

Term Information

Effective Term Summer 2018

General Information

Course Bulletin Listing/Subject Area Comparative Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3798
Course Title Japanese Popular Culture
Transcript Abbreviation Japan Pop Culture
Course Description This course takes up Japanese popular culture in order to get at big questions about nationalism and cosmopolitanism, appropriation and authenticity, and being human in a world of commodities. This is an intensive summer course: two weeks in Columbus and two weeks in Japan, where we will be based in Tsukuba and make trips to Tokyo, Kyoto, Osaka, and Uji. Knowledge of Japanese is not required.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience, Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites English 1110
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0103
Subsidy Level General Studies Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Education Abroad (new)

Course Details

Course goals or learning objectives/outcomes

- Students will gain an understanding of some of the cultural, economic, philosophical, political, and social aspects of Japan, and of the ways in which the United States has been implicated in the history of modern Japan
- Students will better recognize and describe the similarities, differences, and interconnections between Japan and the United States
- Students will gain a critical appreciation for the complexity of popular cultures and an aesthetic appreciation for diverse global cultures
- Students will practice the skills of patient participant-observation and critical inquiry, allowing them to challenge simplistic oppositions between East and West and deepening their sensitivity to cultural difference.
- Students will connect with scholars, practitioners, and peers in Japan, come to better understand the diversity of contemporary Japan, have the opportunity to reflect upon their own attitudes and values in conversation with one another
- Students will be more confident in their ability to function effectively in Japan and represent themselves and their institution with integrity.
- Students will produce assignments that reflect their deepening understanding of Japanese culture and articulate how their experiences in Japan shed light on their own cultural values and capacities for negotiating cultural difference

Content Topic List

- Popular culture
- Japan
- cultural studies
- Education Abroad

Sought Concurrence

Yes

Attachments

- Japanese Popular Culture - GE Diversity Global Studies - Rationale (2).docx: GE Rationale-D
(GEC Model Curriculum Compliance Stmt. Owner: Marsch, Elizabeth)
- Japanese Popular Culture - GE Diversity Global Studies - Assessment Plan.docx: GE Assessment Plan-D
(GEC Course Assessment Plan. Owner: Marsch, Elizabeth)
- Japanese Popular Culture - Rationale for Number of Credit Hours (1).docx: Credit Hour Rationale
(Other Supporting Documentation. Owner: Marsch, Elizabeth)
- _ Japanese Popular Culture_ International Affairs approval for Summer 2018 implementation.pdf: OIA concurrence
(Concurrence. Owner: Marsch, Elizabeth)
- Japanese Popular Culture - Syllabus (1).pdf: Syllabus
(Syllabus. Owner: Marsch, Elizabeth)
- Shank support letter.pdf: DEALL concurrence
(Concurrence. Owner: Marsch, Elizabeth)
- Japanese Popular Culture - GE Education Abroad - Assessment Plan.docx: GE Assessment Plan-SA
(GEC Course Assessment Plan. Owner: Marsch, Elizabeth)
- Japanese Popular Culture - GE Education Abroad - Rationale.docx: GE Rationale-SA
(GEC Model Curriculum Compliance Stmt. Owner: Marsch, Elizabeth)
- 2017-04-24-Japanese Popular Culture - Draft Syllabus and Preliminary List of Lectures, Excursions, and Cultural Visits.pdf: Revised Syllabus
(Syllabus. Owner: Marsch, Elizabeth)
- 2014-04-24-Japanese Popular Culture - GE Diversity Global Studies - Assessment Plan (2).docx: Revised GE Assessment-D
(GEC Course Assessment Plan. Owner: Marsch, Elizabeth)
- 2014-04-24-Japanese Popular Culture - GE Education Abroad - Assessment Plan (1).docx: Revised GE Assessment-SA
(GEC Course Assessment Plan. Owner: Marsch, Elizabeth)
- 2014-04-24-Japanese Popular Culture - GE Education Abroad - Rationale (1).docx: Revised GE Rationale-SA
(GEC Model Curriculum Compliance Stmt. Owner: Marsch, Elizabeth)

Comments

- See 4-18-17 e-mail to E Marsch and B Shank. *(by Vankeerbergen, Bernadette Chantal on 04/18/2017 03:05 PM)*

COURSE REQUEST
3798 - Status: PENDING

Last Updated: Heysel,Garett Robert
04/28/2017

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Marsch,Elizabeth	03/21/2017 01:29 PM	Submitted for Approval
Revision Requested	Shank,Barry	03/21/2017 02:57 PM	Unit Approval
Submitted	Marsch,Elizabeth	03/31/2017 03:25 PM	Submitted for Approval
Approved	Shank,Barry	03/31/2017 03:42 PM	Unit Approval
Approved	Heysel,Garett Robert	04/04/2017 07:48 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/18/2017 03:06 PM	ASCCAO Approval
Submitted	Marsch,Elizabeth	04/28/2017 01:36 PM	Submitted for Approval
Approved	Shank,Barry	04/28/2017 01:57 PM	Unit Approval
Approved	Heysel,Garett Robert	04/28/2017 09:44 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/28/2017 09:44 PM	ASCCAO Approval

Japanese Popular Culture COMPSTD 3xxx
May 2018 _____

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student hours _____
or schedule an appointment by email



Course Description

Despite the differences that mark the two cultures, the histories of modern Japan and the United States are deeply entangled with one another, and the current social and political realities of both nations are being shaped by transnational flows of production and consumption that reflect and resist flows of global capital. This course takes up Japanese popular culture in order to get at big questions about nationalism and cosmopolitanism, appropriation and authenticity, and what it means to be human in a world of commodities. We will explore some of Japan's contributions to the global culture industry—*anime*, J-Pop, *manga*, Pokémon, sushi, *Zen*—and the ways that American consumers take pleasure in, and ownership of, those products. And we will look at how Japan has negotiated the attractions of America, attempting to create and preserve a national heritage and, at the same time, defining itself in terms of its intensifications of American consumer culture. Taking advantage of the investments (economic, emotional, ethical) that Americans have already made in Japanese popular culture, the course asks us to think beyond 'culture' as a fixed object determined by national boundaries and turn our attention instead to the diverse social processes at work in popular culture.

