

Courses on Asian and Transcultural Studies

Graduate School of Letters, Faculty of Letters, Kyoto University

Spring-Fall 2017

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

Courses on Asian and Transcultural Studies

Graduate School of Letters, Faculty of Letters, Kyoto University



Spring-Fall 2017

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Introduction

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

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

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

The 27 courses described in this catalogue range from a basic introduction to Transcultural Studies to more specialized offerings from philosophy, cultural history, economics, linguistics, and sociology, to name a few. Students are free to choose any single course or combinations of courses as they prefer. In order to allow for thematic sets of courses, they are organized along the line of three study foci, “Society, Economy and Governance” (SEG), “Knowledge, Belief and Religion” (KBR), and “Visual, Media and Material Culture” (VMC). Each study focus cuts across disciplines and is not confined to one region.

The CATS package is situated in the “Asian Platform for Global Sustainability and Transcultural Studies” (AGST), which is part of the “Kyoto University – Japan Gateway Project,” funded by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). It will form the backbone of a new study program, Master of Arts in Transcultural Studies, a joint degree program of the Graduate School of Letters at Kyoto University and the Heidelberg Centre for Transcultural Studies, Germany, to be launched in Autumn 2017. Students in this study program will conduct their studies at both institutions to receive a single, joint diploma after fulfilling their studies.

This joint degree program will require students at Kyoto University to have a background in a discipline of the humanities or social sciences, fluency in academic Japanese language, English language capabilities of TOEFL iBT 90 or above, and a basic understanding of German (A1).

Courses on Asian and Transcultural Studies (CATS)は、日本・アジアの地域横断型かつ学際的な研究を扱う科目群として開設されました。Transcultural Studies(文化越境研究)という考えかたによれば、「文化」とは、単一の民族、単一の言語、国境で区切られた空間の中に押しこめられるものではありません。さまざまなひとびとの活動、さまざまな概念、さまざまな制度が互いに接触し関係性を結ぶことにより、形を変え、縫(もつ)れあうことで、「文化」はできあがっているのです。このような考えかたに立ち、Asian and Transcultural Studiesは、人文科学と社会科学における幅広い学問分野を背景に、さまざまな研究手法と理論を統合させていきます。

本科目群は、受講者のみなさんがこれまでの学習を通じて身につけてきた、研究対象となる地域や分野に関する蓄積を、さらに広げていくことをめざします。京都大学の学生のみならず、海外からの交換留学生とともに、ぜひ本科目群を履修するようお誘いします。歴史上の、あるいは同時代に起きた文化交渉の事例を実証的に学べるだけでなく、個々の事例が起きるまでのプロセスを、構造化し、分析するための理論と手法をも学ぶことができるでしょう。本科目群は、アカデミックなレベルの英語力をもつことを前提に英語で開講されますが、内容重視の学習(content-based learning)を通じ、アカデミックな英語力をさらに向上させるための場としても活用できるように構成されています。

このパンフレットで紹介する科目群は、2017年10月に新設予定の、京都大学文学研究科とハイデルベルグ大学トランスカルチュラル・スタディーズセンターとの修士課程国際連携専攻 “Master of Arts in Transcultural Studies”の基盤となるものです。本共同学位専攻への入学を志望する京都大学の学生には、人文科学ないし社会科学を専門課程で学んでいること、かつ大学院レベルの日本語力、英語力(TOEFL iBT score 90以上)、初歩的なドイツ語力(A1)を有することを要件として求める予定です。

Introduction to Transcultural Studies

Instructor's affiliation, department, job title and name

Björn-Ole KAMM, Program Specific Senior Lecturer
Center for the Promotion of Interdisciplinary Education and Research (CPIER)
Wako ASATO, Associate Professor
Graduate School of Letters
Jennifer COATES, Program Specific Assistant Professor
Hakubi Center for Advanced Research
Andrey KLEBANOV, Program Specific Foreign Language Lecturer
Graduate School of Letters

Academic semester that the course is offered

Spring 2017



Outline and purpose of the course

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

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

Course goals

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

Course schedule and contents

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

(1) Introduction [1 week]

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

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

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

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

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

(4) Visual, Media and Material Culture [3 weeks] - (lecturer: Jennifer COATES)

This section addresses transculturality through the study of film, television and other forms of media. In the first two classes, we examine how Japanese cinema as a form of art, propaganda and entertainment has continuously struggled to consolidate its international roots with a stylistically pronounced “national” identity. In the third class, we consider how filmmaking and distribution practices in East Asia and the world have altered with the rise of the Internet and globalism.

(5) Knowledge, Belief and Religion [3 weeks] - (lecturer: Andrey KLEBANOV)

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

(6) Review and Feedback

The lecture class will be accompanied by a weekly discussion class (“tutorial,” Code: 9825046), in which students discuss the content of the lectures and the readings, and clarify their understanding of transculturality. Participation in this class is not mandatory but highly recommended.

Prerequisites

3rd year and above.

Evaluation

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

Studies to be done outside of class

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

Further readings

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

Introductory readings:

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

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

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

Others

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

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

Picture : Various Forms of Transculturality.

About the instructor



Björn-Ole KAMM

Ph.D. in Japanese Studies, Heidelberg University

M.A. in Japanese Studies and Communication & Media Studies, Leipzig University

Areas of Specialization: Practice theory, transculturality, uses and gratifications of Japanese popular media, role-playing theory and practice.



Wako ASATO

Ph.D. in Economics, Ryukoku University (2006)

Presidential Award of the Philippines (2014)

Committee Member of Care Enterprise Off Shore Development under the Ministry of Health, Labour and Welfare (2014-)



Jennifer COATES

Ph.D. in Film and Media Studies, School of Oriental and African Studies (SOAS), University of London

M.A. in History of Art, School of Oriental and African Studies (SOAS), University of London

M.A. (undergrad) Double Honours in English Literature and History of Art, University of Glasgow.



Andrey KLEBANOV

Ph.D. in Classical Indology, University of Hamburg

M.A. in Classical Indology, University of Hamburg

Area of Specialization: Classical Sanskrit Literature, traditional Sanskrit grammar and poetics, traditional Sanskrit education, Sanskrit education in Early Modern and Modern India, Sanskrit speaking scholarly communities in modern India

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

Instructor's affiliation, department, job title and name

Irina HOLCA, Senior Lecturer
Institute for Research in Humanities

Academic semester that the course is offered

Spring 2017

Outline and purpose of the course

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

Course goals

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

Course schedule and contents

Week 1: Orientation & introduction
Weeks 2-6: Reading academic papers from the participants' fields of interest and specialisation; analysing specific styles, structure, and vocabulary; constructive criticism.
Weeks 7-10: Presentation skills: preparing good slides and scripts; presenting on topics relevant to the participants' research; Q&A; free discussion and debate.
Weeks 11-15: Writing skills: choosing a topic and developing it into a full academic paper; citation styles, essay structure, specific vocabulary and argumentation.

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

Prerequisites

Advanced English skills (TOEIC 700+).

Evaluation

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

Studies to be done outside of class

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

Textbooks

None. Reading materials will be provided as PDF files.

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

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

Further readings

Further readings will be introduced in class.

Others

Office hours: by appointment.

About the instructor



Irina HOLCA

Ph.D. in Modern Japanese Literature, Osaka University

I specialise in modern Japanese literature, from the middle of the Meiji period (late 1880s) to the beginning of the Showa period (1930). I am particularly interested in what and how we can learn from literature about a culture/society, that we cannot learn from other types of discourse. In my research, I look for meaning at the intersection of a literary work's content, its linguistic form, and its socio-historical context. In this course, I hope to explore the subversive possibilities of literary discourse, as it moulded Japan's modernity, while being moulded by it in return.

Contemporary Philosophy in Japan: Shozo OHMORI(1921-97) and His Students

Instructor's affiliation, department, job title and name

Daisuke KAIDA, Senior Lecturer
Graduate School of Letters

Academic semester that the course is offered

Fall 2017



Outline and purpose of the course

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

Course goals

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

Course schedule and contents

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

Evaluation

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

Attendance 20%

Active participation in discussion 20%

Term paper 60%

Studies to be done outside of class

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

Textbooks

None. The reading materials will be uploaded on KULASIS.

Further readings

To be introduced in class.

Others

Office hour by appointment.

About the instructor



Daisuke KAIDA

Ph.D. in Philosophy, Durham University

Research Fields: Metaphysics, Philosophy of Mind, Philosophy of Physics

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

Philosophy of Science in a Japanese Context

Theme : Philosophy of Technology and Engineering Sciences

Instructor's affiliation, department, job title and name

Tetsuji ISEDA, Associate Professor
Graduate School of Letters

Academic semester that the course is offered

Spring 2017



Outline and purpose of the course

The topic of this special lecture varies every year, picking up various topics related to the philosophical aspects of science. This year, we explore philosophical discussions on technology and engineering sciences. In Japanese, the expression 'kagaku-gijutsu' is often used to refer to science and technology as a unity, but English counterpart 'science and technology' does not seem to have a similar implication. Historically speaking, the relationship between science and technology is complicated. How much of scientific methodology and viewpoint are applicable to technology and engineering sciences, given the background? Also, technology has a significant power to change our society; what is (and should be) the relationship between our culture and values on the one hand and technology on the other? We look at these and related issues in Japanese context.

Course goals

To understand philosophical way of looking at science. In particular, this year, this means understanding philosophical theories and positions introduced in the class and seeing what are their implications for the way we see technology and engineering sciences.

Course schedule and contents

The lectures will be given both in Japanese and English.

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

Part I: science, technology and engineering sciences

1. Historical background
2. What is technology?; what is an engineering science?
3. Analysis of engineering knowledge
4. Case study: genetic engineering

Part II: Ontology of technology and engineering sciences

5. Artifacts and their functions
6. The concept of design
7. Case study: ontology of robots

Part III: Technology vs. culture and values

8. Social construction of technology
9. Influence of technology on culture and values
10. Cases study 1: Risk and safety
11. Case study 2: Posthumanity

Prerequisites

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

Evaluation

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

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

Textbooks

reading assignments will be distributed in the class.

Further readings

references will be given in the class

Studies to be done outside of class

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

Others

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

About the instructor



Tetsuji ISEDA

Ph.D. in Philosophy, University of Maryland

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

An Introduction to Bioethics

Instructor's affiliation, department, job title and name

Satoshi KODAMA, Associate Professor
Graduate School of Letters

Academic semester that the course is offered

Spring 2017



Outline and purpose of the course

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

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

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

Topics include:

Reproductive technology

Abortion

Informed consent

Euthanasia

The use of medical technology for the purpose of enhancement

You will also learn about ethical arguments and regulations in Japan and other countries concerning life sciences and healthcare. The hope is, through this course, you will better understand and formulate your own opinions on these important issues.

