Courses on
Asian and
Transcultural
Studies

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Courses on Asian and Transcultural Studies

Graduate School of Letters, Faculty of Letters, Kyoto University

Spring-Fall 2016

Asian Platform for Global Sustainability & Transcultural Studies (AGST), GSL Branch
Graduate School of Letters
Kyoto University
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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 exchange students from overseas partners 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 analyse 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 20 courses described in this catalogue range from a basic introduction to Transcultural Studies to more specialized offerings from philosophy, cultural history, economics, 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). It will form 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, to be launched in Spring 2018. Students in this 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 German (A1).

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、さまざまな概念、さまざまな制度が互いに接触し関係性を結ぶことにより、形を変え、縫（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、Asian and Transcultural Studies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。

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も、海外からの交換留学生も、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はなく、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。

このパンフレットで紹介する科目群は、2018年度に新設予定の、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”（仮称）の基盤となるものです。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)、初歩的なドイツ語力 (A1) を有することを要件として求める予定です。

Course Title

Introduction to Transcultural Studies

Instructor's affiliation, department, job title and name

Björn-Ole KAMM, Project Specific Senior Lecturer
Center for the Promotion of Interdisciplinary Education and Research (C-PIER)
Kiyokazu OKITA, Program Specific Assistant Professor
Hakubi Center for Advanced Research
Wako ASATO, Program Specific Associate Professor
Kyoto Asian Studies Unit (KUASU), Graduate School of Letters
Mitsuyo WADA-MARCIANO, Professor of Film Studies
Carleton University, School for Studies in Art and Culture
Masahiro YAMADA, Post-Doctoral Researcher, Ritsumeikan University

Academic semester that the course is offered

Spring 2016



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 five researchers from different disciplinary backgrounds, this course includes a lecture series combined with a discussion class (tutorium) and will focus on 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, appropriations of philosophical and religious ideas, 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: OKITA Kiyokazu)
In this section we examine the concept of transculturality using religions in South Asia as examples. In the first two lectures we trace how Hinduism and Islam adopted the life and the teachings of Gautama Buddha, the founder of Buddhism. Then in the third lecture we examine how these three traditions became constructed as distinct categories in the colonial period despite their inter-relatedness.
(5) Visual, Media and Material Culture [3 weeks] - (lecturer: Mitsuyo WADA-MARCIANO)
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.
(6) Review and Feedback

The outlined lecture series will be accompanied by a weekly discussion session ("tutorium," teacher: YAMADA Masahiro), in which students receive guidelines for short essay writing, which is the regular homework for this course, and also discuss the content of the lectures and the readings to clarify their understanding of transculturality. Participation in this class is not mandatory but highly recommended.

Prerequisites

3rd year and above.

Evaluation

Readings and weekly essays (40%), take home essay (40%), participation (20%).

Studies to be done outside of class

The participants are expected to attend every class and spend a certain amount of time outside of this class for this course. Regular homework for this lecture class (readings and short comprehension essays) as well as discussion in the tutorium (if taken) will play an important role in this course, so preparation and review out of the class requires at least about an hour.

Textbooks

None.

Further readings

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

Appadurai, Arjun. 2005 (1996). *Modernity at Large. Cultural Dimensions of Globalization*.
Minneapolis: University of Minnesota Press.
Dennison, Stephanie, and Song Hwee Lim, ed. 2006. *Remapping World Cinema: Identity, Culture and Politics in Film. London*: Wallflower.
Galt, Rosalind, and Karl Schoonover, ed. 2010. *Global Art Cinema: New Theories and Histories. New York: Oxford University* Press.

Juneja, Monica and Christian Kravagna. 2013. “Understanding Transculturalism.” In *Transcultural Modernisms*, ed. Fahim Amir et.al. Berlin: Sternberg Press, 22-33.
Khan, Dominique-Sila. ‘Reimagining the Buddha: The Figure of Shakyamuni in the Nizari Ismaili Tradition South Asia’, *Journal of Indian Philosophy*, 33, 321-342.
Pennington, Brian K. 2005. Was *Hinduism Invented?: Britons, Indians, and the Colonial Construction of Religion*. New York, Oxford University Press.
Masuzawa, Tomoko. 2005. *The Invention of World Religions: Or, How European Universalism Was Preserved in the Language of Pluralism*. Chicago, The University of Chicago Press.

https://www.cats.bun.kyoto-u.ac.jp (see KULASSIS for details and the enrolment key)

Others

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

About the instructor



Björn-Ole KAMM
Ph.D. in Japanese Studies, Heidelberg University
M.A. in Japanese Studies and Communication & Media Studies, Leipzig University
Areas of Specialization: Practice theory, transculturality, uses and gratifications of Japanese popular media, role-playing theory and practice.



Kiyokazu OKITA
D.Phil. in Theology (Hinduism), University of Oxford
M.St. in the Study of Religion, University of Oxford
B.A. in Religious Studies, International Christian University
Area of specialization: Classical Sanskrit Literature, Classical Indian Philosophy
Research Topic: God as Paramour: Ethic and Aesthetic of Emotion in Early Modern South Asia



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



Mitsuyo WADA-MARCIANO
Ph.D. in Film Studies, The University of Iowa
M.A. in Cinema Studies, New York University
B.A. in Faculty of Letters, Arts and Sciences, Waseda University
Areas of specialisation: Japanese cinema, especially its relationship to Japanese modernity, the impact of digital technology on cinema, and East Asian cinemas in global culture



Masahiro YAMADA
Ph.D. in Linguistics, University of Delaware
B.A. in Liberal Arts, International Christian University
Area of specialization: Formal linguistic theory, documentation and revlitalization of Ryukyuan Languages Dunan (Yonaguni-Ryukyuan)

Course Title

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

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

Academic semester that the course is offered — Spring 2016

Outline and purpose of the course

This course aims to develop the academic skills of students specialising in a branch of the humanities, and assist them in furthering their involvement 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, and through presentation and discussion practice they will have improved their ability to express opinions about complex academic topics.

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.

Prerequisites

Advanced English skills (TOEIC 750+).

Evaluation

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

Studies to be done outside of class

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.

Textbooks

None. Reading materials will be provided as PDF files.

Further readings

Further readings will be introduced in class.

Others

Office hours: by appointment.