This is an intensive summer course, requiring two weeks of preparatory work on the Columbus campus, followed by two weeks in Japan. While in Columbus, students will study the history of political, economic, and cultural contact between Japan and the United States; learn some of the foundational principles of Japanese cultural forms, both traditional and contemporary; develop a critical vocabulary for the investigation of consumer culture; and analyze examples of Japanese popular culture. While in Japan, we will be based at the University of Tsukuba, a comprehensive research university and one of Japan's oldest national universities, located in Tsukuba Science City, some forty-five minutes north of Tokyo by bullet train. We will make regular day trips from Tsukuba into Tokyo and its sprawling environs; a longer trip will take us to the old capital of Kyoto and the tea center of Uji. Knowledge of Japanese is neither expected nor required.

General Education Goals and Expected Learning Outcomes

Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

- Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Education Abroad

Goals: By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

- Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
- Students function effectively within their host country/countries.
- Students articulate how their time abroad has enriched their academic experience..

Assignments and Evaluation

Attendance and Participation ... 20%

Absolutely consistent attendance (including at pre-departure orientation meetings organized by the Office of International Affairs) is required. Active and thoughtful participation in discussion will be rewarded.

Fieldwork Assignment = 40%

in Columbus ... 15%

The fieldwork assignment gives you an opportunity to develop your skills as a participant-observer and careful cultural critic. In Columbus, identify and visit a toy store, bookstore, game store, or grocery where Japanese products are sold; spend one hour exploring the site and take field notes on how those Japanese products are sold. Drawing on your field notes, and engaging the Valaskivi reading, write up a short (~500 word) analysis of what you found in the field. This assignment will be due during the first week of class.

in Japan / upon return ... 25%

Before we leave for Japan, work with the instructors to identify a field site you would like to visit. Although this is an individual assignment, you choose to work on the same kind of site as one or two (maximum) of your colleagues; this will mean that you can travel to the site together, although you should ensure that the position you take as an observer is unique. In Japan, make two visits of at least three hours each to your field site, taking field notes on both the site itself and the flows of people within the site. Drawing on your field notes, your research on the history of the site, and the course readings, write up a substantial (~2500 word) analysis of what you found in the field. This assignment will be due following our return to Columbus, and should include your considered reflection on how our time in Japan informs your work.

Seminar Presentation = 40%

in Columbus ... 25%

The seminar presentation gives you an opportunity to share a work that you find particularly compelling with the class. Drawing on the course readings and your own independent research, you will prepare a short presentation that introduces the work and the context for its production and reception to the class, and then lead us in discussion of the work. Presentations will be scheduled for the second week of class. You may choose to work in groups of two or three for this assignment.

in Japan ... 15%

While in Japan, you will act as a tour guide, guiding us through a site where the kind of work you presented on in Columbus is displayed or consumed—if you presented on *manga*, for example, you might take us on a tour through the comics section at a Kinokuniya or walk us through an exhibition at the *manga* museum. You will not be responsible for getting us to a site, but you will be responsible for helping us to get the most out of the site intellectually.

Plus and minus grades will be given according to the following scale:

A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C 70-72; D 60-69; E 0-59.

Syllabus

Columbus – Schedule of Lecture Topics and Readings

Week 1

- Introduction to the Shared History of Japan and the United States: The Black Ships / Pearl Harbor / Hiroshima and Nagasaki
 - Read: Excerpts from *Makiko's Diary: A Merchant Wife in 1910 Kyoto*, trans. Kazuko Smith (Stanford University Press, 1995).
 - Read: Peter Schwenger and John Whitter Treat, "America's Hiroshima, Hiroshima's America," *boundary 2* 21.1 (1994): 233-253.
 - + Draft our Mutual Expectations contract, as a group.

- Soft Power and “Cool Japan”
 - Read: Katja Valaskivi, “A Brand New Future? Cool Japan and the Social Imaginary of the Branded Nation,” *Japan Forum* 25.4 (2013): 485-504.
 - Watch: Keith Ape, “It G Ma,” featuring JayAllDay, Loota, Okasian, and Kohh.
 - Watch: Kohh, “Paris/Kekkyoku jimoto,” featuring YS.
- Japan as the Future
 - Read: Timothy Yu, “Oriental Cities, Postmodern Futures: *Naked Lunch*, *Blade Runner*, and *Neuromancer*,” *Melus* 33.4 (2008): 45-71.
 - Watch: *Ghost in the Shell*, dir. Rupert Sanders (2017).
- Japan as the Past
 - Watch: *Tonari no Totoro*, dir. Miyazaki Hayao (1988).
 - Read: Isayama Hajime, *Attack on Titan*, Vol. 1 (Kodansha Comics, 2012).
- **Friday field trip: Dawes Arboretum and group dinner at Akai Hana**

