

## **WJC COURSE DESCRIPTIONS –FALL 2026**

\* This is the list of course descriptions as of February 2026 and it is subject to change.

### **JAPANESE LANGUAGE AND CULTURE COURSE (JLC) (in Japanese)**

(秋学期) \*全科目必修

#### **JLC 日本文化・博多学入門 I (一木)**

このクラスは私たちが日々生活し、学んでいる福岡 / 博多の歴史と文化について基本的な知識を提供することを目的としている。福岡は日本第 6 位の人口を持つ日本有数の大都市の一つであるが、歴史的にも長い歴史と豊かな文化的伝統を持っている。福岡地域は古代日本における先進地域であったし、中世には日本で最も栄えた港として世界的にその名前を知られていた。福岡/ 博多の歴史を読んでいくとき、卑弥呼、平清盛、足利尊氏、豊臣秀吉といった日本の歴史上重要な人物たちがこの地域とかかわりを持っていたことがわかる。受講生はこうした福岡 / 博多の歴史と文化について学ぶ。教室内の講義だけでなく、このクラスでは様々な史跡や博物館へのフィールドトリップを通して、福岡 / 博多に現在も残る様々な歴史を体感する。その二つを通して、受講生には福岡 / 博多の持つ歴史的な意味や文化的豊かさを体感してもらいたい。

#### **JLC 日本文化と「余白」(高原)**

この講義では、日本の文化芸術における「余白」の美を鑑賞します。芸術とは、絵画、彫刻、映画、音楽、舞台、文学などの多様な審美的な表現様式のことであり、文化と密接に関係しています。日本の芸術の「余白」に注目し、「余白」をとおした日本文化の特徴を考えます。代表的な日本の芸術の表現様式をみると、なにも表現されていない部分が「余白」として存在することがわかります。絵画などの視覚芸術における余白、建築や彫刻など立体芸術における空間的な余白、文学における言葉の余白、舞台芸術などにおける動作の余白などです。ですが、「余白」はなにもない空白ではありません。「余白」は、わたしたちの想像の広がりを生むことのできる何かに満ちているのです。また、「余白」は日本のコミュニケーションの特徴ともいえます。「余白」を鑑賞する題材として、長谷川等伯の『松林図屏風』、江戸時代初期に建築された『桂離宮』などの日本の代表的芸術をとりあげます。また、書道と茶道の実技も行います。ゲストスピーカーには、国際日本文化研究センターの研究者も予定しています。

#### **JLC ジェンダーと日本社会 (ハオ)**

我々は自分の生活している社会を理解し、社会現象について判断するために、様々な分析のツールが必要である。ジェンダーは、そのためのツールの一つだ。本講義では、ジェンダーとは何かを説明した上で、ジェンダーというツールを通して、日常生活における様々なジェンダー現象を分析することを試みる。例えば、現在は女性だけではなく、男性も脱毛を始めている人がいるが、それはなぜでしょうか。#MeToo 運動は起こったが、なぜ広がらなかったのか。日本の学校教育では、どのような性教育が行われているのか？このような質問について一緒に考え、ジェンダーと日本社会との関連も視野に入れて、ディスカッションを通して勉強し、議論を重ねてみましょう。

# **JAPANESE CONTEMPORARY CULTURE AND SOCIETY COURSE (JCCS)**

## **(in English)**

### **JCCS Introduction to Japan and Hakata Studies I: History and Culture (Ichiki)**

※compulsory

This course intends to give students basic knowledge on Fukuoka / Hakata where we spend our daily lives. Fukuoka / Hakata has a long history and rich cultural tradition. It is one of the most developed areas in ancient Japan, and one of the most important ports in medieval Japan. Thus, students will be exposed to the history and cultural tradition of Hakata / Fukuoka through both in-class studies and field studies. Through various workshops and field trips, students are expected to feel the rich cultural heritage of Fukuoka / Hakata. In so doing, students are encouraged to enhance their understanding of Fukuoka / Hakata by conducting their own research on the topics in Hakata studies.

### **JCCS Food Business and its Environmental Impact in Modern Japan (Shinkai)**

This course explores modern Japanese culture and society in the context of globalization, using food and environmental industries as key lenses. Students will examine topics such as food business and marketing, food culture, production and consumption patterns, food safety, and issues surrounding food loss, waste, and sustainability. Through these themes, the course offers deeper insight into how contemporary Japan navigates cultural change, economic pressures, and environmental challenges.

### **JCCS Environmental Issues and Policies in the Globalization (Iwasaki)**

This course aims to increase understandings of the contemporary culture and society in the globalization through selected topics related to environmental issues and policies particularly in Japan. Topics include natural resource management, global environmental change, and environmental governance in Japan.

### **JCCS Gender in Contemporary Japan (Hao)**

To what extent did the #MeToo movement take off in Japan and how to make sense of it? Why do sex workers in Japan object to both abolition movements aiming to eliminate prostitution and rights groups striving to advance the rights of those engaged in sex work? The pension system of Japan exempts the pension premium of full-time housewives, but does it really benefit these women? Why do boys almost always outperform girls when it comes to physical strength tests at schools both inside and outside Japan? In the process of addressing these questions, this gender studies course will expose students to local and global issues with which feminist researchers have grappled, and the classical and contemporary gender theories which gender studies scholars have advanced. Together we will be listening to the voices of the marginalized (not limited to women) and diving into various aspects of the questions mentioned above.

