

College of Arts and Sciences, Humanities Division  
University of Hawai'i at Hilo  
Japanese Studies Program, Seven Year Review  
Submitted by Christopher A. Reichl, Program Director  
Japanese Studies Program  
November 2006

**Japanese Studies, Philosophy of the Program, Program Goals, Curricular Program, role in UH system and in UHH mission and strategic plans.**

I The Japanese Studies Program at the University of Hawai'i at Hilo is a response to the mission of multiculturalism and promotion of cultural diversity while complementing a strong interest in the local ethnic community of Hilo and the Big Island. More generally, Japanese Studies programs throughout the US reflect the international and domestic importance of Japan as bilateral partner in exchanges that are economic, social and cultural. Japan also exists as donor of one thread of our national ethnic weave.

The mission of the undergraduate degree program in Japanese Studies is to offer students a broad range of coursework, language learning and some opportunities to help faculty with research, that is designed to develop an understanding of Japan in all its dimensions: culture, society, language, art, political science, history, music and others. The Japanese Studies major, as well as the Japanese Studies minor, provides undergraduate research opportunities, a liberal arts foundation, and preparation for a variety of careers. The major and minor also allow local Japanese Americans to enact a program of filial piety and extend respect to the culture and society of their parents, grandparents and ancestors.

The Japanese Studies Program provides multidisciplinary study of Japanese culture and society centered on a core of language study. It is of special interest to students who pursue advanced degrees and/or careers in Japanese Studies and in related professional areas, including international business, tourism, journalism, government service, the arts, translation, and, in general, cultural brokerage between Japan and the West. In addition, those who are simply interested in Japanese culture and society will derive considerable benefit from the Japanese Studies major.

The Japanese Studies Program is made possible only by the dedication and hard work of its volunteer faculty. The stipend paid to the Director is the only financial support given to this program (\$100/month). All of our courses are provided by cooperating faculty in other academic departments as the result of cross-listing. Without the dedication of our volunteer faculty, this program, which provides significant remuneration to UH-Hilo as the result of tuition payments by its dozens of majors, would not exist.

**NOTE CONCERNING DESCRIPTIVE STATISTICS**

Despite having worked with Brendan Hennessey, Institutional Research Analyst, there remain basic problems with the required data for Japanese Studies. The most serious is the fact that students who consult the Registration Guide to consider Japanese Studies courses are instructed to register for the CRN of the primary listing, not Japanese Studies. In fact, for every one of the

dozen listed courses in Japanese Studies (Fall 2006 Registration Guide), students are told to register under another CRN, corresponding to JPNS, ANTH, HIST or PHIL. As a result, there is no meaningful data describing the numbers of Japanese Studies majors/non-majors who take Japanese Studies courses. Communication with the University Registrar indicates that this is a peculiarity of the software used to register students. An additional problem with descriptive data is that we are provided with detailed data for only the years 2004 - 2005, and 2005 - 2006.

II There are two main types of students in the Japanese Studies Program, and we have developed separate curricula for them:

1. Non-native speakers of Japanese: these students are trained to master the Japanese language in structural aspects such as Japanese linguistics, as well as literature and translation. The language is put into social and cultural context in the coursework identified above.

2. Native speakers of Japanese: these students are trained to master the English language in structural aspects such as linguistics, as well as literature and translation. The language is put into social and cultural context in the coursework identified above. These native speakers of Japanese are also enabled to develop explicit knowledge of Japanese language phonology, morphology, semantics and syntax.

[APPENDIX] Find attached, copy of catalog program description and course offerings.

### Goals for Student Learning in the Major

Among the learning goals for students who major in Japanese Studies are:

1. Appropriate language ability:

a. Japanese language ability and expertise for non-native speakers of Japanese.

b. English language ability and expertise for native speakers of Japanese.

As a result of this language study, students develop a deep appreciation and understanding of Japanese civilization, and an appreciation of the Japanese world view (expressed in cultural practices) as it views Japanese and non-Japanese.

2. An appreciation of how Japanese culture pervades and influences family structure, styles of interaction, and ways of communication.

3. The ability to integrate information from the different approaches to the study of Japan and mold it into a broader understanding of Japanese language, culture and behavior.