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

Course goals

You will learn:

Basic terms for bioethics

Basics of ethical arguments

How decisions are made on critical bioethics issues

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

Course schedule and contents

Discussion topics include:

1. The Ethics of Assisted Reproductive Technology
2. The Ethics of Truth-Telling
3. Is Abortion “Murder”?
4. What’s Wrong with Enhancement?
5. Is Euthanasia Wrong?
6. Living-Donor Organ Transplantation
7. Cloning Technology
8. ES Cells and iPS Cells
9. Lifespan and Eternal Life
10. Brain Death and Organ Transplants

Evaluation

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

Textbooks

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

Further readings

Akabashi, Akira (ed). 2017. *Nyūmon – iryō rinri* [Introduction to Medical Ethics]. Tokyo: Keisoshobo. ISBN:4326102608

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

Akira Akabayashi, Satoshi Kodama, B.T. Slingsby, *Biomedical Ethics in Asia: A Casebook for Multicultural Learners*, McGraw-Hill Education (Asia), 2010. (ASIN: B00BWUHPRS)

Studies to be done outside of class

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

Others

This course is offered in English, but for those who are not fluent in English can speak Japanese when necessary. Students are encouraged to try to understand each other's perspective on issues related to life and death.

*Please visit KULASIS to find out about office hours.

About the instructor



Satoshi KODAMA

Ph.D. in Literature, Kyoto University

M.A. in Literature, Kyoto University

Area of Specialization: moral philosophy, political philosophy, bioethics

Book Reading and Discussion on Japanese Thoughts and Culture

Spring term: Japanese Traditional Drama (1): Zeami and Noh

Fall term: Japanese Traditional Drama (2): Ningyô-Jôruri and Kabuki

Instructor's affiliation, department, job title and name

Atsushi HAYASE, Part-time Lecturer
Graduate School of Letters

Academic semester that the course is offered

Spring, Fall 2017



Outline and purpose of the course

This Book Reading and Discussion course explores various aspects of Japanese thoughts and culture by reading Japanese Classics in English translation, and discussing them in English.

In the spring term participants will discuss Zeami's (1363?-1443?) *Kakyô* and *Noh-saku-sho* (a.k.a. Sandô), and some Noh plays (*Shunkan*, *Ataka*, and *Sanemori*). Noh is a form of Japanese traditional drama that has been established by Zeami and his father, Kan'ami, in the 14th century, and is now recognized as one of the most important elements of Japanese traditional culture. Zeami, who was a playwright and an actor at the same time, also wrote influential handbooks for understanding Noh plays, including *Kakyô* and *Noh-saku-sho*. The plays we discuss this term are all related to the themes from the *Tales of Heike*.

In the autumn term participants will discuss *Yoshitsune Senbon-zakura*, one of the three most important Ningyô-Jôruri or Kabuki plays. Ningyô-Jôruri, or puppet drama, and Kabuki, or dance-drama, developed into popular entertainment in the 17th century; they sometimes share a playscript, as is the case with *Yoshitsune Senbon-zakura*. The play is based on the *Tale of Heike*, which depicts the development of the Genpei War (1180-85).

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

Course goals

By the end of the term students should become confident in talking about Japanese culture in English, specifically about the essential characteristics of Noh plays in the spring term, and about Ningyô-Jôruri, and Kabuki in the autumn term.

Course schedule and contents

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

1. Introduction
2. Reading Noh plays (1): *Shunkan*
3. Watching a performance of *Shunkan* on DVD
4. Zeami's *Kakyô* (1) [pp.97-103, in Hare's translation]
5. Zeami's *Kakyô* (2) [pp.103-110]
6. Zeami's *Kakyô* (3) [pp.110-117]
7. Reading Noh plays (2): *Ataka*
8. Watching a performance of *Ataka* on DVD
9. Zeami's *Kakyô* (4) [pp.117-121]
10. Zeami's *Kakyô* (5) [pp.122-126]
11. Reading Noh plays (3): *Sanemori*
12. Watching a performance of *Sanemori* on DVD
13. Zeami's *Noh-saku-sho* (1) [pp.151-157]
14. Zeami's *Noh-saku-sho* (2) [pp.158-163]

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

- | | |
|--|---|
| 1. Introduction | 8. Reading <i>Yoshitsune Senbon-zakura</i> (5) |
| 2. Reading <i>Yoshitsune Senbon-zakura</i> (1) | 9. Reading <i>Yoshitsune Senbon-zakura</i> (6) |
| 3. Reading <i>Yoshitsune Senbon-zakura</i> (2) | 10. Reading <i>Yoshitsune Senbon-zakura</i> (7) |
| 4. Reading <i>Yoshitsune Senbon-zakura</i> (3) | 11. Reading <i>Yoshitsune Senbon-zakura</i> (8) |
| 5. Reading <i>Yoshitsune Senbon-zakura</i> (4) | 12. Watching a Ningyô-Jôruri performance of
<i>Yoshitsune Senbon-zakura</i> on DVD (B) |
| 6. Watching a Ningyô-Jôruri performance of
<i>Yoshitsune Senbon-zakura</i> on DVD (A) | 13. Watching a Kabuki performance of
<i>Yoshitsune Senbon-zakura</i> on DVD (B) |
| 7. Watching a Kabuki performance of
<i>Yoshitsune Senbon-zakura</i> on DVD (A) | 14. Reading <i>Yoshitsune Senbon-zakura</i> (9) |

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

Evaluation

At the end of the term students will be asked to write a very short essay (500-1,000 words) about Zeami's treatise in the spring term and about *Yoshitsune Senbon-zakura* in the autumn term. Students' grades will be weighed according to the following scheme: Attendance 60%, Active participation in discussion 20%, Course Essay 20%

Studies to be done outside of class

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

Textbooks

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

Further readings

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

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

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Picture L : Kyutaro Hashioka 2014 Aleksandar Bondikov Photography
<https://www.flickr.com/photos/kamikumk/15189137097/>

M : Bunraku 2 Ivan Fourie
<https://www.flickr.com/photos/shodan/204732916/>

R : Kabuki, Sadler's Wells Theatre, London - 11 June 2010 GanMed64
<https://www.flickr.com/photos/ganmed64/4691300613/>

About the instructor



Atsushi HAYASE (Part-time Lecturer)

Ph.D. in Classics. Durham University

Ph.D. in Ancient Philosophy. Kyoto University

M.A. in Ancient Philosophy. Kyoto University

Area of Specialization: Ancient Philosophy, Plato's Dialectic (method of collection and division) and its reception in Antiquity.

This course has emerged from the Faculty-of-Letters Reading Group, 2011-2015, supported by Language Supporting Project at the Faculty of Letters, in which we read some major Japanese Classics and had very interesting and fruitful discussions. I am a non-specialist in Japanese thoughts and culture, and I would like to learn about this subject together with participants.

Debating Otaku in Contemporary Japan: A Labelling Approach



Outline and purpose of the course

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

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

Course goals

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

Course schedule and contents

The course will be offered in accordance with the following general structure. A detailed plan for each class will be determined depending on the number of and the feedback from the participants, and will be announced in class.

(1) Introduction [2 weeks]

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

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

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

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

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

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

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

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

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

(6) Review and Feedback [2 weeks]

Prerequisites

3rd year and above.

Evaluation

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

Studies to be done outside of class

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

Textbooks

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

Further readings

The course materials as well as lecture slides will be made available via the course webpage.
<https://www.cats.bun.kyoto-u.ac.jp/> (see KULASIS for details and the enrolment key)

Others

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

Picture1 : Miyazaki Tsutomu's room, depicted in *SPAI*, 1989.
Picture2 : Book cover *Otaku Nippon Guide*, JTB, 2008.
Picture3 : Book cover *Otaku Are Already Dead*, Okada, 2008.
Picture4 : Book cover *Debating Otaku in Contemporary Japan*, 2015.

About the instructor



Björn-Ole KAMM

Ph.D. in Japanese Studies, Heidelberg University

M.A. in Japanese Studies and Communication & Media Studies, Leipzig University

Areas of Specialization: Practice theory, transculturality, uses and gratifications of Japanese popular media, role-playing theory and practice.

Gender in Japan

Instructor's affiliation, department, job title and name

Jennifer COATES, Program Specific Assistant Professor
Graduate School of Letters/ Hakubi Center

Academic semester that the course is offered

Spring, Fall 2017



Outline and purpose of the course

This course offers a comprehensive account of the structures of gender in Japan through its history and culture. Covering key issues in gender studies including discrimination, media representation, labour issues, and education, the course situates these dynamics in their historical and cultural context using analyses of popular media. The course begins with a general introduction to gender studies, followed by the more specific application of key works and theories to the context of Japan. Thereafter, each lecture will address a singular gender issue in Japan from a historical and cultural perspective. Students wishing to audit this class are welcome to do so. No prior knowledge of the Japanese language is required; all film texts are subtitled and readings are in English. Students are welcome to expand their independent reading to include Japanese sources, and will be supported in class to share this research with classmates.

Course goals

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

Course schedule and contents

- 1) Introduction
Core topics of the class will be introduced and readings assigned.
- 2) What is Gender Studies?
Reading: Judith Butler, 'Preface,' *Gender Trouble: Feminism and the Subversion of Identity*.
- 3) Gender and Japanese History
Reading: Mary C. Brinton, "Gender Stratification in Contemporary Urban Japan," *American Sociological Review* 54: 4, pp. 549-564
Koyama Takeshi, *The Changing Social Position of Women in Japan*, UNESCO 1961.
- 4) Education and Gender in Japan
Reading: Kaori Okano and Motonori Tsuchiya, "Students experiences of Schooling: The Forgotten 50%: Girls," in *Education in Contemporary Japan: Inequality and Diversity* (ed. Kaori Okano and Motonori Tsuchiya), pp. 74-103.
Koyama Shizuko. 2013. *The Educational Ideal of 'Good Wife, Wise Mother' in Modern Japan*. Leiden: Brill.
- 5) Gender and the Family in Japan
Reading: R. W. Connell and James Messerschmidt, "Hegemonic Masculinity: Rethinking the Concept," *Gender and Society* 19: 16, pp. 829-859.
Kristen Schultz Lee, Paula A Tufis, Duane F. Alwin, "Separate Spheres or Increasing Equality? Changing Gender Beliefs in Postwar Japan," *Journal of Marriage and Family* 72:1, pp. 184-201.
- 6) Labour and Gender in Japan
Reading: Vera Mackie, "Workers," in *Creating Socialist Women in Japan: Gender, Labour, Activism*, pp. 95-126.
Noriko Tsuya, Larry Bumpass, Minja Kim Choe, and Ronald Rindfuss, "Is the Gender Division of Labour Changing in Japan?" *Asian Population Studies* 1:1, pp. 47-67.
World Equality Forum Gender Gap Report

7) Japanese Masculinities

Reading: James E. Robertson and Nobue Sakai, "Introduction," in *Men and Masculinities in Contemporary Japan: Dislocating the Salaryman Doxa* (ed. James E. Robertson and Nobue Sakai), pp. 1-20.

