

Preface: On the Symposium's First Trip Abroad

The first three “Japan in the World, the World in Japan: A Methodological Approach” events were organised in Japan, where we (Carmen Săpunaru Tămaş and Irina Holca) are based. The Okayama University workshop brought together a small group of people, for just one afternoon, but the issues raised were big enough to convince us that a second iteration was necessary, with more instructors participating in the conversation. This led to a two-day event, with parallel sessions, foreign participants, demo lessons, and student poster presentations, held at Otemae University. At this point, our original interest in teaching Japanese Studies in English at tertiary level in Japan (essentially, an English-as-medium-of-instruction, or EMI approach) intersected with the methodologies of using Japanese Studies content to teach English (content and language integrated learning, or CLIL). Participants from Thailand or the Philippines brought into focus the teaching of “Japan” in languages other than English, too. Furthermore, the teaching of Japanese language through/in conjunction with Japanese Studies was also tackled by

some of the participants, along with the teaching of Japanese-specific content (literature, history, culture) as part of the bigger contexts of world literature or history, comparative culture, or Asian Studies. Such emerging intersections were further discussed at the third “Japan in the World” symposium, organised in collaboration with Osaka University’s Center for Japanese Language and Culture. Given the Center’s mission, the issue of finding the best balance between teaching Japanese language and culture was one of the focal points of the discussions. Also, many instructors dwelt, one way or another, on difficulties stemming from a need to make the best out of dwindling student numbers on the one hand, and institutional pressures to keep those students enrolled and satisfied, on the other, while also maintaining educational and academic standards.

In March 2019, the symposium was organised for the first time outside of Japan, at the Sainsbury Institute for the Study of Japanese Arts and Cultures, the University of East Anglia. The aim of taking the event on a trip abroad was to learn how Japanese studies (and language) were taught “in the world,” and especially in the UK. One new thing that became clearer after this iteration was the way in which Japan-specific content is integrated at British universities in departments whose focus is not the study of Japan, but, for example, history and literature in general, or area studies, and in some cases Asian Studies at large. This holistic approach can, and has served to encourage conversations encompassing wide, overlapping areas, whose cultures had

previously been investigated as separate/ different, or even “unique.” This is a particularly useful approach in the case of research and teaching focusing on phenomena from outside the so-called “West.”

The event, supported by generous grants from the Sainsbury Institute for the Study of Japanese Arts and Cultures and the Great Britain Sasakawa Foundation, had two keynote speakers: Gregory Poole, professor of social anthropology and Vice-president of International Affairs at Doshisha University, Japan, and Aya Ezawa, lecturer in the sociology of Japan at Leiden University in the Netherlands. In his talk, professor Poole explored ways of developing transnational faculty and interdisciplinary programs of study within the confines of local institutional bureaucracy and administrative practices. His observations were based on two decades of work in Japanese institutions of higher education, both national and private. The main question his talk addressed was the possibility of building “global *jinzai*” (human resources) within systems that function with “local” human resources. On the other hand, professor Ezawa focused on the evolution of research and teaching Japanese studies in Europe in the past several decades, a process that is continuing at an ever faster pace in this day and age, when Japan has become easily accessible to increasing number of potential students because of the global reach of Japanese popular culture, and via the internet. Her talk examined the shifting geopolitical and institutional context that define area studies and social science research on Japan, exploring

teaching and research innovations in the Japanese studies of the 21st century.

The symposium also included a so-called “Founders’ panel,” in which Tămaş, Holca, and Erin L. Brightwell, the original three members of the “Japan in the World” forum, reflected on the birth and growth of their project, revisiting challenges posed by teaching about Japan in newly created EMI programs at Japanese universities (such as the lack of general guidelines or coherent academic identities), and discussing new problems, encountered as these programs developed. Brightwell questioned the ideological and practical implications of having English as a *lingua franca* of Japanese studies, while Tămaş tackled the issues encountered in creating new courses for foreign students, and Holca focused on the uniquely challenging format of the “intensive course,” common in Japanese universities, but not so much abroad.



In the featured roundtable “New Directions in UK Japanese Studies,” recently appointed (within five years) Japanese Studies lecturers discussed the innovative methods

they were implementing in their teaching. Oleg Benesch, from the University of York's Department of History, tackled the issue of "Modern Heritage and Memory in Japan and Britain," while Fusako Innami, assistant professor in the School of Modern Languages and Cultures at the University of Durham, gave a short statement on "Air Pressure: Working with Atmospheric Power Dynamics." Both scholars provided valuable insights about what it means to teach one's specialisation within more general contexts, i.e., to students of history and literature, but not necessarily of Japan/ Japanese. Jennifer Coates from SISJAC introduced the research she had conducted together with University of California PhD student Deanna Nardy, on "Fostering Diversity and Educating Allies." They focused on ways of turning the diversity of the student body in East-Asian/ Japanese studies departments in a positive experience for all involved, an environment that fosters overall learning and growth. Next, Jamie Coates and Mark Pendleton, both from the School of East Asian Studies at the University of Sheffield, briefly introduced new technological directions ("On Practice and Method") and Japanese Studies beyond Japan ("In and Against Area Studies"), respectively. Last but not least, Victoria Young, from the Faculty of Asian and Middle Eastern Studies at the University of Cambridge, talked about her experience teaching Japanese literature (especially from Okinawa), and the challenges encountered when "Translating the Borders and Margins of Modern Japanese Literature."