### Special Features of the Japanese Studies Program

The Japanese Studies Program supports the General Education core and the mission of the University of Hawai'i as a comprehensive regional university with a special focus on Asia and the Pacific region. The program offers a number of courses that can be used to fulfill the Hawaiian/Asian/Pacific Area requirement (HAPA).

In past years, UH-Hilo offered students the opportunity to visit and study in Japan through the Foreign Field Experience course (Interdisciplinary Studies 393). Dr. Honda has guided summer tours of Japan. Dr. Ohara has been active in making possible student exchange within the Center for Global Exchange and has been mentor of the Japan Club, popular among Japanese Studies majors, Japanese (Language) majors, and non-majors.

Page 11 of the General Catalog spells out the mission of UHH. As one of the academic programs in the College of Arts and Sciences, the Japanese Studies Program contributes to the broad goals of the mission as stated. As an interdisciplinary program, it effectively maximizes existing resources from both Humanities and Social Sciences Divisions. This facilitates a broadening of the scope of academic endeavor within the university.

### **III The Japanese Studies Program Structures and Reputation**

1) Is the Japanese Studies Program fulfilling state, regional, national needs and expectations?

The inclusion of Japanese Studies at UHH is an indication of the state's commitment to provide a comprehensive liberal arts institution. Japanese Studies contributes to the state's needs in this respect. In addition, the quality of the Program is at a level which is impressive for institutions of comparable size. As an institution within the Asian Pacific region or Asian Pacific Rim, the Program is an important contributor to an understanding of the cultural differences in this region.

2) Is the curriculum adequate to meet the needs of students, given their diversity and abundance?

As suggested by the promotional literature of UHH, the Big Island is, in fact, a living laboratory for UHH students. In the case of Japanese Studies, numerous local institutions facilitate contact between Japanese Studies majors and representatives of Japanese culture and society. Those include organizations that further Japanese history, music, art, religion, language, politics and government, among others. These opportunities make it possible for UHH Japanese Studies majors to experience a wide range of Japanese cultural institutions. Dr. Reichl has included a former student in linguistics research that resulted in a co-authored publication (2002) and has often included students in fieldwork that illuminated local Japanese American religions.

3) How up-to-date is the curriculum for current and future students seeking careers inside and outside of academia?

The Japanese Studies Program is designed to expose students to various perspectives on Japan, past and present, and to enable a student to continue in the academic study of Japan and, more generally, Asian studies. As such, it can be used to prepare for careers in teaching, law, history, government service, business, the sciences, translation and cultural exchange, to name only a few. The broad East-West focus of the program makes it a good foundation for those planning to study Asia at the graduate level.

A significant number of UH-Hilo Japanese Studies students have been accepted in the Japan English Teaching (JET) Program. Dr. Rogers has worked to draw program officials for annual informational meetings.

Dr. Reichl has developed a relationship with an information technology company in Tokyo and Okinawa that has already hired several of our graduates. Interviews are offered to JPST graduates of UHH who are interested in working in the information technology field, at Sam's IT, Bilingual IT Services and Support, with head office in Okinawa and a Tokyo branch in Chuo Ward.

4) How does the curriculum compare with Japanese Studies programs at 4-year liberal arts universities, comprehensive liberal arts institutions, and major, tier 1 universities with Ph.D. programs?

The Japanese Studies Program at UHH is comparable to peer institutions, although it is probably stronger in its provision of cultural experience to students than most mainland institutions. The strength of our program is comparable to institutions of larger size, though it will require at least one dedicated Japanese Studies new faculty line in order to create a more favorable comparison with tier 1 institutions, strictly speaking.

5) Is the Japanese Studies Program serving non-majors to the satisfaction of the students and faculty across the campus?

Currently, UHH requires students to take at least one course that has Hawaiian and Pacific Area content, called the HAPA requirement. A number of the courses offered by Japanese Studies enable students to fulfill this requirement. It is not unusual for students at UHH to fulfill this requirement by taking Japanese Studies courses. Also, students in business take our courses on contemporary Japanese culture. Thus, Japanese Studies program satisfies the needs of a wide variety of students at UHH.

