

Number of Credits: 3

Class Location: Online

Class Meeting Days & Times: We will meet on Zoom on Mondays, Wednesdays and Fridays from 11:00-11:50 (except for the week of May 25, when we will meet on Tuesday instead of Monday due to Memorial Day).

Office Hours: Students can sign up for virtual office hours at the link you can find on D2L and I will send you a zoom link before the time that you chose. If none of the times on that link work for you, please email me to make an appointment

Response Time: I will respond to emails within 24 hours during the week, and within 48 hours during weekends and holidays.

Final Exam Date

The final exam will be made available on Wednesday, May 27, and it will be **due on Friday, May 29 at 11am**. This exam will be in an essay format, and you will be permitted to refer to your readings and notes as you take this exam.

Course Description

In the years since 1854, when American warships forced Japan to open itself up to trade, Americans have seen Japan as a rising power, a bitter wartime enemy, an economic rival and powerhouse, the home of a mysterious and exotic culture, the world headquarters of cutting edge technology, and the source of martial arts, Hello Kitty, Pokémon, and Yu Darvish. In this class, we aim to look beyond these superficial images of Japan. We will examine Japanese politics and society through both the scholarship of those who have dedicated their lives to studying Japan and through movies, both documentary and fictional films.

Sometimes conversations about Japan include statements like this: “that is how they do things because they are Japanese, and that is their culture.” The assumption in this kind of statement is that, from the perspective of non-Japanese people, Japan is a mysterious, exotic, and inscrutable place with a homogenous and uniform culture. We will use the analytic tools of various social science disciplines to critically examine that kind of assumption in two ways. First, we will learn to think about Japanese people as often responding to institutional rules in a way that makes sense once we understand those rules. Second, we will learn to think about Japanese culture as a series of sometimes contradictory practices, ideas, and norms that individuals—even Japanese individuals—often chafe against. Ultimately, we will strive to understand how Japanese politics and society work, and we will use this understanding to deepen our sense of how politics and societies function more generally.

Learning Outcomes

1. Students will analyze and evaluate the fundamental social processes that characterize human experience using social science methodologies.
2. Students will describe the interconnectedness of society, culture and individual identity.
3. Students will analyze fictional films, documentaries, academic essays, and other types of media using close text reading and critical viewing in order to produce essays that make well supported arguments about the way that societies function.
4. Students will develop a sophisticated and nuanced explanation for “culture” that helps them consider the ways in which culture shapes our daily lives.

Required Texts / Materials

All required readings are available on the course's D2L site.

Students should have access to a computer or tablet on which they can write papers and participate in text-based discussions.

Students should also have access to a device with a reasonably fast internet connection on which they can listen to audio files and watch feature-length movies.

To access the movies in this class, you will need:

1. An account with the Criterion Channel. To get such an account, you will need a credit card, but, assuming that you have never had an account with the Criterion Channel, you get a free two week trial. We will watch our movies on the Criterion Channel for discussion in synchronous classes on May 13, May 18, and May 20. So if you subscribe on May 11 to watch the first Criterion Channel Movie, *Burmese Harp*, you will have until May 25 to cancel. **Remember to cancel if you don't want to be charged.** If you don't cancel, or if you have already used your free trial, it will cost \$10.99 for a one month subscription.
2. An account with Vimeo. We will watch *Campaign 2* on Vimeo, which you can rent for \$6.00.
3. An Amazon account (does not need to be Amazon Prime). We will rent two movies on Amazon: *Departures* and *Shoplifters*. *Departures* rents for \$3.99, and *Shoplifters* rents for \$2.99.

Course Policies and Requirements

Assignments

Reading and watching movies: Before every synchronous session, you are required to watch movies, listen to audio files, and/or do readings. There are links to all movies, audio files, and readings in the related module on the course's D2L site (so, for example, all of the materials for the "Family" unit are linked to the Module called "Family"). Completing this assignment will help fulfill learning outcomes 3 and 4.

Movie quizzes: After watching a movie and before the synchronous session when we discuss that movie, take the quiz on D2L for that movie. These quizzes are between five and ten multiple choice questions, and they are meant to be easy if you watched the movie. Completing this assignment will help fulfill learning outcome 3.

