

The American Association of State Colleges and Universities (AASCU) and San Diego State's Japan Studies Institute sponsored the National Institute on Incorporating Japanese Studies into the American Undergraduate Curriculum. The institute was funded by the Japan-United States Friendship Commission, an independent federal agency which promotes mutual understanding and cooperation between the two nations. Dr. Alvin Coox, a Japanologist and Military Historian directed the program. He was assisted by Dr. William Rogers, Professor of English and Asian Literature.

The 17 institute participants were state university faculty from different disciplines (history, folklore, theater, business, economics sociology, teacher education, english, geography and psychology) and geographic regions in the U.S. (Alabama, Massachusetts, Georgia, Illinois, Tennessee, North Carolina, Arkansas, California, New Jersey, North Dakota, Washington and Kentucky). All had an interest in Japanese studies, but were not specialists.

The goals of the institute were to convince the participants of the significance of Japanese studies because of the mutual dependent relationship between the U.S. and Japan, to introduce faculty to the major subjects which should be included in a Japanese studies curriculum, and to provide the faculty with the tools to develop expertise in these areas. The program included lectures, discussions, films and videos concerning military history, political science, economics, literature, art, culture, religion, language and business. The ambitious program included 22 guest faculty and practitioner presentations.

Each participant was asked to provide a short report about incorporating Japanese Studies in their teaching. This report briefly describes The Evergreen State College, evaluates its current Japanese Studies emphasis and suggests some ideas for a coordinated Japanese studies program.

The Evergreen State College

The Evergreen State College was founded in 1967 as an alternative liberal arts college and is part of Washington State's public higher education system. It is located in Olympia, Washington, the state capitol about 60 miles south of Seattle and attracts students from all over the state. Recently the college has received national recognition for innovation and quality in higher education. As a result, we are now unable to serve all of the student who would like to attend. The enrollment is about 2600 and the college plans to grow to 4000.

Our Pacific Northwest location is significant in that we have the closest mainland U.S. ports to Japan and much of our state's economy is dependent upon Pacific Rim trade. We have a recorded history of international trade and migration with East Asia dating back over 200 years; the actual connections probably go back much further. The state's current economic development plan calls for strengthening our position as a financial and international trade center. We also have substantial Japanese direct investment and like many states are trying to encourage more investment.

Evergreen is located just an hour away from The University of Washington which has an excellent Asian Studies curriculum at the advanced level.

Students at Evergreen study full time in thematic interdisciplinary coordinated study programs which typically last an entire academic year and are team taught by 2 to 4 faculty members from different disciplines. This structure along with a primary teaching mission and a philosophy of active learning means that students are encouraged to view problems broadly from different perspectives and to develop and articulate their own point of view. To do this we give up the depth that more specialized college structures can offer. A faculty-student ratio of 22 to 1 means that faculty can pay close attention to student work. Other curricular options such as small group contracts led by a single faculty member, independent study contracts, internships and specialized courses are also offered on a limited basis. Students receive narrative evaluations of their performance. Graduates receive a liberal arts degree.

Structurally, the college faculty are organized into specialty areas which include: Applied Social Theory, Environmental Studies, Expressive Arts, Humanities, Language and Culture Center, Native American Studies, Political Economy and Social Change, Science and Human Values, Science, Technology and Health, Management and the Public Interest and Teacher Certification. Each specialty area plans and coordinates staffing for its own programs. They borrow faculty from other specialty areas and contribute faculty to teach in "core" programs designed for entering students. Faculty are asked to teach in their specialty area two out of three years. The faculty teams assigned to staff a program typically change each year and the assigned faculty build that year's program around their individual academic strengths and interests. So each year the academic programs take on new themes and approaches.

Strategy for International Education

Evergreen's structure allows us the flexibility to develop two approaches to international education. Individual faculty with area study expertise often build in a comparative international dimension into an academic program. Faculty teams also develop entire programs with an international themes. Sometimes these programs involve international travel. However, at this time, the college does not have the resources or structure to support advanced specialized international area studies. Our role might be best focused on getting students interested in international studies through our regular program offerings and then offer intermediate level work through specific area studies programs. We could then build bridges to other institutions which can offer the depth required for advance international studies.

