

# JAPAN IN THE WORLD THE WORLD IN JAPAN

A METHODOLOGICAL APPROACH  
4TH INTERNATIONAL SYMPOSIUM

2019.02.15-17

SAINSBURY INSTITUTE FOR THE STUDY OF  
JAPANESE ARTS AND CULTURES

## ORGANIZERS

JENNIFER COATES / SISJAC

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## REGISTRATION AND INQUIRIES

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# Japan in the World and the World in Japan: A Methodological Approach

An international symposium on teaching Japanese Studies and Japan-related topics around the world.

Organizers: Dr. Irina Holca (Kyoto University), Dr. Carmen Tamas (Hyogo University), Dr. Jennifer Coates (SISJAC)

The “Japan-in-the-World Forum” seeks to establish a network/ discussion forum for young researchers and instructors, focusing on the teaching of Japan-related subjects in English or other foreign languages, as part of (Japanese) tertiary education. The purpose of this 4<sup>th</sup> international symposium is to create a platform for exchanging ideas about our role in the Japanese academia, but also for sharing teaching materials and methods appropriate in the internationally-oriented classroom of today and tomorrow.

## Schedule

Day 1 15.02.2019

Sainsbury Institute for the Study of Japanese Arts and Cultures

- 12:00-13:00 **Welcome buffet lunch**
- 13:00-13:15 **Opening remarks**
- 13:15-14:15 **Keynote 1:** Gregory Poole (Professor, Doshisha University)  
The World in Japanese Universities: Toward a Methodology of Transnational Faculty Development, Institutional Ideology, and Administrative Practice
- 14:15-14:30 **Break**
- 14:30-16:30 **Session 1**
- 14:30-15:00 Joff Bradley (Associate Professor, Teikyo University): From ‘Japan in Bits’ to ‘Picking up the Pieces’
- 15:00-15:30 Angela Dragan (Lecturer, “Dimitrie Cantemir” Christian University): Japanese Culture and Japan in Romania
- 15:30-16:00 Michael Tsang (Postdoctoral Fellow, Newcastle University): Manga as a Phenomenon of Global Commodity Consumption
- 16:00-16:30 Eriko Tomizawa-Kay (Lecturer, University of East Anglia): Motivating Undergraduate Students within the *Introduction to Japan* Module of the Japanese Studies Course, UEA
- 16:30-16:45 **Break**
- 16:45-18:15 **Session 2**
- 16:45-17:15 Joy Hendry (Professor Emerita, Oxford Brookes University): Teaching as Sharing: An Approach Particularly Valuable in an International Class
- 17:15-17:45 Ra Mason (Sasakawa Lecturer, University of East Anglia): A Demo Lesson on: Japan's Security Policy in the Context of ‘Super-Globalisation’
- 17:45-18:15 David Uva (Assistant Professor, Doshisha University): A Procedural

Knowledge Approach to Japanese History in the International Zemi Classroom  
in Japan

18:30 **Dinner**  
Toreros, 19 Fye Bridge Street, Norwich

Day 2 16.02.2019

Sainsbury Institute for the Study of Japanese Arts and Cultures

- 10:00-11:30 **Session 3: Founders' Panel**  
**Japan in the World, the World in Japan, *Cinq Ans Après***  
Erin L. Brightwell (Assistant Professor, University of Michigan), Carmen Sapunaru Tamas (Associate Professor, University of Hyogo), Irina Holca (Senior Lecturer, Kyoto University)
- 11:30-11:40 **Break**
- 11:40-13:10 **Session 4: Featured Roundtable**  
**New Directions in UK Japanese Studies**  
Oleg Benesch (Senior Lecturer, University of York) "Modern Heritage and Memory in Japan and Britain"  
Jamie Coates (Lecturer, University of Sheffield) "On Practice and Method: New Technological Directions"  
Fusako Innami (Assistant Professor, University of Durham) "Air Pressure: Working with Atmospheric Power Dynamics"  
Deanna Nardy (PhD Candidate, University of Columbia) and Jennifer Coates (Senior Lecturer, SISJAC) "Fostering Diversity and Educating Allies"  
Mark Pendleton (Lecturer, University of Sheffield) "Japanese Studies Beyond Japan: In and Against Area Studies"  
Chris Perkins (Senior Lecturer, University of Edinburgh) "Gates, Doors and Thresholds in Japanese Studies"  
Victoria Young (Lecturer, University of Cambridge) "Translating the Borders and Margins of Modern Japanese Literature"
- 13:10-14:10 **Lunch**
- 14:10-15:10 **Keynote 2:** Aya Ezawa (University Lecturer, Leiden University)  
Japanese Studies in the 21<sup>st</sup> Century: Area studies, Social Science, and Pedagogy
- 15:15-16:15 **Session 5: The Japan Society Panel**  
**Experience Japan: Interactivity and Exchange to Advance Education about Japan in the UK**  
Alejandra Armendariz-Hernandez, Hannah Eastham, Rebecca Lee, Heidi Potter
- 16:15-16:30 **Break**
- 16:30-18:00 **Session 6**  
16:30-17:00 Akiko Tomatsuri (Lecturer, University of East Anglia): Content Module

