

International Summer School 2016

Module Outline



Section 1 – General Information	
Module Title: Japan Orientation: An Introduction to the Study of Japan and its Place in the World	
Module code:	Credit value: 20 UK
Academic Year: 2015-2016	Semester: Summer 2016

Section 2 – Details of module	
Description What is this module about?	The course draws upon the Centre for Japanese Studies' (CJS) dedication to producing excellent interdisciplinary research on Japan and provides an introduction to generating a deeper understanding of the past, present and future of Japan. Delivery will focus on stimulating discussion with a number of guest contributions from leading researchers in the field of Japanese Studies.
Learning Objectives What will I learn? (subject specific and transferable skills)	<ul style="list-style-type: none"> • Learn from experts in the field of the study of Japan and the new directions in Japanese Studies • Learn to critique the study of Japan and how it is portrayed in a global context • Develop skills in delivering concise information and ability to present and communicate ideas orally.
Learning outcomes What will I be able to do by the end of the module?	By the end of this module students will: <ul style="list-style-type: none"> • Be a more intercultural member of society, having gained knowledge about Japan's social, political and cultural context. • Have a greater understanding of Japan's history and geography. • Have an appreciation of Japan's significance within European society. • Have enhanced study skills, in particular the ability to present information and express ideas about materials studied in oral and written formats.
Links Where does this fit in to my programme?	The course is suited to those who are interested in Japan, East Asia and the latest approaches to Japanese Studies. No specific prior knowledge is required, except a desire and willingness to learn and engage.

Section 3 – Teaching Team	
Module Convenor	Dr Simon Kaner, Director of the Centre for Japanese Studies
Others	Other taught programme staff and guest speakers will be announced closer to the start of the programme. It is likely to include guest lectures from the Sainsbury Institute for the Study of Japanese Art and Cultures (SISJAC) and the School of Oriental and African Studies (SOAS), University of London.

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Section 4 - Expected Study Hours			
Activity	Details	Total hours	% of credit
Lectures	Each lecture will be fully illustrated and handouts will be provided for students to take away. The lectures will provide a backdrop on which the discussions will be based and there will be opportunities for students to ask questions.	45.5 (13 x 3.5 hours)	
Pre-lecture preparatory reading and post-lecture follow up reading	Students will need to read the additional materials for the lectures.	16 (c. 4 per week)	
Discussions	Discussions will provide an opportunity to talk about the materials students have read and test and explore the ideas raised in the lectures.	10.5 (3 x 3.5 hours)	
Pre-discussion preparation and follow up study	Students will need to read background material for each discussion and come to discussions ready to share their thoughts.	15	
Formative assessment	Students will have the opportunity to practice their presentation skills by delivering a 3-5 minute presentation at the beginning of the course. Students will receive oral feedback, which should inform their preparation for the assessed presentation. Students will also submit an essay plan and have the opportunity to talk this through with their tutor.	20	
Fieldtrips	Two day trips to London and Cambridge, and an afternoon trip to SISJAC, Norwich.	23.5	
Assessed course paper	One assessed essay of 2500 - 3000 words. The amount of time suggested for working on this assessment includes tutorials to discuss ideas as well as time for research, planning and writing.	40	60
Presentation	A 10 minute presentation. The amount of time suggested for working on the presentation includes time for research, planning and practising.	25	40

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Total		200	100
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Section 5 - Teaching Sessions

Lecture, Seminar and Field Trip Programme – details for each lecture, seminar and field trip

Note: this programme is illustrative based on previous years and, while all themes will be covered, details are likely to change

Week 1

Understanding Japanese Society: an introductory lecture on the anthropological and sociological aspects of Japan.

Touring Japanese Geography: an introduction to Japan and its regions, including tourism.

A Diplomatic View of Japanese Politics: this lecture introduces some of the challenges faced by Japanese diplomats.

Japan: A perspective from Linguistics: this lecture will focus on Japanese linguistics and the acquisition and use of Japanese by non-native speakers.

