



# Courses on Asian and Transcultural Studies

Graduate School of Letters, Faculty of Letters, Kyoto University

## Spring-Fall 2019

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

- ▶ Undergraduate Students
- ▶ Graduate Students
- ▶ Exchange Students



Courses on  
Asian and  
Transcultural  
Studies

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Course information may also be accessed at  
[www.cats.bun.kyoto-u.ac.jp/jdts/course/](http://www.cats.bun.kyoto-u.ac.jp/jdts/course/)

● **KBR** .... Knowledge, Belief and Religion  
● **SEG** .... Society, Economy and Governance  
● **VMC** .... Visual, Media and Material Culture

## Introduction

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

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

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

The courses described in this catalogue range from a basic introduction to Transcultural Studies to more specialized offerings from philosophy, history, economics, film studies, literature, 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, “Knowledge, Belief and Religion” (KBR) ●, “Society, Economy and Governance” (SEG) ●, and “Visual, Media and Material Culture” (VMC) ●. Each study focus cuts across disciplines and is not confined to one region.

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

CATS furthermore forms the backbone of a new study program, Master of Arts in Transcultural Studies, a joint degree program of the Graduate School of Letters at Kyoto University and the Heidelberg Centre for Transcultural Studies, Germany, launched in Autumn 2017. Students in this study program will conduct their studies at both institutions to receive a single, joint diploma after fulfilling their studies.

This joint degree program will require students at Kyoto University to have a background in a discipline of the humanities or social sciences, fluency in academic Japanese language, English language capabilities of TOEFL iBT 90 or above, and a basic understanding of second foreign language. For further information, please visit JDTS website; [www.cats.bun.kyoto-u.ac.jp/jdts/](http://www.cats.bun.kyoto-u.ac.jp/jdts/)

## はじめに

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、纏(もつ)れあうことで、「文化」はできあがっているのです。このような考えかたに立ち、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。CATS はスーパーグローバルコースの一部であり、修了要件を満たした修士課程の学生は証明書を得られます。詳しくは AGST のウェブサイト\* をご覧ください。

このパンフレットでは、2017 年 10 月に開設した、京都大学文学研究科とハイデルベルグ大学トランスカルチュラル・スタディーズセンターとの修士課程国際連携専攻 “Joint Degree Master in Transcultural Studies (JDTS)” で提供されている科目群を中心にご案内しています。本科目群は、受講者のみなさんがこれまでの学習を通じて身につけてきた、研究対象となる地域や分野に関する蓄積を、さらに拡げていくことをめざします。京都大学の学生のみならず、海外からの留学生とともに、ぜひ本科目群を履修するようお誘いします。歴史上の、あるいは同時代に起きた文化交渉の事例を実証的に学べるだけでなく、個々の事例が起きるまでのプロセスを、構造化し、分析するための理論と手法をも学ぶことができるでしょう。本科目群は、アカデミックなレベルの英語力をもつことを前提に英語で開講されますが、内容重視の学習 (content-based learning) を通じ、アカデミックな英語力をさらに向上させるための場としても活用できるように構成されています。

本国際連携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)、もう一つの外国語の基礎的な能力 (おおむね CEFR B2 程度) を有することを要件として求めています。詳細は、下記をご覧ください。

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

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

## Introduction to Transcultural Studies

KBR ● SEG ● VMC ●

Instructor's affiliation, department, job title and name

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

Academic semester that the course is offered

Spring 2019

### Outline and purpose of the course

Foundational lecture series that introduces students to diverse disciplinary approaches enabling them to frame their own studies of transcultural phenomena and perspectives.

The concept of transculturality can be used both as a heuristic device (e.g. multi-perspectivity and multilocality) and focus of study (e.g. cultural entanglements). It is embedded in a large and very heterogeneous landscape of theoretical and methodological approaches that come from various disciplines and cover different thematic, historical and geographic areas.

Jointly conducted by four researchers from different disciplinary backgrounds, this lecture class will discuss the contributions and limitations of inherited and current notions of transculturality. Focusing on three study areas, "Knowledge, Belief and Religion," "Society, Economy and Governance" 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 diasporic cinema and cultural identity politics, circular movements in the development of "Modern Postural Yoga," and the relationship between patterns of migration and modes of institutionalization. The goal of the course is to introduce students to diverse disciplinary perspectives enabling them to frame their own studies of transcultural phenomena and perspectives.

### Course goals

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

### Course schedule and evaluation

The outlined lecture series will be accompanied by a weekly discussion session ("tutorium"), 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 tutorium is not mandatory for CATS students but highly recommended.

For a detailed course schedule, please visit KULASIS or the CATS eLearning platform ([www.cats.bun.kyoto-u.ac.jp/elearn](http://www.cats.bun.kyoto-u.ac.jp/elearn)); the enrollment key is provided in KULASIS and also during the first week of class).

The course involves weekly reading and writing assignments. Final evaluation is based on a written examination.

### Class requirement

This course is only available for graduate students.

### Course link

More information may also be accessed at [www.cats.bun.kyoto-u.ac.jp/jdts/course/jk01001/](http://www.cats.bun.kyoto-u.ac.jp/jdts/course/jk01001/)

## Introduction to Indian Aesthetics

KBR ● SEG ● VMC ●

Instructor's affiliation, department, job title and name

**Somdev VASUDEVA**, Graduate School of Letters  
Professor

Academic semester that the course is offered

Spring 2019

### Outline and purpose of the course

This course is designed as a general introduction to the theory and practice of Indian aesthetics. It provides two things: 1) a historiographic survey of the most influential authors, works, and theories; and 2) a narrative account of the major debates and disputes that led to specific evolutions of doctrine and practice.

### Course goals

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

### Course schedule and contents

- Week 1 What is our goal? Introduction to the sources and languages.
- Week 2 The challenge of South Asian polyglossia, heteroglossia and hyperglossia. What is the point of historiography? How can we periodize and localize South Asia?
- Week 3 Bharata's Natyasastra, The Foundational Text, Theatre, Dance, Music, Poetry and Other Arts
- Week 4 Early Development of the Rasa Theory
- Week 5 The Early Rhetoricians: Bhamaha and Dandin
- Week 6 Competing Categories I: Vamana and his Virtues; Defects; Textures; Styles
- Week 7 Competing Categories II: Rudrata and the Systematisation of Ornaments of Sound, Sense, and Both
- Week 8 Competing Categories III: Anandavardhana and the New Paradigm: Denotation, Implication, Suggestion, Sentiment
- Week 9 The Synthesizers: Bhoja and Mammata
- Week 10 Ruyyaka and the Epistemology of Aesthetics
- Week 11 Sobhakara's Modal Aesthetics
- Week 12 Aesthetics as Theology: Visvanatha, Simhabhupala and the Bhakti Movements
- Week 13 Aesthetics and the New Style of Philosophy: Appayadiksita and Jagannatha
- Week 14 The Unexpected Return of Figurative Poetry
- Week 15 Concluding Summary

### Class requirement

Regular reading of assigned work and participation in the group discussions. This course is only available for graduate students.

### Method, Point of view, and Attainment levels of Evaluation

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

### Regarding studies out of class (preparation and review)

The participants are expected to attend every class. The weekly readings of the short sections should take about one hour of preparation for each class.

### Course link

More information may also be accessed at [www.cats.bun.kyoto-u.ac.jp/jdts/course/jk03001/](http://www.cats.bun.kyoto-u.ac.jp/jdts/course/jk03001/)

## Fieldwork and Qualitative Research of Japanese Society

KBR SEG VMC

Instructor's affiliation, department, job title and name

**Wako ASATO**, Graduate School of Letters  
Associate Professor

Academic semester that the course is offered

Spring 2019

### Outline and purpose of the course

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

### Course goals

To be able to conceptualize society through primary data gathering in Kyoto. This class requires field research within Kyoto to conceptualize Kyoto itself so that students can grasp Kyoto by collecting data and interpreting what is going on through field visit.

### Course schedule and contents

The organization of course is as follows.

- |  |                               |
|--|-------------------------------|
| 1. introduction                            | 9. education                  |
| 2. qualitative research (1)                | 10. field visit               |
| 3. qualitative research (2)                | 11. diversity                 |
| 4. qualitative research (3)                | 12. field visit               |
| 5. history and society (outcast community) | 13. conceptualizing Kyoto     |
| 6. field visit to community                | 14. Presentation              |
| 7. welfare and community development       | 15. Presentation and feedback |
| 8. field visit to welfare facility         |                               |

### Method, Point of view, and Attainment levels of Evaluation

reflection papers(50%) and term paper(50%)

### Regarding studies out of class (preparation and review)

readings and reaction comments are important.

### Class requirement

This course is only available for graduate students.

### Others (office hour, etc.)

Please make an appointment through the email below.

asato.wako.4c(@)kyoto-u.ac.jp

(@) indicates @

### Course link

More information may also be accessed at [www.cats.bun.kyoto-u.ac.jp/jdts/course/jk04001/](http://www.cats.bun.kyoto-u.ac.jp/jdts/course/jk04001/)

## Japanese Contemporary Popular Culture: Media Practices in a Global Context

KBR SEG VMC

Instructor's affiliation, department, job title and name

**Björn-Ole Kamm**, Graduate School of Letters  
Senior Lecturer

Academic semester that the course is offered

Spring 2019

### Outline and purpose of the course

Japanese popular media practices play not only in Japan a major role in the everyday lives of many people. The course investigates various elements of this popular and consumer culture, such as manga, anime, or games, from a transcultural perspective. The focus of this practice-oriented and interactive seminar lies on theoretical concepts and analytical techniques useful to engage transculturality in the cross-disciplinary research fields of visual, material and media culture.

The course revisits key readings for a transcultural approach dealing with visual practices, such as cosplay, and media content, for example, cultural representations of nationality or gender. A second point of departure is formed by questions of production, reception and appropriation by users in and outside Japan. The theoretical input forms the basis for practical exercises in applying these methodologies to concrete cases.

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

### Course goals

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

### Course schedule and evaluation

For a detailed course schedule, please visit KULASIS or the CATS eLearning platform ([www.cats.bun.kyoto-u.ac.jp/elearn/](http://www.cats.bun.kyoto-u.ac.jp/elearn/)); the enrollment key is provided in KULASIS and also during the first week of class).

The course involves weekly reading and writing assignments. Evaluation is based on an oral presentation in class and a research report.

### Class requirement

This course is only available for graduate students.