- Teaching for Japanese Language Learners
- 17:00-17:30 Ian Rapley (Lecturer, Cardiff University): Translation and Neologisms in the Opening of Japan: Language and Japan in the World
- 17:30-18:00 Cecilia Fujishima Smith (Lecturer, Shirayuri University): Teaching Japanese History in Japan
- 18:00-18:15 **Concluding remarks**
- 18:15-19:15 **Wine reception**

Day 3 17.02.2019

- 10:30-12:00 **Cultural Tour of Norwich** (Optional)  
Meeting point: Sainsbury Institute
- 12:00-13:00 **Farewell Lunch** (self-organized)

## **Keynote Abstracts**

**Keynote 1:** Greg Poole, Doshisha University

“The World in Japanese Universities: Toward a Methodology of Transnational Faculty Development, Institutional Ideology, and Administrative Practice”

This talk is an exploration of how we might envision the development of a transnational faculty and interdisciplinary program of study within the confines of a local institutional bureaucracy and the accompanying administrative practices that such an organization entails. Not only do we as individuals, transnational academics, struggle hard to establish our professional identities in the disembedded, globalized world in which we work, but we must also struggle to work within very local, “re-embedded” campus settings. Day-to-day we deal with institutional, and especially administrative, practices that very often force us to question the larger mission of an integrative, transnational system of Japanese studies, where flows of students and academics are fully embedded in the central activities of local university life.

The challenges I will speak about in this paper focus on these institutional and administrative practices that impede change, issues with which most of us are very familiar. The observations I make are based on twenty years of participant observation as an anthropologist insider-- a tenured academic and administrator at four different Japanese higher educational institutions (HEIs), both national and private. Based on this “field work,” I explore a number of questions that many of us in similar situations ask ourselves. How are administrative and governance practices affecting the ability of institutions, and individuals in these institutions, to respond to the “problems” and pressures of globalization being felt by Japanese HEIs? Are the present models of university administration and governance sufficient to respond to the globalized degree-programs being promoted by the State? Amano Ikuo (2005) spoke about administrators being the greatest, most important, and most overlooked resource of universities. However, is it possible to build “*global jinzai*” with systems constructed and controlled by “local” human resources? In conclusion I suggest that models and methodologies of social entrepreneurship might provide useful resources as we navigate our way forward.

**Gregory S. Poole** is Professor of Social Anthropology and Vice President of International Affairs at Doshisha University in Kyoto. He has been researching and teaching in and about higher education in Japan for over twenty years. Prior to moving to Kyoto he was a faculty member at three different institutions in the Tokyo area, most recently the Graduate School of Humanities and Social Sciences at the University of Tsukuba. His areas of research broadly include the anthropology of education, language, and Japan and his books include *Reframing Diversity in the Anthropology of Japan* (2015, co-edited with John Ertl, John Mock, and John McCreery), *Foreign Language Education in Japan: Exploring Qualitative Approaches* (2015, co-edited with Sachiko Horiguchi and Yuki Imoto), *The Japanese Professor: An Ethnography of a University Faculty* (2010), and *Higher Education in East Asia: Neoliberalism and the Professoriate* (2009, co-edited with Ya-chen Chen).

