



FYS 102 Samurai to Hello Kitty: POP Images of Japan Fall 2015

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Office Hours: M/W 10-11AM
Or By Appointment CCC 453

Time: T/TH 11-12:15
Classroom: CCC 231
Section 4

Course Description

On any given night in the UWSP residence halls, bouncing sounds of “Fruit Ninja” fill the air as Hello Kitty pajamas dance in the hallways. Roommates display *samurai* Lego figurines, as friends tweet comments about Katy Perry’s controversial *kimono* clad *geisha* performance at the AMA Music Awards. So how do we examine our own cultural appropriations of pop images of Japan? Are these appropriations reinforcing stereotypes or even racism? How do we negotiate engaging with other cultures in a global consumer world without reproducing historical offenses? #culturalappropriation vs. #culturalappreciation? Or is it all really #Orientalism??

In this course, we will play with, examine, and challenge these global “pop” images that sell Japanese culture as historically warrior-based, sexualized, or “cute.” We will study an exciting variety of materials from original 18th century “erotic” woodblock prints to contemporary *anime*, toys, and multi-media advertisements. Weaving together methods from History, Anthropology, and Asian Studies, students will learn how to analyze images, to question racial stereotypes, and to complicate worldwide consumer practices. Assignments and co-curricular activities including the organization of an *anime* film screening on campus will be tailored to help students meet the UWSP General Education Learning Outcomes to produce liberal educated J-Pop savvy global citizens.

Intended Learning Outcomes

First Year Seminar is an academically rigorous foundational course for first year students. The course is designed to introduce critical thinking skills, orient students to the academic community and campus life, and equip incoming students with other skills necessary to be a successful student. Fostering intellectual inquiry and self-assessment, this course will help students begin the process of taking responsibility for their education, career choices, and personal development. Embodying the GEP goals of providing a broad “liberal education” to prepare students to be “responsible global citizens,” this particular course also meets the Global Awareness Outcomes.

Upon completing this requirement, students will be able to:

- Describe the key components and purpose of a liberal education and explain how a liberal education will shape your college studies, career, and life.
- Identify key components of critical thinking and information literacy and apply the associated skills to analyzing popular culture in Japan, especially through library workshops and film response papers

- Identify and apply appropriate skills for college success, as well as appropriate UW-Stevens Point programs, resources, and services designed to support your academic studies
- Develop an educational plan that demonstrates the responsibility you will take for your own education, including curricular and co-curricular experiences, shared in a final *PechaKucha* presentation
- Identify and explain various components of Japan culturally and historically as distinct from the United States.
- Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

Required Course Materials:

This class does not require a textbook but rather features individual readings digitized and uploaded to our course D2L website, organized chronologically by the date they will be discussed in class. Students will be expected to print and bring **EVERY** reading for each class otherwise points will be deducted. Students should be prepared to spend up to the equivalent of the allotted purchase book amount, \$40, in printing fees if necessary. In addition, to improve note-taking, test-taking, and time management skills, students will be expected to create a three-ringed binder to organize all course materials.

Course Assignments, Activities, and Experiences

Attendance, Professionalism, and Embodied Learning 20%:

As a class, we will strive to create a safe, inclusive learning community where everyone performs with a level of professionalism that encourages open discussion, debate, and even at times civil disagreement. We will practice the art of civility as we engage actively with course materials, discussions, exercises and activities. On the first day of class, we will co-generate Community Guidelines for Interaction. Students are encouraged to author their own learning and to find their voice as empowered learners. We will also address course outcomes in this category through “embodied learning,” high impact activities that improve our ability to “think with and through movement.” However, our journey through this semester together will only be a success if we are all involved and fully present. Students will be allowed 1 “free pass” day that does not count against attendance (although all assignments must still be submitted), but then additional absences will result in points deducted from this category. Of course extenuating circumstances should be addressed in person with the instructor.

Mini-Assignments, Experiential Learning, Co-Curricular Activities 20%

In order to maintain an interactive learning environment, students will be expected to complete mini-assignments both in preparation for in-class meetings and through pairing or small group work during our class time. Students are encouraged to be flexible, keep an open mind, and be prepared to grow and change together. Students will be required to attend and write about at **TWO** outside “experiential learning” events on campus. Details will be distributed and clarified in class. Students will receive extra credit in this category for attending events in some way related to Asia. In addition, all students are required to attend our co-curricular film event,

In addition students are required to attend an evening event co-hosted by our class (and presented in lieu of class time). Please note the date will be **Wednesday evening October 28, 2015 6:00PM Dreyfus University Center (DUC)**. If you know you have a conflict now, please make

arrangements at the beginning of the semester to ensure that you attend this event. There is no make-up opportunity.

