Japan Study 50th Anniversary Conference
“The Future of East Asian Studies at Liberal Arts Colleges”
October 5 - 7, 2012
Landrum Bolling Center (LBC), Earlham College

FRIDAY, OCTOBER 5

3:00 - 6:30.  Conference Registration, LBC Atrium

3:30 - 5:00.  Meeting of the Japan Study Campus Representatives, LBC 124

5:00 - 6:00.  Opening Reception, 1st Floor Gallery, Lilly Library

6:30.  Dinner, Richmond Room, 101 LBC

7:45.  Plenary Talks, Loose Lecture Hall, 105 LBC
“Japan Study: The Early Years,” Landrum Bolling, President Emeritus, Earlham College

SATURDAY, OCTOBER 6.  9:00 - 10:30.  LBC 208
Session One.  A Round Table Discussion

Collaboration: Building a Successful East Asian Studies Program
St. Olaf College has sought to develop an innovative East Asian Studies curriculum that is language-centered, interdisciplinary, and transnational. Collaboration with other departments, offices and international universities has been key to making the best use of available resources to build a vital program. Faculty from St. Olaf College will discuss successes and challenges in their recent collaborations and innovations in East Asian Studies and will invite discussion from other institutions about their experiences. We are hoping for an interactive discussion related to a wide variety of topics including interactions with admissions, academic support, the library, instructional technology staff, universities and organizations in East Asia, and foundations and government agencies.

Presenters:
Robert Entenmann, Professor of History and Asian Studies, St. Olaf College
Karil Kucera, Associate Professor of Asian Visual Culture, St. Olaf College
Kris MacPherson, Reference Librarian & Professor of Asian Studies, St. Olaf College
Kathy Tegtmeier Pak, Associate Professor of Political Science & Asian Studies, St. Olaf College
Barbara E. Reed, Professor of Religion and Asian Studies, St. Olaf College
SATURDAY, OCTOBER 6.  9:00 - 10:30.  LBC 201
Session Two.  Connecting with Japanese Universities

The Doshisha Peers: A Way for Students to Make Contact with Japan
Seeing interesting places is good, becoming friends with interesting people is better. But building such cross-cultural relationships between American and Japanese students is challenging, because among other things the Japanese students are often both busy and shy. The Doshisha Peers are a group of Doshisha students who were an integral part of the new Carleton Linguistics in Kyoto off-campus seminar. Recent changes in funding for globalization at some Japanese universities, plus a little social engineering, led to frequent, sustained contact between and Americans and Japanese, leading in turn to the opportunity for experiences no academic curriculum can easily provide. This talk describes how the program is structured, and the results of its first implementation in the spring of 2012.

Michael Flynn, Professor of Linguistics, Carleton College

Weaving Historical Ties: The Hope College-Meiji Gakuin University Exchange
Hope College (Holland, Michigan) and Meiji Gakuin University (Tokyo, Japan) share a long historical relationship; the valedictorian of Hope’s first graduating class (in 1879), Ogimi Motoichiro, joined the faculty of Meiji Gakuin University in 1884 and also served as a member of MGU’s board of trustees. This relationship, which began in the early years of each institution, continues to the present day, in the form of faculty exchange and long- and short-term student exchange programs. In our presentation we will talk about the shared history of Hope College and Meiji Gakuin and how both institutions’ commitment to continuing educational and cultural exchange has created rich opportunities for both Hope and MGU’s faculty and students.

Robert Hodson, Professor of Music Theory and Jazz, Hope College
Andy Nakajima, Associate Professor of Japanese, Hope College

SATURDAY, OCTOBER 6.  11:00 - 12:30.  LBC 208
Session One.  The Japanese Studies Curriculum: From Intro to Senior Seminar

Passages to Asia
Three faculty members will present on their courses, which are part of the required seminars program, first year writing seminar (Who are the Samurai), sophomore seminar (Contested History: The Decision to Bomb Hiroshima), and the senior seminar. Such courses are in part attempts by faculty to draw students to the study of Asia, while teaching writing, research, and critical thinking skills. A fourth faculty member will talk about Japanese language and society class that also enrolls non-majors.