**Keynote 2:** Aya Ezawa, Leiden University

“Japanese Studies in the 21<sup>st</sup> Century: Area Studies, Social Science, and Pedagogy”

Both research and teaching in Japanese studies has evolved considerably in the past decades, as scholars within the field have become more diverse as well as internationally mobile. For millennials in Europe and North America, Japan has also become much more accessible because of the global reach of Japanese popular culture, the internet and social media. What does it mean to research and teach on Japan in the 21<sup>st</sup> century? What are the pedagogical challenges and opportunities of teaching on Japan today? Researching and teaching on contemporary Japanese society outside of Japan is taking on new dimensions in the 21<sup>st</sup> century. Taking my own field, sociology, as a point of departure, in this talk, I examine the

shifting geopolitical and institutional context that has defined area studies and social science research on Japan, and explore opportunities for innovation in teaching and research in Japanese studies.

**Aya Ezawa** is university lecturer in the sociology of Japan at Leiden University in the Netherlands. Born and raised in Germany, she obtained her BA in Japanese studies from Sophia University in Tokyo and received her PhD in sociology from the University of Illinois at Urbana-Champaign. Her research has focused on the gender and class dimensions of social policy in Japan and in comparative perspective, and the life stories and trajectories of single mothers. Her most recent research examines the impact of the history and memory of WWII on children born of war in the Dutch East Indies. She is the author of *Single Mothers in Contemporary Japan: Motherhood, Class, and Reproductive Practice* (Lanham, MD: Lexington Books, 2016).

### **Panel Abstracts**

**Founders' Panel:** "Japan in the World, the World in Japan," *Cinq Ans Après*

The "Japan in the World" series of symposia has its origin in discussions in 2014, when three ~~musketeers~~ junior scholars had just started teaching Japanese Studies courses at various institutions of higher education in Japan. One of the major challenges we encountered was that each of us had been told we could teach "whatever we wanted," but without guidelines as to what sort of content would be necessary or useful for the students. Yes, we knew that they should have to write a final essay, but how did our courses fit into a larger intellectual trajectory? What skills were we to help our students acquire? What were they to take away from our courses other than additional data to file away? Five years later, even as these and similar challenges have been recurring themes at the Japan in the World symposia, new ones have also arisen, as institutions strive for globalisation, and students' needs and learning habits keep changing.

The speakers on this panel—the founders of the "Japan in the World, the World in Japan" forum— will introduce several of these challenges, hoping to start a lively conversation with the audience on common issues surrounding teaching "Japan" in the world. Erin L. Brightwell will discuss some of the pedagogical challenges that arise when teaching Japan in a "global" context is increasingly marketed as an English-language enterprise, particularly at the graduate level. Drawing on experience within and outside of Japan, her talk explores both the ideological and practical consequences of having the *lingua franca* of Japanese Studies be something other than Japanese. (via Skype). Carmen Sapunaru Tamas will talk about designing a syllabus for a new course entitled "Japanese Language and Culture." This is a compulsory subject for first-year international students majoring in business, who are fairly fluent in English, but whose Japanese levels vary from complete beginner to advanced. The course is part of an intensive Japanese language and culture program called 日本語コア, which includes three language classes per week, Japanese literature, History of Japanese thought, and Gender studies. Irina Holca will focus on "intensive courses" (集中講義) and their position within the programmes taught in English at Japanese universities. She will refer to the intensive modern Japanese literature course she will teach next year, and discuss some of the issues this enterprise will pose: the unfamiliar format and considerable workload for the international students, and the limited choice of content due to time constraints and dearth of translations on the instructor's side.

**Presenters:** Erin L. Brightwell (Assistant Professor of Pre-modern Japanese Literature at the University of Michigan) Carmen Săpunaru Tămaş (Associate Professor of Japanese Anthropology, University of Hyogo), Irina Holca (Senior Lecturer on Modern Japanese Literature, Institute for Research in Humanities, Kyoto University).

### **Featured Roundtable: “New Directions in UK Japanese Studies”**

This roundtable features members of a ‘new generation’ of UK Japanese Studies teachers and teachers of Japan-related content within other disciplines, appointed to their roles within the last ten years. Each member will present a short statement designed to focus the discussion on identifying issues in the field, discussing what they would like to change, and new innovations they are implementing in our teaching to make that happen.