The panel "Experience Japan: Interactivity and Exchange to Advance Education about Japan in the UK," organized by

the Japan Society - the leading independent body in the UK dedicated to the enhancement of British Japanese relations - introduced some of the activities the society is involved in; they showed how students at primary and secondary school level are offered various opportunities to learn about Japan in a “hands-on” fashion, through cross-cultural outreach and engagements projects.

This volume contains chapters based on the talks given at the symposium by Joy Hendry (Oxford Brookes University, UK), Joff Bradley (Teikyo University, Japan), Ra Mason (University of East Anglia, UK), David Uva (Doshisha University, Japan), Michael Tsang (Newcastle University, UK), Eriko Tomizawa-Kay (University of East Anglia, UK), Akiko Tomatsuri (University of East Anglia, UK), as well as on the presentation given at a previous iteration of our event by Roman Paşca (Kyoto University, Japan). Hendry and Bradley reflect on holistic, interactive approaches to the teaching of Japan, while Mason and Uva introduce new methodologies for Japanese history classes. Tsang discusses the ways in which he combines teaching about popular culture and translation, and Tomizawa-Kay focuses on the role played by concepts such as transnationality and interdisciplinarity in her class, “Introduction to Japan.” Finally, Tomatsuri and Paşca introduce ways in which they tackle the problems encountered when teaching courses that integrate language (be it Japanese or English) and content.

The symposium featured three more insightful presentations which are not included in the current volume.

Angela Drăgan of the Japanese Department at the “Dimitrie Cantemir” Christian University (Romania) talked about the active learning methods (museum visits, etc) she uses when teaching an introductory course in Japanese culture. Cecilia Fujishima from the Shirayuri University (Japan) presented on the materials and active learning style (as opposed to rote memorisation) she employs in her course on Japanese history, taught as part of the Comparative Culture stream of the English Department at her university. Finally, Ian Rapley, from the University of Cardiff, talked about “Translations and Neologisms in the Opening of Japan: Language and Japan in the World,” introducing a classroom exercise meant to bring the issue of language in the foreground and encourage students to think about the various issues surrounding the translation of concepts.

The participants shared with the event organisers that they were glad to be given the chance to talk about how they bring the results of their research into the classroom. Many said pedagogical challenges are insufficiently discussed at academic events, which usually focus on introducing the participants’ research. Thus, they found the presentations given by their peers at the “Japan in the World, the World in Japan: A Methodological Approach” symposium very informative, and told the organisers they would like to participate in similar events in the future. Continuing the symposium’s “world tour,” the next iteration will take place this fall at the Faculty of Arts, School of Eastern Languages of Chulalongkorn University (Thailand). We hope to spark

further conversations with instructors teaching about Japan in languages other than Japanese or English, in different institutional settings and cultural environments.

We would like to express our heartfelt gratitude to the Great Britain Sasakawa Foundation and the Sainsbury Institute for the Study of Japanese Arts and Cultures for their generous financial support, as well as Jennifer Coates, the local organiser at SISJAC/ UEA, without whom the event would not have happened. Last but not least, we also thank Dr. Simone Livieri, the designer of our posters and book covers, for his continuous work and dedication.

The editors

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Teaching as Sharing: An Approach Particularly Valuable in an International Class

Joy Hendry (Oxford Brookes University)

This paper offers a few reflections on a lifetime of teaching in various contexts and capacities, drawing out some examples which have worked particularly well for me, and which I hope may be of interest and aid to those involved in teaching about Japan in the wider world. My teaching started before I became an anthropologist, and even before I went to study in Japan, but many of the experiences I have accrued could work in broader situations. The account will be somewhat personal, but I hope that the principles I extract will prove helpful to others in quite different situations. The idea of teaching as sharing occurred to me along the way, quite serendipitously, but I think it worth thinking about as a good approach from the start.

My initiation into teaching was actually quite unintended. I had travelled to Montreal as a young science graduate wondering how to proceed with my life and doing what I guess nowadays would be called a “gap year.” A godfather

I had met only when I was a baby lived there, there was a big World Exposition being held in that city, and Canada was encouraging immigrants from Europe by offering subsidised air fares and a work permit on arrival. EXPO 67 was in fact very influential in my life, because it impressed me profoundly, and as the next one was due to be held in Japan in 1970, I decided to start learning Japanese so that I could apply for a job in the British pavilion and visit the country that was presented so appealingly in Montreal.

Many other young people had travelled to Montreal that winter and jobs were not easy to come by, especially in the area of journalism which I had decided to try and pursue, but I did eventually manage to find a couple of teaching jobs. My science degree qualified me for teaching in those days – young graduates were not as plentiful as they are now – and the two schools which offered me employment threw me into a steep learning curve. The morning job was in an Orthodox Jewish girls' school, where a pupil on the front row of the first class I encountered announced proudly that they had managed to get rid of their last teacher! It was not an easy entrance, but I did rapidly learn to win around those girls, and I also learned a lot about Judaism because they sensed my interest and kept me informed! I didn't realise it at the time, but I am sure that this experience played a part in my becoming an anthropologist. In the afternoons, I was teaching at a school for boys who had been expelled from their previous schools but were applying to university. They could have been difficult, but on the whole they weren't. They needed to move on.