

ATENEO DE MANILA UNIVERSITY
 Loyola Schools
 Generic Course Syllabus for 2nd Semester, School Year 2012-2013

Department	Japanese Studies Program	School	Social Sciences
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Course No.	FLC1-JSP
Course Title	Japanese Language and Culture 1
No. of Units	3

Course Description:

This course is for beginners in the study of Japanese language. It is designed to equip students with the level from memorized proficiency to the beginning of elementary proficiency. In the end of the course, students are able to recognize and write all the syllabic characters (hiragana and katakana) and some kanji characters (around 15 characters), read some or all isolated words and phrases, and speak simple sentences needed for daily conversation using the polite grammatical form. It introduces topics on Japanese society and culture in order to form the foundation of cultural literacy.

Course Objective/s:

- 1) Achieve the elementary level of proficiency in daily conversations and transactions in Japanese, specifically;
 - a. Acquire a very basic range of simple expressions about personal details and needs of a concrete type.
 - b. Listen to and understand very simple statements if the speech is aimed directly at oneself and is slow and clear.
 - c. Conduct conversations and transactions in short, simple terms.
 - d. Read and understand short and simple texts and fixed phrases
 - e. Write in short, simple sentences where one went, what one did, etc., and,
- 2) Obtain basic knowledge and an insight of Japan and develop a cross-cultural understanding.

Course Outline:

	Linguistic competence	Linguistic knowledge
introduction	<ol style="list-style-type: none"> 1) Can read write Japanese words in Hiragana 2) Can greet by using fixed phrases 	Japanese syllabic sound system, writing system, greetings
Lesson 1	<ol style="list-style-type: none"> 1) Can introduce oneself in short simple terms to classmates about one's specialty, age, year level in school, and place of origin. 2) Can introduce oneself in a short paragraph about one's specialty, ethnicity, year level in school. 3) Can ask a person one had just met at a party or an event for his/her name, hometown, occupation, etc., or give such information when asked. 4) Can ask or answer what time it is now. 5) Can ask or answer what one's telephone number is. 6) Cultural activity 1 	Desu-pattern, question sentences, noun1-no-noun2, time and age: hiragana
Lesson 2	<ol style="list-style-type: none"> 1) Can ask the seller the price of something being sold and understand the answer. 2) Can order food or drink with simple expressions such as "this please" while pointing to a sample or a picture on a menu at a restaurant. 3) Can ask the directions in very short, simple sentences. 4) Can ask and answer who something belong to. 	Demonstrative pronouns, Negative sentences, ending particles, classroom expressions: katakana

	<ul style="list-style-type: none"> 5) Can ask and answer what something is in very short, simple sentences. 6) Can read and write a short, simple paragraph with words in Katakana 7) Cultural activity 2 	
Lesson 3	<ul style="list-style-type: none"> 1) Can discuss in short, simple sentences where one will go, what one will do, or where one goes, what one does, etc. 2) Can write in short, simple sentences where one will go, what one will do, or where one goes, what one does, etc. 3) Can suggest to a friend to do something together in a specific time, and respond to it. 4) Can tell one's schedule of the day in short, simple sentences. 5) Can write one's daily routine in short, simple sentences with time in Kanji. 6) Cultural activity 3 	Verb conjugation, verb types and the present tense, particles, time reference, word order, frequency adverbs, topic particle: 15 kanji
Lesson 4	<ul style="list-style-type: none"> 1) Can ask and tell the locations in short, simple sentences. 2) Can discuss in short, simple sentences where one went, what one did, etc. 3) Can write in short, simple sentences where one went, what one did, etc. with the time expressions in Kanji. 4) Can describe how many hours one did activities. 5) Can ask and answer how often one did activities when he/she was a child or in high school. 6) Can discuss and set a certain activity in a weekly schedule in short, simple sentences. 7) Cultural activity 4 	Locational existence, locations, past tense, particles, days/weeks/months/years: 14 kanji
Lesson 5	<ul style="list-style-type: none"> 1) Can describe something and persons in simple terms. 2) Can tell whether one likes or dislikes something. 3) Can suggest friends a plan of action. 4) Can write a postcard in short, simple sentences to one's family or friends on a trip or daily activities with some Kanji. 	Adjectives, degree expressions, volitional form, counting: 14 kanji

