

# ATJ NEWSLETTER

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Association of Teachers of Japanese  
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## President's Message

学期も終わりに近づいてきましたが、みなさんお元気ですか。この欄も飛ばさないで読んでください。

After coming back east from flower-blooming San Diego I feel as if Spring had already come, but on the East Coast mother nature appears to be still wondering if she should bless us with spring or not. But the midterm exam and spring break are gone now, and I hope by this time you must have already worked out your plan for the coming summer!

First, let me thank Prof. Laurel Rasplica Rodd, who has served the ATJ since 1996. At the General Membership Meeting we presented her with a plaque to express our gratitude for her highly dedicated service to our organization. My heart-felt thanks go also to the departing Board members Professors Wesley Jacobsen, Phyllis Larson, Sachiko Matsunaga, Christopher Thompson and Suwako Watanabe. My desire is that each of them still remains a pro-actively involved member of ATJ.

Following the ATJ's annual election, we are pleased to announce that Prof. Naomi Hanaoka McGloin of the

University of Wisconsin at Madison is our new President-Elect and that Professors Mutsuko Endo Hudson of Michigan State University, Junko Mori of the University of Wisconsin at Madison, and Lindsay Amthor Yotsukura of the University of Maryland are our new Board Members. Welcome aboard!

I believe the ATJ is an organization not only of pedagogical practitioners but of researchers who produce innovative ideas that can be directly or indirectly translated into reliable research-based pedagogy. Thus the ATJ Seminar is a very important forum where members can present fresh ideas. Japanese language instructors should pay close attention to literary theories, with the ultimate goal of establishing solid connections between advanced language and literature courses. This year the ATJ Seminar was attended by more than 200 members, and thanks to the Seminar committee, headed by Prof. Yuki Johnson of University of Toronto, twelve excellent panels on pedagogy, literature, and (applied) linguistics were presented. With four panels always taking place at the same time, I was able to listen to only eight presentations, hopping from one room to another; the ones I listened to were highly innovative and instructional.

The highlight of the Seminar was the keynote speech by Prof. Susumu Kuno of Harvard University, who is known to the ATJ membership as the author of *The Structure of the Japanese Language* (1973). He offered insightful and contemporary observations on typological characteristics of Japanese based on his theory of functional lin-

guistics. Thank you very much, Kuno Sensei!

Also on Friday were five thought-provoking Special Interest Group meetings: Classical Language SIG, Community College SIG, Professional Development SIG, Heritage SIG, and Study Abroad for Advanced Skills SIG. On Saturday there were two provocative ATJ-designated panels in AAS, one on linguistics and the other on poetry. Don't be surprised that it is already time to start to think about next year's Seminar (which will take place March 31-April 6, 2005 at the Hyatt Hotel in Chicago) and its SIGs and ATJ-designated panels. Look for the Call for Proposals that will appear in the next issue of the Newsletter. Consider submitting a proposal to AAS: the deadline is Aug. 1, and ATJ can endorse proposals from ATJ members.

Thanks very much to those members who took the time to reply our survey, based on Board members' views of what is good and what is not so good about ATJ. The next issue of the Newsletter will present a summary of the issues after a discussion at the Board Meeting in September. The Board members will think hard about how we can improve the ATJ using the members' highly constructive suggestions.

The top issue for every member of the ATJ now should be: How we can ensure the success of the Advanced Placement (AP) Program, for which the College Board has chosen Japanese as one of the three new targets? We have established an ad hoc AP Program committee chaired by our former President Laurel Rodd and initiated a conversation on the best

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way to realize this important long-range project. The exact amount of financial support we will need for the project is not currently known, but we are optimistic about the possibility of acquiring funding. If we succeed in launching the AP Japanese Examination in 2006, pre-college Japanese education will be streamlined along with college Japanese education based on proficiency and national standards-based Japanese education. Needless to say, the AP Examination has professional training as a prerequisite. We must mobilize our pedagogical and (applied) linguistic intelligence to create a set of standard Japanese examinations so that high school students who pass can take advanced Japanese courses in college.

Last but not least, I would like to draw your attention to the good news that our former President Laurel Rodd has been chosen as the recipient of the Walton Award, given annually by National Council of Organizations of Less Commonly Taught Languages. Congratulations, Laurel!

それでは、みなさん、秋に備えての体力づくり、さらには、普段出来ないことを実現する、実りの多い夏をお過ごしください。

Seiichi Makino

## From the President-Elect

It is a great honor and privilege to be given an opportunity to serve the ATJ as its president. Together with Professors Makino and Wetzel, I will do my best to promote the Association and the teaching of Japanese. During the last decade, thanks to able leadership, the ATJ has grown in its programmatic scope and organizational strength. I will continue to promote the many ongoing activities of the ATJ and the Alliance—SIG activities, study abroad initiatives, development of the Japanese AP program, and others. I would also like to strengthen our ties and dialogues with other related organizations both here and abroad, and for that purpose we might envision holding an international conference on the teaching of Japanese.

