course

This course offers an introduction to the analysis of contemporary Asian cinema, especially focusing on their transculturality. We will examine the concepts of “Asia,” “cinema,” “transculturality,” and then expand our discussion to “national cinema” (including Japanese, Chinese, and South Korean cinemas), “transnational cinema” (e.g. Chinese language cinema), “global art cinema” (as defined and circulated through international film festivals), and “world cinema,” while also drawing links to examples from “world literature” and “world music.” Our goal is to unfold the ways in which these categorizations/terminologies have been constructed, both in the discipline of Film Studies, and through multimedia platforms, including international film festivals. To this end, we will view recent films from Asia and read the new works from emerging scholars. We will ask questions such as: What are “Asian cinema” and/or “transcultural cinema”? Are they distinct from other cinemas? How has cinema constructed “Asia” and/or “transculturality”? How do Asian cinema and/or transcultural cinema relate to the public? Together, we will explore different ways that these questions have been answered, contested, and deferred.

Course Goals

This class will give students the tools to map the current state of East Asian cinema and “transculturality” conformed among them, and to develop their original, compelling ideas on those films. All students will strengthen their ability to communicate clearly and make persuasive arguments orally and in writing. We will discuss various films from the PRC, Taiwan, South Korea, and Japan, and students will be assigned to see films outside a classroom due to the limitation of class hours.

By the end of this course, students are expected to be able to:

- draw on concepts from Film Studies to analyze a film's narrative and form, not just its content
- expand knowledge of issues in Asian and transnational cinemas, and apply critical frameworks, film theories, and historiographical approaches
- make original arguments and support them with evidence and a logical chain of reasoning
- communicate their ideas clearly in writing, discussions, and oral presentations

Course Schedule and Contents

A detailed plan for each class will be modified based on the number of enrolment and diversity of students. I will provide a final syllabus to all students at the very beginning of this course.

3 weeks - Introduction + Contemporary Japanese Cinema

3 weeks - Chinese Urban Cinema + Korean Film Renaissance

2 weeks - National Cinema vs. Transnational Cinema + Roles of International Film Festivals

Method, Point of view, and Attainment levels of Evaluation

- (1) Participation 30%
(2) 1 Reading Report 20%

You are asked to write a brief essay (5-7 pages double spaced) on one article from the readings. Choose one readings from weeks 1-2, and write your reading report.

Your essay must include the following sections:

1. Summary: summarize briefly the argument of the article you chose (approximately 1 to 1½ page double spaced); the summary must be in your own words. You can quote the article, of course, but do not just repeat a bunch of passages from the reading. Quotes must be integrated within your own paraphrase of the article. Remember, when you quote from an article, you must properly cite your source.
2. Critique: offer a critique of the reading (approximately 2 to 3 pages double spaced); discuss which aspects of the reading seem valid and which ones are less convincing and explain why. You can use external sources to support your argument. If you do, make sure to cite your sources properly.
3. Application: apply the theory to a film viewed in class to appraise its usefulness as an interpretative tool (approximately 2 to 3 pages double spaced); you may discuss the article in relation to any film viewed in class, although generally the reading will be most relevant to the film viewed on the week when the text was assigned.

- (3) Final Take Home Exam 50%

Reference books, etc.

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

Regarding studies out of class (preparation and review)

Due to the limitation of the class length, I will ask students to view films/DVDs outside the class in advance. All students are supposed to come to class after reading each week's reading materials and viewing these assigned films.

Others (office hour, etc.)

Students may speak with me after each class, or make an appointment with me over e-mail.

Philosophy of Science in Japanese Context: Cultural relativity of science and rationality?

Instructor's affiliation, department, job title and name

Tetsuji ISEDA, Graduate School of Letters
Associate Professor

Academic semester that the course is offered

Spring 2018

Outline and purpose of the course

The topic of this special lecture varies every year, picking up various topics related to the philosophical aspects of science. This year, we examine the idea that science and rationality may be culturally relative, by reading basic texts and considering cases from Japanese culture. Is Western rationality universally valid, or are there different rationalities from one culture to another, where seeming superstitions and magic have rationality of their own? This issue has been discussed in anthropology and in a discipline called 'philosophy of social sciences'. Similarly, the idea that scientific knowledge is socially constructed has been influential in sociology of science, and if this idea is correct, different societies have different scientific knowledge. In Japan, there also has been arguments on the possibility of uniquely Japanese science. We explore these issues together.

Course Goals

To understand philosophical way of looking at science. In particular, this year, this means understanding arguments and positions introduced in the class and seeing what are their implications for the cultural relativity issue of science and rationality.

Course Schedule and Contents

The lectures will be given both in Japanese and English.

Tentative list of topics (we will spend one or two weeks for each topic)

Part I: the rationality debate

1. Overall picture
2. Evans Prichard and Winch
3. Taylor's argument
4. Case study: rationality of blood-type character assessment?
5. Later developments

Part II: social construction of scientific knowledge

6. Kuhn's notion of incommensurability
7. Sociology of scientific knowledge
8. Criticisms of social construction of scientific knowledge
9. Case study: Uniquely Japanese Science?
10. Later developments

Class requirement

No background is required, but if you are not familiar with philosophy of science in general, please read some introductory book by yourself. Okasha's introductory book (Philosophy of Science: A Very Short Introduction) is recommended.

Method, Point of view, and Attainment levels of Evaluation

A midterm paper project and the final paper. The project and the final paper as a whole is evaluated numerically, where the full mark is 100 and a passing mark is above 60.

The assessment is done from the viewpoint of (1) whether the paper reflects proper understanding of the theories discussed in the class and (2) whether the theories are properly applied to concrete cases. Responsiveness to the instructors comment to the paper project is also assessed.

Textbook

Reading assignments will be distributed in the class.

Reference books, etc.

Information on additional readings will be provided in the class.

Regarding studies out of class (preparation and review)

Students are expected to read the assigned readings before each class to be able to take part in the class discussion.

Others (office hour, etc.)

Office Hour will be on Friday 15:00-16:30 (on second Friday 15:00-16:00)

*Please visit KULASIS to find out about office hours.

Instructor's affiliation, department, job title and name

Satoshi KODAMA, Graduate School of Letters
Associate Professor

Academic semester that the course is offered

Spring 2018

Outline and purpose of the course

Is it okay to take pills to help you ace exams? Should you be able to choose the sex of your child? Is abortion murder?

These controversial questions will be explored in this bioethics course. Bioethics is an interdisciplinary field of study that looks into ethical, legal, and social implications of life sciences and health care.

This course will help you understand key ethical issues surrounding crucial problems that profoundly impact your life from birth to death. Topics include:

Reproductive technology such as surrogacy and sex-selection of the baby Abortion

Informed consent

Euthanasia

The use of medical technology for the purpose of enhancement

You will also learn about ethical arguments and regulations in Japan and other countries concerning life sciences and healthcare.

The hope is, through this course, you will better understand and formulate your own opinions on these important issues.

This course is based on the idea of flip teaching: you need to watch the lecture video before attending the class and have discussion with other students.

Course Goals

You will learn:

Basic terms for bioethics

Basics of ethical arguments

How decisions are made on critical bioethics issues

Regulations and public policies related to bioethical issues in Japan and other countries

Course Schedule and Contents

Discussion topics include:

- | | |
|---|---------------------------------------|
| 1. The Ethics of Assisted Reproductive Technology | 6. Living-Donor Organ Transplantation |
| 2. The ethics of truth-telling | 7. Cloning Technology |
| 3. Is abortion "murder" ? | 8. ES Cells and iPS Cells |
| 4. What' s wrong with enhancement? | 9. Lifespan and Eternal Life |
| 5. Is Euthanasia Wrong? | 10. Brain Death and Organ Transplants |

Method, Point of view, and Attainment levels of Evaluation

Class attendance and active participation (70%), small quiz tests that come with the video lectures (30%).

Textbook

Kodama, Satoshi & Natsutaka. 2013. *Manga de manabu seimei-rinri [Learning Bioethics with Manga]*. Kyoto: Kagakudojin. ISBN:4759815422

Reference books, etc.

Akabashi, Akira (ed). 2005. *Nyūmon – iryō rinri [Introduction to Medical Ethics]*. Tokyo: Keisoshobo. ISBN:4326102608

Hope, Tony. 2004. *Medical Ethics: A Very Short Introduction*. Oxford: OUP. ISBN:0192802828

Regarding studies out of class (preparation and review)

This course is based on the idea of flip teaching: you need to watch the lecture video before attending the class and have discussion with other students. Each lecture video with a small quiz test lasts for less than one hour.

Others (office hour, etc.)

Students are encouraged to try to understand each other's perspective on issues related to life and death.

*Please visit KULASIS to find out about office hours.

Autobiographical Prose in Modern Japan: Fact, Fiction, and Everything in Between

Instructor's affiliation, department, job title and name

Irina **HOLCA**, Institute for Research in Humanities
Senior Lecturer

Academic semester that the course is offered

Spring 2018



Outline and purpose of the course

This course will explore the development of autobiographical prose in modern and contemporary Japan, focusing on the birth, growth and decline of the “shishōsetsu”, a type of autobiographical writing that has been touted by some, while disputed by others, as one of the few original forms of modern Japanese literature. We will also analyse the relationship between “shishōsetsu” and Japanese traditional literary genres, as well as its influence on contemporary world literary production.

Course Goals

At the end of this course, the students will have sufficient information about the historical, social and cultural background of the works read in class; they will be able to contextualise the "shishōsetsu" and related genres and subgenres, as well as analyse relevant concepts such as fiction, reality, mimesis, etc, from a new perspective.

Course Schedule and Contents

- Week 1: Orientation. Syllabus, course guidelines, assessment methods, etc.
- Week 2: Literature; fiction & non-fiction; autobiography.
- Week 3: Shishōsetsu, shinkyō-shōsetsu; Ich-Roman, lyrical novel, roman personnel.
- Week 4: Shimazaki Tōson's "Namiki": the characters speak up.
- Week 5: Tayama Katai's "Futon". Before and after.
- Week 6: Shiga Naoya's self-centred short stories.
- Week 7: Kasai Zenzō and self-destruction in/ for literature.
- Week 8: Dazai Osamu: "No Longer Human", but still a shishōsetsu?
- Week 9: The critics' take: shishōsetsu dispute.
- Week 10: The critics take it outside Japan.
- Week 11: Post-war to contemporary shishōsetsu.
- Week 12: Shishōsetsu and the new media.
- Week 13: Course wrap-up: what is the "shishōsetsu", and why is it relevant? (Student presentations.)
- Week 14: Student presentations.
- Week 15: (Student presentations.) Final assessment.

Class requirement

The content of the course is subject to change. 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.

Intermediate/ advanced knowledge of Japanese is an advantage.

Method, Point of view, and Attainment levels of Evaluation

Attendance& participation: 35%, Presentation: 30%, Essay: 35%

Textbook

None. Course materials will be provided as PDF files.

Reference books, etc.

Further readings will be introduced in class.

<https://www.cats.bun.kyoto-u.ac.jp/elearn/> (You will have to register with this site and use this enrolment key to take part in the course: cAt\$20i8)

Regarding studies out of class (preparation and review)

The assigned novels, short stories, etc, must be read before they are scheduled for class discussion. Students are expected to prepare their presentations and essays by themselves; assistance with the selection of topics and reading materials will be offered when necessary.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Contemporary Philosophy in Japan: Shozo OHMORI(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

Fall 2018

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 OHMORI (1921-97) and has been 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 by Shozo OHMORI, Hitoshi NAGAI (1951-), Shigeki NOYA (1954-), and others.

Course Goals

By the end of the term students will gain some basic understanding of contemporary philosophy in Japan.