Mark McLelland, "Gay Men, Masculinity and the Media in Japan," in *Asian Masculinities: The Meaning and Practice of Manhood in China and Japan* (ed. Kam Louie and Morris Low), pp. 59-78.

8) Sexualities in Japan

Reading: Romit Dasgupta and Mark McLelland, "Introduction," *Genders, Transgenders, and Sexualities in Japan* pp. 1-15.

Sabine Frustuck, "Genders and Sexualities," *A Companion to the Anthropology of Japan* (ed. Jennifer Robertson), pp. 167-183.

9) Gender, Discrimination, and Violence in Japan

Reading: Judith Butler, "Subjects of Sex/ Gender/ Desire," *Gender Trouble: Feminism and the Subversion of Identity*, pp. 1-34.

C. Sarah Soh, "Gender and Structural Violence: From Multiple Symbolic Representations to the Paradigmatic Story," in *The Comfort Women: Sexual Violence and Postcolonial Memory in Korea and Japan*, pp. 29-78.

10) Media and Gender in Japan(1): Stars

Reading: Patrick Galbraith and Jason Karlin, 'Introduction,' in *Idol and Celebrity in Japanese Media Cultures*, pp. 1-32.

Jennifer Coates, "How to Be A Domestic Goddess: Female Film Stars and the Housewife Role in Post-war Japan," *U.S.-Japan Women's Journal*, 50.

11) Media and Gender in Japan(2): The Yakuza Film

Reading: Jennifer Coates, "The Yakuza Film," *The Japanese Cinema Book* (ed. Alastair Phillips and Hideaki Fujiki) pp. 36-92.

Isolde Standish, "Facts, Fictions, and Fantasy," in *Myth and Masculinity: Towards a Political Reading of the 'Tragic Hero'* pp. 158-192.

12) Feminism and the Future of Gender in Japan

Reading: Julia C. Bullock, "Fantasy as Methodology: Simone de Beauvoir and Postwar Japanese Feminism," *U.S.-Japan Women's Journal* 36, pp. 73-91.

Setsu Shigematsu, "Intimacies of Imperialism and Japanese-Black Feminist Transgression: Militarised Occupations in Okinawa and Beyond," *Intersections: Gender and Sexuality in Asia and the Pacific*, no. 37.

Evaluation

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

Studies to be done outside of class

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

Textbooks

Recommended Resources:

Mark McLelland and Romit Dasgupta (eds.) *Genders, Transgenders and Sexualities in Japan*, London: Routledge, 2005

Kumiko Fujimura-Fanselow, *Transforming Japan*, New York: The Feminist Press at the City University of New York, 2011

Sirin Sung and Gillian Pascal (eds.) *Gender and Welfare States in Eastern Asia: Confucianism or Gender Equality*, London: Macmillan, 2014

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

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

About the instructor



Jennifer COATES

Ph.D. in Film and Media Studies, School of Oriental and African Studies (SOAS), University of London

M.A. in History of Art, School of Oriental and African Studies (SOAS), University of London

M.A. (undergrad) Double Honours in English Literature and History of Art, University of Glasgow.

Cross-Border Migration

Instructor's affiliation, department, job title and name

Wako ASATO, Associate Professor
Graduate School of Letters

Academic semester that the course is offered

Fall 2017



Outline and purpose of the course

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

Course goals

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

Course schedule and contents

The content of the course includes the following.

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

Evaluation

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

Studies to be done outside of class

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

Further readings

Papers and related documents will be distributed in class.

Others

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

About the instructor



Wako ASATO

Ph.D. in Economics, Ryukoku University (2006)

Presidential Award of the Philippines (2014)

Committee Member of Care Enterprise Off Shore Development under the Ministry of Health, Labour and Welfare (2014-)

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

Instructor's affiliation, department, job title and name

Björn-Ole KAMM, Program Specific Senior Lecturer
Center for the Promotion of Interdisciplinary Education and Research

Academic semester that the course is offered

Fall 2017



Outline and purpose of the course

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

By tracing play as a *matter of concern* for policy makers, intellectuals, and ordinary people, the course further introduces a new theoretical and methodological approach to Cultural Studies that is less concerned with meanings and values but with contested, contingent modes of cultural ordering: narratives about, for example, a given nation’s place in the world and their material embodiments, such as written laws or metropolitan redevelopment projects.

Course goals

Students will receive basic instruction in the etymology of *asobi* and its role in discourses about the Japanese (*nihonjinron*). First and foremost, students will learn step-by-step protocols for analyzing cultural phenomena, such as play and leisure activities, by focusing on describable attempts of ordering (discourses, institutions, embodiments) that produce these phenomena using the example of Japan in a transcultural context.

Course schedule and contents

The course will be offered in accordance with the following general structure. A detailed plan for each class will be determined depending on the number of and the feedback from the participants, and will be announced in class.

(1) Introduction [3 weeks]

Lecture on Cultural Studies as the study of ordering modes (theoretical concepts, basic terminology, methodological protocols) and “play” as an object of inquiry, followed by an introduction to debates about the “Japaneseness” of leisure activities in Japanese-language discourse (since the 1960s).

Students will further be provided with guidelines for class preparation and exercises.

(2) Readings and Discussion [5 weeks]

Students will read studies on play, leisure and work taken from different moments in Japanese history (e.g., Meiji Restoration, prewar tourism, postwar income policies, lifestyle superpower, moratorium people or Akihabara redevelopment) to present and discuss these readings in class. The focus lies on the question if – and how – these readings exemplify studies of ordering modes and how different approaches may lead to different conclusions.

(3) Exercises [6 weeks]

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

(4) Conclusion and Feedback [1 week]

Prerequisites

3rd year and above.

Evaluation

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

Studies to be done outside of class

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

Further readings

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

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

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

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

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

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

Others

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

Picture L : Poster for the "Asobi – Play" exhibition at Kyoto National Museum, 2013.

M : Book covers of monographs about the play and the Japanese.

R : Posters from the "Cool Japan" Campaign showing Ayanami Rei, 2012.

About the instructor



Björn-Ole KAMM

Ph.D. in Japanese Studies, Heidelberg University

M.A. in Japanese Studies and Communication & Media Studies, Leipzig University

Areas of Specialization: Practice theory, transculturality, uses and gratifications of Japanese popular media, role-playing theory and practice.

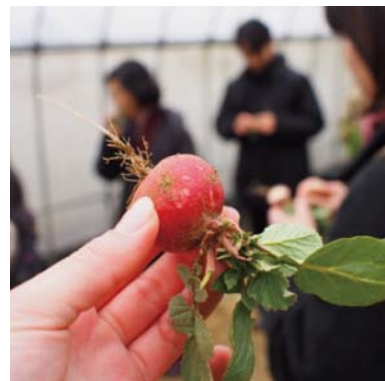
Comparative Industry Policy Studies

Instructor's affiliation, department, job title and name

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

Academic semester that the course is offered

Fall 2017 (intensive: December and January)



Outline and purpose of the course

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

Course schedule and contents

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

Part A: *Comparative Study on Industry Policy and Competitiveness of Regions (Prof. Kurosawa)*

Japan's industrial policy has been considered a symbol of its "uniqueness" and has long been a focus of studies on the Japanese economy. Today, however, there is a need for international comparison of policies, with consideration on the major technological innovations since 1990s and the development of international division of labour of East Asian countries. In Part A, the lectures shall analyse the industrial policy and industrial competitiveness of the region from a comparative perspective, considering the characteristics of each industry.

Part B: *International Agricultural Policy, focusing on Food Security and Sustainable Agri-food System (Prof. Hisano)*

While uneven development between industrial and agricultural sectors is still an acute problem needing to be solved at the local, national and global levels, the sustainability of agriculture itself has also been debated and defined variously. Agricultural sustainability is not just meant to employ environmentally friendly ways of farming. It also includes dimensions of economic viability as well as social justice and equity. Part B is divided into three sessions, each of which consists of (i) introduction to key concepts and frameworks (international political economy of agriculture; discourse analyses of food security and biotechnology politics; and alternative agri-food initiatives and social movements), (ii) documentary film(s) on the topic as an assignment, and (iii) discussions based on the students' assignment essays as well as other relevant arguments on the topic.

Prerequisites

There are no special requirements for this course.

Evaluation

Grading Method:

Class participation and discussion 40%, Mid-term assignment 30%, Term-end assignment 30%

Studies to be done outside of class

To be announced by the instructors.

Textbooks

To be announced by the instructors.

About the instructor



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



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

Comparative Development Studies

Instructor's affiliation, department, job title and name

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

Academic semester that the course is offered

Fall 2017 (intensive: December and January)



Outline and purpose of the course

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

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

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

Course goals

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

Course schedule and contents

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

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

The second session (Prof. Raymond A. Jussaume Jr., Michigan State University, USA) consists of two parts. In the first part of the session, students will review the main theoretical traditions of development sociology, especially modernization theory, dependency theory, and world system theory. As part of this review, the students will also review some of the main empirical examples used to debate these theories. In

the second part of the session, the students will be required to apply the concepts they have learned to their own empirical interests and to share these with other class participants.

1. Introduction: situating sustainability within development
2. Classical approaches to conceptualising development
3. Why does “underdevelopment” persist?
4. Planning and evaluating development strategies
5. Reprise: situating sustainability within development

Prerequisites

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

Evaluation

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

Studies to be done outside of class

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

Textbooks

To be announced.

About the instructor



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



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



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

Introduction to East Asian Economies

Instructor's affiliation, department, job title and name

Go YANO, Associate Professor, Graduate School of Economics
Hiroshi ONISHI, Professor, Keio University
(Emeritus Professor, Graduate School of Economics, Kyoto University)
Tamotsu NAKANO, Professor, Osaka Gakuin University

Academic semester that the course is offered

Fall 2017



Outline and purpose of the course

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

Course goals

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

Course schedule and contents

Professor Yano provides lectures on the following topics below.