Securing stable funding for the operation of the ATJ and its various activities is an issue of vital importance, and we must put renewed effort into increasing our membership and raising the necessary funds. I am looking forward with enthusiasm to working with the two other presidents, the board, and the members of the ATJ.

Naomi Hanaoka McGloin

## News of the Association

### ATJ Seminar in San Diego

The 2004 ATJ Seminar took place March 4 in San Diego, in conjunction with the annual Association for Asian Studies (AAS) meeting. More than 200 members attended the day-long program of concurrent sessions focusing on literature, pedagogy, linguistics, and second language acquisition.

Enclosed with this issue of the Newsletter are two publications from the Seminar. Occasional Paper #6 contains summaries of all the Seminar presentations, and a separate booklet contains the complete transcript of the Round Table discussion on translation of modern Japanese literature.

### Study Abroad for Advanced Skills SIG

Sixteen people attended the SAFAS SIG meeting in San Diego. This SIG is interested in students who go on study abroad with the express desire to advance their ability to interact with Japanese people and the environment in which they find themselves, both at their home and host institutions.

Many study-abroad programs are aimed at introducing people to Japan and raising their interest levels in the Japanese language. We want to look at study abroad programs designed to take someone who has some basic facility with the language to a level that allows better integration in the Japanese society through the use of Japanese.

ATJ has presented a proposal to DOE for a project that examines the long-/short-term impact of study abroad experiences. The project, headed by Dan Dewey of the University of Pittsburg, aims to address

the following questions: When is the best time to go abroad (in terms of language levels)? What personal qualities best suit a student for the study abroad experience? What activities should a student engage in during study abroad to promote greater gains in language and to facilitate cultural adaptation? What are the optimal living arrangements during study abroad (e.g., home stay, dormitories, apartments, etc.), and can this vary depending on students' goal, attitudes, motivation, etc? What are the benefits of staying for various lengths or time (e.g., one year vs. one semester or summer?) What factors might influence smooth articulation back into a language program at home upon return? What factors might influence continued use of the language following return? How are the development of literacy and of oral fluency and/or proficiency related during time abroad?

The discussion touched on the following questions: Who are we sending? (At what level?) For how long? (1 semester? 1 year?) What do they come back to? What do they gain? How do programs deal with returnees? What kind of stories do returnees have?

Some salient points:

On preparation: 1) We need to give students "road maps" for SA. 2) We might look into U of Minnesota (Andrew Cohen)'s pre-departure training volume. 3) Having teachers from Japanese schools be aware of the way students in the US are taught is useful.

During SA: 1) Students have difficulty connecting the SA experience with what they study before going on SA. 2) A monitoring program during SA is useful in raising the students' consciousness. 3) Students' journal entries are useful as feedback for instructors during SA program. 4) Students experience difficulty stemming from the different mind-sets in Japanese language programs at the host institutions and at home.

On assessing impact, returnee issues are: 1) Long-term impact of SA may emerge some time after the exit point. 2) Long-term impact of SA may

go beyond the short-term language gain. 3) It is difficult to quantify what students have learned in Japan. 4) There is a general expectation that students improve their fluency, but a question remains as to their proficiency. 5) Some students return from their SA experience disillusioned. 6) Individualized and/or modularized approach may work better than a regular classroom format for the returnees.

Different models of SA: 1) Transplanting the US program in Japan. 2) Appending a study abroad portion to a course. 3) Internship. 4) Combination of culture experience plus internship. 5) Institutional culture determines/colors student experiences.

*SAFAS Symposium* (March 19, 2004): Eight people attended the symposium. Using the presentations by seven of the attendees as the anchor points, the participants discussed issues such as research format, assessment of gain, and data collection. The individual papers and the symposium's position paper will be published through the Ohio State University's National East Asian Language Resource Center.

Some salient points: 1) Research findings from SA in other languages might not apply directly to SA in Japan. 3) Research on SA involves a wide range of variables, ranging from the students' cognitive abilities to preparation at the home institution and from the social conditions of the host community that shape the individual experiences to curriculum at host institutions. We should look more closely into cognitive abilities, especially those related to perception and attention. 3) Both large-scale statistical processing of data as well as case studies that examine individual experiences are necessary. On the one hand, large-scale studies may give us better predictive power. Individual case studies, on the other hand, provide us with more holistic picture of the individual SA participants. 4) Training SA participants as ethnographers may result in positive experience and gain. 5) Bringing the outside world into the Japanese class-

rooms for SA students may lead to better language/culture gain than leaving it up to students to make contacts on their own. 6) A multi-dimensional approach is needed to cataloging culture gain during SA. 7) Certain grammar items and performances may be used as indicators of culture/language gain. 8) Inter-disciplinary tools, involving, for example, psychology, sociology, anthropology, theater, and sports, can help learning.