Course Schedule and Contents

- Lecture 1: Introduction: What is "J-PHIL"?
- Lectures 2-9: The Philosophy of Shozo OHMORI
 Awareness Monism
 Double Look
 Ohmori on Past
 Ohmori on Other Minds
- Lectures 10-11: The Philosophy of Shigeki NOYA
 Can we imagine other people's pain?: Perspectivism
 The Non-existence of the Future
- Lectures 12-13: The Philosophy of Hitoshi NAGAI
 The Uniqueness of "I"
 Why Isn't Consciousness Real?
- Lecture 14: What is the uniqueness of J-PHIL, and where is it going?
- Feedback

Method, Point of view, and Attainment levels of Evaluation

At the end of the term students will be asked to write a paper. Students' grades will be weighed according to the following scheme:

- Participation 20%
- Active participation in discussion 20%
- Term paper 60%

Regarding studies out of class (preparation and review)

Students will be asked to read the materials for the class in advance and come prepared to discuss them. Every student will be expected to raise at least one point that he or she thinks is worth discussing in a class.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Office hours by appointment. The course webpage will be available to download the course material.

Instructor's affiliation, department, job title and name

Takashi KAWASHIMA, Graduate School of Letters
Associated Professor

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

The culture of East Asia enjoyed a great popularity in Europe at the beginning of the 20th century. Also the Prague author Franz Kafka (1883-1924), who wrote "The Great Wall of China" (1917) and other stories set in China, loved Chinese poetry and identified himself with great poets like Li Po (Li Bai) and Thu Fu (Du Fu). Since Elias Canetti emphasized the affinity of his literature with Taoist thought, Kafka has even been regarded as a "Chinese" poet. But in my lecture, I will keep a distance from such an essentialist point of view and instead, will analyze Kafka's representation of China and Chinese as a form of Orientalism in the sense defined by Edward Said. At the same time, the historical context in which East Asian culture was received enthusiastically among European intellectuals will be explored.

Course Goals

Students will on the one hand gain basic knowledge about Kafka's reception of East Asian culture, and on the other hand understand the correlation between the representation of the Other and the formation of national (ethnic) self-identities.

Course Schedule and Contents

- (1) Introduction—Kafka as a "Chinese" poet?
- (2) Characteristics of German colonialism
- (3) Karl Kraus—Jewish self-hatred and discourses on the Yellow Peril
- (4)-(5) Kafka reads Chinese poetry: Hans Heilmann's "Chinese Lyrics"
- (6)-(7) East Asian elements in "Description of a Struggle"
- (8)-(9) The Jewish crisis of masculinity in "Letters to Felice"
- (10) Martin Buber—Taoism and Zionism
- (11)-(12) "The Great Wall of China" in the Zionist context
- (13)-(14) Looking East: China and Russia
- (15) Conclusion— Representing the Other and the self

Method, Point of view, and Attainment levels of Evaluation

Homework (25%), participation (25%), final report (50%).

Reference books, etc.

Edward Said: *Orientalism*. New York: Pantheon Books, 1978.

Ritchie Robertson: *Kafka. Judaism, Politics, and Literature*. Oxford: Clarendon Press, 1987.

Adrian Hsia (ed.): *Kafka and China*. Bern: Peter Lang, 1996.

Rolf Goebel: *Constructing China. Kafka's Orientalist Discourse*. New York: Camden House, 1997.

Russell A. Berman: *Enlightenment or Empire. Colonial Discourse in German Culture*. Lincoln: University of Nebraska Press, 1998.

Scott Spector: *Prague Territories. National Conflict and Cultural Innovation in Franz Kafka's Fin de Siècle*. Berkeley: University of California Press, 2000.

Robert Lemon: *Imperial Messages. Orientalism as Self-critique in the Habsburg Fin de Siècle*. New York: Camden House, 2011.

<https://www.cats.bun.kyoto-u.ac.jp/elearn/>

Regarding studies out of class (preparation and review)

The participants are expected to read texts uploaded in the CATS websites at home before they attend each class.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Selected Readings in Classical Japanese Literature

Instructor's affiliation, department, job title and name

Shikiko YUKAWA, Institute for Liberal Arts and Sciences
Associate Professor

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

The aim of this course is to seek and discuss Japanese ideals and attitudes toward certain universal themes, such as love, death, human nature and aesthetic beauty through a close reading of selected representative works of classical Japanese literature. We will use well-known English translations of the Manyoshu, Taketori Monogatari, Ise Monogatari and Tsurezuregusa, among other works, as our texts.

Course goals

- To become familiar with the content of selected works of classical Japanese literature and the sociohistorical background of the period within which each work was written.
- To grasp underlying themes and literary concepts which are critical to a deeper understanding of the selected works.
- To be able to recognize and understand major literary devices and techniques of expression in the text and their function.
- To write a paper presenting critical analysis of a work of classical Japanese literature of the student's choice.

Course schedule and contents

The course schedule is as follows. To be revised as needed based on students' progress and understanding.

| | |
|-------------|---|
| Weeks 1-3 | Depictions of death in classical Japanese literature: methods of expression in Manyoshu elegies |
| Weeks 4-6 | Character development in classical Japanese literature: a superhuman heroine's humanization in the Tale of the Bamboo Cutter |
| Weeks 7-9 | Love in classical Japanese literature (1): Tales of Ise and "kokoro nasake aramu otoko" |
| Week 10 | Midterm presentations on final report |
| Weeks 11-14 | Love in classical Japanese literature (2): "long autumn nights" and "empty vows" – Yoshida Kenko's views on love in Tsurezuregusa |
| Week 15 | Wrap-up session and feedback |

We will devote 3-4 class sessions (lecture session→reading session→discussion session) to each theme in order to deepen our understanding of the selected work(s) of literature.

【Lecture Session】

A general overview of the selected work(s) of literature and background information on the sociohistorical period will be provided. The instructor will also address literary concepts, social practices and customs as well as Japanese values and standards of the period as appropriate.

【Reading Session】

We will conduct a careful reading of selected passages of the text in translation. We will examine fundamental terms, the structure and/or development of each work, the writing style of the author and techniques of expression used. We will consider their function and effectiveness as we proceed with our reading and interpretation.

【1-2 Discussion Sessions】

With respect to each theme, the class will be assigned two to three questions to consider and discuss at length as a group.

Each week, students will be required to write and submit a "comprehension essay" (100-150 words) summarizing the points they understood, the points they found difficult to comprehend and any other comments concerning the content of that week's class.

Class requirement

CLASS SIZE:

Enrollment is limited to 5 students. Students in the Heidelberg Centre for Transcultural Studies program will be given priority.

It is recommended that students come into the class having fulfilled one of the following:

- 1) The student has taken a course in academic writing in English at the undergraduate or graduate level.
- 2) The student has written an academic paper or report in English for an undergraduate or graduate level course in the past (in any field of study).

Class requirement

Assessment will be based on the following [1]-[4].

- [1] Outline and working bibliography for final paper (15%)
- [2] Midterm presentation on (development of) final paper (15%)
- [3] Final paper (40%)
- [4] Submission of weekly comprehension essays and participation in discussion sessions (30%)

Students are encouraged to utilize the instructor's office hours throughout the semester to discuss any specific concerns they may have regarding their paper.

Before enrolling in this course, students should carefully note the following:

One of the main objectives of the final paper for this course is for students to acquire the ability to analyze objectively the work of classical Japanese literature selected. This assignment is not intended as an "essay" for students to express their subjective opinions or personal preferences with regard to the literary work in question. Students will be expected to come up with a viable hypothesis and write a logical and objective paper that is based on careful and close reading of the text and amply supported by evidence cited from the literature.

Method, Point of view, and Attainment levels of Evaluation

Handouts and required reading material will be provided in class.

Textbook

1000 Poems from the Manyoshu: The Complete Nippon Gakujuitsu Shinkokai Translation (Dover Publications)
ISBN:978-1306338257

Cranston, Edwin A. (translator), *A Waka Anthology: The Gem-Glistening Cup* (Stanford University Press)
ISBN:978-0804731577

Kawabata, Yasunari (translator, modern Japanese) and Keene, Donald (translator, English), *The Tale of the Bamboo Cutter* (Kodansha International) ISBN:978-4770023292

McCullough, Helen Craig (translator), *Classical Japanese Prose: An Anthology* (Stanford University Press)
ISBN:978-0804719605

McCullough, Helen Craig (translator), *Kokin Wakashu: The First Imperial Anthology of Japanese Poetry* (Stanford University Press) ISBN:978-0804712583

Regarding studies out of class (preparation and review)

- 1) The translation for each reading piece will be distributed in class a week before the reading session. Students are required to read the entire handout before coming to class.
- 2) Each week, students are required to submit a "comprehension essay" summarizing (100-150 words) points they did and did not understand about the content of that class, and any other impressions they have about the subject material. Details of submission format and due date to be announced in class.
- 3) Guidelines for writing the outline, working bibliography, and the final paper will be handed out in class in November. Students therefore should begin thinking about possible questions to explore in their paper, and begin reading a translation of the work of classical Japanese literature they wish to use and any other essential sources as soon as possible. Students should start this process immediately once they receive the guidelines and are encouraged to consult the instructor should they encounter any difficulties or have questions.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours. Will also be announced in class.

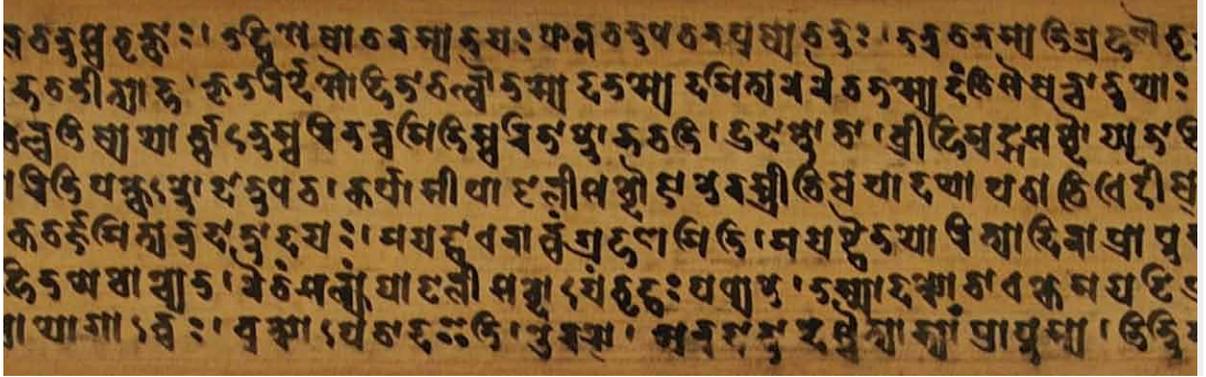
Comparativism and Philology in the Study of Pre-modern South Asian Philosophy

Instructor's affiliation, department, job title and name

Somdev VASUDEVA, Graduate School of Letters
Associate Professor

Academic semester that the course is offered

Fall 2018



Outline and purpose of the course

This class has a twofold aim. [1.] We will read, in English translations, a selection of medieval European sophismata, and, parallel passages in Sanskrit Śāstra literature of a comparable historical period. After studying the various resolutions proposed by medieval European philosophers for each sophisma, we will turn to the Sanskrit parallels (in grammar, logic and rhetorics) and study their often similar resolutions to disambiguate “categorematic” and “syncategorematic” terms. We will also decompose “exponible” sentences into plausible, śāstric completions and consider the consequences. [2.] Our main interest, however, lies not in the philosophical issues of these samples themselves. Rather we will use these striking parallels to reflect on the usefulness of the strategies and methodologies proposed to further a modern understanding these two divergent knowledge systems.

