



KIIS Japan 2-week, Summer 2021

ARC 401 Topics: Introduction to Manga and Anime

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Office hours: on site and by appointment

Syllabus subject to change

1. Course Description: The popularity of Japanese animation (anime) and manga is increasing worldwide. This course introduces students to these contemporary forms by considering anime and manga as literary genres, medium, art, culture, and industry. We will review the history of manga and its animated form from AD 1000 to the present, focusing on the period from post-WWII to the present. Both new and experienced students will explore series and topics in depth, studying the manga and anime forms and comparing them against other artistic works. Course taught in English.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes: This course will have as its primary core domain oral, written and visual communication. It will also incorporate aspects of multicultural and international thinking, aesthetic and artistic thinking, social, ethical and historical thinking, and information literacy.

- I. At the end of this course in the domain of oral, written and visual communication you will demonstrate the ability to:

1. Read and analyze a comic book and TV series text closely and thoroughly;
2. summarize a text by communicating its information and concepts;
3. create new texts, based on the texts in class, both visually and orally through group work;
4. express ideas through a variety of written and visual genres;
5. enhance their writing skills by employing strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and feedback of instructors and peers;
6. evaluate inferences and assumptions in inductive arguments;
7. evaluate the implications and consequences of an argument;
8. apply knowledge in others' texts to individual work;
9. enhance critical thinking skills through various forms of writing, low, medium, and high stakes;
10. engage actively with the subject matter through various forms of writing, low, medium, and high stakes;
11. reflect in writing on your learning and writing processes.

II. In the domain of multicultural and international thinking you will demonstrate the ability to:

1. understand that Japanese manga and anime have different narrative traditions and techniques than other graphic texts such as U.S. comics and animation;
2. identify and evaluate the fundamentals of language, politics, and history that shape the current world;
3. recognize and appraise the major issues, concerns, and problems of a super-national or global scope in the current world (including, but not limited to depictions of international business in Japan's current role as a soft power and peace and war through depictions of the Russo-Japanese War, Sino-Japanese War, World War I, and World War II);
4. use reflective judgment and communicate personal opinion/stances related to ethical standards and resolution of ethical dilemmas surrounding modern Japanese history;
5. understand that the very topic of modern Japan is defined, investigated and assessed vis-à-vis other countries and their cultures as well
6. recognize and assess diversity within, and interactions among, current world nations, peoples, and cultures, and how these help shape the world.

III. In the domain of aesthetic and artistic thinking, you will demonstrate the ability to:

1. analyze, evaluate, and synthesize information from and into a variety of mediums, analyzing, evaluating, and creating texts/performances in a variety of genres;
2. convey understanding of a text's message;
3. think, speak and write about how the various literary elements of a text, including but not limited to plot, theme, character, tone, and literary tropes, contribute to a coherent whole; and how the genre of a text might affect the presentation of these aspects;
4. understand how, in addition to genre, the type of text, i.e.. high literature vs. popular culture, might affect its presentation and your reactions to it;
5. transplant the texts you have read into other genres and literary and non-literary representations.

IV. In the domain of social, ethical and historical thinking you will demonstrate the ability to:

1. understand how manga and anime are a product of the culture that created them, and how they resonate with any culture that examines them;
2. recognize the limits set on the depiction and investigation of Japanese culture in translation, and how these limits throw greater weight to the texts themselves;

V. In the domain of information literacy you will demonstrate the ability to:

1. establish an inquiry-based research question;
2. develop and implement a search strategy;

3. evaluate sources of information;
4. use information effectively for a specific purpose;
5. use information ethically and legally.

4. Major Topics covered in the Course:

- Historical overview of manga and anime
- Genre-specific overview (Shonen, Shojo, fantasy, and family)
- Industry, fandom, and soft power

5. Required Readings and Materials:

- 1) McCloud, Scott. *Understanding Comics: The Invisible Art*. William Morrow Paperbacks, 1994.
- 2) Schodt, Frederik L. *Manga! Manga!: the World of Japanese Comics*. Tokyo: Kodansha International, 1983.