**Presenters:** Oleg Benesch (Senior Lecturer, University of York), Jamie Coates (Lecturer, University of Sheffield), Fusako Innami (Assistant Professor, University of Durham), Deanna Nardy (PhD Candidate, University of Columbia), Jennifer Coates (Senior Lecturer, SISJAC), Mark Pendleton (Lecturer, University of Sheffield), Chris Perkins (Senior Lecturer, University of Edinburgh), Victoria Young (Lecturer, University of Cambridge)

### **The Japan Society Panel: “Experience Japan: Interactivity and Exchange to Advance Education about Japan in the UK”**

The Japan Society is the leading independent body in the United Kingdom dedicated to the enhancement of the British-Japanese relationship. One of The Society’s main objectives is to promote learning and advance education with regard to Japan in the UK. We have many years of experience in facilitating ‘hands on’ and interactive educational opportunities and exchange programmes to give students the opportunity to learn about Japan in the UK (at Primary, Secondary and 6<sup>th</sup> Form Level). To achieve this, we provide a number of services to schools: visits by Japanese volunteers in selected areas of the UK; UK-Japan school linking and support services; a bilingual website (Japan-UK Live!) for communication with teachers and students in Japan and the UK; access to Japan related resources and teaching materials; teacher training and CPD opportunities; educational events, such as our Sixth Form Japan Day; and support for developing cross-cultural outreach and engagement projects. We would like to present the outcomes, efficacy, and challenges of implementing these projects, and invite feedback and discussion to consider the importance of ‘experiential learning’ to improve pupil engagement with and receptiveness to learning about Japanese culture.

**Presenters:** Alejandra Armendariz-Hernandez (Communications and Events Officer), Hannah Eastham (Education Outreach Officer), Rebecca Lee (Education Officer), Heidi Potter (CEO)

### **Paper Abstracts (alphabetical)**

Joff Bradley, Teikyo University  
“From ‘Japan in Bits’ to ‘Picking up the Pieces’”

This presentation sets out a practical response to a perceived crisis in curricula on Japan Studies (society, history etc.) at the tertiary level in Japan. I demonstrate a possible response by the International Association of Japan Studies (国際日本学会). For the first time in its 14-year history, the IAJS in December 2018 held a second day devoted to presentations by undergraduates, academics, and activists. More than 120 people attended the event (JAPAN 'IN BITS', WAKE UP! 断片的に取られた日本、目を覚まそう!) at the Faculty of Global and Regional Studies, Toyo University. The conference held interactive workshops by students and activists, round-table discussions, leadership booths, poster sessions, student videos etc. Content classes leading up to the event focused on the preparation for this day.

The IAJS directors and I devised this innovation to act as a spur for pedagogical discussion, debate, and the reevaluation of assumptions regarding the question of Japan Studies. This presentation reflects on the success of this endeavor, demonstrating how content classes and novel syllabi which focused on documentary research were researched, prepared and finally presented by undergraduates at the conference event. Addressing a worrying sense of a fractured and ‘othered’ J.A.P.A.N., what emerged from research by the New Tokyo Group on critical literacies, the undergraduate video presentations on critical issues (on climate change, gay rights, domestic violence etc.) was a resolution to continue this collective activity.

**Joff P.N. Bradley** is Associate Professor in the Faculty of Foreign Languages at Teikyo University in Tokyo. He is the editor of *Deleuze and Buddhism* and co-writer of *A Pedagogy of Cinema*. He has also co-edited *Educational Philosophy and New French Thought* and *Principles of Transversality in Globalization and Education*.

Angela Dragan, “Dimitrie Cantemir” Christian University  
“Japanese Culture and Japan in Romania”

Most of the Romanian students that study Japanese at the university level are more familiar with aspects of Japanese contemporary society than with traditional aspects of it. One of the main challenges in teaching Japanese is how to approach teaching Japanese literature to these students. Literature is one of the compulsory subjects in our faculty curriculum and students have to study it from their first year of studies.

A few years ago, we decided that before going into teaching literature, a general course on Japanese culture would be more helpful for our students to understand Japan. My presentation will discuss this Japanese culture course that I have been teaching for 5 years and it will particularly focus on how aspects of Japanese culture from Edo period or Meiji period can be found in Romania and how they can make students get a closer look at Japan.

**Angela Dragan** is a lecturer of Japanese literature at “Dimitrie Cantemir” Christian University, Faculty of Foreign Languages and Literatures, in Bucharest, Romania. Her main research interests include Japanese literature and book publishing in the Edo period. An important part of her research focuses on *kibyōshi* and the relationship between text and image.