### Course link

More information may also be accessed at [www.cats.bun.kyoto-u.ac.jp/jdts/course/jk05001/](http://www.cats.bun.kyoto-u.ac.jp/jdts/course/jk05001/)

## Tutorium Basic Research Skills



Instructor's affiliation, department, job title and name

**Atsushi HAYASE**, Graduate School of Letters  
Associate Professor

Academic semester that the course is offered

Spring 2019

### Outline and purpose of the course

This course introduces useful and essential skills of academic research to the new JDTS students. Starting with a consideration about research in general, this course will ready the students step by step for carrying out their own research projects within the JDTS programme. In particular, they will learn general academic skills (of, e.g., using reference systems, finding topic-related literature in the university library and electronic databases, time management), and effective strategies for preparing good presentations and term papers, including practical advice on formalities and layout. Main questions we will address are: Where and how do I find literature for my presentation and term paper? How do I prepare and give a good presentation? What does a term paper look like? What makes a good term paper? What needs to be included in a term paper? How do I quote correctly and create a bibliography? How can I manage my time efficiently? Study Focus: all. Modules: Introduction to Transcultural Studies.

### Course goals

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

### Course schedule and contents

The plan of the course is as follows:

- |                                      |  |
|--------------------------------------|--|
| (1) Introduction                     | (9) Drafting Part II                     |
| (2) What is Research?                | (10) Oral Presentation Part I            |
| (3) Topic & Questions                | (11) Oral Presentation Part II           |
| (4) Questions & a Working Hypothesis | (12) Reference and Preventing Plagiarism |
| (5) Finding Sources                  | (13) Time management                     |
| (6) Engaging Sources                 | (14) Conclusion                          |
| (7) Creating Arguments               | (15) Feedback                            |
| (8) Drafting Part I                  |  |

### Class requirement

Mandatory for all first year students of Transcultural Studies. Please bring your laptops for all sessions.

### Method, Point of view, and Attainment levels of Evaluation

Students' grades will be weighed according to the following scheme: Active participation 30% Preparation of smaller tasks 30% Final term essay 40%

### Regarding studies out of class (preparation and review)

Every participant is expected to carry out his or her own small research project and give a short presentation in the course. They will be given enough time for assignments in class, but might need to do some extra work out of class.

### Reference books, others

Please visit KULASIS to find out about reference books and office hours.

### Course link

More information may also be accessed at [www.cats.bun.kyoto-u.ac.jp/jdts/course/jk06001/](http://www.cats.bun.kyoto-u.ac.jp/jdts/course/jk06001/)

## Advanced skills for humanities research in English: reading, writing, and discussion



Instructor's affiliation, department, job title and name

**Kjell David ERICSON**, Graduate School of Letters  
Assistant Professor

Academic semester that the course is offered

Spring 2019

### Outline and purpose of the course

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

### Course goals

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

### 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; QA free discussion and debate.
- Weeks 11-15: Writing skills: choosing a topic and developing it into a full academic paper; citation styles, essay structure, specific vocabulary and argumentation. The content of the course is subject to change. A more detailed plan for each class will be determined based on the number of, and the feedback from the participants.

### Class requirement

Advanced English skills (TOEIC 700+).

### Method, Point of view, and Attainment levels of Evaluation

Class participation: 20% Reading assignments: 20% Presentation: 30% Essay: 30%

### Textbook

Reading materials will be provided as PDF files.

### Reference books, etc.

<https://www.cats.bun.kyoto-u.ac.jp/> (You will have to register with this site and use this enrolment key to take part in the course: cAt\$20i9)

### Regarding studies out of class (preparation and review)

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

### Others (office hour, etc.)

Office hours: by appointment.

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

KBR ● SEG ● VMC ●

Instructor's affiliation, department, job title and name **Shoji HIRATA**, Graduate School of Letters  
Professor

Academic semester that the course is offered Spring 2019

### Outline and purpose of the course

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

### Course goals

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

### Course schedule and contents

Week 1	Introduction: How to read Meiji Classical Japanese and Kanbun: Introduction to Japanese-Chinese contrastive grammar
Weeks 2-3	KOTOKU Shusui (1871-1911)
Weeks 4-7	NAITO Konan (1866-1934)
Weeks 8-11	MORI Ogai (1862-1922)
Weeks 12-14	KINOSHITA Saitan (1805-1866)
Week 15	student presentations and final test

### Class requirement

Prerequisites: 1. Non-Japanese native students; 2. JLPT N2 or higher. Please note that this course is taught in Japanese. Students will be required to translate texts from Japanese into English.  
(For JDTS students) Attendance or completion of module "Introduction to Transcultural Studies."

### Method, Point of view, and Attainment levels of Evaluation

Active participation (40%), Short essay (20%), Presentation (Students are required to make presentation in Japanese. 10%), Final essay (Students are required to translate Japanese writings into English. 30%).

### Textbook

None. Reading materials will be provided.

### Reference books, etc.

Yamamoto Masahide, *Kindai Buntai Hassei no Shiteki Kenkyu*, Iwanami. ISBN: 9784000003858 (A monumental work on the style of 19th century Japanese language.)

### Regarding studies out of class (preparation and review)

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

### Others (office hour, etc.)

\*Please visit KULASIS to find out about office hours.

## What Is Transcultural History?

KBR ● SEG ● VMC ●

Instructor's affiliation, department, job title and name **Kjell David ERICSON**, Graduate School of Letters  
Assistant Professor

Academic semester that the course is offered Spring 2019

### Outline and purpose of the course

Although national borders typically structure academic research, historical change extends beyond individual nation-states. In many cases, topics such as imperialism, migration, travel, scientific and technological change, capital flows, artistic movements, and language cannot be grasped without examining supra-national and subnational scales.

This course allows students to examine the methods, assumptions, and findings of recent historical work that can be variously (and perhaps simultaneously) be classified as "global," "transnational," and "transcultural." A key focus of the seminar is to engage deeply with book-length monographs that cover a wide range of case studies and approaches. Students will evaluate and discuss research that makes use of multi-location, multilingual historical archives, field sites, and interview subjects. Along the way, they will have the opportunity to plan global, transnational, and/or transcultural historical projects of their own.

### Course goals

- To understand recent trends in English-language global, transnational, and transcultural historical research
- To develop research questions that address border-crossing historical problems
- To work with historical archival sources on campus and through online sources
- To enable students to sharpen their skills in critical analysis through structured reading, discussion, written assignments and a small scale research project.

### Course schedule and contents

1. Introduction	8. National and Transnational Archives
2. Global and Transnational Turns	9. Language as Historical Problem
3. Spatial and Oceanic Turns	10. Networks of Thought and Practice 1
4. Mobility and Migration	11. Networks of Thought and Practice 2
5. Borders and Borderlands	12. Race and Space
6. Writing the History of Breakdown	13. Moving in Place
7. Thinking Small?: Microhistory	14. Presentations

### Method, Point of view, and Attainment levels of Evaluation

Attendance, participation, and reading presentations in class (30%), short book analyses (30%), and final research proposal and project presentation (40%).

### Textbook

At least one copy of the books will be available in the library and through the university's online subscriptions, although in some cases (particularly during the weeks where you are responsible for presenting) it may be advisable to purchase a new or used copy for yourself.

In other cases, articles will be available for download through the university library or distributed before class.

### Regarding studies out of class (preparation and review)

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

### Others (office hour, etc.)

- Office hours will be held once a week at a fixed time (to be determined) and by appointment.

## Readings in Global Economic History

KBR SEG VMC

Instructor's affiliation, department, job title and name

**Steven Edward IVINGS**, Graduate School of Economics  
Senior Lecturer

Academic semester that the course is offered

Spring 2019

### Outline and purpose of the course

This course introduces students to key readings, theories, schools of thought and concepts in the field of economic history. It also provides students with core knowledge about the origins and growth of the global economy, and, more specifically, the course seeks to place the East Asian experience in a global context, equipping students with a critical understanding of historical transformations in economic exchange and productive systems at both the macro and micro level.

### Course goals

Besides the core content, this course aims to develop students' critical reading skills and ability to apply historical analysis for the purpose of examining economic change over time and space. It develops an appreciation of the degree of interconnectedness and wider implications involved in economic exchange, and familiarizes them with the field of economic history and its methods/approaches.

### Course schedule and contents

Topics covered will include the following (there may be some minor variation): Introduction: A History of Economic History; What is "Global" Economic History?; The Industrial Revolution in Global Perspective; The Great Divergence Debate; When did a Global Economy Emerge?; Empire, Imperialism and Economic Change; Environment and Natural Resources; Technology and Ideas; New Institutional Economics in Economic History; The State and Overcoming Relatives Backwardness; the Industrious Revolution; Mobility and the Global Economy; Why are Some Nations Rich and Others Poor?; The Globalization of Modern Economic Growth - Convergence or Divergence?

### Class requirement

Participants are required to actively engage in discussion throughout the course, present once and write a final paper.

### Method, Point of view, and Attainment levels of Evaluation

Students are evaluated based on their participation (50%) and final paper (50%).

### Textbook

There is no textbook but the following is a useful and concise introduction: Allen, R. (2001) Global Economic History: A Very Short Introduction (Oxford: OUP)

### Regarding studies out of class (preparation and review)

There will be one or two mandatory readings for each session. Students need to be prepared to critically discuss their content in class.

### Others (office hour, etc.)

Office hour information will be distributed to students during the seminar.

## Cinema and Media Studies Seminar: Reading Judith Butler

KBR SEG VMC

Instructor's affiliation, department, job title and name

**Mitsuyo WADA-MARCIANO**, Graduate School of Letters  
Professor

Academic semester that the course is offered

Spring 2019

### Outline and purpose of the course

In this graduate seminar, we will read the American philosopher and gender theorist, Judith Butler's works from the late-1990s to present. Key concepts will be: "subject," "gender," "sex," "performativity," "power of language," and "assembly." The reading materials consist of her five books: *Gender Trouble* (1990), *Bodies That Matter* (1993), *Undoing Gender* (2004), and *Notes Toward a Performative Theory and Assembly* (2015). We will discuss her books and articles with several questions in our mind: What is Queer Theory? What is the relationship between "subject," "gender" and "sex"? How we could position Butler in the field of philosophy? What has been Butler's influence?