References (optional):

Banno, at al. 2011. *Genki: an integrated course in elementary Japanese I*. Tokyo: the Japan Times. pp. 34-145 (grammar, patterns) and pp. 290-311 (writing).
 Also see: <http://genki.japantimes.co.jp/index.html>
 The Japan Foundation. 1986. *Basic Japanese-English dictionary: an easy-to-use dictionary for beginners*. Bonjinsha/Oxford: Hong Kong [locally available].
 Makino, Seiichi and MichioTsutsui. 1986. *A dictionary of basic Japanese grammar*. The Japan Times: Tokyo [JSP Library].

Department	Japanese Studies Program	School	Social Sciences
Course No.	FLC2 JSP		
Course Title	Japanese Language and Culture 2		
No. of Units	3		

Course Description:

In this course of elementary Japanese, students develop sufficient comprehension beyond memorized proficiency to understand statements about simple ideas in areas of immediate need or on familiar topics. Sufficient knowledge of the writing system includes kanji characters (around 75 characters) and some compound characters to meet basic practical needs.

Course Objective/s:

Students will have the ability to maintain simple face-to-face conversations within the scope of their limited language experience using the plain grammatical form. Students continue to acquire basic knowledge on Japanese society and culture in which the language is embedded, and develop the more integrated understanding of it.

Course Outline:

Lesson 6	て-forms of verbs and adjectives, describing reasons/causes, volitional form, directions
Lesson 7	Progressive/state/ form, S+が+Adj, joining sentences, verb stem+purpose(こ), counting people, family terms
Lesson 8	Short/informal forms, ないで-form, pronoun の, interrogative+か and も
Lesson 9	Past tense short forms, qualifying nouns with verbs and adjectives, colors
Lesson 10	Comparison, adjective/noun+, adjective+なる, particle で

References (optional):

Banno, Eri, Yutaka Ohno, Yoko Sakane and Chikako Shinagawa. *Genki: An Integrated Course in Elementary Japanese I*. Tokyo: The Japan Times, 1999

Department	Japanese Studies Program	School	Social Sciences
Course No.	FLC3-JSP		
Course Title	Japanese Language and Culture 3		
No. of Units	3		

Course Description:

In this course of elementary Japanese, students develop sufficient comprehension beyond memorized proficiency to understand statements about simple ideas in areas of immediate need or on familiar topics. Sufficient knowledge of the writing system includes kanji characters (around 75 characters) and some compound characters to meet basic practical needs. Students will have the ability to maintain simple face-to-face conversations within the scope of their limited language experience using the plain grammatical form. Students continue to acquire basic knowledge on Japanese society and culture in which the language is embedded, and develop the more integrated understanding of it.

Course Objective/s:

This course aims to help students acquire further proficiency in speaking, listening, reading, and writing Japanese. It also aims to provide students with a solid understanding of basic grammatical structures in Japanese. Coverage includes Lessons 11-15 of the textbook *Genki*, and approximately 78 more kanji.

Course Outline:

1. Genki Lesson 11

- ~たい
- ~たり、~たりする
- ~ことがある
- noun A や noun B
- 漢字 [手紙 好近明病院映画歌市所勉強有旅]
- 単語
オーストラリア お菓子 お正月 男の子 お祭り おもちゃ 温泉 女の子 外国 歌手 川
キャンプ こちら 今学期 社長 授業 将来 神社 釣り ドライブ ビール 美術館 ホス
トファミリー 湖 山 夢 ルームメイト
うそをつく おなかがすく 飼う サボる 取る 習う 登る 働く 疲れる やめる けんかす
る 紹介する ダイエットする 遅刻する 留学する
後 出身 そして ~だけ ~点 久しぶり まあまあ もっと

2. Genki Lesson 12

- ~んです
- ~すぎる
- ~ほうがいいです
- ~ので
- ~なければなりません / ~なきゃいけません
- ~でしょう
- 漢字 [昔々 神 早起 牛 使 働 連 別 度 赤 青色]
- 単語
足 意味 お手洗い おなか 風邪 彼女 彼 気温 曇り 試合 ジュース 政治 成績 せ
きのど 歯 花 晴れ 服 二日酔い プレゼント ホームシック マイナス 物 雪 用事
甘い 痛い 多い 狭い 都合が悪い 悪い 素敵な
歩く 風邪をひく 興味がある なくす 熱がある のどが渴く せきが出る 分かれる 緊張