Online discussion boards: We will have an online text-based discussion of each reading that we do for this class. I expect you to participate fully in those discussions. There is a more specific assignment in the module called "Course Introduction," and there are links to discussion boards in their related Modules. Completing this assignment will help fulfill all four learning outcomes.

Attendance: I expect you to virtually attend the synchronous Zoom sessions on Mondays, Wednesday, and Fridays from 11:00-11:50 (and the "makeup" session on Tuesday, May 26). I will also record them, and if you cannot attend for any reason, I expect you to watch the recording before the next synchronous Zoom session and email me four questions and/or insights that occurred to you as you watched the video of the Zoom session. Completing this assignment will help fulfill all four learning outcomes.

Movie reviews: Students in this class will write reviews of two of the movies that we will watch. These reviews will be 750-1,250 words, and they will be due on **Monday, May 18 at 11am**, and on **Tuesday, May 26 at 11:00am**. They will evaluate the quality of the movie and discuss the movie's social and/or political context (this will require you to do a bit of research and to discuss one or more required readings as well). There is a more specific assignment in the Module called "Course Introduction." Completing this assignment will help fulfill learning outcomes 1, 2, and 3.

Final exam: This class will include a "take-home"-style essay final exam which will ask you to think about course themes. I will distribute a specific assignment for this exam on Wednesday, May 27, and it will be due at **11am on Friday, May 29**. Completing this assignment will help fulfill all four learning outcomes.

Grading

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage
1,2,3,4	Online discussion boards	10%
3	Movie quizzes	10%
1,2,3,4	Attendance at or viewing of Zoom sessions	5%
1,2,3	First movie review	20%
1,2,3	Second movie review	25%
1,2,3,4	Take home final exam	30%

Grades are determined on a 100-point scale as follows:

A: 93.5 and above	B: 82.5-86.4	C: 72.5-76.4	D: 62.5-66.4
A-: 89.5-93.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4
B+: 86.5-89.4	C+: 76.5-79.4	D+: 66.5-69.4	F: 59.4 and below

Paper deadline extensions will not be allowed except in the cases of properly documented illnesses or properly documented personal/family emergencies.

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be started one week after the exam/homework was returned.

Late Work

I will not accept late movie quizzes, discussion board postings, and submission of emails indicating you watched a video for a class that you did not attend except in the case of serious illness or other personal or family emergency. Hopefully no one will have a serious illness or a personal or family emergency, but if you do, please let me know, and we will work out alternate deadlines for your assignments.

Deadlines for movie reviews and the take home final exam are strictly enforced. Unless otherwise noted, an assignment submitted after the deadline will lose 10 points (out of 100) if it is submitted within 24 hours after the deadline, 20 points (out of 100) if it is submitted between 24 and 48 hours after the deadline, 30 points (out of 100) if it is submitted between 48 and 72 hours after the deadline, etc. So, for example, if a paper deadline is 11am on Monday and you

submit your paper at 11:30am on Monday, you will automatically lose 10 points. Once grades have been officially submitted for the course, late assignments will no longer be accepted. These penalties are waived in the case of serious illness or other personal or family emergency. Hopefully no one will have a serious illness or a personal or family emergency, but if you do, please let me know and we can discuss alternative arrangements for turning your work in.

Participation / Engagement

I expect students to regularly attend the Zoom sessions, pay attention, and participate (or, if you are not able to attend, I expect you to watch the video of the Zoom session and email me four questions or insights before the next Zoom session). If I call on a student during a Zoom session and he or she does not answer, I will email that student to check in and see what was going on. If that happens again, I will count that student as absent for that day.

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the basic information about netiquette (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review TCU's guidelines on electronic communications (email, text messages, social networks, etc.) from the Student Handbook. (<https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/>)

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior**

(these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the TCU Code of Student Conduct): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic

Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog and the Graduate Catalog Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. I may use Turnitin for plagiarism detection.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU Online: Our Learning Management System

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the specifications list. (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

1. Access via my.tcu.edu > Student Quick Links > TCU Online
2. Login at the following website (<http://d2l.tcu.edu>) my.tcu.edu

*For information about logging into TCU Online, view these instructions. (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

How This Course Will Use TCU Online

All readings, audio files, and movies will be linked to the course's TCU online site. In addition, video files of our synchronous sessions and discussion boards will be hosted there, and you will take quizzes, upload movie reviews, upload your final exams, and view your grades on TCU online.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the TCU Online (D2L) Help Desk. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the Help Desk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. In the Profile area, you can upload a photo of yourself and add personal information. In the Notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online