About the instructor



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

Course Title

Contemporary Philosophy in Japan II
Asian Studies (Special Lectures): Introduction to Metaphysics

Instructor's affiliation, department, job title and name

Daisuke KAIDA, Senior Lecturer, Graduate School of Letters

Academic semester that the course is offered

Spring 2016



Outline and purpose of the course

This course is a topical introduction to contemporary analytic metaphysics, a branch of philosophy that attempts to describe the world in the most comprehensive manner at a very fundamental level. The topics we will focus on include personal identity, time, free will, material constitution, properties, and mind-body problem. We will also read and discuss English translations of papers or book chapters on these topics written by contemporary Japanese philosophers.

Course goals

By the end of the term students will understand what are at issue in contemporary metaphysics and learn how to think analytically about metaphysical problems.

Course schedule and contents

Lecture 1: Introduction: What is metaphysics?
Lectures 2-3: Personal Identity
Lectures 4-5: Time
Lectures 6-7: Free Will
Lectures 8-9: Material Constitution
Lectures 10-11: Properties
Lectures 12-14: Mind and Body
Feedback

Prerequisites

None.

Evaluation

At the end of the term students will be asked to write a paper on metaphysics. Students' grades will be weighed according to the following scheme:
Attendance 20%
Active participation in discussion 20%
Term paper 60%

Studies to be done outside of class

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.

Textbooks

Earl Conee and Theodore Sider『Riddles of Existence -- A Guided Tour of Metaphysics』(Oxford University Press) ISBN:0-19-928226-9

Further readings

To be announced in class.

Others

Office hour by appointment.

About the instructor



Daisuke KAIDA

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

Course Title

Philosophy of Science in Japanese Context: Philosophy of Scientific Publication

Instructor's affiliation, department, job title and name

Tetsuji ISEDA, Associate Professor, Graduate School of Letters

Academic semester that the course is offered

Spring 2016



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 explore philosophy of scientific publication; that is, philosophical considerations on how research results should be publicized and shared. This include problems of peer review, ethics of publication such as the issue of authorship, issues related to science communication, i.e. sharing research results and disciplinary knowledge with laypeople. We look at the issue from the point of view of philosophy of science, especially that of so-called social epistemology, exploring what should be the basic idea for such activities and what are the alternatives. We also use concrete examples from recent Japanese cases.

Course goals

To understand philosophical way of looking at science. In particular, this year, this means understanding philosophical theories and positions introduced in the class and seeing what are their implications for scientific publication and information sharing.

Course schedule and contents

The lectures will be given both in Japanese and English.
Tentative list of topics (spend one or two weeks for each topic)

Part I: philosophical theories and positions
1. What is social epistemology
2. David Hull's evolutionary view of scientific process
3. Helen Longino's contextual empiricism
4. Social Bayesianism

Part II Peer review system
5. History of peer review system
6. Epistemological implications of peer review
7. Proposed alternatives to Peer Review

Part III Publication Ethics
8. Plagiarism, self-plagiarism and authorship
9. Epistemological implications of publication ethics
10. Recent issues in Japan

Part IV Science communication
11. Models of science communication
12. Philosophy of science communication
13. Recent issues in Japan

Prerequisites

No background is required, but if you are not familiar with philosophy of science ingeneral, please read some introductory book by yourself. Okasha's introductory book (邦訳オカーシャ『科学哲学』) is recommended.

Evaluation

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

Studies to be done outside of class

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

Textbooks

reading assignments will be distributed in the class.

Others

Office Hour will be on Wednesday 15:00-16:30

About the instructor



Tetsuji ISEDA
Ph.D. in Philosophy, University of Maryland.
I conduct research on wide variety of issues in philosophy of science, ethics, and epistemology. In philosophy of science, my research interests are: demarcation problem, scientific realism, Bayesianism, social epistemology. In ethics, my research interests are: metaethical internalism, utilitarianism, engineering ethics, animal ethics. In epistemology I am interested in epistemological internalism and contextualism.

Course Title

The History and Culture of Kyoto

Instructor's affiliation, department, job title and name	**Niels VAN STEENPAAL,** Project Specific Assistant Professor Hakubi Center for Advanced Research
Academic semester that the course is offered	Fall 2016



Outline and purpose of the course

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

Course goals

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

Course schedule and contents

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

Prerequisites

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

Evaluation

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

Studies to be done outside of class

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

Textbooks

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

Further readings

None.

Others

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

About the instructor



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

Course Title

Contemporary Philosophy in Japan I
Asian Studies (Special Lectures): Shozo OMORI (1921-97) and His Students

Instructor's affiliation, department, job title and name

Daisuke KAIDA, Senior Lecture, Graduate School of Letters

Academic semester that the course is offered

Fall 2016



Outline and purpose of the course

You probably know of J-POP, Japanese popular music. Musicians in this genre are more or less influenced by western music, they sing in Japanese, and their works are popular among ordinary people. I say that there is a parallel genre (school) in contemporary philosophy in Japan. It started with Shozo OMORI (1921-97) and 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 OMORI, 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 2-6: The Philosophy of Shozo OMORI
Four Problems: Perception, Theoretical Entities, Other Minds, and Past
Manifest Monism
Double Look

Lectures 7-8: The Philosophy of Shigeki NOYA
Can we imagine other people's pain?: Perspectivism
The Non-existence of the Future

Lectures 9-13: 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

Prerequisites

None.

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:
Attendance 20%
Active participation in discussion 20%
Term paper 60%

Studies to be done outside of class

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.

Textbooks

The reading materials will be uploaded on KULASIS.

Further readings

To be announced in class.

Others

Office hour by appointment.

About the instructor



Daisuke KAIDA

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

Course Title

Book Reading and Discussion on Japanese Thoughts and Culture
Spring term: Japanese Traditional Drama (1): Zeami and Noh
Fall term: Japanese Traditional Drama (2): Kyôgen, Ningyô-Jôruri, and Kabuki

Instructor's affiliation, department, job title and name

Atsushi HAYASE, Part-time Lecturer, Department of Ancient Philosophy

Academic semester that the course is offered

Spring, Fall 2016



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 the spring term participants will discuss some Noh plays (*Hagoromo, Izutsu, and Sumida-gawa*), and Zeami's (1363?-1443?) *Fushikaden*. Noh is a form of Japanese traditional drama that has been established by Zeami and his father, Kan'ami, in the 14th century and has been popular since then. Zeami, who was a playwright and an actor at the same time, also wrote several handbooks for understanding Noh plays, and *Fushikaden* is one of them.