Pacific Rim Studies Emphasis at Evergreen

Compared to other institute participants, Evergreen has done a good job building the infrastructure to support intermediate level Japanese studies. Professor Coox discussed several important building blocks which Evergreen already has in place. These include:

1. Support from college administration. Evergreen's President and Board of Trustees both support the development of a Pacific Rim emphasis at Evergreen. This support is reflected in our strategic plan which calls for a greater Pacific Rim emphasis and a cultural literacy component in every academic program.

2. Programatic emphasis. Every other year, Evergreen offers a program called "Japan and the West" which includes beginning language, culture, history and literature and culminates in a quarter long study tour in Japan. In addition, other programs such as Management and the Public Interest have developed comparative U.S. and Japan themes (see the attached Appendix A).

3. Faculty Resources, Development and Exchange Programs. Evergreen currently does not have sufficient permanent faculty to support a Japanese studies curriculum. We have a full-time language and literature instructor, but she does not have a permanent contract. In addition we have about a half-dozen faculty in several different disciplines who have varying area studies expertise on Japan. The college does encourage faculty development in Japanese studies through faculty exchanges, research awards and support for grant development. We have a faculty exchange program with Kobe University of Commerce which allows us to host one Japanese professor (usually in business or information systems) each year and provides our faculty with a six month experience teaching in a Japanese University. We have had more success with this program than many colleges which find it very difficult to integrate visiting Japanese faculty into the regular curricular offerings. Evergreen also provides sponsored research awards and directs faculty to other grant opportunities.

4. Japanese Language Capability. Many colleges find it difficult to develop the support and interest in Japanese Language especially at the advanced level. Professor Coox recommended that we think about developing a consortium approach. Evergreen has joint curricular offerings with South Puget Sound Community College. We also teach elementary Japanese in the Japan and the West program. We are just an hour away from the UW which offers advanced study in Japanese. Some students from the Japan and the West program go on to the UW to study advanced Japanese Language.

5. Organizational Structure and Faculty Hiring. Most colleges find it difficult to structurally support interdisciplinary programs. Usually they create an umbrella organization like a Japanese Studies Institute which draws faculty from different departments. There are always turf battles and resource limits. Evergreen's structure really facilitates interdisciplinary teaching and provides a home for international studies in the Language and Culture specialty area. While Evergreen faculty support the notion of interdisciplinary study, we do have resource limits and battles are usually fought over hiring priorities. We need to permanently hire faculty with Japanese Studies as the core of their expertise in order to support an intermediate level commitment in Japanese studies.

6. Development Support. A Japanese studies program needs support from the college development office to help faculty develop grant proposals to seek external funding for Japanese studies. Evergreen receives high marks here as well. Our development office has Japanese studies as a priority and each year we submit numerous grant proposals. More needs to be done to insure a higher success rate.

7. Student Exchange Programs. Ideally an international program needs to provide students with direct experience in the culture being studied. This can be done with study tours and student exchange programs. Evergreen does

both. We are working to develop exchange programs with Kobe University of Commerce and a university in Miyazaki which include tuition waivers. Employees from the Hyogo Prefecture Government study in Evergreen's Masters in Public Administration program. Our Japan and the West program offers a study tour of Japan which includes homestays.

8. Community Relations. The institute stressed the importance of developing international ties and programs which include members of the local community. Evergreen does this in several ways. We host an annual "Tribute to Japan" festival each year which draws thousands of people and involves many community organizations. We are also involved in the Sister City relationship with Yashiro and the Sister State relationship with Hyogo Prefecture.

9. Affiliation with a Foreign Language Institute. The institute stressed the importance of being affiliated with a high quality foreign language institute as a way to eventually attract Japanese students to study at the university. Evergreen provides space to a foreign language institute but I am unsure of our connection with it.