Reading and Film Term Quizzes 15%

Students will be expected to actively take notes on in-class activities and assigned readings. As the popular article from *Scientific American* (June 3, 2013) suggests, taking notes by hand has been proven to engage specific cognitive processes and embodied actions that enhance learning. To ensure that students grapple with and master complex concepts, we will have scheduled matching quizzes on key terms and theoretical concepts. We will grade the quizzes in class together. Quizzes are not intended to be punitive, but rather simply a way to ensure that all learners (*Barske-sensei* included) are staying on task with our readings.

Critical Thinking, Information Literacy Film Assignments 30%

In order to engage with key skills of critical thinking, students will participate in library and computer day workshops geared at developing research skills. Students will also submit short written analyses through worksheets on the specific films we will view together as a class. We will discuss concepts such as “Argument Mapping” and other strategies for academic success. Given our topic of challenging stereotypes of Japanese popular culture, we will also explore how critical thinking requires creative thinking as well.

My Liberal Educated Globally Savvy Path 15%

Educational Development Plan 5%

PechaKucha Presentation and Final Reflection 10%

Throughout the semester, we will grapple with challenging and yet poignant issues salient to our present political situation about the true value of a liberal education. We will work together to develop specific educational plans and participate in activities that help us on this path. Finally, the semester will culminate in a multi-modal “*PechaKucha* 20X20” presentation on “My Liberal Educated Globally Savvy Self.” Students will be encouraged to combine sounds, music, costumes, movements, and/or texts with their visual presentation to demonstrate how they envision themselves and their path to academic success at UWSP. Students may also use technology to design their own *anime* avatar as a means of conceptualizing what their future liberal educated globally savvy self looks and acts like.

Evaluation Criteria

Expectations for Professionalism:

This course is designed for all students to be successful. Please contact the instructor if you have any extenuating circumstances that might prevent you from fully participating in the course.

90-100—Students always come prepared for class with completed readings, notes, and any other necessary materials. During the discussion, they will ask on-topic questions, articulate complex ideas, and synthesize materials from previous sessions. They will volunteer and be ready to provide an answer when called. They will treat other students with respect, offering support and helping to create an inclusive learning environment.

80-90—Students come prepared to class on a regular basis with their readings and other materials. They share ideas and communicate in group work, but could be more engaged in large group discussions. Although a student in this group might not volunteer as readily, they are always prepared to respond when called.

70-80—Students are not prepared on a regular basis, forget their materials, or fail to participate in an engaged manner. They might also wander off topic consistently, create a disturbance in the class, or show disrespect to other students. Students receiving a 70% for participation may not be able to engage fully in the coursework and with other students.

0—Students will receive zero points for participation credit when they do not attend class or when they fail to participate in a given activity.

Grading Scale:

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

Academic Integrity, Community Rights and Responsibilities:

Students will be expected to submit original work with proper citations of source materials.

Please consult the UWSP Community Rights and Responsibilities Handbook for details:

<http://www.uwsp.edu/acadaff/HLCSelfStudy/Community%20Rights%20and%20Responsibilities%202011.pdf>

Accessibility Statement

Equity of Educational Access: If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the online course. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course.

Disability Services Office, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

Shared Community Guidelines for Interaction (To Be Co-Generated in Class)

Course Schedule:

Reading assignments listed below correspond to the day that they will be relevant to in-class work. Students are required to complete the readings prior to class. All readings will be located in our D2L website organized by date. Students are expected to print all readings.

DATE	THEME/TOPIC	READINGS	ASSIGNMENTS
WEEK 1 INTRODUCTION: FYS AND IMAGES OF JAPAN			
9/3	WELCOME! Embodying a Liberal Education at UWSP	Syllabus Mini Assignment #1	Bring Responses to Email Assignment In-Class Activities
WEEK 2 IN SUPPORT OF A LIBERAL EDUCATION: YOU AND UWSP			
9/8	Why Liberal Education for UWSP and you?	“Why America’s Obsession with STEM Education is Dangerous” (2015)	Bring Reading WITH Comments and Notes