In the fall term participants will discuss some Kyôgen plays (*Kamabara, Kawakami, Futari-daimyô, Kusabira, Busu, and Kanaoka*), and a Ningyô-Jôruri and Kabuki play (*Sugawara-denju-tenarai-kagami*). Kyôgen is a form of Japanese traditional comic drama that has been performed along with Noh since the 14th century. Ningyô-Jôruri, or puppet drama, and Kabuki, or dance-drama, developed into popular entertainment in the 17th century; they sometimes share a playscript, as is the case with Sugawara-denju-tenarai-kagami, one of the three most important Ningyô-Jôruri or Kabuki plays.

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 become confident in talking about Japanese culture in English, specifically about the essential characteristics of Noh plays in the spring term, and about Kyôgen, Ningyô-Jôruri, and Kabuki in the fall term.

Course schedule and contents

The plan of the course in the spring term is as follows:

1. Introduction
2. Reading Noh plays (1): *Hagoromo*
3. Watching a performance of *Hagoromo* on DVD
4. Zeami's *Fushikaden* (1) [pp.24-29, in Hare's translation]
5. Zeami's *Fushikaden* (2) [pp.30-35]
6. Zeami's *Fushikaden* (3) [pp.36-41]
7. Reading Noh plays (2): *Izutsu*
8. Watching a performance of *Izutsu* on DVD
9. Zeami's *Fushikaden* (4) [pp.42-48]
10. Zeami's *Fushikaden* (5) [pp.49-55]
11. Zeami's *Fushikaden* (6) [pp.56-62]
12. Reading Noh plays (3): *Sumida-gawa*
13. Watching a performance of *Sumida-gawa* on DVD
14. Zeami's *Fushikaden* (7) [pp.63-73]

The plan of the course in the fall term is as follows:

1. Introduction
2. Reading Kyôgen plays (1): *Kamabara* and *Kawakami*
3. Watching a performance of *Kamabara* and *Kawakami* on DVD
4. Reading Kyôgen plays (2): *Futari-daimyô* and *Kusabira*
5. Reading Kyôgen plays (3): *Busu*
6. Reading Kyôgen plays (4): *Kanaoka*
7. Reading *Sugawara-denju-tenarai-kagami* (1)
8. Reading *Sugawara-denju-tenarai-kagami* (2)
9. Watching a Ningyô-Jôruri and Kabuki performance of *Sugawara-denju-tenarai-kagami* on DVD (A)
10. Reading *Sugawara-denju-tenarai-kagami* (3)
11. Reading *Sugawara-denju-tenarai-kagami* (4)
12. Watching a Ningyô-Jôruri and Kabuki performance of *Sugawara-denju-tenarai-kagami* on DVD (B)
13. Reading *Sugawara-denju-tenarai-kagami* (5)
14. Reading *Sugawara-denju-tenarai-kagami* (6)

Our discussion in each session will concentrate on a particular text indicated above. In watching sessions participants will watch an actual perfomance of Noh, Kyôgen, Ningyô-Jôruri, or Kabuki play on screen and discuss it too.

Evaluation

At the end of the term students will be asked to write a very short essay (about 1,000 words) about Noh plays in the spring term and about Kyôgen, Ningyô-Jôruri, and Kabuki plays in the fall term. Students' grades will be weighed according to the following scheme: Attendance 60%, Active participation in discussion 20%, Course Essay 20%

Studies to be done outside of class

Students will be asked carefully 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.

Textbooks

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

Further readings

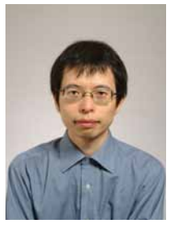
Hare, T. (tr.) (2011) *Zeami: Perfomance Notes*. (New York)

Brazell, K. (ed.) (1998) *Traditional Japanese Theater: An Anthology of Plays*. (New York)

the 能 .com (http://www.the-noh.com/jp/)

Picture L : Kyutaro Hashioka 2014 Aleksandar Bondikov Photography
https://www.flickr.com/photos/kamikumk/15189137097/
M : Bunraku 2 Ivan Fourie
https://www.flickr.com/photos/shodan/204732916/
R : Kabuki, Sadler's Wells Theatre, London - 11 June 2010 GanMed64
https://www.flickr.com/photos/ganmed64/4691300613/

About the instructor



Atsushi HAYASE (Part-time Lecturer)
Ph.D. in Classics. Durham University.
Ph.D. in Ancient Philosophy. Kyoto University.
M.A. in Ancient Philosophy. Kyoto University.
Area of Specialization: Anceint Philosophy, Plato's Dialectic (method of collection and division) and its reception in Antiquity.
This course has emerged from the Faculty-of-Letters Reading Group, 2011-2015, supported by Language Supporting Project at the Faculty of Letters, in which we read some major Japanese Classics and had very interesting and fruitful discussions.

Course Title

Debating Otaku in Contemporary Japan: A Labelling Approach

Instructor's affiliation, department, job title and name

Björn-Ole KAMM, Project Specific Senior Lecturer
Center for the Promotion of Interdisciplinary Education and Research (C-PIER)

Academic semester that the course is offered

Spring 2016



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]

Prerequisites

3rd year and above.

Evaluation

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

Studies to be done outside of class

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

Textbooks

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.

Further readings

The course materials as well as lecture slides will be made available via the course webpage.
https://moodle.b-ok.de/ (see KULASSIS for details and the enrolment key)

Others

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

Picture : Book cover Debating Otaku in Contemporary Japan, 2015.

About the instructor



Björn-Ole KAMM
Ph.D. in Japanese Studies, Heidelberg University
M.A. in Japanese Studies and Communication & Media Studies, Leipzig University
Areas of Specialization: Practice theory, transculturality, uses and gratifications of Japanese popular media
"I would like my books to be a kind of tool box which others can rummage through to find a tool which they can use however they wish in their own area … I don't write for an audience, I write for users, not readers" (Michel Foucault in O'Farrell 2005, 50).

Course Title

Gender in Japan

Instructor's affiliation, department, job title and name	**Kimio ITO,** Professor, Graduate School of Letters **Jennifer COATES,** Program Specific Assistant Professor, Graduate School of Letters/ Hakubi Center
Academic semester that the course is offered	Spring, Fall 2016





Outline and purpose of the course

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

Course goals

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

Course schedule and contents

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

Prerequisites

None.

