



FYS 102 Samurai to Hello Kitty: POP Images of Japan Fall 2016



Instructor: Dr. Valerie H. Barske
Email: vbarske@uwsp.edu
Office Hours: M/W 10-11AM
Or By Appointment CCC 453

Time: T/TH 11AM-12:15PM
Classroom: CCC 231
Section 5

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 themselves anew as liberal arts 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 *Pecha Kucha* presentation
- Identify and explain various components of Japan culturally and historically as distinct from the United States.
- Analyze how cultural similarities and differences between Japan and the U.S. 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.

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, please know I am here for you!

Mini-Assignments, Experiential Learning, Co-Curricular Activities 10%

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 are also required to participate in events across the campus, especially events related to international or global issues such as the Study Abroad Fair tentatively scheduled for October 6, 2016. At two times during the semester, students will be expected to update their SPIN account and print co-curricular vitae for course credit.

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 26, 2016 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.

Film Screening Preparations, Poster, Brochure, and Creative Professionalism 10%

This class encourages students to become involved on campus by co-hosting a co-curricular event. In preparation for the event, we will work in small groups to produce promotional poster materials as well as an historically-grounded and culturally aware brochure contextualizing the film. Although we will not be graded on our technical skills, each group will receive credit for participating in the process, working as a team, supporting one another, and overall showing creative professionalism.

Active Reading, Note-Taking 10%

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. Please bring a three ring binder to hold all of your readings, handouts, reflections, and notes for this course. To ensure that students grapple with and master complex concepts, I will be checking the printed readings for evidence of “active” engagement and also checking that students continue to take notes. Students will be expected to apply the concepts and terms addressed in our readings and note-taking for their other written and oral assignments.

Critical Thinking, Information Literacy, and 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 techniques 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

***Pecha Kucha* Presentation and Final Reflection 20%**

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 “*Pecha Kucha* 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.

Evaluation Criteria

Expectations for Individual and Group 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.

$\left(\overset{\wedge}{\circ} \overset{\wedge}{} \right)$ —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.

$(\hat{\quad} - \hat{\quad})$ —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.

$(\circ - \hat{\quad})$ —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. But see the *emoji* is still hopeful, please come see me if you feel you are falling into this category too often.

Grading Scale:

For participation activities and professionalism, I will try to use the Japanese-derived *emoji* (emoticons) for assessing our performance. However, critical thinking exercises including Argument Maps and film or reading responses will be given numerical grades. Grades will be posted regularly on D2L. But please do not hesitate to meet with me in class, after, in my office about any concerns you might have.

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: LIBERAL EDUCATION AND YOU			
9/6	WELCOME! Embodying a Liberal Education at UWSP	Syllabus Mini Assignments	Bring Responses to Email Assignments
9/8	Why Liberal Education for UWSP and you? General Education IS for YOU!	PRINT “Why America’s Obsession with STEM Education is Dangerous” (2015) D2L	Bring Reading/Notes Bring 3 Ring Binder Post Mini Assignment Responses 9/9 11PM D2L Dropbox
WEEK 2 CRITICAL THINKING AND INFORMATION LITERACY			
9/13	Cultural Appropriation vs. Appreciation? Challenging Stereotypes of Japan	Cultural Appropriation Reading D2L	Bring Reading/Notes Bring Object/Image of “Japan”
9/15	UWSP Learning Resources: Conducting Original Research	Library Tour and Workshop with Dave Dettman in LRC 316 (Involvement Fair 6-8PM)	MEET Front of Library Facing the Sun Dial
WEEK 3 WHAT ANIMATES ANIME AND THE POWER OF MIYAZAKI			
9/20	Unpacking a Global Icon: Miyazaki Hayao	Miyazaki Reading D2L	Bring Reading/Notes
9/22	Anime as Historical Commentary: Examining Post-WWII Japan	1960s Japan Reading D2L	POST Argument Map and Responses in D2L Dropbox 9/25 11PM
WEEK 4 EXPLORING YOU AND RESEARCHING IN THE ARCHIVES			
9/27	Exploring Paths for YOUR Future	Take Some Time to Reflect, Walk in Schmeckle, Sit by Lake Joanis, Look at the Cupola	
9/29	Archives ROCK! UWSP, Stevens Point, and 1960s Japan	Bring a Notebook and Pencil, Phone/Camera for Images, Open Mind for New Old Things	MEET Library 5th Floor
WEEK 5 VISUALIZING FROM UP ON POPPY HILL			
10/4	Poster Workshop	Poppy Hill Reading D2L Bring Your Creativity	MEET in NFAC 215 Computer Lab BRING Reading