Cecilia Fujishima Smith, Shirayuri University  
“Teaching Japanese History in Japan”

This presentation will introduce teaching materials and teaching style of a one semester Japanese History course taught to a mixed class of second, third and fourth year Japanese university students in English. The course falls within the Comparative Culture stream of the English department and is designed to frame Japan’s relations with other countries from an outsider’s perspective. As the subject encompasses complex concepts and advanced language, the course presents a significant challenge for students, with the additional cross cultural feature of shifting the focus from the traditional Japanese memorization of facts and dates to the factors forming the narrative underpinning the events. The majority of students begin the semester believing they are not good at history. The course seeks to reposition history from being a fact and memory based discipline to one that is enquiry based and draws heavily on source analysis. The semester begins by questioning the utility of learning history segueing into historical and contemporary incidents between Japan and other countries, particularly Korea. As the semester progresses, students evolve from seeing history as truths to be remembered and passed down, to feeling part of an active process of interrogating and choosing information viewing events through the eyes and emotions of the various

protagonists. Students discuss case studies and view these incidents from the various standpoints of both Japanese and non-Japanese. In doing so they develop an appreciation of the complexity of international events and develop empathy towards other points of view. Samples of class materials will be provided.

**Cecilia Fujishima Smith** is a full-time lecturer in the Department of English Language and Literature at Shirayuri University, Tokyo. She has taught history, humanities, and English in Australia, China, Thailand, and Japan. Her research interests include learning communities, CLIL, Japanese studies in English, ethnography, study abroad programs, and curriculum development.

Joy Hendry, Oxford Brookes University

“Teaching as Sharing: An Approach Particularly Valuable in an International Class”

The teaching method I plan to outline was inspired by a prior invitation to speak about what teaching can bring us. Teaching in a cosmopolitan situation is particularly beneficial for an anthropologist because we cannot fail to learn from the knowledge and experience our students bring to the class if we take the trouble to include them in the teaching process. This is a method I have used successfully for years, namely to ask students to share their existing knowledge and experience with each other in small groups, and then ask a representative of the group to report to the class. This enables students to feel they are building on something they know already, and allows a large class to learn from diverse sources. A particularly popular aspect of this teaching method was found when the groups were asked to perform something they devised together, usually at the end of term. I used this method in teaching a module on Ritual in Social Anthropology, as everyone has participated in rituals, but more importantly for this symposium, a module entitled Japan at Play. My presentation would include some detail about how classes were organised at Oxford Brookes, with photographs of the class presentations, and also some reference to teaching in Japan at the Institute of Liberal Arts at Dōshisha, as a guest of Professor Poole, the keynote speaker, and my former student Professor Bruce White.

**Joy Hendry** is Professor Emerita of the Social Anthropology of Japan at Oxford Brookes University, was Reader at the University of Stirling, and has held teaching associations with Dōshisha, CNRS in Paris, University of Melbourne, Otago University in New Zealand, and universities of Freiburg, Prague, Riga, Vienna and the South.

Ra Mason, University of East Anglia

Demo Lesson: “Japan’s Security Policy in the Context of “Super-Globalisation”

This sample seminar session offers a flipped approach to learning about Japan’s security. The central focus revolves around asking students to consider what the greatest security challenges currently facing Japan are – particularly in the light of changes taking place as a result of “super-globalization”. In this regard, I briefly introduce a layered conceptualization of security, and encourage students to think as broadly as possible about how they define and conceptualize security, for example in terms of transnational, national, local and individual, as well as frames such as military, financial, human, energy, economic, cyber and environmental. We then develop the discussion by comparing and contrasting key issues that have been identified by the students with some of those designated as high-priority by the Government of Japan, think tanks and other leading organizations. This session primarily takes the form of small group discussions followed by whole-group feedback, with a minimal amount of interceding introduction and instruction.

**Ra Mason** is Sasakawa Lecturer in International Relations and Japanese Foreign Policy at the

School of Politics, Philosophy, Language and Communication Studies, University of East Anglia. After completing his double-degree PhD (University of Sheffield/Tohoku University), and a JSPS Fellowship at the University of the Ryukyus, he was appointed as Associate Lecturer in Public Policy at Tohoku University. Ra has authored or co-authored a number of books and articles on Japan's foreign policy and regional security, with a specific disciplinary focus on the role of risk in international relations, as well as writing regularly for the Asahi Shimbun's Asia Japan Watch (AJW) and The Conversation.