Our goal is twofold: 1) overviewing Butler's works, spanning almost three decades; 2) investigating how we could apply her thoughts to our own interests, for instance, in literature, art, film and so on. The structure of this course is similar to a reading group: each week, two or three students will present outlines of the assigned readings, after which, the entire class will engage in discussion of the material. All students are expected to come to class having completed the week's readings, and be prepared to discuss them. There will be no film screenings for this course.

### Course goals

This class will give students the tools to map the current state of Queer Theory and identity politics. All students will strengthen their ability to communicate clearly and make persuasive arguments orally and in writing.

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

- expand knowledge of issues in gender studies and Queer Theory
- draw on concepts from gender studies and Queer Theory to analyze any media culture
- 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

Please visit KULASIS to find out about course schedule and contents, text books and reference books.

### Assignments and methods of evaluation

(1) Active Participation 20% (attendance + participation)

(2) 2 Reading Report 30%

You are asked to write two brief essays (3-5 pages, 1.5 spaced) on an article or chapter (per essay) from the readings. Choose one reading from weeks 2-8, and another one from weeks 9-13, and write your reading reports. Your essay must include the following sections:

1. Summary: Briefly summarize the argument of the article you chose (approximately 1 to 2 pages, double spaced), 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 into your own paraphrasing 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), discussing 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) Lead discussions of reading materials 50%

## Seminar on “Film Studies”

KBR SEG VMC

Instructor's affiliation, department, job title and name

**Thomas ELSAESSER**, Columbia University  
Professor  
**Mitsuyo WADA-MARCIANO**, Graduate School of Letters  
Professor

Academic semester that the course is offered

Spring 2019

### Outline and purpose of the course

This course offers an introduction to - and overview of - the analysis of contemporary World Cinema, focusing especially on the impact of globalization and the increasing importance of film festivals. The emphasis on globalization will highlight the transcultural nature of cinema, both mainstream and independent, and it will reveal the asymmetrical power-relations that underpin the circulation of cinematic cultural capital. We will examine the impact of Hollywood blockbusters in different parts of the world, and the local response, both by filmmakers/film industries and by audiences/critics.

Our analysis will begin by tracing the history of film festivals, since 1945, and then focus on the global proliferation of these events, since the 1980s. We will examine the increasing relationality of once stable concepts such as “national cinema” and “auteur,” now that festivals have come to be seen as more than mere exhibition platforms, but also as sites for the production of films, their distribution, and the generation of the critical discourses that validate them. We shall also look at how festivals function as gatekeepers and agenda-setters for much of the world’s non-Hollywood filmmaking.

### Course goals

This course will give students the tools to map the current state of World cinema, in the context of political, economic and demographic globalization, and to develop analytical skills for interpreting key films, used as case studies. Students will strengthen their ability to communicate clearly and make persuasive arguments orally and in writing. Films discussed will range from Asian to European films, but also include representative films from Hollywood. Given the compact nature of the course, students will be required to watch films outside of class time.

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

- draw on concepts from Film Studies to analyze a film’s narrative and form, not just its content
- expand knowledge of concepts, such as “world cinema,” “transnational cinema,” “diasporic cinema,” “international art cinema,” etc., and apply critical frameworks, film theories, and historiographical approaches
- make original arguments about specific films, and support these with evidence and a coherent argument
- communicate their ideas clearly in writing, discussions, and oral presentations

### Assignments and methods of evaluation

For further details, please visit KULASIS.

### Regarding studies out of class (preparation and review)

Due to the limitations on class length, I will ask students to view films/DVDs outside the in advance, on their own time. All students are expected to come to class having completed the week’s assigned reading and viewing.

## Philosophy of Science in Japanese Context: Philosophy of Risk

KBR SEG VMC

Instructor's affiliation, department, job title and name

**Tetsuji ISEDA**, Graduate School of Letters  
Associate Professor

Academic semester that the course is offered

Spring 2019

### Outline and purpose of the course

The topic of this special lecture varies every year, picking up various topics related to the philosophical aspects of science. This year, we examine risks associated with science and technology from philosophical points of view. To name some philosophical issues related to risk: what is a risk in the first place?; in what way should we think about risk?; who are responsible for risks and in what way? In this class we discuss these issues one by one using mainly a 2012 book titled Handbook of Risk Theory as the guide. In addition, the issue of risk communication and decision making figures in a peculiar manner in Japan; we deal with such peculiar aspects in this class using concrete cases.

### Course goals

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

### Course schedule and contents

The lectures will be given both in Japanese and English.

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

- |  |  |
|--|--|
| 1. Overall picture of philosophy of risk   | 7. Ethics of risk                          |
| 2. Concepts of risk and safety             | 8. Case study (2): risk of earthquake      |
| 3. Risk as culture                         | 9. Risk and impartiality                   |
| 4. Case study (1) : public health and risk | 10. Risk and responsibility                |
| 5. Risk and decision theory                | 11. Case study (3): risk of nuclear energy |
| 6. Risk perception                         |  |

Regarding the feedback on your assignments, more information will be given in the class.

### Class requirement

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

### Method, Point of view, and Attainment levels of Evaluation

A midterm paper project (25%) and the final paper (75%). The project and the final paper as a whole is evaluated numerically, where the full mark is 100 and a passing mark is above 60.

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

Responsiveness to the instructor’s comment to the paper project is also assessed.

### Textbook

Sabine Roeser et al. eds. (2012) Handbook of Risk Theory: Epistemology, Decision Theory, Ethics, and Social Implications of Risk, two vols. Springer. Main readings are relevant chapters of the following book, which will be distributed in the class.

Sabine Roeser et al. eds. (2012) Handbook of Risk Theory: Epistemology, Decision Theory, Ethics, and Social Implications of Risk, two vols. Springer.

### Regarding studies out of class (preparation and review)

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

### Others (office hour, etc.)

Office Hour will be on Fridays 15:00-16:30.

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

KBR SEG VMC

Instructor's affiliation, department, job title and name

**Irina HOLCA**, University of Tokyo  
Associate Professor

Academic semester that the course is offered

Spring 2019

## Outline and purpose of the course

This intensive 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

Session 1: What is fiction? What is realism? The autobiographical contract.

Session 2: Tayama Katai's “The Quilt” and Japanese naturalism

Session 3: Shiga Naoya's “At Kinosaki”& Kasai Zenzo's “With the Children in Tow”

Session 4: Imperialism and shishosetsu: Wang Changxiong, “The Torrent”

Session 5: Global shishosetsu: Hideo Levy, “The Room Where the Star-spangled Banner Cannot be Heard”, Mizumura Minae “Shishosetsu from Left to Right”

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.

## Class requirements

Intermediate/ advanced knowledge of Japanese is an advantage.

## Method, point of view, and attainment levels of evaluation

Participation (daily assignments and class discussion): 40%

Essay: 60%

## Textbooks

Course materials will be provided as PDF files.

## Others

<https://www.cats.bun.kyoto-u.ac.jp/>(You will have to register with this site and use this enrolment key to take part in the course: cAt\$2019)

# Shozo OHMORI (1921-97) and His Students

KBR SEG VMC

Instructor's affiliation, department, job title and name

**Daisuke KAIDA**, Graduate School of Letters  
Senior Lecturer

Academic semester that the course is offered

Fall 2019

## Outline and purpose of the course

You probably know of J-POP, Japanese popular music. Musicians in this genre are more or less influenced by western music, they sing in Japanese, and their works are popular among ordinary people. I say that there is a parallel genre (school) in contemporary philosophy in Japan. It started with Shozo OHMORI (1921-97) and has been developed by some of his students. Philosophers in this school are more or less influenced by (analytic) western philosophy, they think and write in Japanese, and their works are accessible to and widely read by people outside academic circles. I call this genre “J-PHIL”. In the lectures, I will introduce you to some of the notable achievements in J-PHIL, focusing on the works by Shozo OHMORI, Hitoshi NAGAI (1951-), Shigeki NOYA (1954-), and others.

## Course goals

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

## Course schedule and contents

Lecture 1: Introduction: What is “J-PHIL”?

Lectures 2-9: The Philosophy of Shozo OHMORI  
Awareness Monism  
Double Look  
Ohmori on Past  
Ohmori on Other Minds

Lectures 10-11: The Philosophy of Shigeki NOYA  
Can we imagine other people's pain?: Perspectivism  
The Non-existence of the Future

Lectures 12-13: The Philosophy of Hitoshi NAGAI  
The Uniqueness of “I”  
Why Isn't Consciousness Real?

Lecture 14: What is the uniqueness of J-PHIL, and where is it going?  
Feedback

## Class requirement

[Requirement for JDTS students] Completion of modules “Introduction to Transcultural Studies,” “Skills for Transcultural Studies,” “Focus 1” and “Focus 2”

## Method, Point of view, and Attainment levels of Evaluation

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%

## Textbook

The reading materials will be uploaded on KULASIS.

## Regarding studies out of class (preparation and review)

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

## Franz Kafka and East Asian culture

KBR ● SEG VMC

Instructor's affiliation, department, job title and name **Takashi KAWASHIMA**, Graduate School of Letters  
Associated Professor

Academic semester that the course is offered Fall 2019

### Outline and purpose of the course

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

### Course goals

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

### Course schedule and contents

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

### Class requirement

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

### Method, Point of view, and Attainment levels of Evaluation

Homework (30%), participation (30%), final report (40%).

### Reference books, etc.

Edward Said: Orientalism. New York: Pantheon Books, 1978.  
 Ritchie Robertson: Kafka. Judaism, Politics, and Literature. Oxford: Clarendon Press, 1987.  
 Adrian Hsia (ed.): Kafka and China. Bern: Peter Lang, 1996.  
 Rolf Goebel: Constructing China. Kafka's Orientalist Discourse. New York: Camden House, 1997.  
 Russell A. Berman: Enlightenment or Empire. Colonial Discourse in German Culture. Lincoln: University of Nebraska Press, 1998.  
 Scott Spector: Prague Territories. National Conflict and Cultural Innovation in Franz Kafka's Fin de Siècle. Berkeley: University of California Press, 2000.  
 Robert Lemon: Imperial Messages. Orientalism as Self-critique in the Habsburg Fin de Siecle. New York: Camden House, 2011.  
<https://www.cats.bun.kyoto-u.ac.jp/>

### Regarding studies out of class (preparation and review)

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

### Others (office hour, etc.)

\*Please visit KULASIS to find out about office hours.