6) How is the Japanese Studies Program perceived by various groups inside and outside UHH?

Despite the fact that the Japanese Studies Program is a program, existing only as a result of the shared contributions of other CAS departments and completely without a budget (not even a copying budget), it is often treated as if it were a department and is rarely perceived to be anything other than a department. Anecdotal evidence, taken from transfer students with experience at other institutions where Japanese Studies is a department, suggests that they do not see significant differences. This remarkable result illuminates the excellence in organization that Japanese Studies faculty here at UHH have supported.

7) In what ways does the Japanese Studies Program at UHH serve the community?

Some community needs are fulfilled by the existence of the program, other needs are served individually by Japanese Studies faculty. The program itself provides an arena in which local residents, including both traditional and non-traditional students, can learn about the language and culture of Japan. Many of our students, majors and minors, are elderly Japanese Americans and Okinawan Americans who take the opportunity to study the culture of their ancestors. Individual Japanese Studies faculty members provide translation, leadership in creation of community organizations, support to local museums and art exhibits, and more. It is accurate to

say that the Program and individual faculty are closely connected to community cultural events and residents.

Dr. Honda has been active in bringing speakers to campus and working with local museums to present exhibits documenting the experience of Japanese Americans. Dr. Honda has also organized Girl's Day activities for the entire community on a yearly basis. Many of the activities are on campus, and many members of the Hilo Japanese American community attend.

Dr. Reichl has provided translation for the Kalaupapa National Historical Park, of AJA Benevolent Society correspondence (Rowena Harrington, Museum Technician), in 2005. He has also provided translations of Okinawan American family documents to members of the community, and has translated a book on Ryukyuan religious philosophy.

### **Evaluation of Japanese Studies Program roles in the college and university**

1) Describe how curriculum development and long range planning is done.

The Japanese Studies Faculty Committee usually initiates long range planning and curriculum development. The members of the Japanese Studies Faculty Committee are also involved in the planning and curriculum development of their primary departments, including Anthropology, Political Science, History, Philosophy, Religious Studies, and Japanese (Languages). For a program of our size, this seems to be an effective process.

2) How are the programmatic objectives implemented by faculty?

Language for non-native speakers of Japanese

JpSt 101-102 Elementary Japanese; JpSt 201-202 Intermediate Japanese; JpSt 301-302 Third Year Japanese; JpSt 401 Fourth Year Japanese; JpSt 451-452 Structure of Japanese

Language for native speakers of Japanese

Ling 102 Introduction to Linguistics; Ling 121 Introduction to Language; Ling 321 Morphology and Syntax; Ling 324 Modern English Grammar and Usage; JpSt 425 Translation Workshop

History

JpSt310-311 History of Japan; JpSt 417 History of Japan: 1945 to the Present

Literature

JpSt 340 Japanese Composition; JpSt 365 Japanese Literature in Translation; JpSt 481 Readings in Modern Japanese Literature

Philosophy

JpSt 430 Philosophy of Zen; JpSt 450 Mahayana Buddhist Philosophy

Political Science

JpSt 353 Politics of Japan

Culture and Religion

JpSt 315 East Asian Religions; JpSt 356 Japan; JpSt 358 Japanese Immigrants

Music and Art

JpSt 375 Japanese Music; JpSt 381 Art of Japan

Other aspects of Japanese Culture and Society may be approached and studied through the vehicles of Directed Studies and Special Topics in Japanese Studies

JpSt 299 Directed Studies; JpSt 399 Directed Studies; JpSt 494 Special Topics in Japanese Studies; JpSt 499 Directed Studies

3) List, describe, and discuss interdisciplinary efforts and activities with other academic units, departments and programs.

By its very nature the Japanese Studies program is interdisciplinary in that all Japanese Studies courses are cross-referenced (i.e., cross listed) in other departments and programs, notably anthropology, history, political science, and philosophy. As a result, Japanese Studies courses are invariably taught from at least two methodological and disciplinary perspectives.

In addition, Japanese Studies has cooperated with interdisciplinary efforts to bring in speakers to the UHH campus for lectures.

4) What is the role of the Japanese Studies Program to college wide goals and objectives and to the current UHH general education program?