Rose Bundy, Professor of Japanese Language and Literature, Kalamazoo College
Dennis Frost, Assistant Professor of East Asian Studies (History), Kalamazoo College
Yue Hong, Assistant Professor of Chinese, Kalamazoo College
Noriko Sugimori, Assistant Professor of Japanese, Kalamazoo College
**SATURDAY, OCTOBER 6. 11:00 - 12:30. LBC 201**

*Session Two. Cross-institutional Cooperation*

**A Strategy for Building a New Asian Studies Focus using Faculty Development and Cross-Institutional Cooperation**

Wabash College had not been able to offer a program in Asian Studies because of our small size and limited resources in language. Two years ago, Wabash College was awarded a $700,000 Mellon Grant to grow an Asian Studies program with an emphasis on China in cooperation with DePauw University, which has an existing Asian Studies program. The grant provides for a tenure-track interdisciplinary hire in Chinese language and history as well as a four-year, staged faculty development program to grow interest and expertise on both campuses and promote cooperation and joint programming. The panel will consist of the Wabash coordinator of the Mellon Grant as well as members of the Wabash and DePauw faculties who are participating in the program. We will talk about the outlines of the program and offer a mid-term evaluation.

Kealoha Widdows, Professor of Economics, Wabash College  
Dan Rogers, Associate Professor of Modern Languages, Wabash College  
Gilberto Gomez, Professor of Spanish, Wabash College  
Glen Kuecker, Professor of History, DePauw University  
Hiroko Chiba, Associate Professor of Modern Languages, DePauw University

**SATURDAY, OCTOBER 6. 12:30 - 1:45. Richmond Room, LBC 101**

**SATURDAY, OCTOBER 6. 1:45 - 3:15. LBC 208**

*Session One. Responses to the Luce Foundation Initiative on Asian Studies and the Environment*

**Asian Studies and the Environment: Three Approaches**

Faculty members from three colleges will discuss their development of new programs in response to the Henry Luce Foundation Initiative on Asian Studies and the Environment. Lawrence will develop multi-disciplinary programming and partnerships with organizations in China by focusing on the concept of Sustainable China: Integrating Culture, Conservation & Commerce in rural and urban settings. St. Olaf College is exploring multiple interactions with nine institutions in Japan and China, including online discussions via our new VIDEAS web site and research exchanges between students and faculty. Earlham will focus on the concept of resiliency and on understanding how societies cope with risk in different ways, using the village of Tanohata in Iwate Prefecture as a field site.

Yudru Tsomu, Assistant Professor of History Lawrence University  
Jesse Palmer, Assistant Professor of Japanese, Lawrence University  
Katherine Tegtmeyer Pak, Associate Professor of Asian Studies and Political Science, St. Olaf College  
Andrew Moore, Associate Professor of Geology, Earlham College
**SATURDAY, OCTOBER 6. 1:45 - 3:15. LBC 201**

*Session Two. Integrating Language Learning and Disciplinary Content*

**The Role of Japanese Language Education in East Asian Studies**

Language skills are a crucial foundation for Area Studies, regardless of the disciplinary interest of the students. Language teachers have long been striving ways to connect language learning to other disciplines. Our four GLCA/ACM Japanese language programs have begun to develop “pedagogy for the future” by integrating language and content, and developing collaborative and experiential learning programs across disciplines and majors in ways that will allow students prepare for successful future careers and strengthen the connection between language programs and other fields of study. This presentation will share and discuss what our Japanese language programs have done, what issues we face, and what we can do to strengthen Japanese language programs within and across our liberal arts colleges.