Evaluation

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

Studies to be done outside of class

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

Textbooks

None.

Further readings

Genders, Transgenders and Sexualities in Japan, 2005, Routledge
Transforming Japan, 2011 The Feminist Press at the City University of New York
Gender and Welfare States in Eastern Asia Confucianism or Gender Equality, 2014,Macmillan

Others

Office hour by appointment.

About the instructor



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



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

Course Title

Cross-border Migration

Instructor's affiliation, department, job title and name	**Wako ASATO,** Project Specific Associate Professor Kyoto Asian Studies Unit (KUASU), Graduate School of Letters
Academic semester that the course is offered	Fall 2016



Outline and purpose of the course

The purpose of the course is to overview the economy, society, politics, demography and particularly cross-border migration of Asia under the process of economic development, demographic change and regional integration. We will also pay attention to feminization of migration, familialization of welfare regime in Asia and migration, rights and citizenship, social integration policy and demography.

Course goals

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

Course schedule and contents

The content of the course includes the following.

1. Economic development in Asia: Labor policy and migration
2. Demographic change: social policy in the process of ageing
3. Diversity of political system
4. Development and migration: masculinity in mobility
5. Feminization of labor and migration
6. Ageing and migration: overcoming work pressure and care pressure
7. Population policy and marriage migration
8. Social integration policy: population decline and survival of a nation
9. Logic of human rights and migration: how to overcome vulnerability of migrants
10. Policy of sending countries: new economic development regime
11. International labor market formation
12. International collaboration and institutional harmonization

Prerequisites

None.

Evaluation

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

Studies to be done outside of class

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

Textbooks

Papers and related documents will be distributed in class.

Others

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

About the instructor



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

Course Title

Japan at Play: Cultural Orderings of Leisure and *Asobi*

Instructor's affiliation, department, job title and name

Björn-Ole KAMM, Project Specific Senior Lecturer
Center for the Promotion of Interdisciplinary Education and Research (C-PIER)

Academic semester that the course is offered

Fall 2016



Outline and purpose of the course

Nation-building or regional marketing at first glance appear as matters of politics but they also penetrate deeply 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]

Prerequisites

3rd year and above.

Evaluation

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

Studies to be done outside of class

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

Textbooks

None.

Further readings

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

The course takes guiding cues from Kendall, Gavin, and Gary Wickham. 2001. *Understanding Culture: Cultural Studies, Order, Ordering*. London, Thousand Oaks: Sage.

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

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

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

https://moodle.b-ok.de/ (see KULASSIS for details and the enrolment key)

Others

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

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

About the instructor



Björn-Ole KAMM

Ph.D. in Japanese Studies, Heidelberg University
M.A. in Japanese Studies and Communication & Media Studies, Leipzig University
Areas of Specialization: Practice theory, transculturality, uses and gratifications of Japanese popular media

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

Course Title

Spatial Thinking in Social Sciences: Perspectives on Rural-Urban / Local-Global Dichotomies

Instructor's affiliation, department, job title and name

Joost JONGERDEN, Assistant Professor at Sociology and Anthropology of Development, Wageningen University / Project Professor at the Asian Platform for Global Sustainability & Transcultural Studies, Kyoto University
Bahar ŞIMŞEK, Junior Researcher at Graduate School of Social Sciences, Ankara University

Academic semester that the course is offered: Fall 2016



Outline and purpose of the course

Today, the concept of socially produced or constructed space appears in publications with little apparent need for justification or explanation. Yet it was not so long ago that "space" was generally ignored in social theory. During most of the 19th and 20th centuries, sociology was concerned with explaining (and forecasting) the making of the world, applying a preconceived picture of what modernity was supposed to be. Conceptualizations like "stages of development", "phases", and "backwardness" were expressions of the social as intervals on a time - scale. Difference was explained from a perspective of stage or phase difference, thus time. Eventually, the obsession with time and linear history in modern political thought came together with an ignorance/subordination of a "spatial consciousness." In this course, we critically engage with the spatial turn in social sciences developing since the 1970s. Building upon a brief introduction into the return of spatial thinking in the social sciences, we will discuss three themes in relation to the visual culture: the construction of the rural (in relation to the urban), our understanding of the local (in relation to the global), and re - invention of the nature (in relation to culture, or society).

Course goals

Students following this course will be provided with the theoretical skills necessary to critically analyse important issues in development studies and to understand how theory resonates in research set - up and reporting. By the end of this course, having read the literature and participated in the educational activities, students should be able to:

1. Understand and appraise dilemma's and controversies related to spatial thinking in social sciences;
2. Explain and evaluate how research is informed by spatial imaginaries;
3. Assess differences and similarities between main contemporary development theories;
4. Evaluate the consequences of theoretical choices for development practices;
5. Apply a relational approach to one's own research

Course schedule and contents

Detailed Schedule is to be announced.
The course offers combination of different educational activities:

i) Lectures to introduce and explain theoretical approaches on place/space as well as contextualize these theoretical approaches.
ii) Self - study to further develop the understanding of the theoretical approaches discussed.
iii) Assignments in which to apply a relational approach to the student's own field of work
iv) Workshops to plenary discuss literature and assignments.
v) Film analysis and critique

Prerequisites

The course "Spatial Thinking in Social Sciences" is intended for graduate students in the social, political sciences or economical sciences. Students following this course will not only learn to think about place as an analytical category, but also learn to "work with place," by applying various perspectives to concrete cases. Students participating in this course are asked to write a short statement (max. 1 page A4) to: i) introduce who they are in terms of disciplinary background and education; ii) outline how they engage with issues of urban, rural, and/or natural place/space or spatial thinking; iii) questions or issues on place/space with which they would like to engage; and iv) expectations from the course.

Evaluation

Assignments (A) / Course participation (CP)

- *Understand and appraise dilemma's and controversies related to spatial thinking in social sciences(CP)*
- *Explain and evaluate how research is informed by spatial imaginaries (A)*
- *Assess differences and similarities between main contemporary development theories (A)*
- *Evaluate the consequences of theoretical choices for development practices (CP)*
- *Apply a relational approach to one's own research (CP)*

Studies to be done outside of class

n.a.