Week 2

- Caring About Things
 - Play: Pokémon Go or Neko Atsume.
 - Read: Patrick W. Galbraith, “Bishōjo Games: ‘Techno-Intimacy’ and the Virtually Human in Japan,” *Game Studies* 11.2 (2011): np.
 - Read: Fabio Rambelli, “The Buddhist Philosophy of Objects and the Status of Inanimate Entities,” in *Buddhist Materiality: A Cultural History of Objects in Japanese Buddhism* (Stanford University Press, 2007).
- Cultivating a Sense of Taste: J-Pop and Other Fandoms
 - Read: Carolyn S. Stevens, “You Are What You Buy: Postmodern Consumption and Fandom of Japanese Popular Culture,” *Japanese Studies* 30.2 (2010): 199-214.
 - Read: Wendy Xie, “Japanese ‘Idols’ in Trans-Cultural Reception: The Case of AKB48,” *Virginia Review of Asian Studies* 16 (2014): 74-101.
 - Watch: AKB48, “Sugar Rush.”
 - Watch: Babymetal, “Gimme Chocolate!!”
 - Watch: Gwen Stefani, “What You Waiting For?,” “Hollaback Girl,” and “Rich Girl” (featuring Eve).
- Race, Gender, Beauty, Self-Fashioning
 - Read: Nicolle Lamerichs, “Express Yourself: An Affective Analysis of Game Cosplayers,” in *Game Love: Essays on Play and Affection*, ed. Jessica Enevold and Esther MacCallum-Stewart, 97-115 (McFarland & Company, 2015).
 - Read: Luke Plunkett, “The Struggles and Triumphs of Black Cosplay,” *Kotaku* 2/10/2016.
- Translation, Authorship, Authenticity
 - Read: Hye-Kyung Lee, “Between Fan Culture and Copyright Infringement: Manga Scanlation,” *Media, Culture & Society* 31.6 (2009): 1011-1022.
 - Read: Mizuko Ito, “Contributors versus Leechers: Fansubbing Ethics and a Hybrid Public Culture,” in *Fandom Unbound: Otaku Culture in a Connected World*, ed. Mizuko Ito, Daisuke Okabe, Izumi Tsuji, 179-205.
- **Thursday field trip: Billy Ireland Cartoon Library and Museum**

Japan – Itinerary

(depart from Columbus Sunday, arrive in Narita Monday)

Week 3 (Tokyo / Tsukuba)

- [T] Tsukuba | Culture and Nature
 - Tsukubasan Shrine
 - Hike Mount Tsukuba (or take the cable car if you prefer)
 - guest lecture ~ Tsukuba faculty
 - + activate student cell phones for use in Japan if not already activated; orientation to Japanese convenience stores, ATMs, and buses; Tsukuba campus orientation

- [W] Tokyo | Early Modern Popular Culture: The Pleasures of Consumption
 - * Read: Hidenobu Jinnai, “Introduction,” *Tokyo: A Spatial Anthropology*, trans. Kimiko Nishimura, 1-6 (University of California Press, 1995).
 - Edo-Tokyo Museum
 - Walking tour of the Low City
 - Nakamise
 - Sensōji
 - Kappabashi Shopping Street
 - Umezono Sweets Shop
 - + activate rail passes; orientation to Tokyo subway system

- [T] Tsukuba | Culture and Science
 - Center for Cybernetics Research
 - Intelligent Robot Laboratory
 - Tsukuba Expo Center
 - guest lecture ~ Tsukuba faculty

- [F] Tsukuba/Tokyo
 - Field site visits for those working in Tokyo; free day for others
 - Evening: Karaoke (solo performances optional)

- [S] Tokyo | Contemporary Popular Culture: The Pleasures of Display
 - * Read: Anthony Haden-Guest, “The (Art) World Is (Super) Flat: Takashi Murakami on His Art Philosophy and Upcoming Charity Auction,” *Gallerist* 4/25/2014.
 - Yoyogi Park and Meiji Imperial Shrine
 - Harajuku
 - Watari-um (Watari Museum of Contemporary Art)
 - SCAI the Bathhouse (Contemporary Art Gallery)
 - Ueno Park

- [S] Tsukuba/Tokyo
 - Field site visits for those working in Tokyo; free day for others

- [M] Tokyo | Cuteness – Consuming Childhood
 - * Read: Sianne Ngai, “Our Aesthetic Categories,” *PMLA* 125.4 (2010): 948-958.
 - Studio Ghibli Museum
 - + overnight stay in Kichijōji area

Week 4 (Kyoto / Uji / Osaka)

- [T] Kyoto | Taste – Consuming Tradition
 - Morning: bullet train from Tokyo to Kyoto (~2.5 hours)
 - Shinkyōgoku and Teramachi
 - Nishiki Market food tour
 - + orientation to Kyoto subway system

- [W] Kyoto | The Temple and the Marketplace
 - Meditation and chanting at Saihōji
 - Tour of moss garden at Saihōji
 - Kiyomizudera
 - Kiyomizuzaka, Sannenzaka, Ninenzaka
 - Yasaka Shrine and Gion district

- [T] Kyoto
 - Field site visits for those working in Kyoto; free day for others
 - (Optional) Evening: Kyoto Butoh Kan (National Butoh Theatre)

- [F] Uji | Green Tea and the Idea of Aura
 - Byōdōin – tour of temple grounds, treasure house, museum
 - Tea market
 - Boat tour and traditional *ukai* fishing demonstration
 - Starbucks, Kyoto Station

- [S] Osaka | Decentering Japanese Popular Culture
 - Liberty Osaka (Osaka Human Rights Museum)
 - Isshinji
 - Abeno Takoyaki Yamachan
 - Tezuka Osamu Manga Museum
 - Evening: National Bunraku Theatre

- [S] Kyoto | Contemporary Popular Culture: The Pleasures of Participation
 - Kyoto International Manga Museum
 - (Optional) Evening: National Noh Theatre

- [M] Kyoto
 - Field site visits for those working in Kyoto; free day for others

(depart from Narita Tuesday, arrive in Columbus Tuesday)

*** Final Fieldwork Assignment due Friday**

Course Policies

Your success in this class matters to us. If there are circumstances that may affect your performance in this class, please let us know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Students experiencing personal problems or situational crises are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

The policies below are our standard policies for the first two weeks of the course, when we will be in Columbus together. A separate contract establishing mutual expectations for students and instructors during our time in Japan will be drafted during our first class meeting in Columbus.