Ian Rapley, University of Cardiff

“Translation and Neologisms in the Opening of Japan: Language and Japan in the World”

The second half of the nineteenth century, from the Perry Mission of 1853/4 through to the creation of the new Meiji state, was a period of intense engagement with the wider world. Whilst the Tokugawa era was not the ‘closed nation’ it is sometimes caricatured to have been, the creation of the treaty port system changed both the volume and the tenor of Japan's connections beyond its borders, especially those with the West. This was a period of what Mark Ravina has termed ‘Cosmopolitan Chauvinism’ - that is, a complicated and seemingly contradictory mix of native and foreign ideas implemented alongside one another.

A key process of this period was the introduction of new concepts and practices in a wealth of different fields, from politics to philosophy to medicine and science, and with the introduction of new concepts came the need for new language – new terms that helped communicate and work with these new, important ideas. There were a variety of different strategies for coining new terms –from using existing words in new ways to drawing on phrases from classical Asian texts, to creating new words from scratch – neologisms.

The purpose of this paper is to explore a classroom exercise designed to bring issues of language in transnational engagement into the foreground. The students (second year undergraduate level, with no Japanese language ability) are asked to do two tasks – firstly to come up with neologisms for a list of allegedly ‘untranslatable’ foreign words, and secondly to select, from a provided list of Japanese Kanji (with loose ideas of their meaning) new compounds to serve as translations for political and philosophical terms such as democracy and revolution. The purpose of this is to get students to tackle the various issues surrounding the translation of concepts and hopefully to experience firsthand the compromises involved in some of their solutions. Together with secondary literature such as that of Douglas Howland (*Translating the West*, University of Hawai'i Press 2001), the exercise prompts students to understand more fully the importance of language in a transnational or cosmopolitan setting such as Japan's nineteenth century globalisation.

**Ian Rapley** is a historian of modern Japan with interests in the intersections between intellectual, cultural, and social history. After graduating he taught both undergraduates and post-graduates in modern Japanese history through the Nissan Institute of Japanese Studies in Oxford 2013-14, and since January 2014 has been a lecturer in modern Japanese history in the history department at Cardiff University. His chief research interests focus on the cultural and intellectual history of twentieth century Japan, with particular interests in non-state movements that either transcend the nation state (transnational movements) and/or operate on a regional scale (sub-national movements). Ian is interested in themes of language & history, Asian modernities, games playing and the history of science, amongst others.

Akiko Tomatsuri, University of East Anglia

“Content Module Teaching for Japanese Language Learners”

This presentation aims to share ideas and teaching methods of Japanese content modules originally designed for Japanese language students. Taking as an example the module, Introduction to Japanese Popular Culture, I would like to demonstrate strategies employed in attempting to provide meaningful learning experiences for students, most of whom are majoring in Japanese language. Japanese popular culture is one of the most popular subjects

in Japanese Studies. A primary objective of the module has been to show the multifaceted nature of Japanese popular culture, which is best studied in multiple contexts, such as politics, economics, history, sociology, media, religion, and tradition. In addition, it is hoped that topics might be related to students' experience and motivation to allow students to deepen their own interests in Japan.

In this presentation, I will give an overview of the aims of content modules of our language degree courses, and discuss challenges involved in the organisation and delivery of the Introduction to Japanese Popular Culture module. Strategic approaches to teaching will be examined, for example, team teaching and interactive teaching/learning. It is hoped that this will foster the exchange of ideas about teaching methodology for content modules.

**Akiko Tomatsuri** is a lecturer in Japanese language at the University of East Anglia. She lectures on Japanese language, culture and society, and translation.

Eriko Tomizawa-Kay, University of East Anglia

“Motivating Undergraduate Students within the *Introduction to Japan* Module of the Japanese Studies Course, UEA”

This is the pedagogical case study of how to set the new course module, targeted at 1st year Japanese language students, to maximise students' interests in continuing their academic studies through pursuing post-graduate studies.