Hiroko Chiba, Associate Professor of Modern Languages, DePauw University
Rika Ito, Associate Professor of Japanese and Linguistics, St. Olaf College
Jun Kawabe, Instructor of Japanese, Ohio Wesleyan University
Yasumi Kuriya, Associate Professor of Japanese, Earlham College

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**SATURDAY, OCTOBER 6. 3:30 - 5:00. LBC 208**

*Session One. A Year at Waseda*

**The Japan Study Experience: A Year as Resident Director**

Former Resident Directors will share their experiences and impressions from their year at Waseda University. One goal of the session is to develop a way to commemorate the 50th anniversary of the program.

Dyron Dabney, Albion College, 2011-12
David Nordman, Coe College, 2010-11
Gilberto Gomez, Wabash College, 2009-10
Rob LaFleur, Beloit College, 2002-03
Joan Ericson, Colorado College, 2001-02
Michael Flynn, Carleton College, 2000-01
Kay Widdows, Wabash College, 1999-2000
Michael Schneider, Knox College, 1998-99
Joseph Adler, Kenyon College, 1996-97
Kathryn Sparling, Carleton College, 1992-93
Gary DeCoker, Earlham College/Ohio Wesleyan University, 1991-92
Michiyo Nagayama, Program Site Administrator, Waseda University, 1985 - present
**SATURDAY, OCTOBER 6.  3:30 - 5:00.  LBC 201**  
*Session Two. A Gallery Tour and Conversation*

**The Shining Jewel Lies in Your Hand: Buddhist Art from the Earlham Collection**  
*Using Art in Teaching about Asia: A Conversation and Gallery Tour*  
Karil Kucera will discuss her work with ASIANetwork involving her consultancy at Earlham in 2005 and the uses of the ASIANetwork art database on GLCA/ACM campuses. She will also invite participation in an ongoing dialogue about how to best use the remaining funds from the consultancy project. Meghen Jones will lead a tour of the exhibition “The Shining Jewel Lies in Your Hand: Buddhist Art from the Earlham Collection” that she curated in conjunction with her course Arts of Asia. She will also share her experiences leading student research on art objects in the College collection and discuss the uses of art within practice-based education.

Meghen Jones, Teaching Fellow in Japanese Studies, Earlham College  
Karil Kucera, Associate Professor of Asian Visual Culture, St. Olaf College

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**SATURDAY, OCTOBER 6. Evening**  
Dinner on your own in the Richmond area
7:30 p.m. Japanese Koto Performance: Yumi Kurosawa with Deep Singh (tabla)  
Goddard Auditorium, Carpenter Hall, Earlham Campus

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**SUNDAY, OCTOBER 7.  9:00 - 10:30.  LBC 201**  
*Session One. Maintaining, Nurturing, and Enhancing East Asia Studies Programs*

**The Future of East Asian Studies on our Campuses**  
How can we maintain and grow our East Asian Studies Programs in the face of many competing liberal arts programs on our campuses? In this roundtable we will discuss the challenges of working towards our common goal of developing and nurturing a strong Asian Studies Program. The four panelists represent institutions that are at different stages of this process: while some may have strong programs, others are finding that it is difficult to maintain a program in the face of changes in the administration, reallocation of funding, and loss of personnel. After we identify specific problems, we will address strategies such as fostering expertise in non-Asian specialists (“liberal arts” Asianists), promoting aspects of Asian Studies Programs that fit into the overall college mission statement, and pursuing foundation and government funding opportunities in order to strengthen our programs.