## Selected Readings in Classical Japanese Literature

KBR ● SEG VMC

Instructor's affiliation, department, job title and name **Shikiko YUKAWA**, Institute for Liberal Arts and Sciences  
Associate Professor

Academic semester that the course is offered Fall 2019

### Outline and purpose of the course

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

### Course goals

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

### Course schedule and contents

For further details, please visit KULASIS.

### Class requirement

Completion of modules "Introduction to Transcultural Studies," "Skills for Transcultural Studies," "Focus 1" and "Focus 2"  
 Enrollment is limited to 5 students. Students in the Heidelberg Centre for Transcultural Studies program will be given priority.

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

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

### Method, Point of view, and Attainment levels of Evaluation

For further details, please visit KULASIS.

### Others

Please visit KULASIS to find out about reference books and others.

## A History of Tantric Yoga

KBR ● SEG VMC

Instructor's affiliation, department, job title and name

**Somdev VASUDEVA**, Graduate School of Letters  
Professor

Academic semester that the course is offered

Fall 2019

### Outline and purpose of the course

This class has a twofold aim.

- [1.] It introduces the main authors, scriptures, commentaries, and exegetical works describing the practices and theories of systems of Tantric yoga.
- [2.] We will study, in English translation, selected passages defining key practices and theoretical paradigms that went on to influence other systems of meditation and yoga.

### Course goals

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

### Course schedule and contents

- Week 1 What is Tantrism? The Sources of Liberation; Ritual, Knowledge, Yoga and Observance
- Week 2 The Major Initiation Lineages and their Attitude to Yoga
- Week 3 The Saivasiddhanta; Dualism and the Supremacy of Ritual
- Week 4 The Nondualists and the Supremacy of Knowledge
- Week 5 The Antiritualist Tradition
- Week 6 Tarka: The Yoga of Six Ancillaries
- Week 7 The Varieties of the Subtle Body
- Week 8 Kaula Yoga: Pinda, Pada, Rupa and Rupatita, The Early Development of Kundalini
- Week 9 The Western Transmission of Kubjika and the Later Evolution of Kundalini Yoga
- Week 10 The Dharanas of the Vijnanabhairava I
- Week 11 The Dharanas of the Vijnanabhairava II
- Week 12 The Rejection of Patanjali's Yoga
- Week 13 The Accomodation of Patanjali's Yoga
- Week 14 The Matsyendrasamhita, The Amrtasiddhi and Early Hatha Yoga
- Week 15 Concluding Summary

### Class requirement

Regular preparation of assigned readings and participation in the group discussions.

### Method, Point of view, and Attainment levels of Evaluation

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

### Regarding studies out of class (preparation and review)

The participants are expected to attend every class. The weekly readings of the short sections should take about one hour of preparation for each class.

## Welfare Regime and Cross-Border Migration

KBR SEG ● VMC

Instructor's affiliation, department, job title and name

**Wako ASATO**, Graduate School of Letters  
Associate Professor

Academic semester that the course is offered

Fall 2019

### Outline and purpose of the course

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

### Course goals

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

### Course schedule and contents

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

The contents of the course include the following classes.

- |   |  |
|---|--|
| 1. Economic development in Asia             | 9. Logic of human rights and migration             |
| 2. Demographic change                       | 10. Policy of sending countries                    |
| 3. Diversity of political system            | 11. International labor market formation           |
| 4. Development and migration                | 12. International collaboration and mutual benefit |
| 5. Feminization of labor and migration      | 13. Welfare Regime                                 |
| 6. Ageing and migration                     | 14. Familialism                                    |
| 7. Population policy and marriage migration | 15. Conclusion                                     |
| 8. Social integration/multicultural policy  |  |

### Method, Point of view, and Attainment levels of Evaluation

reflection papers(50%) and term paper(50%).

### Textbook

Papers and related documents will be distributed inclass.

### Regarding studies out of class (preparation and review)

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

### Others (office hour, etc.)

Please make an appointment through the email below.

asato.wako.4c(@)kyoto-u.ac.jp

(@) indicates @.

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

KBR | SEG | ● | VMC

Instructor's affiliation, department, job title and name  
**Emiko OCHIAI**, Graduate School of Letters  
Professor

Academic semester that the course is offered  
Fall 2019

### Outline and purpose of the course

To date, the research work of Asian scholars on their respective societies has typically been relayed to other areas of Asia through European and North American academic circuits. This mediated communication has not only produced a significant distortion in focus, but has also resulted in a failure to appreciate the shared intellectual heritage of the different societies of the Asian region as well as the differences of emphasis and orientation among them. The 'Asian Families and Intimacies' series, the textbook used in this course, has been planned by the Asian researchers from 9 societies who have been collaborating with Kyoto University Asian Studies Unit (KUASU) for years as the first realization of a larger project, entitled 'Asian Intellectual Heritage', designed to collect, translate and share important and influential writings that are key texts of the academic and intellectual heritage of societies across Asia. The editors have decided to launch this ambitious project with a series on families and intimacies because 'the family' has typically been attributed a special cultural value in Asian societies. This course will enable students with diverse backgrounds to engage directly and unmediatedly with the insights into the key issues of our times from the 'insiders' perspective' of Asian intellectuals and provide them chances to discuss with each other and contribute to imagining the foundation on which future collaborations across the Asian region can be built.

### Course goals

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

### Course schedule and contents

For further details, please visit KULASIS.

### Class requirement

[ONLY FOR THE JD STUDENTS] Completion of modules "Introduction to Transcultural Studies," "Skills for Transcultural Studies," "Focus 1" and "Focus 2"

### Method, Point of view, and Attainment levels of Evaluation

Oral presentation (30%), final report (40%), participation (30%).

### Others

Please visit KULASIS to find out about textbook and others.

## Political Economy of Governance

KBR | SEG | ● | VMC

Instructor's affiliation, department, job title and name  
**Shuji HISANO**, Graduate School of Economics  
Professor  
**Haja RAJAONARISON**, Doshisha University  
Adjunct Lecturer

Academic semester that the course is offered  
Fall 2019

### Outline and purpose of the course

#### 1. Rationale/Introduction

More than ever, the world has experienced major upheaval in recent decades. Phenomena such as power vacuum in Western democracies, the fourth industrial revolution, vulnerability in the digital world, the rise of nationalism, to name but a few examples, undermine the world economic order. In addition, tensions between Great powers continue to escalate, particularly in the case of China, Russia and the United States against the backdrop of political gerrymandering, currency and industrial wars. Across the way, the poor countries are puzzled to find which way the wind is blowing to keep track of their development agenda. In an increasingly integrated world, these events have an impact on global governance. In its broadest definition, international political economy (IPE) refers to the interactions between the economic sphere and the political sphere and between the national and the international. While the IPE discipline emphasises the national and international, it is above all a multidisciplinary academic field of International Relations that is informed by international politics, international economics, cultural studies and history.

#### 2. The aim of the course

Building on recent global issues, this course aims to familiarise students with the theoretical tools of the IPE. These include dynamic links between markets, States, institutions and civil society in the regional and global context. The course thus covers the main theories, concepts and thematic issues, including international institutions, international trade, international finance, international development and the consequences and controversies of globalisation. As an approach, the themes examined focus on the main issues and actors that shape global economic policy and global governance. By so doing as well as by questioning power and politics, apolitical and functional understandings of the concept of "global governance", i.e. multi-actor and multi-level political decision-making and implementation, will be challenged. Throughout the course, agriculture and food issues are often referred to so that students can easily bridge the theories and concepts to the realities. This is not only because the two instructors have their own expertise in IPE of agricultural development and food security, but also because agriculture and food are a nexus of politics, economy, society and culture, a nexus of global, regional, national and local, and therefore critical to grasping the international political economy at work.

### Course goals

At the end of this course, students will be able:

- 1) To reflect upon and deploy in a thoughtful and analytical manner the key theoretical theories of international political economy and global governance.
- 2) To identify and explain the role of actors and institutions in international political economy.
- 3) To understand and explain how the actions and operations of actors and institutions influence order and change in the international political economy.
- 4) As a whole, to develop a critical perspective to global governance by questioning power and politics behind policy: who decides, how, in whose interest, with what consequences.

### Course schedule and contents

For further details, please visit KULASIS.

### Method, Point of view, and Attainment levels of Evaluation

Grading will be done on the basis of class participation (30%), student presentations (30%) and final assignment evaluation (40%).

### Others

Please visit KULASIS to find out about textbook and others.

## Introduction to East Asian Economies

KBR SEG ● VMC

Instructor's affiliation, department, job title and name

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

Academic semester that the course is offered

Fall 2019

### Outline and purpose of the course

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

### Course goals

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

### Course schedule and contents

Professor Yano provides lectures on the following topics below.

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

Professor Nakano provides lectures on the following topics below.

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

Emeritus Professor Onishi provides lectures on the following topics below.

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

Dr Tazoe provides lectures on the following topics below.

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

### Method, Point of view, and Attainment levels of Evaluation

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

### Regarding studies out of class (preparation and review)

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

### Others (office hour, etc.)

\*Please visit KULASIS to find out about office hours.

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

KBR SEG ● VMC

Instructor's affiliation, department, job title and name

**Mayuko SANO**, Graduate School of Education  
Professor

Academic semester that the course is offered

Fall 2019

### Outline and purpose of the course

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

In the course of 2019, we will mainly look into writings of Rutherford Alcock, the first British Consul General/Minister to Japan, who held office from 1858 until 1865. Alcock's time was an extremely important inaugurating period of Japan's modern diplomacy, or a transitional chapter from early-modern to modern external relations.

This course also aims to expand the students' view, through readings and discussions, to understand what happened in Japan during this period in a broader East Asian context.

### Course goals

Students will understand the transcultural nature of Japan's path in the late 19th century and become familiar with historical studies by carefully following an individual's experiences. It is also an important objective of the course to critically discuss people's conducts and development of their work in the forefront of facing a different culture.

### Course schedule and contents

Week 1: Introduction

Week 2-13: Discussions on Alcock's experiences mainly through his representative book *The capital of the tycoon: A narrative of a three years' residence in Japan* (2 Vols., 1863), in combination with some other sources when necessary, including his diplomatic correspondence.

Expected focuses are:

- 1) Alcock's arrival in Japan and the beginning of a new life (3 weeks);
- 2) His early diplomatic negotiations with the Tokugawa shogunate and the beginning of Japan's modern diplomacy (3 weeks);
- 3) Changes of Alcock's views on Japan's current status and his further understanding of Japanese culture (3 weeks);
- 4) His efforts for promoting Japanese culture to Europe (3 weeks).