Pulse is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

Support for TCU Students

Campus Offices

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Couets Burnett Library (817-257-7117)

- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: <https://titleix.tcu.edu/title-ix/>.
- Learn about the Campus Community Response Team and Report a Bias Incident: <https://titleix.tcu.edu/campus-community-response-team/>

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at <https://care.tcu.edu/> or by calling (817) 257-5225 or the Counseling & Mental Health Center at <https://counseling.tcu.edu/> or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the Policy on Prohibited Discrimination, Harassment and Related Conduct.

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities.

Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, room 1010 or http://www.acs.tcu.edu/disability_services.asp.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Emergency Response Information

Please review TCU's L.E.S.S. is More public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

TCU's Public Safety website provides maps that show our building's rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.
 Download the ***Frogshield*** Campus Safety App on your phone.
 (<https://police.tcu.edu/frogshield/>)

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date	Topic	Assigned Content	Learning Activity
May 11 Zoom meeting: 11:00am-11:50am	INTRODUCTION	N. A.	N.A.
May 13 Zoom meeting: 11:00am-11:50am	WAR & ITS AFTERMATH	<p><u>Movie to watch:</u> <i>Burmese Harp</i> (free on Criterion Channel)</p> <p><u>Readings to do:</u> Fabe, Marilyn. 2004. "Glossary." In <i>Closely Watched Films: An Introduction to the Art of Narrative Film Technique</i>. Berkeley: University of California Press.</p> <p>Tanizaki, Jun'ichirō. 1977. <i>In Praise of Shadows</i>. New Haven: Leete's Island Books.</p> <p>Dower, John W. 1999. "Shattered Lives." In <i>Embracing Defeat: Japan in the Wake of World War II</i>. New York: Norton, pp. 33-64.</p>	<p>Complete quiz on movie by 11am</p> <p>Post separate discussion questions on Fabe, Tanizaki, and Dower by 7am</p>
May 15 Zoom meeting: 11:00am-11:50am	POLITICS TODAY	<p><u>Movie to watch:</u> <i>Campaign 2</i> (rent on Vimeo)</p> <p><u>Readings to do:</u> Woodall, Brian. 2020. "Japan in 2019: Diplomatic Strains, Domestic Dilemmas, and a New Imperial Era." <i>Asian Survey</i> 60 (1):47-60. [MORE ON NEXT PAGE]</p>	<p>Complete quiz on movie by 11am</p> <p>Post separate discussion questions on Woodall and Strausz by 7am. [MORE ON NEXT PAGE]</p>

Date	Topic	Assigned Content	Learning Activity
		Strausz, Michael. 2019. "The Crow is White: Foreign Labor and the Japanese State." In <i>Help (Not) Wanted: Immigration Politics in Japan</i> . Albany, NY: SUNY Press.	Post a reply to a discussion question on Fabe, Tanizaki, or Dower by 7am, and if someone replies to your discussion question, reply to their reply by 7am.
May 18 Zoom meeting: 11:00am-11:50am	DISASTER AND RECOVERY	<p><u>Movie to watch:</u> <i>Godzilla</i> (the Japanese version of the first movie; free on Criterion Channel)</p> <p><u>Content to listen to:</u> Miki Meek's 22 minute radio story "Really Long Distance."</p> <p><u>Reading to do:</u> Tsutsui, William M. 2004. "Godzilla Mon Amour" and "The Birth of Gojira." In <i>Godzilla on my Mind: Fifty Years of the King of Monsters</i>. New York: Palgrave Macmillan.</p>	<p>Complete quiz on movie by 11am.</p> <p>Post separate discussion questions on Meek and Tsutsui by 7am.</p> <p>Post a reply to a discussion question on Woodall or Strausz by 7am, and if someone replies to your discussion question, reply to their reply by 7am.</p> <p>First movie review due at 11:00am.</p>
May 20 Zoom meeting: 11:00am-11:50am	FOOD AND DRINK	<p><u>Movie to watch:</u> <i>Tampopo</i> (free on Criterion Channel; last Criterion Channel Movie; CONTENT WARNING: nudity and sexuality)</p> <p><u>Readings to do:</u> Kushner, Barak. 2012. "Ramen Popular Culture." In <i>Slurp!: A Social and Culinary History of Ramen, Japan's Favorite Noodle Soup</i>: Global Oriental Leiden.</p> <p>Surak, Kristin. 2013. "Preparing Tea: Spaces, Objects, Performances." In <i>Making Tea, Making Japan: Cultural Nationalism in Practice</i>. Stanford: Stanford University Press.</p>	<p>Complete quiz on movie by 11am</p> <p>Post separate discussion questions on Kushner and Surak by 7am.</p> <p>Post a reply to a discussion question on Meek or Tsutsui by 7am, and if someone replies to your discussion question, reply to their reply by 7am.</p>