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

Professor Nakano provides lectures on the following topics below.

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

Emeritus Professor Onishi provides lectures on the following topics below.

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

Evaluation

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

Studies to be done outside of class

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

Textbooks

To be announced in class.

Further readings

To be announced in class.

Others

Office hour by appointment

About the instructor



Go YANO

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

Hiroshi ONISHI

Ph.D. in Economics, Kyoto University

Research Interests : Mathematical Marxian Economics, Chinese/Asian Economies

Research Areas: Economic theory, Economic statistics

Tamotsu NAKANO

B.A. in Commerce, Kwansei Gakuin University

Research Areas : Economic Policy, Cooperation and Development, Commerce,
Management/Business Administration

Sociology of Agriculture, Food and Environmental Crisis



Outline and purpose of the course

This course provides an introduction to the development and consequences of a global industrial food system. The course begins with an examination of the way in which a global food system emerged after the Industrial Revolution resulting in the subsequent industrialization of both agriculture and eating. This dramatic transformation is examined through the lens of Food Regime Theory which seeks to understand both periods of stability and periods of transformational crisis in world food systems. Case studies in environmental damage, the World Food Crisis of 2008, and increasingly problems of human health are examined in order to identify the key sociological dynamics around which we can understand the current period as transformational for agriculture and food systems.

Course goals

By the end of the course, students should be able to:

- Employ food regime theory as a critical theoretical tool
- Become familiar with specific cases of environment and health crises caused by the industrialization of agriculture and food.
- Explain basic concepts and theories related to political responses to food and agricultural problems.
- Critically examine research literature and be able to relate theoretical ideas to specific empirical case studies.

Course schedule and contents

- | | |
|---|--|
| 1) The Theory of Food Regimes [October 24 th]
1. What the world eats: the development of global and local food systems
2. The great disruptions in the modern history of agriculture and food: introducing Food Regime Theory
2) The Industrialisation of Food [October 27 th]
1. Industrialisation of agriculture
2. Industrialisation of food retailing and eating | 3) Food Crisis [October 31 st]
1. Environmental and Health Impacts of Industrial Food
2. Global Food Crisis: 2008 – 2011.
4) Responses to Crisis (part 1) [November 7 th]
1. Emergence of New Social Movements (Food and Environment)
2. Local movements responding to Food Crises.
5) Responses to Crisis (part 2) [November 10 th]
1. Introducing the 'Food from Somewhere' regime?
2. Food for the future: a new food regime? |
|---|--|

* Workshop on Examining the Food from Somewhere Regime [November 11th]

This workshop will introduce the idea of the Food from Somewhere Regime and use case study material on the development of organic and 'sustainable' agriculture in New Zealand to examine the contradictions and dynamics of developing 'sustainable' global food chains.

Prerequisites

Competence in reading academic literature and discussing its content in English are essential for this course. Students who are not familiar with contemporary problems in agriculture and food should read some of the general background readings assigned before the course begins.

Evaluation

At the end of the course, students will have to submit a term paper on one of the major contemporary crises in agriculture and food. Student's final grades will be weighted according to the following scheme:

- Class Participation and Discussion 40%
- Final Term Paper: 60%

Studies to be done outside of class

Students must complete a set of assigned background readings before the start of the course and then complete readings assigned for each session in advance. Students should come to class prepared to raise questions about the key case studies.

Further readings

Readings will be made available through a Cloud system (e.g. Dropbox).

Readings for the Course Background reading for students unfamiliar with issues in this area (for before the course begins):

- Critzer, G. (2003), 'Supersize Me', Pp. 20-29 in *Fat Land: How Americans Became the Fattest People in the World*. Penguin Books: London.
- Pollan, M. (2006) 'The Feedlot: Making Meat.' pp. 65-84 in *The Omnivore's Dilemma*. Bloomsbury: London.
- Pollan, M. (2008), 'The Industrialisation of Eating.' pp. 101-132 in *In Defence of Food*. Penguin Books: London.

Theoretical Ideas Behind the Course:

- Campbell, H. (2012). 'Let us eat cake?: Historically reframing the problem of world hunger and its purported solutions.' In Rosin, C., Stock, P. and Campbell, H. (eds.) *Food Systems Failure: The Global Food Crisis and the Future of Agriculture*, Earthscan: London.
- Campbell, H. (2009) 'Breaking new ground in food regimes theory; Corporate environmentalism, ecological feedbacks and the 'food from somewhere' regime', *Agriculture and Human Values* 26(4): 309-319.
- Campbell, H. (2015). 'Spurlock's vomit and visible food utopias: enacting a positive politics of food,' Pp. 195-216 in Stock, P., Carolan, M. and Rosin, C. (eds.) *Food Utopias: Reimagining citizenship, ethics and community*, Earthscan, Routledge: London and New York.

Environmental Crisis in the World Food System:

- McNeill, J. (2000). 'Land-Use and Agriculture', pp. 212-227 in *Something New Under the Sun*, Allen Land: Penguin Press.
- Pretty, J. (2012). 'Agriculture and Food System: Our Current Challenge.' In Rosin, C., Stock, P. and Campbell, H. (eds.) *Food Systems Failure: The Global Food Crisis and the Future of Agriculture*, Earthscan: London.
- Almas, R. and Campbell, H. (2012). 'Introduction: Emerging Challenges, New Policy Frameworks and the Resilience of Agriculture. In Almas, R. and Campbell, H. (Eds.). *Rethinking Agricultural Policy Regimes: Food Security, Climate Change and the Future Resilience of Global Agriculture*. Emerald: UK.

Industrialisation of Agriculture and Eating:

- Schlosser, E. (2001) 'Why the Fries Taste Good'. pp. 111-132 in *Fast Food Nation*. Penguin Books: London.
- Nestle, M. (2002) 'Pushing Soft Drinks: Pouring Rights'. pp. 197-218 in *Food Politics: how the food industry influences nutrition and health*. University of California Press: Berkeley.
- Patel, R. (2007) 'Checking Out of Supermarkets.' pp. 215-252 in *Stuffed and Starved*. Black Inc Books: Melbourne.

Alternatives to Industrial Food:

- Carolan, M. (2012) 'Alternative Food Networks', pp. 249-270 in *The Sociology of Food and Agriculture*. Earthscan/Routledge: London.
- Jones, P., Shears, P., Hillier, D., Comfort, D., & Lowell, J. (2003). 'Return to traditional values? A case study of Slow Food'. *British Food Journal*, 105(4/5), 297-304.
- La Via Campesina (1996) Declaration of Food Sovereignty. November 11-17, 1996 in Rome, Italy.

Others

Office hours by appointment.

Textbooks

There is no textbook for this course. A set of readings will be available online before the start of the course.

About the instructor



Hugh CAMPBELL is a professor and the Chair of Sociology at the University of Otago, New Zealand. He served the Director (2000-2010) of the Centre for the Study of Agriculture, Food and Environment (CSAFE). He received a Ph.D. in Sociology of Agriculture from Charles Sturt University, Australia. His research looks at the political economy of global agriculture and the potential for the emergence of alternative farming and food systems. His two recent books examining this area are: *Rethinking Agricultural Policy Regimes: Food Security, Climate Change and the Future Resilience of Global Agriculture* (with Reidar Almas, 2012) and *Food Systems Failure: The Global Food Crisis and the Future of Agriculture* (with Chris Rosin and Paul Stock, 2011).



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

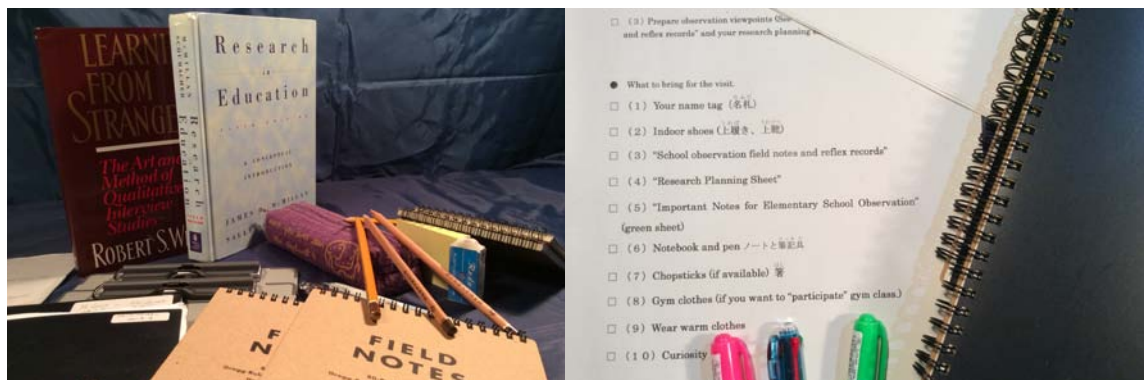
Social Science Research Methods in Education

Instructor's affiliation, department, job title and name

Junko KAWAI, Professor
Institute for Liberal Arts and Sciences

Academic semester that the course is offered

Fall 2017



Outline and purpose of the course

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

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

Course goals

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

Course schedule and contents

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

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

Prerequisites

It is recommended that you audit “Education in Contemporary Japan” (Wednesday 3rd, 2017 Fall semester)” of Liberal Arts and General Education Courses.

Evaluation

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

Studies to be done outside of class

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

Textbooks

Handouts will be distributed.

Further readings

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

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

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

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

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

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

Others

- We will conduct a small-scale group research project in the latter half of the course. Transportation fee, if necessary, should be covered by students. Enroll in Personal Accident Insurance for Students while Pursuing Education and Research.
- Office hour by appointment

About the instructor



Junko KAWAI

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

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

Selected Publications:

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

Kawai, J. “Internationalization and Education”, in Inagaki (ed.) *Child, School and Society*, Sekai Shichosha, 2006

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

Instructor's affiliation, department, job title and name

Irina HOLCA, Senior Lecturer
Institute for Research in Humanities

Academic semester that the course is offered

Spring 2017



Outline and purpose of the course

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

Course goals

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

Course schedule and contents

Week 1: Orientation. Syllabus, course guidelines, assessment methods, etc.

Week 2: Literature; fiction& non-fiction; autobiography.

Week 3: Shishōsetsu, shinkyō-shōsetsu; Ich-Roman, lyrical novel, roman personnel.

Week 4: Shimazaki Tōson's "Namiki": the characters speak up.