Laptops, Cell Phones, Email

The evidence increasingly suggests that most students produce better work and receive higher grades when taking notes by hand rather than using a laptop, and that sitting near students using laptops and other electronic devices has a negative effect on your grades *even if you are not using such devices yourself*. I (Prof Curley) also find the presence of laptops distracting. For these reasons, I encourage everyone to consider leaving them packed away. If you do wish to use your laptop during class, I ask you to sit in the back row. No cell phones or other devices out during class, please.

During our time in Columbus together, we will make answering emails from students a priority—if you email us during the week, you should expect a reply within 24 hours (in Japan, of course, you will be able to contact us in person or by telephone at any time, day or night). Because of the pace of the course, absences will only be excused in the event of a documented medical or family emergency.

Disability Services

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu.

Academic Integrity, Plagiarism, and Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense, and is described in detail in your student policies handbook. Please read this information carefully, and remember that at no point should words or ideas that are not your own be represented as such.

If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

GE Status for Japanese Popular Culture
Diversity: Global Studies

Rationale

Comparative Studies 3xxx: Japanese Popular Culture speaks directly to the goals of the Diversity GE requirement as seeking to have students “understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.” This course builds a foundational understanding of the ties that bind Japan and the United States together—historically, politically, and economically—and provides students with a critical vocabulary for recognizing and discussing the diversity of people and institutions involved in the production of popular culture. The course is offered as an intensive summer program, requiring two weeks of preparatory work on the Columbus campus followed by two weeks in Japan, giving students an opportunity to put their skills of cross-cultural interpretation and understanding into practice, and to engage in meaningful reflection on their own principles and values as global citizens.

The expected learning outcomes for Global Studies are articulated as follows:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Japanese Popular Culture addresses these learning outcomes in its course objectives, readings, topics, assignments, and structured educational experiences.

a) Course objectives. This course takes up Japanese popular culture in order to get at big questions about nationalism, cosmopolitanism, capitalism, appropriation and authenticity. It seeks to provide students with opportunities to learn about Japanese popular cultural forms, both traditional and contemporary; to recognize how mass market commodities illuminate the political, economic, social, and philosophical aspects of Japanese culture; to critically interrogate their own aesthetic and ethical investments in popular culture; and to develop a nuanced, confident understanding of particular texts and artifacts in their local context and global circulation. The course asks students to think beyond ‘culture’ as a fixed object determined by national boundaries and turn their attention instead to the diverse social processes at work in popular culture, gaining a more sophisticated understanding of the diversity of both Japan and the United States.

b) Readings. The readings assigned for Japanese Popular Culture include primary texts from 1910 through 2017, representing a plurality of voices—men, women, Japanese, Korean, Zainichi Korean, Asian-American, African-American—involved in producing “Japanese” popular culture, and from scholars working in fields including anthropology, economics, film studies, history, literary studies, and religious studies. The readings enable students to challenge a received understanding of who speaks for Japan (or the United States), and provides them with a wide range of concepts, terms, and frameworks for critically engaging popular culture.

c) Topics. The topics address the expected learning outcomes by addressing the history of cultural contact between Japan and the United States; presenting some of the essential forms, traditional and contemporary, of Japanese popular culture; situating the American reception of Japanese popular culture in the context of existing dynamics around race, ethnicity, sex, gender, and sexuality in the United States; and likewise situating the Japanese production of popular culture in the context of existing dynamics around race, ethnicity, sex, gender, and sexuality in Japan. In addressing the shared history and ongoing sharing of cultural products between Japan and the United States, students come to recognize the diversity of actors and institutions shaping their own patterns of consumption and have opportunities to reflect upon whether and how their “sense of taste” reflects their values.

d) Assignments. The fieldwork assignment and seminar presentation provide students with opportunities to rehearse the foundational knowledge they have gained, put the critical vocabulary they have acquired to use, and develop their capacities for cross-cultural dialogue and exchange. The assignments are structured in such a way that over the course of our four weeks together, students develop a specialist understanding of specific texts and artifacts of interest to them and share that specialist understanding with their peers and the instructors, becoming co-facilitators of knowledge, and so having an opportunity to better recognize themselves as informed, engaged members of the classroom community.

e) The course involves both formalized classroom instruction and a wide array of structured educational experiences taking place outside the classroom. Because it involves a study abroad component, it naturally provides ample opportunity for students to grapple with attitudes and behaviors they take for granted, and to begin to develop a multifaceted understanding of another culture. The course is structured in order to take advantage of the unique learning opportunities travel in Japan affords, giving students access to both formal and informal training in Japanese popular cultural forms, witnessing at first hand the cultural and ethnic diversity of Japanese cities, and challenging them to navigate cultural differences, practically and intellectually.