The Japanese Studies program is the product of interdisciplinary approaches and interdepartmental contributions. By maximizing existing resources, the JpSt Program offers the equivalent of a Japanese Studies Department, thus contributing to the stated mission of UHH to provide the full range of academic offerings characteristics of a “comprehensive” university.

5) Discuss the commitment among faculty to diversity issues.

Many if not all of the participating faculty in Japanese Studies have made commitments to diversity in line with the disciplines in which they are primarily associated, such as anthropology. By design the Japanese Studies program focuses on one culture and society, but efforts are made, for example in anth/jpst 356 “Japan” to give appropriate time to the study of Japan’s minorities.

## **Student Learning in the Japanese Studies Program**

### **Assessment Methods**

1) What are the academic standards of student competencies at the A, B, C, D, and F levels, and what proportion of the students are at each academic achievement level in the non-major courses and in the major courses?

Students are assessed at the A level when retention and mastery of language and course materials meet or exceed our highest standards of achievement.

Students are assessed at the B level when retention and mastery of language and course materials are adequate but do not achieve levels of excellence in achievement.

Students are assessed at the C level when retention and mastery of language and course materials approach adequacy but needs improvement in achievement.

Assessment at the D level indicates to a student that retention and mastery of language and course materials are inadequately achieved.

A failing grade, assessment at the F level, indicates the failure of a student to retain or master language and course materials: a failure of achievement.

Due to the peculiarities of the registration process, we are unable to collect data that show proportions of students at each of these achievement levels. This is because our students register for the primary listing of our classes, not Japanese Studies. We need to find a way to permit Japanese Studies registration so that such analysis may be conducted.

In many cases, their mere presence in courses allows Japanese Americans to fulfill requirements by their parents and by themselves, to show filial piety and ethnic identity.

2) What are the prevalent student products in courses that are graded?

One part of student products is written materials, a combination of papers and exams. However, Japanese language skills are evaluated, additionally, by oral means. In the area of Directed Studies, students may conduct fieldwork into local Japanese American institutions or do translations of Japanese language text.

3) Which courses are writing intensive?

Designation of courses as writing intensive is left to the discretion of the instructor. Writing intensive courses have been provided by Dr. Honda (4 times since Fall 2000), Dr. Dresner and Dr. Rogers.

4) What are the measures of student learning outcomes at the program level?

Student learning is assessed by the assembly and evaluation of student portfolios, from students who major in Japanese Studies. Each portfolio contains representative pieces of student work from areas of emphasis in the major, including language, culture and society, history and politics. Student major portfolios are to be collected by the Program Director, from samples

provided by Japanese Studies faculty members, for analysis by the Program Director and JPST faculty.

We anticipate that when we collect the portfolio of an “A” student, our program will look very good. When we collect the portfolio of a “B” student, the program will look slightly less good. And when we collect portfolios of “C” students, the program will look the least impressive.

### **Assessing Faculty**

1) What levels of effort, commitment, and accomplishment do faculty show for teaching, research mentorship, scholarly activities, and professional service faculties?

See attached CVs and related material. It must be emphasized that many of the Japanese Studies faculty suffer from a lack of job security. Their enthusiasm is heroic, and is one indication of the dedication that they marshal on a daily basis despite the worry of future employ. Without the efforts of our non-tenured faculty, there would be no Japanese Studies Program. Yet many of our faculty have been hanging on year to year with all the unease that that entails. We need job security for several of our most important instructors.

Dr. Yoshiko Okuyama has been an invaluable resource since 1998. Her contribution is significant, and includes teaching courses in Japanese Studies (JPST), Japanese Languages (JPNS), English, Linguistics and Psychology courses. Recently she developed a new course (JPST 380) about mythology in Japanese films and offers a summer session language course. She works in the Upward Bound Program, conducts research into mobile communication by Japanese adolescents (funded in part by the University of Hawaii Research Council) and was guest speaker in 2006 at the Japan Association of Language Teachers (JALT), Second Language Acquisition. Involving a former student in her research, she has co-authored, with that student, ‘The Personalized Use of Dictionaries by Advanced Learners,’ an article now under review by the journal Computer Assisted Language Learning (CALL). Her efforts and high level of enthusiasm are heroic when it is considered that she has been without the job security of a tenure-track position for these past eight years.

