

San José State University
Humanities and Arts
Department of World Languages and Literatures
JPN 102, Japanese Culture, Section 1, Spring 2018 (28711)

Course and Contact Information

Instructor:	Midori Ishida, Ph.D.
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Office Hours:	Tuesdays 10:45-11:30 & Wednesdays 9:30-10:15 and by appointment
Class Days/Time:	Tuesdays and Thursdays 12:00-13:15
Classroom:	Boccardo Business Center 120
Prerequisites:	Japanese 25B or equivalent
SJSU Studies Category:	Only for Japanese majors and minors
Unit Number:	3

Course Description

This seminar course explores the history of Japan, its geography and society, cultural artifacts, and daily practices and ways of thinking that have been shared and in part reflected in the Japanese language. It helps students to develop intercultural competence through understanding of the Japanese society and culture, and through both face-to-face and online interactions with Japanese students in Japan and critical reflections on the interactions. With the goal of creating an e-brochure on Japanese culture, students will research on an issue of their choice from a range of topics such as education, religion, family, gender, business and work, arts, and pop-culture. They will discuss the shared topic in a group, comparing and contrasting the focused issues between Japan and the U.S. This course will prepare those who want to study abroad, work in Japan as interns, or work at Japanese companies in the U.S. for future opportunities.

Course Goals and Learning Outcomes

Course Goals

This course will help students develop intercultural competence by promoting students' understanding of the Japanese society and culture and by providing students the opportunity to interact with Japanese students in Japan through face-to-face and online communication.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Understand both ostensive and hidden cultures of Japan, including customary practices and ways of thinking, with the knowledge of historical and social backgrounds;
2. Develop competence for comparing and contrasting one's own and other cultures;
3. Develop cross-cultural communication skills; and
4. Reflect on their own learning and prepare themselves for the future intercultural encounters.

"We do not learn from our experience. We learn from reflecting on experience." John Dewey

Textbooks and References

1. Required books for selected chapters (electronically available from King Library: Choose “Online access”-->“Chapter download”)
Bennett, M. (2004) *Becoming interculturally competent*. In J. Wurzel (Ed.) *Toward multiculturalism: A reader in multi-cultural education* (2nd ed.) (pp. 62-77). Newton, MA. (Available on Canvas)
Hendry, J. (2012). *Understanding Japanese Society*. Nissan Institute/Routledge Japanese Studies (4th ed.). Hoboken : Taylor and Francis. (Available online)
Maynard, S. (1997). *Japanese communication: Language and thought in context*. Honolulu, HI: University of Hawaii Press. (Available online)
Prasol, A. (2010). *Modern Japan: Origins of the mind--Japanese traditions and approaches to contemporary life*. Singapore: World Scientific. (Available online)
Other reading materials that will be assigned for class lectures and discussions will be posted on Canvas or shared on Google Drive.
2. Selected references (not required)
Bestor, V., Bestor, T. C., Yamagata, A. (2011). *Routledge handbook of Japanese culture and society*. (E-book)
Henshall, K., & Palgrave Connect. (2012). *A history of Japan: From Stone Age to superpower* (3rd ed.). New York, NY: Palgrave Macmillan. (E-book)
International internship programs. (2001). *Japan at a glance* (Updated). Tokyo, Japan: Kodansha International. (DS821 .I68 2001 on 6th floor)
Kagawa, H. (2006). *The Inscrutable Japanese*. Tokyo, Japan: Kodansha International.
Kopp, R. (2000). *Working Effectively with Japanese colleagues: Cross-cultural training for American employees of Japanese companies*. Pacific Dreams.
Meyer, Erin, Ebooks Corporation, & Ebrary. (2014). *The culture map: Breaking through the invisible boundaries of global business*. New York, NY: PublicAffairs. (Available online at MLK Library)
Sugimoto, Y. (2010). *Introduction to Japanese society* (3rd ed.). Cambridge: Cambridge University Press.
Walker, B. L. (2015). *A Concise History of Japan*. *Cambridge Concise Histories*. Cambridge: Cambridge University Press. (Useful for History presentation; Online access-->Chapter download)
Varley, H. P. (2000). *Japanese Culture* (Vol. 4th ed. updated and expanded). Honolulu: University of Hawaii Press. (Useful for History presentation; ;Online access-->Chapter download)
3. References for selected topics for the project work will be suggested by the teacher during the course and/or found through your own library research.
4. Other useful online resources
Dictionary: jisho.org
APA style guide: <https://owl.english.purdue.edu/owl/resource/560/01/>
MLA style guide: <https://owl.english.purdue.edu/owl/resource/747/01/>
Statistic data: <http://www.stat.go.jp/english/index.htm>
<http://www.stat.go.jp/english/data/handbook/index.htm>
<https://www.britannica.com/place/Japan>
Takarabako: Japanese Culture and Daily Life, available at <http://www.tjf.or.jp/takarabako/jcdl.htm>

Technology requirements

Word-processing software (e.g., Microsoft Word), type setting for writing Japanese characters, presentation software (e.g., Microsoft PowerPoint, Google Presentation), and internet access.