GE Status for Japanese Popular Culture COMPSTD 3xxx
Diversity: Global Studies

Assessment Plan

GE Expected Learning Outcomes	Methods of Assessment	Level of student achievement expected for the GE ELO.	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<u>ELO 1</u> Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	<u>Direct methods</u> Analysis of seminar presentation and fieldwork assignment. (See 1 below.) <u>Indirect methods</u> End of course discursive evaluation question. (See 2 below.)	Please see 3 below.	Please see 4 below.
<u>ELO 2</u> Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	<u>Direct methods</u> Analysis of seminar presentation and fieldwork assignment. (See 1 below.) <u>Indirect methods</u> End of course discursive evaluation question. (See 2 below)	Please see 3 below.	Please see 4 below.

1. Method of assessment for GE ELO 1 and 2: Direct methods

Analysis of seminar presentation and fieldwork assignment. Assignments are structured in such a way that the assignments undertaken during the two weeks in Japan build on skills and knowledge acquired during the two weeks of preparatory work in Columbus, while also challenging students to do independent research in Japan and share it with their peers, fostering self-confidence and a sense of community. Both the seminar presentation and the fieldwork assignment emphasize developing an understanding of Japanese culture; the final component of the fieldwork assignment, to be produced upon returning to Columbus, specifically invites students to evaluate their own attitudes and values as global citizens. (For a description of the seminar presentation and fieldwork assignment requirements, please see sample syllabus.)

2. Method of assessment for GE ELO 1 and 2: Indirect methods

End of course discursive evaluation questions. Students will be given the opportunity to reflect on their learning experience over the course of the semester with respect to the two expected outcomes. An example of the self-evaluation survey reads as follows:

Expected Learning Outcome 1 ^{SEP}

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

The first two weeks of this course, in Columbus, provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree^[SEP]

How was the learning objective reached? Please comment.

The second two weeks of this course, in Japan, provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree^[SEP]

How was the learning objective reached? Please comment.

Expected Learning Outcome 2

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

The first two weeks of this course, in Columbus, provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree^[SEP]

How was the learning objective reached? Please comment.

The second two weeks of this course, in Japan, provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree^[SEP]

How was the learning objective reached? Please comment.

3. Level of student achievement expected for GE ELO 1 and 2

Direct methods

In general, “success” means that at least 75% of student will achieve level 2 or higher (out of a possible 4) according to the following scoring rubric:

GE ELO 1			
(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of the basic forms of Japanese popular culture, traditional and modern; shows little comprehension of the critical concepts of cultural studies.	Shows comprehension of the basic forms of Japanese popular culture and the critical concepts of cultural studies but does not fully manage apply the concepts to the analysis of forms.	Shows comprehension of the basic forms of Japanese popular culture and is able to successfully articulate a critical understanding of those forms.	Shows strong comprehension of the basic forms of Japanese popular culture and is able to draw insightful connections across readings and examples, connecting concepts in new ways.
GE ELO 2			
(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Seems unaware of the	Shows an emerging	Consistently shows an	Is aware of the diversity

diversity and complexity of Japanese culture and society and is thus prone to stereotype.	awareness of the diversity and complexity of Japanese culture and society.	awareness of the diversity and complexity of Japanese culture and society and a self-reflexive awareness of own attitudes and values.	and complexity of Japanese culture and society, self-reflexive with respect to own attitudes and values, and incorporates that self-reflexive awareness into analysis.
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Indirect methods

End of course discursive evaluation questions: The two faculty members assigned as co-instructors for the course will consider the self-reported responses of students. Student “success” will mean that at least 75% of respondents select “agree” or “strongly agree,” and are able to come up with their own examples of how the learning objectives were reached during the semester, during both the first and second half of the course.

4. What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?^[L]_[SEP]

As noted above, the two faculty members assigned as co-instructors for the course will convene at the end of the course to evaluate the direct and indirect methods of assessment. Generally speaking, instructors will consider the extent to which students are able to articulate their understanding of Japanese popular cultural forms as reflective of asks us to think beyond ‘culture’ as a fixed object determined by national boundaries and turn our attention instead to the diverse social processes at work in popular culture globally, and how the course materials and structured educational experiences have informed a self-reflective understanding of the relationship between Japanese and American cultures. Based on an analysis of seminar presentations and fieldwork assignments, the instructors will identify problem areas and discuss possibilities for changing the course and the presentation of materials to ensure better fulfillment of the GE expected learning outcomes. They will also analyze the self-evaluation questions carefully to judge how students perceived their own progress and to determine whether student perception accorded with performance. If there is a conflict, adjustments to the presentation and assessment of material will be recommended. The assessment documents and end-of-semester reports will be archived so that future instructors, coordinators, and subcommittees can have access to the materials and gauge the effectiveness of any changes made. Initial co-teachers will discuss first few iterations of the course with undergraduate studies committee members to inform evaluation of similar future courses.

GE Status for Japanese Popular Culture Education Abroad

Rationale

Comparative Studies 3xxx: Japanese Popular Culture is an intensive summer course that gives students the opportunity to spend two weeks living and studying in Japan. It emphasizes the understanding of both traditional and contemporary forms, seeking to give students critical cultural competence, manifested in a new appreciation of cultural differences; intellectual and affective experiences of cultural diversity; and critical self-reflection on their own cultures. Students will become more aware of the long and complex historical relationship between Japan and the United States, gain new perspectives on how popular culture works to circulate pluralist values globally, and develop new skills for intellectually and practically engaging with peers across social differences on the basis of shared popular cultures. Upon their return home, they will have seen at first hand the cultural, political, religious, and ethnic diversity that characterizes contemporary Japan and be in a position to better recognize and appreciate the diversity that likewise characterizes the contemporary United States.