2) How many and what proportion of the faculty are tenure-track, non-tenure track, part-time instructors, etc?

We are fortunate in that most of the faculty who make a contribution to Japanese Studies are tenure track, full-time faculty members. However, we have lecturers and instructors in Japanese language teaching, such as Dr. Yoshiko Okuyama described above. We sincerely hope that such personnel can be brought into the fold of tenure-track status.

### **Academic Support for Japanese Studies Faculty**

1) Staff support relative to departmental goals and objectives.

The Japanese Studies faculty draw upon the staff support of the Humanities and Social Sciences Division of the College of Arts and Sciences.



2) What are the library resources available?

Library resources are adequate, as a result of ongoing collection activities of the library and the input of Japanese Studies Faculty. There are also archives at Lyman Museum and elsewhere throughout the state.

3) What is the Japanese Studies operating budget?

There is no operating budget for Japanese Studies, not even a 'funny money' budget for copy machines. Copies are made on the operating budgets of the Program Director (Anthropology) and other affiliated departments. The stipend paid to the Director (\$100/month) is the only financial support given to this program.

4) What level of Program funding comes from outside sources?

None. However, some amount of scholarship money, for example the Gladys Sonomura Scholarship, is provided by area residents.

5) What resources and support exists for faculty support (release time, professional leave, stipends, etc.)?

These are entirely dependent on the circumstances of the affiliated departments and their faculty who contribute to Japanese Studies.

6) How adequate are classroom facilities, office space, administrative space, etc?

The demands of foreign language teaching are increasingly technical. Currently we have adequate facilities in terms of a language laboratory, however, it is shared with other language programs. Offices are provided by cooperating programs/departments.

7) What lacunae exist in terms of Japanese Studies Program expertise?

From time to time, as faculty with expertise go on sabbatical or retire, the courses they provide become unavailable. We had a faculty member, George Durham Professor Emeritus, who provided expertise in Japanese music. With his retirement we lost that dimension of Japanese culture. We are very much at the mercy of coincidental shifts in the faculty of our cooperating departments.

### **Strategic Planning**

1) What are the goals and major priorities of the Japanese Studies Program, what is the rationale for each specific goal and priority, and what are the recommendations to achieve these goals?

A) Goal: expansion of the Japanese Studies Program.

There is an unfortunate situation among Japanese Studies (JPST), Japanese (JPNS), Linguistics (LING), and Languages, due to the lack of enactment of the UHH Senate resolution (1999) calling for a foreign language requirement. The problems of these language related programs are held in common and require a concerted and coordinated strategy in order to address them.

Rationale: To be in line with more general UHH goals of increasing enrollments, improving retention, and fostering diversity.

Recommendations: Bring all Japanese Studies faculty into tenure track status and gain a tenure track position which will have primary responsibility in Japanese Studies.

2) What plans are to be implemented for faculty replacements, new faculty lines, changes in the form of faculty responsibilities and effort?

We hope to bring all faculty members in the Japanese Studies Faculty Committee into tenure track status. This will reduce exploitation of non-tenured faculty. We also hope to create a tenure-track positions for Dr. Ohara and Dr. Okuyama. Our strength is in our numbers of cooperating faculty members. We plan to include Dr. Yoshitaka Miike from Communications now that he has offered a JPST course, COM 457, Japanese Culture and Communication.

3) What plans are there for an increase in curriculum efficiency in the Japanese Studies Program?

Our plan is to further develop a Student Outcomes' Assessment process in order to evaluate curriculum efficiency, within the context of this program review. The analysis of curriculum efficiency will take place in the Japanese Studies Faculty Committee, by reference to perceived trends in student registration.

We must also work to gain recognition in the registration process, so that Japanese Studies can more fully understand trends in our student registrations.

### **Advising**

1) What are the structures, policies, and procedures for academic advising and pre-career advising?