する 心配する

お大事に 元気がない たぶん できるだけ ~でしょう ~度 二三日 ~ので 初めて
もうすぐ

3. Genki Lesson 13

➤ Potential Verbs

➤ ~し

➤ ~そうです

➤ ~てみる

➤ なら

➤ (period)に (frequency)

➤ 漢字 [物 鳥 料理 特 安 飯 肉 悪 体 空 港 着 同 海 昼]

➤ 単語

ウエイター お宅 大人 外国語 楽器 空手 カレー 着物 広告 紅茶 言葉 ゴルフ セ
ーター 象 バイオリン バイク 物価 文法 弁護士 募集 店 やくざ 約束 レポート 私
うれしい 悲しい からい 厳しい すごい 近い いろいろな しあわせな だめな
編む 貸す がんばる 泣く みがく 約束を守る 感動する
いらっしゃいます ~回 ~キロ じつは 全部 ~と申します
一日 二日 三日 四日 五日 六日 七日 八日 九日 十日

4. Genki Lesson 14

➤ ほしい

➤ ~かもしれません

➤ あげる／くれる／もらう

➤ ~たらどうですか

➤ number+も／number+しか+negative

➤ 漢字 [彼 代 留 族 親 切 英 店 去 急 乗 当 音 楽 医 者]

➤ 単語

兄 大家さん お返し 奥さん おじさん おばさん グラス クリスマス ご主人 皿 時間
チケット チョコレート トレーナー ぬいぐるみ ネクタイ バレンタインデー ビデオカメラ
夫婦 ホワイトデー マフラー 漫画 マンション みかん みなさん 指輪 ラジオ 両親
履歴書
欲しい けちな
送る 似合う あきらめる あげる くれる **できる** 相談する プロポーズする
同じ ~君 こんな ~たち わたしたち ちょうど どうしたらいい よく
~こ ~さつ ~だい ~ひき ~本

5. Genki Lesson 15

➤ Volitional Form

➤ Volitional Form+とおもっています

➤ **~ておく**

➤ Using Sentences to Qualify Nouns

➤ 漢字 [死 意味 注意 夏 魚 寺 広 転 借 走 建 地 場 足 通]

➤ 単語

インターネット 絵 映画館 外国人 家具 クラブ 経験 結婚式 地震 締め切り ジャケ
ット 習慣 税金 卒業式 そば 地図 電池 庭 発表 番組 プール ペット 保健 予定
旅館 割引券
広い
売る 下ろす 描く 探す 誘う しゃべる 付き合う 着く 保険に入る 気をつける 調べる

見える 観光する ～にする 卒業する 予約する
一日中 ～けど 最近 ～番 ～目 もう一度

References:

Banno, Eri, Yutaka Ohno, Yoko Sakane and Chikako Shinagawa. *GENKI: An Integrated Course in Elementary Japanese I (2nd edition)*. Tokyo: The Japan Times, 2011. (pages to copy: pp. 250-288, pp. 340-350)

Banno, Eri, Yutaka Ohno, Yoko Sakane and Chikako Shinagawa. *GENKI: An Integrated Course in Elementary Japanese II (2nd edition)*. Tokyo: The Japan Times, 2011. (pages to copy: pp. 26-95, pp. 276-294)

ATENEO DE MANILA UNIVERSITY
Loyola Schools
2nd Semester, School Year 2012-2013

Department	Japanese Studies Program	School	Social Sciences
Course No.	FLC4-JSP		
Course Title	Intermediate Japanese 1		
No. of Units	3		

Course Description:

This course is a bridge between the elementary level and the intermediate level. The course develops the language ability of students to get some main ideas and locate routine information of relevant significance in more complex text as well as TV and visual media, make conjecture at unfamiliar vocabulary if highly contextualized. Students are able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands, and write simply about a familiar current events or daily situations. Additional kanji characters and compounds will be taught in the course as well.