### **JCCS Contemporary Japan through Popular Culture (Ichiki)**

This class intends to explore the shift in Japanese society as well as Japanese mindset in the late postwar era, namely since 1970s to the present. We have to look back into the 70s Japan because Japan in the 70s was completely different from Japan we know today; 1970s Japan was not an economic giant in the world, it was not a major exporter of the pop culture. Thus, the major purpose of this class will be to see how and when Japan has changed into the country we know today. In thinking about the mindset of contemporary Japanese, we will focus on “the bubble economy” of the late 1980s and the subsequent “lost decade” in the 1990s. The events in the two decades affected Japanese not only economically but also socially and psychologically. In this class, we will pick up events in this time period, for example, bubble economy, Great Hanshin Earthquake of 1995, Tokyo Subway Sarin Gas Attack, “Sakakibara incident” among others, and discuss the impact they had upon Japanese minds. While this class tries to analyze contemporary Japanese society, it is important to note that this class intends to do so by looking at Japanese pop culture of the time. Pop culture, films, Tv dramas, mangas, animes, J pop music, and popular novels, just to name a few, offers an interesting perspective in observing Japanese society. Students will be exposed to the world of Japanese pop culture and are expected to shed different light on Japanese society today.

### **JCCS Reading and Writing Japanese Stories (Nagaoka)**

This term, in the first two thirds of the course, we will read short stories by multiple Japanese authors including Haruki Murakami and Yasunari Kawabata. Students will read English translations and occasionally refer to the original Japanese texts, focusing on the depiction of emotions and/or the emotional absence in Japanese fiction. We will also discuss literary devices and effects, and motifs and themes characteristic of Japan. In the latter one third, students will write their own short stories (in English) inspired by the Japanese fiction and class discussions. Those stories can be one or two pages long. We will read all the submitted stories and exchange further discussions.

### **JCCS Modern Architecture and Urban Space in Japan (1900-present) (Yang)**

The survey course examines the development of modern and contemporary architecture and urban space in Japan within political, economic, social, and cultural transformations throughout the twentieth century. It offers students opportunities to understand a variety of building, such as Meiji government offices, commercial department stores, and two-floor residential buildings (bunka house), within specific historical and regional circumstances. The class will also explore the rich resource of architecture in Fukuoka and Kyushu. In particular, we will explore how modern Japanese architects reinvented traditions and incorporated international and regional elements into the formation of modern architecture and city space. In addition to coursework, the class takes field trips to visit modern buildings and urban landscape in Fukuoka.

### **JCCS Re-imagining Japanese National Cinema (Lee)**

National cinema is defined by two key functions: to reflect a nation's culture - historically, socially, and politically - and to construct a unified national identity both for domestic and international audiences. In this course we will examine the role cinema has in shaping Japanese national identity, and how certain films reinforce traditional nationalistic ideals, while other films present alternative cinematic identities that includes minority groups, such as Zainichi Koreans and Okinawans, and a more multicultural landscape. By the end of this course, students will not only acquire the fundamental critical and technical skills to discuss and analyze films in depth but will develop a deeper understanding of Japanese national cinema and the complexities of truthfully portraying a society and people on film.

### **JCCS Studying Japanese and Western Narratives through the Films of Hayao Miyazaki (Preslar)**

In this course we will discuss aspects of Japanese narratives and culture found in the films of Hayao Miyazaki, and we will discuss the ways these films relate to and contrast with Western influences. In particular, we will view three films directed by Hayao Miyazaki: Howl's Moving Castle (2004), Spirited Away (2001), and Ponyo (2008). In addition, we will also examine some Western works that relate to these films: Howl's Moving Castle (1986) by Diana Wynne Jones, The Adventures of Alice in Wonderland (1865) by Lewis Carroll, and The Little Mermaid (1837) by Hans Christian Anderson. We will discuss the ways that the films viewed in this class reflect and comment on both historical and contemporary Japanese cultures, and we will discuss the narratives and themes of each work.

### **JCCS Studying Anime and Manga(Cheng Chua)**

Globalization and Japan is usually connected with the oft researched policy of "Cool Japan." Impressions on the policy is that it emphasizes popular culture, particularly anime and manga, as the media that promotes this movement. Courses on anime and manga tend to focus on an analysis of the object, whether it is a particular anime or manga title. This course aims to fill the gap, by shifting the focus to the industries as popular culture cannot exist without the complex structures of business, form and application of anime and manga.

### **JCCS Ancient and Premodern Arts of Japan (Laly)**

This art history course introduces the aesthetics of ancient and premodern Japanese Art by offering a survey of Japanese cultural and artistic productions since the Jōmon period (c. 14,000 and 300 BC) to the Edo period (1603-1868). The examples studied in class include sculptures, ceramics, lacquerware, paintings, and architecture. The students will acquire a kaleidoscopic understanding of ancient and traditional Japanese arts and crafts, their production, their use, and their meaning. Through the analysis of various examples of Japanese cultural and artistic elements produced over centuries, the students will also acquire a better understanding of Japanese history, culture, and society in general.