We firmly believe that advising, and even advisement, is a resource that can help student majors in Japanese Studies complete the requirements of UHH and their Japanese Studies major. We urge our student majors to consult with an advisor at least once a semester to decide on courses, check progress toward graduation, and discuss career options and other educational opportunities provided by UHH and by the Japanese Studies Program. We believe that advising is a shared responsibility, but as a legal disclaimer, we remind students that they have the final responsibility for meeting degree requirements. The Program Director provides advisement all majors who choose. Others meet with JPST faculty on their own initiative.

## **II Program Organization and Performance Narrative**

Japanese Studies Enrollment Fall 1995 through Spring 2003

Analysis of data on enrollment history is not possible due to lack of JPST registration. A look at the number of majors indicates that we are holding steady at about two dozen majors over the 2004 - 2005 and 2005 - 2006 academic years.

### **Faculty achievements in research and scholarship**

see CVs attached

### **Curricular changes made over the last seven years**

courses eliminated: Jpst 390 Seminar in Japanese Studies, JPST 452 Structure of Japanese

courses added: Jpst/PolS 353 Politics of Japan, Com/Jpst 457 Japanese Culture and Communication (Fall 2006).

### **Summary Remarks on the Japanese Studies Program**

In the Japanese Studies Program, the University of Hawai'i at Hilo enjoys the equivalent of a fully-functioning university program for nothing more than the stipend paid to the Director. From this perspective Japanese Studies costs the University of Hawaii at Hilo very little, while making a significant addition to the curriculum.

While there are many advantages to this arrangement, it also means that the Japanese Studies Program has no control over its course offerings or their scheduling. In the area of registration, it means that our majors do not register for our courses so we have no record to provide basic measures of program performance. Japanese Studies would benefit greatly from the addition of at least one permanent tenure-track position in Japanese Studies. The addition of such a position will allow the Program to begin to gain the ability to make positive changes.

One of our challenges is to gain parity with other programs and departments in the registration process. Until that is achieved we are unable to conduct meaningful analysis of trends in student registration, phenomena of retention, or even understand basic measures of program performance.

COURSES OFFERED                      Fall 2000 - Fall 2006

Fall 2000

JPST 101 Elementary Japanese I; Okuyama (2 sections), Honda, Masuda, Rogers

JPST 102 Elementary Japanese II; Okuyama

JPST 201 Intermediate Japanese I; Rogers

JPST 301 Third-Year Japanese I; Honda

JPST 311 History of Japan from the Mid-19th; Purcell

JPST 356 Japan; Reichl

JPST 451 WI/Structure of Japanese I; Honda

Spring 2001

JPST 101 Elementary Japanese I; Okuyama  
JPST 102 Elementary Japanese II; Honda, Masuda, Okuyama  
JPST 201 Intermediate Japanese I; Masuda/Skyles  
JPST 202 Intermediate Japanese II; Rogers  
JPST 302 Third-Year Japanese II; Rogers  
JPST 310 History of Japan; Knuuti  
JPST 353 Politics of Japan; Wang  
JPST 394D Japan: Age of the Samurai; Knuuti  
JPST 425 Translation Workshop; Rogers  
JPST 450 Mahayana Buddhist Philosophy; Cheng

Fall 2001

JPST 101 Elementary Japanese I; Okuyama, Okuyama/Skyles, Skyles, Masuda/Skyles, Rogers  
JPST 102 Elementary Japanese II; Skyles  
JPST 201 Intermediate Japanese I; Honda  
JPST 202 Intermediate Japanese II; Masuda  
JPST 301 Third-Year Japanese I; Rogers  
JPST 315 East Asian Religions; Mikkelson  
JPST 356 Japan; Reichl  
JPST 365 Japanese Literature in English; Rogers  
JPST 430 Philosophy of Zen; Cheng

Spring 2002

JPST 102 Elementary Japanese II; Okuyama (2 sections), Rogers/Skyles  
JPST 202 Intermediate Japanese II; Honda  
JPST 302 Third-Year Japanese II; Rogers  
JPST 311 History of Japan from Mid-19th; Knuuti  
JPST 353 Politics of Japan; Wang  
JPST 358 Japanese Immigrants; Reichl  
JPST 381 Art of Japan; Kim  
JPST 417 History of Japan: 1945-pres; Godley  
JPST 425 Translation Workshop; Rogers  
JPST 450 Mahayana Buddhist Philosophy; Cheng