### Heritage SIG Report

The Report of the first Network Conference for Saturday Japanese Schools, which was held October 24-25, 2003, has been compiled and is available from the ATJ office. Copies are available upon payment of \$10 to cover printing and postage. The proceedings of the Conference include the full texts (in Japanese) of presentations by teachers and administrators from Saturday schools across the United States.

The Heritage SIG hosts an active listserv and plans to publish a refereed on-line journal of research and best practices in heritage Japanese language education. For more information, please contact Masako Douglas: masakoucla@earthlink.net.

### Classical Japanese SIG Meeting in San Diego

Professor Steven Carter of Stanford University was the featured speaker at this year's meeting of the Bungo Special Interest Group held at the AAS conference in San Diego in March. A superb translator and scholar of pre-modern Japanese "waka" and "renga," Professor Carter's talk entitled "My Apologies: Ruminations on Teaching Pre-Modern Japanese" was eloquent, personal, and amusing. Following Professor Carter's talk, a general discussion focused on ways to make classroom materials available to more university teachers, both those who already teach "bungo" and those who would like to incorporate "bungo" into their undergraduate program. There was also a discussion of Haruo Shirane's new "bungo" textbook, forthcoming from Columbia

University Press. This year's talk by Professor Carter will be made available to ATJ members in an upcoming newsletter.

The Bungo SIG will be meeting at the Chicago AAS in 2005! Please join us. If you're interested in being on the SIG's email list, contact Stephen Miller at smillerjapan@aol.com or Stephen\_Miller@Brown.Edu.

### Professional Development SIG Business Meeting at AAS 2004

The ATJ Professional Development SIG business meeting took place on Friday, March 5, in Garden Salon Room 2 in Town and Country Resort in San Diego, California from 7-9 p.m. Nine SIG members were present.

1. *NBPTS*: National Board certification for Japanese did not generate a large enough number of applicants for the program to proceed. Currently the Japanese certification is unavailable until further notice.

2. *SIG Panel at ATJ*: At the March 4 ATJ seminar, the PD SIG presented a panel on professional development in the area of technology training. In the future, the SIG would like to ask for a guaranteed slot at ATJ Seminar, which could be a panel or four individual presentations, and conduct its own selection.

3. *Mini-conference on Japanese TA Training*: The Mini-Conference at IR/PS at the University of California, San Diego, was productive; a report on the presentations and a summary of the discussion appears below.

4. *Summer Institute*: AATJ and the Japan Foundation will cosponsor another summer institute for K-12 teachers this summer.

5. *Next SIG Business Meeting*: SIG hopes to have presentations along with a business meeting at the ACTFL conference in November in Chicago.

If you are interested in becoming a member of the Professional Development SIG, please include the following information in an email message: Name, affiliation, email address. Indicate membership: ATJ and/or NCJLT. Send to Y.-H. Tohsaku, Chair of Professional Development SIG: ytohsaku@ucsd.edu.

## Report on Mini-Conference on Japanese TA Training

ATJ's Professional Development SIG organized a Mini-Conference on Japanese TA Training on Friday, March 5, at the Graduate School of International Relations and Pacific Studies, University of California, San Diego. Many college-level teachers started teaching Japanese as teaching assistants while working on their degrees, and it is important to recognize the importance of this area of professional training. The morning session was a panel that included TA trainers, those who hire TA's as faculty members, and those who underwent TA training. Professor Yasuko Ito Watt, Indiana University, and Professor Yukiko Hatasa, Iowa University, discussed the ways their institutions supervise and train teaching assistants. Professor Hiroko Kataoka of California State University, Long Beach, examined job ads posted on the ATJ website this year and analyzed the job market for Japanese teachers. Finally, Professor Eiko Ushida, University of California, San Diego, shared her personal experience while she was a TA at Carnegie Mellon University and discussed the ways in which the training has affected her teaching today.

During the panel discussion, several issues were raised concerning the training and supervision of teaching assistants. After lunch, the panelists and participants discussed these issues. The group agreed that it is important to continue the discussion on the training of Japanese teaching assistants in future SIG meetings. This topic is of great interest to institutions in Japan as well. A full report on this conference will be published by the SIG in the near future.

## Report from the Association of Japanese Language Teachers in Europe (AJE)

Hello from Europe! It was a great honour and a privilege to attend the ATJ Seminar and General Membership Meeting in San Diego as the president of the Association of Japanese

Language Teachers in Europe (AJE), representing Europe for the first time in an ATJ meeting. My sincere gratitude goes to Professors Seiichi Makino and Patricia Wetzel for the invitation.