Week 5: Tayama Katai's "Futon". Before and after.

Week 6: Shiga Naoya's self-centred short stories.

Week 7: Kasai Zenzō and self-destruction in/ for literature.

Week 8: Dazai Osamu: "No Longer Human", but still a shishōsetsu?

Week 9: The critics' take: shishōsetsu dispute.

Week 10: The critics take it outside Japan.

Week 11: Post-war to contemporary shishōsetsu.

Week 12: Shishōsetsu and the new media.

Week 13: Course wrap-up: what is the "shishōsetsu", and why is it relevant? (Student presentations.)

Week 14: Student presentations.

Week 15: (Student presentations.) Final assessment.

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

Prerequisites

Intermediate/ advanced knowledge of Japanese is an advantage.

Evaluation

Attendance& participation: 35%

Presentation: 30%

Essay: 35%

Study to be done outside of class

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

Textbooks

None. Course materials will be provided as PDF files.

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

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

Further readings

Further readings will be introduced in class.

Others

Office hours: by appointment.

About the instructor



Irina HOLCA

Ph.D. in Modern Japanese Literature, Osaka University

I specialise in modern Japanese literature, from the middle of the Meiji period (late 1880s) to the beginning of the Showa period (1930). I am particularly interested in what and how we can learn from literature about a culture/society, that we cannot learn from other types of discourse. In my research, I look for meaning at the intersection of a literary work's content, its linguistic form, and its socio-historical context. In this course, I hope to explore the subversive possibilities of literary discourse, as it moulded Japan's modernity, while being moulded by it in return.

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

Instructor's affiliation, department, job title and name

Irina HOLCA, Senior Lecturer
Institute for Research in Humanities

Academic semester that the course is offered

Fall 2017



Outline and purpose of the course

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

Course goals

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

Course schedule and contents

The course will start with an introduction to the concept and language of literature and the changes they underwent throughout history, in the world but especially in modern Japan; it will also touch upon the main theoretical schools and movements, in order to provide a firm framework for further discussion and analysis. The primary readings, focusing on two topics, “East-West encounters” and “Redefining relations”, will include, without being limited to, the following works: Mori Ōgai: ‘The Dancing Girl’; Higuchi Ichiyō: ‘Growing Up’; Nagai Kafū: *American Stories*; Akutagawa Ryūnosuke: ‘The Ball’; Tanizaki Jun’ichirō: Naomi; Kawabata Yasunari: *The Old Capital*; Kyoko Yoshida: ‘Kyoto Panorama Project’; David Zopetti: *Ichigensan, the Newcomer*, etc.

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

Prerequisites

Intermediate/ advanced knowledge of Japanese is an advantage.

Evaluation

Attendance& participation: 35%

Presentation: 30%

Essay: 35%

Study to be done out of class

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

Textbooks

None. Course materials will be provided as PDF files.

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

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

Further readings

Further readings will be introduced in class.

Others

Office hours: by appointment.

About the instructor



Irina HOLCA

Ph.D. in Modern Japanese Literature, Osaka University

I specialise in modern Japanese literature, from the middle of the Meiji period (late 1880s) to the beginning of the Showa period (1930). I am particularly interested in what and how we can learn from literature about a culture/society, that we cannot learn from other types of discourse. In my research, I look for meaning at the intersection of a literary work's content, its linguistic form, and its socio-historical context. In this course, I hope to explore the subversive possibilities of literary discourse, as it moulded Japan's modernity, while being moulded by it in return.

Selected Readings in Classical Japanese Literature

Instructor's affiliation, department, job title and name

Shikiko YUKAWA , Associate Professor
Institute for Liberal Arts and Sciences

Academic semester that the course is offered

Fall 2017

Outline and purpose of the course

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

Course goals

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

Course schedule and contents

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

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

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

【Lecture Session】

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

【Reading Session】

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

【1 ~ 2 Discussion Sessions】

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

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

Prerequisites

CLASS SIZE:

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

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

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

Evaluation

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

[1] Outline and working bibliography for final paper (15%)

[2] Midterm presentation on (development of) final paper (15%)

[3] Final paper (40%)

[4] Submission of weekly comprehension essays and participation in discussion sessions (30%)

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

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

Textbooks

Handouts and required reading material will be provided in class.

Further readings

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

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

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

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

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

Keene, Donald (translator), *Essays in Idleness: The Tsurezuregusa of Kenko* (Tuttle Publishing) ISBN:978-4805306314

Study to be done out of class

1) The translation for each reading piece will be distributed in class a week before the reading session.

Students are required to read the entire handout before coming to class.

2) Each week, students are required to submit a "comprehension essay" summarizing (100-150 words) points they did and did not understand about the content of that class, and any other impressions they have about the subject material.

Details of submission format and due date to be announced in class.

3) Guidelines for writing the outline, working bibliography, and the final paper will be handed out in class in November.

Students therefore should begin thinking about possible questions to explore in their paper, and begin reading a translation of the work of classical Japanese literature they wish to use and any other essential sources as soon as possible. Students should start this process immediately once they receive the guidelines and are encouraged to consult the instructor should they encounter any difficulties or have questions.

Others

Please check KULASIS for details of office hours. Will also be announced in class.

About the instructor



Shikiko YUKAWA

M.A. in Literature, Kyoto University

Area of Specialization: Classical Japanese literature

Japanese Contemporary Popular Culture: Media Practices in a Global Context

Instructor's affiliation, department, job title and name

Björn-Ole KAMM, Program Specific Senior Lecturer
Center for the Promotion of Interdisciplinary Education and Research

Academic semester that the course is offered

Fall 2017



Outline and purpose of the course

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

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

Course goals

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

Course schedule and contents

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

- (1) The students gain access to necessary tools via lectures and detailed discussions of methodological and theoretical examples taken from existing research [first five-week period].
- (2) The class decides on a shared question for project investigations, a specific object and appropriate methods. As networks of humans and artifacts (media), popular culture often necessitates analyses of contents as well as “users.” Accordingly, and if the number of participants permits, the class is divided into different project groups (e.g. text analysis, ethnography, cyber-ethnography), working on the same question from different angles (triangulation) [second five-week period].
- (3) Employing an e-learning environment (forums, journals), the groups plan and execute the projects under the instructor’s supervision. Finally, the groups present results, discuss problems and achievements in accordance with the overall study question [last five-week period].

The lectures, individual preparations (homework/feedback) and group projects will figure 1/3 of the course each.

Prerequisites

3rd year and above.

Evaluation

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

Studies to be done outside of class

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

Textbooks

None.

Further readings

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

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

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

Others

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

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

Picture L : A glimpse of Akihabara, Tokyo, 2010.

M : Cosplay from the other side; photo shooting at Comic Market, Tokyo, 2010.

R : Caption: Main exhibition hall of the Kyoto International Manga Museum, 2010.

About the instructor



Björn-Ole KAMM

Ph.D. in Japanese Studies, Heidelberg University

M.A. in Japanese Studies and Communication & Media Studies, Leipzig University

Areas of Specialization: Practice theory, transculturality, uses and gratifications of Japanese popular media, role-playing theory and practice.

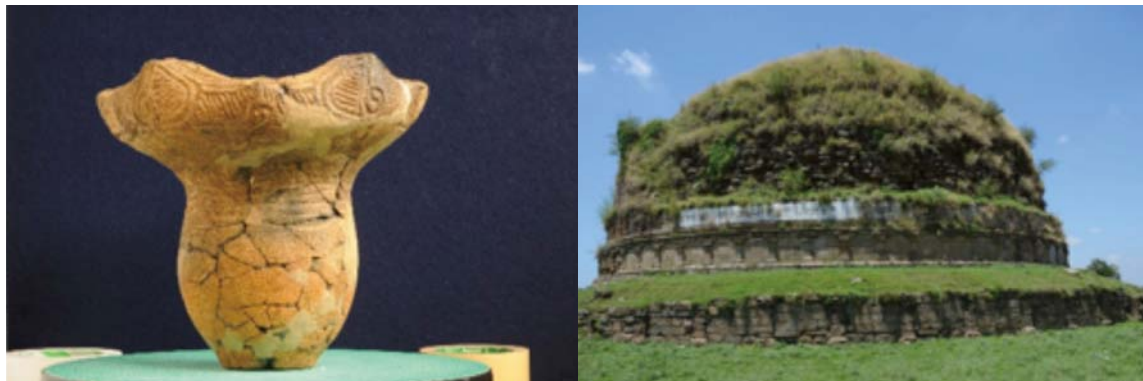
East Asian Origins: Ancient History and Material Culture

Instructor's affiliation,
department,
job title and name

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

Academic semester that the course is offered

Fall 2017



Outline and purpose of the course

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

Course goals

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

Course schedule and contents

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

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

In this special lecture, we will visit the Kyoto University Museum and some archaeological sites near Kyoto University.

Prerequisites

3rd year and above

Evaluation

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

Textbooks

Not used

Further readings

To be announced in class

Studies to be done outside of class

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

About the instructor



Hideo YOSHII

M.A. in Kyoto University and Kyongbuk National University
Area of Specialization: Korean archaeology



Hitoshi SHIMOGAKI

Ph.D. in Kyoto University
Area of Specialization: Japanese Archaeology



Makoto TOMII

Ph.D. in Kyoto University
Area of Specialization: prehistory, methodology of archaeology



Satoshi NAIKI

Ph.D. in Kyoto University
Area of Specialization: Archaeology in Gandhara

Sanskrit Grammar

Instructor's affiliation, department, job title and name

Andrey KLEBANOV, Program-Specific Foreign Language Lecturer
Graduate School of Letters

Academic semester that the course is offered

Year-round 2017

Outline and purpose of the course

This course targets at students with no prior knowledge of Sanskrit and offers a systematic introduction to the language. The main focus is laid upon learning the foundations of grammar, developing a basic vocabulary, and acquiring skills in understanding of Sanskrit texts.

Course schedule and contents

- to read and write in Devanāgarī-script (also used for Hindī)
- to gain a systematic overview of basic and intermediate grammar of Classical Sanskrit
- to develop skills of reading and interpreting simple prose and verse in Classical Sanskrit
- to develop basic skills in composing prose sentences in Classical Sanskrit

Course schedule and contents

We will largely follow the plan laid out in M. Deshpande's manual "Samskr̥ta-Subodhinī: A Sanskrit Primer". When necessary, we may at times turn to E. D. Perry's manual "A Sanskrit Primer", a Japanese translation of which is available.