Course goals

Students will be introduced to different styles of scholarship and different methods of analysis current primarily in South Asian studies. The aim is to familiarise students with topics of ongoing debate and to provide them with tools to meaningfully engage with newly emerging literature.

Course schedule and contents

Weeks 1-4

Comparativism and New Comparativism. An attempt at a Śāstric analysis of the presuppositions and consequences of the “similarity” (aupamyā) relation. The śāstric proposal that similarity of properties can be “real”, but similarity of actions is merely “imagined”. The distinction of the categories of “real” (sat), “valid” (pramāṇa), and “authentic” (akṛtrima). Homology and the direction of comparison.

Reading: Sophismata and Śāstric parallels on Courseworks

- Kimberley C. Benjamin, C. Patton Ray. *A Magic Still Dwells: Comparative Religion in the Postmodern Age* University of California Press, 2000.
- Franklin, Michael. “Cultural Possession, Imperial Control, and Comparative Religion: The Calcutta Perspectives of Sir William Jones and Nathaniel Brassey Halhed.” *The Yearbook of English Studies* (2002) vol. 32 pp. 1-18.

Translations of Sanskrit śāstric passages supplied in class.

Weeks 5-8

Two knowledge systems as source and target: the problem of conceptual metaphors. Sanskrit metaphor theories and the relation of source and target (viṣaya-viṣayin). Abhinavagupta's rejection of the possibility of the relation of source and target (viṣaya-viṣayin) between two knowledge systems. The charge that it is a concealed relation of image and reflection (bimba-pratibimba). Are there consequences for conceptual metaphor theory or conceptual blending theory?

Reading: Sophismata and Śāstric parallels supplied in class.

- Mark Johnson. *The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason* (1987).
- Gilles Fauconnier, Mark Turner. *The Way We Think: Conceptual Blending And The Mind's Hidden Complexities*. (2003).
- Hayes, Glen. "Contemporary metaphor theory and alternative views of Krishna and Radha." In: Guy L. Beck. *Alternative Krishnas: regional and vernacular variations on a Hindu deity*, Albany: State University of New York Press, 2005.
- Hayes, Glen. "Metaphoric Worlds And Yoga In The Vaisnava Sahajiya Tantric Traditions Of Medieval Bengal." *Yoga: the Indian tradition* (2003).
- Raymond W. Gibbs Jr. (Editor) *The Cambridge Handbook of Metaphor and Thought*. (2008)

Weeks 9-13

Śāstric approaches to other knowledge systems. The strategies of the bee, the frog, and the lion. The theorisation of "otherness" (paratva).

Reading: Sophismata and śāstric parallels on Courseworks.

- Ratié. "Otherness in the Pratyabhijñā philosophy." *Journal of Indian philosophy* (2007) vol. 35 (4) pp. 313-370.

Translations of Sanskrit texts supplied in class.

Week 14-15

Discussion: Synthetic awareness (anusandhāna) and the means to cultivate it.

Reading: Translations of Sanskrit texts supplied in class.

Method, Point of view, and Attainment levels of Evaluation

In class, discussion and contextualization of the assigned readings (40%). One response paper to the discussions of the readings (30%). Homework consisting in weekly assigned readings (30%).

Regarding studies out of class (preparation and review)

Regular homework for weekly assigned readings.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Instructor's affiliation, department, job title and name

Wako ASATO, Graduate School of Letters
Associate Professor

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

Welfare regime and Migration

This course will discuss how welfare regimes intertwine with migration regimes in the process of rapid economic development and demographic change in Asian countries. One of the features of the Asian economic miracle was not only utilizing the demographic dividend and high educational attainment of its labor force, but also accepting migrants, domestic workers in particular, to facilitate the participation of local women in the labor market. From the social policy side, liberal familism in Asian countries justified maintenance of "family value" and the commercialization and externalization of reproductive work by recruiting foreign domestic worker as an extra family members. Sometimes this familism triggered cross border marriage for the formation of family welfare and this became the foundation of multiculturalism in some societies. In the process of demographic ageing, some Asian countries also borrowed institutional frameworks of welfare states in Europe such as Korea, Japan, and Taiwan. Therefore, divergence of welfare regime of Asian countries is observed.

Course Goals

Students will receive basic instruction on welfare policy, migration policy and related policies in Asian countries.

Course Schedule and Contents

A detailed plan for each class may be changed depending on the participants.

The contents of the course includes the following classes.

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/multicultural policy
9. Logic of human rights and migration
10. Policy of sending countries
11. International labor market formation
12. International collaboration and mutual benefit
13. Conclusion

Method, Point of view, and Attainment levels of Evaluation

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

Regarding studies out of class (preparation and review)

To be announced in class.

Others (office hour, etc.)

Please e-mail the instructor at <wasato@socio.kyoto-u.ac.jp> for an appointment.

Asian Families and Intimacies: Intra-regional Diversity and Transcultural Dynamics

Instructor's affiliation, department, job title and name

Emiko OCHIAI, Graduate School of Letters
Professor

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

To date, the research work of Asian scholars on their respective societies has typically been relayed to other areas of Asia through European and North American academic circuits. This mediated communication has not only produced a significant distortion in focus, but has also resulted in a failure to appreciate the shared intellectual heritage of the different societies of the Asian region as well as the differences of emphasis and orientation among them. The 'Asian Families and Intimacies' series, the textbook used in this course, has been planned by the Asian researchers from 9 societies who have been collaborating with Kyoto University Asian Studies Unit (KUASU) for years as the first realization of a larger project, entitled 'Asian Intellectual Heritage', designed to collect, translate and share important and influential writings that are key texts of the academic and intellectual heritage of societies across Asia. The editors have decided to launch this ambitious project with a series on families and intimacies because 'the family' has typically been attributed a special cultural value in Asian societies.

This course will enable students with diverse backgrounds to engage directly and unmediatedly with the insights into the key issues of our times from the 'insiders' perspective' of Asian intellectuals and provide them chances to discuss with each other and contribute to imagining the foundation on which future collaborations across the Asian region can be built.

Course Goals

- (1) To learn about the shared intellectual heritage of the different societies of the Asian region as well as the huge historical and contemporary diversity both in theory and in practice.
- (2) To liberate ourselves from Orientalism and self-Orientalism so as to better understand ourselves and our neighbours and redefine our and their places in a changing world.
- (3) To understand the varying and intersecting processes of 'Sinicization', 'Sanskritization', 'Islamization', 'Modernization', and 'Globalization' across the Asian region as well as more local transcultural dynamics.
- (4) To learn about changes in the family and intimate relations which are of deep and pressing concern in the Asian region today.

Course Schedule and Contents

- | | |
|---|--|
| 0. Introduction [1 week] | 5. Care and Familialism Reconsidered [2 weeks] |
| 1. Families, Ideologies and the States [2 weeks] | 6. Gender Roles and Identities [2 weeks] |
| 2. Varieties of Patriarchy and Patrilineality [2 weeks] | 7. Conclusion [1 week] |
| 3. Sexual Modernities and Transforming Intimacy [2 weeks] | 8. Feedback [1 week] |
| 4. Marriage Formation [2 weeks] | |

Reference books, etc.

The 'Asian Families and Intimacies' series edited by the researchers from nine Asian countries (Thailand, Korea, India, Vietnam, Japan, the Philippines, Taiwan, China and Indonesia) who have been collaborating with Kyoto University Asian Studies Unit (KUASU).

1. Families, Ideologies and the States [edited by Thanés WONGYANNAVA (Thammasat University, Thailand)]
2. Varieties of Patriarchy and Patrilineality [edited by EUN Kisoo (Seoul National University, South Korea)]
3. Sexual Modernities and Transforming Intimacy [edited by Patricia UBEROI (formerly, Institute of Economic Growth, Delhi, India)]
4. Marriage Formation [edited by NGUYEN Huu Minh (Vietnamese Academy of Social Sciences)]
5. Care and Familialism Reconsidered [edited by OCHIAI Emiko (Kyoto University, Japan)]
6. Gender Roles and Identities [edited by Carolyn SOBRITCHEA (University of The Philippines)]

Regarding studies out of class (preparation and review)

The participants are expected to spend a certain amount of time outside of this class reading the textbooks and preparing for the oral presentations.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Instructor's affiliation, department, job title and name

Takahumi KUROSAWA, Graduate School of Economics
Professor
Shuji HISANO, Graduate School of Economics
Professor

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

This course is aimed to provide students with an in-depth understanding of key issues and concepts of both industrial and agricultural policy development, and help students obtain a comparative and international perspective necessary to look into the future direction of sustainable development in the East Asian region.

Though this course is designed for the students from the international graduate program East Asia International Human Resource Development, other international students as well as Japanese students may also participate in the class so long as there are vacancies.

Course Goals

Students will learn to operate basic categories of industrial policy, by applying adequate research question and methodologies. Students will get basic capability to observe policy issues from a comparative, interdisciplinary perspective.

Course Schedule and Contents

This course consists of two separate parts, offered on alternating weeks. The one (Part A) is study on industrial policy in major countries and competitiveness of industries, focusing on manufacturing industries given by Prof. Kurosawa. The other (Part B) is about international agricultural policy given by Prof. Hisano.

Part A: Comparative Study on Industry Policy and Competitiveness of regions (Prof. Kurosawa) Japan's industrial policy has been considered a symbol of its "uniqueness" and has long been a focus of studies on the Japanese economy.

Today, however, there is a need for international comparison of policies, with consideration on the major technological innovations since 1990s and the development of international division of labor of East Asian countries. In Part A, the lectures shall analyze the industrial policy and industrial competitiveness of the region from a comparative perspective, considering the characteristics of each industry.

Part B: International Agricultural Policy (Prof. Hisano)

While uneven development between industrial and agricultural sectors is still an acute problem needing to be solved at the local, national and global levels, the sustainability of agriculture itself has also been debated and defined variously. Agricultural sustainability is not just meant to employ environmentally friendly ways of farming. It also includes dimensions of economic viability as well as social justice and equity. In this regard, highly developed, industrial modern agriculture is far from, or maybe detrimental to, sustainable, even if it incorporates environmental standards and certification schemes. In this part of the course, the participants will be first introduced into the concept of agricultural sustainability and constellation of agricultural policy issues, while learning the framework of international political economy, by which we will critically analyse the contemporary agri-food system; then discuss on how the governance of agriculture and food has been shaped and should/can be reshaped from a sustainability perspective. Documentary films concerning agricultural and food issues will also be used to help stimulate discussions.

Method, Point of view, and Attainment levels of Evaluation

Grading will be done on the basis of attendance and class participation. We will use both English and Japanese during the classes but the assigned presentations should be given in English.

Textbook

To be designated on class.

Reference books, etc.

To be announced on class.

<http://www.econ.kyoto-u.ac.jp/~hisano/index.htm>, <http://www.econ.kyoto-u.ac.jp/~kurosawa/>

Regarding studies out of class (preparation and review)

Reading of distributed material is required all participants.

Others (office hour, etc.)

Information about office hours and other details will be given by e-mails from the professors respectively.

*Please visit KULASIS to find out about office hours.

Introduction to East Asian Economies

Instructor's affiliation, department, job title and name

Go YANO, Graduate School of Economics
Professor
Hiroshi ONISHI, Keio University, Professor
(Graduate School of Economics, Emeritus Professor)
Tamotsu NAKANO, Osaka Gakuin University
Professor
Atushi TAZOE, Tsu City College
Associate Professor

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

East Asia has various types of economies, for example transitional economy, planning economy, development economy and market economy. By introducing these economies, we learn that we need various type of approach including Marxist economics, transitional economics, and development economics. Therefore, professors will not only introduce East Asian economies but also teach the basic points of such approaches.

Course Goals

It can be expected that participant students obtain basic knowledge and analytical framework to understand East Asian economies in the context of social sciences.