Textbooks

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

About the instructor



Joost JONGERDEN is an assistant professor at the Sociology and Anthropology of Development Sub-Department of Wageningen University, the Netherlands. He is specialised in socio-spatial and socio-political analysis of development and conflict, with a special interest in the study of place/space (production) from a relational perspectives of contestation and subjectification. He received an MSc degree in rural sociology (1991) and a PhD in social sciences (2006) at Wageningen University. He also worked at Amnesty International as a Turkey expert (1999-2002) and other development organisations before appointed at Wageningen University.



Bahar ŞIMŞEK is a junior researcher at Ankara University, Graduate School of Social Sciences. She received an MSc degree in Social Sciences at Ankara University. Her research interest is spatial and linguistic variables in film studies. In the context of this interest, she treats urban and rural as the main sites of antinomies of modern subjects. The emergence of the rural as a space of subjectification is a central issue in her work.

Course Title

Comparative Industry Policy Studies

Instructor's affiliation, department, job title and name

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

Academic semester that the course is offered

Fall 2016



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.

Course schedule and contents

This course consists of two separate parts, offered on alternating weeks.

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 labour of East Asian countries. In Part A, the lectures shall analyse the industrial policy and industrial competitiveness of the region from a comparative perspective, considering the characteristics of each industry.

Part B: *International Agricultural Policy, focusing on Food Security and Sustainable Agri-food System (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. Part B is divided into three sessions, each of which consists of (i) introduction to key concepts and frameworks (international political economy of agriculture; discourse analyses of food security and biotechnology politics; and alternative agri-food initiatives and social movements), (ii) documentary film (s) on the topic as an assignment, and (iii) discussions based on the students' assignment essays as well as other relevant arguments on the topic.

Prerequisites

There are no special requirements for this course.

Evaluation

Grading will be done on the basis of attendance, class participation and assignment essays.

Studies to be done outside of class

To be announced by the instructors.

Textbooks

To be announced by the instructors.

About the instructor



Takafumi KUROSAWA is a professor of business history and industry policy in the Graduate School of Economics at Kyoto Universityy, where he received his PhD in 2001. He is a member of the Council of the Business History Society of Japan (BHSJ), having served as an editor of Japan Business History Review and a Prize Committee member. He is on the Editorial Board of Business History, and an Associate Editor of the Scandinavian Economic History Review. His dissertation analysed the Swiss economy and the formation of the cross-border economic regions in the nineteenth century. His English publications deal with MNEs and political risks, industrial clusters, the paper and pulp industry, and industrial policy, examining European and Japanese cases. Since 2012, he has been managing a large-scale international project on the competitiveness of regions focused on industrial history, and organizing a series of conferences and publications on the issue of the political risks and organizational innovations, plus a comparative study on historiography of the business history.



Shuji HISANO is a professor of international political economy of agriculture in the Graduate School of Economics at Kyoto University. He received a Master's degree in Economic Policy (1993) at Kyoto University and a Doctoral degree in Agricultural Economics (2001) at Hokkaido University. His research interests include global governance of food security, industrialisation of agricultural biotechnology, and social responsibility and regulation of transnational agribusiness corporations. He currently serves as the Director of the International Graduate Programme for East Asia Sustainable Economic Development Studies at the Graduate School of Economics, and also the Director of the Asian Platform for Global Sustainability & Transcultural Studies at Kyoto University.

Course Title

Comparative Development Studies

Instructor's affiliation, department, job title and name	**Shuji HISANO,** Professor, Graduate School of Economics **Maria FONTE,** Professor, Department of Economics, Management and Institutions, University of Naples Federico II **Raymond A. JUSSAUME Jr.,** Professor and Chair of the Department of Sociology, Michigan State University
Academic semester that the course is offered	Fall 2016







Outline and purpose of the course

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

The first 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.

The second 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.

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. 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

The second 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, especially modernization theory, dependency theory, and world system theory. As part of this review, the students will also review some of the main empirical examples used to debate these theories. 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 conceptualising development
3. Why does "underdevelopment" persist?
4. Planning and evaluating development strategies
5. Reprise: situating sustainability within development

Prerequisites

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.

Evaluation

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

Studies to be done outside of class

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.

Textbooks

To be announced.

About the instructor



Shuji HISANO is a professor of international political economy of agriculture in the Graduate School of Economics at Kyoto University. He received a Master's degree in Economic Policy (1993) at Kyoto University and a Doctoral degree in Agricultural Economics (2001) at Hokkaido University. His research interests include global governance of food security, industrialisation of agricultural biotechnology, and social responsibility and regulation of transnational agribusiness corporations. He currently serves as the Director of the International Graduate Programme for East Asia Sustainable Economic Development Studies at the Graduate School of Economics, and also the Director of the Asian Platform for Global Sustainability & Transcultural Studies at Kyoto University.



Raymond A. JUSSAUME Jr. is a professor and the chair of the Department of Sociology at Michigan State University. He received a PhD in development sociology (1987) from Cornell University. His academic training at Cornell University and research interests fit within the broad area of development sociology, including research methods, community sociology, sociology and natural resources, rural sociology, global citizenship, and modern Japanese society. He currently serves as the Secretary-Treasurer of the International Rural Sociological Association.



Maria FONTE is a professor of rural sociology and agricultural economics in the Department of Economics, Management and Institutions at the University of Naples Federico II, Italy. Her teaching and research topics include rural development, agri-food systems, family farm, local food networks, innovation in agriculture, agro-biotechnology, and property rights. She has served as the coordinator of various research projects on sustainable rural development and alternative food networks in Italy and Europe. She's also been a convenor of working groups in various congress of the European Society for Rural Sociology.

Course Title

Introduction to East Asian Economics

Instructor's affiliation, department, job title and name	**Go YANO,** Associate Professor, Graduate School of Economics **Hiroshi ONISHI,** Keio University, **Tamotsu NAKANO,** Ryukoku University
Academic semester that the course is offered	Fall 2016



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) Similarity of the East Asian Three Countries
11) Trend of Regional Disparity in China
12) Present situation in other Asian Economies
13) Economic History of Japan
14) Marxist Economics as a framework to analyze Asia
15) Majority-Minority Conflicts in China

Prerequisites

None.

Evaluation

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

Studies to be done outside of class

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.

Textbooks

To be announced in class.

Further readings

To be announced in class.

Others

Office hour by appointment.

About the instructor



Go YANO

Research Interest: Generation of Entrepreneurs in Developing Economies, Role of Bank finance, Trade Credit and Equity finance in Corporate Finance of Developing Economies and its Development Process
My current research topic is corporate finance in developing and transition economies, with a special focus on the role of bank finance, trade credit and equity finance there. Investigating this topic, I aim to finally clarify the process for generation of entrepreneurs in developing and transition economies. Giving a particular attention to gathering and producing process of statistical data used also features my research.