Date	Topic	Assigned Content	Learning Activity
May 22 Zoom meeting: 11:00am-11:50am	DEATH AND DYING	<p><u>Movie to watch:</u> <i>Departures</i> (rent on Amazon)</p> <p><u>Readings to do:</u> Kawano, Satsuki. 2010. "The Grave-Free Promotion Society" and "Ash Scattering and Family Relations." In <i>Nature's Embrace: Japan's Aging Urbanites and New Death Rites</i>. Honolulu: University of Hawai'i Press.</p>	<p>Complete quiz on movie by 11am</p> <p>Post a discussion question on Kawano by 7am.</p> <p>Post a reply to a discussion question on Kushner or Surak by 7am, and if someone replies to your discussion question, reply to their reply by 7am.</p>
May 26 Zoom meeting: 11:00am-11:50am <u>NOTE: THIS IS A TUESDAY</u>	THE FAMILY	<p><u>Movie to watch:</u> <i>Shoplifters</i> (rent on Amazon)</p> <p><u>Readings to do:</u> Cook, Emma E. 2014. "Intimate Expectations and Practices: Freeter Relationships and Marriage in Contemporary Japan." <i>Asian Anthropology</i> 13 (1):36-51.</p> <p>Nakano, Lynne Y. 2011. "Working and waiting for an 'appropriate person': How single women support and resist family in Japan." In <i>Home and Family in Japan: Continuity and Transformation</i>, edited by Richard Ronald and Allison Alexy, xviii, 278 p. Milton Park: Routledge.</p>	<p>Complete quiz on movie by 11am</p> <p>Post separate discussion questions on Cook and Nakano by 7am.</p> <p>Post a reply to a discussion question on Kawano by 7am, and if someone replies to your discussion question, reply to their reply by 7am.</p> <p>Second movie review due at 11:00am.</p>
May 27 Zoom meeting: 11:00am-11:50am	EDUCATION AND SPORTS	<p><u>Movies to watch:</u> <i>High School Baseball</i> (free on YouTube)</p> <p><i>The Learning Machine</i> (linked to course page)</p> <p><u>Readings to do:</u> Cave, Peter. 2004. "'Bukatsudō': The Educational Role of Japanese School Clubs." <i>The Journal of Japanese Studies</i>: 383-415. [MORE ON NEXT PAGE]</p>	<p>Complete quizzes on movies by 11am</p> <p>Post separate discussion questions on Cave and Kelly by 7am.</p> <p>Post a reply to a discussion question on Cook or Nakano by 7am, and if someone replies to</p>

Date	Topic	Assigned Content	Learning Activity
		William W. Kelly's "Viewing Notes for 'The Learning Machine'"	your discussion question, reply to their reply by 7am.
May 29 Zoom meeting: 11:00am- 11:50am	TYING IT ALL TOGETHER	<p><u>Reading to do:</u> Murakami, Haruki. 2002. "super-frog saves tokyo." In <i>after the quake: stories</i>. Translated by Jay Rubin. New York: Alfred A. Knopf.</p> <p>Kato, Norihiko. 2006. "Goodbye Godzilla, Hello Kitty: What Japan's Pop-Culture Products tell us about its Struggles with Defeat, Democratization and Globalization." <i>American Interest</i>, September 1.</p>	<p>Post separate discussion questions on Murakami and Kato by 7am.</p> <p>Post a reply to a discussion question on Cave and Kelly, and if someone replies to your discussion question, reply to their reply by 7am.</p> <p>"Take home"-style final exam due at 11:00am.</p>

TCU Mission Statement

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.