Classes will consist of:

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

Week 14-15: Final presentations and discussions (feedback) on the students' plans for their final papers.

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

### Class requirement

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

### Method, Point of view, and Attainment levels of Evaluation

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

### Others

Please visit KULASIS to find out about textbook and others.

# SocSci Research Methods in Education

KBR SEG VMC

Instructor's affiliation, department, job title and name

**Junko KAWAI**, Institute for Liberal Arts and Sciences  
Professor

Academic semester that the course is offered

Fall 2019

## Outline and purpose of the course

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

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

## Course goals

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

## Course schedule and contents

### Course Overview

1. Sociological perspectives on education (Week 1)  
What do we know about education of our own? Do we really know about it?
2. The nature and purposes of social research in the field of education (Week 2-3)
3. Investigation on Japanese education (Week 4-7)
- 3-1: Condition of language education in Japan  
- Why do reforms return again and again?
- 3-2: Transition from schools to work  
- Introduction of various approaches- Functionalist approach, Conflict theorist approach, and Micro-interactionism
- 3-3: Futoko (Truancy, Non-attendance)  
- Discourse analysis of educational problems
- 3-4: Life of adolescences - Roles of Japanese school clubs, functions and culture of cram schools, teacherstudent relationship, relationship between schools and families.
4. Research Planning: What are your research questions? (Week 8)
5. Lecture: Introduction to Research Methods (Week 9-12)
- 5-1: Modes of Inquiry- Quantitative Modes of Inquiry and Qualitative Modes of Inquiry
- 5-2: Sampling Techniques
- 5-3: Data Collection Techniques  
(1) Questionnaire (2) Observation (3) Interview
- 5-4: Interpretations of Data
6. Ethical issue in social research (Week 13)
7. Presentation on your project (Week 14)

Feedback

## Method, Point of view, and Attainment levels of Evaluation

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

## Others

Please visit KULASIS to find out about reference books and others.

# Ecocinema: Thinking on Nuke, Food, and Sustainability

KBR SEG VMC

Instructor's affiliation, department, job title and name

**Mitsuyo WADA-MARCIANO**, Graduate School of Letters  
Professor

Academic semester that the course is offered

Fall 2019

## Outline and purpose of the course

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

## Course goals

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

## Course schedule and contents

The course will be offered in accordance with the following general structure: A detailed plan for each class will be determined depending on enrolment and feedback from the participants, and it will be announced in class. The reading materials for each week will be announced at the beginning of the course.

## Assignments and methods of evaluation

Active Participation + Attendance (30%), Presentation (20%), Final report (50%).

## Transcultural Asian Cinema

KBR SEG VMC

Instructor's affiliation, department, job title and name **Mitsuyo WADA-MARCIANO**, Graduate School of Letters  
Professor

Academic semester that the course is offered Fall 2019

### Outline and purpose of the course

This course offers an introduction to the analysis of contemporary Asian cinema, especially focusing on their transculturality. We will examine the concepts of "Asia," "cinema," and "transculturality," and then expand our discussion to "national cinema" (including Japanese, Chinese, and South Korean cinemas), and "transnational cinema" (e.g. Chinese language cinema), 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 new works from emerging scholars. We will ask questions such as: What are "Asian cinema" and/or "transcultural cinema"? Are they distinct from other cinemas? How has cinema constructed "Asia" and/or "transculturality"? How do Asian cinema and/or transcultural cinema relate to the public? Together, we will explore different ways that these questions have been answered, contested, and deferred.

Six guest speakers from North America, P.R.C., Hong Kong, Taiwan, and South Korea, will visit our class, bringing new topics and perspectives on Asian cinemas, along with films that we'll view in/ outside classes. This lecture series is named "Transcultural Cinema Forum II," and it will be open to all audiences.

### Course goals

This class will give students the tools to map the current state of East Asian cinema and its "transculturality," and to develop their own original and compelling ideas on those films. All students will strengthen their ability to communicate clearly and make persuasive arguments orally and in writing. We will discuss various films from the PRC, Taiwan, South Korea, and Japan. Students will be required to view films on their own, due to limits on class time.

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

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

### Assignments and methods of evaluation

Active Participation + Attendance (30%), Presentation (20%), Final report (50%).

### Regarding studies out of class (preparation and review)

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

## Modern East Asian History

KBR SEG VMC

Instructor's affiliation, department, job title and name **Ko TAKASHIMA**, Graduate School of Letters  
Professor  
**Ei MURAKAMI**, Institute for Research in Humanities  
Associate Professor  
**Shoji HIRATA**, Graduate School of Letters  
Professor

Academic semester that the course is offered Fall 2019

### Outline and purpose of the course

This course explores Modern East Asian History from transcultural perspectives.

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

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

From Session 11 to Session 14: The status of Chinese Classical canon was rebuilt in 20th century East Asia.

We take the Art of War as an example, reexamine the modernization of "Classic".

### Course goals

Students will be able to:

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

### Course schedule and contents

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

### Class requirement

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

### Method, Point of view, and Attainment levels of Evaluation

active participation ( 30%), short essays (30%), and final essay (40%)

### Others

Please visit KULASIS to find out about reference books and others.

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

KBR ● SEG ● VMC

Instructor's affiliation, department, job title and name

**Björn-Ole KAMM**, Graduate School of Letters  
Senior Lecturer

Academic semester that the course is offered

Fall 2019

### Outline and purpose of the course

The focus of this interactive seminar lies on theoretical concepts and analytical techniques useful to study transcultural phenomena such as nation-branding from a perspective of cultural ordering and power relations.

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 evaluation

For a detailed course schedule, please visit KULASIS or the CATS eLearning platform ([www.cats.bun.kyoto-u.ac.jp/elearn/](http://www.cats.bun.kyoto-u.ac.jp/elearn/); the enrollment key is provided in KULASIS and also during the first week of class).

The course involves weekly reading and writing assignments. Evaluation is based on an oral presentation in class and a term paper.

### Class requirement

Completion of modules “Introduction to Transcultural Studies,” “Skills for Transcultural Studies,” “Focus 1” and “Focus 2” (Master Program in Transcultural Studies).

### Course link

More information may also be accessed at [www.cats.bun.kyoto-u.ac.jp/jdts/course/jk21001/](http://www.cats.bun.kyoto-u.ac.jp/jdts/course/jk21001/)

## Historical Seminar: Animals and Borders

KBR ● SEG ● VMC

Instructor's affiliation, department, job title and name

**Kjell David ERICSON**, Graduate School of Letters  
Assistant Professor

Academic semester that the course is offered

Fall 2019

### Outline and purpose of the course

This seminar introduces students to issues related to the historical study of animals. Animal history and the wider category of animal studies are areas of increased academic and popular interest, yet both encompass a wide range of approaches. In this course, we will examine persistent historical problems: defining (human and non-human) animals, living alongside them, working with them, fighting against them, memorializing them, and eating them. The course will make use of the explosive growth in English-language studies of animals in and around the Japanese archipelago. In so doing, it will allow students to consider how human-animal relationships have changed alongside political, cultural, and economic developments in Japan, East Asia, and the Pacific Ocean world.

Classes will include discussion of books, articles, and films. The final project asks students to research the regional and transnational histories of institutions, spaces, and practices related to animals in the Kyoto area: the zoo, the aquarium, the mountains, the rivers, the pet cemetery, the cat cafe, and more.

### Course goals

After this course, students should:

- \* better understand the methods, problems, and assumptions of animal history
- \* undertake individual field and archival research
- \* communicate ideas during in-class discussion and through written reports

### Course schedule and contents

- |   |   |
|---|---|
| 1. Introduction                             | 8. The Modern Zoo                               |
| 2. Animal Agency                            | 9. Primatology                                  |
| 3. Studying Humans and Animals Historically | 10. Modern Wildlife                             |
| 4. Naming Nature                            | 11. Livestock                                   |
| 5. Animals and Early Modern Society         | 12. Pet Culture                                 |
| 6. National and Animal Boundaries           | 13. Fish and the Sea                            |
| 7. Creatures of Empire                      | 14. Presentation on Field and Archival Research |

### Method, Point of view, and Attainment levels of Evaluation

Attendance, participation, and reading presentations in class (30%), short book analyses (30%), and final research proposal and project presentation (40%).

### Textbook

At least one copy of the books will be available in the library and through the university’s online subscriptions, although in some cases (particularly during the weeks where you are responsible for presenting) it may be advisable to purchase a new or used copy for yourself.

In other cases, articles will be available for download through the university library or distributed before class.

### Regarding studies out of class (preparation and review)

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

### Others (office hour, etc.)

- Office hours will be held once a week at a fixed time (to be determined) and by appointment.

## East Asian Origins: Ancient History and Material Culture

KBR ● SEG VMC ●

Instructor's affiliation, department, job title and name

**Hideo YOSHII**, Graduate School of Letters  
Professor  
**Hitoshi SHIMOGAKI**, Graduate School of Letters  
Associate Professor  
**Makoto TOMII**, Graduate School of Letters  
Assistant Professor  
**Satoshi NAIKI**, Graduate School of Letters  
Assistant Professor

Academic semester that the course is offered

Fall 2019

### Outline and purpose of the course

In this special lecture, we offer an overview of various archaeological studies about the prehistoric and ancient East Asia, with the results of our researches and studies. We also examine the characteristics of the archaeological studies of the East Asia in Japan, by comparison of the studies in Europe and the US. The department of archaeology in Kyoto University has excavated archaeological sites in Japan, Korea, and China, and has gathered various artifacts from all areas of the world. These archaeological data will be introduced in this special lecture.