It is clear that Evergreen is on the way to developing a sound infrastructure to support Japanese studies. However we need to develop a clear picture of our commitment in this area and hire the permanent faculty necessary to develop a curriculum appropriate to our size and institutional mission.

Some Ideas for a Coordinated Study Program on Japan.

Institute participants were asked to suggest ideas for curriculum which might be relevant at their institutions. I envisioned a year long coordinated studies program staffed by three faculty with expertise in Japanese language and literature, economics and history.

The teaching of Japanese studies has to be future oriented. In other words we need to think about what we would like students to know about the history of Japan and its relationship with the U.S. so that they can think carefully and creatively about a future which will lead to improving the quality of life of people in an interdependent world. We need to teach students that mutual dependence is a reality and can be beneficial. We need to teach students that people who speak about international relations generally speak in two languages. The dominant language is the competitive and sometimes nationalistic language of military and business strategists. Another language is more cooperative and can be found in discussions of social and cultural history. The program needs to focus on both languages. An emphasis on competitive models doesn't give students the concepts to construct a more cooperative future. An emphasis on cooperative models ignores the reality of contemporary strategies.

The program should first establish the fact of mutual political and economic interdependence and discuss the meaning of having an international political economy. We could contrast the globalization of the economy with the nationalization of the U.S. economy in the late 1800s. To demonstrate the fact of mutual dependence we would discuss concepts and issues such as direct foreign investment; the financing of the U.S. debt; the trade balance; currency valuation; use of the U.S. military to protect Japanese access to raw materials, labor and markets; use of Japan as a strategic military base to

protect U.S. access to raw materials, labor and markets; the interconnection between interest rates, unemployment, government deficits and inflation in the two countries; and the nature of competition in two countries with dual economies (one international; one national).

Next the program should stress how the Japanese historically have studied foreign cultures and been able to adopt foreign ideas and technology while still retaining their identity and to some degree self determination. Students would study Japanese history and examine the adaptations of religion, food, art, music, language, technology, and economic and political institutions. Students should now also be ready to begin making the investment in learning Japanese language and the program should provide the first year course.

Next, we could compare the Japanese experience with these cultural collisions with what happened with Europeans colonized Africa or when the Pacific Northwest Native Americans confronted Europeans to gain an appreciation of the factors, both geographic and cultural which enable a culture to change and retain its self-determination and identity.

Next, the program should stress that just as the Japanese have borrowed ideas from the Chinese and the West, Americans are looking to see what can be learned from Japan. In other words, in this part of the program we could pose the question of Japan as an economic and social model for America to emulate. We would give students a fundamental understanding of Japanese culture and society and examine the following topics: what accounts for economic growth in the international sector of the Japanese economy (government's role in the economy, business practices, workforce characteristics, labor unions, cultural aesthetic traditions, spending and saving habits); what accounts for the Japanese achievements in education; what accounts for the longevity and low infant mortality statistics; what accounts for social harmony (e.g. caring about children, relative economy equality); what accounts for the low crime rate.

Next, the program should explore the idea that Japan may give us an image of our own future, just as the U.S. and European countries have shown the developing world what it means to industrialize. In this part of the program we should be more critical and examine the costs associated with the Japanese "successes". Topics to be discussed include: over population, resource depletion, industrial pollution, hierarchical and centralized government institutions, government business connections, destruction of cooperative local economies, and restricted individual choice.

Finally, I would develop the student's appetite for appreciating Japanese culture and aesthetics. We could study how the Japanese have influenced American cuisine, architecture, landscaping, literature, film, religion, and martial arts.

This program would give students a foundation in Japanese studies and then they could go on to do more advanced work at the University of Washington.

Conclusions

Compared to other institutions of similar size, Evergreen has developed a good

basic infrastructure for Japanese Studies. However we need to have a clear programatic direction (given our institutional mission and limited resources) and faculty hiring priorities which support the commitment of the college. To do this, we will need to have further faculty discussions concerning the importance of Pacific Rim studies. I hope this report will stimulate more discussion.