The expected learning outcomes for Education Abroad are articulated as follows:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

Japanese Popular Culture addresses these learning outcomes in its structured educational experiences, course topics, readings, and assignments.

a) Structured educational experiences. A series of orientations before departure and upon arrival will give students the skills to function effectively in Japan. Students will spend two weeks in Japan: during the first week, the group will be based in Tsukuba, hosted by Tsukuba University, and making regular trips in and around Tokyo; during the second week, the group will be based in Kyoto and will make day trips to Uji and Osaka. While in Tsukuba, students will be partnered with peers enrolled at Tsukuba University in order to learn about Japanese youth cultures, access Japanese language resources, and explore the campus and city together. While in Kyoto, students will build on their experiences in Kyoto, working with the course instructors to organize visits to sites of interest and participating in a variety of experiential learning opportunities.

b) Course topics. The course begins by establishing the historical, economic, social, and political interconnections between Japan and the United States. It then turns to a comparison of how Japanese popular culture is produced, circulated, and received differently in Japan and the United States, opening into a discussion of similarities and differences between the two. It moves on to investigate, in Japan, the multiplicity—or internal differences—of Japanese popular cultural forms in different times and places, allowing students to develop a more sophisticated analysis of the similarities and differences between a diverse Japan and a diverse United States. Finally, it ends with an opportunity for students to reflect on how their time in Japan has impacted their understanding of Japanese culture in America.

c) Readings. The readings assigned for Japanese Popular Culture include primary texts from 1910 through 2017, representing a plurality of voices—men, women, Japanese, Korean, Zainichi Korean, Asian-American, African-American—involved in producing “Japanese” popular culture, and from scholars working in fields including anthropology, economics, film studies, history, literary studies, and religious studies. The readings model informed cultural comparison and invite students to reflect on the interconnections between Japan and the United States.

d) Assignments. The fieldwork assignment and seminar presentation provide students with opportunities to interpret and analyze specific items and sites, requiring them to recognize and describe similarities, differences, and interconnections between Japanese and American popular culture. These two assignments also introduce structured, scaffolded ways to lead students toward expert knowledge of specific items and sites and share that knowledge with their peers, giving them opportunities to practice and become comfortable with navigating their way around Japanese cities, access resources in Japan, communicate with their peers at Tsukuba, and function effectively, independently and in small groups, as field researchers. The final element of the fieldwork assignment, due following our return to Columbus, explicitly requires students to reflect on how their time in Japan informs their analysis, giving them an opportunity to articulate how their time abroad has enriched their academic experience.

GE Status for Japanese Popular Culture COMPSTD 3xxx
Education Abroad

Assessment Plan

GE Expected Learning Outcomes	Methods of Assessment	Level of student achievement expected for the GE ELO.	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<u>ELO 1</u> Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.	<u>Direct methods</u> Analysis of seminar presentation and fieldwork assignment. (See 1 below.) <u>Indirect methods</u> End of course discursive evaluation question. (See 2 below.)	Please see 3 below.	Please see 4 below.
<u>ELO 2</u> Students function effectively within their host country/countries.	<u>Direct methods</u> Analysis of seminar presentation and fieldwork assignment. (See 1 below.) <u>Indirect methods</u> End of course discursive evaluation question. (See 2 below)	Please see 3 below.	Please see 4 below.
<u>ELO 3</u> Students articulate how their time abroad has enriched their academic experience.	<u>Direct methods</u> Analysis of seminar presentation and fieldwork assignment. (See 1 below.) <u>Indirect methods</u> End of course discursive evaluation question. (See 2 below)	Please see 3 below.	Please see 4 below.

1. Method of assessment for GE ELO 1, 2, 3: Direct methods

Analysis of seminar presentation and fieldwork assignment. Assignments are structured in such a way that the assignments undertaken during the two weeks in Japan build on skills and knowledge acquired during the two weeks of preparatory work in Columbus, while also challenging students to do independent research in Japan and share it with their peers, fostering self-confidence and a sense of community. Both the seminar presentation and the fieldwork assignment require students to recognize similarities and differences between Japanese popular culture as it circulates in the United States and the same material as it circulates in Japan, prompting self-reflection on the historical and contemporary cultural flows connecting the two cultures. The fieldwork assignment provides a structured experience of independent research in

Japan and the seminar presentation requires students to take on the role of class facilitator while in Japan, giving students opportunities to challenge themselves, with the support of faculty, and demonstrate to themselves their ability to function effectively in Japan. The final component of the fieldwork assignment, to be written upon returning to Columbus, explicitly invites students to articulate how their time in Japan has enriched their academic experience by applying the theories and methods they acquired in class to the analysis of vibrant, concrete popular cultures. (For a description of the seminar presentation and fieldwork assignment requirements, please see sample syllabus.)

2. Method of assessment for GE ELO 1, 2, 3: Indirect methods

End of course discursive evaluation questions. Students will be given the opportunity to reflect on their learning experience over the course of the semester with respect to the three expected outcomes. An example of the self-evaluation survey reads as follows:

Expected Learning Outcome 1 ^[L1]_[SEP]

Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.

This course provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree ^[L1]_[SEP]

How was the learning objective reached? Please comment.

Expected Learning Outcome 2

Students function effectively within their host country/countries.

This course provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree ^[L1]_[SEP]

How was the learning objective reached? Please comment.

Expected Learning Outcome 3

Students articulate how their time abroad has enriched their academic experience.

This course provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree ^[L1]_[SEP]

How was the learning objective reached? Please comment.