Course Schedule and Contents

Professor Yano provides lectures on the following topics below.

- 1) Macro view on Chinese Economy: Investment
- 2) Modern Economic History in China
- 3) Economic Reform in China
- 4) Industrialization in China
- 5) Transitional Economics as a framework to analyze China

Professor Nakano provides lectures on the following topics below.

- 6) East Asia from the US Viewpoint
- 7) East Asia in International Organizations
- 8) Cooperative security in East Asia: How to resolve the issue of North Korea
- 9) A Grand Design for Northeast Asia: Multilateral: Cooperation and Physical Integration

Emeritus Professor Onishi provides lectures on the following topics below.

- 10) Marxist Economics as a framework to analyze Asia
- 11) Trend of Regional Disparity in China
- 12) Ethnic conflicts in China from a viewpoint of economics

Dr Tazoe provides lectures on the following topics below.

- 13) Economic History of Japan
- 14) Similarity of the East Asian Three Countries
- 15) Comparative analyses of the East Asian Economies

Method, Point of view, and Attainment levels of Evaluation

Check the understanding level by discussion in each lecture (50%) And by the final reports (50%)

Textbook

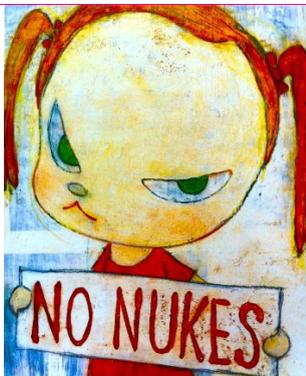
To be designated on class.

Regarding studies out of class (preparation and review)

1. Participant students are supposed to check the contents of material for lecture before each round of lecture.
2. Participant students are strongly recommended to prepare for report writing even during the period when lectures are conducted.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.



Outline and purpose of the course

The search for a sustainable life is a pressing issue in Japan, especially after the Fukushima disaster. However, those of us living in Japan are uncertain about where to start and how to proceed. This course will examine “ecocinema,” focusing specifically on films from the U.S., P.R.C. and Japan that tackle issues of nuclear power, agriculture, and sustainable life. By examining those issues in different regions, we will imagine how global sustainability might look and what roles our transcultural communities might play in the future.

Course goals

First, students will learn about a wide range of issues in present global ecology and a variety of documentary films categorized as “ecocinema.” Second, students will learn how to analyze those films. They will study, step-by-step, how to approach and analyze the medium of film. Third, in developing and writing their final essays, students will hone their ability to produce a persuasive paper. During our final two to three weeks, all students will present their final essay topics to the class.

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 enrolment and feedback from the participants, and it will be announced in class. The reading materials for each week will be announced at the beginning of the course.

| | |
|-------------|---|
| (week 1) | Introduction |
| (week 2-4) | Issues on Nuke in Japan <i>Ashes to Honey</i> (2010, dir. Hitomi Kamanaka) <i>Nuclear Japan</i> (2014, dir. Hiroyuki Kawai) |
| (week 5-6) | Issues on Animals <i>Fukushima, the Record of Animals Vol.1-4</i> (2012-14, dir. Masanori Iwasaki) <i>Queen of the Sun: What Are the Bees Telling Us?</i> (2010, dir. Taggart Siegel) |
| (week 7-8) | Issues on Food and Agriculture <i>King Corn</i> (2007, dir. Aaron Woolf) <i>Food Inc.</i> (2008, Robert Kenner) |
| (week 9-10) | Issues on Sustainable Life <i>2012: Time for Change</i> (2010, dir. Joao G. Amorim) <i>Cowspiracy: The Sustainability Secret</i> (2014, dir. Kip Anderson and Keegan Kuhn) |

(week 11-12) Issues on P.R.C. and the Nation's Sustainability

West of the Tracks (2003, dir. Wang Bing)

Blind Shaft (2003, Li Yang)

(week 13-15) student presentations (3 or 4 students/week)

Method, Point of view, and Attainment levels of Evaluation

Participation (10%), Homework 1 (20%), Homework 2 (20%), Presentation (20%), Final report (30%). Homework assignments 1 & 2 will require students to write a reaction paper based on assigned reading materials.

Textbook

Not used. Reading materials will be retrieved digitally from our homepage.

Reference books, etc.

It is not necessary to buy following books yet. Please wait for my instruction, which will be given at the beginning of Fall Semester.

- Patrick Brereton, *Hollywood Utopia: Ecology in Contemporary American Cinema* (Portland, Oregon: Intellect, 2004).
- Paula Willoquet-Maricondi, ed., *Framing the World: Explorations in Ecocriticism and Film* (Charlottesville, VA: University of Virginia Press, 2010).
- Adrian J. Ivakhiv, *Ecologies of the Moving Image: Cinema, Affect, Nature* (Waterloo, Ontario, Canada: Wilfrid Laurier University Press, 2013).
- Pietari Kappa and Tommy Gustafsson, eds., *Transnational Ecocinema: Film Culture in an Era of Ecological Transformation* (Portland, Oregon: Intellect, 2013).
- Pat Brereton, *Environmental Ethics and Film* (New York: Routledge, 2016).

Regarding studies out of class (preparation and review)

The participants are expected to complete all reading materials before they come to our class. Each week, all students will have to view an assigned film prior to coming to class. The logistic will be explained in the introduction.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

*Consultation (office hours) by appointment.

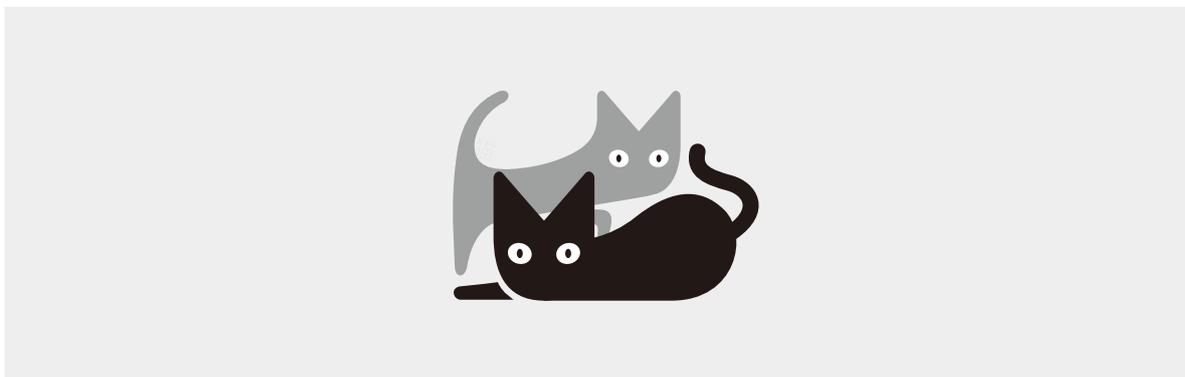
*Please contact Mitsuyo Wada-Marciano <mwadamar@gmail.com> for any questions regarding this course syllabus.

Instructor's affiliation, department, job title and name

Ko TAKASHIMA, Graduate School of Letters
Associate Professor
Shoji HIRATA, Graduate School of Letters
Professor
Ei MURAKAMI, Institute for Research in Humanities
Associate Professor

Academic semester that the course is offered

Fall 2018



Outline and purpose of the course

This course explores Modern East Asian History from transcultural perspectives.

From Session 1 to Session 5: 2020 Tokyo Olympics will be held soon. Modern sports in East Asia have a long history. The sessions provide interesting topics of that history.

From Session 6 to Session 10: We will discuss various aspects of the South China Sea in the 19th century.

From Session 11 to Session 14: The status of Chinese Classical canon was rebuilt in 20th century East Asia. We take the Art of War as an example, reexamine the modernization of "Classic" .

Course goals

Students will be able to:

- develop a good understanding of sports in Modern East Asia.
- further understand society and economy of Modern China from the perspective of maritime history.
- learn on the process of historical remaking of "Classical canon" and its spreading mechanism.

Course schedule and contents

- Introduction of Sports in East Asia
- Olympic Games and Regional Games in East Asia
- The Japanese Empire and Sports
- Sports and the Japanese Military
- Introduction: Maritime History of Modern China
- Opium Trade in the Coastal Area of China before the Opium War
- "Traitors" and the Qing Government' s Policies toward Coastal Residents of Fujian and Guangdong during the First Opium War
- The End of the Coolie Trade in Southern China
- Pirates of Fujian and Guangdong and the British Royal Navy
- On the origin and spread of The Art of War(Sūnzǐ Bīngfǎ) legends:
 - (1) The Art of War in premodern East Asia;
 - (2) Eastern Impact of the Russo-Japanese War;
 - (3) The way to win the People's Liberation Army: Korean War and Vietnam War;
 - (4) The Art of War and business strategy

Method, Point of view, and Attainment levels of Evaluation

Homework (20%), exercise (20%), feedback (10%), final report (30%), participation (20%).

Reference books, etc.

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

The course takes guiding cues from

Stefan Huebner, *Pan-Asian Sports and the Emergence of Modern Asia*, NUS Press, 2016.

Wanda Ellen Wakefield, *Playing to Win: Sports and the American Military, 1898-1945*, State University of New York Press, 1997.

Andrew D. Morris, *Marrow of the Nation: A History of Sport and Physical Culture in Republican China*, University of California Press, 2004.

Fairbank, John K. *Trade and Diplomacy on the China Coast: The Opening of the Treaty Ports, 1842-1854*, Cambridge, Mass.: Harvard University Press, 1953.

Wakeman, Frederick, Jr. *Strangers at the Gate: Social Disorder in South China, 1839-1861*, Berkeley and Los Angeles: University of California Press, 1966.

Yen Ching-hwang. *Coolies and Mandarins: China's Protection of Overseas Chinese during the Late Ch'ing Period (1851-1911)*, Singapore: Singapore University Press, 1985.

Giles, Lionel Giles (trans.), *The Art of War: The Oldest Military Treatise in the World*, London: Luzac and Company, 1910.

Griffith, Samuel B. (trans.). *Sun Tzu: The Art of War*, Oxford: Oxford University Press, 1963.

Regarding studies out of class (preparation and review)

The students are expected to read the assigned materials.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.



Outline and purpose of the course

Nation-building or regional marketing at first glance appear as matters of politics but they also penetrate deep into the sphere of play, amusement, and leisure. This course revolves around the question how certain actors seek to create a specific “Japan” through leisure policies, domestic tourism, or the recent “Cool Japan” country-marketing campaign. Who decides what is play and non-play? Who decides about “good” play (asobi) in Japan? What role do regions outside Japan as well as leisure’s supposed opposites, seriousness and work, play in these attempts?

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 [3 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 [5 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 present and 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 [6 weeks]

Building on the previous sessions and depending on the number of participants, students will formulate and conduct exercises on current issues in Japan in which play is ordered and managed. This can take the form of individual, basic studies of such a matter of concern (e.g., through a newspaper analysis), or the development of gaming simulations to understand cases of ordering.

(4) Conclusion and Feedback [1 week]

Method, Point of view, and Attainment levels of Evaluation

Homework (20%), exercise (20%), feedback (10%), final report (30%), participation (20%).

Reference books, etc.

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.

<https://www.cats.bun.kyoto-u.ac.jp/elearn/> (You will have to register with this site and use this enrolment key to take part in the course: cAt\$20i8)

Regarding studies out of class (preparation and review)

Regular homework as well as exercises will play an important role in this course. Participants need to prepare one reading before each class session and are asked to write short comprehension essays afterwards, both of which will require at least one hour. Participants present at least one topic in class, which also necessitates preparation out of class.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Consultation (office hours) by appointment. The course webpage will be available to download the course material.

