
HESSTON COLLEGE

日本の文化と言語

IDS 121: Transcultural Term – Japan

4 Credit hours – Spring / Summer 2017

Instructors: André Swartley, Heidi Hochstetler

Location: Hesston College (Spring)

Faculty Office: Kropf 101, (620) 327-8321

Hiroshima, Japan (Summer)

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Dates: March 25 – June 12, 2019

HESSTON COLLEGE MISSION STATEMENT

Hesston College, a college of Mennonite Church USA, educates and nurtures each student within Christ-centered community, integrating thought, life and faith for service to others in the church and the world.

Hesston College Student Learning Outcomes

I. Persons with intellectual and practical skills

- Oral and written communication
- Cooperation and collaboration

II. Persons who understand human cultures and the natural world

- Knowledge of the humanities

III. Persons of individual and social responsibility

- Self-reflection and self-awareness
- Intercultural competence and empathy

IV. Persons who understand faith through an Anabaptist-Mennonite perspective

- Awareness of one's own faith perspective within the context of the local and global community

V. Persons able to integrate and apply learning

- Synthesis and application of knowledge, skills, and responsibilities to new settings

Course Description

IDS 121 is an introductory study of Japanese language, culture, and history. The language and culture components focuses on key situational phrases, skills and behaviors essential for communication with native Japanese speakers, as well as culturally unique methods of nonverbal communication. The history component explores modern eras of Japanese history beginning with the Meiji Period, when Japan was “opened” to the western world, and continuing through to present day, with special focus on the events that led to and followed the atomic bomb being dropped on Hiroshima.

Course Outcomes

- Begin to demonstrate novice level competency in listening, comprehension, speaking, reading and writing in contemporary Japanese.
- Recognize differences between the practices and perspectives of eastern Asian cultures, particularly Japan, China, and South Korea.
- Demonstrate understanding of the nature of language and culture through comparisons between Japanese and English
- Compare cultural and social issues with the student's own society
- Develop understanding, appreciation, and empathy for cultures other than one's own
- Apply course material to personal views, and articulate changes in worldview
- Begin to challenge long-held personal beliefs about globally significant cultural events by learning about these events in the context of a culture other than one's own

Texts and Required Materials

Genki: An Integrated Course in Elementary Japanese (2nd Ed) by Eri Banno, et. al.

Inventing Japan: 1853-1964 by Ian Buruma (Modern Library, 2003)

Wanikani: A kanji learning application by Tofugu (free web-based subscription)

Content (Spring)

Coursework will be organized according to situations students will experience during the travel portion of the course: first-time greetings, in the classroom, shopping, traveling, etc. Students will learn to read and write samples of all three Japanese “alphabets,” including all 46 hiragana, portions of katakana, and a minimum of 30 kanji.

Content (Summer)

Coursework will be organized according the four periods of modern Japanese history (1868-present): Meiji, Taisho, Showa, and Postwar, with emphasis on the locations we will visit, particularly the city of Hiroshima. There will also be mini-lessons on important events that occurred in earlier periods in Japan, spanning ten centuries from ca. 700-1600 CE.

Methodology (Spring)

- Japanese language and culture will be examined through readings, videos, group activities, and interactions with native Japanese speakers at Hesston College and in Japan.
- Japanese grammar and vocabulary will be taught situationally in appropriate, authentic contexts.
- The course will be conducted a combination of English and Japanese so that students will have opportunities each lesson to hear and speak Japanese.

Methodology (Summer)

- A survey of modern Japanese history (1868-present) and culture will be presented through readings, videos, group activities, and visits culturally significant locations in Japan, including multiple UNESCO World Heritage Sites, and all three historical capital cities of Japan: Nara, Kyoto, and Tokyo.
- Students will spend 10 days in Hiroshima, visit the Atomic Bomb Dome and Peace Park, and hear first-hand testimony from an atomic bomb survivor
- During the first half of the course in Hiroshima, students will attend discussion-based language and history classes every day and complete assignments in the evenings. During the second half of the course, students will travel to the locations mentioned above and deliver detailed presentations about the historical and cultural significance of those locations.

Evaluation

- Students will take short reading and writing quizzes in class
- Students will perform short dialogues based on situations studied in class
- Students will send simple email messages in Japanese to their assigned partners at Hiroshima Shudo University.
- In Japan, students will be required to complete simple “survival” assignments which will require navigating city streets, public transportation, supermarkets, and shopping centers in Japanese.
- Students will make detailed and well-researched presentations about the culturally and historically significant locations we visit in Japan.
- Students will write a detailed and well-researched position paper on the dropping of the atomic bomb on Hiroshima.