3. Level of student achievement expected for GE ELO 1, 2, 3 Direct methods

In general, “success” means that at least 75% of student will achieve level 2 or higher (out of a possible 4) according to the following scoring rubric:

	(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
ELO 1	Shows little comprehension of the similarities, differences, and interconnections between Japan and the	Shows broad comprehension of the similarities, differences, and interconnections between Japan and the	Shows detailed comprehension of the similarities, differences, and interconnections between Japan and the	Shows detailed, nuanced comprehension of the similarities, differences, and interconnections

	United States.	United States.	United States; is able to recognize and describe the diversity that characterizes both cultures.	between Japan and the United States; is able to recognize and describe the diversity that characterizes both cultures; is able to apply insights about the history of connections between the United States and Japan to move toward a sophisticated understanding of own commitments as a global citizen.
ELO 2	Shows little ability to function effectively outside of familiar settings.	Shows ability to function effectively in Japan in a practical sense—traveling, comportment, finding ways to communicate across a language gap about basic matters.	Shows ability to function effectively in Japan in a practical sense and in an academic sense—finding ways to communicate across a language gap about intellectual matters, representing Ohio and Ohio State effectively.	Shows ability to function effectively in Japan in a practical sense and in an academic sense; self-reflective about the overseas experience such that also considers ways to function more effectively at home.
ELO 3	Shows little ability to reflect on overseas experience or draw connections between overseas experience and overall academic trajectory.	Self-reflective about overseas experience; is able to articulate in a general way how the overseas experience shapes overall academic trajectory.	Self-reflective about overseas experience; is able to articulate in specific ways how the overseas experience shapes overall academic trajectory.	Self-reflective about overseas experience; is able to articulate in specific ways how the overseas experience shapes overall academic trajectory, and how it challenged or refined specific intellectual investments.

Indirect methods

End of course discursive evaluation questions: The two faculty members assigned as co-instructors for the course will consider the self-reported responses of students. Student “success” will mean that at least 75% of respondents select “agree” or “strongly agree,” and are able to come up with their own examples of how the learning objectives were reached during the semester.

4. What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?^[SEP]

As noted above, the two faculty members assigned as co-instructors for the course will convene at the end of the course to evaluate the direct and indirect methods of assessment. Generally speaking, instructors will consider the extent to which students are able to articulate their understanding of the similarities, differences, and (above all) interconnections between Japan and the United States; how effectively they were able to function in Japan in terms of fulfilling the requirements of the seminar presentation and fieldwork assignments, and in terms of representing Ohio and Ohio State; and how effectively they were able to articulate how their

overseas experience illuminated the academic material they encountered during the first two weeks of the course and how they see it fitting into their overall academic trajectory. Based on an analysis of seminar presentations and fieldwork assignments, the instructors will identify problem areas and discuss possibilities for changing the course and the presentation of materials to ensure better fulfillment of the GE expected learning outcomes. They will also analyze the self-evaluation questions carefully to judge how students perceived their own progress and to determine whether student perception accorded with performance. If there is a conflict, adjustments to the presentation and assessment of material will be recommended. The assessment documents and end-of-semester reports will be archived so that future instructors, coordinators, and subcommittees can have access to the materials and gauge the effectiveness of any changes made.

Calculation of Credit Allocation ... 3 Semester Credit Hours

Week 1 – Columbus

Classroom time – 180 minutes per day x 4 days = **12 hours FI**

Field trip to Japanese garden at Dawes Arboretum = **1.5 hours SEE**

Week 2 – Columbus

Classroom time – 180 minutes per day x 4 days = **12 hours FI**

Tour of *manga* collection at Billy Ireland = **1 hour SEE**

Week 3 – Japan

Guest lectures by Tsukuba faculty – 60 minutes x 2 = **2 hours FI**

Field trip to Tsukubasan = 1 hour SEE

Field trip to Edo-Tokyo Museum = 2 hours SEE

Walking tour of the Low City = 2 hours SEE

Tsukuba Center for Cybernetics Research, Intelligent Robot Laboratory, Tsukuba Expo Center = 3 hours SEE

Yoyogi Park, Meiji Imperial Shrine, Harajuku = 2 hours SEE

Museums at Watari-um, SCAI, Ueno Park = 3 hours SEE

Studio Ghibli Museum = 2 hours SEE

... = **15 hours SEE**

Week 4 – Japan

Nishiki Market Food Tour = 2 hours SEE

Saihōji = 2 hours SEE

Walking tour of Kiyomizu district = 2 hours SEE

Byōdōin grounds and treasure house = 2 hours SEE

Tea market and *ukai* demonstration = 2 hours SEE

Osaka Human Rights Museum = 1 hour SEE

Isshinji and Tezuka Osamu Manga Museum = 2 hours SEE

National Bunraku Theatre = 1.5 hours SEE

Kyoto International Manga Museum = 2 hours SEE

... = **16.5 hours SEE**

Assigned independent observation of local culture = **6 hours SEE**

Total hours of Formalized Instruction = 26

Total hours of Structured Educational Experience = 40



ELIZABETH MARSCH <elizabethmarsch@gmail.com>

FW: Japanese Popular Culture: International Affairs approval for Summer 2018 implementation

Shank, Barry <shank.46@osu.edu>
To: "Curley, Melissa A." <curley.32@osu.edu>
Cc: "Marsch, Elizabeth" <marsch.3@osu.edu>

Mon, Feb 27, 2017 at 6:00 PM

Excellent news. Now we have to get this through the curriculum approval process.

Whew. There is always more to do, isn't there.