This new module was established in 2017/18 as the ‘Introduction to Japan’ course-module that covers a wide range of Japanese topics, especially art and culture including Japanese art, history, culture, and politics, by which to offer students a route to obtain a fundamental knowledge and additional future opportunities so as to develop their interests in Japanese studies at a higher educational level or within a working environment.

This is the second year that the module as run, and has been improved following students' feedback, and now includes extra interactive activities and interdisciplinary studies in collaboration with Japanese students at Kansai University via video presentation exchanges. I would like to present case studies of how the module was improved in the its second year through reviewing the syllabus, teaching methods, and materials, as well as class activities, such as encouraging greater international collaboration with non-UEA students.

**Eriko Tomizawa-Kay** is a lecturer in Japanese language at the School of Politics, Philosophy, Language and Communication Studies, at the University of East Anglia. She specializes in Japanese art history and culture. Her publications include *East Asian Art History in a Transnational Context* edited by Tomizawa-Kay, E. and Watanabe, T. (forthcoming, Routledge, 2019).

Michael Tsang, Newcastle University

“Manga as a Phenomenon of Global Commodity Consumption”

Many UK students choose to study Japanese nowadays because they are drawn to Japan's popular cultural products, such as manga and anime. This paper shares my experience of teaching a session on manga in my Japanese Popular Culture module at Newcastle University. Part of the aim of this session is to situate manga in a global flow of commodity consumption, and thus the lecture component of the session give examples of how manga is widely consumed and adapted in other parts of the world (such as the recent remake of *Death Note* on Netflix in English). Commodity consumption often makes us forget about its production process. Therefore, the session also aims to highlight that the global consumption of manga is only possible thanks to a mature manga industry built by manga artists, assistants, editors and printers. Finally, the global spread of manga also means that translation is an indispensable

aspect. To highlight all this, in the practical workshop component of the session I ask students to read one episode each from three manga series: *Bakuman* (2008-2012); *Sekaiichi Hatsukoi* (2008-); and *Monthly Girl Nozaki-kun* (2011-). All three series feature either manga artists or publishing editors as protagonists, and embed knowledge of manga production into the story arc. Through reading these manga episodes, I heighten students' awareness on how manga is produced. I also introduce the concept of the paratext – extra information supplied by the artists, editors, and translators. Adding paratexts is a common translation strategy when translating manga to English. By asking students to identify the paratexts in the excerpts, I alert students to issues of translation specific to the genre of manga.

**Michael Tsang** is Leverhulme Postdoctoral Fellow at Newcastle University in Japanese Studies. Previously he was Research Associate to the Eyes on Murakami project also at Newcastle University. He has taught modules on Japanese popular culture, Japanese literature, Japanese society, and Japanese-English translation.

David Uva, Doshisha University

“A Procedural Knowledge Approach to Japanese History in the International Zemi Classroom in Japan”

Studying Japanese history in English-taught undergraduate programs (ETPs) at Japanese universities presents diverse challenges for international students, varying from grasping the meaning of historical events to struggling with Japanese terminology. To aid the learning process, there is a need for adequate explanations, definitions, overview, structures, and visualizations that are often lacking in commonly-used textbooks. The dynamic learning environment of the zemi (seminar) classroom offers an opportunity to deal with these difficulties. At the Institute for the Liberal Arts at Doshisha University, students with a shared interest in history gather in my intermediate seminar form a community of practice to enhance their own and other students' understanding of Japanese history. Over a semester, they participate in a collective research project that employs the interdisciplinary approach of liberal arts education and focuses on a specific time period of Japanese history. The common goal of this project is to create educational materials that will facilitate the study of Japanese history at the introductory level. With this goal in mind, students jointly interpret reading materials, discuss historical developments, share information, learn from each other's skills, and help each other in coordinating study activities. At the same time, they experience aspects of the academic research process such as source analysis and criticism, gathering materials, keeping an archive, notetaking, writing, editing, and producing practical knowledge. Furthermore, this project emphasizes the students' active involvement inside and outside the classroom and a collective responsibility for its outcome.

**David Uva** has a Ph.D. in Japanese Studies from Osaka University and is Assistant Professor at The Institute for the Liberal Arts (ILA) of Doshisha University. He teaches courses on Japanese history, historiography, nationalism, imperialism and colonialism in English to international and domestic students.