Fall 2002

JPST 101 Elementary Japanese I; Honda, Rogers (2 sections), Masuda  
JPST 201 Intermediate Japanese I; Okuyama  
JPST 301 Third-Year Japanese I; Honda  
JPST 311 History of Japan from Mid-19th; Staff  
JPST 356 Japan; Reichl  
JPST 425 Translation Workshop; Rogers  
JPST 452 Structure of Japanese II; Honda

Spring 2003

JPST 102 Elementary Japanese II; Honda, Rogers

JPST 202 Intermediate Japanese II; Okuyama  
JPST 302 Third-Year Japanese II; Honda  
JPST 310 History of Japan; Dresner  
JPST 358 Japanese Immigrants; Reichl  
JPST 365 Japanese Literature in English; Rogers  
JPST 450 Mahayana Buddhist Philosophy; Cheng

Fall 2003

JPST 101 Elementary Japanese I; Miyake, Okuyama (2 sections), Honda  
JPST 201 Intermediate Japanese I; Rogers  
JPST 301 Third-Year Japanese I; Rogers  
JPST 356 Japan; Reichl  
JPST 381 Art of Japan; Staff  
JPST 417 WI/History of Japan: 1945 to Present; Dresner  
JPST 425 Translation Workshop; Rogers  
JPST 430 Philosophy of Zen; Cheng  
JPST 451 Structure of Japanese; Honda

Spring 2004

JPST 102 Elementary Japanese II; Honda, Miyake, Okuyama  
JPST 202 Intermediate Japanese II; Honda  
JPST 302 Third-Year Japanese II; Honda  
JPST 358 Japanese Immigrants; Reichl  
JPST 398 Japanese Women; Dresner  
JPST 450 Mahayana Buddhist Philosophy; Cheng

Fall 2004

JPST 101 Elementary Japanese I; Okuyama (2 sections), Rogers, Ohara  
JPST 201 Intermediate Japanese I; Honda  
JPST 301 Third-Year Japanese I; Rogers  
JPST 310 History of Japan I: Early Japan; Dresner  
JPST 353 Politics of Japan; Wang  
JPST 356 Japan; Reichl  
JPST 365 Japanese Literature in English; Rogers  
JPST 451 WI/Structure of Japanese I; Honda  
JPST 452 Structure of Japanese II; Honda

Spring 2005

JPST 102 Elementary Japanese II; Ohara, Okuyama, Rogers  
JPST 202 Intermediate Japanese II; Honda  
JPST 302 Third-Year Japanese II; Rogers  
JPST 311 History of Japan II: Tokugawa to Meiji; Dresner  
JPST 425 Translation Workshop; Rogers  
JPST 430 Philosophy of Zen; Cheng

Fall 2005

JPST 101 Elementary Japanese I; Ohara, Rogers, Honda  
JPST 201 Intermediate Japanese I; Rogers  
JPST 301 Third-Year Japanese I; Okuyama  
JPST 314 History of Japan III: 20<sup>th</sup> Century-Pre; Dresner  
JPST 353 Politics of Japan; Wang  
JPST 356 Japan; Reichl  
JPST 365 Japanese Literature in English; Rogers  
JPST 451 WI/Structure of Japanese I; Honda

Spring 2006

JPST 102 Elementary Japanese II; Ohara, Saft, Honda  
JPST 202 Intermediate Japanese II; Rogers  
JPST 302 Third-Year Japanese II; Okuyama  
JPST 340 Japanese Composition; Honda  
JPST 358 Japanese Immigrants; Reichl  
JPST 381 Art of Japan; Ippolito  
JPST 425 Translation Workshop; Rogers  
JPST 494V Japanese Culture and Communication; Miike

Fall 2006

JPST 101 Elementary Japanese I; Ohara, Okuyama (2 sections), Honda  
JPST 201 Intermediate Japanese I; Rogers, Honda  
JPST 301 Third-Year Japanese I; Rogers  
JPST 356 Japan; Reichl  
JPST 365 WI/Japanese Literature in English; Rogers  
JPST 392 Japanese Women; Dresner  
JPST 430 Philosophy of Zen; Cheng  
JPST 451 WI/Structure of Japanese I; Honda