During the first one and a half terms we will concentrate at understanding the workings of Sanskrit grammar and will then focus at reading of simple Sanskrit texts.

Evaluation

Attendance, participation, homework, quizzes.

Textbooks

M. Deshpande, *Samskr̥ta-Subodhinī: A Sanskrit Primer* (The University of Michigan Press). ISBN: 9780891480792

E.D. Perry, *A Sanskrit Primer* (Nabu Press 2011). ISBN:178794733

(The textbooks can be purchased at the department room of Indological Studies.)

Further readings

Arthur A. MacDonell, *A Sanskrit Grammar for Students* (OUP, 1971).

Studies to be done outside of class

Homework involves preparing translations from Sanskrit into English and translations from English into Sanskrit. Weekly review of grammatical categories and memorization of vocabulary. The expected preparation time is approximately two hours per class.

Others

*Please visit KULASIS to find out about office hours.

About the instructor



Andrey KLEBANOV

Ph.D. in Classical Indology, University of Hamburg

M.A. in Classical Indology, University of Hamburg

Area of Specialization: Classical Sanskrit Literature, traditional Sanskrit grammar and poetics, traditional Sanskrit education, Sanskrit education in Early Modern and Modern India, Sanskrit speaking scholarly communities in modern India

Reading German Indology and Buddhology

Instructor's affiliation, department, job title and name

Andrey KLEBANOV, Program-Specific Foreign Language Lecturer
Graduate School of Letters

Academic semester that the course is offered

Spring, Fall 2017

Outline and purpose of the course

We will read representative examples of important styles of German academic writing in the fields of Indology and Buddhology, so as to develop students' abilities to read and understand academic German on their own.

The aims of the course are (1) to introduce students into major works of German Indology and Buddhology, (2) to familiarize them with main stylistic features of academic writings in German and with the features of German translations from Sanskrit, as well as (3) ultimately to develop students' abilities to read and understand German academic writings on their own.

Course goals

Students will develop their abilities to read and understand German academic writings on their own.

Course schedule and contents

The choice of texts depends on student interest and specialization. Various periods and styles of German Indological and Buddhological literature will be read, from essays to excerpts from monographs.

Evaluation

Attendance and participation.

Textbooks

Introduced during class

Further readings

Introduced during class

Studies to be done outside of class

Preparation of German textual passages to be translated and discussed. Approximately one to two hours per week.

Studies to be done outside of class

*Please visit KULASIS to find out about office hours.

About the instructor



Andrey KLEBANOV

Ph.D. in Classical Indology, University of Hamburg

M.A. in Classical Indology, University of Hamburg

Area of Specialization: Classical Sanskrit Literature, traditional Sanskrit grammar and poetics, traditional Sanskrit education, Sanskrit education in Early Modern and Modern India, Sanskrit speaking scholarly communities in modern India

Reading of Sanskrit kāvya-literature

Instructor's affiliation, department, job title and name

Andrey KLEBANOV, Program-Specific Foreign Language Lecturer
Graduate School of Letters

Academic semester that the course is offered

Spring, Fall 2017

Outline and purpose of the course

In this course we will engage in the linguistic, stylistic and literary analysis of Sanskrit belletristic literature (kāvya-). The study of kāvya-, though certainly a largely enjoyable enterprise, has been since long recognized to have an important didactic value and thus integrated into the traditional syllabus for the study of Sanskrit. Attendance of this course will, therefore, be equally beneficial to all students of Sanskrit independent of their specific interests and specialization.

Spring

During the first term, we will concentrate on the main variety of Classical Sanskrit poetry, the sargabandha- (or mahākāvya-), i.e. longer compositions consisting of several chapters. For the preparation of their own translations of the poems the students will be encouraged to make use of the available Sanskrit commentaries, the peculiar stylistic features and the common analytical techniques of which will be introduced and discussed during the classes.

Fall

During the second term, our main focus will lie on the drśya-kāvya- (dramatic genre). The students will learn about the main varieties of a Sanskrit drama and will be introduced to its main analytical constituents distinguished by the Sanskrit poetological tradition. The obtained theoretical knowledge will be applied to the reading and analysis of an actual dramatic compositions in Sanskrit.

Course goals

Spring

- to develop skills in reading and translating Classical Sanskrit kāvya
- to develop skills in reading and understanding of Sanskrit commentaries on kāvya-

Fall

- to learn the main analytical tools for the evaluation of a drama proposed by the Sanskrit poetological tradition
- to practice application of these tools on a single example
- to develop skills in reading and translating Classical Sanskrit kāvya
- to develop skills in reading and understanding of Sanskrit commentaries on kāvya-

Course schedule and contents

Spring

In the first semester we will look at several classical examples of the Sanskrit mahākāvya-, so-called Court Epic poetry. In following the example of monkeys who, unlike the Mount Meru who went deep up to the bottom of the Milky Ocean, quickly leaped over it, but touched just at the surface of the water, we will examine the introductory sections to (i.e. the first chapters of) several Sanskrit mahākāvya-s belonging to the Classical period.

Following the chronological order, we will begin with Kālidāsa's Kumārasambhava and then move to Bhāravi's Kirātārjunīya, Kumāradāsa's Jānakīharaṇa and Māgha's Śīpālavadha (the chronology of the later two is uncertain). As there will be no introductory session, the students are expected to prepare the translation of the first verses of the Kumārasambhava for the very first class.

Fall

We will concentrate on the reading and analyzing of a single drama, tentatively, Bhavabhūti's great Mālatīmādhava (15 weeks). The reading of the actual nāṭaka- will be supplemented by lectures on the Sanskrit dramatic theory. Since we will begin to read the text already during the first class, the students are requested to prepare the translation of the first part of the text already for the first session.

Prerequisites

This course is primarily directed at students starting from the third year of Sanskrit and above. Other students, who have completed the introductory course to Sanskrit grammar, are also welcome to join.

Evaluation

Attendance and participation in class, preparation of translations of Sanskrit text at home.

Textbooks

Spring

The text of Kumārasambhava can be downloaded from archive.org or borrowed from the library. Further materials (handouts and electronic PDF files) will be distributed in class.

Fall

The text of the Mālatīmādhava along with its commentaries can be borrowed from the library and will be uploaded here prior to the beginning of the second semester.

Further readings

Introduced during class

Studies to be done outside of class

The students will need to prepare English (or any language) translations of Sanskrit texts.

Textbooks

*Please visit KULASIS to find out about office hours.

About the instructor



Andrey KLEBANOV

Ph.D. in Classical Indology, University of Hamburg

M.A. in Classical Indology, University of Hamburg

Area of Specialization: Classical Sanskrit Literature, traditional Sanskrit grammar and poetics, traditional Sanskrit education, Sanskrit education in Early Modern and Modern India, Sanskrit speaking scholarly communities in modern India

Nārāyaṇatīrtha's Interpretation of the Yogasūtra and the Sāṃkhyakārikā

Instructor's affiliation, department, job title and name

Somdev VASUDEVA, Associate Professor
Graduate School of Letters

Academic semester that the course is offered

Spring 2017

Outline and purpose of the course

The aim is to study sections of two commentaries on the Yogasūtra and the Sāṃkhyakārikā called the Yogasiddhāntacandrikā and the Sāṃkhyacandrikā. These two works of the seventeenth century Vedāntin Nārāyaṇatīrtha show how attitudes to the interpretation of inherited philosophical texts have changed. Through careful analysis we can try to uncover why these changes might have occurred.

Course goals

Why were ancient philosophical texts of rival schools still studied in the seventeenth century by prominent Advaita Vedāntins? To answer this question we can look to the commentaries of the prominent Advaita scholar Nārāyaṇatīrtha. We will learn how to read commentaries with the aim of determining what issues motivated the author to adopt given strategies, and ultimately uncover what problems the commentarial project was trying to address.

Course schedule and contents

Week 1-2: Introduction. How many Nārāyaṇatīrthas were there? His date and place. Survey of his works. Advaita Vedānta in the 17th century.
Week 3-8: Reading and analysis of passages from the Yogasiddhāntacandrikā.
Week 9-15: Reading and analysis of passages from the Sāṃkhyacandrikā. Concluding discussion.

Prerequisites

Ability to read basic Sanskrit.

Evaluation

Evaluation is based on regular attendance, participation by asking questions relevant to the readings, and a final essay to be handed in by week 15. The subject of the essay should touch on any aspect of Nārāyaṇatīrtha's work we have read and discussed.

Textbooks

Instructed during class

Further readings

Endo, Ko "The works and flourishing period of Nārāyaṇatīrtha, the author of the Yogasiddhāntacandrikā." *Sambhāṣā*; 14 (1993): 41-60. (Nagoya: University of Nagoya.)

Study to be done outside of class

Please begin by reading Ko Endo's article mentioned above.

Others

*Please visit KULASIS to find out about office hours.

About the instructor



Somdev VASUDEVA

Ph.D. in Indology, Oxford University

M.A. in Indology, University of London

Area of Specialization: South Asian Religion and Philosophy, Sanskrit and Middle Indic Literature

The Nyāyamañjarī on the Result of Upamānapramāṇa

Instructor's affiliation, department, job title and name

Somdev VASUDEVA, Associate Professor
Graduate School of Letters

Academic semester that the course is offered

Fall 2017

Outline and purpose of the course

We will read the sections of the Nyāyamañjarī of the Kashmirian logician Jayantabhaṭṭa dealing with comparison as a veridical way of knowing and particularly the vexed question on what exactly might be its result. The primary goal is to understand how Jayanta's views fit into the history of Nyāya logic and how he deals with opponents. This class will thereby also serve as an introduction to the reading of philosophical Sanskrit.

Course goals

We will learn how to read Śāstric Sanskrit and discuss the prerequisites expected from the intended reader. The theory of comparison as a veridical way of knowing was accepted by Nyāya theorists despite its complex or composite nature. We will learn how to identify opponents and rethink Jayanta's arguments against their actual presentations rather than his reformulations of their views.

Course schedule and contents

Week 1-2: Introduction. Jayanta and the Kashmir intellectual milieu from the 8th-12th centuries. His works and style.

Weeks 3-15: Reading of selected passages from the Nyāyamañjarī, commentaries and opposing views.

Prerequisites

Ability to read basic Sanskrit.

Evaluation

Evaluation is based on regular attendance, participation in class discussions and by asking relevant questions.

A short essay touching on any issue in the texts we have read and discussed is to be submitted by week 15.

Textbooks

Instructed during class

Study to be done outside of class

Begin by reading:

Kumar, Shiv (1994). *Upamāna in Indian Philosophy*. Eastern Book Linkers.