Course Objective/s:

This course aims to help students acquire further proficiency in speaking, listening, reading, and writing Japanese. It also aims to prepare students to enter the intermediate level of Japanese language learning. Coverage includes Lessons 15-23 of the textbook *Genk. In the end of the course, students are expected to use approximately 200 kanji.*

Course Outline:

Lessons 15-23 of *Genki: An Integrated Course in Elementary Japanese II*

References:

Banno, Eri, Yutaka Ohno, Yoko Sakane and Chikako Shinagawa. *Genki: An Integrated Course in Elementary Japanese II*. Tokyo: The Japan Times, 1999.
 Banno, E. et al. (2009). *Kanji Look and Learn イメージで覚えるげんきな漢字512*. Tokyo: The Japan Times.
 Nakagawa, C. et al (2010). *ShokyuBunkei de DekiruNihongoHatsuon Activity 初級文型でできるにほんご発音アクティビティ*. Tokyo: Asuku.

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Department	Japanese Studies Program	School	Social Sciences
Course No.	FLC 5 JSP		
Course Title	Intermediate Japanese 2		
No. of Units	3		

Course Description:

This course of the intermediate-level Japanese prepares students to be independent language users. Students understand the main points of standard input on familiar matters regularly encountered in the daily life, and have the ability to competently deal with most situations. They acquire the ability to produce simple connected text on topics which are of personal interest, and describe experiences, events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. Kanji characters and compound characters will be taught (around 75 characters). Students finishing this course can take the Japanese Language Proficiency Test N4.

Course Objective/s:

The objectives of this course are:

- (1) To train students to have improved proficiency in reading intermediate Japanese
- (2) To train students to be able to use a paper dictionary to search for unfamiliar kanji characters
- (3) To improve student's listening comprehension in intermediate Japanese

Course Outline:

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References (optional):

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ATENEO DE MANILA UNIVERSITY
Loyola Schools
2nd Semester, School Year 2012-2013

Department	Japanese Studies Program	School	Social Sciences
Course No.	JSP171.6		
Course Title	Special topic: Japanese Films		
No. of Units	3		
Pre-requisite	N.A.		

Course Description:

The course takes the student into another way of understanding and analyzing the Japanese through the Japanese films. By no means a comprehensive survey of Japanese cinema, the course treats the films as texts and artifacts where we can articulate concepts like kinship, honor, loyalty, obligation and the like. The course assumes that, however keen the treatment of Japanese films using the Japanese discourses, the films would generally be viewed from the perspective of the Filipino students mediated by a facilitator who is also Filipino.

Course Objective/s:

- The course aims to:
1. introduce students to Japanese cinema as a discourse
 2. present to students to basic Japanese cultural and societal concepts that would lead them to understanding another culture
 3. read films as texts and view them as artifacts by which to understand and analyze Japanese culture and society.
 4. emphasize intertextuality in the reading of images and concepts in Japanese films.
 5. develop an appreciation among students for Japanese films.

Course Outline:

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| 1. Introduction and Historical overview of Japanese cinema (week 1-3) |
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- a. traditional Japanese theatre
- b. history of Japanese cinema
- c. problematizing culture and arts, cinema and society
2. Revisiting Old Masters or Through the Mist and the Sound of Swords (week 4-6)
 - a. Kurosawa Akira and his images (*Rashomon/ Seven Samurai/ Yojimbo*)
3. Questioning Cultures (week 7-8)
 - a. The Cultures of ItamiJuzo (*The Funeral/Minbo/The Taxing Woman*)
4. Cinema and Orientalism (week 9-12)
 - a. The Geisha (*The Sea Was Watching*)
 - b. The Samurai (*Gohatto*)
 - c. The Yakuza (*Wolves*)
5. Anime, Anime (week 13-14)
 - a. *Perfect Blue*
 - b. *Grave of the Fireflies*
6. Portraying the Japanese/Imaging Japan: (week 15)
 - a. Shall We Dance/SharuUiDanzu
 - b. Rhapsody in August

References:

- Anderson, Joseph L. and Donald Richie. *The Japanese Film. Art and Industry*. Princeton: Princeton University Press. 1989.
- Barrett, Gregory. *Archetypes in Japanese Films*. London: Associated University Press. 1989.
- Davis, Darrell William. *Picturing Japaneseness*. New York: Columbia University Press. 1996
- Goodwin, James. *Akira Kurosawa and Intertextual Cinema*. Baltimore: The Johns Hopkins University Press. 1994.
- Ivy, Marilyn. *Discourses of the Vanishing*. Chicago: The University of Chicago Press. 1995.
- Napier, Susan J. *The Fantastic in Modern Japanese Literature; the Subversion of Modernity*. London: Routledge. 1996.
- Turim, Maureen. *The Films of OshimaNagisa*. Berkeley: University of California Press. 1998.