### Course goals

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

### Course schedule and contents

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

- 1 Introduction (1 week)  
Introduction of the special lecture.
- 2 History of the East Asian archaeology in Japan (3weeks)  
This section will outline the history of archaeological investigations, studies and gathering artifacts in Japan, Korea and China by Japanese archaeologists,
- 3 Prehistory in Japan (3weeks)  
This section will outline the history of the study of Japanese prehistory, and will focus on the material culture of Mesolithic (called "Jomon" period) as well as Paleolithic and Early Neolithic, with showing some research results to exploit the potential for contributing to the world prehistory.
- 4 Archaeology of daily life cultures in prehistoric and ancient Japan(3weeks)  
This section will outline prehistoric and ancient daily life cultures (clothes, foods and toilet) from structural remains and artifacts excavated in Japan.
- 5 The Eastward Transmission of Buddhist Culture from Archaeological Perspective (3weeks)  
In order to assemble knowledge about "origins" of Buddhist culture, Kyoto University has conducted researches in Buddhist sites in China and Central Asia. In the lectures, how Buddhist cultures were transferred into East Asia will be discussed on the basis of archaeological information obtained by Kyoto University.
- 6 Discussion (1 week)
- 7 Feedback(1week)

### Class requirement

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

### Method, Point of view, and Attainment levels of Evaluation

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

### Regarding studies out of class (preparation and review)

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

## What Is "Modern "Japanese" "Literature": Exploring Japan's Modernity through Literary Discourse

KBR ● SEG VMC ●

Instructor's affiliation, department, job title and name

**Irina HOLCA**, University of Tokyo  
Associate Professor

Academic semester that the course is offered

Fall 2019

### Outline and purpose of the course

This intensive course will explore developments and trends in modern Japanese literature, society, and culture. We will read and analyse 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" and "modern-traditional", while looking at "literature" as their locus of dialogue. They will have also learned about various literary theories and analytical methodologies, which will allow them to engage with the texts in a critical way, in order to produce meaningful discussions, presentations, and essays.

### Course schedule and contents

The course will start with an introduction to the concept and language of literature and the changes they underwent throughout history, in the world but especially in modern Japan; it will also touch upon the main theoretical schools and movements, in order to provide a firm framework for further discussion and analysis. The primary readings, focusing on two topics, "East-West encounters" and "Redefining relations", will include, without being limited to, the following works: Mori Ogai: 'The Dancing Girl'; Higuchi Ichiyo: 'Growing Up'; Nagai Kafu: American Stories; Akutagawa Ryunosuke: 'The Ball'; Kyoko Yoshida: 'Kyoto Panorama Project'. We will also watch movie adaptations of Hayashi Fumiko's "Diary of a Vagabond" and Kawabata Yasunari's "The Old Capital".

Classes will ideally be interactive, with student discussions taking up 1/4 to 1/3 of the time, but a more detailed plan for each class will be determined based on the number of, and the feedback from the participants.

### Class requirements

Intermediate/ advanced knowledge of Japanese is an advantage.

### Method, point of view, and attainment levels of evaluation

Participation (daily assignments and class discussion): 40%

Essay: 60%

### Textbooks

Course materials will be provided as PDF files.

### Others

<https://www.cats.bun.kyoto-u.ac.jp/>(You will have to register with this site and use this enrolment key to take part in the course: cAt\$20i9)

## Book Reading and Discussion on Japanese Thoughts and Culture: Japanese Traditional Drama, Kanadehon Chushingura (aka. 47 Ronins), Part II.

KBR ● SEG VMC ●

Instructor's affiliation, department, job title and name

**Atsushi HAYASE**, Graduate School of Letters  
Associate Professor

Academic semester that the course is offered

Fall 2019

### Outline and purpose of the course

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

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

### Course goals

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

### Course schedule and contents

For further details, please visit KULASIS.

### Class requirement

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

### Method, Point of view, and Attainment levels of Evaluation

At the end of the term students will be asked to write a very short essay about Kanadehon Chushingura (3,000-5,000 words).

Students' grades will be weighed according to the following scheme:

Active participation in discussion 70% Course Essay 30%

### Regarding studies out of class (preparation and review)

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.

### Others

Please visit KULASIS to find out about reference books and others.

## Debating Otaku in Contemporary Japan: A Labelling Approach

KBR SEG ● VMC ●

Instructor's affiliation, department, job title and name

**Björn-Ole KAMM**, Graduate School of Letters  
Senior Lecturer

Academic semester that the course is offered

Fall 2019

### Outline and purpose of the course

The focus of this interactive seminar lies on understanding a constitutive labeling approach for the study of social inclusion and exclusion with the example of the otaku stereotype in Japan.

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. Lastly, they will practice the writing of book reviews.

### Course schedule and evaluation

For a detailed course schedule, please visit KULASIS or the CATS eLearning platform ([www.cats.bun.kyoto-u.ac.jp/elearn](http://www.cats.bun.kyoto-u.ac.jp/elearn); the enrollment key is provided in KULASIS and also during the first week of class).

The course involves weekly reading and writing assignments. Evaluation is based on an oral presentation in class and a book review.

### Class requirement

Completion of modules "Introduction to Transcultural Studies," "Skills for Transcultural Studies," "Focus 1" and "Focus 2" (Master Program in Transcultural Studies).

### Course link

More information may also be accessed at [www.cats.bun.kyoto-u.ac.jp/jdts/course/jk26001/](http://www.cats.bun.kyoto-u.ac.jp/jdts/course/jk26001/)

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

KBR ● SEG ● VMC

Instructor's affiliation, department, job title and name **Shoji HIRATA**, Graduate School of Letters  
Professor

Academic semester that the course is offered Fall 2019

## Outline and purpose of the course

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

## Course goals

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

## Course schedule and contents

Week 1	Introduction
Weeks 2-5	TAKEUCHI Yoshimi (1910-1977)
Weeks 6-8	TAKEDA Taijun (1912-76)
Weeks 9-11	HOTTA Yoshie (1918-98)
Weeks 12-14	TACHIBANA Shiraki (1881-1945)
Week 15	student presentations and final test

## Class requirement

Prerequisites: 1. Non-Japanese native students; 2. JLPT N2 or higher. Please note that this course is taught in Japanese. Students will be required to translate texts from Japanese into English. (For JDTS students) Completion of modules "Introduction to Transcultural Studies," "Skills for Transcultural Studies," "Focus 1" and "Focus 2"

## Method, Point of view, and Attainment levels of Evaluation

Active participation (40%), Short essay (20%), Presentation (Students are required to make presentation in Japanese. 10%), Final essay (Students are required to translate Japanese writings into English. 30%).

## Textbook

None. Reading materials will be provided.

## Regarding studies out of class (preparation and review)

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

## Others (office hour, etc.)

Please visit KULASIS to find out about office hours.

# Comparative Development Studies

KBR ● SEG ● VMC

Instructor's affiliation, department, job title and name **Shuji HISANO**, Graduate School of Economics  
Professor  
**Raymond A. JUSSAUME Jr.**, Michigan State University  
Professor  
**Maria FONTE**, American University of Rome  
Adjunct Professor

Academic semester that the course is offered Fall 2019

## Outline and purpose of the course

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

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

The second session aims at offering students a room to discuss different frameworks for the analysis of the current "turn" and "transition" in rural development and 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 consideration offer different theoretical perspectives on how to direct agro-food economy toward sustainability and social justice. The course wants to stimulate students' participation in order to develop a comparative perspective at global level on these topics.

## Course goals

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

## Course schedule and contents

Please visit KULASIS to find out about course schedule and contents.

## Class requirement

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

## Method, Point of view, and Attainment levels of Evaluation

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

## Others

Please visit KULASIS to find out about textbook, reference books and others.

# International Development Assistance Policy

KBR | SEG | ● | VMC



MEMO

Instructor's affiliation, department, job title and name

**Tsilavo RALANDISON**, Graduate School of Economics  
Senior Lecturer

Academic semester that the course is offered

Fall 2019

## Outline and purpose of the course

This semi-intensive course provides students with an overview and balanced assessment of Japan's international development assistance policy and activities of the Japanese government, business actors and civil society organisations based on actual cases from an international comparative perspective.

The course gives students an opportunity to learn economic development in collaboration with the Japan International Cooperation Agency (JICA) under the JICA Program with Universities for Development Studies. Each module will be led by guest lecturers who are subject-matter experts and academics working on a particular issue related to the module's theme. Coursework will include in-class exercises, class discussions, take-home assignments and/or group work to build students' ability to understand, analyze and apply new knowledge. The final project, for example, which consists of developing a development intervention proposal, will be an opportunity to apply the principles and practices learned in a concrete way.

## Course goals

Students can expect to gain:

- A critically informed overview of Japan's international development assistance, policy making, and practices and be able to locate policy agendas historically and within a global context.
- A critical understanding of and engagement with key policy making and intervention issues in the international assistance arena.
- An ability to apply the skills and knowledge acquired during the class to actual development issues.

## Course schedule and contents

Please visit KULASIS to find out about course schedule and contents.

## Method, Point of view, and Attainment levels of Evaluation

Students' final grade will be based on participation throughout the course and the final project (two options).

Final project (option 1): Working individually or in small groups (two to three people), students will be expected to write a proposal (maximum 3,000 words) for how they would go about implementing a development intervention. For example, a project for installing sanitation stations in a rural area, or an advocacy campaign to increase awareness on women's rights. Students are free to choose topics that interest them. These proposals are not expected to be completely professional, but should demonstrate students' best effort to create a realistic plan that incorporates course materials and discussions.

Final project (option 2): Working individually or in small groups (two to three people). Write an essay (maximum 3,000 words) that analyzes "two sides" of development. Specifically, compare and contrast two ways of thinking about and/or doing development. For example, you can compare/contrast JICA vs NGO's approach, practices and/or policies to development work. Another example is to write the strengths and weaknesses of "two sides". Essays should be largely based on the lectures but students are also encouraged to use academic literature.

## Reference books, etc.

Currie-Alder, Bruce, Ravi Kanbur, David M. Malone, and Rohinton Medhora 『International development : ideas, experience, and prospects』 (Oxford : Oxford University Press) ISBN:9780199671656

## Regarding studies out of class (preparation and review)

Students are expected to review the reading materials before coming to class.

## Others (office hour, etc.)

Please visit KULASIS to find out about office hours.