Course Title

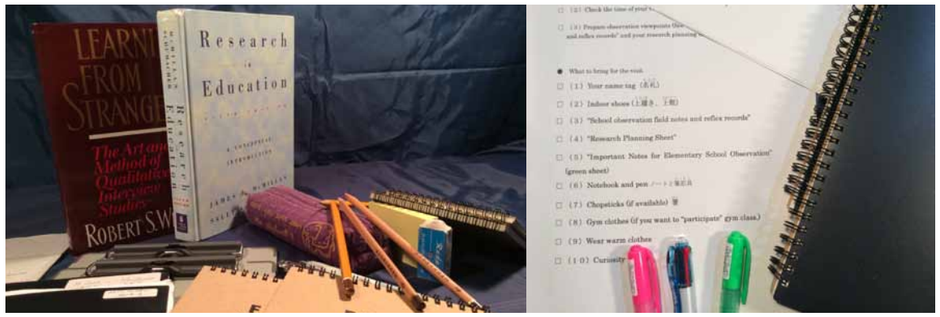
Social Science Research Methods in Education

Instructor's affiliation, department, job title and name

Junko KAWAI, Professor, Institute for Liberal Arts and Sciences

Academic semester that the course is offered

Fall 2016



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 students 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

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

Prerequisites

Students are required to audit "Social Science Research Methods in Education I (Friday 3, 2016 Fall semester)" of Liberal Arts and General Education Courses.

Evaluation

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

Studies to be done outside of class

- 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.

Textbooks

Handouts will be distributed.

Further readings

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

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. Cambridge, Mass: Harvard University Press, 1990.

Weiss, Robert S. Leaning from Strangers: The Art and Method of Qualitative Interview Studies. New York: The Free Press, 1994.

Mathews, Gordon and White, Bruce (eds.) Japan's Changing Generations: Are Young People Creating a New Society?, London and New York: Routledge Curzo, 2004

Rohlen, Thomas and Bjork, Chris (eds.) Education and Training in Japan, Vol. III, Routledge, 1998

Others

- 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

About the instructor



Junko KAWAI

Ph.D. in Education, University of California, Berkeley M.Ed., Kyoto University

Areas of Specialization: Sociology of Education, Comparative Education, Educational Research Methods, International Relations in Education Selected Publications:

Kawai, J. et al, "Attitudes towards Study Abroad and their Social Background: A Comparative Study between Japanese and Chinese University Students", Ronko The International Center Research Bulletin, pp.1-20, 2011

Kawai, J. "Internationalization and Education", in Inagaki (ed.) Child, School and Society, Sekai Shishosha, 2006

Course Title

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

Instructor's affiliation, department, job title and name

Irina HOLCA, Senior Lecturer, Institute for Research in Humanities

Academic semester that the course is offered

Spring 2016



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 "shishosetsu", 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 "shishosetsu" 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 "shishosetsu" 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: Shishosetsu, shinkyo-shosetsu; Ich-Roman, lyrical novel, roman personnel.
Week 4: Shimazaki Toson'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: Kazai Zenzo and self-destruction in/ for literature.
Week 8: Dazai Osamu: "No Longer Human", but still a shishosetsu?
Week 9: The critics' take: shishosetsu dispute.
Week 10: The critics take it outside Japan.
Week 11: Post-war to contemporary shishosetsu.
Week 12: Shishosetsu and the new media.
Week 13: Course wrap-up: what is the "shishosetsu", and why is it relevant? (Student presentations.)
Week 14: Student presentations.
Week 15: (Student presentations.) Final assessment.
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.

Prerequisites

Intermediate/ advanced knowledge of Japanese is an advantage.

Evaluation

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

Study to be done outside of class

The assigned novels, short stories, etc, must de 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.

Textbooks

None. Course materials will be provided as PDF files.

Further readings

Further readings will be introduced in class.

Others

Office hours: by appointment.

About the instructor



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

Course Title

Contemporary Asian Cinema

Instructor's affiliation, department, job title and name — **Dr. Mitsuyo WADA-MARCIANO,** Professor of Film Studies, Carleton University

Academic semester that the course is offered — Spring 2016



Outline and purpose of the course

This course offers an introduction to the analysis of contemporary Asian cinema. We will examine the concepts of "Asia" and "cinema," then expand our discussion to "national cinemas" (including Japanese cinema, Chinese cinema, and South Korean cinema), "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 work from emerging scholars. We will ask questions such as: What is "Asian cinema"? Is it distinct from other cinemas? How has cinema constructed "Asia"? How does Asian cinema relate to the public? How does Asian cinema structure audiences' desires? Together, we will explore different ways that these questions have been answered, contested, and deferred.
This class will give students the tools to map the current state of East Asian cinema 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 view various films from the PRC, South Korea, and Japan every week, and students may also be assigned to see films outside a classroom as well.

Course goals

By the end of this term, 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 cinema, 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

June 3 / 1 week – Introduction
Screening*: The World* (2004, Jia Zhangke, 143 min.)

Reading: Inuhiko Yomota ／四方田犬彦「雑音とアイロニー」『日中映画論』四方田犬彦／倪震（作品社、2008 年）pp.218-232.
Joe Nieh /／倪震「田舎町への永遠の思い」『日中映画論』四方田犬彦／倪震（作品社、2008 年）pp.233-250.

June 10 / 2 week – Korean Film Renaissance
Screening*: JSA* (2000, Park Chan-wook, 110 min.)

Reading: Jinhee Choi, *The South Korean Film Renaissance: Local Hitmakers/Global Provocateurs* (Middletown, Connecticut: Wesleyan University Press, 2010) pp. 1-59 & 144-192.

June 17 / 3 week– National Cinema, Transnational Cinema, Urban Cinema
Screening*: Ai Weiwei: Never Sorry* (2012, Alison Klayman, 91 min.)

Reading: Chris Berry, "Chinese Film Scholarship in English" in *A Companion to Chinese Cinema*, ed. Yingjin Zhang (Malden, MA: Wiley-Blackwell, 2012) pp.484-498.