Course Web Page

Course materials such as syllabus, handouts, assignment instructions, etc. can be found on my [Canvas learning management system course website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. Students are responsible for regularly

checking with the messaging system through MySJSU and other communication system as indicated by the instructor to learn of any updates.

Course Requirements

University's Credit Hour Requirement

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

1. Classroom Active Participation:

Active participation: You are expected to actively participate in all classroom activities: by attentively listening to the instructor and other students, promptly responding to questions and prompts, seriously engaging in discussions and other classroom activities. In order to actively participate, you must prepare for the class by reading the assigned materials and take notes as directed (see details on Reading Guides). If you are not actively participating in the class, you will not gain full credit for participation.

Punctuality: Punctuality is also important for full participation. Late entrances disrupt the class for everyone, so please show respect for your classmates and your instructor and be ready to begin working by 12:00. If you miss classes or come in late, you will not be able to fully participate in all the class activities, and thus will not gain full credit for participation.

Absence: If there is a legitimate excuse for an absence (e.g., contagious disease, job interviews), you should inform the instructor beforehand and submit a verifiable emergency or a doctor's note.

2. Homework:

Reading Guides: Read the assigned materials before each class. Reading Guides will help you focus on important part of the text, so please print it out and take notes on the Reading Guide. Bring the filled-out Reading Guide to class and have it checked by the teacher before the class starts. The teacher will return the Reading Guide after checking the submission, so you will be able to use the Reading Guide to understand the lecture and actively participate in discussions. Credits will be given for the completeness of the notes.

Short Assignments: There will be different kinds of short assignments: e.g., reflective mini-essays about the content of the class, email correspondence with Japanese students at Okayama University (OU) in Japan, and preparation for an interchange with students at Kagoshima University (KU). These assignments need to be submitted by the due date shown in the course schedule. Grading will be based on the completeness of the writing according to the instructions and guidelines provided for each assignment.

3. Presentations

You will give three presentations during the course.

- School Area presentation for Kagoshima University students
 - In a group of 4-5, you will give a short presentation (10-15 min. per group: i.e., 2-3 min. per person) about SJSU and the Bay Area.
 - Each student is responsible for one of the topics: Bay Area, SJSU (featured programs and classes), Student life (clubs, part-time jobs, volunteers, etc.), Sub-culture and social life in the Bay Area.
- History presentation in groups: Give a short presentation on a chosen period in Japan's history
 - In the format of your group's choice (e.g., drama skit, quiz-format, workshop, etc.).
 - Please make it interesting for the audience by focusing on what you found fascinating and obtaining information beyond the class lectures and assigned readings. This website http://www.nhk.or.jp/syakai/dokiri/?das_id=D0005120221_00000 will give you good ideas of the contents and how to dramatize history.

- e-Brochure presentation as the product of the research project (see below: RP8)
 - Inform your classmates of your research findings in the form of an e-brochure.
 - The e-brochure will have information that American people who want to live in Japan needs to know about the topic of your research project, supplemented with visual aids, and the list of references.

4. Research Project (RP):

With the aim of creating an e-brochure on a selected topic for Americans who want to live in Japan in the future, you will conduct a questionnaire and interview students at Okayama University (OU) and Kagoshima University (KU), and do library research.

You can choose a topic from the following list and narrow down your focus:

Religion
 Education
 Family and gender
 Business and work
 Food and arts
 Pop culture (incl. anime, manga, and martial arts)

You will be guided through the research project step-by-step, so that you can build up your research throughout the semester. The components of the research project are listed below.