## Instructors



**JDTS Division member**  
**Shoji HIRATA** (who will retire in March 2020)  
 Graduate School of Letters  
 Chairperson of Division, Prof.  
 Chinese Literature, Intellectual History of  
 Modern and Contemporary China, Chinese  
 Historical Linguistics, Chinese Philology



**JDTS Division member**  
**Mitsuyo WADA-MARCIANO**  
 Graduate School of Letters  
 VMC Focus Advisor, Prof  
 Post-Fukushima Visual Culture,  
 Representations of Minorities in Moving Image,  
 Film Archiving, Post-Colonial  
 Taiwanese/Japanese Visual Culture



**JDTS Division member**  
**Wako ASATO**  
 Graduate School of Letters  
 SEG Focus Advisor, Assoc.Prof.  
 Migration and social integration, Social  
 welfare, Asian Studies



**JDTS Division member**  
**Somdev VASUDEVA**  
 Graduate School of Letters  
 KBR Focus Advisor, Prof.  
 Indian Philosophy, Yoga, Sanskrit  
 Aesthetics, Literature and Language



**JDTS Division member**  
**Björn-Ole KAMM**  
 Graduate School of Letters  
 Program Coordinator,  
 VMC Focus Advisor, Senior Lect.  
 Cultural Ordering, Cyber-Ethnography,  
 Role-Playing, Uses & Gratifications of  
 Japanese Popular Media



**JDTS Division member**  
**Kjell David ERICSON**  
 Graduate School of Letters  
 Assis. Prof.  
 Environmental History,  
 History of Science and Technology



**Tetsuji ISEDA**  
 Graduate School of Letters  
 Assoc.Prof.  
 Philosophy of Science



**Daisuke KAIDA**  
 Graduate School of Letters  
 Senior Lect.  
 Philosophy of Science



**Takashi KAWASHIMA**  
 Graduate School of Letters  
 Assoc.Prof.  
 German Literature



**Emiko OCHIAI**  
 Graduate School of Letters  
 Prof.  
 Family Sociology



**Ko TAKASHIMA**  
 Graduate School of Letters  
 Prof.  
 East Asian History



**Hideo YOSHII**  
 Graduate School of Letters  
 Prof.  
 Korean Archaeology



**Hitoshi SHIMOGAKI**  
 Graduate School of Letters  
 Assoc.Prof.  
 Japanese Archaeology



**Makoto TOMII**  
 Graduate School of Letters  
 Assis. Prof.  
 Prehistory, methodology of archaeology



**Satoshi NAIKI**  
 Graduate School of Letters  
 Assis. Prof.  
 Archaeology in Gandhara



**Atsushi HAYASE**  
 Graduate School of Letters  
 Assoc.Prof.  
 Greek Philosophy



**Ei MURAKAMI**  
 Institute for Research in Humanities  
 Assoc.Prof.  
 Social and Economic History of Modern  
 China



**(Part-time Lecturer)**  
**Irina HOLCA**  
 University of Tokyo  
 Assoc.Prof.  
 Modern Japanese Literature



**(Project Professor)**  
**Diwakar Nath ACHARYA**  
 Oxford University  
 Prof.  
 Indian Religions and Philosophical  
 Ideas, Early History of Nepal



**(Part-time Lecturer)**  
**Thomas ELSAESSER**  
 University of Amsterdam  
 Prof.  
 Film History, European Cinema,  
 Hollywood Cinema



**Shuji HISANO**  
 Graduate School of Economics  
 Prof.  
 Political Economy of Agriculture and Food



**(Project Professor)**  
**Raymond A. JUSSAUME Jr.**  
 Michigan State University  
 Prof.  
 Sociology of Agriculture, Food Systems



**(Project Professor)**  
**Maria FONTE**  
 American University of Rome  
 Adjunct Prof.  
 Rural Sociology, Agricultural Economics,  
 Rural Development, Food Systems



**Go YANO**  
 Graduate School of Economics  
 Prof.  
 Development Economics

**(Part-time Lecturer)**  
**Hiroshi ONISHI**  
 Kyoto University Emeritus Prof.  
 Economic theory, Economic statistics

**(Part-time Lecturer)**  
**Tamotsu NAKANO**  
 Osaka Gakuin University Prof.  
 Economic Policy, Cooperation and Development, Commerce,  
 Management / Business Administration



**(Part-time Lecturer)**  
**Atsushi TAZOE**  
 Tsu City College  
 Assoc.Prof.  
 Political Economy, Social Reproduction,  
 Regional inequality



**Steven Edward IVINGS**  
 Graduate School of Economics  
 Senior Lect.  
 Global Economic History, Colonial &  
 Postcolonial Migration, History of  
 Hokkaido & Sakhalin



**Tsilavo RALANDISON**  
 Graduate School of Economics  
 Senior Lect.  
 Development studies, Agri-food studies



**(Part-time Lecturer)**  
**Haja RAJAONARISON**  
 Doshisha University  
 Adjunct Lecturer  
 International Political Economy of  
 agriculture and food;  
 Global governance; sub-saharan Africa



**Junko KAWAI**  
 Institute for Liberal Arts and Sciences  
 Prof.  
 Sociology of Education



**Shikiko YUKAWA**  
 Institute for Liberal Arts and Sciences  
 Assoc.Prof.  
 Japanese Literature



**Mayuko SANO**  
 Graduate School of Education  
 Prof.  
 History of diplomacy and  
 cultural exchange, cultural policy

## ILAS Courses related to Japanese Language

Japanese Language Classes begin in April and October at the Education Center for Japanese Language and Culture. At the start of each semester, both new and continuing students need to fill out application form(s). Applicants who wish to take Elementary II or higher level classes are required to take a placement test.

Course Title	Type	Credits	Semester	Teaching Staff	
Elementary Japanese IA (4H course)	Seminar	4	Spring	Taro IEMOTO	Assoc.Prof.
Elementary Japanese IB (4H course)	Seminar	4	Fall	Taro IEMOTO	Assoc.Prof.
Elementary Japanese I (8H course)	Seminar	8	Fall	Taro IEMOTO	Assoc.Prof.
Elementary Japanese I (8H course)	Seminar	8	Fall	Taro IEMOTO	Assoc.Prof.
Elementary Japanese I (8H course)	Seminar	8	Fall	Taro IEMOTO	Assoc.Prof.
Elementary Japanese I (8H course)	Seminar	8	Fall	Taro IEMOTO	Assoc.Prof.
Elementary Japanese I (Conversation)	Seminar	2	Fall	Yoshimi HASHIMOTO	Part-Time Lect.
Elementary Japanese I (Conversation)	Seminar	2	Fall	Hisako Namba	Part-Time Lect.
Elementary Japanese I (Conversation)	Seminar	2	Fall	Yoshimi HASHIMOTO	Part-Time Lect.
Elementary Japanese I (Conversation)	Seminar	2	Fall	Hisako Namba	Part-Time Lect.
Elementary Japanese I (Listening)	Seminar	2	Fall	Yoshimi HASHIMOTO	Part-Time Lect.
Elementary Japanese I (Listening)	Seminar	2	Fall	Yoshimi HASHIMOTO	Part-Time Lect.
Elementary Japanese I (Reading, Composition)	Seminar	2	Fall	Makiko MURAI	Part-Time Lect.
Elementary Japanese I (Reading, Composition)	Seminar	2	Fall	Makiko MURAI	Part-Time Lect.
Elementary Japanese I (Kanji)	Seminar	2	Fall	Yuriko FURUKAWA	Part-Time Lect.
Elementary Japanese I (Kanji)	Seminar	2	Fall	Yuriko FURUKAWA	Part-Time Lect.
Elementary Japanese IIA (4H course)	Seminar	4	Fall	Nobue KAWASHIMA	Part-Time Lect.
Elementary Japanese IIB (4H course)	Seminar	4	Fall	Nobue KAWASHIMA	Part-Time Lect.
Elementary Japanese II (8H course)	Seminar	8	Fall	Shikiko YUKAWA	Assoc.Prof.
Elementary Japanese II (8H course)	Seminar	8	Fall	Shikiko YUKAWA	Assoc.Prof.
Elementary Japanese II (Conversation)	Seminar	2	Fall	Norikazu URAKI	Part-Time Lect.
Elementary Japanese II (Conversation)	Seminar	2	Fall	Norikazu URAKI	Part-Time Lect.
Elementary Japanese II (Listening)	Seminar	2	Fall	Norikazu URAKI	Part-Time Lect.
Elementary Japanese II (Listening)	Seminar	2	Fall	Norikazu URAKI	Part-Time Lect.
Elementary Japanese II (Reading, Composition)	Seminar	2	Fall	Miwa SHIMOHASHI	Part-Time Lect.
Elementary Japanese II (Reading, Composition)	Seminar	2	Fall	Miwa SHIMOHASHI	Part-Time Lect.
Elementary Japanese II (Kanji)	Seminar	2	Fall	Yuriko FURUKAWA	Part-Time Lect.
Elementary Japanese II (Kanji)	Seminar	2	Fall	Yuriko FURUKAWA	Part-Time Lect.
Intermediate Japanese IA (4H course)	Seminar	4	Fall	Kyouko OUE	Part-Time Lect.
Intermediate Japanese IB (4H course)	Seminar	4	Fall	Kyouko OUE	Part-Time Lect.
Intermediate Japanese I (8H course)	Seminar	8	Fall	Junko KAWAI	Prof.
Intermediate Japanese I (8H course)	Seminar	8	Fall	Junko KAWAI	Prof.
Intermediate Japanese I (Conversation)	Seminar	2	Fall	Chika MIHARA	Part-Time Lect.
Intermediate Japanese I (Conversation)	Seminar	2	Fall	Chika MIHARA	Part-Time Lect.
Intermediate Japanese I (Listening)	Seminar	2	Fall	Yuriko MITO	Part-Time Lect.
Intermediate Japanese I (Listening)	Seminar	2	Fall	Yuriko MITO	Part-Time Lect.
Intermediate Japanese I (Reading)	Seminar	2	Fall	Mayumi NAKAZAWA	Part-Time Lect.
Intermediate Japanese I (Reading)	Seminar	2	Fall	Mayumi NAKAZAWA	Part-Time Lect.
Intermediate Japanese I (Composition)	Seminar	2	Fall	Chika MIHARA	Part-Time Lect.
Intermediate Japanese I (Composition)	Seminar	2	Fall	Chika MIHARA	Part-Time Lect.
Intermediate Japanese I (Kanji)	Seminar	2	Fall	Yuriko MITO	Part-Time Lect.
Intermediate Japanese I (Kanji)	Seminar	2	Fall	Yuriko MITO	Part-Time Lect.

