

## COURSE TITLE

**Summer Japanese I**      **(4 credits / 8 weeks)**  
**(2 credits / 4 weeks)**

## INSTRUCTORS

Kazuyo TAKEDA, Tomoe NISHIO

## COURSE DESCRIPTION

This course is designed for students who have had fewer than 200 hours of Japanese instruction. Students should have already mastered both HIRAGANA and KATAKANA in order to enter this level. The course in this level covers basic introductory Japanese grammar. This course uses *GENKI I* L.1 – L.8.

## COURSE GOALS

- Be able to communicate in simple Japanese for daily use.
- Be able to read short stories and write short passages such as postcards and simple e-mails.
- Be able to handle 100 kanji in addition to hiragana and katakana.

## COURSE SCHEDULE

Week 1    Genki Lesson 1  
Week 2    Genki Lesson 2  
Week 3    Genki Lesson 3  
Week 4    Genki Lesson 4  
Week 5    Genki Lesson 5  
Week 6    Genki Lesson 6  
Week 7    Genki Lesson 7  
Week 8    Genki Lesson 8

## TEXTS

### **Textbook\***

Eri Banno et al., *Genki: An Integrated Course in Elementary Japanese I*[Second Edition].

\*The textbook is available to borrow at the library or to purchase at the campus bookstore.

### **Supplementary Materials**

Other materials are provided

## ASSESSMENT

Class Participation 15%; Homework 15%; Quizzes 20%; Tests 50%

## COURSE TITLE

# Summer Japanese II (4 credits / 8 weeks) (2 credits / 4 weeks)

## INSTRUCTORS

Tomoe NISHIO, Nanae FUKUTOMI, Akiko TSUDA

## COURSE DESCRIPTION

The course in this level covers introductory Japanese grammar and discourse structures to improve students' overall language proficiency. Students should have mastered 30 kanji to enter this level. This course uses *Genki I* (Lessons 5 to 12) and authentic materials.

## COURSE GOALS

- Be able to communicate in simple Japanese for daily use.
- Be able to read short stories and write short passages.
- Be able to handle 150 kanji in addition to hiragana and katakana.

## COURSE SCHEDULE

Week 1	GENKI Lesson 5
Week 2	GENKI Lesson 6
Week 3	GENKI Lesson 7
Week 4	GENKI Lesson 8
Week 5	GENKI Lesson 9
Week 6	GENKI Lesson 10
Week 7	GENKI Lesson 11
Week 8	GENKI Lesson 12

## TEXTS

### **Textbook\***

Eri Banno et al., *GENKI: An Integrated Course in Elementary Japanese I*, 2<sup>nd</sup> ed., Japan Times.

\*The textbook is available to borrow at the library or to purchase at the campus bookstore.

### **Supplementary Materials**

Other materials are provided

## ASSESSMENT

Class Participation 15%; Homework 15%; Quizzes 20%; Tests 50%

## COURSE TITLE

**Summer Japanese III      (4 credits / 8 weeks)**  
**(2 credits / 4 weeks)**

## INSTRUCTORS

Nobuyo MACHIDA, Fumika KAMEI, Kazuyo TAKEDA

## COURSE DESCRIPTION

Designed for students who have mastered 150 Kanji to enter this level. This course covers introductory Japanese grammar, including probability, expressing opinions, reported speech, more noun counters, expressions for giving and receiving, and conditionals. Honorific expressions and humble expressions are also introduced, along with some discourse structures used in daily life.

## COURSE GOALS

Upon the successful completion of the course, the student will be able to:

- handle various interactive task-oriented and social situations.
- express their own ideas accurately and appropriately about themselves and their immediate environment.
- write longer passages such as letters and e-mails.
- handle 320 Kanji.

## COURSE SCHEDULE

Week 1    GENKI lesson 13  
Week 2    GENKI lesson 14  
Week 3    GENKI lesson 15  
Week 4    GENKI lesson 16  
Week 5    GENKI lesson 17  
Week 6    GENKI lesson 18  
Week 7    GENKI lesson 19  
Week 8    GENKI lesson 20; Review

## TEXTS

### **Textbook\***

Eri Banno et al., *GENKI : An Integrated Course in Elementary Japanese II*, 2nd ed., Japan Times.

\*The textbook is available to purchase at the campus bookstore.

### **Supplementary Materials**

Supplementary materials will be provided by the instructor.

## ASSESSMENT

Class Participation 15%; Homework 15%; Quizzes 20%; Tests 50%

## COURSE TITLE

**Summer Japanese IV (4 credits / 8 weeks)**  
**(2 credits / 4 weeks)**

## INSTRUCTORS

Maki ISOYAMA, Kaori KONDO, Ryoko ONISHI, Yuriko IDE

## COURSE DESCRIPTION

Designed for students who have mastered 320 Kanji to enter this level. The course in this level covers most intermediate grammar and discourse structures for those who are able to successfully handle novice level of Japanese. This course uses an original textbook for intermediate Japanese, *Tsunagu 1* L.1 – L.4 and authentic materials.

## COURSE GOALS

Upon the successful completion of the course, the student will be able to:

- deliver a speech in an organized way on familiar topics,
- demonstrate their ideas through improvisational discussion or debate on familiar topics,
- analyze critically such as decision making and judgement by obtaining necessary information from authentic materials,
- prepare drafts for oral presentations,
- handle 410 Kanji

## COURSE SCHEDULE

Week 1	Lesson 1
Week 2	Lesson 1
Week 3	Lesson 2
Week 4	Lesson 2; Midterm Exam
Week 5	Lesson 3
Week 6	Lesson 3
Week 7	Lesson 4;
Week 8	Lesson 4; Final Exam

## TEXTS

### **Textbook\***

Original textbook, *Tsunagu 1*, needs to be purchased.

### **Supplementary Materials**

Supplementary materials will be provided by the instructor.

## ASSESSMENT

Class Participation 15%; Homework 15%; Quizzes 20%; Tests 50%

## COURSE TITLE

**Summer Japanese V**      **(4 credits / 8 weeks)**  
**(2 credits / 4 weeks)**

## INSTRUCTORS

Junko FUJIMOTO, Tomoko KOMADA

## COURSE DESCRIPTION

The course in this level covers most of the important intermediate grammar and discourse structures while reviewing basic Japanese grammar. The course uses an original textbook for intermediate Japanese, *Tsunagu 1*, L.3 – L.6 and authentic materials. Students should have mastered 410 Kanji to enter this level.

## COURSE GOALS

Upon the successful completion of the course, the student will be able to:

- express his/her idea in an organized way through group discussion and debate on familiar topics,
- demonstrate understanding of authentic written materials,
- write well-organized scripts for oral presentations,
- read and write 600 Kanji.

## COURSE SCHEDULE

Week 1	Lesson 3
Week 2	Lesson 3
Week 3	Lesson 4; Speech
Week 4	Lesson 4; Review for exam
Week 5	Lesson 5
Week 6	Lesson 5
Week 7	Lesson 6; Oral Presentation
Week 8	Lesson 6; Review for exam

## TEXTS

### **Textbook\***

Original textbook, *Tsunagu 1*, needs to be purchased.

### **Supplementary Materials**

Supplementary materials will be provided by the instructor.

## ASSESSMENT

Class Participation 15%; Homework 15%; Quizzes 20%; Tests 50%

## COURSE TITLE

**Summer Japanese VI**      **(4 credits / 8 weeks)**  
**(2 credits / 4 weeks)**

## INSTRUCTORS

Hisami OKADA

## COURSE DESCRIPTION

This course introduces grammar and discourse structures with an original textbook for intermediate Japanese, *Tsunagu II* and supplementary materials. Students need to be able to understand 600 Kanji to enter this course.

## COURSE GOALS

- Be able to explain in Japanese in an organized way.
- Be able to read texts such as short essays and articles from newspaper.
- Be able to understand 900 Kanji.

## COURSE SCHEDULE

<i>Week 1</i>	<i>Introduction</i>
Week 2	Lesson 8
Week 3	Lesson 9
Week 4	Review for exam
Week 5	Lesson 10
Week 6	Lesson 11
Week 7	Lesson 12
Week 8	Review for exam

## TEXTS

### **Textbook\***

Original textbook, *Tsunagu II*, needs to be purchased.

### **Supplementary Materials**

Supplementary materials will be provided.

## ASSESSMENT

Class Participation 15%; Homework 15%; Quizzes and Tests 70%

## COURSE TITLE

# **Internship in Japanese (Advanced) (3 credits)**

## INSTRUCTORS

Emi SATO, Robert CROKER, Marc BREMER

## COURSE DESCRIPTION

This course is for students of Course B who will be doing an internship. The goal of the course is to use Japanese and knowledge about Japan at the internship site in order to do an internship without problem and to present that experience.

In Advanced training, we learn to use in practice knowledge such as Japanese and business etiquette learned in the first half of Business Japanese. We also do lectures in Japanese management and Japanese society in order to obtain knowledge to help at your internship.

After that, over a two week period, you will do an internship at two companies, spending a week at each one.

After the internship, as Post training, you will summarize the experience of the internship in a report and do a presentation.

## COURSE GOALS

- Have the knowledge necessary to participate in an internship.
- Take advantage of what you studied and participate in an internship.
- Report on your internship experience and make presentations.

## COURSE SCHEDULE

Week 1	Advanced training <ul style="list-style-type: none"><li>•Lecture in Japanese Management</li><li>•Lecture in Japanese Society</li><li>•Review (Business conversation)</li><li>•View and read companies' websites</li></ul>
Week 2	Internship
Week 3	Internship
Week 4	Post training <ul style="list-style-type: none"><li>•How to write a report</li><li>•Presentation</li></ul>

## TEXTS

Materials are provided

## ASSESSMENT

Class Participation 10%; Internship 30%; Assignment 15%; Tests 45%

## COURSE TITLE

# Japanese in Volunteering (2 credits)

## INSTRUCTOR

Fumika KAMEI

## COURSE DESCRIPTION

This course is designed for Summer Japanese IV, V and VI students who want to visit an after-school day-care center to have cultural exchange with elementary school students and is recommended for those who intend to participate in JET program. In this course, students will improve their presentation skills and communication skills by learning from in-class and off-campus activities. In class, students will 1) learn expressions and strategies necessary for communicating with children, 2) prepare activities and presentations for the volunteer work, and 3) reflect on their experience and share with the class what they learned from volunteer work. Students are required to have four off-campus volunteering activities and give presentations about them. All volunteering is unpaid activity with a not-for-profit organization. All course work is conducted in Japanese. Class enrollment will be limited to 4 students.

## COURSE GOALS

- Be able to give a presentation about your culture in front of children.
- Be able to lead activities for children.
- Understand the difference children and adults in language and communication.
- Acquire skills and knowledge to work as a volunteer through active learning and problem solving.

## COURSE SCHEDULE

1. 6/7 Introduction, learning about the after-school day-care center
2. 6/12 Skills for presentation directed at children
3. 6/14 Demonstration
4. 6/19 Preparation and discussion
5. 6/21 Off-campus activity <Volunteer work (1)> (135 minutes)
6. 6/26 Preparation and discussion
7. 6/28 Off-campus activity <Volunteer work (2)> (135 minutes)
8. 7/5 Off-campus activity <Volunteer work (3)> (135 minutes)
9. 7/10 Preparation and discussion
10. 7/12 Off-campus activity <Volunteer work (4)> (135 minutes)
11. 7/17 Discussion
12. 7/24 Discussion
13. 7/31 Final presentation

## TEXTS

**Textbooks: None**

Reading materials and handouts assigned by the instructor.

## ASSESSMENT



Class Participation 15%; Homework 30%; Presentations 40%; Final presentation and report 15%

**COURSE TITLE**

**Introduction to Global Studies (2 credits)**

**INSTRUCTOR**

Robert CROKER

**COURSE DESCRIPTION**

This is a lecture and discussion class that meets twice a week, Monday and Thursday afternoons. It is a class conducted in English with undergraduate students from Faculty of Global Liberal Studies. The purpose of the class is to develop a deeper understanding of social issues presently facing Japan, by analyzing and discussing these issues from a variety of perspectives – theoretical, cultural, linguistic, and historical – using a comparative approach – comparing the case of Japan with that of other societies and cultures. By the end of the course, students will have developed a deeper understanding of contemporary social issues in Japan, and the solutions that are culturally possible and appropriate. Students with an interest in sociology, anthropology, policy studies, history, politics and gender will find the course particularly rewarding. Each Monday the class will explore one social issue, such as how Japanese society marginalizes certain peoples, the problems facing working women, or Japan’s religious diversity, through reading about and discussing case studies. Each Thursday, small groups of Japanese and CJS students will together engage in a problem-based task, such as designing a Japanese earthquake shelter to include people with special needs, or designing an orphanage in Japan for teenagers, that activates students’ understanding of that social issue. The goal of each case study is to develop a policy that is culturally, politically, and socially appropriate. Each group will briefly present their policy to another group, and then discuss it together. At the end of each Thursday class there will be a class discussion or debate. Your thoughtful, active participation throughout the course is expected.

**COURSE GOALS**

1. to develop a deeper understanding of social issues facing Japan and other modern societies
2. to analyze and discuss these contemporary social issues from a comparative perspective
3. to be able to find sources and evaluate their reliability
4. to be able to create practical solutions to these contemporary social issues
5. to understand the basic principles of comparative sociology

**COURSE SCHEDULE**

Class 1: Introduction to global studies - comparative sociology

Classes 2 and 3: people with (dis)abilities

Case Study 1 - design a Japanese earthquake shelter, including people with special needs

Classes 4 and 5: forgotten children

Case Study 2 - design an orphanage in Japan for teenagers

Classes 6 and 7: marginalized peoples and human rights

Case Study 3 - design a school program that supports Japan’s youth minorities

Classes 8 and 9: gender and inclusive work spaces

Case Study 4 - design a workplace in Japan that helps parents balance work and family

Classes 10 and 11: religious and ethnic minorities in the community

Case Study 5 - design an inclusive community support system for Japan's marginalized people

Classes 12 and 13: aging populations

Case Study 6 - design a day service or old-age home for aged Japanese people

Classes 14 and 15: giving back through volunteering and service learning

Case Study 7 - design a short-term program to introduce Japan's diversity to foreign students

**Study Time (outside class):**

1. complete one reading for each topic, and write a summary and create discussion questions
2. complete each case study report
3. complete the final report (on one case study topic)

**TEXTS:** (printed materials will be provided each class)

Readings from a variety of sources will be provided in class. Note that students will also be expected to find their own readings as well.

**ASSESSMENT**

Case studies (7 case studies, each 10%) = 70%

Final report = 30%

**OTHER PREREQUISITES**

Ability to read academic English. Reports may be submitted in English or Japanese.

**AUDIT**

Not permitted.

**LANGUAGE USED IN CLASS**

Principally English, but some groups may choose to discuss in Japanese.

## COURSE TITLE

# Introduction to Sustainability Studies (2 credits)

## INSTRUCTOR

Marc BREMER

## COURSE DESCRIPTION

The class will be held in lecture format. Students will work with each other in teams to complete a project.

While we enjoy the rich life of an advanced economy, we face environmental problems of a scale that we have never experienced before. These problems include global warming, environmental degradation and the management of nuclear waste. How can we understand the trade-offs between economic growth and environmental problems and achieve sustainable development? In these lectures, we will deepen our understanding of sustainability. Specifically, we will outline the basic concepts of business and economics for sustainable development and the key issues of environmental ethics for future generations.

## COURSE GOALS

1. Students will learn about sustainable environmental policies
2. Students will learn about environmental economics
3. Students will improve their scientific literacy
4. Students will learn about sustainable business

## COURSE SCHEDULE

- Class 1 6/7 Environmental Literacy and Sustainability (Module 1.1)  
Start thinking about sustainability project topics
- Class 2 6/11 Science Literacy (Modules 1.2)  
Outline of the group sustainability projects
- Class 3 6/14 Population and the Environment (Module 1.3)  
Form groups for sustainability projects
- Class 4 6/18 Ecosystems (Module 2.1)  
Spaceship Earth: A Safe Operating Space for Humanity  
Sustainable project proposal due (two A4 pages)
- Class 5 6/21 Population Ecology (Module 2.2)  
Fire Ants in Japan!
- Class 6 6/25 Biodiversity (Module 3.2)
- Class 7 6/28 Urbanization (Module 4.2)
- Class 8 7/2 Ecological Economics and Consumption (Module 5.1)  
T-Shirts in a Global Economy
- Class 9 7/5 Sustainable Food (Modules 8.1 and 8.2)
- Class 10 7/9 Sustainable Energy (Modules 9.1 and possibly 9.2)
- Class 11 7/12 Sun, Wind and Earth Energy Nuclear Energy (Module 11.2 and possibly 11.1)
- Class 12 7/16 Climate Change (Modules 10.1 and possibly 10.2)
- Class 13 7/19 Team presentations of sustainability projects

Class14 7/23 Team presentations of sustainability projects  
Class15 7/26 Team presentations of sustainability projects

### **Study Time (outside class):**

Students should read the book modules before the lectures. Students will have to meet in a group of between 4 and 6 people outside of the class to work on a sustainability project. The project includes both a written report (in English) and a PowerPoint presentation (in English). Potential project topics include: alternative energy, aquaculture, Bjørn Lomborg, carbon cycle, climate change, colony collapse disorder, environmental degradation, environmental Kuznets curve, environmental skepticism and fatigue, e-waste, fast fashion, fire ants, genetically engineered foods, green revolution, greenhouse effect, Greenland Norse, invasive species, malaria, hydraulic fracturing, indoor air pollution, Kerala model, Kyoto Protocol, locally grown food, management of nuclear waste, International Union for Conservation of Nature, Maya collapse, Montréal Protocol, North Pacific Anadromous Fish Commission, Peter Jacques, Rachael Carson, recycling, repurposing, sustainable forest management, sustainable supply chains, sustainable tourism, tragedy of the commons, t-shirts, water conservation, white-nose syndrome and zero-impact commuting.

Students are welcome to propose their own sustainability topics. Students must find at least three books and five articles related to their sustainability project. Students are strongly encouraged to suggest original solutions to sustainability issues. Controversial solutions are welcome! Time for the final team presentation is between ten and fifteen minutes. All team members must participate in the presentation. The written report should be between five and fifteen A4, double spaced pages with 2.5 cm margins. The report must include the names of all team members and a list of references.

### **ASSESSMENT**

Class participation (which include short in-class-surprise quizzes) 40%.  
Final group sustainability report 60%

### **TEXTS**

Karr, Susan, Jeneen Interlandi and Anne Houtman (2018) *Environmental Science for a Changing World*, 3<sup>rd</sup> edition, New York: Macmillan Education & Scientific American. (Required)  
Kyodo News Service (2017) Venomous Fire Ants, Including First Confirmed Queen in Japan, Found at Osaka Port, October 18. (Suggested)  
Rivoli, Pietra (2014) *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power and Politics of World Trade*, New York: Wiley. (Suggested)  
Rockström, Johan and others (2009) A Safe Operating Space for Humanity, *Nature*, Vol 461, September , 472-475. (Suggested)

Additional material will be handed out in class.

### **OTHER PREREQUISITES**

Sustainability is an evolving topic; you are required to read periodicals and to keep up with environmental developments. Students *should* bring a smart phone to class.

### **LANGUAGE USED IN CLASS**

This course will be taught in English.

## **COURSE TITLE**

# **Japanese Studies A : Japan in the Geopolitics of the Asia-Pacific (2 credits)**

## **INSTRUCTOR**

David M. POTTER

## **COURSE DESCRIPTION**

Since 1905 the geopolitics of the Asia-Pacific Region has been shaped by the interactions of the region's four great powers: China, Japan, the United States, and Russia. Their political and alliance configurations have changed over time, most recently since the end of the Cold War. This course examines those changes with an emphasis on regional geopolitics since 1990 and places special emphasis on options and limitations for Japan's foreign policy.

## **COURSE GOALS**

By the end of the course students will understand:

- 1) The contours of geopolitics in the Asia-Pacific region
- 2) The basics of the foreign and security policies of the major powers of the region
- 3) Current geopolitical issues in the region
- 4) Japan's responses to those current issues

## **COURSE SCHEDULE**

1. Course explanation
2. What is geopolitics?
3. Asia-Pacific geopolitics from 1900 to 1945
4. The Cold War in the Asia-Pacific 1
5. The Cold War in the Asia-Pacific 2
6. Post-Cold War Asian geopolitics 1
7. Post-Cold War Asian geopolitics 2: China rises
8. Geopolitics today: the Korean peninsula
9. Geopolitics today: the South China Sea
10. Geopolitics today: ASEAN and Asian regionalism
11. Japanese foreign policy and Northeast Asia
12. Japanese foreign policy and Southeast Asia
13. Is there an Indo-Pacific?
14. Whither Asia-Pacific geopolitics?

## **TEXTS**

Derek MacDougall, *Asia-Pacific in World Politics*, 2<sup>nd</sup> edition. Lynne Rienner, 2016.  
Other short materials may be handed out during the course.

## **ASSESSMENT**

Students are expected to attend every class and to have prepared for that class by reading the assigned materials for that day. They are also expected to participate in discussions during class. This component is worth 40% of the course grade.

Students will complete a final paper related to the course content. This component is worth 60% of the course grade.

## **JAPANESE LEVEL**

Not required

## **LANGUAGE USED IN CLASS**

English

## COURSE TITLE

# Japanese Studies B: Culture (2 credits)

## INSTRUCTOR

Sharif MEBED

## COURSE DESCRIPTION

This course attempts to access ancient and modern Japanese culture through literature. It is a general overview of Japanese literature through the ages. Each lesson will include short teacher-centered lectures about the works and the eras in which they were written. Following that, there will be readings and student-to-student discussions of the works. Students will have time to formulate opinions about the works and consider various other interpretations. We will also discuss the historical aspect of many of the works including social, religious and economic influences. Despite the short time period, we will attempt to achieve a basic understanding of some key currents in Japanese culture religion and literature. Other activities will include watching performances of famous works.

## COURSE GOALS

1. Gain background cultural knowledge to enable students to analyze ancient literary works.
2. Be able to comprehend Japanese traditional cultural and aesthetic concepts within works of literature.
3. Be able to formulate opinions about the possible meanings of texts taken up in class and articulate them in short papers and presentations.
4. Deepen understanding of Japanese cultural trends.

## COURSE SCHEDULE

### **Lesson 1: Early Japanese Literature – *Manyōshū***

Students will learn about the origins of the Japanese writing system and the earliest known poetry. We will discuss the cultural, historical and political background. Then we will consider the aesthetic nature of Japanese early literature. We will discuss the struggle to establish Japanese culture in the context of the hegemonic Chinese culture.

### **Lesson 2: Heian literature- *Tale of the Bamboo Cutter***

This lesson examines the earliest narrative of Japan, we will look for important cultural themes in the story and consider how it might have been written. Moreover, we will look at the thematic meanings and consider their relation to culture and society.

### **Lesson 3: Heian literature- *The Tosa Diary***

This lesson focuses on Ki no Tsurayuki's Tosa Diary. We will examine the nature of diary style writing and the values that are expressed within that.

### **Lesson 4: Heian literature- *Kokin Wakashu***

In this lesson students will be introduced to one of the most famous Japanese poetry anthologies. We will analyze a series of poems and also look at Ki no Tsurayuki's "Kana Preface". Here we shall look for the aesthetics that are key to understanding Japanese culture.

**Lesson 5: The Height of Heian Court literature- *The Tale of Genji***

This lesson will take up an example of literature from the Heian period (794 AD-1185).

**Lesson 6: The Height of Heian Court literature- *The Tale of Genji II***

In this lesson we will look at chapter 4 “Yugao the Twilight Beauty” from *the Tale of Genji*, and try to discover the importance and quality of this classic work.

**Lesson 7 Poetry on the Road**

We will look at the poetry of Saigyō and Fujiwara no Teika and think the Japanese world outlook of that period. We will consider whether or not the ideas reflected therein continue to hold sway in modern society

**Lesson 8 The Noh Theater**

In this class, we will view and read a work from the Noh theater, *Atsumori*. This work is based on *The Tale of Heike* and allows us to see some other aspects of Japanese philosophy and aesthetics.

**Lesson 9 The Kyogen Theater**

We will watch and read some humorous Kyogen theater works. In analyzing these works we can experience the lighter side of Japanese medieval thinking, consider how it is still alive today and to what extent it may be universal.

**Lesson 10 Medieval Poetry and Prose**

In this lesson we will look at writings by Buddhist monks including Ikkyū’s poetry and Yoshida Kenkō’s *Essays in Idleness*. We will try to understand their world view and how it fits in with the realities of the period.

**Lesson 11 Edo Literature: Matsuo Bashō’s life and Haiku**

Students will discuss life in the early modern era (1600-1865). Who was Bashō? What is Haiku, and why is it important?

**Lesson 12 Edo Literature: Matsuo Bashō’s *The Narrow Road to Oku***

Students will attempt to get a handle on this important work of literature. We will look closely at the nature of the work as a travel diary and analyze the haiku therein.

**Lesson 13 Modern Literature**

In this meeting we will discuss what is modern about Akutagawa’s “Hell Screen”, and consider what aspects we have studied in the previous lessons are included in this modern work.

**Lesson 14 Introduce independent projects**

Each student will give a presentation on the work that he or she studied as part of the final paper.

**TEXTS**

Keene, Donald. *Anthology of Japanese Literature: From the Earliest Era to the Mid-Nineteenth Century*. Grove Press 1994

**ASSESSMENT**

Class Participation 30%; Short Presentation 20%; Essays 50%

**LANGUAGE USED IN CLASS**

English only.



## COURSE TITLE

# Japanese Arts A: Flower Arrangement

## INSTRUCTORS

Kōji KANAMORI, Yoshimi HIRUNAMI, Junko KOZAKAI

## COURSE DESCRIPTION

The course provides a brief history of and an introduction to the fundamental concepts, theories, and practice of the artificial arrangement of flowers in Japanese style, adapted after the Ohara School of *Ikebana* (Japanese flower arrangement). Mainly practicing the basic styles of *Ikebana* using a shallow flower container in the class, students also learn the seasonal flowers of Japan. Instruction on the handling of materials is given in both Japanese and English.

## COURSE GOALS

- Understand how to compose the basic styles.
- Learn how to handle the materials and basic thinking of Japanese style Ikebana.
- Get a sense for the Japanese seasonal feeling and Japanese seasonal customs.

## COURSE SCHEDULE

- Hana-ishō: the rising form (tateru katachi) – basic form, variation
- Hana-ishō: the inclining form (katamukeru katachi) – basic form, variation
- Moribana: the upright style (chokuritu-kei) or the slanting style (keisha-kei)
- Test (Hana-ishō (the rising form, the inclining form) or Moribana)

## TEXTS

**Textbooks:** None

Materials are provided.

## ASSESSMENT

Class participation 50%, test 50% (students are required to choose one style from the rising form or the inclining form and arrange the flowers)

## COURSE TITLE

# Japanese Arts B: Woodblock Printing

## INSTRUCTORS

Tatsuhiko HASEGAWA

## COURSE DESCRIPTION

The traditional Japanese art of *Ukiyoe hanga* has an international reputation for its artistic expressions. It involves a high level of skill and possesses its own unique world. In this class the concept of the Japanese expression of art, which is different from that of the West, can be experienced through *hanga*, or woodblock printing.

## COURSE GOALS

- Understand woodblock printing expression by experiencing carving and printing within the assignments set (creating woodblock prints).
- In the own design section of the course, expressing your own picture or design as a woodblock print.

## COURSE SCHEDULE

- Watching video introducing woodblock printing
- Understanding from the video how to use tools such as knives and *baren*
- Copying the preliminary sketch on a block and carving it
- Printing the finished block
- Observing a demonstration of how to print
- Practicing printing our own blocks
- Fixing the block if necessary and printing it again

In the remaining time once the assignments are completed, we will create original works involving sketching, carving and printing. All the works (prints) should be handed in at the last class of the summer program.