6. Graded Assignments:

- **Class participation:** This grade is based on the student ability to use the readings in rich discussion and engage in the activity. The hand out for the participation grading procedure and rubric will be provided in class.
- **Reading Responses:** For many of the classes, I will ask you to write **a response to the readings**. We will discuss these responses in class and learn to ask questions that critically analyse these responses. These are low-stake assignments in which you will practice learning outcomes that are based in reasoning and representations. You may use these as a stepping-stone for your 1-page analyses or short papers.
- **In-class exercises:** These are mostly ungraded low- and mid-stake assignments that we will use to practice learning outcomes that are based in reasoning, representations, and information literacy.
- **Art/comics:** You will have several in-class and take-home assignments that require you to form manga frames and panels. For these we will be practicing what a manga artist and an animator actually do. These will be low-stake assignments in which you will practice learning outcomes that are based in reasoning and representations.
- **1-page analyses:** These graded mid-stake assignments that we will use to practice learning outcomes that are based in reasoning, representations, and information literacy. You will be graded on a scale of 100-70. You may use these as a stepping-stone for your short paper.
- **Place and Text Project:** Each student will use Japan as a backdrop for learning about manga and anime. With this project, students will write up a 2-pg journal entry that documents their chosen experience. Students will observe the journey to the site, take notes on the site, and observe the journey on the return. They will choose one aspect to write about in a paragraph. Each journal entry should be related to manga or anime. This is a high-stakes assignment in which you will be assessed in reasoning, representations, and information literacy. We will practice for this group assignment in group discussion sessions, in-class exercises, a library introduction meeting, class sessions, and group meetings.
- **Presentations:** Each student will be responsible for leading **2 (TWO) discussions** during the semester on a topic from the syllabus that interests them. Each discussion will be no more than 15 minutes. The first discussion will follow a character, theme, or topic throughout the primary text to understand the text more carefully. The second will present a manga or anime term to your classmates, offering examples from manga or anime that we have read. You will need to have a secondary reading or reference that you will cite for this presentation. These discussions can be a stepping stone for your final paper and they are your opportunities to receive feedback from your classmates about your final paper topic. Ultimately, the goal of your discussions should be to help your classmates understand and learn from the materials. These are high-stake assessments in which you will be assessed in reasoning, representations, and information literacy. We will practice for these assessments through group discussion sessions, a library introduction meeting, class sessions, and individual meetings with the instructor. **You are required to meet with the professor before each presentation.**
- **Final Project:** Each student will complete a **5-8 page sequence analysis as the final project**. I suggest that you work on this slowly, section-by-section so that you don't feel rushed at the end. This is a high-stake assignment in which you will be assessed in reasoning, representations, and information literacy. We will

practice for these assessments through group discussion sessions and individual meetings with the instructor.

7. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

8. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

9. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / andrea.anderson@wku.edu) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/brochure2019update.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

<u>Grading Scale:</u>	Attendance and Participation	10%	<u>Final Grades Evaluation:</u>
	Reading Responses	10%	A: 100-90
	Art/comics	10%	B: 89-80
	1-page analyses	10%	C: 79-70
	Presentations (2)	10%	D: 69-60
	In-class writing /quizzes	5%	F: 59-0
	Place and text project	25%	
	Final Project	20%	

Late assignments:

Late assignments **will not be accepted**. The exceptions to this policy are, of course, serious illness. If either happens, we will discuss options.

Course policies:

- A. Academic Dishonesty Policy: The first instance of academic dishonesty will result in a zero for the assignment. The second instance of academic dishonesty will result in a course grade of F. I will report the sanction to the KIIS office.
- B. Incomplete Policy: I give incompletes only if the student has completed 95% or more of the course, and a verifiable emergency occurs. Incompletes must be finished by the start of the next semester.
- C. You are expected to **read the texts** and familiarize yourself with big concepts before coming to class. **Failure to bring your text or your notes on the readings to class means that you will be unable to participate in the discussions and results in a loss of participation points for the day and an unexcused absence from class.**
- D. Be prepared to take notes and participate in discussions.
- E. **Show respect** to your instructor, classmates, and yourself. Be responsible and considerate.

