ARC 401 Topics: Introduction to Anime, Manga, and Webtoons

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Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description: The popularity of Japanese animation (anime) and manga and Korean webtoons is increasing worldwide. This course introduces students to these contemporary forms by considering anime, manga, and webtoons as literary genres, medium, art, culture, and industry. We will review the history of manga and webtoons 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, webtoons, 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: Some topics covered in the course include soft power and its impacts on Japanese and Korean popular culture, the importance of historical and cultural contexts as they pertain to Japanese and Korean comics/webtoons, genres of comics and webtoons and common themes, as well as critical analysis of specific comics.

5. Required Readings and Materials:
1) Selected PDFs provided through Google Classroom/Drive\

6. Graded Assignments:

Grading Scale:			Final Grades Evaluation:
	Engagement/Professionalism	10%	
	Reading Responses	10%	
	Sketch Journal	10%	A: 100-90
	1-page Analyses	10%	B: 89-80
	Presentations	10%	C: 79-70
	Short Papers	10%	D: 69-60
	In-class Assignments	5%	F: 59-0
	Place and Text project	15%	
	Final Project	20%	

Class Attendance:
1) **Students are expected to attend all class meetings.** KIIS does not tolerate absences from class meetings.
2) Tardiness will prevent you from taking quizzes or doing writing assignments that are usually given at the beginning of each class. **Two (2)** tardy arrivals or early dismissals become **one (1) absence. Anything over 10 minutes will fall in this category.**

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 <u>F.</u> 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.

Assessments and Student Practice:
All assignments are structured to progressively build upon each other, guiding students towards the development of their final projects. Each assignment serves as a steppingstone, strategically interconnected and scaffolded within the course curriculum.

- **Engagement and Professionalism (10%):** This grade is based on the student's ability to use the readings in rich discussions and engage in the class activities, as well as overall participation.

- **Reading Responses (10%):** You will write **a response to four readings this semester**. We will discuss these responses in class and learn to ask questions that critically analyze 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 steppingstone for your 1-page analyses or short papers, so be sure to be specific and have cited evidence and examples.

- **In-class Assignments (5%):** 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. They will take the form of in-class quizzes, group activities, and so on.

- **Sketch Journal (10%):** You will create 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 do. These will be low-stake assignments in which you will practice learning outcomes that are based in reasoning and representations.

- **1-page analyses (10%):** These graded mid-stake assignments that we will use to practice learning outcomes that are based in reasoning, representations, and information literacy. You may use these as a steppingstone for your short paper, and they must include at least one properly cited source that supports the analysis from the course materials or outside sources.

- **Short Papers (10%):** You will have **two writing assignments of 2-3 pages**. The first will be a close reading. The second will be a critical analysis with a developed thesis. These are high-stake assignments in which you will be assessed in reasoning, representations, and information literacy. The third will be a sequence analysis which you will complete in sections, turning these in as you finish. The final day, you will hand in a completed sequence analysis of 5-8 pages that includes proper citation for evidence/examples from the course materials or other outside sources. We will practice for these assessments through group discussion sessions and workshops, peer reviews, individual meetings with the instructor, and paper drafts.

- **Place and Text Project (15%):** Each student will use Japan and Korea as a backdrop for learning about manga and webtoons. With this project, students will write a 2-3 paragraph journal entry that documents their chosen experience and makes connections to the course materials. 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, manhwa, webtoons, and/or anime and include connections to course materials. This is a high-stakes assignment in which you will be assessed in reasoning, representations, and information literacy. We will practice for this in group discussion sessions, in-class exercises, class sessions, and group meetings.

- **Presentations (10%):** 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 5-7 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 steppingstone 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, class sessions, and individual meetings with the instructor. **You are required to meet with the professor before each presentation.**

- **Final Project (20%):** 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, and ability to use properly cited evidence and examples for support. 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. Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.
Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: https://libguides.wku.edu/stylewrite/ai.

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.

- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.

- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.

- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.

- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- <u>Plagiarism:</u> Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.

- <u>Data Manipulation:</u> Using AI tools to alter data or create misleading information.

- <u>Misrepresentation of Skills:</u> Using generative AI to complete tasks that are meant to assess your knowledge and skills.

- <u>Confidentiality Breach:</u> Using AI tools that might violate KIIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

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9. 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 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 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.

10. 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, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@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/titleix/titleixbrochure2020.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.