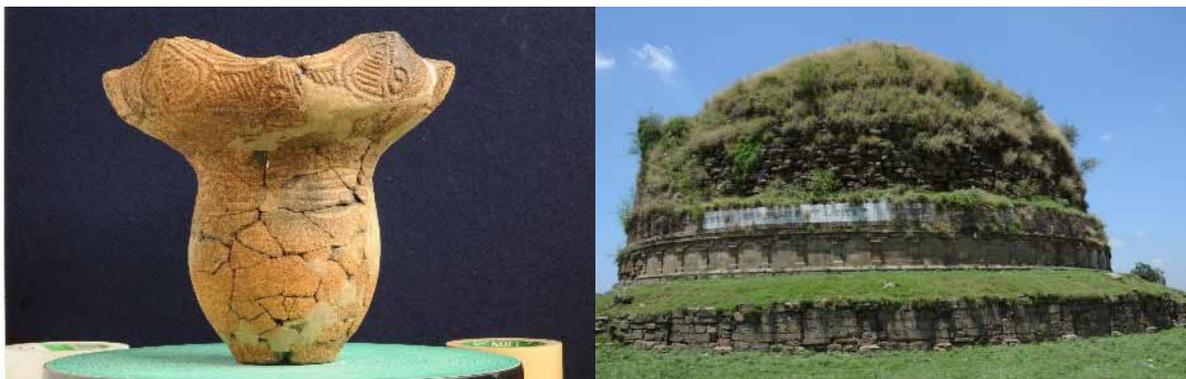
Please contact Björn-Ole Kamm <kamm@cats.bun.kyoto-u.ac.jp> for any questions regarding this course syllabus.

Instructor's affiliation, department, job title and name

Hideo YOSHII, Graduate School of Letters
Professor
Hitoshi SHIMOGAKI, Graduate School of Letters
Associate Professor
Makoto TOMII, Center for Cultural Heritage Studies
Assistant Professor
Satoshi NAIKI, Center for Cultural Heritage Studies
Assistant Professor

Academic semester that the course is offered

Fall 2018



Outline and purpose of the course

In this special lecture, we offer an overview of various archaeological studies about the prehistoric and ancient East Asia, with the results of our researches and studies. We also examine the characteristics of the archaeological studies of the East Asia in Japan, by comparison of the studies in Europe and the US.

The department of archaeology in Kyoto University has excavated archaeological sites in Japan, Korea, and China, and has gathered various artifacts from all areas of the world. These archaeological data will be introduced in this special lecture.

Course goals

By the end of this special lecture, students will get familiar with the artifacts of East Asia, and have general understanding of the issues about the prehistoric and ancient archaeology in East Asia.

Course schedule and contents

This special lecture will be offered in accordance with the following general structure. The detailed plan for each class will be announced in the introduction.

1. Introduction (1 week)
Introduction of the special lecture.
2. History of the East Asian archaeology in Japan (3weeks)
This section will outline the history of archaeological investigations, studies and gathering artifacts in Japan, Korea and China by Japanese archaeologists,
3. Prehistory in Japan (3weeks)
This section will outline the history of the study of Japanese prehistory, and focuses on the material culture of Mesolithic (called "Jomon" period) as well as Paleolithic and Early Neolithic, with showing some researches to exploit the potential for contributing to the world prehistory.
4. Archaeology of daily life cultures in prehistoric and ancient Japan(3weeks)
This section will outline prehistoric and ancient daily life cultures (clothes, foods and toilet) from structural remains and artifacts excavated in Japan.

5. The Eastward Transmission of Buddhist Culture from Archaeological Perspective (3weeks)

In order to assemble knowledge about “origins” of Buddhist culture, Kyoto University has conducted researches in Buddhist sites in China and Central Asia. In the lectures, how Buddhist cultures were transferred into East Asia will be discussed on the basis of archaeological information obtained by Kyoto University.

6. Discussion (1 week)

Method, Point of view, and Attainment levels of Evaluation

Attendance and participation: 40%, Course Essay:60%

Reference books, etc.

To be announced in class

Regarding studies out of class (preparation and review)

The participants are expected to spend a certain amount of time outside of this class reading the reference papers and books announced in class.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

What is "Modern", "Japanese", "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

Fall 2018

Outline and purpose of the course

This course will explore developments and trends in modern Japanese literature, society, and culture. We will read and analyse 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 modernisation 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" and "modern-traditional", while 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 and language of literature and the changes they 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: Mori Ōgai: 'The Dancing Girl'; Higuchi Ichiyō: 'Growing Up'; Nagai Kafū: *American Stories*; Akutagawa Ryūnosuke: 'The Ball'; Tanizaki Jun'ichirō: *Naomi*; Kawabata Yasunari: *The Old Capital*; Kyoko Yoshida: 'Kyoto Panorama Project'; David Zopetti: *Ichigensan, the Newcomer*, etc.

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.

Class requirement

Intermediate/ advanced knowledge of Japanese is an advantage.

Method, Point of view, and Attainment levels of Evaluation

Attendance & participation: 35%, Presentation: 30%, Essay: 35%

Textbook

None. Course materials will be provided as PDF files.

Reference books, etc.

Further readings will be introduced in class.

<https://www.cats.bun.kyoto-u.ac.jp/elearn/> (You will have to register with this site and use this enrolment key to take part in the course: cAt\$20i8)

Regarding studies out of class (preparation and review)

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.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Book Reading and Discussion on Japanese Thoughts and Culture: Japanese Traditional Drama, Kanadehon Chūshingura, Part I.

Instructor's affiliation, department, job title and name

Atsushi HAYASE, Graduate School of Letters
Associate Professor

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

This Book Reading and Discussion course explores various aspects of Japanese thoughts and culture by reading Japanese Classics in English translation, and discussing them in English. In this academic term participants will discuss the first half (Acts I-VI) of Kanadehon Chūshigura, one of the three most popular Ningyō-Jōruri or Kabuki repertoires. Ningyō-Jōruri, or puppet drama, and Kabuki, or dance-drama, developed into popular entertainment in the 17th century; they sometimes use the same playscripts, as is the case with Kanadehon Chūshigura. The play is based on the celebrated historical incident of 18th century, in which 47 rōnin avenged the death of their master and were ordered to commit seppuku by Tokugawa government.

The main purpose of this course is to provide occasions for communication between Japanese and international students, in a friendly atmosphere. By actively participating in discussions Japanese students will improve their English communication skills, and international students will deepen their understanding of Japanese culture.

Course Goals

By the end of the term students should gain some basic understanding of Ningyō-Jōruri and Kabuki, and become confident in talking about Japanese culture in English.

Course Schedule and Contents

The plan of the course is as follows:

- | | |
|--|---|
| 1. Introduction | 9. Reading Kanadehon Chūshigura (6) Act Five |
| 2. Reading Kanadehon Chūshigura (1) Act One | 10. Reading Kanadehon Chūshigura (7) Act Six |
| 3. Reading Kanadehon Chūshigura (2) Act Two | 11. Reading Kanadehon Chūshigura (8) Act Six (continued) |
| 4. Reading Kanadehon Chūshigura (3) Act Three | 12. Watching a Ningyō-Jōruri performance of Kanadehon Chūshigura on DVD (B) |
| 5. Reading Kanadehon Chūshigura (4) Act Three (continued) | 13. Watching a Kabuki performance of Kanadehon Chūshigura on DVD (B) |
| 6. Watching a Ningyō-Jōruri performance of Kanadehon Chūshigura on DVD (A) | 14. Reading Kanadehon Chūshigura (9) |
| 7. Watching a Kabuki performance of Kanadehon Chūshigura on DVD (A) | 15. Feedback |
| 8. Reading Kanadehon Chūshigura (5) Act Four | |

Our discussion in each session will concentrate on a particular section of the text given above. In watching sessions participants will watch an actual performance on screen and discuss it too.

Method, Point of view, and Attainment levels of Evaluation

At the end of the term students will be asked to write a very short essay about Kanadehon Chūshingura (500-1,000 words). Students' grades will be weighed according to the following scheme:

Active participation in discussion 70%, Course Essay 30%

Textbook

Copies of the reading materials will be provided at the introductory session.

Reference books, etc.

Keene, Donald (tr.) *Chūshigura, the Treasury of Loyal Retainers*. New York, Columbia University Press, 1971.

Otoba, Hiromu (ed.), *Kanadehon Chūshingura in Nihon Koten Bungaku Taikei 51, Jōruri Shū I*. Tokyo, Iwanami shoten, 1960.

Nagatomo, Chiyoji (tr.) *Kanadehon Chūshingura in Nihon Koten Bungaku Zenshū 77, Jōruri Shū*. Tokyo, Shōgakukan, 2002.

Hattori, Yukio (ed.) *Kanadehon Chūshingura wo Yomu*. Tokyo, Yoshikawa Kōbunkan, 2008.

Regarding studies out of class (preparation and review)

Students will be asked carefully to read the materials for the course in advance and come prepared to discuss them. Every student is expected to raise at least one point that is worth discussing in each session.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Consultation (office hours) by appointment. The course webpage will be available to download the course material.

Please contact Atsushi Hayase <athayase@gmail.com> for any questions regarding this course syllables.



Outline and purpose of the course

With the spread of manga and anime around the world, many have adopted the Japanese term 'otaku' to identify fans of such media. The connection to manga and anime may seem straightforward, but, when taken for granted, often serves to obscure the debates within and around media fandom in Japan.

This course questions the naturalization and trivialization of 'otaku' by examining the historical contingency of the term as a way to identify and contain problematic youth, consumers and fan cultures in Japan. It explores key moments in the evolving discourse of 'otaku' in Japan. Rather than presenting a smooth, triumphant narrative of the transition of a subculture to the mainstream, the course repositions 'otaku' in specific historical, social and economic contexts, providing new insights into the significance of the 'otaku' phenomenon in Japan and the world and offering a new perspective in form of theories of labelling.

Course goals

By going back to original Japanese documents and translated key contributions by Japanese scholars and seeking sustained analysis of these documents and scholars, the course provides students with alternative histories of and approaches to 'otaku'. In regard to contemporary Japan and the history of Japanese fan and consumer cultures, this course will be a foundation for understanding how 'otaku', at different places and times and to different people, is meaningful. As a new perspective for 'otaku studies,' students will learn the theoretical foundations and methodological application of a modified labelling approach.

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]

After questioning students on their understanding of 'otaku,' they will learn about past and present approaches to the research of 'otaku.' Students will further be provided with guidelines for class preparation and exercises.

(2) Section 1: The 1980s [3 weeks]

The first section deals with the origin stories of the 'otaku,' such as an anxiety about failed men, a column in the niche magazine Manga Burikko, and the Miyazaki Incident of 1989.

(3) Section 2: The 1990s [2 weeks]

Focusing on subjectivity and fantasy, this section centres on the tensions in Otaku no Video and the publications by the 'otaku-king,' Okada Toshio, who sought to remedy a negative 'otaku' image.

(4) Section 3: The 2000s [4 weeks]

The new millennium is often framed as the mainstreaming of 'otaku,' through, for example, the TV drama *Densha Otoko*, or Akihabara as a new place-brand. In this decade the 'otaku' are at same time declared dead, however.

(5) Section 4: The Future [2 weeks]

The last section offers new approaches to the study of 'otaku' , such as labelling, and focuses on the debate about the possibilities for 'otaku studies.'

(6) Review and Feedback [2 weeks]

Method, Point of view, and Attainment levels of Evaluation

Readings and presentation (40%), essays and final report (40%), participation (20%).

Textbook

Galbraith, Patrick W., Thiam Huat Kam, and Björn-Ole Kamm, ed. 2015. *Debating Otaku in Contemporary Japan: Historical Perspectives and New Horizons*. London: Bloomsbury Academic.