<u>Component</u>	<u>Due</u>	<u>Points</u>	<u>Requirements</u>
RP1: Topic brainstorming	1/30	20	About 1 page, typed, double spaced. 2-3 potential research paper topics with brief description of each and why they interest you.
RP2: Emailing a questionnaire	2/1	40	1) Politely write an email (Address the assigned OU student with –san, write a short greeting, respond to the OU student’s request for feedback, write a request of a questionnaire responses, closing, and your name) as much possible in Japanese, but English is also allowed. 2) Ask about 5-6 questions. 3-4 questions can be choice questions (e.g., yes-no, multiple choice, listing) and 2-3 questions should be open-ended questions that require sentence-level answers (e.g., why? How?) 3) Cc the mail to the teacher. 4) Send a thank-you mail later (cc it to the teacher).
RP3: List of interview questions for KU-S	2/20	20	About 0.5-1 page, typed, double spaced. Based on the questionnaire answers you get from OU students, think of questions to ask more deeply. - List at least 2 major questions and 4 possible follow-up questions, <u>in Japanese</u> .
RP4: Topic proposal (including the questionnaire/interview report)	3/6	50	About 2.5-3 pages, typed, double-spaced. 1) Briefly describe the research paper topic you have selected. 2) Explain why you selected it. 3) Short report on your questionnaire with OU-S and your interview/discussion with KU-S: What you found out and what you thought about their answers 4) Write what you want to learn further on the topic through library research. This will make “research questions” for your library research.

RP5: Annotated bibliography	4/3	55	2-3 pages, typed, double-spaced. Include a minimum of 3 references (At least 2 of them should be academic papers or books/book chapters). For each reference, 1) Write bibliographic citations of the resources in the APA or MLA style. 2) Give a brief description of the resource in your own words , focusing on the information that seems useful for your research paper.
RP6: Research paper Draft	4/24	60	5-6 pages, typed, double-spaced. Write what you found regarding your research questions, using the following organization: 1) Introduction: A brief identification of the research topic and your motivation to research on it. (1 paragraph) 2) Questionnaire and interview findings: Summary of findings, your thoughts on them, and how it helped your narrow down your library research focus. (1-2 paragraphs) 3) Research questions (1 paragraph) 4) Findings (3-6 paragraphs) 5) Discussion & Conclusion (1-2 paragraphs) 6) Bibliographic citations of at least 3 outside resources in the APA (“References”) or MLA style (“Works Cited”). *Grading is based on completeness of these components, not quality.
RP7: Peer review of another student’s paper	5/1	20	1) Get your partner’s research paper draft. 2) Give feedback on the organization, content, style, and mechanics (e.g., grammar, word choice, citation, punctuations). 3) Submit your partner’s paper on which you add editing suggestions and comments.
RP8: e-brochure (Presentation slides)	5/3	25	The brochure pages that reflect the findings of your library research and your interviews. 1) Create at least 3 slides on critical information that American people who want to live in Japan need to know. Use graphics effectively. 2) Add one slide to list bibliographic citations of at least 3 outside resources in the APA or MLA style.
RP9: Library research paper Revision	5/10	40	The required contents are the same as for the draft (see RP6) Grading is based on the organization, content, and the style, including how to cite references.
Total		330	

5. Final Exam:

The exam will be a combination of a quiz-style section and an essay section, which requires the students to synthesize what they have learned through the course. Students are allowed to use the class materials.

Note on assignments:

- You are not allowed to copy other persons’ work. When you cite another person’s work or refer to the content of a website, make sure to explicitly cite it with the reference information.
- You will not earn full credit if the requirements are not met. You will receive **only a half credit** for late submissions of the assignments unless you have a verifiable emergency or a doctor’s note.

Note on presentations and the exam

No make-up will be given without a valid, documented legitimate excuse for the absence and prior arrangement with the instructor.

Grading Policy

Activities/Assignments	Points (out of 1000)
1. Classroom Active Participation	120 = 4/day x (29 sessions) + bonus 4
2. Homework	350 = Reading Guides: 10 points x 19 Short Assignments: 20 points x 8
3. Presentations	100 = School Area presentation: 30 History presentation: 45 Project presentation: 25
3. Research Project	330
4. Final Exam	100
TOTAL	1000

GRADING SCALE: (in percentage)

100 - 97 A+	96 - 93 A	92 - 90 A-
89 - 87 B+	86 - 83 B	82 - 80 B-
79 - 77 C+	76 - 73 C	72 - 70 C-
69 - 67 D+	66 - 63 D	62 - 60 D-
59 - 0 F		

Classroom Protocol

- Drinking water is fine, but no eating please.
- Please put your phones on a silent mode and refrain from checking calls and messages.
- You are allowed to use your laptop computer, tablet, and/or e-reader as long as you use them for classroom activities and note-taking. You are not allowed to use them for non-course related purposes.
- NO recording of the class lectures without permission and NO public sharing of instructor material without her prior approval (see University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>).
- Please respect your classmates' efforts.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Special accommodations

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

JPN102, Japanese Culture, Section 1, Spring 2018

Course Schedule

Subject to change with fair notice.