Academic Fieldtrip to Norwich: SISJAC

The afternoon fieldtrip will provide the students with a tour of SISJAC in Norwich city centre, and will provide an introduction to the Lisa Sainsbury Library and its holdings on Japanese applied arts, contemporary Japanese visual media (providing a backdrop for Week 3) and Japan's archaeology and heritage.

Week 2

Public Heritage and Japanese Museums: this lecture will be based upon the University's undergraduate taught module 'Culture Heritage and Museum Studies (with a Japanese Strand)'. It will explore the relationship between cultural heritage and the general public.

Japanese Art History: this lecture introduces aspects of the history of Japanese art, particularly focusing on Buddhist art of Japan (and includes a special viewing of the Buddhist art in the Sainsbury Centre for Visual Art).

Environmental issues in Japan: this lecture will draw on the expertise at the University in environmental studies

Discussion: The impact and study of contemporary Japanese fashion and design: in conjunction with the Norwich University of the Arts

Academic Fieldtrip to London: British Museum and School of Oriental and African Studies (SOAS)

Week 3

Japan and the Media: lecture on Japanese popular culture, manga, Japanese advertising and television ratings.

Japan on Film and Film Screening: this seminar details the production of Japanese films and the Golden Age of Japanese Cinema. The session will be complimented by the critical viewing of a film screening.

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Tradition, Creativity and Innovation: this session considers the linkages between traditional Japan and the present and future, with examples from archaeology and other areas of Japanese cultural practice.

Discussion: Business innovation in Japan: this discussion, lead by an expert in Japanese business, will explore the success of Japanese corporate culture and examine the challenges it faces in the future.

Academic Fieldtrip to Cambridge: Fitzwilliam Museum and Cambridge Colleges

The fieldtrip will include a tour of one or more Cambridge Colleges and provide information on how Asian and Middle Eastern Studies is taught at Cambridge University. There will also be a visit to the renowned Fitzwilliam Museum, which has excellent Japanese collections, including porcelain and woodblock prints.

Week 4

Japan in translation: an introduction to issues and opportunities facing translators working with contemporary and more classical Japanese texts. Drawing on the expertise offered by the British Centre for Literary Translation and celebrating Norwich's status as UNESCO City of Literature.

Discussion session: Opportunities for Studying and Working in Japan: the session will be chaired by Simon Kaner with the Japan Foundation and the Japan Society for the Promotion of Science. Students will learn about the organisations through presentations and will be encouraged to ask questions, hopefully leading to future involvement in studying and working with Japan.

One to one tutorials: an opportunity to gain critique on draft assignment ahead of submission.

Section 6 – Study materials

Required Reading

Hendry, J. Understanding Japanese Society. Routledge.

Huffman, J. 2010. Japan in World History. Oxford.

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Recommended further reading	<p>Touring Japanese Geography: Funck, C. and Cooper, M. (2013), <i>Japanese Tourism: Spaces, Places and Structures</i>. Berghahn. Guichard-Anguis, S. and Moon, O. (2009) <i>Japanese Tourism and Travel Culture</i>. Routledge.</p> <p>A Diplomatic View of Japanese Politics Calder, K. and Ye, M. (2010) <i>The Making of Northeast Asia</i>. Chapter 5. He, Y. (2013) <i>Forty Years in Paradox – Post-normalisation Sino-Japanese relations</i>. <i>China Perspectives</i>. 4. 7-16.</p> <p>Japan: A Perspective from Linguistics Gottlieb, N. (2005) <i>The Japanese Language</i> in Gottlieb, N. (2005) <i>Language and Society in Japan</i>, Cambridge, Cambridge University Press: 1-17. Shibatani, M. (1990) <i>The Japanese Language: Introduction</i> in Shibatani, M. (1990) <i>The Languages of Japan</i>, Cambridge, Cambridge University Press: 89-93.</p> <p>Public Heritage and Japanese Museums Sand, J. (2009) "The Koderia Family Folding Table." <i>Impressions: the Journal of the Japanese Art Society of America</i> 30: 98-105. Cox, R. and C. Brumann. (2010) Introduction in C. Brumann and R. Cox. (2010) <i>Making Japanese Heritage</i>, London and New York, Routledge: 1-17. Agency for Cultural Affairs (2007) <i>Cultural Properties for Future Generations: Outline of the Cultural Administration of Japan</i>.</p> <p>Tradition, innovation and creativity Gluck, C. (2007) <i>The Past in the Present. Modern Japanese Culture and Society. Volume 1. Post-war Japan: Setting the Scene</i>. Hudson, M.J. (2003) <i>Foragers as Fetish in Modern Japan</i>. <i>Senri Ethnological Studies</i> 63: 263-274.</p>
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Section 7 - Formative Assessment