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Department	Japanese Studies Program	School	School of Social Sciences
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Course No.	JSP 174
Course Title	Japanese Food Culture
No. of Units	3

Course Description:

An introduction to Japanese culture from the perspective of food. This course exposes students to various aspects of food culture of Japan such as procurement, production, processing, distribution, consumption, and waste and recycling. The discussion includes the scrutiny of Japanese food in the areas of politics, economy and culture. It may employ the historical approach, the gastronomic analysis as well as approaches in the cultural studies.

Course Objective/s:

In the end of the course, students are expected to:

- 1. Understand the multidisciplinary approach to and the framework of critical examination of food within culture, society, economy, politics and science,*
- 2. Acquire knowledge of contexts of food in Japan such as the nation-state building, identity, bioethics, globalization and transnationalization, and;*
- 3. Develop a comparative viewpoint and deepen the understanding of their own food culture.*

Course Outline:

- I. The dietary history of Japan*
 - 1. Introduction: the historical framework*
 - 2. Prehistoric era: hunting gathering*
 - 3. Establishment of a rice-growing society: agriculture*
 - 4. Formative period of Japanese dietary culture*
 - 5. The age of change*
 - 6. The maturing of “traditional” Japanese cuisine*
 - 7. Changes in the modern age*
- II. The dietary culture of the Japanese*
 - 1. You are what/how you eat.*
 - 2. Socio-economic context in the kitchen*

3. Construction of "Japanese" food

4. Globalization of Japanese food and national identity

References (optional):

Ashkenazi, Michael and Jacob Jeanne (2003). *Food Culture in Japan*. Santa Barbara, California: Greenwood Publishing.

Belasco, Warren James (2008). *Food: the Key Concepts*. Berg: Oxford Press.

Bestor, Teodoro (2004). *Tsukiji: The Fish Market at the Center of the World*. Berkeley: University of California Press.

Cwierka, Katarzyna (2007). *Modern Japanese Cuisine: Food, Power and National Identity*. London: Reaktion Books.

Du Bois, Christine, Tan, CheeBeng, & Mintz, Sidney (2008). *The World of Soy*. Singapore: National University of Singapore Press.

Ishige, Naomichi (2001). *The History and Culture of Japanese Food*. London: Routledge.

Issenberg, S. (2008). *The Sushi Economy: Globalization and the Making of a Modern Delicacy*. New York: Gotham Books.

Tuttle Publishing. Mintz, Sidney and Du Bois, Christine (2002). The anthropology of Food and Eating. *Annual Review of Anthropology* 31:99-119.

Ohnuki-Tierney, Emiko (1993). *Rice as Self: Japanese Identities through Time*. Princeton: Princeton University Press.

Rath, Eric (2010). *Food and Fantasy in Early Modern Japan*. Berkeley: University of California Press.

Rath, E. & Assman, S. (2010). *Japanese Foodways, Past and Present*. Chicago: University of Illinois Press.

ATENEO DE MANILA UNIVERSITY
Loyola Schools
2nd Semester, School Year 2012-2013

Department	Japanese Studies Program	School	Social Sciences
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Course No.	JSP175
Course Title	Japan and ASEAN
No. of Units	3
Pre-requisite	None

Course Description:

This course focuses on Japan as a dialogue partner of ASEAN. It examines its foreign relations with Southeast Asia and its impact on its relations with Northeast Asia, and vice versa. As a background, it begins with the memories of World War II, and how these affect the relations of the former Japanese-occupied states with Japan. It then proceeds with the discussion of specific political and economic issues. It also analyzes the construction, implementation, and effectiveness of Japan's soft power.

Course Objective/s:

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Course Outline:

References:

