

**CLASS FREQUENCY:**

	Length of one class period (Minutes)	Semester /Term	Class Meetings per week	Credits Given
Lecture Courses	90	Fall	2	4
			1	2
		Autumn	2	3
			1	2
Japanese Language Courses	45×3 / day	Fall	4	6
		Autumn	4	5
		Spring	4	5
Language Development Workshops	90	Autumn	1	1
		Spring	1	1

**REGISTRATION:**

International Students of the International Division Program can select any courses from the list of courses to be offered in the academic year 2003-2004. All students should follow the requirements and rules as follows:

**A. Requirements****1. Length of Study****(1) Year-long****Academic Year (Fall Semester & Spring Semester /September 29, 2003 to June 25, 2004):**

In the Fall Semester, Academic-Year students are required to take 2-credit or 4-credit courses beginning September 29, 2003 and ending February 6, 2004, and in the Spring Semester, they will take 2-credit or 3-credit courses. Only Autumn-Term students may register for the 3-credit version of courses offered in the Autumn Term.

**(2) Semester-long**

- **Fall Semester (September 29, 2003 to February 6, 2004):**

Fall-Semester students are required to take 2-credit or 4-credit courses beginning September 29, 2003 and ending February 6, 2004. Only Autumn-Term students may register for the 3-credit version of courses offered in the Autumn Term.

- **Autumn Term (September 29, 2003 to December 22, 2003):**

For students planning to complete their studies and return to their home institutions for terms beginning in January 2004. Autumn-Term students will enroll in 3-credit courses beginning September 29, 2003 and ending December 22, 2003.

- **Spring Semester (April 1, 2004 to June 25, 2004):**

Spring-Semester students will take 2-credit or 3-credit courses.

## 2. Lecture Courses

Students are required to take at least 8 or 6 credits respectively in the Fall and Spring Semesters, excluding the Language Development Workshop, although Autumn-Term students have to take at least 6 credits in the Autumn Term. In addition to the minimum required credits described above, students may audit one lecture course without credits with the advance permission from the instructor.

## 3. Japanese Language Courses

As a rule, all students are required to take Japanese language courses each semester. In the Fall Semester, Academic-Year students and Fall-Semester students are required to take 6-credit courses, and Autumn-Term students will take 5-credit courses. In the Spring Semester, 5 credits are given.

Language Development Workshops (1 credit) will also be offered - for the Fall Semester, they are offered during the Autumn Term -. These workshops are recommended but not required(see note below).

In the case of a student who already has sufficient Japanese language ability to follow lectures conducted in Japanese, the student might be exempted from the Japanese language course upon consultation with the instructors of the Japanese class and the academic advisor for the Japanese language.

Semester/Term			Minimum Required Credits	Recommended Credits	Maximum Credits	Audit Courses (no credits obtained)
Fall/Autumn	Lecture	Fall Semester	8	12	16	1 course (2- 4 credits)
		Autumn Term	(6)	(9)	(12)	
	Japanese	Fall Semester	6	7	7	
		Autumn Term	(5)	(6)	(6)	
	Subtotal		14 (11)	19 (15)	23 (18)	
Spring	Lecture		6	9	12	1 course(2or 3 credits)
	Japanese		5	6	6	
	Subtotal		11	15	18	
Total	Lecture		14	21	28	2 courses
	Japanese		11	13	13	
	Total		25	34	41	

**\*\*NOTE:Credits earned for Language Development Workshops are not included in the minimum required number of credits.**

## B. Registration Method and Rules

### 1. Deadline for Registration

Course registration for the International Division Program must be completed as follows:

Semester/Term	Registration Date
Fall/Autumn	On the same day as the Academic Orientation is given (submit on 9/28)
Spring	On the last two days of the Fall Semester (submit on 2/5-2/6)

### 2. Change of Registration (Add and Drop Period)

#### a. Lecture Courses

If you wish to change your course(s), you will be permitted to add or drop the courses during the designated period after the start of the classes. You must report to the Office of the

Center for International Education and complete the change of registration by the deadline described below.

Semester/Term	Add and Drop Period
Fall/Autumn	9/29 - 10/3
Spring	4/1 - 4/7

**b. Japanese Language Courses**

As for the Japanese language class, you may not change the class you are assigned to on the basis of the Japanese Placement Test without the permission of the Japanese instructors and the academic advisor for the Japanese language. You are required to submit the petition form for the change of Japanese class endorsed by the instructors of your class and the academic advisor for the Japanese language to the Office of the Center for International Education by the deadline described below.

Semester/Term	Class Change Period
Fall/Autumn	9/29 - 10/10
Spring	4/1 - 4/7

**3. Withdrawal**

You may be permitted to withdraw from registered course(s) by reporting to the Office of the Center for International Education during the designated period described below as long as you maintain the minimum number of credits. *You will, however, be unable to withdraw from the Japanese language course, and Independent Study(which is offered in the Spring Semester).*

Semester/Term	Withdrawal Period
Fall/Autumn	10/ 6- 10/17
Spring	4/8 - 4/21

**CREDITS:**

Credits will be given on the condition that a student satisfactorily attends classes and fulfills all his/her academic obligations. Students are required to attend at least 3/4 of the lectures given in each course. Absence will affect the grade at discretion of the instructor. Late comers and early goers will be marked tardy. The number of tardiness may be considered in determining the grade. Dropping out of your registered course during the semester, after the withdrawal period, will result in an “F” grade.

Please note the following for all Japanese language courses:

1. Absences exceeding 1/4 of the total number of classes will result in reduction of grade ranking, i.e. from “B” to “C”.
2. Absences exceeding 1/3 of the total number of classes will result automatically in an “F” grade

**GRADING SYSTEM:**

A	100~94	Excellent	C+	79~77	Fair
A-	93~90		C	76~73	
B+	89~87	Good	C-	72~70	
B	86~83		D	69~60	Poor
B-	82~80		F	59~ 0	Fail

# JAPANESE LANGUAGE

(Spring Semester - 5 credits)

## **General Description:**

Thirteen courses at different levels (J1 – J13) are offered each year during the Fall and Spring Semesters. All courses are designed to assist the student in the development of listening, speaking, reading, and writing skills.

Through directed drills and demonstrated practices, these four skills are equally emphasized. The primary objective of the program is to develop effective oral and written communication skills with the goal of practical application of essential Japanese language structures.

## **Course Descriptions:**

### **1. J1 ~ J8 Courses**

The text used for courses J1 through J8 will be *Total Japanese*, a textbook compiled expressly for the Waseda University's International Division. As the title suggests, this text is designed to be a total course of study for listening, speaking, reading, and writing skills. (Note: The terms Elementary, Pre-intermediate, Intermediate, etc. are used as applied in Japanese programs in universities in Japan and may not conform with courses of the same name in other countries.)

#### J1 (Basic)

This course is designed for students with no background in Japanese. In two semesters, it will provide a basic knowledge of grammar and enable the student to carry on basic daily conversations. After mastering the basics of pronunciation, hiragana, katakana, and 300 kanji characters will be mastered by the end of the Spring Semester. Although a beginner course, students will use a text that cultivates not only listening and speaking, but reading and writing skills. Approximately 1,500 vocabulary words will be introduced.

#### J2, J3, J4 (Elementary – Pre-intermediate)

Students enrolled are expected to have some conversational ability and know how to read and write hiragana, katakana [and some kanji]. These courses will help augment conversational skills through discourse practice and [speaking] strategies as well as enhance student's grasp of fundamental grammar. Reading and writing practice using level-appropriate texts will assure solid preparation for the next level of courses. By the end of the Spring Semester, 350 to 400 kanji and 1,700 to 2,000 vocabulary words will be introduced.

#### J5, J6, J7, J8 (Elementary – Mid-intermediate)

While helping students advance beyond basic conversation, grammar, and reading/writing skills, these courses will help students apply what has been learned to construct basic sentence forms. Development of reading and writing ability along with conversational skills helps smooth the transition to the mid-intermediate level of study. By the end of the Spring Semester, 450 to 600 kanji and 2,000 to 2,500 vocabulary words will be introduced. J6, J7 and J8 students will be able to read authentic texts and discuss them in class by the end of the Spring Semester.

### **2 . J9 ~ J13 Courses**

In addition to the assigned regular Japanese classes (J9 - J13), students in these levels will be divided into five different kanji classes depending on their knowledge. The level of kanji class a student is assigned to (KS - K13) will not necessarily coincide with the students' regular Japanese classes (J9 – J13).

#### J9, J10 (Pre-intermediate – Intermediate)

Through review of fundamental sentence structures, students will acquire the ability to apply their beginning conversation and reading skills [independently]. These courses are designed to

expand the student's knowledge of Japanese grammar and sentence structures through the introduction of more complex constructions. Essays, critiques, and newspaper/magazine articles will be used in addition to the textbook material for developing reading comprehension. To encourage the development of listening comprehension, animation, movies, TV/radio news and documentaries will also be used. Oral presentation, composition, and expository writing will be practiced along with practical communication skills. Approximately 3,000 to 3,500 vocabulary words will be covered.

#### J11, J12 (Mid-intermediate – Intermediate)

As a result of the placement test, some review may be necessary along with mastering the mid-intermediate level vocabulary, expressions and sentence patterns. Selected readings from intermediate-level textbooks, current publications, essays, critiques and newspaper/magazine articles will be used, along with TV/radio news and documentaries. Conversation skills, oral presentations, composition writing will also be developed.

#### J13 (Pre-advanced – Advanced)

This course is for students who have mastered the basic skills and functions of efficient Japanese usage. Familiarity with at least 400 kanji is required. Selected readings from advanced-level [indigenous] textbooks, current publications, essays, critiques and newspaper articles will be used, along with TV/radio news and documentaries. The course further enhances the ability to conduct a higher level of conversation, and exercises skills in oral presentation as well as composition and synopsis writing. By the end of the Spring Semester, students should be able to read standard magazine and newspaper articles.

#### **KS ~ 13 (Kanji classes)**

Students will know approximately the following number of kanji characters by the end of the academic year.

KS:		K12:	1,000 ~ 1,100
K10:	700 ~ 750	K13:	1,300 ~ 1,400
K11:	800 ~ 850		

Kanji Seminar is a class to develop kanji knowledge comprehensively based on review of basic kanji.

#### **Grade:**

The method for determining the final grade for the semester will be announced during the first week of each semester in each class. Poor attendance or tardiness will lower your grade.

# JAPANESE LANGUAGE (SPRING SEMESTER)

(5 credits)

## Course Descriptions:

### J1 – J6 Courses

Textbooks used in the Spring Semester will continue to be used for classes J1 through J6. The list below indicates the approximate starting lessons of each course level:

J1: Lesson 18    J3: Lesson 25    J5: Lesson 33  
J2: Lesson 22    J4: Lesson 30    J6: Lesson 36

### J5, J6 Courses

Upon completing the *Total Japanese* series, pre-intermediate materials will be emphasized further. Some intermediate level materials will also be introduced in order to facilitate the student's proficiency in reading and writing. Speaking and listening proficiency will also continue to be emphasized.

### J7, J8, J9, Courses (intermediate)

Intermediate level textbooks and materials will be introduced in order to increase the student's proficiency in reading and writing. Speaking and listening proficiency will continue to be emphasized. Basic sentence structures and kanji will also be reviewed.

### J10, J11, J12 Courses (intermediate- pre-advanced)

Intermediate to pre-advanced level textbooks and materials will be used to develop the four skills of listening, speaking, reading and writing. Complex structures and expressions will be strengthened. Some authentic materials may also be used. A solid foundation for further knowledge of the proper language usage will prepare students for a higher level of proficiency.

### J13 Course (advanced)

Authentic materials such as Japanese newspaper and magazine articles and novels will be read with advanced textbooks and other handouts. Writing skills will be developed along with presentation skills.

If you have any questions about the Japanese language course, you should consult Professor Kawaguchi by arranging an appointment through the Center for International Education Office.

## Instructors:

Akane, Yaeko	Kamio, Matsue	Osada, Noriko
Arai, Keiko	Kiryu, Shinko	Sakamoto, Hayato
Funayama, Kumi	Kishida, Rie	Sugimura, Kazue
Hamahata, Yuko	Koike, Emiko	Sugiyama, Masuyo
Haruna, Makiko	Kusano, Muneko	Swan, Akiko
Hori, Utako	Kuwabara, Kazuko	Tanahashi, Akemi
Hosaka, Toshiko	Nakai, Yoko	Tanaka, Kumiko
Hoshino, Hiroko	Ogiwara, Chikako	Tsujimura, Machiko
Inouchi, Mayako	Okuhara, Junko	
Ito, Hiromi	Onodera, Michiko	

## LANGUAGE DEVELOPMENT WORKSHOP (SPRING SEMESTER)

(1 credit)

Workshops will be offered as elective courses in the Autumn Term and Spring Semester. The purpose of the workshops is to provide students with opportunities to develop specific skills such as aural comprehension, kanji usage, reading comprehension, politeness expressions, oral skills etc.

Each course/workshop is designed for students of a certain level.

Students who wish to enroll on one of the following workshops should select the course corresponding to their registered Japanese class level.

### **Aural-Oral Workshop (A-OW)**

In this workshop, emphasis is placed not only on listening skills, but also fluency in conversation, explanation and presentation skills.

A-OW for students in J2 through J5.

### **Kanji Workshop 1 (KW1)**

This workshop will be conducted mainly using computers. The students' basic knowledge of kanji will be broadened with the intention of reinforcing what they have learned in their regular Japanese classes.

KW1 for students in J3, J4, J5 and J6

### **Kanji Workshop 2 (KW2)**

Kanji seen in every day life will be learned along with kanji appearing authentic materials.

KW2 for students in J7, J8, J9 and J10

### **Japanese Culture Workshop (JCW)**

The purpose of this course is to practice Japanese studied in the morning course. Students are expected to discuss cultural and /or social issues with Japanese volunteers, based on students' presentations.

JCW for students in J7, J8, J9 and J10

### **Kanji/Reading Workshop (K/RW)**

This workshop is offered for those students who have already acquired 900 kanji. Approximately 30 kanji per week will be introduced and reading comprehension will be strengthened.

K/RW for students in all levels

### **Politeness Expression Workshop (PEW)**

The purpose of this workshop is to provide students with knowledge and skills for using keigo, or politeness expressions correctly in daily communication settings.

PEW for students in J11, J12 and J13

### **Academic Japanese Workshop (AJW)**

This workshop is to develop advanced Japanese language proficiency for academic purposes through surveys, interviews and presentation on his/her own topic in Japanese society.

AJW for students in J12 and J13

### **Instructors:**

Kawaguchi, Yoshikazu	Noguchi, Takako	Swan, Akiko
Kawakami, Ikuo	Nakai, Yoko	
Kishida, Rie	Sendo, Ayako	

<b>Course</b>	<b>International Environmental Politics</b> ( 2 credits )
<b>Instructor</b>	<b>Ohta, Hiroshi</b>
<b>Outline:</b>	This is an introductory course about policy and politics of international environmental problems. The core concern of international environmental policy and politics is how to achieve collective action that will lead to the betterment of the environment. After presenting a fundamental conceptual framework, we will take a brief look at various global issues, such as ever widening gap between rich and poor nations, population growth, food and energy issues. Then, we will focus on policy and politics of various environmental problems. In order to deepen our understanding about the nature of the problems, we will have class discussions on some real international/global environmental problems such as the ivory trade and global climate change (global warming).
<b>Schedule:</b>	A detailed academic schedule will be presented at the first session of this class.
<b>Requirements:</b>	<b>Attendance/Assignment/Examination/Paper</b> Attendance and class discussion
<b>Grading criteria:</b>	<b>Attendance/Assignment/Examination/Paper</b> Attendance, class participation, examination or paper(s)
<b>Readings:</b>	<p><b>Textbook:</b> A substantial course pack of copied materials will be provided by the instructor.</p> <p><b>Reserve books:</b></p> <ul style="list-style-type: none"> <li>-Conca, Ken and Geoffrey D. Dabelko et al., Eds. <i>Green Planet Blues: Environmental Politics from Stockholm to Kyoto</i> (Boulder: Westview, 1998).</li> <li>-Porter, Gareth et al. <i>Global Environmental Politics</i>, Third Edition (Boulder: Westview, 2000).</li> <li>-Seitz, John L. <i>Global Issues: An Introduction</i> 2<sup>nd</sup> Edition (Cambridge, MA: Blackwell, 2000).</li> <li>-Young, Oran. <i>International Governance: Protecting the Environment in a Stateless Society</i> (Ithaca: Cornell University Press, 1994).</li> <li>- Young, Oran. <i>The Institutional Dimensions of Environmental Change: Fit, Interplay, and Scale</i> (Cambridge, MA: The MIT Press, 2002).</li> </ul> <p><b>Suggested readings:</b></p> <ul style="list-style-type: none"> <li>-Beck, Ulrich. <i>Ecological Politics in an Age of Risk</i> (Cambridge: Polity Press, 1995).</li> <li>-Broadbent, Jeffrey. <i>Environmental Politics in Japan</i> (Cambridge: Cambridge University Press, 1998).</li> <li>-Glasbergen, Pieter and Andrew Blowers. <i>Environmental Policy in An International Context</i>, 3 volumes. (London: Arnold, 1995).</li> <li>-Gresser, Julian et al. <i>Environmental Law in Japan</i> (Cambridge: MIT Press, 1981).</li> <li>-Haas, Peter M., Robert Keohane and Marc Levy, eds., <i>Institutions for the Earth: Sources of Effective International Environmental Protection</i> (Cambridge: The MIT Press, 1993).</li> <li>-Lester, James. <i>Environmental Politics and Policy</i> (Durham: Duke University Press, 1995).</li> </ul>

- Lipschutz, Ronnie D. and Ken Conca, eds., *The State and Social Power in Global Environmental Politics* (New York: Columbia University Press, 1993).
- Strong, Kenneth. *Ox against the Storm: A Biography of Tanaka Shozo, Japan's Conservationist Pioneer* (The University of British Columbia, 1977).
- Susskind, Lawrence E. *Environmental Diplomacy: Negotiating More Effective Global Agreements* (Oxford: Oxford University Press, 1994).
- Tolba, Mostafa, et al. eds. *The World Environment: 1972-1992* (London: Chapman & Hill, 1992)
- Tsuru, Shigeto and Helmut Weidner eds., *Environmental Policy in Japan* (Berlin: WZB, Edition Sigma, 1989).
- Ui, Jun. *Industrial Pollution in Japan* (Tokyo: UNU, 1992).
- World Commission on Environment and Development. *Our Common Future* (Oxford: Oxford University Press, 1987).
- World Resources Institute. *World Resources 2000-01* (New York: Oxford University Press).
- World Watch Institute, *State of the World 2000* (New York: Norton, 2000).
- Yasunaga, Toshinobu. *Ando Shoeki: Social and Ecological Philosopher of Eighteenth-Century Japan* (New York: Weather Hill, 1992).
- Young, Oran. *Governance in World Affairs* (Ithaca: Cornell University Press, 1999).

<b>Course</b>	<b>Economic Geography of Japan</b>	<b>( 3 credits )</b>
<b>Instructor</b>	<b>Miyashita, Fumiaki</b>	
<b>Outline:</b>		
<p>This unique course is specially designed to provide students with a general overview of the economic geography of contemporary Japan. Despite her limited land space and natural resources, Japan's economic development of the last thirty years has been remarkable. Japan's case gives good examples for the economic development of the developing countries as well as developed countries. The present Japanese economy is changing dramatically, by the strong yen, deregulation, bad asset, global economy, aging population and so on.</p> <p>The main emphasis of the course, therefore, will be placed on discussing the contemporary Japanese economy, industry and market. With aid of videos and lectures, students will have a good understanding of the Japanese way of business by the end of the course.</p>		
<b>Schedule:</b>		
(Topics)		
<ol style="list-style-type: none"> <li>1. Introduction : Land and People</li> <li>2. Japanese market : Is it really closed ?</li> <li>3. Location of Japanese industry</li> <li>4. Globalization of Japanese companies</li> <li>5. Changing Japanese style management</li> <li>6. Environmental Issue and Japanese industry and economy</li> <li>7. Today's problems and future prospects for the Japanese economy</li> </ol>		
Above topics will be covered during the class.		
<b>Requirements:</b>		
Attendance		
Examination: Mid-term and Final examination		
Paper: paper on field trip		
<b>Grading criteria:</b>		
Mid-term examination scheduled in May		
Final examination scheduled in June		
A short paper on the field trip		
Attendance and contribution to the class		
25% for each criteria		
<b>Readings:</b>		
<b>Reserve books</b>		
Abegglen, James C. <u>Sea Change : Pacific Asia the New World Industrial Center.</u> The Free Press, 1994.		
Dicken , Peter. <u>Global Shift.</u> 3rd.ed. Paul Chapman Publishing Ltd. 1998.		
Nakamura, Kiyoshi, ed. <u>Going Global: Structural Reforms in Japan's Economic and Business Systems.</u> The Japan Times, 1996.		

**Suggested readings**

Christopher, Robert C. Second to None: American Companies in Japan. Crown Pub., 1986.

Czinkota, Michael & Woronoff, Jon. Unlocking Japan's Markets: Seizing Marketing and Distribution Opportunities in Today's Japan. Probus Pub Co., 1991.

Other books will be shown in the class.

<b>Course</b>	<b>Basic International Trade (Theory , and Practices ) Focused on Japanese Businesses</b>		<b>( 2 credits )</b>
<b>Instructor</b>	<b>Nobu, Tatsuo</b>	<b>nobut@gol.com</b>	
<b>Outline:</b> This course is a two unit lesson designed primarily for non-business majors to offer basic knowledge both on international business practices, and theory behind them. The course covers a large area of business practices for both exporters and importers. The class is a mixture of a lecture and participation by students.			
<b>Schedule:</b> <ol style="list-style-type: none"> <li>1. Course description including how the class is conducted and evaluated</li> <li>2. General Discussion Why do we export and import? Comparative advantage etc.</li> <li>3. Finding a business partner : The Four Cs.Basics of Export Marketing</li> <li>4. Conflicts of interests between sellers and buyers. General Agreement on terms and conditions of business</li> <li>5. Trade Terms: Pricing on FOB vs. CIF Quality and Quantity</li> <li>6. Shipment , and shipping documents Bill of Lading (B/L) Risks for transportation Marine Insurance</li> <li>7. Payment and Foreign exchange risks Fixed exchange rate vs. floating exchange rate system</li> <li>8. Reserved for interim quiz preparation</li> <li>9. Mid-term Quiz</li> <li>10. Letter of Credit (L/C) Business on L/C Business without L/C</li> <li>11. Guest Speaker , (depending on availability )</li> <li>12. Service Trade</li> <li>13. Supplementary topics including direct investment</li> <li>14. Summary and Review</li> <li>15. Final</li> </ol>			
<b>Grading criteria:</b> <b>Attendance/Assignment/Examination/Paper</b> Quiz and Final 50%, Participation 50%			

**Readings:****Textbook :**

Export-Import – Theory, Practices, and Procedures by Belay Seyoum, International Business Press

**Reserve books:**

“International Economics, Theory and Policy “ Krugman, Obstfeld, published by Addison Wesley.

Other reference material

Nikkei Business, Business Week

<b>Course</b>	<b>Classical Japanese Poetry</b>	<b>( 3 credits )</b>
<b>Instructor</b>	<b>Pinnington, Adrian</b>	
<b>Outline:</b>		
<p>This course will provide a general introduction to the major forms of traditional Japanese poetry, with a concentration upon waka and haiku. The historical development of Japanese poetry will be surveyed, and the poetry of each period placed in its cultural context. Poetry has traditionally played a leading role in Japanese culture and many of Japan's most distinctive aesthetic ideals have been generated out of the writing and discussion of poetry. The course will include both lectures and discussion classes; by reading various translations of poems, the following issues will be considered: Is traditional Japanese poetry *poetry* in the sense in which we use the word? Can such poetry be translated into English? How has Japanese poetry changed? Does Japanese poetry still speak to us today? As far as possible, the following topics will be covered:</p>		
<b>Schedule:</b>		
<ol style="list-style-type: none"> <li>1. The definition of traditional terms and genres;</li> <li>2. The reception of Japanese poetry in the West;</li> <li>3. The history of waka;</li> <li>4. The development of renga and haikai;</li> <li>5. Classical haiku;</li> <li>6. The survival and transformation of traditional genres in the modern period.</li> </ol>		
<b>Requirements: Attendance/Assignment/Examination/Paper</b>		
<p>There will be no examination for the class, but students will be expected to write two term papers (approximately 10 pages each), one to be submitted half-way through the course and one to be submitted in the last class of the course, and to participate positively in classroom discussion. Evaluation will be based on both class participation and the term papers.</p>		
<b>Grading criteria: Attendance/Assignment/Examination/Paper</b>		
<p>Evaluation : attendance 15%; participation 15%; Essay 1: 35%; Essay 2: 35%</p>		
<b>Readings:</b>		
<b>Textbook:</b> Hand-outs.		
<b>Suggested Readings:</b>		
<p>Blyth, R. H. Haiku. Hokuseido Press, 1963.  Blyth, R. H. A History of Haiku. Hokuseido Press, 1963.  Brower, R. &amp; Earl Miner. Japanese Court Poetry. Stanford Univ. Pr., 1961.  Brower, R. &amp; Earl Miner. Fujiwara Teika's Superior Poems of Our Time. Stanford Univ. Pr., 1967.  Brower, R. Fujiwara Teika's Hundred Poem Sequence of the Shoji Era. Sophia Univ. Pr., 1978.  Carter, Steven D. Traditional Japanese Poetry, An Anthology. Stanford Univ. Pr., 1991.  Carter, Steven D. The Road to Komatsubara. Harvard Univ. Pr., 1987.  Carter, Steven D. Waiting for the Wind: 36 poets of Japan's Late Medieval Age. Columbia Univ. Pr., 1989.</p>		

Cranston, Edwin. *A Waka Anthology Vol. 1: The Gem-Glistening Cup*. Stanford Univ. Pr., 1993.  
 Henderson, Harold G. *An Introduction to Haiku*. Doubleday, 1958.  
 Keene, Donald. *Anthology of Japanese Literature*. Tuttle, 1955.  
 Keene, Donald. *Dawn to the West: Poetry, Drama, Criticism*. Henry Holt, 1984.  
 Keene, Donald. *World within Walls*. Tuttle, 1976.  
 Konishi, Jinichi. *A History of Japanese Literature*. Princeton Univ. Pr., 1984.  
 Levy, Ian. *Manyoshu Vol. 1: A Translation of Japan's Premier Anthology of Classical Poetry*.  
 Princeton Univ. Pr., 1981.  
 Mackenzie, Lewis. *The Autumn Wind: Issa*. Kodansha International, 1957.  
 McCullough Helen. *Kokin Wakashu: The First Imperial Anthology of Japanese Poetry*. Stanford  
 Univ. Pr., 1985.  
 Miner, Earl. *An Introduction to Japanese Court Poetry*. Stanford Univ. Pr., 1968.  
 Miner, Earl. *Japanese Linked Poetry*. Princeton Univ. Pr., 1979.  
 Miner, Earl & Hiroko Odagiri. *The Monkey's Straw Raincoat*. Princeton Univ. Pr., 1981.  
 Miura, Y. *Classic Haiku: A Master's Selection*. Tuttle, 1991.  
 Oseko, Toshiharu. *Basho's Haiku*. Maruzen, 1990.  
 Sato, Hiroshi & Burton Watson. *From the Country of Eight  
 Islands: An Anthology of Japanese Poetry*. Doubleday, 1981.  
 Sawa, Y. & E. M. Shiffert. *Haiku Master Buson*. Heian International, 1978.  
 Stryk, Lucien. *On Love and Barley: Haiku of Basho*. Penguin, 1985.  
 Stryk, Lucien & Takashi Ikemoto. *Zen Poetry*. Penguin, 1977.  
 Ueda, Makoto. *Basho and His Interpreters*. Stanford Univ. Pr., 1991.  
 Ueda, Makoto. *Modern Japanese Haiku: An Anthology*. Tokyo Univ. Pr., 1976.  
 Ueda, Makoto. *Modern Japanese Tanka: An Anthology*. Columbia Univ. Pr., 1996.  
 Watson, Burton. *Saigyō: Poems of a Mountain Home*. Columbia Univ. Pr., 1991.

<b>Course</b>	<b>Women Writers in Japanese Literature</b> <b>( 3 credits )</b>
<b>Instructor</b>	<b>Rowley, Gaye</b>
<b>Outline:</b>	<p>Japanese literature is unusual in world history for the importance of women writers to its development. Women who lived in the tenth, eleventh, twelfth and thirteenth centuries created masterpieces of narrative fiction and poetry, as well as carefully constructed diaries. Writing by women who lived in the Edo period (1615-1867), once thought hardly to exist, is now in the process of being rediscovered and translated for the first time. Nineteenth- and twentieth-century women writers, too, have made a major, if much debated, contribution to the corpus of modern Japanese literature. In this course, we will read and discuss a variety of texts by women, dating from the tenth to the twentieth centuries. Texts considered will include autobiographies, diaries, novels, short stories, and Chinese poetry.</p>
<b>Schedule:</b>	<p>A detailed course schedule and list of required readings will be distributed in the first class of the semester.</p>
<b>Grading criteria:</b>	<p><b>Attendance/Assignment/Examination/Paper</b></p> <ol style="list-style-type: none"> <li>1. Class participation 20%</li> <li>2. Mid-term examination 40% The mid-term examination will consist of identifications from the set texts and short answer questions. It will be held towards the end of May.</li> <li>3. Final essay 40% Essays should be between 2000 and 2500 words in length, typewritten and double-spaced; and must be submitted by the end of the semester. Please use the word count function on your computer to calculate the number of words in your essay; record this on the title page / cover sheet when you submit it. Students are free to choose their own essay topic; the only constraints are that the essay should be about women's writing in Japanese literature and/or its reception, and that you should make enough reference to a specific work or works of literature to make it clear that you have read those works closely. Students are encouraged to discuss their choice of topic with me before the end of May. <b>The essay is due on Friday 25 June 2004.</b></li> </ol>
<b>Readings:</b>	<p>A substantial coursepack of photocopied materials, selected from the list below, will be provided. Some secondary sources and theoretical studies will also be included.</p> <p><b>Suggested readings:</b></p> <p>Fujiwara Michitsuna no haha, <i>Kagerô nikki</i> (c. 954-974).  1. Trans. Edward G. Seidensticker, <i>The Gossamer Years: A Diary by a Noblewoman of Heian Japan</i>. Tokyo &amp; Rutland, VT: Charles E. Tuttle, 1964.  2. Trans. Sonja Arntzen, <i>The Kagerô Diary: A Woman's Autobiographical Text from Tenth-Century Japan</i>. Ann Arbor: Center for Japanese Studies, The University of Michigan, 1997.  Sei Shônagon, <i>Makura no sôshi</i> (c. 993-1001). Trans. Ivan Morris, <i>The Pillow Book</i>. Penguin Classics, 1971.  Izumi Shikibu, <i>Izumi Shikibu nikki</i> (c. 1003). Trans. Edwin A. Cranston, <i>The Izumi Shikibu Diary</i>.</p>

Cambridge: Harvard University Press, 1969.

Murasaki Shikibu, *Murasaki Shikibu nikki* (c. 1008-1010). Trans. Richard Bowring, *The Diary of Lady Murasaki*. 1982. Rpt. New York: Penguin Books, 1996.

\_\_\_\_\_, *Genji monogatari*.

1. Trans. Arthur Waley, *The Tale of Genji*, 6 vols., 1926-33.
2. Trans. Edward G. Seidensticker, *The Tale of Genji*, 2 vols., 1976.
3. Trans. Royall Tyler, *The Tale of Genji*, 2 vols., 2001.

Senshi Naishinnô, *Hosshin wakashû* (1012). Trans. Edward Kamens, *The Buddhist Poetry of the Great Kamo Priestess: Daisaiin Senshi and "Hosshin Wakashû"*. Ann Arbor: Center for Japanese Studies, The University of Michigan, 1990.

Akazome Emon, *Eiga monogatari* (c. 1030-45). Trans. William H. and Helen Craig McCullough, *A Tale of Flowering Fortunes: Annals of Japanese Aristocratic Life in the Heian Period*, 2 vols. Stanford: Stanford University Press, 1980.

Sugawara no Takasue no musume, *Sarashina nikki* (c. 1059). Trans. Ivan Morris, *As I Crossed the Bridge of Dreams: Recollections of a Woman in Eleventh-Century Japan*. New York: Dial Press, 1971. Reprinted in Penguin Classics, 1975.

Fujiwara no Nagako, *Sanuki no suke nikki* (c. 1107). Trans. Jennifer Brewster, *The Emperor Horikawa Diary*. Honolulu: University Press of Hawai'i, 1977.

Kenreimon'in Ukyô no daibu shû (1188? 1231?). Trans. Phillip Tudor Harries, *The Poetic Memoirs of Lady Daibu*. Stanford: Stanford University Press, 1980.

Abutsu, *Utatane no ki* (c. 1240). Trans. John R. Wallace, "Fitful Slumbers: Nun Abutsu's *Utatane*," *Monumenta Nipponica* 43.4 (Winter 1988): 391-416.

\_\_\_\_\_, *Izayoi nikki* (1277-80). Trans. Edwin O. Reischauer, "The Izayoi Nikki." In *Translations from Early Japanese Literature*, 2nd edition, ed. Edwin O. Reischauer and Joseph K. Yamagiwa. Cambridge, Mass.: Harvard University Press, 1972, pp. 52-119.

Gofukakusa-in Nijô, *Towazugatari* (c. 1271-1306). Trans. Karen Brazell, *The Confessions of Lady Nijô*. New York: Anchor Books, 1973.

O-an, *Oan monogatari* (after 1600). Trans. Thomas J. Harper, "O-An's Stories." In *Early Modern Japanese Literature: An Anthology 1600-1900*, ed. Haruo Shirane. New York: Columbia University Press, 2002, pp. 39-41.

Arii Shokyû (1714-81), *Akikaze no ki* (1771). Trans. Hiroaki Sato, "Record of an Autumn Wind: The Travel Diary of Arii Shokyû," *Monumenta Nipponica* 55.1 (Spring 2000): 1-43.

Tadano Makuzu (1763-1825). "Solitary Thoughts: A Translation of Tadano Makuzu's *Hitori Kangae*," by Janet R. Goodwin, Bettina Gramlich-Oka, Elizabeth A. Leicester, Yuki Terazawa, and Anne Walthall, *Monumenta Nipponica* 56:1 (Spring 2001): 21-38 and 56:2 (Summer 2001): 173-95.

Ema Saikô (1787-1861). Trans. Hiroaki Sato, *Breeze through Bamboo: Kanshi of Ema Saikô*. New York: Columbia University Press, 1997.

Our reading of nineteenth- and twentieth-century writing by women will focus on authors such as Higuchi Ichiyô and Enchi Fumiko, who looked back to Murasaki Shikibu's *Tale of Genji*; and, for a radically different perspective, some autobiographical writing by women—political activists, former geisha—who wrote from the margins of Japanese society.

Enchi Fumiko, *Masks* (1958). Trans. Juliet Winters Carpenter. New York: Vintage, 1983.

\_\_\_\_\_, *A Tale of False Fortunes* (1965). Trans. Roger K. Thomas. Honolulu: University of Hawai'i Press, 2000.

Hayashi Fumiko, "Bones" (1949). Trans. Ted T. Takaya. In *The Catch and Other War Stories*, ed. Saeki Shôichi. Tokyo: Kodansha International, 1981, pp. 139-60.

Higuchi Ichiyô, "Encounters on a Dark Night" (1894) and "Troubled Waters" (1895). Trans. Robert Lyons Danly. In *In the Shade of Spring Leaves: The Life and Writings of Higuchi Ichiyô, a Woman of Letters in Meiji Japan*. New Haven: Yale University Press, 1981, pp. 182-204, 218-40.

Kaneko Fumiko, *The Prison Memoirs of a Japanese Woman* (1925-26). Trans. Jean Inglis. Armonk, N. Y.: M. E. Sharpe, 1991.

Masuda Sayo, *Autobiography of a Geisha* (1957). Trans. G. G. Rowley. New York: Columbia

University Press, 2003.

Miyamoto Yuriko. Trans. Brett de Bary. "After the War: Translations from Miyamoto Yuriko," *Bulletin of Concerned Asian Scholars* 16.2 (April-June 1984):

Ôba Minako, "Without Beginning, Without End," in *The Woman's Hand: Gender and Theory in Japanese Women's Writing*, ed. Paul Gordon Schalow and Janet A. Walker. Stanford: Stanford University Press, 1996, pp. 19-40.

<b>Course</b>	<b>Modern Japanese Literature (in Japanese)</b> <b>( 3 credits )</b>
<b>Instructor</b>	<b>Kondo, Hiroko</b>
<b>Outline:</b>	<p>テーマ&lt;越境する現代文学&gt;</p> <p>言葉の世界は、&lt;私とあなた&gt;&lt;正常と異常&gt;&lt;この世とあの世&gt;などを、対立する概念として分け、それらを体系化することで形づくられてきた。だが私達の身体は必ずしもそのような区分を生きているわけではない。たとえば、相手の悲しみに同調してもらい泣きしたり、夢の出来事が現実働きかけてきたりするのはなぜだろう。文学、特に現代の文学は、これまで自明とされてきた上記のような二項対立を疑い、その境界を揺るがし、あるいは侵犯し始めている。具体的なテキストに寄り添いながら、一緒に検証してゆきたい。</p> <p>受講者は、当日取り上げるテキストの該当部分を必ず読んでおくこと。講義はもちろんのこと、質問やディスカッションなどもすべて日本語で行うので、参加者には、それに対応する日本語能力が求められる。J10以上を一応の基準とするが、不明な学生は、最初の授業時に相談して欲しい。</p>
<b>Schedule:</b>	<p>第1回 イントロダクション - 授業の目的と概要、日本語による自己紹介</p> <p>第2回から第3回 大島弓子「ダイエット」(プリント配付)</p> <p>第4回から第6回 村上春樹「かえるくん、東京を救う」(*1)</p> <p>第7回から第8回 村上春樹「タイランド」(*1)</p> <p>第9回から第10回 金城一紀「GO」(映画ビデオ)+ディスカッション</p> <p>第一回レポート提出(課題「わたしは何人だろうか?」)</p> <p>第11回から第13回 吉本ばなな「キッチン」(*2)</p> <p>第14回から第15回 山本昌代「猫」(プリント配付)</p> <p>第16回から第17回 芝居ビデオ「萩家の三姉妹」+ディスカッション</p> <p>第18回から第19回 吉行淳之介「童謡」(プリント配付)</p> <p>第20回から第21回 内田百閒「冥土」(プリント配付)</p> <p>第22回 まとめ</p> <p>タームペーパーの提出(課題「越境する日本文学」)</p>
<b>Grading criteria:</b>	<p><b>Attendance/Assignment/Examination/Paper</b></p> <p>クラス参加点(出席回数・発言)30%・中間レポート30%・タームペーパー40%</p>
<b>Readings:</b>	<p><b>Textbook:</b> *1「神の子どもたちはみな踊る」(新潮文庫) *2「キッチン」(新潮文庫)</p> <p><b>Coursepack:</b> 「プリント配付」と記したその他の作品</p> <p><b>Suggested readings:</b> 近藤裕子『臨床文学論』(彩流社)</p>

<b>Course</b>	<b>Culture &amp; Society of Southeast Asia</b> <b>( 3 credits )</b>
<b>Instructor</b>	<b>Nishimura, Masao</b>
<b>Outline:</b>	
<p>Southeast Asia was recognized as socio-politically and socio-economically independent region only after WWII. Until then, the region was known as a region of assemblage of European and American colonies. Therefore, the notion of Southeast Asia is a relatively recent socio-political product.</p> <p>Today, scholars specializing in Southeast recognize that it is not just a politically created notion, but it is the region which is solidly discriminated by its distinctive ecological characteristics. First of all, it is the region influenced by monsoon, and so characterized by two seasons. And, those seasonal differences characterize all aspects of cultures of Southeast Asia.</p> <p>Within this framework, this course attempts to pursue three aims. First, it intends to provide students with the method of regional studies. More concretely, we will study an anthropological method of regional studies. In doing so, students are expected to learn about a research tool by which they investigate a regional culture.</p> <p>Second, we would like to enrich our knowledge on dynamic aspects of cultures of Southeast Asia. Southeast Asia is well known that it has a most wide range of diversity of culture, and different cultures exist side by side. Throughout course work, we will learn about why the diversity in culture occurs; how they are different; and how they manage the diversity.</p> <p>Third, most importantly, we will discuss how Southeast Asian cultures, each of which has most distinctive pattern of adaptation, attempt to adjust themselves to quickly-changing national as well as social environments which are most prominent phenomenon seen elsewhere in Southeast Asia today.</p> <p>The course will be organized by both lecture and class discussion. In order to participate in the class discussion, students are required to study the reading materials provided in the form of coursepack. At the end of term (in the end of June), students are requested to exhibit what you learn though lectures and discussions by writing a term paper.</p>	
<b>Schedule:</b> The whole course will be organized in the following way:	
<p>Week 1: Course introduction</p> <p>Week 2: What is regional studies; how we think about regional cultures?</p> <p>Week 3: Southeast Asia: geography and human ecology</p> <p>Week 4: Adaptation to the tropical rainforest I</p> <p>Week 5: Adaptation to the tropical rainforest II</p> <p>Week 6: Intensive Agriculture</p> <p>Week 7: Coastal adaptation, and simple complex societies</p> <p>Week 8: Complex societies in Southeast Asia I</p> <p>Week 9: Complex societies in Southeast Asia II</p> <p>Week 10: Class Discussion</p> <p>Week 11: Class Discussion</p> <p>Week 12: Modern Southeast Asia: development and culture change</p>	

**Requirements: Attendance/Assignment/Examination/Paper**

There are one take-home examination (mid-term exam), and one final project paper. Before presenting the paper, students will discuss the summary of the paper in the classroom.

In order to help understanding of lecture contents and your project, I prepare a set of coursepack of reading materials.

**Grading criteria: Attendance/Assignment/Examination/Paper**

The evaluation will be made on the basis of: 1) Mid-term take-home examination (30%); 2) Final Paper (40%); 3) In-class performance (e.g., class discussion, etc.)(20%); 4) Attendance (10%).

**Readings:**

**Coursepack :** The coursepack will be provided immediately after the course starts.

<b>Course</b>	<b>Paternalism &amp; Japanese Society</b>	<b>( 3 credits )</b>
<b>Instructor</b>	<b>Wada, Shuichi</b>	
<b>Outline:</b>		
<p>This course aims to help the students to understand the institutional basis of modern Japanese society as opposed to the enigmatic impression of the Japanese formed in foreign eyes or the image of Japanese uniqueness claimed by Japanese. Those impressions of Japanese society seem to have been modeled in an attempt to explain the contradictory situation of current Japan where the most sophisticated and efficient methods of economic production was cultivated within a social system that seems to be one of old fashioned, authoritarian, and undemocratic governance. Such questions as the culturally rooted Japanese ideology of ‘collectivism’ or a culturally nurtured ‘collectivist tendency of the Japanese psychology’ are often stressed as the paramount factors in these explanations.</p> <p>Such culture-biased-schemes, however, tend to neglect the historical dynamism that produced the current social system, and leads to a cultural relativism that should best be avoided in comparative studies of societies. This course tries to approach the institutional structure of current Japan by comparing both historically and culturally the Japanese process of modernization to the modernization of British and American societies. This course will examine topics such as ‘The paternalistic nature of current Japanese society’; ‘Paternalistic values in British and American historical contexts’; ‘Japanese and Western types of historical compromise, between paternalism and individual freedom in a contradictory choice between keeping one’s security of life and realizing free choice’; ‘Institutional balance between paternalistic and democratic governance’; ‘The debate over functions of community to make a democratic governance including paternalism’; and other related topics.</p>		
<b>Requirements: Attendance/Assignment/Examination/Paper</b>		
<p>Students are expected to take two take-home examinations, in the middle and at the end of the course. The evaluation will be based on both your attendance in the class and performance in the examination.</p>		
<b>Readings:</b>		
<b>Textbook</b>		
<p>A substantial course pack of copied material will be provided by the instructor.</p>		

<b>Course</b>	<b>Religions of the East Asia</b>	<b>( 2 credits )</b>
<b>Instructor</b>	<b>Mori, Yuria</b>	
<b>Outline:</b>		
<p>This course aims to provide students with basic historical knowledge about how ancient philosophers constructed and developed their ideas of nature in ancient China. The central figure we focus here is Laozi (Lao-tzu), the initiator of so-called “Taoism.”</p> <p>In this course, we are going to examine the thought of Laozi through reading English translation of his work, <i>Laozi</i>, which is also called <i>Daode-jing</i>, “<i>Book of the Way and the Virtue</i>,” and its historical context. How did Laozi change the interest of thinkers of his time? What was the difference between Laozi and former and later thinkers in ancient China, as Confucius, Mencius, Xunzi, Zhuangzi, etc.? What is Taoism? What is Confucianism? What is “Yin and Yang? What is “Five Agents?” By taking this course, students will be provided not only the knowledge about Laozi, but also historical perspective to ancient Chinese philosophy in general.</p>		
<b>Schedule:</b>		
<p>This course takes next three seteps:</p> <ol style="list-style-type: none"> <li>(1) Laozi’s thought: Seeing the world “as it is,” or zi-ran.</li> <li>(2) Context of Laozi: His predecessors and his contemporaries.</li> <li>(3) Influence of Laozi: From Xunzi to Mouzi.</li> </ol> <p>We might be able to step a little further if time permits:</p> <ol style="list-style-type: none"> <li>(4) Versions of <i>Laozi</i>: From Guodian to Wan Bi.</li> </ol> <p>Each class is divided into tow parts: lecture by Mori (60 min.) and discussion by participants (30 min.). Skill in Chinese is not required in this course. All texts are available in English.</p>		
<b>Grading criteria: Attendance/Assignment/Examination/Paper</b>		
<p>In order for the course to be successful, students must (1) attend each class; (2) participate in the discussions after each lecture; (3) and present final paper until the end of the semester.</p>		
<b>Readings:</b>		
<p><b>Texts:</b>  Translations of <i>Laozi</i>*:</p> <ol style="list-style-type: none"> <li>(1) Henricks, Robert G., trans., (1989) <i>Lao-Tzu Te-Tao Ching: A New Translation Based on the Recently Discovered Ma-wang-tui Texts</i>. New York: Ballantine Books. (Reprinted in 1993. New York: Modern Library, Random House. ISBN 0-679-60060-4)</li> <li>(2) D. C. Law, trans., (1963) <i>Dao De Jing</i>. Baltimore: Penguin Books.</li> </ol> <p>*(1) is highly recommended, but (2) is also useful if the former is unavailable.</p> <p><b>Subtext:</b>  (3) de Bary, Wm. Theodore and Bloom, Irene eds. (1999) <i>Sources of Chinese Tradition (Second Edition)</i>, vol. 1., New York: Colombia Univ. Press. (See pp. 1-352)</p>		
<p>This is very useful for understanding the history of ancient Chinese Philosophy in general. Further readings and assignments will be shown in the course.</p>		

<b>Course</b>	<b>Cultural Interaction between the East and the West in Art</b> <b>( 3 credits )</b>
<b>Instructor</b>	<b>Kobayashi, Kazue</b>
<b>Outline:</b>	<p>This course is designed to give students an introduction to bilateral influence between the East and the West in Art. One aim of the course is to cultivate the habit of observing works of art carefully with a worldwide perspective and to encourage students to develop an interest in the background of the signs and symbols used in Asian art.</p> <p>This academic year, the issue on the “Narrative art” also will be focused on. Students will be required to join in a field trip to a museum, and to write a report on the exhibition.</p>
<b>Schedule:</b>	<ol style="list-style-type: none"> <li>1. Motifs and Designs in Japanese Art; their Legendary and Iconographic Background The Treasures remaining in the <i>Shoso-in</i> Repository Auspicious Motifs in Japan or the East Asia</li> <li>2. Narrative Art in the Asian Art Buddhist art and the Life of Buddha Taoist Legend in the Ancient Chinese and Japanese Art</li> <li>3. Cultural Interaction between the East and the West in the Book Illustrations. History of Paper – making Method Japanese Illustrated Rolls(<i>Emaki</i>) and Persian Miniatures “ The Arabian Nights ” illustrations and Orientalism in Art</li> </ol> <p>*The detailed course schedule will be distributed in the first class.</p>
<b>Course Requirements and Grading criteria:</b>	<p><b>Attendance/Assignment/Examination/Paper</b></p> <ol style="list-style-type: none"> <li>1. Class participation (10%)</li> <li>2. One 2-page, typewritten report on the field trip to a museum (10%)</li> <li>3. Midterm Examination (40%)</li> <li>4. Reading Assignments (10%)</li> <li>5. One 5-page, double-spaced, typewritten Term Paper (30%)</li> </ol>
<b>Readings:</b>	<p><b>Reserve books</b></p> <p>Akiyama, Terukazu, <i>Japanese Painting</i>, Skira, 1961  <i>Japanese design in art Part 2 : motifs of the four seasons</i> 11(続・日本の意匠 : 文様の歳時記 11、吉祥、京都 : 京都書院) 1995.  Jonathan M. Bloom, <i>Paper Before Print: The History and Impact of Paper in the Islamic world</i>, Yale University Press, 2001  Paperblank Book Company, <i>Mountains</i>, Pub Group West Promotional, 1999  Lynne Thornton, <i>The Orientalists Painter-Travellers</i>, Paris, 1994.  Robert Irwin, <i>The Arabian Nights; A Companion</i>, London, 1994.</p>

R. Wittkower, "Marvels of the East; a Study in the History of Monsters," in *Allegory and the Migration of Symbols*, London & Boulder, Colorado, 1977.

Hayashi, Ryoichi. *The Silk Road and the Shoso-in. Heibonsha Survey of Japanese Art*, vol.6, 1972.

Seguy, Marie-Rose, *The Miraculous Journey of Mahomet . Miraj Nameh*, Bibliotheque Nationale, Paris, Manuscript Supplement Turc 190, London: , 1977.

### **Suggested readings**

*Descriptive catalogue of Japanese illustrated manuscripts and printed books in the Chester Beatty Library*, Kokubungaku Kenkyu Shiryokan, Tokyo, 2002.(*絵巻絵本解題目録 : チェスター・ビーティー・ライブラリィ*. 図録篇および解題篇、国文学研究資料館,チェスター・ビーティー・ライブラリィ 共編、東京、勉誠出版, 2002)

日本絵巻物全集(Japanese Scroll Paintings)、東京、角川書店、1958-69.

新修日本絵巻物全集(Japanese Scroll Paintings)、東京、角川書店、1975-81.

Grabar, Oleg(ed.), *Islamic Art and Literature*, Markus Wiener Pub, 2002

Grabar, Oleg *Mostly Miniatures: An Introduction to Persian Painting*, Princeton Univ Press, 2000.

Cherry, Johnzz(ed.). *Mythical Beasts*, British Museum Press,1995.

Rawson, Jessica. *Chinese Ornament, the Lotus and the Dragon*. London: British Museum, 1984.

David Gordon White , *Myths of the dog-man*, Chicago, 1991

*The Silk Road and The World of Xuanzang*, The Asahi Shimbun 120<sup>th</sup> Anniversary Commemorative Exhibition, (exhibition catalogue), 1999.

Chicago and London: The University of Chicago Press, 1977, 1978, 1980, 1983.

*Along the Ancient Silk Routes*. Metropolitan Museum of Art, 1982.

Yamamoto, Chikyo. *Introduction to Buddhist Art*. Koyasan University, 1990.

Hallade, Madeleine. *Gandharan Art of North India and Graeco-Buddhist Tradition in India, Persia, and Central Asia*. New York: Harry N. Abrams, 1968.

Louis, Frederic. *Buddhism –Flammarion Iconographic Guides-*. Paris-New York, 1995.

*Orientalism: The Near East in French Painting, 1800-1880*, Rochester, NY: Memorial Art Gallery (Exhibition Catalogue), 1982.

BENJAMIN, *Orientalism. Delacroix to Klee*, Thames & Hudson, 1997

Pinder-Wilson, R., *Paintings from Islamic Lands: Oriental Studies 4*, Oxford, Bruno Cassirer, 1969

Weisberg, Gabriel P. [ed.]. *Japonisme : Japanese influence on French art, 1854-1910 : [exhibition catalog]*, Cleveland Museum of Art, 1975.

Yamada, Ch. F. "Exchanges of influences in the Fine Arts between Japan and Europe", *Japonisme in Art*. Tokyo, 1980.

Wichmann, Siegfried. *Japonisme : the Japanese influence on western art in the 19th and 20th centuries*, New York : Harmony Books, 1981.

Weisberg, Gabriel P. *Japonisme : an annotated bibliography*, New York : Garland Pub, 1990.

Green, William, *Japanese woodblock prints : a bibliography of writings from 1822-1992*, entirely or partly in English text / compiled by William Green for the Ukiyo-e Society of America, Inc., New York, NY, 1993.

Berger, Klaus. *Japonisme in Western Painting from Whistler to Matisse*. Cambridge Univ. Pr., 1992

Schleinitz, Otto Von, *Walter Crane*, Velhagen & Klasing, Bielefeld, 1902.

Smith, Greg & Hyde, Sarah, *Walter Crane 1845-1915, Artist, Designer and Socialist*, Lund Humphries & The Whitworth Art Gallery, 1989

<b>Course</b>	<b>Japanese Language in Social Context</b>  <b>(3 credits)</b>
<b>Instructor</b>	<b>Kakutani, Akiko</b>
<b>Outline:</b>	This course examines the relationship between Japanese language, culture and society. The main focus is on the development of students' understanding of, and critical thinking of the dynamic relationship between language use and social context with particular reference to Japanese and its culture and society.
<b>Schedule:</b>	<b>A detailed course schedule will be distributed in the first class of the course.</b> The topics discussed are: Japanese communication, concept of group, writing and sound system, politeness and honorifics, influence of foreign languages, gender issues, expressing emotions, giving/receiving, direct/indirect speech, address terms and pronouns, dialect, effective communication
<b>Requirements:</b>	<b>Attendance/Assignment/Examination/Paper</b>  Knowledge of Japanese is preferred, but not required. Students are expected to read assigned materials prior to class. In each class, one or two students summarize reading materials followed by question and discussion. All students are asked to submit discussion questions based on assigned readings. These questions may become used for examinations. In addition, students are assigned to conduct several field projects including interview with native or non-native speakers of Japanese, and data collection of Japanese language and culture. Students also conduct a term project regarding sociolinguistic topics. The findings of the term project as well as field projects are shared with other students with a report and presentation in class.
<b>Grading criteria:</b>	<b>Attendance/Assignment/Examination/Paper</b> Class attendance and participation (30%); Assignments – report and presentation of field projects (25%); Examinations (20%); Term project – paper and presentation (30%)
<b>Readings:</b>	Course pack: A substantial packet of copied materials will be provided by the instructor Tentative reading list: Maynard, S.K.1997. Japanese Communication : Language and Thought in Context. University of Hawaii Press Gudykunst, W.B. and T. Nishida. 1994. Bridging Japanese/North American Differences. Thousand Oaks. Bachnik, J.M. and C. Quinn. 1994. Situated Meaning. Princeton University. Brown, P. and S.C. Levinson. 1987. Politeness: Some Universals in Language Use. Cambridge University Press Mizutani, O. and N. Mizutani. 1977, 1979, 1980. Japanese Notes. Japan Times Napiar, S. 2001. In Anime from Akira to Prince Mononoke. Palgrave Selected articles

<b>Course</b>	<b>Evolutionary Biology</b>	<b>( 3 credits )</b>
<b>Instructor</b>	<b>Uchida, Akiko</b>	
<b>Outline:</b>		
<p>An introduction to the study of evolution. The main goal of this course is to develop a scientific way of thinking about the facts of life including human being. Introduce principles of evolution and the major events in the history of life. Provide a basic understanding of how scientific method is used in the field of evolutionary biology, and how evolutionary thinking is applied to issues in animal behavior, ecology and modern human biology.</p>		
<b>Schedule:</b>		
<ol style="list-style-type: none"> <li>1. Introduction: History of evolutionary thought</li> <li>2. Modern evolutionary theory</li> <li>3. Variation: basic genetics and development</li> <li>4. History of life: paleontology</li> <li>5. Diversity of life: systematics</li> </ol> <p>-Mid-term Exam-</p> <ol style="list-style-type: none"> <li>6. Life and Death</li> <li>7. Social behavior</li> <li>8. Sex and sex differences</li> <li>9. Human evolution</li> <li>10. Evolution and culture</li> </ol> <p>Final exam-</p>		
<b>Readings:</b>		
<p>“Animal Behavior”, M.Ridley, Blackwell Science Inc. \$79  “Sexual Selection”, J.L.Gould and C.G. Gould, Scientific American Library, \$20</p> <p><b>Suggested Readings:</b>  “Darwin for beginners”, J.Miller and B.Van Loon, Random house Inc. \$11  “Introducing Evolutionary Psychology”, D.Evans et al. Natl Book Network, \$12  “Evolution”, M.Ridley, Blackwell Science Inc. \$90</p>		
<b>Grading criteria: Attendance/Assignment/Examination/Paper</b>		
Ten 5-min. In-Class tests : 30%; Mid-term exam: 30%; Final exam: 40%		
<b>Requirements:</b>		
(Prerequisites) History and Philosophy of Science, Basics of Life Science		
<b>Keywords:</b>		
evolution, biology, ecology, adaptation, human behavior, culture		

<b>Course</b>	<b>Biodiversity and Conservation</b>	<b>( 3 credits )</b>
<b>Instructor</b>	<b>Ikeda, Kiyohiko</b>	
<b>Outline:</b>	<p>This course is designed to give students an introduction to the concept of biodiversity and contemporary problems of conservation. The concept of biodiversity and its actual situation will be illustrated and the suitable way for mankind to coexist with wild organisms will be explored. A great number of wild animals and plants were destroyed or are now threatened by human activities, but the effective way to preserve them is not established. This course provides many examples of biodiversity and its crisis from both the world and Japan, and will discuss their conservation.</p>	
<b>Schedule:</b>	<p>The following topics will be discussed.</p> <ol style="list-style-type: none"> <li>1 What is biodiversity? : species diversity, ecosystem diversity and genetic diversity</li> <li>2 The origin of biodiversity</li> <li>3 Crash and recovery of biodiversity in geological time</li> <li>4 Decrease of biodiversity by human activities</li> <li>5 Disturbance by alien species</li> <li>6 Threatened species and Red Data Book of the world and Japan</li> <li>7 Endemic species of Japan and their conservation</li> <li>8 How to manage biodiversity</li> </ol>	
<b>Readings:</b>	<p>Wilson,E.O. : The Diversity of Life. Penguin Books.  Wilson,E.O. : The Future of Life. Random House.  Domoto,A.&amp; Iwatsuki,K. : A Threat to Life : The Impact of Climate Change on Japan's biodiversity. Tsukiji Shokan.  Lomborg,B. : The Skeptical Environmentalist. Cambridge U.P.</p>	
<b>Grading criteria:</b>	<p><b>Attendance/Assignment/Examination/Paper</b>  Final examination and /or final essay</p>	

<b>Course</b>	<b>Applied Mathematics</b>	<b>( 3 credits )</b>
<b>Instructor</b>	<b>Hayakawa, Yu</b>	
<b>Outline:</b>		
<p>This course is designed to provide basic mathematical skills useful in fields such as business, and biological and social sciences. By the end of the semester students should be able to meet the following objectives:</p> <p>* to understand basic concepts in linear algebra, and differential and integral calculus, and</p> <p>* to model a given problem and solve it by using the techniques covered in the course.</p>		
<b>Schedule:</b>		
<p>chapters to be covered: 0 - 6, 8, 11 - 16 (some sections will be omitted.)</p> <p>week contents</p> <ol style="list-style-type: none"> <li>1. linear and quadratic equations</li> <li>2. functions and graphs</li> <li>3. systems of linear equations, exponential and logarithmic functions</li> <li>4. quiz 1, matrix operations, inverses</li> <li>5. determinants, Cramer's rule</li> <li>6. mathematics of finance</li> <li>7. continuity and differentiability</li> <li>8. quiz 2, product, quotient, and the chain rules</li> <li>9. implicit differentiation</li> <li>10. higher-order derivatives and extrema</li> <li>11. concavity and differentials</li> <li>12. quiz 3, indefinite integral</li> <li>13. summation, definite integral</li> <li>14. area</li> <li>15. revision, final examination</li> </ol>		
<b>Readings:</b>		
<b>required textbook:</b>		
"Introductory Mathematical Analysis for Business, Economics, and Life and Social Sciences" (10th edition) Haeussler, Ernest F. and Paul, Richard P. Prentice Hall (2002)		
<b>recommended supplementary material:</b>		
"Student's Solution Manual" (10th edition) Haeussler, Ernest F. Prentice Hall (2002)		
<b>Grading criteria: Attendance/Assignment/Examination/Paper</b>		
There will be three quizzes and one final examination. The final course grade will be determined by the best of the following two options:		
(1) final examination	100%	
(2) final examination	50%	
two quizzes (best two out of three)	25% x 2 = 50%	
<b>Requirements:</b>		
final examination		

<b>Course</b>	<b>International History of War and Peace</b> <b>( 3 credits )</b>
<b>Instructor</b>	<b>Okamoto, Koichi</b>
<b>Outline:</b>	<p>The last two centuries of Japan is the age of war and peace. As the development of modern world was crucially shaped through international interactions, the history of Japan's recent past cannot be defined in national terms alone. Thus, the analysis of international history is vital to understand modern Japan.</p> <p>This course is intended as an international history of war and peace, with the emphasis of modern Japanese history. Ranging from the Opium War to the Gulf War, lectures and presentations/discussions will cover the various issues of major wars and their consequences.</p>
<b>Schedule:</b>	<p>The Wars examined in this course are as follows.</p> <ul style="list-style-type: none"> <li>The Opium War</li> <li>The Sino-Japanese and Russo-Japanese Wars</li> <li>World War I</li> <li>The 15 Years War (1931-1945) [The China-Japan War, the Asia/Pacific War (World War II)]</li> <li>The Korean War</li> <li>The Vietnam War</li> <li>The Gulf War</li> </ul> <p>The detailed course schedule will be distributed at the first session of the course. Weekly readings average out to roughly 100 pages.</p>
<b>Readings:</b>	<p><b>Textbook:</b> Michael A. Barnhart, <u>Japan and the World Since 1868</u> (St. Martin, 1995)</p> <p>Students are also asked to purchase a Coursepack of readings. Readings too lengthy to be included in the Coursepack have been placed on library reserve.</p>
<b>Grading criteria:</b>	<p><b>Attendance/Assignment/Examination/Paper</b></p> <p>Your term grade will be based upon the following:</p> <p>1) Active participation in class (15%) 2) Class presentations (15%) 3) Reading notes/position papers.* (30%) 4) One paper**(40%)</p> <p>* 3) Write 1 - 2 page note on the reading assignments and analysis of each war discussed in this course.</p> <p>* 4) Write a research paper approximately twenty pages in length on one of the wars of your choice. A bibliography of the topic should be attached. It does not need to be long, but it should be complete. You will have to decide what is significant and what is not. Each student should consult with the instructor on her/his paper topic.</p>

<b>Course</b>	<b>Intellectual History of Modern Japan</b> <b>( 3 credits )</b>
<b>Instructor</b>	<b>Okamoto, Koichi</b>
<b>Outline:</b>	<p>This course seeks to describe and explain Japanese thought and behavior in modern Japan as seen in the historical context. Through lectures and discussion, we will consider various issues in Japanese intellectual history, such as the Japanese enlightenment and the development of Japanese nationalism.</p> <p>As the course will be organized as a colloquium style, the students are expected to obtain a basic framework of modern Japanese history in advance. If your background in Japanese history is weak, please consult with the instructor before the final registration.</p>
<b>Schedule:</b>	<p>The detailed course schedule and readings list will be distributed at the first session of the course. Weekly readings average out to roughly 150 pages.</p>
<b>Readings:</b>	<p>Maruyama, Masao. <u>Studies in the Intellectual History of Tokugawa Japan</u> (Princeton, 1975)</p> <p>Braisted, William R. , trans and intro. <u>Meiroku Zasshi: Journal of the Japanese Enlightenment</u> (Harvard, 1976)</p> <p>Duus, Peter and Irwin Scheiner. <u>The Cambridge History of Japan</u> Vol. 6 (Cambridge, 1988)</p> <p>Barshay, Andrew E. <u>State and Intellectual in Imperial Japan: The Public Man in Crisis</u> (University of California, 1988)</p> <p>Pyle, Kenneth B. <u>The New Generation in Meiji Japan</u>(Stanford, 1969)</p> <p>Griffin, Roger <u>Fascism</u> (Oxford, 1995)</p> <p>Maruyama, Masao. <u>Thought and Behavior in Modern Japanese Politics</u> (Oxford, 1963)</p> <p>Tsurumi, Shunsuke. <u>An Intellectual History of Wartime Japan, 1931-1945</u> (KPI, 1986)</p> <p>Gordon, Andrew, ed. <u>Postwar Japan as History</u> (University of California, 1993)</p> <p>Gluck, Carol. <u>Japan's Modern Myths</u> (Princeton, 1985)</p> <p>Benedict, Ruth. <u>The Chrysanthemum and the Sword: Patterns of Japanese Culture</u></p> <p>Lummis, C. Douglas, <u>A New Look at the Chrysanthemum and the Sword</u> (Shohakusha, 1982)</p> <p>*Students are also asked to read the assigned articles placed on library reserve.</p>
<b>Grading criteria:</b>	<p><b>Attendance/Assignment/Examination/Paper</b></p> <p>Your term grade will be based upon the following:</p> <p>1)Active participation in class [20%] 2)Class presentations [20%] 3)One paper* [60%]</p> <p>*3) Write a research paper approximately twenty pages in length on a topic of your choice.</p>
<b>Requirements:</b>	<p>A bibliography of the topic should be attached. It does not need to be long, but it should be complete. You will have to decide what is significant and what is not. Each student should consult with the instructor on her/his paper topic.</p>

<b>Course</b>	<b>Topics in American Advertising</b>	<b>( 3 credits )</b>
<b>Instructor</b>	<b>Sivulka, Juliann</b>	
<b>Outline:</b>		
<b>A History of American Advertising and Consumer Culture</b>		
<p>This course examines the history of advertising and consumer culture in America. From the first newspaper ad in the colonies to web sites for advertisers, advertising has played an integral role in reflecting and shaping American life. It will emphasize the fascinating stories behind the advertising of many of the products and companies that shape American life, including memorable slogans, brand names, and jingles. It also covers such controversial issues as feminism, minorities, and the consumer movement that changed the face of advertising. Class time will be spent with lecture, slides, videos, and television commercials.</p> <p>In addition to providing a broad historical framework of American advertising and consumer culture, students will use an on-line database that will introduce them to over 10,000 American advertisements dating from the 1850s-1950s.</p>		
<b>Schedule:</b>		
<p>1492-1880 The Beginnings  1880-1900 Selling the Goods  1900-WWI The Rise of a Consumer Economy  1920s Roaring Twenties  1930s-WWII The Depression and War Years  1950s The Fabulous Fifties  1960-1975 Creative Revolution  1975-1990 From Positioning to Image Building  1990s and Beyond</p>		
<b>Readings:</b>		
<b>Textbook:</b>		
<p>Over the course of the semester, all students must read <i>Soap, Sex, and Cigarettes: A Cultural History of American Advertising</i> by Juliann Sivulka in either the English, Chinese, Russian, or Greek translation.</p> <p>English: Wadsworth, 1998  Chinese: China Books Publishing, 2001  Multilingual, 2002  Russian: Piter Publishing House, 2002  Greek: ION Worldwide, 2002</p>		
<b>Grading criteria: Attendance/Assignment/Examination/Paper</b>		
<p>Mid-term paper (5-7 pages) 30%  Final paper (8-10 pages) 40%  Other assignments, attendance, class participation, and involvement in class 30%</p> <ul style="list-style-type: none"> <li>• Midterm and final exams will be a combination of objective and short essay questions from lectures and readings.</li> <li>• The mid-term paper should be 5-7 pages and the final paper should be 8-10 pages in length, on a topic of the student's choice, chosen from the issues covered. It will be</li> </ul>		

graded on: 1) overall organization; 2) clarity of the presentation; 3) application of concepts with specific examples. A brief outline of the final paper must be submitted four weeks before the semester's end.

**Requirements:**

Active course participation (preparation, argument, and listening) is important. Students are also required to submit a mid-term paper of 5-7 pages and final paper of 8-10 pages in length. Papers must be typewritten and double-spaced. There will be no final examination.

<b>Course</b>	<b>International Role of Japanese Business</b> <b>( 2 credits )</b>
<b>Instructor</b>	<b>Nakamura, Kiyoshi</b>
<b>Outline:</b>	This course is specially designed in cooperation with the Japan Institute for Socio & Economic Affairs (Keizai Koho Center) to provide students with an opportunity to study the international role of Japanese business. General managers from major corporations (from such sectors as automobile, electronics, finance, telecommunications) will be invited as guest speakers to discuss the issues that confront Japanese business and industry to day and tomorrow.
<b>Readings:</b>	Textbook: Nakamura, Kiyoshi ed. <i>Going Global</i> , The Japan Times
<b>Grading criteria:</b>	<b>Attendance/Assignment/Examination/Paper</b> Attendance and summary papers: 50% Final exam: 50%: One hour short essay-type exam based on lectures Class requirements and grading policy may vary depending on class size.
<b>Requirements:</b>	Due to the unique characteristics of this course, students are strongly encouraged to attend classes and participate actively in discussions. Students are required to hand in a one-page typed summary of each lecture by the next class to the assistant. Late submission will not be accepted. Summary papers will not be returned, so students are advised to ensure they have kept a copy before submitting it. Students are also required to study by themselves about the related topics in newspapers and journal such as The Japan Times, Nikkei Weekly, The Wall Street Journal, The Asian Wall Street Journal, Time, Newsweek, Financial Times, Far Eastern Economic Review etc. You can also obtain necessary information from websites. On top of weekly summaries, a final exam will be held, the date of which will be announced in class.

<b>Course</b>	<b>Current Issues in the European Economy</b> <b>( 3 credits )</b>
<b>Instructor</b>	<b>Ferber, Katalin</b>
<b>Outline:</b>	<p>Europe has recently changed and these changes are so quick that we sometimes cannot understand these changes and their consequences. In May, 2004, ten new countries enter in the European Union (EU) with great expectations and probably with great concerns.</p> <p>Although we celebrate soon again the disappearance of the Berlin Wall, seemingly there is another barrier rapidly arises. The lack of knowledge thus lack of understanding the ex-socialist countries' economy and society prevent us from following the recent changes in Europe.</p> <p>We attempt to understand how the socialist economies were born, why the system survived half of the last century, and what maintained politically and economically this system relatively strong but inefficient.</p>
<b>Schedule:</b>	<ol style="list-style-type: none"> <li>1. The essence of the 'Communist Manifesto'; utopia and reality</li> <li>2. The Revolution in Russia</li> <li>3. Economy versus the society; what was the Soviet economy in brief?</li> <li>4. 1945; East-Central Europe and the enforced 'revolutions'</li> <li>5. The Cold War; East versus the West</li> <li>6. How the planned economy worked and how it did not?</li> <li>7. Why the centrally planned economy worked for so long?</li> <li>8. Society, Culture and the 'secret' of the socialist systems</li> <li>9. The great failure; 1989</li> <li>10. Transitional economies and their futures</li> </ol>
<b>Readings:</b>	<p>Janos Kornai, The Socialist System; The Political Economy of Communism. Princeton and Oxford University Press 1992/  Janos Kornai (Editor), Reforming the State: Fiscal and Welfare Reform in Post-Socialist Countries. Cambridge University Press, 2002  The Cambridge History of Europe  Selected chapters</p>
<b>Grading criteria: Attendance/Assignment/Examination/Paper</b>	<p>The course requires participation two medium length critical essays on selected readings and one final (in-class) exam.</p> <p>Participation 20%  Two essays 40%  Final exam 40%</p> <p>Students who fail to submit their essays by the deadlines (announced in the first class) automatically lose 50% of their scores from the final evaluation of that essay.</p>

**Requirements:**

This course does not require prior knowledge other than general European history in the 20<sup>th</sup> century. Since the course is dealing in depth with a system which had been surviving for almost a century, we focus in the classroom the real elements of the socialist systems and reading contradicting literature in this field. Attendance itself unfortunately cannot fulfil credit requirements. Instead we try to analyse and critically review the most important elements of the centrally planned economic systems including its varieties in Europe and in Asia.

<b>Course</b>	<b>Comparative Politics and Political Institutions ( 3 credits )</b>
<b>Instructor</b>	<b>Toyonaga, Ikuko</b>
<b>Outline:</b>	<p>Comparative politics is a field in the study of politics that focuses on <i>domestic</i> politics and political systems. This course has two aims. The first is to introduce students to major approaches and themes in the field of comparative politics. History of comparative politics will be discussed briefly and major variations in the elements of political systems will be explored. The second is to provide an overview of the political systems of various countries in today's world. Several countries, which represent different types of political systems such as established democracies, transitional democracies and non-democracies, will be examined closely.</p>
<b>Schedule:</b>	<p>The course is organized into two parts.</p> <p>I. The first part will cover the following topics.  History of comparative politics/ Types of non-democratic regimes/ Variety of democracies/ Political parties and party systems/ Electoral systems and electoral politics/ Executives and legislatures/ Territorial organization of the state/ State-society relations/ Welfare state and economic management/ Citizen's activism and social capital/ Values and culture/ General trend: Convergence or divergence?  Students are expected to complete the readings from the textbooks on time, and to be prepared to discuss them in class. The volume of reading will be approximately 1-3 chapters per class. In addition, each student will report on a paper from a list of selected works in comparative politics. This will consist of writing a 1-2 page outline on the paper, distributing copies of the outline, and giving a 10-20 minute oral presentation in class. The list will be provided in the beginning of the semester.</p> <p>II. The second part will deal with the following 12 countries.  Britain, France, Germany, Japan, India, US, Brazil, Mexico, Russia, China, Nigeria, Iran.  Classes will be centered on presentations prepared by students. Each class will have one student to make a 40-50 minute presentation on the assigned country. Q&amp;A and discussion, moderated by another student, will follow the presentation. Each student will be assigned one country and conduct research independently guided by the relevant chapter from the textbook by Kesselman et al. Each student is also required to write an 8-10 page paper on the assigned country, which will be the basis for the class presentation.</p>

**Readings:**

*A list of papers for the outline report will be provided in the beginning of the semester. So will a list of suggested readings. The following books will be used as the textbooks in the course.*

Howard J. Wiarda, *Introduction to Comparative Politics: Concepts and Processes*, 2<sup>nd</sup> ed (Harcourt College Publishers, 2000)

Arend Lijphart, *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries* (Yale University Press, 1999)

Mark Kesselman et al. (eds), *Introduction to Comparative Politics*, 3<sup>rd</sup> ed (Houghton Mifflin, 2004)

**Grading criteria: Attendance/Assignment/Examination/Paper**

Report, Part I (Outline / Oral presentation) : 20%

Report, Part II (Writing / Oral presentation): 40%

Others (Contribution to discussion, moderatorship and etc.) : 10%

Final examination : 30%

**Requirements:**

Students are required to have consistent attendance.

**Course**                    **Social and International Relations of Japan**  
**( 3 credits )**

**Instructor**            **Kishima, Takako**

**Outline:**

Although Japan has emerged to the world scene as a major economic power, remarkably few people outside Japan have a good understanding of how the government, politics, and economy of Japan work. This course will explore the nature of democracy and capitalism in Japan, using history and culture of the Japanese people as a guide for understanding Japan today. Specifically, we look into how and when so-called unique features of the Japanese-style capitalism arose and how they shaped postwar Japan.

Informal forms of political participation of the ordinary people and patterns of conflict resolution and decision-making will be other areas of our special interest. By paying attention to the seemingly politically insignificant ordinary people's involvement in politics in their daily lives, we redefine politics so as to analyze it in a broader social context. We examine basic patterns of conflict resolution and decision-making that can be applied to explain Japan's foreign policy behavior -- such as its widely criticized "checkbook diplomacy" in the case of Gulf War and consequent Afghanistan and ongoing Iraq war -- as well as domestic social relations in various contexts including women in the workplace. Other areas of our interest will be ideological and symbolic dimensions of economic issues and the Japanese approach to resolving them. Issues include "techno-Orientalism", domestic responses to pressures from abroad for liberalizing rice and beef market and their relation to the symbolic meaning of the emperor and the *burakumin* (Japan's outcast), respectively.

**Schedule:**

- \* Japan's emergence as a modern power: two revolutions from above
- \* The "miracle" revisited: sources of Japan's postwar economic success
- \* Political culture: basic patterns of decision-making and conflict resolution: the cases of Gulf War, Afghanistan, and Iraq war, and women's status in the workplace
- \* Informal politics: election campaigning and conservative rule, Japanese-style
- \* The nature of the state-business relations: the Japanese-style capitalism as an antithesis to laissez-faire
- \* Beef and leather imports: the problems of the burakumin
- \* Rice and agricultural subsidies: symbolic meaning of rice and the emperor

**Readings:**

Reading assignment for each week will be handed out in class.

The following books may be also useful:

\* Stockwin, J.A.A. *Governing Japan: Divided Politics in a Major Economy* (3rd ed.). Malden, Mass.: Blackwell Publishers, 1999.

\* -----, *Japan: Divided Politics in a Growth Economy* (2nd ed.). New York: Norton, 1982.

\* Krauss, Ellis et al., eds. *Conflict in Japan*. Honolulu: Univ. of Hawaii Press, 1984.

\* Upham, Frank K. *Law and Social Change in Postwar Japan*. Cambridge, Mass.: Harvard Univ. Press, 1987.

\* Eades, J.S.; Tom Gill & Harumi Befu, eds. *Globalization and Social Change in Contemporary Japan*. Melbourne: Transpacific Press, 2000.

\* White, Merry Isaacs. *Perfectly Japanese: Making Families in an Era of Upheaval*. Berkeley & Los Angeles: Univ. of California Press, 2002.

**Grading criteria: Attendance/Assignment/Examination/Paper**

The basis of grading will be as follows. Midterm (30%); class participation, panel presentation and a short research paper (30%); and final (40%).

**Requirements:**

Requirements for the course include

- (1) a midterm exam;
- (2) oral presentation in the final weeks of class as part of a panel, based on 5-6 pages research paper, on a topic to be worked out with the instructor; and
- (3) a take-home final exam.

<b>Course</b>	<b>International Organizations and Japan ( 3 credits )</b>
<b>Instructor</b>	<b>Morikawa, Tomonori</b>
<b>Outline:</b>	
<p>The world today is plagued by a large number of transnational problems that appear to require concerted, collective action: violent conflict, widespread human rights abuses, environmental degradation, and persistent poverty and malnutrition, to name a few. Yet we live in an anarchic world of independent, sovereign states, a world in which there is no overarching government capable of providing authoritative solutions to these problems. Can international organizations such as the United Nations contribute to the solutions of common problems? If so, how? What should be the contributions by the government of Japan toward that end?</p> <p>In this course, we will explore the contemporary efforts to “organize” the unruly sovereign state system. We will examine the evolution of multilateral peace-keeping operations, and international efforts to promote human rights and economic development. Special attention is paid to Japan’s foreign policy toward the United Nations.</p>	
<b>Readings:</b>	
<b>Required Textbooks:</b>	
(1) T. G. Weiss, D. P. Forsythe and R. A. Coate. 1997. <i>The United Nations and Changing World Politics</i> . Westview Press.	
(2) Course Pack.	
<b>Suggested readings:</b>	
United Nations (ed). 2003. <i>Basic Facts about the United Nations</i> .	
UNA-USA (ed). <i>A Global Agenda: Issues Before the 57<sup>th</sup> General Assembly of the United Nations</i> .	
F. C. Steady and R. Toure (eds.). 1995. <i>Women and the United Nations: Reflections and New Horizons</i> . Schenkman Books.	
M. Yuhus. 1999. <i>Banker to the Poor</i> . Perseus Books.	
<b>Grading criteria: Attendance/Assignment/Examination/Paper</b>	
<p>The grading consists of two exams (45% each) and one short essay (10%). As for the short essay, no late submission is accepted.</p> <p>Please note the following: (1) it is the policy of the Center for International Education that students have to attend at least 75% of the total class hours to earn a passing grade, and if your attendance is below that level, you will automatically receive an F; (2) students must arrive in time for class, otherwise they are considered to be absent.</p>	

<b>Course</b>	<b>International Law</b>	<b>( 3 credits )</b>
<b>Instructor</b>	<b>Waters, David</b>	
<b>Outline:</b>		
<p>As the nations of the world become more interdependent, the relationships between nations and the people and organizations of those nations become more complex. As these relationships become more complex, it becomes more important to undertake the study of the principles of international law developed to define these relationships and to resolve issues and disputes arising from these relationships. Public international law consists of the principles of law governing the relations between nations. Private international law establishes the rules governing the resolution of disputes involving individuals or organizations when such disputes have significant contact with two or more nations. This course will cover both public international law and private international law. Students will study the sources of international law, its terminology, theories, concepts and key issues. The primary mode of instruction will be the review of historically important cases of international law.</p>		
<b>Schedule:</b>		
<p>The course will progress as follows (numbers = weeks): 1) defining public and private international law and a review of the various sources of international law, 2) defining the State (the status of being a nation) and a review of common legal issues arising from that status, 3) international organizations (e.g., the United Nations) and the role played by these organizations in creating and administering international law, 4) the status of individuals and business entities in international law and a review of common issues of international law relating to individuals and business entities, 5) principles of jurisdiction in international law, 6) concepts of sovereignty in international law and attempts to limit the range of sovereignty, 7) diplomatic relations and legal issues arising from such relations, 8) the formation and interpretation of international treaties, 9) arbitration and adjudication in the international context, 10) the use of force and the implementation of peacekeeping operations, 11) abuses of human rights and the applicability of international law, 12) environmental issues in international law, 13) the World Trade Organization and other forms of economic relation established in international law, 14) international law versus domestic law – a review of hierarchical issues, and 15) an overview of the successes and failures of international law and a review of the potential for future developments in international law.</p>		
<p>Midterm exam – Week 7 Final exam – Week 16</p>		

**Readings:**

Fundamental Perspectives on International Law, 4<sup>th</sup> Edition, William R. Slomanson, (2003, Wadsworth, ISBN 0-534-57387-8) – this book should be purchased by students (approx. \$109 US) but copies will be placed on reserve in the Waseda Library.

Other readings to be placed on reserve in the Waseda Library -- Cases and Commentary on International Law, Mark Janis and John Noyes, 2<sup>nd</sup> Edition, (2001, West Group, ISBN 0-314-24651-7); International Law Anthology, Anthony D'Amato, (1994, Anderson, ISBN 0-87084-360-5); International Business Law and its Environment, 5<sup>th</sup> Edition, Richard Schaffer et al., (2002, West Group, ISBN 0-324-06098-X), selected decisions in international law cases.

**Grading criteria: Attendance/Assignment/Examination/Paper**

Grades will be derived from each student's performance in accordance with the following formula:

35% midterm exam  
55% final exam  
10% class participation

Class participation is considered a fair component of the grading formula because class participation is an important part of any legal studies course. Students should be prepared for a moderate amount of class discussion of the cases and legal principles under review. At least one major law case will be discussed each week.

**Requirements:**

Students are expected to attend class regularly and to have completed all assigned reading prior to class. Students are expected to participate in the class discussion of principles of law and cases. In the event students cannot attend class on account of illness or other difficulties or activities, students are expected to provide e-mail or written notice to the professor within 3 days of each absence.

The mid-term and final exams shall consist of multiple choice and short essay questions (approximately 50% of exam points allocated to each type of question).

**URL:**

To be announced

**Keywords:**

Legal Studies, Law, International Law

<b>Course</b>	<b>United States Politics and Foreign Policy</b> <b>( 3 credits )</b>
<b>Instructor</b>	<b>Seul, Timothy</b>
<b>Outline:</b>	This course will examine various issues within U.S. politics as they relate to the formation of foreign policy. Although emphasis will be placed on policy development and implementation from the onset of the Cold War in 1945 to the present, we will also consider the context out of which American political thought emerged; doing this will provide us with an understanding of contemporary themes surrounding the rhetoric of U.S. foreign policy.
<b>Schedule:</b>	The following topics, among others, will be covered in this course. <ol style="list-style-type: none"> <li>1. Policy Formation</li> <li>2. National Security and International Cooperation</li> <li>3. Balance of Power</li> <li>4. Political Psychology</li> <li>5. Public Opinion</li> <li>6. Culture and International History</li> <li>7. Ideology</li> </ol>
<b>Readings:</b>	Trevor Salmon, editor, <u>Explaining the History of American Foreign Relations</u> . <b>Suggested Readings:</b> <i>Newsweek</i> , <i>Time</i> , or other news magazines. Daily newspapers
<b>Grading criteria:</b>	<b>Attendance/Assignment/Examination/Paper</b> Grades will be calculated on the basis exam scores, writing assignments, and your participation/attendance record.
<b>Requirements:</b>	Students are expected to be active participants in class. Discussions will be a major component of the classroom experience, and students will often be asked to begin them based on the day's reading assignment. Perhaps the most crucial components of participation are attendance and careful consideration of the assigned readings. Course readings alone, however, will not be enough to do well on exams. Because exams will focus on material covered in class, attendance is highly recommended. Additionally, attendance is a part of your participation grade. Therefore, poor attendance will not only be reflected in lower test scores, but also in a poor participation grade.

<b>Course</b>	<b>European Integration and Foreign Policy</b> <b>( 3 credits )</b>								
<b>Instructor</b>	<b>Kataoka, Sadaharu</b>								
<b>Outline:</b>	<p>The principal aim of this course is to provide for the students an overview of the causes, the process and the current situation of European political and economic integration. The political and economic integration of the each European nation-state into the European Union (EU) is one of the most complicated political enterprises unfolding in the world. In fact, Europe is in the middle of a great transformation. The European Union is a dynamic ever-changing supranational institution composed of 15 European nation-states (During 2004, EU will be composed of 25 member states). The political and cultural diversity of the 15 member states makes the EU a fascinating subject to study. But, this diversity also adds to its complexity.</p> <p>This course aims to familiarize students with integration theory, history and institutions of the EU, issues and challenges of the EU, the significance of the EU for Europe, and the Japan-EU relations.</p> <p>In addition, I will try to organize a meeting with the European Diplomatic Corps in Tokyo and another one with a representative of MOFA during this course so that we can learn what policymakers are thinking.</p>								
<b>Schedule:</b>	<ol style="list-style-type: none"> <li>1) General Introduction: What is the European Union?</li> <li>2) Historical approach: History of the EU</li> <li>3) Theoretical Perspectives: theories of integration</li> <li>4) Institutions of the EU: European Commission, Council of Ministers, European Parliament, European Court of Justice, European Council and other institutions</li> <li>5) Policies and Issues of the EU: Economic Policy, Agricultural Policy, EMU</li> <li>6) CFSP and ESDP</li> <li>7) EU enlargement</li> <li>8) Transatlantic Relations</li> <li>9) Japan-EU Relations</li> <li>10) Wrap-up and conclusion</li> </ol>								
<b>Readings:</b>	<p>John McCormick, <i>The European Union: Politics and Policies</i>, Westview Press.</p> <p>John McCormick, <i>Understanding the European Union: A Concise Introduction, Second Edition</i>, Palgrave Macmillan.</p> <p>Pascal Fontaine, <i>Europe in ten Points</i>, General Publications of European Union (<a href="http://europa.eu.int/comm/publications/booklets/eu_glance/12/txt_en.htm">http://europa.eu.int/comm/publications/booklets/eu_glance/12/txt_en.htm</a>).</p>								
<b>Grading criteria:</b>	<p><b>Attendance/Assignment/Examination/Paper</b></p> <p>The final course grade will be based on the following percentages:</p> <table> <tr> <td>Participation and Attendance</td> <td>20%</td> </tr> <tr> <td>Research Paper</td> <td>40%</td> </tr> <tr> <td>Final Exam</td> <td>40%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Participation and Attendance	20%	Research Paper	40%	Final Exam	40%	Total	100%
Participation and Attendance	20%								
Research Paper	40%								
Final Exam	40%								
Total	100%								

**Requirements:**

Attendance in class is required, active participation is expected, and students should anticipate being called on to discuss topics. Attendance and participation are required and count for twenty percent (20%) of the course grade. Each student is required to write a research paper of 10 pages on one of the current topics of European Union. You will offer an analysis of one or two of the most important problems facing the European Union. You will have great freedom in determining the focus of the presentation, but must consult with the instructor. This short paper counts for thirty percent (30%) of the course grade. There will be a final exam. You will be tested on the lectures on this exam. This final examination counts for forty percent (40%) of the final course grade.

**Course**                    **Japan and the Korean Peninsula**

**( 3 credits )**

**Instructor**            **Shigemura, Toshimitsu**

**Outline:**

Japan and Two Koreas relation is not a domestic issue but an international issue. This course, in particular, will serve understanding Japan and two Koreas relation in an international way. There has been a persistent tendency to view Japan's relation with two Koreas from a Japan's perspective. This type of analysis has prevented students from viewing international relations in diverse perspectives. This course begins with receiving questions from students. Students have to ask questions regarding the course content. However, any doubts, explanation, and informed knowledge are to be reviewed by students themselves. The first and foremost important question begins with the topic of the war on the Korean Peninsula. Would North Korea begin the war again? Will North Korea launch missiles to Japan? Would the United States make a decision on military attack to North Korea? These questions will be self-examined by each student.

**Schedule:**

1. War on the Korean Peninsula
2. Collapse of North Korea
3. "Yu-ji" on the Korean Peninsula
4. North Korea launch missiles to Japan
5. Different theories on North Korea
6. Machiavelli and Kim Jong-il (1)
7. Machiavelli and Kim Jong-il (2)
8. The Clash of civilization and Koreas (1)
9. The Clash of civilization and Korea (2)
10. The end of history and two Koreas (1)
11. The end of history and two Koreas (2)
12. Confucian nations
13. Max Weber and Korea (1)
14. Max Weber and Korea (2)
15. Japanese Orientalism and two Koreas (1)
16. Japanese Orientalism and two Koreas (2)

**Readings:**

- Oberdorfer, Don. *The Two Koreas*, New York: Basic Books, 1997.
- Shigemura, Toshimitsu. "North Korea – Japan Relationship," in *Two Koreas and Four Powers* edited by Toshio Watanabe, Portland, OR: Huntington Publishing Inc, 2003, 103-127.
- Machiavelli, Niccolo. *The Prince*. London: Penguin Putnam Inc., 1999.
- Huntington, Samuel. *The Clash of Civilizations and the remaking of World Order*. New York: Touchstone, 1997.
- Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*, translated by Talcott Parsons, New York: Dover Publication Inc., 2003.
- 重村智計「北朝鮮データブック」東京、講談社、2003 .
- 重村智計「北朝鮮の外交戦略」東京、講談社、2000 .
- Said, Edward. *Orientalism*. New York : Vantage Press, 1978.
- エドワード・サイド、オリエンタリズム (上・下) 東京 : 平凡社、2000.
- Kuhn, Thomas. *The Structure of Scientific Revolution*. Chicago: The University of Chicago Press, 1996.
- Fukuyama, Francis *The End of History and the Last Man*, New York: Avon books Inc, 1992

**Grading criteria: Attendance/Assignment/Examination/Paper**

1. No questions and no answers in class means no grades. (No dead silence in class)
2. Scrapping Newspaper articles and write your evaluations and analysis.
3. Class participation 50% Final Examination 25% Group project presentation 25%

**Requirements:**

1. Students have to ask questions regarding the course content.
2. Students should make group presentations
3. As for the required weekly assignments, every student should read and scrap articles related to the Korean Peninsular that appear in *The New York Times*, *The International Herald Tribune* or newspapers in English.

<b>Course</b>	<b>Japanese Literature after 1945</b> <b>( 3 credits )</b>
<b>Instructor</b>	<b>Sakakibara, Richi</b>
<b>Outline:</b>	In this course, we will read literary text (English translation) that were written between 1945 and 1952, the years customarily called "the occupation period" (senryô ki) . The writers of the time were forced to negotiate with the rapidly changing present as well as their fascist past. We will closely analyze their intellectual endeavor of inquiring into the meanings of "war," "defeat," "occupation," and "modernity." The class will be a combination of lecture and discussion.
<b>Schedule:</b>	A detailed course schedule will be distributed in the first class.
<b>Readings:</b>	<p>The following is the tentative reading list.</p> <p>"Dark Pictures" in <i>Dark Pictures and Other Stories</i> (2000) by Noma Hiroshi.</p> <p><i>The Setting Sun</i> (C.E. Tuttle 1981) by Dazai Osamu.</p> <p>"Summer Flowers" by Hara Tamiki in <i>Hiroshima Three Witnesses</i>.</p> <p>"Five Cups of Sake" by Nakano Shigeharu in <i>Three Works by Nakano Shigeharu</i> (The Cornell East Asia Papers, 1979)</p> <p><i>Fires on the Plain</i> (C.E.Tuttle, 1967) by Ooka Shohei.</p> <p><i>Confessions of a Mask</i> (C.E.Tuttle, 1970) by Mishima Yukio.</p> <p>"American School" by Kojima Nobuo.</p> <p>"The Jesus of the Ruins" in <i>The Legend of Gold and Other Stories</i> (University of Hawaii Press, 1998) by Ishikawa Jun.</p> <p>"This Outcast Generation" in <i>This Outcast Generation: Luminous Moss</i> (C.E.Tuttle 1967) by Takeda Taijun.</p> <p><i>The Floating Clouds</i> (Hara shobo, 1965) by Hayashi Fumiko.</p> <p>"Introduction" from <i>Hiroshima Traces: Time, Space, and the Dialectics of Memory</i> (University of California Press, 1999) by Lisa Yoneyama.</p> <p>"Introduction" from <i>Embracing Defeat: Japan in the Wake of World War II</i> (The New Press, 1999) by John Dower.</p> <p>Most of the reading are provided in coursepack.</p>
<b>Requirements:</b>	Students are expected to read the assignments before classes and attend classes regularly. A mid-term and a final paper are required.

<b>Course</b>	<b>Cultural Anthropology and Japan</b> <b>( 3 credits )</b>
<b>Instructor</b>	<b>Bernard, Rosemarie</b>
<b>Outline:</b>	
<p>This course considers contemporary ethnographic writing about Japanese society and culture. Readings include Ruth Benedict's <i>Chrysanthemum and the Sword</i> and other seminal works in the history of the field, as well as recent monographs about the Japanese self; cultural commodities and globalization; postmodernity and nostalgia; popular culture and gender in the theater; dress codes and ideology; and cultural consumption and race. Problems of fieldwork and ethnographic film are also considered. This course is intended for students with an interest in contemporary social theory or current Japan ethnography. Participants will be expected to read articles and monographs in full and to come to class ready to engage in active discussion.</p>	
<b>Schedule</b>	
Monday 13:00-14:30 and Wednesday 16:20-17:50	
<b>Readings</b>	
<b>(1) Books to buy:</b>	
*Ruth Benedict, <u>The Chrysanthemum and the Sword: Patterns of Japanese Culture</u> . New York: Houghton and Mifflin, 1989 [1946].	
*Roland Barthes, <u>The Empire of Signs</u> . Translated from the French by Richard Howard. New York: Hill and Wang (Farrar, Straus and Giroux), 1999 [1982].	
*Jennifer Robertson, <u>Takarazuka</u> . University of California Press, 1995.	
<b>(2) Coursepack:</b>	
*Joy Hendry, <u>An Anthropologist in Japan</u> (selections)	
*Kondo, Dorinne, "The Way of Tea: A Symbolic Analysis". <u>Man</u> n.s. 20: 287-306, 1985.	
*Nakane Chie, <u>Japanese Society</u> , pp. 1-63. Berkeley: University of California Press, 1970 (ISBN: 0-520-02154-1) (optional).	
* Doi, Takeo, <u>The Anatomy of Dependence</u> , pp. 28-75. Tokyo:, 1971	
*Rosenberger, Nancy R., <u>Japanese Sense of Self</u> . Cambridge: Cambridge University Press, 1992 (selections: essays by Kondo and Rosenberger).	
*Hendry, Joy, <u>Wrapping Culture</u> . Oxford: Oxford University Press, 1995 [1993]	
*Ohnuki-Tierney, Emiko, "Cherry Blossoms and Their Viewing: A Window onto Japanese Culture". In Sepp Linhart and Sabine Frustuk, eds., <u>The Culture of Japan as Seen Through its Leisure</u> , pp. 213-236. Albany: State University of New York Press, 1998	
*Reader, Ian, "Cleaning Floors and Sweeping the Mind: Cleaning as a Ritual Process". In Jan van Bremen and D.P. Martinez, eds., <u>Ceremony and Ritual in Japan: Religious Practices in an Industrialized Society</u> , pp. 227-245. New York: Routledge, 1995	
*Reader, Ian, "Actions, Amulets and the Expression of Meaning: Reflections of Need and Statements of Desire". In <u>Religion in Contemporary Japan</u> , pp. 168-193, 256. Honolulu: University of Hawaii Press, 1991.	
*Marilyn Ivy, National-Cultural Phantasms and Modernity's Losses, and Itineraries of Knowledge: Trans-figuring Japan. In <u>Discourses of the Vanishing: Modernity, Phantasm, Japan</u> , pp. 1-65. Chicago: 1993.	
*Masao Yamaguchi, The Poetics of Exhibition in Japanese Culture. In Ivan Karp and Steven D. Lavine, eds., <u>Exhibiting Cultures: The Poetics and Politics of Museum Display</u> , pp. 57-67.	

Smithsonian Press, 1991.

\*Joy Hendry, The Orient Strikes Back: A Global View of Cultural Display. Berg, 2000.

\*Yoshimoto Mitsuhiro, Images of Empire: Tokyo Disneyland and Japanese Cultural Imperialism. In Eric Smoodin, ed., Disney Discourse: Producing the Magic Kingdom, pp. 181-203. London: Routledge, 1994.

\*Takashi Fujitani, Electronic Pageantry and Japan's Symbolic Emperor. Journal of Asian Studies 51(4) 824-850, 1992

\*White, Merry, "The Marketing of Adolescence in Japan: Buying and Dreaming". In Lise Skov and Brian Moeran, eds., Women, Media and Consumption in Japan, pp. 255-273. Honolulu: University of Hawaii Press, 1995

\*McVeigh, Brian J., "Wearing Ideology and the Cult of Cuteness", and "Countering the Official Code by Consuming Cuteness", in Wearing Ideology: State, Schooling and Self-Presentation in Japan, pp. 135-181. New York: Routledge, 2000.

\*Millie Creighton, "Soto Others and Uchi Others: Imaging Racial Diversity, Imagining Homogeneous Japan". In Michael Weiner, ed., Japan's Minorities: The Illusion of Homogeneity, pp. 211-238. New York: Routledge, 1997.

\*Alan S. Christy, The Making of Imperial Subjects in Okinawa. Positions: East Asia Cultures Critique 1(3): 607-639.

\*Weiner, Michael, "The Representation of Absence and the Absence of Representation: Korean Victims of the Atomic Bomb". In Michael Weiner, ed., Japan's Minorities: The Illusion of Homogeneity, pp. 79-107. New York: Routledge, 1997.

\*John G. Russell, Consuming Passions: Spectacle, Self-Transformation and the Commodification of Blackness in Japan. Positions 6(1), 1998.

\*Karen Kelsky, Intimate Ideologies: Transnational Theory and Japan's Yellow Cabs. Public Culture 6(3): 465-478, 1994.

\*Kondo, Dorinne, "The Limits of the Avant-Garde? Gender and Race on the Runway", and Fabricating Masculinity: Gender, Race, and Nation in the Transnational Circuit. In About Face: Performing Race in Fashion and Theater, pp. 105-186. New York: Routledge, 1997.

\*Katarzyna Cwiertka, How Cooking Became a Hobby: Changes in Attitudes Toward Cooking in Early Twentieth Century Japan, in Linhart and Fruhstuck, The Culture of Japan as Seen through its Leisure, Albany: SUNY 1998

\*Ohnuki-Tierney, Emiko, "McDonald's in Japan: Changing Manner and Etiquette". In James L. Watson, ed., Golden Arches East: McDonald's in East Asia, pp. 161-182. Stanford: Stanford University Press, 1997.

\*Bestor, Theodore C., "How Sushi Went Global." Foreign Policy, Nov-Dec 2000, pp. 54-63.

Films to be shown in class:

Trinh T. Minh-ha, *The Fourth Dimension*

US War Department, *Know your Enemy*

Reggie Life, *Doubles*

Reggie Life, *Struggle for Success*

Kim Longinotto, *Shinjuku Boys*

Kim Longinotto, *The Good Wife of Tokyo*

Kim Longinotto, *Dream Girls*

**Grading criteria: Attendance/Assignment/Examination/Paper**

30% Class attendance, participation and presentations

30% First paper (midterm)

40% Second paper (at semester's end)

**Requirements:**

Class attendance, active class participation, discussion, and presentation of assigned readings

Two paper assignments:

Midterm paper on the intellectual legacy of Ruth Benedict (4-5 pages)

Final paper on any topic related to course, to be approved by instructor (7-8 pages)

<b>Course</b>	<b>Discovering Tokyo</b>	<b>( 3 credits )</b>
<b>Instructor</b>	<b>Bernard, Rosemarie</b>	
<b>Outline:</b>		
<p>This course gives students the opportunity to explore and experience Tokyo through the lenses of history, film, and urban anthropology. Class activities include lecture and discussion, walking tours through particular neighborhoods, fieldwork and photographic documentary projects, and viewing of film. Topics covered: history and urban space; neighborhoods and social memory; commodities and consumption (popular culture, food, etc.); architecture and public space; museums and the social imagination of Tokyo; and Tokyo in film and anime. Students are expected to produce visual documentary projects (either still photography or video) for final presentations.</p>		
<b>Schedule:</b>		
Tuesday 13:00-16:10		
<b>Readings:</b>		
<b>Reference book to buy:</b>		
<p><u>Tokyo City Atlas: A Bilingual Guide.</u> Tokyo: Kodansha International, 2001 or more recent edition</p>		
<p>Coursepack (selections from books and articles):</p>		
<p>Bestor, Theodore C., <u>Neighborhood Tokyo.</u> Stanford: Stanford University Press, 1989</p>		
<p>Jinnai, Hidenobu, <u>Tokyo: A Spatial Anthropology.</u> Berkeley: University of California Press, 1995</p>		
<p>Simmel, Georg, "The Metropolis and Mental Life". In Kurt H. Wolff, translator and editor, <u>The Sociology of Georg Simmel,</u> pp. 409-424. Glencoe, Illinois: The Free Press, 1950.</p>		
<p>de Certeau, Michel, "Spatial Practices: Chapter 7, Walking in the City". In <u>The Practice of Everyday Life,</u> pp. 91-110, 218-221. Berkeley: University of California Press, 1984 (</p>		
<p>Bruno, Giuliana, "Site-Seeing: Architecture and the Moving Image". <u>Wide Angle</u> 19 (4): 8-24, Oct 1997.</p>		
<p>Nitschke, Gunter, "Ma: Place, Space, Void". <u>Kyoto Journal</u> 8 (Fall 1988): 33-39.</p>		
<p>Ashihara, Yoshinobu, "Tokyo: A City Apart". In <u>The Hidden Order: Tokyo through the Twentieth Century,</u> pp. 97-149. Tokyo: Kodansha International, 1989 [1986</p>		
<p>Smith, Henry D., II, "Sky and Water: The Deep Structures of Tokyo". In Mildred Friedman, ed., <u>Tokyo: Form and Spirit,</u> pp. 21-35. Walker Art Center, Minneapolis. New York: Harry N. Abrams, Inc., 1986</p>		
<p>Coaldrake, William H., "Order and Anarchy: Tokyo from 1868 to the Present". ". In Mildred Friedman, ed., <u>Tokyo: Form and Spirit,</u> pp. 63-75. Walker Art Center, Minneapolis. New York: Harry N. Abrams, 1986.</p>		
<p>Fujitani, Takashi, <u>Splendid Monarchy: Power and Pageantry in Meiji Japan,</u> Chapter 2: "From Court in Motion to Imperial Capital" pp. 31-92. Berkeley: University of California Press, 1996.</p>		
<p>Waley, Paul, "Imperial Palace". In <u>Tokyo Now and Then: An Explorer's Guide,</u> pp. 3-22. Weatherhill 1984.</p>		
<p>Smith, H, "Tokyo as an Idea: An Exploration of Japanese Urban Thought Until 1945". <u>Journal of Japanese Studies</u> 4(1): 45-80, 1978.</p>		
<p>Cybriwsky, Roman, "From Castle Town to Manhattan Town with Suburbs: A Geographical</p>		

Account of Tokyo's Changing Landmarks and Symbolic Landscapes". In Karan, P.P, and Kristin Stapleton, eds., The Japanese City, pp. 56-78. Lexington: University of Kentucky Press, 1997

Fowler, Edward, San'ya Blues: Laboring Life in Contemporary Tokyo. Ithaca: Cornell Univ.Press, 1996.

Bestor, Theodore C., "Wholesale Sushi: Culture and Commodity in Tokyo's Tsukiji Market". In Setha M. Low, ed., Theorizing the City: the New Urban Anthropology, pp. 201-242. NJ: Rutgers U Press, 1999.

Bestor, Theodore C., "Networks, Neighborhoods, and Markets: Field Research in Tokyo". In George Gmelch and Walter P. Zenner, eds., Urban Life: Readings in the Anthropology of the City (fourth edition), pp. 146-161. New York: Waveland Press, 2002.

Tange Kenzo Associates, "The New Tokyo City Hall Complex". Japan Architect 3 (Summer 1991-3): 16-43.

Bruno, Giuliana, "Ramble City: Postmodernism and Blade Runner". October 41: 61-74, 1987.

Standish, Isolde, "Akira, Postmodernism and Resistance". In D.P. Martinez, ed., The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures, pp. 56-74.

Cambridge: Cambridge University Press.

**Reserve Films:**

Nora inu, Kurosawa, 1949

Tokyo Monogatari, Ozu 1953

Kazoku game, Morita, 1983

Tokyo Ga, Wim Wenders 1986

Neighborhood Tokyo, Ted Bestor, 1992

Full Moon Lunch, John Nathan, 1990

Akira, 1988

Metropolis, 2002

**Grading criteria: Attendance/Assignment/Examination/Paper**

30% Class attendance and Participation

20% Ethnography book report, 5 pages

50% Fieldwork Presentation

**Requirements:**

Course attendance, active class participation, discussion, presentation of research project, participation in walking tours

Assignments: 1 short paper on an assigned topic and one final class presentation

<b>Course</b>	<b>Globalization and Identity</b>	<b>( 3 credits )</b>
<b>Instructor</b>	<b>Iwabuchi, Koichi</b>	
<b>Outline:</b>		
<p>We are living in a world in which all parts of the world are becoming more and more interconnected to each other and all of us are more and more frequently encountering cultural differences in everyday life. This is the case at local and national level, as well as the international and global level. Focusing on the Japanese context, this course will consider the imperative question of how we can relate to, have a dialogue with and live together with differences. Giving an overview of the main facets of globalization processes, this course will explore how Japanese national/cultural identity has been historically constructed and imagined in a totalizing Orientalist triad between “Asia”, “the West” and “Japan”, and how it has accommodated itself to the globalization processes. The course will then explore how this form of an exclusive “imagined community” has been experienced, negotiated and resisted by the marginalized people such as resident Koreans and Okinawans, and destabilized by the intensified trans-border flow of temporary labor and migration. Related videos/films will be regularly screened in the class.</p>		
<b>Schedule:</b>		
A detailed course schedule will be distributed at the first class of the course.		
<b>Readings:</b>		
<p>A list of required readings for each week will be distributed in the class. The following books are some of suggested readings:</p> <ul style="list-style-type: none"> <li>*T. Morris-Suzuki. (1998) <i>Re-inventing Japan :time, space, nation</i>, M.E. Sharpe.</li> <li>*M. Weiner (ed.) (1997) <i>Japan's minorities: the illusion of homogeneity</i>, London: Routledge,</li> <li>*S. Ryan (ed.) (2000) <i>Koreans in Japan: Critical Voices from the Margin</i>. London: Routledge.</li> <li>*L. E. Hein &amp; M. Selden (eds) (2003) <i>Islands of Discontent: Okinawan Responses to Japanese and American Power</i>, Rowman and Littlefield.</li> <li>*H. Komai. (2001) <i>Foreign Migrants in Contemporary Japan</i>, Trans Pacific Press.</li> <li>*R.D. Torres et al (eds) (1999) <i>Race, Identity, and Citizenship: A Reader</i>, London: Blackwell.</li> <li>*S. Castles (2000) <i>Ethnicity and Globalization</i>, London: Sage.</li> <li>*J. Rutherford (ed.)(1990) <i>Identity, Community, Culture, Difference</i>, Lawrence &amp; Wishart.</li> <li>*S. Cottle (ed) (2000) <i>Ethnic Minorities and the Media</i>, London: Open University Press.</li> <li>*N. Stevenson (2003) <i>Cultural Citizenship: Cosmpolitan Questions</i>, Open University Press.</li> </ul>		
<b>Grading criteria: Attendance/Assignment/Examination/Paper</b>		
Evaluation will be based on attendance, class participation, class presentation, film reviews, research paper/examination, group project.		
<b>Requirements:</b>		
Students are expected to regularly attend the class, to complete reading assignments of each week and to actively participate in the class activities. Students who do not attend more than 2/3 of the classes will automatically fail.		

## INDEPENDENT STUDY

(3 credits)

Independent Study A and B are offered only in the Spring Semester. These courses replace one course that would normally be taken in the Spring Semester. Those students whose proposals have been approved by the Special Review Committee can register Independent Study.

### **Interim Session(Spring Semester):**

All students who conduct an Independent Study must attend an Interim Session to report on the progress of their study.(Schedule: TBA)

### **INDEPENDENT STUDY A ( ON- CAMPUS PROJECT)**

Independent Study A is a research and reading course for students capable of individual work under the guidance of a faculty advisor. Each student who takes Independent Study A is required to meet with his/her faculty advisor every week to discuss required research and reading. The student must submit two copies of a thesis on the selected subject by **June 18 (Fri), 2004.**

7,500 words (30 double –spaced typewritten pages of A4 paper), or 20 pages of 400 letter genko-yoshi in Japanese.

### **INDEPENDENT STUDY B( OFF-CAMPUS PROJECT)**

Independent Study B is a research project for students capable of individual work through arrangements with other educational institutions, organizations, or individual scholars.

An applicant for such a project will be accepted if he/she is either placed in J10(or above) of Japanese language, or evaluated to be placed in a higher class. This is because the applicant must be skilled enough to be able to discuss actively and satisfactorily with his/her advisor in Japanese. Each student who takes Independent Study B must submit two copies of a thesis on the selected subject by **June 18 (Fri), 2004.**

7,500 words ( 30 double –spaced typewritten pages of A4 paper), or 20 pages of 400 letter genko-yoshi in Japanese.