Sheldon H. Lu and Emilie Yueh-yu Yeh, "Introduction: Mapping the Field of Chinese-Language Cinema," in Chinese-Language Film: Historiography, Poetics, Politics, eds. Sheldon H. Lu and Emilie Yueh-yu Yeh (Honolulu:University of Hawai' i Press, 2005) pp.1-24.

Yomi Braester, "From Urban Films to Urban Cinema: The Emergence of a Critical Concept," in in *A Companion to Chinese Cinema*, ed. Yingjin Zhang (Malden, MA: Wiley-Blackwell, 2012) pp.348-358.

Zhang Zhen, "Toward a Digital Political Mimesis: Aesthetic of Affect and Activist Video," in *DV-Made China: Digital Subjects and Social Transformations After Independent Film*, eds. Zhang Zhen and Angela Zito (Honolulu: University of Hawai' i Press, 2015) pp.316-345.

June 24 / 4 week– Roles of International Film Festivals Screening*: A Girl at My Door* (2014, July Jung, 119 min.)

Reading: Soojeong Ahn, *The Pusan International Film Festival, South Korean Cinema and Globalization* (Hong Kong: Hong Kong University Press, 2012) pp.1-29 and 121-152.

July 1 / 5 week– Questioning World Cinema Screening*: Still Life* (2006, Jia Zhangke, 111 min.)

Reading: Pheng Cheah, "World as Picture and Ruination: On Jia Zhanke's *Still Life* as World Cinema," in *The Oxford Handbook of Chinese Cinemas*, eds. Carlos Bojas and Eileen Cheng-Yin Chow (Oxford: Oxford University Press, 2013) pp.190-206.

Giorgio Avezzù, "The Rhetoric and Aesthetics of World Cinema: Film Studies as a Place for the 'Persistence of Geography' in Contemporary Cinema." *Cinéma & Cie* 13 no. 20 (2013): 97-108.

Lúcia Nagib, "Towards a Positive Definition of World Cinema." In *Remapping World Cinema: Identity, Culture and Politics in Film*, Stephanie Dennison and Song Hwee Lim, eds. Wallflower Press, 2006.

July 8 / 6 week– Documenting China: Gender & Sexuality, and the Issues of Nuclear Power Screening:
The Ditch (2009, 109 min.)

Reading: http://www.outsideintokyo.jp/j/interview/wangbing/index.html

Abé Mark Nornes, “Making the Body: The Axiographics of the Visible Hidden Camera,” in *DV-Made China: Digital Subjects and Social Transformations After Independent Film*, eds. Zhang Zhen and Angela Zito (Honolulu: University of Hawai’ i Press, 2015) pp.29-56.

*Reading Report Due

July 15 / 7 week– Documenting Post 3.11 Japan: The Issues of Nuclear Power Screening:
『原発と日本』（2014, 河合弘之 , 85 min.) Reading: TBA

Reading:TBA

July 22 / 8 week– In Class Test (60 minutes)

Prerequisites

You should attend the first week, June 3rd, for the course orientation.
Although the screenings will take in class every week, I might ask students to view some films outside the class as well. All students are supposed to come to class after reading each week’s reading materials.

Evaluation

(1) Attendance 20%
(2) Participation 10%
(3) 1 Reading Report 25%

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

(4) Final Test 45% (in-class test for 60 minutes on July 22nd)

Textbooks

None.

Further readings

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

Others

Students may speak with me after each class, or make an appointment with me over email.

About the instructor



Mitsuyo WADA-MARCIANO
Ph.D. in Film Studies, The University of Iowa
M.A. in Cinema Studies, New York University
B.A. in Faculty of Letters, Arts and Sciences, Waseda University
Areas of specialisation: Japanese cinema, especially its relationship to Japanese modernity, the impact of digital technology on cinema, and East Asian cinemas in global culture.

Course Title

What is "Modern", "Japanese", "Literature"?: Exploring Japan's Modernity through Literary Discourse

Instructor's affiliation, department, job title and name

Irina HOLCA, Senior Lecturer, Institute for Research in Humanities

Academic semester that the course is offered

Fall 2016



Outline and purpose of the course

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

Course goals

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

Course schedule and contents

The course will start with an introduction to the concept of literature and the changes it underwent throughout history, in the world but especially in modern Japan; it will also touch upon the main theoretical schools and movements, in order to provide a firm framework for further discussion and analysis. The primary readings, focusing on two topics, "East-West encounters" and "Redefining relations", will include, without being limited to, the following works: Higuchi Ichiyo: 'Growing Up'; Mori Ogai: 'The Dancing Girl'; Nagai Kafu: American Stories; Tayama Katai: *The Quilt*; Akutagawa Ryunosuke: 'The Ball'; Tanizaki Jun' ichiro: *Naomi*; Dazai Osamu: *The Setting Sun*; Kawabata Yasunari: *The Old Capital*; Kyoko Yoshida: 'Kyoto Panorama Project'; David Zopetti: *Ichigensan, the Newcomer* Murakami Haruki: *Hear the Wind Sing*; Mizumura Minae: *Shishosetsu, from Left to Right*.
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. A literary walk (*bungaku sanpo*) is scheduled at the end of the semester.

Prerequisites

Intermediate/ advanced knowledge of Japanese is an advantage.

Evaluation

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

Study to be done out of class

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

Textbooks

None. Course materials will be provided as PDF files.

Further readings

Further readings will be introduced in class.

Others

Office hours: by appointment.

About the instructor



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

Course Title

Japanese Contemporary Popular Culture: Media Practices in a Global Context

Instructor's affiliation, department, job title and name

Björn-Ole KAMM, Project Specific Senior Lecturer
Center for the Promotion of Interdisciplinary Education and Research (C-PIER)

Academic semester that the course is offered

Fall 2016



Outline and purpose of the course

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

Course goals

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

Course schedule and contents

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

(1) The students gain access to necessary tools via lectures and detailed discussions of methodological and theoretical examples taken from existing research [first five-week period].
(2) The class decides on a shared question for project investigations, a specific object and appropriate methods. As networks of humans and artifacts (media), popular culture often necessitates analyses of contents as well as "users." Accordingly 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.

Prerequisites

3rd year and above.

Evaluation

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

Studies to be done outside of class

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

Textbooks

None.

Further readings

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

https://moodle.b-ok.de/ (see KULASSIS for details and the enrolment key)

Others

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

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

About the instructor



Björn-Ole KAMM
Ph.D. in Japanese Studies, Heidelberg University
M.A. in Japanese Studies and Communication & Media Studies, Leipzig University

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

Prospective Joint Degree Program Courses at Heiderberg University

The students who participate in the future joint degree program with Heiderberg University can take the courses offered there for credit. Below is the list of the courses offered in 2016.