Reference books, etc.

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

<https://www.cats.bun.kyoto-u.ac.jp/elearn/> (You will have to register with this site and use this enrolment key to take part in the course: cAt\$20i8)

Regarding studies out of class (preparation and review)

Preparation of in-class presentations and discussions, readings, and comprehension essays.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Consultation (office hours) by appointment. The course webpage will be available to download the course material.

Please contact Björn-Ole Kamm <kamm@cats.bun.kyoto-u.ac.jp> for any questions regarding this course syllabus.

Japan's early diplomacy during the last decade of the Tokugawa Shogunate

Instructor's affiliation, department, job title and name

Mayuko SANO, Graduate School of Education
Professor

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

This seminar aims to explore Japanese diplomacy during the last decade of the Tokugawa Shogunate, through in-depth readings of documents (such as diaries, memoirs, and diplomatic correspondences) written by people who worked on the ground during that time.

In the course, we will mainly look into the journal of Townsend Harris—the first American Consul General/Minister to Japan, who held office from 1856 until 1862—in combination with some other sources when necessary. Harris's time was truly the founding period of Japan's modern diplomacy, or the transitional chapter from early-modern to modern external relations.

Course Goals

Students will understand the transcultural nature of Japan's path in the late 19th century and become familiar with historical studies by carefully following an individual's experiences. This course also aims to expand the students' view, through readings and discussions, to understand what happened in Japan in a broader East Asian context.

Course Schedule and Contents

- Introduction (1 week)
- Chapter 1 Encounter with a stranger (3 weeks):
Harris's arrival at Shimoda and the beginning of a new life
- Chapter 2 Negotiation between different traditions (3 weeks):
Harris's request for an audience with the shogun and debates that followed
- Chapter 3 The beginning of Japan's modern diplomacy (3 weeks):
Harris's travel to Edo and the audience with the shogun
- Chapter 4 Inevitable changes toward a new stage (3 weeks):
Preparations for a US-Japan treaty of commerce
- Final presentations and discussions (2 weeks)

Each of Chapters 1–4 will consist of:

- Students' presentations on the assigned readings (mainly from Harris's journal);
- Discussions and further analyses in class; and
- Introduction to additional sources and reading materials.

Note: The schedule and contents of the course may be reconsidered depending on the number of students, their knowledge of the Japanese language, and other related conditions.

Class requirement

Each student will be assigned in-depth readings and related research about a particular part of Harris's journal and will give two oral presentations (mid-term and final) during the course. All students are expected to have read the part to be covered in each class, if not personally assigned, and to actively participate in discussions.

Method, Point of view, and Attainment levels of Evaluation

Evaluation criteria:

- 1) Oral presentations (each with an outline to be shared with all participants): 40%
- 2) Term paper (approx. 5,000 words): 60%

Textbook

The complete journal of Townsend Harris, first American consul general and minister to Japan (Introduction and notes by Mario Emilio Cosenza), New York: Doubleday for Japan Society, 1930.

*The pages to be used in the course will be provided in class.

Reference books, etc.

References will be given in class.

Regarding studies out of class (preparation and review)

See [Class requirement].

Others (office hour, etc.)

Consultation (office hours) by appointment.

Japanese Academic Reading 1: Japanese intellectuals and the Sino-Japanese War (1937-1945)

Instructor's affiliation, department, job title and name

Shoji HIRATA, Graduate School of Letters
Professor

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

In this course, students will improve their academic reading skills through reading articles and critical essays written around 1937-1945, the Sino-Japanese Wartime.

Course Goals

- To gain experience reading a variety of original texts written in 1930-40 era.
- To have basic knowledge of modern Japanese intellectual history with special emphasis on the history of relations between Japan and China.
- To be able to read historical kana spelling.

Course Schedule and Contents

- (week 1) Introduction
 (week 2-4) TAKEUCHI Yoshimi 竹内好 (1910-1977)
 (week 5-6) KURAIISHI Takeshirō 倉石武四郎 (1897-1975) and YOSHIKAWA Kojirō 吉川幸次郎 (1904-80)
 (week 7-8) MIYA Shūji 宮修二 (1912-86)
 (week 9-11) TAKEDA Taijun 武田泰淳 (1912-76) and HOTTA Yoshie 堀田善衛 (1918-98)
 (week 12-13) TACHIBANA Shiraki 橘樸 (1881-1945)
 (week 14-15) student presentations and final test

Class requirement

Prerequisites: 1. Non-Japanese native students; 2. JLPT N2 or higher.

Method, Point of view, and Attainment levels of Evaluation

Participation (10%), Homework 1 (Students are required to write two essays in Japanese. 10% \times 2=20%), Homework 2 (20%), Presentation (Students are required to make presentation in Japanese. 20%), Final test (Students are required to translate Japanese writings into English. 30%).

Textbook

None. Reading materials will be provided.

Regarding studies out of class (preparation and review)

Students are expected to complete all reading materials before they come to our class and prepare presentation.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Research Internship

(under the supervision of one of the thesis supervisors)

Instructor's affiliation, department, job title and name

Shoji HIRATA, Graduate School of Letters
Professor
Mitsuyo WADA-MARCIANO, from July 2018: Graduate School of Letters
Professor
Wako ASATO, Graduate School of Letters
Associate Professor
Somdev VASUDEVA, Graduate School of Letters
Associate Professor
Björn-Ole KAMM, Graduate School of Letters
Senior Lecturer

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

The course builds on the theoretical, methodological, and regional competences acquired in the first year of study and allows for further specialization in line with the individual study goals of the students in preparation for their master' s thesis. Students are asked to organise and complete a research-related internship at an extramural institution in Japan, Germany or abroad.

Possible institutions include cultural organisations (e.g. museums), non-profit organisations, and companies engaged in international contexts. The internship allows an analytical insight into concrete applications. Alternatively, guided field or archival work is possible.

Each option is closely mentored by one of the supervisors of the planned master' s thesis with whom students design a small-scale research project to be realized in line with their internship or through the field/archival work. Upon completion of the project, students submit a written report to the supervisor. In this report students apply their acquired knowledge, analyse the collected data, and discuss and evaluate their findings and analytical and theoretical problems.

Course Goals

With the completion of the course students have acquired the following competences:

- Advanced theoretical and empirical knowledge of regions, topics, methodologies, and theories necessary to design and realise their individual study and research goals;
- Ability to plan, structure and realize an independent time and work plan for a small-scale research project in preparation for the master' s thesis;
- Ability to modify and apply theoretical and methodological approaches to small-scale research projects of their own design;
- Ability to present and discuss their findings in writing and oral presentations in line with international academic standards.

Course Schedule and Contents

The respective focus advisor and the supervisor of the master' s thesis will guide the student in choosing between these options and in the concrete planning of the course schedule or internship, respectively. The schedule and structure of the internship or field/archival work depends on the project planned with the supervisor. The content will be closely related to the student' s master' s thesis.

Class requirement

Completion of modules "Introduction to Transcultural Studies," "Skills for Transcultural Studies," "Focus 1" and "Focus 2" .

To choose the appropriate option, students are required to formulate and discuss their plans for Mobility & Research modules with their focus advisor in due time.

Method, Point of view, and Attainment levels of Evaluation

Written report (100%).

Textbook

Students need to plan their internship or field/archival work and follow the schedule devised together with the supervisor. If the supervisor deems it necessary, the actual course work might include class sessions. Usually, all the course work will be done out of class.

Reference books, etc.

*Please visit KULASIS to find out about office hours.

Consultation (office hours) by appointment.

Please contact the respective focus supervisor for any questions regarding this course syllabus.

Instructor's affiliation, department, job title and name

Shoji HIRATA, Graduate School of Letters
Professor
Mitsuyo WADA-MARCIANO, from July 2018: Graduate School of Letters
Professor
Wako ASATO, Graduate School of Letters
Associate Professor
Somdev VASUDEVA, Graduate School of Letters
Associate Professor
Björn-Ole KAMM, Graduate School of Letters
Senior Lecturer

Academic semester that the course is offered

Fall 2018

Outline and purpose of the course

During the Research Colloquium students develop, present, and discuss their research plans in front of their supervisors and fellow students. Furthermore, writing samples from the master's thesis are presented and discussed. This regular feedback will facilitate a structured completion of the thesis.

In the master's thesis students apply relevant methodologies and theories of Transcultural Studies, as well as linguistic competences, regional knowledge, and project management skills to a research project of their own design and in line with the chosen study focus. In consultation with their supervisor, students develop a specific research question and select relevant methods and research material. They contextualize their project within the state of the art of scientific debates and present their findings in written academic English.

Course Goals

Students will learn to independently design and realise a research project (research question, line of argumentation etc.). They will gain the ability to relate and critically discuss complex research issues within the field of Transcultural Studies. Additionally, they will acquire advanced time and project management skills.

Course Schedule and Contents

The respective supervisor of the master's thesis will guide the students in choosing their research question and in the concrete planning of their projects. Depending on the number of students and the needs of the group, each course week is either devoted to the discussion of a particular theory or methodology (which will be based on readings out of class), or offers the students a space to present the current status of their master's theses (one session can allow for one to two presentations).

The concrete schedule will be determined in the first session of the course.

Class requirement

Completion of modules "Introduction to Transcultural Studies," "Skills for Transcultural Studies," "Focus 1" and "Focus 2"

Method, Point of view, and Attainment levels of Evaluation

Presentation (40%), discussion (40%), participation (20%).

Reference books, etc.

Announced in class by the supervisor.

Regarding studies out of class (preparation and review)

The participants are expected to spend a certain amount of time outside of this class for this course. The planning of the master's thesis, in-class presentations and discussions will play an important role in this course, so the preparation of presentations and literature as well as the review of feedback received during the class requires at least about an hour.

Others (office hour, etc.)

*Please visit KULASIS to find out about office hours.

Consultation (office hours) by appointment.

Please contact the respective thesis supervisor for any questions regarding this course syllabus.

Instructor's affiliation, department, job title and name

Shuji HISANO, Graduate School of Economics
Professor
Bettina BOCK, Rural Sociology Group, Wageningen University,
Professor

Academic semester that the course is offered

Spring 2018 (Intensive: May)

Outline and purpose of the course

This course is given by Dr Bettina B. Bock (Professor, Rural Sociology Group, Wageningen University | Professor for Population Decline and Quality of Rural Life, Groningen University, The Netherlands) intensively in May 2018. Since 2009 the urban population has outnumbered the global population living in the rural areas. The situation differs considerably between high and low income countries, with about 80% of the population residing in urban areas in the former compared to 30% in the latter. Yet the tendency is crystal clear — the world is urbanising rapidly. Urbanisation is generally perceived as a sign of modernisation and, in turn, development and economic growth. At the same time there is concern about its effect on rural areas and their residents and anxiety that urbanisation concurs with continuous rural decline, impoverishment and social exclusion of rural residents, and rural abandonment. More insight into the interrelation between urbanisation and rural decline and the preconditions for realising inclusive rural development is, hence, of crucial importance.

This course looks into the impact of urbanisation on rural areas and the processes of social and spatial differentiation that go along with it. It focuses on the presence and the construction of peripheral places in times of mobilisation and globalisation that change the significance of geographical location. The course is built up around four core questions:

- (1) How do current trends of urbanisation affect rural areas and result in marginalisation?
- (2) What does marginalisation mean for rural residents and how does marginalisation interact with social exclusion?
- (3) How can we explain the marginalisation of rural areas in times of globalisation and mobilisation?
- (4) What can be done to counteract marginalisation and promote inclusive rural development?