Joan E. Ericson, Professor of Japanese, Colorado College  
Brenda Jenike, Associate Professor of Anthropology, Lawrence University  
James Peoples, Professor of Anthropology, Ohio Wesleyan University  
Michael Tangeman, Associate Professor of Japanese, Denison University
Going Beyond One’s Comfort Zone: OWU’s New Curricular Changes Are Committed to East Asia

Ohio Wesleyan University recently implemented Travel Learning Courses. The purpose is to put theory to practice by having students travel beyond the classroom. This panel will discuss two courses which entailed travel to Japan: a Humanities course, titled “War Stories: The Depiction of the Pacific War in Literature and Film” and a language course, titled “Japan Inside Out.” The students’ experiences through these courses have not only enriched our East Asian Studies program but also introduced Japan to a wider audience on campus. Our effort to educate our campus on Japan focuses on how to integrate Japanese experiences across disciplines as a strategy to maintain campus interest in Japan while nurturing other Asian languages and cultures. This session will discuss how these two courses were planned and executed, following the Theory-to-Practice mission of Ohio Wesleyan University. We will also discuss recent developments in our East Asian Studies program including curricular successes and constraints at Ohio Wesleyan University.

Jun Kawabe, Instructor of Japanese, Ohio Wesleyan University
Anne Sokolsky, Associate Professor of Humanities-Classics, Ohio Wesleyan University

Rising Aspirations in an Age of Declining Expectations: Challenges for Experiential Learning in the “Post-Japan” Era

For a number of years, Knox College has offered our students a short-term study aboard experience in Japan called “Japan Term.” Our unusual calendar allows students to dedicate an entire 10-week term to the study of Japanese language, history, and culture followed by a three-week study trip in Japan. While this combination of immersive classroom training and experiential travel may satisfy assorted intellectual and pedagogical aims as well as serving institutional priorities, it is not without its challenges. Is it what our students really want? This panel seeks to stimulate conversation about changing student expectations for studying Japan and its impact our pedagogical agenda. To be sure, declining middle-class family incomes, high airfares, and a weak U.S. dollar have contributed to the challenges short-term study abroad programs face, precisely at the moment that we would aspire to do more with such programs. Of greater concern, however, is that students’ interest in a “total” immersive experience has declined in the era of waning Japanese preeminence. Whether this attitude is a product of Japan’s evolution in American consciousness or a broader problem for educating 21st century students about international topics deserves deep reflection.

Michael A. Schneider, Professor of History and Asian Studies, Knox College
William Young, Associate Professor of Philosophy, Knox College
Session One. The East Asian Studies Curriculum

Teaching East Asia in the Prairie: Bridging Gaps, Exploring Connections
Starting in the 1970s, Grinnell College has been gradually expanding its offerings in the non-European languages and regional studies, supported in part by grants available at the time. However, the recent economic downturn has slowed down this expansion and made us more cautious with our resources. Compounded with the inherent difficulty in providing a well-rounded education including instruction in Category III languages, East Asian Studies at Grinnell, like departments at other liberal arts institutions, faces new and old challenges at this juncture. In this panel presentation, faculty members in the East Asian Studies department at Grinnell, along with a grant writing specialist, will discuss how to bridge the gap between the “content” courses and language courses, to help students conduct research on East Asia at the undergraduate level, and to prepare students for graduate study, where a much higher level of language competency is expected. While looking at some specific examples from our own experiences, this panel will reflect upon how we would better build a program to nurture future East Asian scholars.

Mariko Schimmel, Assistant Professor of Japanese, Grinnell College
Jieun Kang, Humanities Librarian, Grinnell College
Matthew Johnson, Assistant Professor of History, Grinnell College
Richard Cleaver, Corporate, Foundation and Government Relations, Grinnell College

Session Two. Approaches to Courses and Programs: Entry, Disciplinarity, and Research

Decoding the "Interdiscipline" of Asian Studies: Grounding Entry Level Students in their Area Studies Major
Decoding disciplinary expertise for novices (particularly undergraduates) is now a common thread in the literature of the Study of Teaching and Learning movement [SoTL]. But how might area studies, with courses from multiple disciplines requiring integration into a seamless focus, serve undergraduates in similar fashion? Additionally, how might an area studies major map a sequential program of research practice onto its curriculum? Area studies majors face special challenges in this regard because of multiple entry points into the major and the lack of a consistent pattern of student movement through the major (due to students studying abroad or because of the array of different disciplinary courses comprising the major). A tested course designed to address these issues is part of the required curriculum for Asian Studies at St. Olaf College in Northfield, MN.