Assessment Type	Assignment Deadline	Return date of marked work (where appropriate)	Nature of feedback
Presentation	30 June 2016		Oral
Assignment detail (e.g. title, type, course test length, word limit, presentation length)			
Student Presentation for 3-5 minutes entitled 'What does Japan mean to me?'. The presentation will be delivered orally outlining any specific interests in Japan, and what the student perceives to be the significance of Japan for Europe.			
Assessment Type	Assignment Deadline	Return date of marked work (where appropriate)	Nature of feedback
Essay Plan	09 July 2016		Oral

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Assignment detail (e.g. title, type, course test length, word limit, presentation length)
Submission of 1 sided A4 essay plan to form basis of individual discussion with a staff member. Students will receive written feedback on the essay plan which should inform preparation for the assessed essay. There will also be the opportunity to discuss the work in person on 09.07.15.

Section 8a - Summative Assessment

Assessment Type	Percentage (%) counting towards overall module mark	Assignment Deadline	Return date of marked work	Nature of feedback
Presentation	40	21 st July 2016	TBA	Written

Assignment detail (e.g. title, type, course test length, word limit, presentation length)
A 10 minute presentation about a specific session they have attended on the course. The presentation should detail their interest in the topic and show evidence of further reading.

Section 8a - Summative Assessment

Assessment Type	Percentage (%) counting towards overall module mark	Assignment Deadline	Return date of marked work	Nature of feedback
Essay	60	21 st July 2016	TBA	Written

Assignment detail (e.g. title, type, course test length, word limit, presentation length)
An essay of 2,500-3,000 words, subject to be decided by the student, to be submitted by 21 st July 2015.

Section 8b - Assessment of module outcomes

Learning Outcomes	Formative Assessment 1	Formative Assessment 2	Presentation	Essay
List outcomes	<p>Assessment: Students are assessed through a variety of practically and theoretically informed methods, including a written essay and presentations.</p> <p>Presentations will test students' ability to present and communicate their ideas orally.</p> <p>Discussions are designed to promote oral and aural skills of argument, debate and the coherent presentation of ideas. Class discussions also foster collaborative learning and initiative.</p> <p>Essay writing will encourage students to develop transferable skills including presentation of written work and the use of library and electronic resources. The work promotes initiative, intellectual autonomy and effective intellectual collaboration.</p>			

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	<p>Key skills are assessed in the context of wider aspects of learning rather than being assessed separately. Students are given carefully directed advice as to how they develop transferable and study skills in order to meet the required standards and successfully progress as undergraduates. Written and verbal feedback enables students to understand, and act upon, advice given as part of the assessment process.</p>
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<u>Section 9 - Employability</u>

Problem solving	Teamwork	Communication	Presentation
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<p>Students will gain a wide range of skills which will assist their employment prospects. These include:</p> <ul style="list-style-type: none"> • Communicate effectively in verbal exchanges • Communicate effectively in writing • Communicate effectively and fluently through the use of audio visual media • Gathering information from a variety of sources • Capacity to synthesise information from a variety of sources • Collaborate with others to achieve common goals • Use IT and audio visual media effectively to retrieve and present information • Demonstrate critical judgement • Reflect on own learning and make constructive use of feedback • Knowledge of Japanese culture
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