Please see ILAS website for Registration procedure for Japanese language classes;  
<https://www.z.k.kyoto-u.ac.jp/introduction/education-center-for-japanese/japanese-language-classes/registration-procedure>

Course Title	Type	Credits	Semester	Teaching Staff	
Intermediate Japanese IIA (4H course)	Seminar	4	Fall	Kyoko MASHITA	Part-Time Lect.
Intermediate Japanese IIB (4H course)	Seminar	4	Fall	Kyoko MASHITA	Part-Time Lect.
Intermediate Japanese II (8H course)	Seminar	8	Fall	Ruchira PALIHAWADANA	Prof.
Intermediate Japanese II (8H course)	Seminar	8	Fall	Ruchira PALIHAWADANA	Prof.
Intermediate Japanese II (Conversation)	Seminar	2	Fall	Kay KUBO	Part-Time Lect.
Intermediate Japanese II (Conversation)	Seminar	2	Fall	Mayumi NAKAZAWA	Part-Time Lect.
Intermediate Japanese II (Conversation)	Seminar	2	Fall	Kay KUBO	Part-Time Lect.
Intermediate Japanese II (Conversation)	Seminar	2	Fall	Mayumi NAKAZAWA	Part-Time Lect.
Intermediate Japanese II (Listening)	Seminar	2	Fall	Hiroaki NAGAYAMA	Prof.
Intermediate Japanese II (Listening)	Seminar	2	Fall	Hiroaki NAGAYAMA	Prof.
Intermediate Japanese II (Reading)	Seminar	2	Fall	Norikazu URAKI	Part-Time Lect.
Intermediate Japanese II (Reading)	Seminar	2	Fall	Norikazu URAKI	Part-Time Lect.
Intermediate Japanese II (Composition)	Seminar	2	Fall	Ryoko FUJII	Part-Time Lect.
Intermediate Japanese II (Composition)	Seminar	2	Fall	Atsushi AKAGIRI	Part-Time Lect.
Intermediate Japanese II (Composition)	Seminar	2	Fall	Ryoko FUJII	Part-Time Lect.
Intermediate Japanese II (Composition)	Seminar	2	Fall	Atsushi AKAGIRI	Part-Time Lect.
Advanced Japanese (Listening)	Seminar	2	Fall	Yoko NAKASHIMA	Part-Time Lect.
Advanced Japanese (Listening)	Seminar	2	Fall	Yoko NAKASHIMA	Part-Time Lect.
Advanced Japanese (Conversation)	Seminar	2	Fall	Shikiko YUKAWA	Assoc.Prof.
Advanced Japanese (Conversation)	Seminar	2	Fall	Atsushi AKAGIRI	Part-Time Lect.
Advanced Japanese (Conversation)	Seminar	2	Fall	Shikiko YUKAWA	Assoc.Prof.
Advanced Japanese (Conversation)	Seminar	2	Fall	Atsushi AKAGIRI	Part-Time Lect.
Advanced Japanese (Reading)	Seminar	2	Fall	Hiroaki NAGAYAMA	Prof.
Advanced Japanese (Reading)	Seminar	2	Fall	Hiroaki NAGAYAMA	Prof.
Advanced Japanese (Composition)	Seminar	2	Fall	Yoko NAKASHIMA	Part-Time Lect.
Advanced Japanese (Composition)	Seminar	2	Fall	Akari HONDA	Part-Time Lect.
Advanced Japanese (Composition)	Seminar	2	Fall	Yoko NAKASHIMA	Part-Time Lect.
Advanced Japanese (Composition)	Seminar	2	Fall	Akari HONDA	Part-Time Lect.
Advanced Japanese (Academic Writing)	Seminar	2	Fall	Junko KAWAI	Prof.
Advanced Japanese (Academic Writing)	Seminar	2	Fall	Eri Kato	Part-Time Lect.
Advanced Japanese (Academic Writing)	Seminar	2	Fall	Junko KAWAI	Prof.
Advanced Japanese (Academic Writing)	Seminar	2	Fall	Eri Kato	Part-Time Lect.
Advanced Japanese (Academic Listening)	Seminar	2	Fall	Akari HONDA	Part-Time Lect.
Advanced Japanese (Academic Listening)	Seminar	2	Fall	Akari HONDA	Part-Time Lect.
Advanced Japanese (Academic Presentation)	Seminar	2	Fall	Akari HONDA	Part-Time Lect.
Advanced Japanese (Academic Presentation)	Seminar	2	Fall	Junko KAWAI	Prof.
Advanced Japanese (Academic Discussion)	Seminar	2	Fall	Kazuki KAWASAKI	Part-Time Lect.
Advanced Japanese (Academic Discussion)	Seminar	2	Fall	Kazuki KAWASAKI	Part-Time Lect.
Intermediate Japanese IA (Integrated Course)	Seminar	2	Fall	Hisako Namba	Part-Time Lect.
Intermediate Japanese IB (Integrated Course)	Seminar	2	Fall	Hisako Namba	Part-Time Lect.
Intermediate Japanese IIA (Integrated Course)	Seminar	2	Fall	Ruchira PALIHAWADANA	Prof.
Intermediate Japanese IIB (Integrated Course)	Seminar	2	Fall	Ruchira PALIHAWADANA	Prof.

## Current Master in Transcultural Studies Courses at Heidelberg University

Students enrolled at the Faculty & Graduate School of Letters may take part in an exchange program with the Heidelberg Centre for Transcultural Studies. The courses listed below for 2019 will automatically be credited to students passing these courses during their time in Heidelberg. They also may be reference as courses for the prospective joint degree program.

### Courses Schedule (Summer Semester 2019)

Courses No.	Course	Instructor	Fucus	Language	Time/Date
9719KJC865	Utopianism between Asia and Europe, or: Utopia as Prolegomenon to the Transcultural	Andolfatto, Lorenzo	KBR/VMC	English	Mon 9-11
9719KJC839	Art, Ecology and the Anthropocene	Baader, Hannah	KBR/VMC	English	Wed 14-18 (17.04., 08.05., 22.05., 05.06., 19.06., 03.07., 17.07.)
9719KJC866	Global Histories of Technology	Bonea, Amelia	SEG/VMC	English	Mon 11-14 (bi-weekly)
9719KJC840	Urban matters: imaginaries and everyday experiences of life in cities	Brosius, Christiane	SEG/VMC	English	Tue 11-13
9719KJC841	Collecting, mapping, archiving, exhibiting: practices of cultural knowledge production	Brosius, Christiane	SEG/KBR	English	Thu 11-13
9719KJC842	Urban Migration Society – MIGRATION HUB Heidelberg	Bublitzky, Cathrine	SEG/VMC		Thu 9-11
9719KJC843	Managing Life and Death: Popular Beliefs and Rituals in Early and Middle Period China	Chen, Ruixuan; Korolkov, Maxim	KBR/SEG	English	Mon 14-16
9719KJC844	Kyoto: History and Culture	Fuess, Harald	SEG/KBR	English	Wed 9-11
9719KJC845	MATS-Kolloquium	Fuess, Harald; Juneja, Monica		English	Wed 11-13
9719KJC846	Strange Creatures - Textual and Visual Representations of Foreigners in Premodern China	Hofmann, Martin	KBR/VMC	English	Thu 14-16
9719KJC847	The "historiographic turn" in contemporary	Hopfener, Birgit	VMC/SEG	English	5./6. & 12./13. July 10-18
9719KJC848	Forschungskolloquium für Doktoranden und Masterstudierende in Global Art History	Juneja, Monica		English	Tue 16-18
9719KJC849	Narrating Worldliness (II): The Global Contemporary	Juneja, Monica	VMC/SEG	English	Tue 14-16
9719KJC867	Buddhist Philosophy in its sources	Kellner, Birgit	KBR/VMC	English	17/18 May; 14/15 June; Fr. 14-18, Sat. 10-18
9719KJC850	Philosophical Encounters between Asia and Europe	Kurtz, Joachim	KBR/SEG	English	Tue 11-13
9719KJC851	Political Philosophy in 20th-Century China	Kurtz, Joachim	KBR/SEG	English	Thu 11-13
9719KJC852	Global Japanese Diaspora	LeBaron von Baeyer, Sarah	KBR/SEG	English	Wed 11-13 (June/July)
9719KJC853	Contemporary Korean History: Politics, Economy and Globalization	Lee, Hyojin	SEG/KBR	English	Wed 14-16
9719KJC854	Times of turmoil: Postcolonialism and national movements in Southeast Asia	Melber, Takuma	SEG/KBR	English	Wed 9-11
9719KJC855	Transcultural brokers in the age of global wars	Melber, Takuma	SEG/VMC	English	Tue 14-16

Courses No.	Course	Instructor	Fucus	Language	Time/Date
	Taiwan Lecture Series	Mittler, Barbara; Leigh, Jen-co		English	
9719KJC856	GPTS Reading Class	Nowotnick, Jule		English	Wed 9-11
9719KJC857	GPTS-Colloquium	Nowotnick, Jule		English	Thu 14-18
9719KJC858	Academic Writing in English	O'Riagain, Russel		English	Mon 11-13
9719KJC859	Curiosity Cabinets, World Art Fairs, and Museums: Collecting and Displaying the Orient	Pochodzalla, Jennifer	KBR/VMC	English	Tue 9-11
9719KJC860	The transcultural challenge in research methodology	Roche, Sophie	SEG/KBR/VMC	English	Fr 11-13
9719KJC861	Classical Tibetan IV	Simon, Camille		English	Mon 16-18
9719KJC862	Colloquial Tibetan II	Simon, Camille		English	Mon 8-12; Tue 8-10
9719KJC863	Colloquial Tibetan IV	Simon, Camille		English	Mon 12-14; Wed 14-16
9719KJC868	Heritage in Anthropological Perspective	Wergin, Carsten	SEG/VMC	English	Thu 12-14

### Grades Transfer System between GSL and HCTS

GSL: Graduate School of Letters, Kyoto University

HCTS: Heidelberg Centre for Transcultural Studies, Heidelberg University

GSL		HCTS	GSL		HCTS	GSL		HCTS
100	A+	1,0	86	A	2,0	72	B	3,3
99	A+	1,0	85	A	2,0	71	B	3,3
98	A+	1,0	84	A	2,0	70	B	3,3
97	A+	1,0	83	A	2,0	69	C	3,7
96	A+	1,0	82	A	2,3	68	C	3,7
95	A+	1,3	81	A	2,3	67	C	3,7
94	A+	1,3	80	A	2,3	66	C	3,7
93	A+	1,3	79	B	2,7	65	C	3,7
92	A+	1,3	78	B	2,7	64	C	4,0
91	A+	1,3	77	B	2,7	63	C	4,0
90	A+	1,3	76	B	3,0	62	C	4,0
89	A	1,7	75	B	3,0	61	C	4,0
88	A	1,7	74	B	3,0	60	D	4,0
87	A	1,7	73	B	3,0			



Asian Platform for Global Sustainability & Transcultural Studies (AGST), GSL Branch  
Graduate School of Letters  
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