Barry



THE OHIO STATE UNIVERSITY

Barry Shank

Professor

Chair

College of Arts & Sciences Department of Comparative Studies

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From: "Johnson, Grace" <johnson.136@osu.edu>
Date: Monday, February 27, 2017 at 2:39 PM
To: "Curley, Melissa A." <curley.32@osu.edu>
Cc: "Simmons, Jeannie" <simmons.272@osu.edu>, "Heysel, Garrett" <heysel.1@osu.edu>, "Gbur, Charles" <gbur.9@osu.edu>, "Anderson, Leslie" <anderson.846@osu.edu>, "Shank, Barry" <shank.46@osu.edu>, "Fink, Steven" <fink.5@osu.edu>, "Vankeerbergen, Bernadette" <vankeerbergen.1@osu.edu>
Subject: Japanese Popular Culture: International Affairs approval for Summer 2018 implementation

February 27, 2017

Dear Assistant Professor Curley,

Greetings from the Office of International Affairs (OIA) Education Abroad unit.

Please be advised that your education abroad proposal, **Japanese Popular Culture**, has been approved by OIA Education Abroad for first implementation in Summer term 2018 (travel will occur during the month of May). Proposal materials are attached to this email. OIA approval is contingent upon appropriate and timely curricular, human resources and fiscal approval(s) at the department and college levels. Your final itinerary of activities and locations must also be reviewed and approved by the university's international risk manager, Dru Simmons.

I offer this summary of program features as well as items that require your close attention:

Course and curriculum review process, term of course registration and course load

- This is a faculty led education abroad program. The proposal indicates that students will earn a total of 3 hours of graded credit for successful completion of a Comparative Studies course at the 3000 level (Comp Stud 3XXX). Registration for this course will be Summer term 2018. Please note that the departmental and college curricular review processes are completely separate from the OIA review and can take considerable time in some cases. If you have not already done so, please submit your course proposal and syllabus through the appropriate channels for departmental and college curricular reviews. Dr. Bernadette Vankeerbergen, program director of the Arts & Sciences Curriculum & Assessment Office, is available to discuss the college-level curricular review process for the Comparative Studies 3XXX course.
- Any questions regarding impact of this course on your 2017-2018 course load should be directed to the chair of your department.
- Comparative Studies 3XXX must be set up with special course attributes once it is confirmed that the program has filled. The Department of Comparative Studies' departmental scheduler will be required to set up the course according to guidelines provided by the Office of the Registrar. I will send instructions to you and the departmental scheduler at a later date.

OIA coordination, fee setting process and recruitment

- Jeannie Simmons, OIA associate director, is assigned to coordinate this program. Jeannie will schedule a meeting with you in the near future to discuss a range of topics including the roles/responsibilities of the resident director(s), application deadline, provider/host institution expectations, the program fee setting process, the Fair Labor Standards Act (FLSA), OIA guest policies and recruitment strategies. In advance of your meeting with Jeannie, I encourage you to familiarize yourself with these topics by reading in full the resident director section on our website: <https://oia.osu.edu/faculty-resident-directors/current-resident-directors.html>
- The program fee for this program will be set in a collaborative process between OIA and Arts & Sciences once OIA has collected information on program travel costs. Our goal is to have all program fees set by the first day of Autumn Semester 2017. Your role in the program fee setting process is critical and will be explained to you when you meet with Jeannie. Changes to the itinerary are not possible after the program fee has been set. Further information on the program fee process and deadlines can be found here: <https://oia.osu.edu/faculty-resident-directors/current-resident-directors/program-fees-and-deadlines.html>

- The program will offer two weeks of preparatory study on the Ohio State campus followed by two weeks of study and travel in Japan. Your proposal indicates that the University of Tsukuba has indicated its willingness to serve as the host institution for the two week in-country program. OIA will need to verify Tsukuba's readiness to provide a full range of academic and student support services.
- OIA and ASC will advertise this education abroad program on their websites and other venues including the Ohio State Education Abroad Expo on Thursday, September 14, 2017. Please work with the appropriate people in your academic unit to ensure that program information appears on your departmental website. As the OIA coordinator for the program, Jeannie will work with you to offer recruitment events and activities throughout Autumn semester 2017.

Please know that you are welcome to contact me, Jeannie and/or Dr. Garrett Heysel, assistant dean and education abroad liaison for Arts & Sciences with any questions or concerns as we move through the program development process. We look forward to working with you and the Department of Comparative Studies on this new education abroad opportunity.

Best regards,

Grace



Grace Johnson

Director

Office of International Affairs Education Abroad

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5 attachments

 **Signed Tsukuba Popular Culture.pdf**
231K

 **FacLedEducationAbroadProposalForm_fillable, signed.pdf**
1760K

 **Fac Led PI Template.pdf**
672K

 **Japanese Popular Culture - Draft Syllabus and Preliminary List of Lectur....docx**
157K

 **Host Institution Specifications, Tsukuba, Kimura part 2016-17.docx**
50K



March 28, 2017

Dear Barry Shank:

Thank you for supporting the proposal for the Japanese popular culture course to be offered by Comparative Studies. The course will attract a wide range of students and will become an important resource for OSU students interested in East Asia. The course includes an interesting mix of local field trips and a study abroad component in Japan. The course may also stimulate students to become interested in Japanese and other Asian languages, thus having the potential to benefit enrollments in DEALL. Prof. Melissa Anne-Curley and Prof. Barry Shank will make a wonderful team in offering the course. I would like to offer my full support for this new course proposal.

Yours truly,

Mark Bender
Chair, DEALL
Professor of Chinese Literature and Folklore