10/6	Poster Workshop Part 2	Bring Your Digital Files for the Poster	MEET in NFAC 215 Computer Lab Posters DUE End of Class for Printing
WEEK 6 PROMOTING CO-CURRICULAR LEARNING IN GEN ED			
10/11	What is Gen Ed Again? Campus "Groupie" Scavenger/Poster Party	Gen Ed Reading D2L Bring Enthusiasm and Smiles	Post Group Photos in D2L Discussion 10/12 11PM
10/13	Brochure Workshop: Historicizing the Film	Bring Historical Ideas, Archival Image Files, or other Brochure Materials	MEET in NFAC 215 Computer Lab BRING Group Scavenger Handout
WEEK 7 CREATIVE AND CRITICAL THINKING: UNPACKING CONTEMPORARY JAPAN			
10/18	Creating a Historically-Grounded, Visually Stimulating Film Brochure	Bring Digital Files	MEET in NFAC 215 Brochure DUE End of Class for Printing
10/20	Post-3.11 Japan: Fukushima 5 Years Later	Contemporary Japan Reading D2L	Post Argument Map in D2L Dropbox 10/21 11PM
WEEK 8 EMBODYING GLOBAL AWARENESS BY HOSTING A JAPANESE FILM SCREENING			
10/25	Global Awareness, Growth Mindset, and YOU	Growth Mindset Reading D2L Update SPIN Responses Online	PRINT Bring to Class SPIN Record
10/26	<i>From Up On Poppy Hill</i> EVENT	Film Screening Event 6PM DUC Theatre WE ALL MUST ATTEND (and Bring Friends) Arrive Early for Cosplay, Photos, and Ushering	DUC Theatre CLASS MEETS OFFICIALLY FOR THE FILM EVENT
10/28	Time to Recover, Reflect, Rejoice	Recover, Reflect, Revitalize	NO IN CLASS MEETING
WEEK 9 ON THE PATH TO A LIBERALLY EDUCATED GLOBALLY SAVVY SELF			
11/1	Debriefing, Exploring Majors, Fashioning Yourself Globally Aware	Exploring Majors at UWSP and Career Portal Links in D2L	Bring Questions on Majors, Minors, General Education
11/3	Historicizing Images of Japan and "Samurai"	<i>Samurai</i> Reading D2L	POST Letter and Film Response 11/7 11PM D2L Dropbox
WEEK 10 CHALLENGING IMAGES OF THE SAMURAI			
11/8	Blind Swordsman: <i>Samurai</i> or <i>Yakuza</i> ?	In Class Film and Worksheet <i>Zatōichi</i> (2003) Part I	

11/10	Warriors Tap Dancing in <i>Geta</i> ?	In Class Film and Worksheet <i>Zatōichi</i> (2003) Part II	
WEEK 11 NOODLES, TRADITION, NATIONAL NOSTALGIA			
11/15	Noodles as National Nostalgia?	Ramen Reading D2L	POST Argument Map and Response
11/17	<i>Ramen is Sexy</i> ?	<i>Tampopo</i> (1985) Part I	
WEEK 12 CREATING A MOTLEY COMMUNITY IN 1980s JAPAN, 2010s UWSP?			
11/22	Food as Identity	<i>Tampopo</i> (1985) Part II	
11/24	Thanksgiving Break		Embodied Learning EAT!
WEEK 13 KAWAII-----CUTE CULTURE IN CONTEMPORARY JAPAN			
11/29	Hello Kitty-chan! Pink Globalization and “Wink on Pink”	Debrief Film in Class Hello Kitty Reading D2L	
12/1	Cute Masquerade and the “Pimping” of Japan	Cute Reading D2L	POST Argument Map and Response 12/4 11PM D2L Dropbox
WEEK 14 GLOBAL AWARENESS AND GENERAL EDUCATION <i>PECHA KUCHA</i> STYLE			
12/6	YOU in 20 Slides	General Education Reading D2L	MEET CCC 307 Computer Lab
12/8	<i>Pecha Kucha</i> Workshop Part II	Update SPIN Activities with Responses Online	PRINT SPIN Record MEET CCC 307 Computer Lab
WEEK 15 MY LIBERALLY EDUCATED J-POP SAVVY GLOBALLY RESPONSIBLE SELF			
12/13	Envisioning our Future Selves	First 7 Presenters	Prepare to Engage and Evaluate Presentations
12/15	What does General Education mean for YOU?	Final Exit Survey and Next 5 Presenters	Come Prepared to Engage and Evaluate Presentations

FINAL EXAM EVERYONE MUST ATTEND: Monday, December 19 14:45-16:45 CCC 231 Final Reflection DUE D2L Tuesday December 20, 2016 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.