CLASS SCHEDULE

Friday, July 2nd: Class Introduction / Origins of Manga: Kibyoshi and emaki

Reading assignment due: Schodt, "A Thousand Million Manga" AND 28-49 in *Manga! Manga!*
McCloud, "Understanding Manga"
<http://sundaycomicsdebt.blogspot.com/2011/02/understanding-manga.html>
McCloud, *Understanding Comics* (Chapter 1)
<http://en.rocketnews24.com/2014/04/22/classic-japanese-painting-picture-scroll-of-a-fart-battle-is-exactly-what-it-sounds-like/>

#1 Reading Journal: Origins of Manga

Saturday, July 3rd: 1920s and 1930s manga and anime

Reading assignment due: McCloud, *Understanding Comics* (Chapters 2 & 3)
Schodt, 49-59 in *Manga! Manga!*
<http://manga.about.com/od/historyofmanga/a/mangahistory2.htm>
<http://www.tofugu.com/2014/04/09/anime-before-it-was-anime>
<https://www.youtube.com/watch?v=ShzmzcJM7QI>
<https://www.youtube.com/watch?v=v94TNEQpiO4>

Character frame due

1-page frame Analysis of a 1920s or 1930s manga due via email before class

Sunday, July 4th: 1940s manga and anime / Tezuka Osamu

Reading assignment due: McCloud, *Understanding Comics* (Chapters 4 and 5)
Schodt, 160-187 in *Manga! Manga!*
Condry, *Soul of Anime*, pgs. 16-23, 101-109
<https://www.youtube.com/watch?v=fcFVw8moe3c>
<https://www.youtube.com/watch?v=gJMnNScrnTw>

Character strip due in class

#2 Reading Journal: 1940s manga and anime

Monday, July 5th: Characters and characterization / Industry and fans

Reading assignment due: Abel and Madden, *Drawing Words & Writing Pictures*, pgs. 126-143 (MU Online)
Schodt, "The Comic Industry", pgs. 138-147
McCloud, *Understanding Comics* (Chapter 6)

#3 Reading Journal: Tezuka Osamu's anime

Place and Text #1 Due via email after class: Characters about town

Tuesday, July 6th: *Shonen and Shojo* anime and manga

Reading assignment due: Schodt, 188-237 in *Manga! Manga!*
Schodt, "Flowers and Dreams" in *Manga! Manga!*
McCloud, *Understanding Comics* (Chapter 7)
<https://www.youtube.com/watch?v=k06vLz3LnkU>

1-page analysis on shojo manga due via email before class

Character Strip #2 due in class

Place and Text #2 due via email after class: Used bookshops and manga café

Saturday, July 10th: Family dramas

Reading assignment due: Hasegawa, Machiko. *The Wonderful World of Sazae-san*.
Monkey Punch, *Lupin III*: http://mangakakalot.com/chapter/lupin_iii/chapter_1
<https://www.youtube.com/watch?v=KhVhFVzr4iA>

#4 Reading Journal: Family characters

1-page analysis on a mascot tied to one of the places we visited due via email before class

Sunday, July 11th: Dreams, Hallucinations, and Reality / Japan's soft power

Reading assignment due: Schodt, "The Future", pgs. 148-158

Yano, Christine. "Introduction: Kitty – Japan – Global."
https://www.youtube.com/watch?v=_dWqSGx3joA

Final Project Proposal Due

Monday, July 12th:

Fantasy and the super heroine

https://www.youtube.com/watch?v=DEjPLxIa_0c

<https://www.youtube.com/watch?v=nJgEkfGjnv0> (Just episode 1)

#5 Reading Response: Chick lit turned upside down?

Place and Text #3 due in via email after class: Kyoto International Manga Museum

Wednesday, July 14th: Final project presentations

Final Project Due in class