Course goals

The course will provide knowledge and comprehension of the features of rural differentiation in various parts of the world and their impact on the daily life of their residents. Students will learn how to examine rural change and how to use novel theoretical approaches for analysing processes of marginalisation. This will allow them to identify the main drivers and agents of marginalisation and their effects on residents' sense of belonging and affective engagement. Integrating the different drivers and effects of marginalisation will enable them to examine varying approaches to rural development, to evaluate rural development policies and to design alternatives.

Course schedule and contents

The course runs for two weeks (3rd and 4th Weeks in May 2018). It combines lectures with tutorials and weekly assignments. Students will work on assignments individually or in groups of two depending on class size. Students are expected to prepare for the lectures through literature study (with guiding questions) and the assignments, and (occasionally) additional audio or video material. We will meet twice a week for lectures (twice 2 hours) and tutorials (twice 1 hour). During the tutorial we will discuss the literature and the assignments. Students will receive feed-back on their assignments through e-mail and during office hours.

[Week 1]

- Tuesday, 15th May: Urbanisation and its effect on rural areas

Students will get acquainted with the ongoing trend of urbanisation and its effects on rural areas (Question 1).

The lecture will give an overview of the significance of urbanisation in terms of demography and migration as well as life style. In addition, the lecture will provide insight in the relation between urbanisation and rural differentiation in terms of spatial and social segregation. The accompanying literature will introduce students to different approaches that seek to capture processes of rural differentiation, for instance in terms of counter urbanisation and rural decline.

- Friday, 18th May: Daily life in marginal rural areas

This meeting focuses on the daily life of those who live in the declining rural areas (Question 2). Students will understand how living in marginal rural areas affects daily life practices, among others through the loss of public and private services, and its impact on different social groups. In addition, we will look into the affective dimension of marginalisation in terms of residents' feeling of social deprivation and sense of belonging.

[Week 2]

- Tuesday, 22nd May: From fixed position at core and periphery to peripheralisation processes

The aim of this week is to understand the different ways in which social scientists have sought to explain processes of rural marginalisation and underdevelopment (Question 3). We will concentrate on relational theories of relational processes of (under)development as they take account of the shifting importance of geography in times of urbanisation, mobilisation and globalisation. Students will be introduced to an upcoming theoretical framework peripheralisation theory -- that deserves particular attention as it examines the position of places within a broader societal context and network of relations while taking account of the ongoing dynamic of development. This allows us to study rural marginalisation as part of a process of urbanisation in which certain rural (and urban) areas are 'left behind' as peripheral and others are being included in modern, metropolitan life.

- Friday, 25th May: From exogenous to inclusive rural development

The theoretical approaches that explained rural development have also informed policymaking. Whereas ideas of top-down, exogenous development were most popular until the seventies, it has been endogenous, bottom-up and participatory development which has taken centre stage ever since. These ideas are being criticised at the moment, underlining the importance of networking and transregional processes of social innovation. Students will learn to distinguish and recognise these approaches as well as assess their contribution to inclusive rural development (Question 4).

- Optional Session on academic publishing:

Additional classes on academic publishing will be offered in the afternoon of Tuesdays and Fridays during the same period. PhD students of the EA Programme can count their attendance at the classes of this optional session as a participation in one seminar for the course "GSE Seminar" (if registered).

Class requirement

Some social science training and ability to speak, read and write in English.

Method, Point of view, and Attainment levels of Evaluation

Assignments, course participation and final individual assignment if all prior assignments consist of group work.

Textbook, Reference books, etc.

Readings will be made available through a reading list with DOI links and/or a Cloud System (Dropbox). See course schedule (t.b.a.) for a detailed reading list.

Regarding studies out of class (preparation and review)

Students are expected to prepare for the lectures through literature study (with guiding questions) and the assignments, and (occasionally) additional audio or video material.

Others (office hour, etc.)

t.b.a. *Please visit KULASIS to find out about office hours

Instructor's affiliation, department, job title and name

Shuji HISANO, Graduate School of Economics
Professor**Raymond A. JUSSAUME Jr.**, Department of Sociology,
Michigan State University, USA, Professor**Maria FONTE**, Department of Economics, Management and Institutions,
University of Naples Federico II, Italy, Professor

Academic semester that the course is offered

Fall 2018 (Intensive:December and January)



Outline and purpose of the course

This course consists of two different, but mutually intersecting sessions.

The first session aims at providing students with an overview of the last several decades of theoretical development in Development Studies leading up to, and including, a review of the concept of Sustainable Development. Throughout the course, student will review the main theoretical traditions of Development Sociology. As part of this review, the students will also review some of the main empirical examples used to debate these theories. The students will be encouraged to apply the theoretical material they master in this course to their own research interests.

The second session aims at offering students a room to discuss different frameworks for the analysis of the current "crisis" and "turn" in the global agro-food economy. What is wrong with the present agro-food system? What is the future food system we would like to aim at? What strategies and forms of governance may be better suited to lead us to the desirable future? The articles proposed to reflexion offer different theoretical perspectives on how to direct agro-food economy toward sustainability and social justice. The course wants to stimulate students' participation in order to develop a comparative perspective at global level on these topics.

Course goals

Students participating in this course are expected to acquire the knowledge and skills necessary to analyse the complex and dynamic processes of sustainable development. It is our educational goal that participating students enhance their understanding and critical sense of reality of the ecological, economic, social and political systems from a multidimensional and multidisciplinary perspective.

Course schedule and contents

The first session (Prof. Raymond A. Jussaume Jr., Michigan State University, USA) consists of two parts. In the first part of the session, students will review the main theoretical traditions of development sociology as well as the interdisciplinary definition of sustainable development. In the second part of the session, the students will be required to apply the concepts they have learned to their own empirical interests and to share these with other class participants.

- 1) Introduction: situating sustainability within development
- 2) Classical approaches to conceptualizing development
- 3) Why does "underdevelopment" persist?
- 4) Planning and evaluating development strategies
- 5) Reprise: situating sustainability within development

The second session (Prof. Maria Fonte, University of Naples, Italy) will review various practices, discourses and policies on sustainable development and transitions in the agro-food economy, with special attention to Europe, from rural sociology and/or economic geography approaches.

- 1) Recent themes in the development of agriculture: quality turn, rural development, alternative food networks
- 2) How to conceptualize transitions: multi-level perspective, social practices and real utopias
- 3) Local Food in the transition: a real utopias project?
- 4) Democratising food: foodshed, food councils and new forms of governance.

[Class Schedule]

to be announced

Class requirement

There are no special requirements for this course. This course is designed for any and all students with an interest in international development, rural development and interdisciplinary approaches.

Method, Point of view, and Attainment levels of Evaluation

Grading will be done on the basis of attendance, class participation and a final presentation and/or assignment essay by each student.

Textbook, Reference books, etc.

Readings will be made available through a Cloud system (e.g. GoogleDrive). See course schedule (t.b.a.) for a detailed reading list.

Regarding studies out of class (preparation and review)

Participating students will be assigned to read chapters of textbooks and relevant articles beforehand. Since classes are very interactive, well-preparation for each class is very important for students to participate in discussions. Also, at the end of the course students will be assigned to present their report on whatever relevant to the topics discussed in the classes.

Others (office hour, etc.)

t.b.a.

*Please visit KULASIS to find out about office hours.

Instructors



Shoji HIRATA
Chairperson of Division, Prof.
Chinese Literature, Intellectual History
of Modern and Contemporary China,
Chinese Historical Linguistics,
Chinese Philology



Takashi KAWASHIMA
Assoc.Prof.
German Literature



Mitsuyo WADA-MARCIANO
Professor (from July 2018)
Post-Fukushima Visual Culture, Zainichi
Representations in Moving Image,
Memory in Cinema, Post-Colonial
Taiwanese/Japanese Visual Culture.



Emiko OCHIAI
Prof.
Family Sociology



Wako ASATO
SEG Focus Advisor, Assoc.Prof.
Migration Studies, Social welfare,
Asian Studies



Ko TAKASHIMA
Assoc.Prof.
East Asian History



Somdev VASUDEVA
KBR Focus Advisor, Assoc.Prof.
Migration Studies, Social welfare,
Asian Studies



Hideo YOSHII
Prof.
Korean Archaeology



Bjorn-Ole KAMM
Program Coordinator,
Focus Advisor VMC, Senior Lect.
Cultural Ordering,
Cyber-Ethnography, Role-Playing,
Uses & Gratifications of Japanese
Popular Media



Hitoshi SHIMOGAKI
Assoc.Prof.
Japanese Archaeology



Tetsuji ISEDA
Assoc.Prof.
Philosophy of Science



Makoto TOMII
Assoc.Prof.
Prehistory, methodology of archaeology



Satoshi KODAMA
Assoc.Prof.
Early Modern and Contemporary Ethics



Satoshi NAIKI
Assis. Prof
Archaeology in Gandhara



Daisuke KAIDA
Senior Lect.
Philosophy of Science



Atsushi HAYASE
Assoc.Prof.
Greek Philosophy



Irina HOLCA
Senior Lect.
Japanese Literature



Tamotsu NAKANO
Prof.
Economic Policy,
Cooperation and Development,
Commerce, Management / Business
Administration



Ei MURAKAMI
Assoc.Prof.
Social and Economic History of
Modern China



Atushi TAZOE
Associate Prof.
Political Economy,
Social Reproduction,
Regional inequality



Takahumi KUROSAWA
Prof.
Economic Policy



Junko KAWAI
Prof.
Sociology of Education



Shuji HISANO
Prof.
Political Economy of Agriculture and Food



Shikiko YUKAWA
Assoc.Prof.
Japanese Literature



Raymond A. JUSSAUME Jr.
Prof.
Sociology of Development,
Sociology of Agriculture, Food Systems



Mayuko SANO
Prof.
History of diplomacy and
cultural exchange, cultural policy



Maria FONTE
Prof.
Rural Sociology, Agricultural Economics,
Rural Development, Food Systems