Wk	Date	Dues	Topics/key activities to be dealt with in the class
1	1/25	SA1 at the end of class (initial ideas about Japanese culture & student information sheet)	Course overview: Syllabus The concept of “culture” and Japanese culture
2	1/30	RG1 (Bennett) RP1: Topic brainstorming	“Becoming interculturally competent” Geography and regional differences within Japan Prepare a questionnaire to email OU-Ss (Better to bring a laptop)
2	2/1	RG2 (Hendry Ch3) RP2: Email to OU-S requesting a questionnaire response (cc. to the teacher)	Group-mindedness
3	2/6	RG3 (Hendry Ch1, pp. 5-11)	History 1: Pre-historic, Jomon, Yayoi, and Kofun Periods History Presentation Grouping
3	2/8	RG4 (Hendry Ch7)	Religion
4	2/13	RG5 (Hendry Ch1, pp. 11-12) SA2 School Area presentation draft	History 2: Asuka, Nara, and Heian Periods
4	2/15	RG6 (Maynard Ch2, pp. 133-162)	Japanese communication strategies Preparation for interaction with KU-S
5	2/20	School Area Presentation RP3: List of interview questions for KU-S	KU-S VISIT at Student Union Meeting Room 2B: School Area Presentation, Ice-breaker conversations; interviews for research topic exploration
5	2/22	RG (Maynard Ch2 pp. 54-66, 73-81; Ch4 pp. 211-215)	Japanese style of communication
6	2/27	RG8 (Hendry Ch1, p. 13) SA3 Reflections on the interaction with KU-Ss	History 3: Kamakura and Muromachi Periods
6	3/1	RG9 (Hendry Ch2)	Family and gender roles
7	3/6	RP4: Topic proposal (including the questionnaire & interview report)	Case study on cross-cultural communication: Homestay RP: Instruction on library research and annotated bibliography
7	3/8	RG10 (Hendry Ch1, p. 14-15)	History 4: Sengoku, Azuchi-Momoyama, & Edo Periods
8	3/13	RG11 (Hendry Ch5)	Education
8	3/15	History Presentations SA4 (In-class) Reflections, Due @the end of the class	History Presentation Part 1 (On History 1~3)
9	3/20	RG12 (Prasol Ch3)	Food & Arts, Sports

9	3/22	RG13 (Hendry Ch1, pp. 15-16)	History 5: Meiji, Taisho, and Showa (~WWII)
10	4/3	RG14 (Prasol Ch10) RP5: Annotated Bibliography	Business & work
10	4/5	RG15 (Hendry Ch1, pp. 17-20)	History 6: Showa (after WWII) and Heisei RP: Instruction on how to use library resource in a paper
11	4/10	RG16 (Hendry Ch10; Wakamono kotoba 1&2)	Pop Culture (Hendry Ch10) Plan Email exchange with OU-S
11	4/12	History Presentations SA5 Email OC-U about Wakamono Kotoba (cc to Ishida) SA6 (In-class) Reflections, Due @the end of the class	History Presentation Part 2 (On History 4~6)
12	4/17	RG17 (Hendry Ch6; Takarabako 10)	Current issues in Japan: Hierarchy and variability
12	4/19	RG18 (Selected article from Japan Times)	Current issues: Internationalization; Case studies of interns/workers in Japanese companies
13	4/24	RP6: Research paper draft	Plan Email questions with OU-S—Think of a scenario and ask multiple choice questions “What would you do in this situation?” (including others), and ask OU students to give explanations for their choice
13	4/26	RG19 SA7 Email OU-S about a problem case	Current issues: Okinawa and Hiroshima
14	5/1	RP7: Peer review of another student’s paper	Environment (Waste management) and energy (Nuclear Power Plants)
14	5/3	RP8: e-Brochure (presentation slides)	Presentations (10 min. x 6 people)
15	5/8		Presentations (10 min. x 6)
15	5/10	RP9: Library research paper Revision SA8 (In-class) Reflections (due @ the end of class)	Presentations (10 min. x 5) Summary and reflections
	5/17		FINAL EXAM 9:45-12:00

Note. OU: Okayama University; KU: Kagoshima University, S: Student