## ASSESSMENT

Class Participation 40% (absent once:20%, twice:F); Carving Skills and Appreciation 20%; Printing Skills and Appreciation 20%; Expression and Originality of Work 20%

A+ to A- : 100-85, B+ to B- : 84-60, C+ to C- : 59-50, D+ to D- : 50-30,  
F: 29 or below

## COURSE TITLE

# Japanese Arts C: Japanese Culture and Tea Ceremony

## INSTRUCTORS

Fumie KOJIMA, Ari NOZAKI

## COURSE DESCRIPTION

The tea ceremony, known in Japanese as *sado*, is more than just the host making then serving tea to guests according to certain protocols. The philosophy of *sado* is expressed in the term *wakei-seijaku*. *Wa* signifies opening our hearts to one another and being amicable; *kei* represents mutual respect; *sei* expresses cleanliness and purity, not only where the eyes can see but also in spirit; and *jaku* indicates remaining calm in any situation. Being aware of this philosophy is important as we share a tea setting and show respect for all present. In this course, not only do we learn the *omote-senke* style of interaction between the guests and the host, and the manners involved, but we also touch upon the aesthetic sensibilities of the Japanese, who developed *sado* culture, and the nature of the Japanese spirit.

## COURSE GOALS

- Be able to display correct and beautiful department a Japanese-style room.
- Be able to act and move in a courteous manner as a guest in tea ceremony setting.
- Be able to deliver one serving of tea in a relatively informal style.

## COURSE SCHEDULE

- Rules of behavior for guests
- Making the tea ( a simplified form)
- Tea ceremony setting and utensils
- Spread of popularity of the tea ceremony and its history
- *Sado* and *Zen*

## ASSESSMENT

Class Participation 50%; Test (Rules of Behavior for Guests and a Simplified Form of Ceremony) 50%

## COURSE TITLE

# Japanese Arts D: Traditional Japanese Dancing

## INSTRUCTOR

Yoshinosuke NISHIKAWA

## COURSE DESCRIPTION

Japanese traditional dance, known as buyo (舞踊) comprises the two components of mai (舞) and odori (踊), which are the kun or native Japanese readings for buyo. Mai has developed from the movements carried out by people circling what is called a yorishiro, an object capable of attracting kami or gods. This eventually led to the development of classical Japanese music drama, No.

At the same time, odori developed from the movements seen in the so-called “stamping songs” which were designed to placate the earth and appease evil spirits. The lives of farming people depend upon the rice crop, so seeking to lend vitality to the earth and acting out the process by which a bumper crop is produced made sense. This led to the acrobatic display known as sarugaku, to then to kyogen or comic drama.

Through the ages, people have performed various beautiful dances and gestures in order to please the gods and to have their wishes fulfilled. It was during the 16th century, in the Muromachi Period, that ceremonial dances developed in the direction of performing arts. In 1603, using a blend of elements from mai and odori, Okuni-kabuki was performed in Kyoto, effectively starting what became kabuki dance. From there, after several adaptations, kabuki centered on its dramatic elements and the traditional dance components of kabuki developed along their own unique paths, creating what is now Japanese traditional dance.

In our classes, students will come to understand the difference between the movements of farming people and horse-riding people (unifying force and centrifugal force), fundamental postures (the difference in types of walk depending on the role), the appearance of the fan in Japanese culture (portraying its multi-layered nature). They will wear kimono and actually dance to music.

## COURSE GOALS

- To understand an aspect of Japanese culture.
- To perform Japanese traditional dance.

## COURSE SCHEDULE

Week 1 Wear kimono and learn fundamental postures and rules of courtesy

Week 2 Learn the different ways to walk depending upon the role

Week 3 Learn expression using a fan

Week 4 Use all of the various skills learned in the first three weeks to dance to music

## TEXTS

None

Students are required to purchase tabi socks, but normal socks should be worn to the first lesson.

## **ASSESSMENT**

Class participation 30%; Proficiency 40%; Artistic quality 30%

## **LANGUAGE USED IN CLASS**

Japanese only.