Exzellenzcluster Asia and Europe in a Global Context

Lect.-No.	Lecture	Language	Type
9719KJC546	Introduction to Transcultural Studies	English	Lecture
9719KJC544	Academic Writing in English	English	Practice class
9719KJC545	Academic Writing in English (Block Seminar)	English	Practice class
9719KJC574	Advanced Topics in Tibetan and Buddhist Studies	English	Colloquium
9719KJC547	Agrarian Frontiers in South and Southeast Asia	English	Seminar
9719KJC587	A history of the concept of "politics" in the modern world (late 19th-early 20th century)	English	Seminar
9719KJC577	Bringing Indian literature into the digital age with SARIT – a hands-on seminar in Digital Humanities	English	Seminar
9719KJC579	Buddhist Arts of South Asia and the Himalayas	English	Seminar
9719KJC586	Chinese Commercial Law and Governance	English	Block seminar
9719KJC582	Classical Tibetan I	English	Language course
9719KJC583	Classical Tibetan III	English	Language course
9719KJC581	Colloquial Tibetan I	English	Language course
9719KJC584	Colloquial Tibetan III	English	Language course
9719KJC567	Conquest and Religious Integration. Variations of a 'Medieval' Model of Expansion	English	Seminar
9719KJC573	Development Economics	English	Block seminar
9719KJC589	Essential Academic Skills for the MA Transcultural Studies	English	Practice class
9719KJC568	"Ethnogenesis": Processes of Ethnic Formation and Consolidation	English	Seminar
9719KJC570	Frontiers of Modernity: Contact Zones, Development, Settler Colonialism, and Peripheries in Northeast Asia 1700-2000	English	Seminar
9719KJC564	Gift Exchange in Anthropology	English	Seminar
9719KJC571	Global Economic History	English	Seminar
9719KJC554	Global Media Events	English	Seminar
9719KJC556	Illicit Visions? The Dynamics of the Image in the Arts of the Islamicate World	English	Lecture
9719KJC565	Introduction to East Asian Law I	English	Lecture
9719KJC500	KJC Cluster Colloquium	English	Colloquium
9719KJC599	KJC Reading Class GPTS	English	Practice class / reading course
9719KJC566	Legal Consequences of Modern Technology	English	Seminar
9719KJC551	Muslim, migrant, youth? Contemporary debates in sociology and social anthropology in Russia and western Europe	English	Seminar
9719KJC555	Nam June Paik - the father of video art in (trans-) cultural context and border-crossing collaborations	English	Seminar
	Paratexts in Tibetan Literature	English	Seminar
9719KJC588	Philosophical Encounters between Asia and Europe	English	Main seminar / advanced seminar
9719KJC559	Picturesque Travel - Traveling Pictures: The Idea of Asia in Illustrated Travelogues	English	Seminar
1241010139	Planetary Urbanism: Perspectives from the Global South and North	English	Main seminar
9719KJC560	Postmodernism. From Theory to Art and Architecture	English	Advanced seminar
9719KJC557	Research Colloquium in Art History for Masters and Doctoral Students	English	Colloquium
9719KJC576	Ships, Scrolls, Seeds, Mandalas: Japanese Pre-modern Religions from a Transcultural Perspective	English	Seminar
9719KJC562	Single in the City: Gender, Media and Urban Space	English	Seminar
9719KJC572	Social and Cultural Transformations in Modern Korea in Global and Transcultural Perspective	English	Main seminar
9719KJC552	The shamaness on the threshold: religious encounters, repression and resistance in Asia	English	Seminar
9719KJC553	Transcultural Heritage	English	Block seminar
9719KJC580	Tutorial Classical Tibetan 1	English	Seminar / tutorial
9719KJC585	Tutorium "Introduction to Transcultural Studies"	English	Seminar / tutorial
9719KJC561	(Un) motivated attention: visual cultures and the practices of looking	English	Seminar

Transcultural Studies Further Courses of Interest (Import Options)

Lect.-No.	Lecture	Language	Type
9702031429	Climate change adaptation & sustainable development in South Asia	English	Main seminar
970202653	Cross-border Reproductive Technologies: Socio-Ethics and Law	English	Seminar
1810001081	Development Economics I	English	Lecture
970202623	Healing Systems of South Asia	English	Seminar
970202622	Health and Inequality	English	Seminar
0733161HOS02	HS/OS modern: Chinese Silent Cinema 1920-1935	English	Main seminar / advanced seminar
0732161PS03	HS / PS / OS Photography-Porcelain-Painting: Cross-media Research	English	Seminar
NP-AS-15707	Identity and Discourse	English	Lecture
9702044032	Indian Nationalism: Historical and Historiographical Questions (1885 - 1947)	English	Lecture
9702047026	Indian Nationalism: Historical and Historiographical Questions (1885 - 1947)	English	Advanced seminar
1810001003	International Trade	English	Lecture
0731152HS01	Japan im demographischen Wandel	German	Main seminar
9702077013	Media, democracy and development in South Asia: Manufacturing consent, mediating dissent or empowering citizenry?	English	Seminar
0733161OAH01	OA HS modern: The Politics of Japan, South Korea and Taiwan	English	Main seminar
0732161OS01	OS Chinese Painting and Architecture Theory and Research Methods	English	Advanced seminar
0733161OS01	OS modern: History and Herstory: Readings in Chinese Gender Studies	English	Advanced seminar
0732161PS01	PS / OS The Establishment of Japanese Art History in the modern era	English	Seminar
1242050838	Race and Ethnicity in the US	English	Main seminar
NP-AS-15806	Race and Ethnicity in the US	English	Main seminar
10PSYM2232J	Seminar FOV A cross-cultural understanding of ER, underlying mechanisms and the implications for mental health	English	Seminar
10ETH630	Towards an anthropology of misunderstanding	English	Seminar
9702070042	Voices from the margins. What is the political in political documentary film?	English	Seminar
0732161VL01	V Visual Culture of Kyoto: from the Fourteenth to the Twentieth century	English	Lecture
10ETH510	What's Man? Individual – Subject – Self – Person: Between Eurocentric fiction and methodological principle	English	Seminar
9702080806	Why South Asia Matters in International Politics	English	Seminar