Chattopadhyay, Uma (2009). *Dishonoured by Philosophers: Upamāna in Indian Epistemology*. D. K. Printworld.

Others

*Please visit KULASIS to find out about office hours.

About the instructor



Somdev VASUDEVA

Ph.D. in Indology, Oxford University

M.A. in Indology, University of London

Area of Specialization: South Asian Religion and Philosophy, Sanskrit and Middle Indic Literature

Introduction to Pāṇini's Grammar

Instructor's affiliation, department, job title and name

Somdev VASUDEVA, Associate Professor
Graduate School of Letters

Academic semester that the course is offered

Year-round 2017

Outline and purpose of the course

The purpose of this class is to provide an introduction to the methodology of Pāṇini's system of Grammar. As a foundational text for the study of Sanskrit, it is frequently made use of in philosophical texts and in commentarial literature. A basic understanding of Pāṇini's system is therefore indispensable for anyone wishing to study these texts. The emphasis of the class will be on learning Pāṇini's system of derivation and semantic analysis.

Course goals

By studying the basic technical vocabulary, derivational and semantic principles of the organization of Pāṇini's grammar, students will become proficient in interpreting Sūtras invoked in real literature. Therefore, the class will introduce the basic structure by looking at the most important sūtras for all of the major categories of Pāṇinian discourse, while avoiding detailed discussions on the finer points of the correct interpretation of individual sūtras. In points of doubt the Siddhāntakaumudī's interpretation will be followed. More effort will be spent in looking at practical examples provided by later commentators.

Course schedule and contents

Week 1: Introduction to Pāṇini. His place and time. The surviving corpus, Aṣṭādhyāyī, Akṣarasamāmnāya, Dhātupāṭha, Gaṇapāṭha, the Mahābhāṣya, and the Kāśikā.
Week 2: Later attempts at reorganization, the Siddhāntakaumudī. Pratyāhāra sūtras. Guṇa and Vṛddhi.
Week 3-15: Introduction to the sūtrapāṭha.

Prerequisites

Basic knowledge of Sanskrit will be helpful.

Evaluation

Attendance and participation (80%), Short final paper (20%).

Textbooks

Instructed during class.

Further readings

Introduced during class
To be announced.

Study to be done outside of class

To be announced.

Others

*Please visit KULASIS to find out about office hours.

About the instructor



Somdev VASUDEVA

Ph.D. in Indology, Oxford University

M.A. in Indology, University of London

Area of Specialization: South Asian Religion and Philosophy, Sanskrit and Middle Indic Literature

Academic writing in English

Instructor's affiliation, department, job title and name

Andrey KLEBANOV, Program-Specific Foreign Language Lecturer
Graduate School of Letters

Academic semester that the course is offered

Spring, Fall 2017

Outline and purpose of the course

The course introduces important idioms, conventions of style, referencing and layout common in English academic writing (with a focus on Indology and Buddhology). This is achieved by researching, outlining, composing, presenting, and then correcting short essays or parts of ongoing work.

Course goals

The goal of the course is to develop students' skills in academic writing in English (with a focus on academic writing in the fields of Indology and Buddhology).

Course schedule and contents

Weekly presentations and discussions of ongoing work (15 weeks).

Prerequisites

Students of Departments of Indological Studies and Buddhology have precedence if the number of students is beyond the appropriate class size.

Evaluation

Essay writing, attendance and participation.

Further readings

Introduced during class

Study to be done out of class

Two hours per week to prepare written essays.

Others

*Please visit KULASIS to find out about office hours.

About the instructor



Andrey KLEBANOV

Ph.D. in Classical Indology, University of Hamburg

M.A. in Classical Indology, University of Hamburg

Area of Specialization: Classical Sanskrit Literature, traditional Sanskrit grammar and poetics, traditional Sanskrit education, Sanskrit education in Early Modern and Modern India, Sanskrit speaking scholarly communities in modern India

【Appendix】ILAS Courses related to Japanese /Asian Studies

Course Title [Class Title]	Type	Credits	Semester	Teaching Staff	
The History of Eastern Thought I-E2	Lecture	2	Spring	Adam Alvah CATT	Lect.
Japanese History I-E2	Lecture	2	Spring	Niels VAN STEENPAAL	Assoc.Prof.
Japanese History II-E2	Lecture	2	Fall	Niels VAN STEENPAAL	Assoc.Prof.
Introduction to Asian Societies-E2	Lecture	2	Fall	Julius BAUTISTA	Assoc.Prof.
Japanese Intellectual History I-E2	Lecture	2	Spring	Niels VAN STEENPAAL	Assoc.Prof.
Japanese Intellectual History II-E2	Lecture	2	Fall	Niels VAN STEENPAAL	Assoc.Prof.
Introduction to Japanese Linguistics I-E2	Lecture	2	Fall	Adam Alvah CATT	Lect.
Introduction to Classical Japanese Literature	Lecture	2	Fall	Shikiko YUKAWA	Assoc.Prof.
Law and Culture in Japan-E2	Lecture	2	Spring	Antonios KARAISKOS	Assoc.Prof.
Japan's Political Economy-E2	Lecture	2	Spring	Ken HIJINO	Assoc.Prof.
Japanese Politics-E2	Lecture	2	Fall	Ken HIJINO	Assoc.Prof.
Culture and Traditions in Japan I	Lecture	2	Spring	Ruchira PALIHAWADANA	Prof.
Culture and Traditions in Japan II	Lecture	2	Fall	Shikiko YUKAWA	Assoc.Prof.
Current Issues in Japan I	Lecture	2	Spring	Junko KAWAI	Prof.
Current Issues in Japan II	Lecture	2	Spring	Hiroaki NAKAYAMA	Prof.
Current Issues in Japan II	Lecture	2	Fall	Hiroaki NAKAYAMA	Prof.
Elementary Japanese IA (4H course)	Seminar	4	Spring	Tarou IEMOTO	Assoc.Prof.
Elementary Japanese IB (4H course)	Seminar	4	Fall	Tarou IEMOTO	Assoc.Prof.
Elementary Japanese IIA (4H course)	Seminar	4	Spring	Nobue KAWASHIMA	Part-Time Lect.
Elementary Japanese IIB (4H course)	Seminar	4	Fall	Nobue KAWASHIMA	Part-Time Lect.
Intermediate Japanese IA (4H course)	Seminar	4	Spring	Kyouko OUE	Part-Time Lect.
Intermediate Japanese IB (4H course)	Seminar	4	Fall	Kyouko OUE	Part-Time Lect.
Intermediate Japanese I (8H course)	Seminar	8	Spring	Junko KAWAI	Prof.
Intermediate Japanese I (8H course)	Seminar	8	Fall	Junko KAWAI	Prof.
Intermediate Japanese I (Conversation)	Seminar	2	Spring	Chika MIHARA	Part-Time Lect.
Intermediate Japanese I (Conversation)	Seminar	2	Fall	Chika MIHARA	Part-Time Lect.
Intermediate Japanese I (Listening)	Seminar	2	Spring	Yuriko MITO	Part-Time Lect.
Intermediate Japanese I (Listening)	Seminar	2	Fall	Yuriko MITO	Part-Time Lect.
Intermediate Japanese I (Reading)	Seminar	2	Spring	Fumiko SHIRATORI	Part-Time Lect.
Intermediate Japanese I (Reading)	Seminar	2	Fall	Fumiko SHIRATORI	Part-Time Lect.
Intermediate Japanese I (Composition)	Seminar	2	Spring	Fumiko SHIRATORI	Part-Time Lect.
Intermediate Japanese I (Composition)	Seminar	2	Fall	Fumiko SHIRATORI	Part-Time Lect.
Intermediate Japanese I (Kanji)	Seminar	2	Spring	Yuriko MITO	Part-Time Lect.
Intermediate Japanese I (Kanji)	Seminar	2	Fall	Yuriko MITO	Part-Time Lect.
Intermediate Japanese IIA (4H course)	Seminar	4	Spring	Kyoko MASHITA	Part-Time Lect.
Intermediate Japanese IIB (4H course)	Seminar	4	Fall	Kyoko MASHITA	Part-Time Lect.
Intermediate Japanese II (8H course)	Seminar	8	Spring	Ruchira PALIHAWADANA	Prof.
Intermediate Japanese II (8H course)	Seminar	8	Fall	Ruchira PALIHAWADANA	Prof.
Intermediate JapaneseII (Conversation)	Seminar	2	Spring	Ryoko FUJII	Part-Time Lect.
Intermediate JapaneseII (Conversation)	Seminar	2	Fall	Ryoko FUJII	Part-Time Lect.
Intermediate Japanese II (Listening)	Seminar	2	Spring	Hiroaki NAKAYAMA	Prof.
Intermediate Japanese II (Listening)	Seminar	2	Fall	Hiroaki NAKAYAMA	Prof.
Intermediate Japanese II (Reading)	Seminar	2	Spring	Norikazu URAKI	Part-Time Lect.
Intermediate Japanese II (Reading)	Seminar	2	Fall	Norikazu URAKI	Part-Time Lect.
Intermediate Japanese II (Composition)	Seminar	2	Spring	Ryoko FUJII	Part-Time Lect.