9/10	Cultural Appropriation or Appreciation??? Is Katy Perry really just a racist in a <i>kimono</i> or cornrows?	Article packet, Distributed in Class	Bring Reading WITH Comments and Notes BRING Item/Object/Image of “Japan”
WEEK 3 CRITICAL THINKING AND INFORMATION LITERACY			
9/15	<i>The Wind Rises: Historical Background</i>	Penney (2013) D2L PRINT	QUIZ1
9/17	Conducting Original Research	Library Tour and Workshop with Dave Dettman in LRC 316	Library Workshop MEET front of LRC
WEEK 4 MIYAZAKI AND THE POWER OF ANIME			
9/22	Promoting Historical Fiction and <i>Anime</i> at UWSP		MEET CCC 307 Computer Lab Worksheet DUE D2L Wed 9.23.15 11PM
9/24	The Animated Worlds of Miyazaki		MEET COMPUTER LAB (NFAC 215?— Confirmation Email)
WEEK 5 CHALLENGING IMAGES OF THE SAMURAI			
9/29	Historicizing Images of Japan and “ <i>Samurai</i> ”	Wright and Clode (2005) D2L PRINT	Posters DUE 10AM D2L dropbox BEFORE CLASS
10/1	Contextualizing Beat Takeshi’s <i>Zatōichi</i>	D2L PRINT Hall (2005)	
WEEK 6 RE-INVENTING WARRIORS AND HISTORY			
10/6	Blind Swordsman: <i>Samurai</i> or <i>Yakuza</i> ?	In Class Film and Worksheet <i>Zatōichi</i> (2003) Part I	
10/8	Warriors Tap Dancing in <i>Geta</i> ?	In Class Film and Worksheet <i>Zatōichi</i> (2003) Part II	
WEEK 7 ON THE PATH TO A LIBERALLY EDUCATED GLOBALLY SAVVY SELF			
10/13	Debriefing on Beat Takeshi’s <i>Samurai</i> Film	Hang Posters in Small Groups at the End of Class	Film Worksheet DUE in D2L 11PM 10/13
10/15	Exploring Career Paths for Your Personality		First Outside Activity Write-Up DUE D2L 10/15 11PM
WEEK 8 CREATIVE AND CRITICAL THINKING, JAPAN’S COMPLICATED WAR PAST			

10/20	War Memory, Responsibility, and Anti-War Pacifism	D2L PRINT Akimoto (2014)	
10/22	Computer Workshop, Creating a Historically-Grounded, Visually Stimulating Film Brochure		MEET NFAC 215 Computer Lab Day Brochure DUE End of Class
WEEK 9 PRESENTING AN ANIME FILM SCREENING: <i>THE WIND RISES</i>			
10/27	Developing a Plan for Academic Success		QUIZ2 Plan DUE D2L 10/27 11PM
10/28	<i>The Wind Rises</i> Film Screening EVENT	DUC Theatre 6:00PM 5:30 for Ushering with Kento Anime TBA (Dress Appropriately—Cosplay is Encouraged!)	DUC Theatre CLASS MEETS OFFICIALLY FOR THE FILM EVENT
10/29	Reflect on our Experiences		No In Class Meeting Film Worksheet DUE D2L 11PM 10/29
WEEK 10 <i>KAWAII</i>-----CUTE CULTURE IN CONTEMPORARY JAPAN			
11/3	Hello Kitty-chan! “Wink on Pink”	In Class Discussion Debriefing <i>The Wind Rises</i> D2L Reading PRINT Yano (2009)	
11/5	<i>Pink Globalization: Hello Kitty’s Trek Across the Pacific</i>	D2L Reading PRINT Excerpt Yano (2013)	
WEEK 11 VALUES OF A LIBERAL EDUCATION AT UWSP REDUX			
11/10	Globally Savvy Liberally Educated	D2L Reading PRINT	QUIZ 3
11/12	PechaKucha Workshop Part 1	D2L Website Reading What is <i>PechaKucha</i> ? (Japanese for “chit chat”)	MEET IN NFAC 215 Computer Lab
WEEK 12 FOOD, TRADITION, NATIONAL NOSTALGIA			
11/17	Noodles as National Nostalgia?	D2L PRINT Fukutomi (2013)	
11/19	<i>Ramen is Sexy?</i>	In Class Film <i>Tampopo</i> (1985) Part I	Second Outside Activity Write-Up DUE D2L 11/19 11PM

WEEK 13 RITUALS, RELIGIOUS CELEBRATIONS IN JAPAN			
11/24	Food as Identity Construction	In Class Film <i>Tampopo</i> (1985) Part II	
11/26	Thanksgiving Break		Embodied Learning EAT!
WEEK 14 PLAYING WITH GENDER NORMS: WATERBOYS ウォーターボーイズ IN JAPAN			
12/1	Zero to Hero and Gender in Japanese Films	D2L Reading PRINT In Class Film and Worksheet <i>Waterboys</i> (2001) Part I	
12/3	Playful Twists of Gender Norms	In Class Film and Worksheet <i>Waterboys</i> (2001) Part II	Worksheet DUE in D2L 12/7 11PM
WEEK 15 MY LIBERALLY EDUCATED J-POP SAVVY GLOBALLY RESPONSIBLE SELF			
12/8	Envisioning our Future Selves		MEET CCC 307 Computer Lab
12/10	<i>PechaKucha</i> Presentations		Come Prepared to Engage and Evaluate Presentations
WEEK 15 MY LIBERALLY EDUCATED J-POP SAVVY GLOBALLY RESPONSIBLE AVATAR			
12/15	<i>PechaKucha</i> Presentations		Come Prepared to Engage and Evaluate Presentations

FINAL EXAM: Monday, December 21st 10:15-12:15 MEET in CCC 231

Final Reflection DUE D2L 12/21 11PM

Reminder: The instructor reserves the right to add, delete, or alter readings and assignments based on the pedagogical needs of the course. Please attend class and check D2L for any updates or changes.