Kris MacPherson, Reference Librarian & Professor of Asian Studies, St. Olaf College
Introducing Disciplinarity in a First-year Area Studies Course

Students pursuing an area studies major like Japanese Studies or East Asian Studies run the risk of finding themselves at the end of their undergraduate career without a firm disciplinary grounding. Over the past two years, we have been revising “Introduction to the Study of Japan,” the required course for first-year Japanese Studies majors, to actively address this issue. Through readings and visits from faculty in a number of different disciplines, students in this course are asked to explore what it means to “study Japan” from a variety of academic disciplines. This talk describes one example of how students can be guided to a better understanding of disciplinarity and its relevance to their study of Japan.

Susan Furukawa, Visiting Assistant Professor of Japanese Studies, Earlham College

The Joint Major in Asian Studies: Area Studies with Disciplinary Grounding

In 2011-12 the Asian Studies Program at Kenyon College introduced the first “joint major” at Kenyon. The joint majors currently offered are Asian Studies/Art History, Asian Studies/History, Asian Studies/Chinese language, and Asian Studies/Religious Studies. The joint major differs from a double major in that only one "senior exercise" (senior year capstone project) is done. The advantage of a joint major over a stand-alone Asian Studies major is that it requires solid grounding in a disciplinary methodology (in one of the four joint departments). The Asian Studies requirements include at least two years of languages taught at Kenyon, or one year studied intensively abroad; at least one semester abroad; five area courses, and a senior seminar. The senior exercise -- typically a substantial research paper -- is done according to the specifications of the joint department, under the supervision of one of the Asian Studies faculty in that department.

Joseph Adler, Professor of Asian Studies and Religious Studies, Kenyon College

Kōans, Haiku, Logic: Teaching Japanese Philosophy as Japanese Philosophy

Despite post-colonialism, academic studies are still driven by methods developed in a Eurocentric context. This is especially the case in the field of philosophy. To qualify as philosophy, most discourses that originate outside of the Euro-American context have to undergo a litmus test that follows definitions or, at least, guidelines made in the U.S.A. or Europe. For example, Japanese academia traditionally distinguishes between Euro-American “philosophy” (tetsugaku 哲学) and Japanese “thought” (shisō 思想). At the same time, thinkers such as Inoue Enryō 井上円了 (1858-1919) and the Kyoto School philosophers have used the term “philosophy” to categorize works and thinkers from the Japanese tradition as well. This talk will suggest a way to delineate and teach philosophy that includes the Japanese intellectual tradition in the philosophical discourse without surrendering its academic rigor. I believe that similar strategies can also be applied to other academic disciplines employed in Japan Studies. (7.5 minutes)

Gereon Kopf, Associate Professor of Religion, Luther College
SUNDAY, OCTOBER 7.  11:00 - 12:30.  LBC 208

Session Two. Approaches to Courses and Programs: Entry, Disciplinarity, and Research (Continued)

Kanji Mastery: Language, Culture, and Ethnography for Japanese Language Learners
For the past decade (beginning with a first course taught at Waseda as RD in 2002-2003), I have taught a seminar called “Kanji Mastery” at Beloit College. It is organized as a course in linguistic anthropology, fieldwork, and textual analysis, and the goal is to set students on the path to mastering the written language in a way that will allow them to read widely and deeply in publications written in Japanese (historical and contemporary). My presentation will describe the course, some of the methods employed, and the post-graduation plans that emerge from it. In particular, I will analyze some of the most problematic areas for students as they move from textbooks to wide-ranging reading. My approach is anthropological and historical, and is meant to present a slightly different angle on the topic from the formidable linguistic and pedagogical literature on the subject.

Robert LaFleur, Professor of History and Anthropology, Beloit College

Additional information is available on the conference website:
https://www.earlham.edu/japan-study-conference