Course Title [Class Title]	Type	Credits	Semester	Teaching Staff	
Intermediate Japanese II (Composition)	Seminar	2	Fall	Ryoko FUJII	Part-Time Lect.
Advanced Japanese (Listening)	Seminar	2	Spring	Yoko NAKASHIMA	Part-Time Lect.
Advanced Japanese (Listening)	Seminar	2	Fall	Yoko NAKASHIMA	Part-Time Lect.
Advanced Japanese (Conversation)	Seminar	2	Spring	Shikiko YUKAWA	Assoc.Prof.
Advanced Japanese (Conversation)	Seminar	2	Fall	Shikiko YUKAWA	Assoc.Prof.
Advanced Japanese (Reading)	Seminar	2	Spring	Hiroaki NAKAYAMA	Prof.
Advanced Japanese (Reading)	Seminar	2	Fall	Hiroaki NAKAYAMA	Prof.
Advanced Japanese (Composition)	Seminar	2	Spring	Makiko MURAI	Part-Time Lect.
Advanced Japanese (Composition)	Seminar	2	Fall	Mayumi NAKAZAWA	Part-Time Lect.
Advanced Japanese (Academic Writing)	Seminar	2	Spring	Junko KAWAI	Prof.
Advanced Japanese (Academic Writing)	Seminar	2	Fall	Junko KAWAI	Prof.
Advanced Japanese (Academic Listening)	Seminar	2	Spring	Akari HONDA	Part-Time Lect.
Advanced Japanese (Academic Listening)	Seminar	2	Fall	Akari HONDA	Part-Time Lect.
Advanced Japanese (Academic Presentation)	Seminar	2	Spring	Akari HONDA	Part-Time Lect.
Advanced Japanese (Academic Presentation)	Seminar	2	Fall	Junko KAWAI	Prof.
Advanced Japanese (Academic Discussion)	Seminar	2	Spring	Kaori FUKUHARA	Part-Time Lect.
Advanced Japanese (Academic Discussion)	Seminar	2	Fall	Kaori FUKUHARA	Part-Time Lect.
Elementary Japanese I (8H course)	Seminar	8	Spring	Tarou IEMOTO	Assoc.Prof.
Elementary Japanese I (8H course)	Seminar	8	Spring	Tarou IEMOTO	Assoc.Prof.
Elementary Japanese I (8H course)	Seminar	8	Fall	Tarou IEMOTO	Assoc.Prof.
Elementary Japanese I (8H course)	Seminar	8	Fall	Tarou IEMOTO	Assoc.Prof.
Elementary Japanese I (Conversation)	Seminar	2	Spring	Miwa SHIMOHASHI	Part-Time Lect.
Elementary Japanese I (Conversation)	Seminar	2	Fall	Miwa SHIMOHASHI	Part-Time Lect.
Elementary Japanese I (Listening)	Seminar	2	Spring	Yoshimi HASHIMOTO	Part-Time Lect.
Elementary Japanese I (Listening)	Seminar	2	Fall	Yoshimi HASHIMOTO	Part-Time Lect.
Elementary Japanese I (Reading, Composition)	Seminar	2	Spring	Miwa SHIMOHASHI	Part-Time Lect.
Elementary Japanese I (Reading, Composition)	Seminar	2	Fall	Miwa SHIMOHASHI	Part-Time Lect.
Elementary Japanese I (Kanji)	Seminar	2	Spring	Yuriko FURUKAWA	Part-Time Lect.
Elementary Japanese I (Kanji)	Seminar	2	Fall	Yuriko FURUKAWA	Part-Time Lect.
Elementary Japanese II (8H course)	Seminar	8	Spring	Shikiko YUKAWA	Assoc.Prof.
Elementary Japanese II (8H course)	Seminar	8	Fall	Shikiko YUKAWA	Assoc.Prof.
Elementary Japanese II (Conversation)	Seminar	2	Spring	Norikazu URAKI	Part-Time Lect.
Elementary Japanese II (Conversation)	Seminar	2	Fall	Norikazu URAKI	Part-Time Lect.
Elementary Japanese II (Listening)	Seminar	2	Spring	Norikazu URAKI	Part-Time Lect.
Elementary Japanese II (Listening)	Seminar	2	Fall	Norikazu URAKI	Part-Time Lect.
Elementary Japanese II (Reading, Composition)	Seminar	2	Spring	Miwa SHIMOHASHI	Part-Time Lect.
Elementary Japanese II (Reading, Composition)	Seminar	2	Fall	Miwa SHIMOHASHI	Part-Time Lect.
Elementary Japanese II (Kanji)	Seminar	2	Spring	Yuriko FURUKAWA	Part-Time Lect.
Elementary Japanese II (Kanji)	Seminar	2	Fall	Yuriko FURUKAWA	Part-Time Lect.
Advanced Japanese for Economics/Management I	Seminar	2	Spring	Hisako INABA	Assoc.Prof.
Advanced Japanese for Economics/Management II	Seminar	2	Fall	Emiko INOUE	Lect.
Japanese Economic History	Lecture	2	Spring	Junko WATANABE	Prof.
Industries and Global Competition	Lecture	2	Spring	Takafumi KUROSAWA	Prof.
				Hiromi SHIOJI	Prof.
				Akira TANAKA	Assoc.Prof.
Geopolitical Economy of Development	Seminar	2	Spring	John LAMBINO	Part-time Lect.
ASEAN Economy & Sustainable Development	Seminar	2	Fall	John LAMBINO	Part-time Lect.

Current Master in Transcultural Studies Courses at Heidelberg University

Students enrolled at the Faculty & Graduate School of Letters may take part in an exchange program with the Heidelberg Centre for Transcultural Studies. The courses listed below for 2017 will automatically be credited to students passing these courses during their time in Heidelberg. They also may be reference as courses for the prospective joint degree program.

Course Schedule (Summer Semester 2017)

Course No.	Course	Lecture	Language	Type	Time/Date
9719KJC677	Iconospheres of Water, Seas and Oceans. Transregional, Mediterranean, and Global Perspectives	Baader, Hannah	English	Seminar	Wed 9-11
9719KJC678	The Materiality of Art	Baader, Hannah	English	Seminar	Tue 16-18
9719KJC680	Cityscapes and urban imaginaries in Asia	Brosius, Christiane	English	Seminar	Wed 11-13
9719KJC710	Colloquium Visual & Media Anthropology	Brosius, Christiane	English	Colloquium	Tue 16-18
9719KJC681	Cultural heritage 'from below'. Migration and material culture in action	Brosius, Christiane / Abu-Er-Rub, Laila	English	Seminar	Tue 14-16
9719KJC682	Biennale für das aktuelle Bild' / "Biennale of the present image". The international photo-festival Mannheim-Ludwigshafen-Heidelberg 2017 from an art historical and anthropological perspective	Bublatzky, Cathrine / Wilhelmus, Liane	English	Seminar	Thu 9-11
9719KJC683	East Asian Law II	Förster, Christian	English	Seminar	Thu 11-13
9719KJC684	Responsibility for Human Action – Legal Liability as Driving Factor in Modern Societies	Förster, Christian	English	Seminar	Thu 14-16
9719KJC685	Treaty Ports in East Asia	Fuess, Harald	English	Seminar	Tue 14-16
9719KJC686	Postwar Japan as History	Fuess, Harald	English	Seminar	Tue 11-13
9719KJC687	Concepts of boundaries and territoriality in Asia and Europe	Hofmann, Martin	English	Seminar	Thu 14-16
9719KJC688	Trade, Development, and Settler Colonialism in Hokkaido & Sakhalin 1800-2000	Ivings, Steven	English	Seminar	Mon 9-11
9719KJC689	From the Blitz to Brexit: Society, Economy and Governance in Postwar Britain	Ivings, Steven	English	Seminar	Thu 9-11
9719KJC690	Socially engaged art – its (entangled) histories, prominent theories and conflicted practices	Koch, Franziska	English	Seminar	Wed 11-13
9719KJC691	MATS Colloquium	König, Daniel	English	Colloquium	Mon 14-16
9719KJC692	Becoming Acquainted with Asia. Medieval Europeans and the "Far East"	König, Daniel	English	Seminar	Mon 11-13
HS20171088	Die Außenbeziehungen der Merowinger, Karolinger und Ottonen	König, Daniel	German	Lecture	Thu 11-13
9719KJC693	Political Iconography of the Contemporary Landscape – Transcultural Image production of the Environmental Crisis in the Late Anthropocene	Krieger, Peter	English	Block Seminar	Compact Course 5 May (Fri), 14-18 12 May (Fri), 14-18; 13 May (Sat) 9-13, 14-18 26 May (Fri), 14-18; 27 May (Sat) 9-13, 14-18
9719KJC694	Merchants. Missionaries, Mercenaries: Foreigners in Imperial China	Kurtz, Joachim	English	Seminar	Thu 11-13
9719KJC695	Sites of Knowledge in Asia and Europe	Kurtz, Joachim	English	Seminar	Tue 11-13

Course No.	Course	Lecture	Language	Type	Time/Date
9719KJC711	Academic Writing in English	Larsson, Anna	English	Practice class	Tue 9-11
0730171SK01	Korean (Beginners)	Lee, Hyojin	English	Language course	
0730171SK02	Korean (Intermediate)	Lee, Hyojin	English	Language course	
9719KJC696	Korean History in a Global Context	Lee, Hyojin	English	Seminar	Wed 9-11
9719KJC697	Southeast Asia from Imperialism to Nationalism after 1800	Melber, Takuma	English	Seminar	Wed 14-16
9719KJC698	World War II and the Transculturality of Violence	Melber, Takuma	English	Seminar	Mon 14-16
9702081100	Globalization, Governance and the State in India	Mukherji, Rahul	English	Lecture	Wed 11-13
9702082100	MA Seminar in Qualitative Methods	Mukherji, Rahul	English	Seminar	Tue 14-16
9719KJC699	GPTS Colloquium	Nowoitenick, Jule	English	Colloquium	Mon 16-18
9719KJC700	GPTS Reading Class	Nowoitenick, Jule	English	Seminar	Tue 11-13
0723000249	Religions in Modern Japan – Transcultural Formations and Configurations	Prohl, Inken	English	Seminar	Thu 11-13
9719KJC701	Culture during the Soviet Union and after	Roche, Sophie	English	Seminar	Mon 9-11
9719KJC702	Managing diversity: Controversial debates about Multiculturalism	Roche, Sophie	English	Seminar	Mon 11-13
9719KJC703	Colloquial Tibetan II	Samuels, Jonathan	English	Language course	Mon 11-13; Tue 11-13; Thu 11-13
9719KJC704	Classical Tibetan II	Samuels, Jonathan	English	Language course	Mon 14-16; Wed 14-16
9719KJC705	Colloquial Tibetan IV	Samuels, Jonathan	English	Language course	Tue 14-16; Thu 14-16
9719KJC706	App Cultures. Identity, Collectivity and Global Interconnectivity	Schramm, Samantha	English	Block seminar	Compact Course 28 April (Fri), 11-14.30 9 June (Fri), 11-16; 10 June (Sat), 11-16 30 June (Fri), 11-16; 01 July (Sat), 11-17.30
9719KJC707	European Union and Rising Powers: China, India and the EU as a Global Actor	Stumbaum, May-Britt	English	Block Seminar	Compact Course 29 July (Sat), 08-20; 30 July (Sun), 08-20
9719KJC708	In Exile: The Tibetan Diaspora in India	Viehbeck, Markus	English	Seminar	Mon 16-18
9719KJC709	Theories of Transculturality beyond the Human	Wergin, Carsten	English	Seminar	Tue 13-15
—	Seminar Buddhist Studies	N.N.	English	Seminar	Tue 16-18
—	Seminar Buddhist Studies 2	N.N.	English	Seminar	Wed 16-18



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