Go YANO
Prof.
Development Economics



Hiroshi ONISHI
Emeritus Prof.
Economic theory, Economic
statistics

[Appendix] ILAS Courses related to Japanese /Asian Studies

| Course Title [Class Title] | Type | Credits | Semester | Teaching Staff | |
|---|---------|---------|-------------|----------------------|-----------------|
| The History of Eastern Thought I-E2 | Lecture | 2 | Spring | Adam Alvah CATT | Lect. |
| Japanese History I-E2 | Lecture | 2 | Spring | Niels VAN STEENPAAL | Assoc.Prof. |
| Japanese History II-E2 | Lecture | 2 | Fall | Niels VAN STEENPAAL | Assoc.Prof. |
| Introduction to Asian Societies-E2 | Lecture | 2 | Fall | Julius BAUTISTA | Assoc.Prof. |
| Japanese Intellectual History I-E2 | Lecture | 2 | Spring | Niels VAN STEENPAAL | Assoc.Prof. |
| Japanese Intellectual History II-E2 | Lecture | 2 | Fall | Niels VAN STEENPAAL | Assoc.Prof. |
| Introduction to Japanese Linguistics I-E2 | Lecture | 2 | Fall | Adam Alvah CATT | Lect. |
| Some Features of Japanese Communication | Lecture | 2 | Spring | Ruchira PALIHAWADANA | Prof. |
| Various Aspects of Temporal Expressions in Japanese | Lecture | 2 | Fall | TBA | |
| Introduction to Classical Japanese Literature | Lecture | 2 | Fall | Shikiko YUKAWA | Assoc.Prof. |
| Education in Contemporary Japan | Lecture | 2 | Fall | Junko KAWAI | Prof. |
| Law and Culture in Japan-E2 | Lecture | 2 | Spring | Antonios KARAIKOS | Assoc.Prof. |
| Japan's Political Economy-E2 | Lecture | 2 | Spring | Ken HIJINO | Assoc.Prof. |
| Japanese Politics-E2 | Lecture | 2 | Spring | Ken HIJINO | Assoc.Prof. |
| Culture and Traditions in Japan I | Lecture | 2 | Spring | Ruchira PALIHAWADANA | Prof. |
| Culture and Traditions in Japan II | Lecture | 2 | Fall | Shikiko YUKAWA | Assoc.Prof. |
| Current Issues in Japan I | Lecture | 2 | Spring | Junko KAWAI | Prof. |
| Current Issues in Japan II | Lecture | 2 | Spring | Hiroaki NAGAYAMA | Prof. |
| Current Issues in Japan II | Lecture | 2 | Fall | Hiroaki NAGAYAMA | Prof. |
| Elementary Japanese IA (4H course) | Seminar | 4 | Spring | Taro IEMOTO | Assoc.Prof. |
| Elementary Japanese IB (4H course) | Seminar | 4 | Fall | Taro IEMOTO | Assoc.Prof. |
| Elementary Japanese IIA (4H course) | Seminar | 4 | Spring | Nobue KAWASHIMA | Part-Time Lect. |
| Elementary Japanese IIB (4H course) | Seminar | 4 | Fall | Nobue KAWASHIMA | Part-Time Lect. |
| Intermediate Japanese IA (4H course) | Seminar | 4 | Spring | Kanako OUE | Part-Time Lect. |
| Intermediate Japanese IB (4H course) | Seminar | 4 | Fall | Kanako OUE | Part-Time Lect. |
| Intermediate Japanese I (8H course) | Seminar | 8 | Spring/Fall | Junko KAWAI | Prof. |
| Intermediate Japanese I (Conversation) | Seminar | 2 | Spring/Fall | Chika MIHARA | Part-Time Lect. |
| Intermediate Japanese I (Listening) | Seminar | 2 | Spring/Fall | Yuriko MITO | Part-Time Lect. |
| Intermediate Japanese I (Reading) | Seminar | 2 | Spring/Fall | Fumiko SHIRATORI | Part-Time Lect. |
| Intermediate Japanese I (Composition) | Seminar | 2 | Spring/Fall | Fumiko SHIRATORI | Part-Time Lect. |

| Course Title [Class Title] | Type | Credits | Semester | Teaching Staff | |
|---|---------|---------|-------------|----------------------|-----------------|
| Intermediate Japanese I (Kanji) | Seminar | 2 | Spring/Fall | Yuriko MITO | Part-Time Lect. |
| Intermediate Japanese IIA (4H course) | Seminar | 4 | Spring | Kyoko MASHITA | Part-Time Lect. |
| Intermediate Japanese IIB (4H course) | Seminar | 4 | Fall | Kyoko MASHITA | Part-Time Lect. |
| Intermediate Japanese II (8H course) | Seminar | 8 | Spring/Fall | Ruchira PALIHAWADANA | Prof. |
| Intermediate Japanese II (Conversation) | Seminar | 2 | Spring/Fall | Kay KUBO | Part-Time Lect. |
| Intermediate Japanese II (Listening) | Seminar | 2 | Spring/Fall | Hiroaki NAGAYAMA | Prof. |
| Intermediate Japanese II (Reading) | Seminar | 2 | Spring/Fall | Norikazu URAKI | Part-Time Lect. |
| Intermediate Japanese II (Composition) | Seminar | 2 | Spring/Fall | Ryoko FUJII | Part-Time Lect. |
| Advanced Japanese (Listening) | Seminar | 2 | Spring/Fall | Yoko NAKASHIMA | Part-Time Lect. |
| Advanced Japanese (Conversation) | Seminar | 2 | Spring/Fall | Shikiko YUKAWA | Assoc.Prof. |
| Advanced Japanese (Reading) | Seminar | 2 | Spring/Fall | Hiroaki NAGAYAMA | Prof. |
| Advanced Japanese (Composition) | Seminar | 2 | Spring/Fall | Yoko NAKASHIMA | Part-Time Lect. |
| Advanced Japanese (Academic Writing) | Seminar | 2 | Spring/Fall | Junko KAWAI | Prof. |
| Advanced Japanese (Academic Listening) | Seminar | 2 | Spring/Fall | Akari HONDA | Part-Time Lect. |
| Advanced Japanese (Academic Presentation) | Seminar | 2 | Spring | Akari HONDA | Part-Time Lect. |
| Advanced Japanese (Academic Presentation) | Seminar | 2 | Fall | Junko KAWAI | Prof. |
| Advanced Japanese (Academic Discussion) | Seminar | 2 | Spring/Fall | Mayumi NAKAZAWA | Part-Time Lect. |
| Elementary Japanese I (8H course) | Seminar | 8 | Spring/Fall | Taro IEMOTO | Assoc.Prof. |
| Elementary Japanese I (Conversation) | Seminar | 2 | Spring/Fall | Yoshimi HASHIMOTO | Part-Time Lect. |
| Elementary Japanese I (Listening) | Seminar | 2 | Spring/Fall | Yoshimi HASHIMOTO | Part-Time Lect. |
| Elementary Japanese II (Reading, Composition) | Seminar | 2 | Spring/Fall | Miwa SHIMOHASHI | Part-Time Lect. |
| Elementary Japanese I (Kanji) | Seminar | 2 | Spring/Fall | Yuriko FURUKAWA | Part-Time Lect. |
| Elementary Japanese II (8H course) | Seminar | 8 | Spring/Fall | Shikiko YUKAWA | Assoc.Prof. |
| Elementary Japanese II (Conversation) | Seminar | 2 | Spring/Fall | Norikazu URAKI | Part-Time Lect. |
| Elementary Japanese II (Listening) | Seminar | 2 | Spring/Fall | Norikazu URAKI | Part-Time Lect. |
| Elementary Japanese I (Reading, Composition) | Seminar | 2 | Spring | Mayumi NAKAZAWA | Part-Time Lect. |
| Elementary Japanese I (Reading, Composition) | Seminar | 2 | Fall | Makiko MURAI | Part-Time Lect. |
| Elementary Japanese II (Kanji) | Seminar | 2 | Spring/Fall | Yuriko FURUKAWA | Part-Time Lect. |
| Advanced Japanese for Economics/Management I | Seminar | 2 | Spring | Hisako INABA | Assoc.Prof. |
| Advanced Japanese for Economics/Management II | Seminar | 2 | Fall | TBA | |
| Japanese language & Culture | Seminar | 1 | Spring/Fall | Junko KAWAI | Prof. |

Current Master in Transcultural Studies Courses at Heidelberg University

Students enrolled at the Faculty & Graduate School of Letters may take part in an exchange program with the Heidelberg Centre for Transcultural Studies. The courses listed below for 2018 will automatically be credited to students passing these courses during their time in Heidelberg. They also may be reference as courses for the prospective joint degree program.

Course Schedule (Summer Semester 2018)

| Course No. | Course | Lecture | Language | Type | Time/Date |
|------------|---|-------------------------------------|----------|-----------------------------|-----------|
| 9719KJC759 | Mobilities Studies | Brosius, Christiane | English | Seminar | Wed 11-13 |
| 9719KJC761 | From Culture to Transculture | Bublitzky, Cathrine | English | Seminar | Thu 9-11 |
| 9719KJC762 | Academic Writing in English | Chatterjee, Sukla | English | Language course Tutorium | Mon 9-11 |
| 9719KJC763 | The Transcultural Evolution of Modern Islamist Thought | Ettmüller, Eliane | | Seminar | TBA |
| 9719KJC764 | Law in Political Context | Förster, Christian | English | Colloquium | Thu 11-13 |
| 9719KJC765 | Treaties Between East and West | Förster, Christian | English | Seminar | Thu 14-16 |
| 9719KJC766 | History of Gender, Family, and Demography in Japan | Fuess, Harald | English | Seminar | Tue 14-16 |
| 9719KJC767 | East Asian Economic Development | Fuess, Harald | English | Seminar | Tue 11-13 |
| 9719KJC768 | Concepts of Charity and Social Welfare in Late Imperial and Contemporary China | Hofmann, Martin | English | Seminar | Thu 14-16 |
| 9719KJC770 | Narrating Worldliness (I) | Juneja, Monica | English | Lecture | Tue 14-16 |
| 9719KJC771 | Transformations of modern and contemporary art in Korea - a transcultural perspective | Koch, Franziska | English | Seminar | Wed 11-13 |
| 9719KJC772 | Convivencia: Conceptualizing the Cohabitation of Jews, Christians, and Muslims in medieval Spain | König, Daniel | English | Seminar | Mon 11-13 |
| 9719KJC773 | Crisis of the Fifth Century. How Contemporaries Perceived the Fragmentation of the Western Roman Empire | König, Daniel | English | Seminar | Mon 14-16 |
| 9719KJC775 | Nationalism: Refractions of a Global Concept in Europe and Asia | Kurtz, Joachim | English | Seminar | Thu 11-13 |
| 9719KJC776 | What Time Is It Where? Transcultural Perspectives on Temporality | Kurtz, Joachim | English | Seminar | Tue 11-13 |
| 9719KJC777 | The Transformation of Modern Korea: Histories of a Divided Nation | Lee, Hyojin | English | Seminar | Wed 9-11 |
| 9719KJC779 | The Pacific - a history of an ocean | Melber, Takuma | English | Seminar | Mon 11-13 |
| 9719KJC778 | From the German Empire to Germany - a transcultural history of modernity | Melber, Takuma | English | Seminar | Thu 11-13 |
| 9719KJC793 | Worlds of Food: Anthropological and Historical Perspectives | Münster, Daniel; Collet, Dominik | English | Seminar | Thu 9-11 |
| 9719KJC780 | Archaeological Analyses of Buddhist Culture in North-West India | Naiki, Satoshi | English | Seminar | |
| | Mindfulness - The Globalization of a Buddhist Practice | Prohl, Inken | English | Seminar | Tue 9-11 |
| 9719KJC783 | Introduction to the Study of Buddhism | Radich, Michael | English | Seminar | Mon 16-18 |

| Course No. | Course | Lecture | Language | Type | Time/Date |
|------------|--|---|----------|--------------------|---|
| 9719KJC784 | Readings in Chinese Buddhist Texts | Radich, Michael | English | Seminar | Tue 9-11 |
| 9719KJC758 | Topics in Contemporary Buddhist Studies | Assistant Prof. Buddhist Studies (tba) | English | Seminar | |
| 9719KJC791 | Islam During and After the Soviet Union | Roche, Sophie | English | Seminar | Fri 11-13 |
| 9719KJC786 | Colloquial Tibetan II | Samuels, Jonathan (his successor) | English | Language course | Mon 11-13 Tue 11-13 Thu 11-13 |
| 9719KJC787 | Colloquial Tibetan IV | Samuels, Jonathan (his successor) | English | Language course | Tue 14-16 Wed 14-16 |
| 9719KJC785 | Classical Tibetan II | Samuels, Jonathan (his successor) | English | Language course | Mon 14-16 Wed 11-13 |
| 9719KJC794 | Global /Local Asian Cinema | Wada-Marciano, Mitsuyo | English | Block seminar | Wed. 14-18 (9 May - 13 June) |
| 9719KJC788 | Japanese Politics and International Relations | Yamamoto, Takahiro | English | Seminar | Wed 16-18 |
| 9719KJC789 | Quest for Territorial Control in East Asia: Gunships, International Law, and Non-state Actors | Yamamoto, Takahiro | English | Seminar | Tue 16-18 |
| 9719KJC790 | Art as Intervention in Contemporary Asia | Zitzewitz, Karin; Bublitzky, Catherine | English | Block Seminar | Fridays: 20 Apr, 9-11:00 27 Apr, 9-13:00 11 May, 9-13:00 25 May, 9-13:00 8 Jun, 9-13:00 22 Jun, 9-13:00 |



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