The Association of Japanese Language Teachers in Europe (AJE) was established in 1995 and has 180 members from 22 different countries. Its main activities are the European Symposium on Japanese Language Education held annually in summer and the publication of its proceedings. Our 9th Symposium will be held in Lyon, France, on 26-28 August this year. In recent years we have had about 200 participants from Europe, Japan, and the USA. We have an active members' mailing list, and the AJE Newsletter is published three times a year.

Many countries in Europe have their own associations of Japanese teachers and are very active. For example, the British Association for Teaching Japanese as a Foreign Language (BATJ) has about 100 members, including those from the Republic of Ireland and Japan. Its main activities are an annual conference, which will be held on 3-4 September 2004 at Oxford, and the publication of a refereed journal, BATJ Journal.

AJE plays a key role in disseminating information through Europe, and in establishing networks. We are now working on a project commissioned by the Japan Foundation called "A Survey of Japanese Language Education in Europe, with regard to the Common European Framework of Reference for Languages." It is expected to be published in spring 2005.

Currently, Europe is on the move, especially regarding modern language education. There is the Bologna Process, which is the process of creating a "European higher education area" by 2010. The aim is to continue developing a system of easily "readable" and comparable degrees, based on undergraduate and postgraduate degree system, which until now varied from country to country. At

the same time, more flexibility would be ensured by a course credit system (such as the European Credit Transfer System) providing for both transferability and accumulation. The other new direction is the Common European Framework of Reference for Languages (CEF). This document, by the Council of Europe, provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner, thus facilitating educational and occupational mobility. Using the CEF scale, the European Language Portfolio (ELP) aims to document its holder's plurilingual language proficiency and experiences. For more information, please see the AJE website: [www.e-aje.org](http://www.e-aje.org).

I sincerely hope that this is just the beginning of a new relationship between the USA and Europe. We look forward to meeting you at Lyon and/or Oxford.

Kazumi Tanaka, AJE President

## ATJ Endowment Is Growing

ATJ has joined the ranks of other non-profit organizations in establishing an endowment fund. Contributions of any amount to this fund, which are tax-deductible, will help to ensure that the Association can continue to provide services to members in the future. Contributions have recently been made to the Endowment by Pauline Oasay, Ryuko Kubota, Mitsuko Miwa, Yoko Okuizumi, Cheryl Rudd, and Kyoko Suzuki. Please consider donating when you next renew your membership, or by mail at any time. For more information, contact the ATJ office.

## Minutes of the Fall 2003 ATJ Board Meeting

September 20, 2003  
Called to order at 9:30 a.m.

In attendance: Pat Wetzel, President, Seiichi Makino, President-Elect, Laurel Rasplica Rodd, Past President; Board members: Phyllis Larson, Wes Jacobsen, Yasuko Ito Watt, Yuki Johnson, Hiroko Furuyama, Ken-ichi Miura, Keiko Schneider, Lawrence Marceau, Sachiko

Matsunaga; Tim Vance, Journal Coordinating Editor; Susan Schmidt, ATJ office. Not attending: Chris Thompson, Suwako Watanabe.

Minutes of previous meeting approved. Question raised of whether Minutes of Board meetings should be published in the Newsletter before they are approved at the subsequent Board meeting. Consensus to wait until after approval before publishing.

*President's report* (Wetzel): Nihongo Kyoiku Gakkai international symposium was to have been held in August but postponed one year because of SARS.

ATJ proposal in early 2003 to Department of Education (International Research and Studies) for grant to study impact of study abroad on language, culture learning was not approved; it will be revised based on reviewers' feedback and resubmitted in November.

A new SIG—Study Abroad for Advanced Skills—was created in conjunction with the proposal and with ATJ's Bridging Project. The SIG is moving ahead, with a listserv and a session at AAS in 2003; funding is being sought for a mini-conference in early 2004 on study abroad and advanced language.

LangNet is a web-based system to create an online database of customized professionally vetted materials for learners and teachers of German, Spanish, Japanese, and other languages; long in the making, it was first organized by the National Foreign Language Center. Once it is up and running, Board members should be asked to look at it and give feedback. Questions: What are other languages doing? What would it cost to keep it updated and current? LangNet site: [www.langnet.umd.edu](http://www.langnet.umd.edu).

JNCL/NCLIS Delegate Assembly and National Legislative Day: JNCL is a national organization that lobbies on Capitol Hill for foreign language and international studies education. Wetzel attended in May 2003 and found it interesting and useful. Any Board member can attend. Makino will also attend in 2004. Larson: Perhaps we should identify legislators who are influential and try to work with them; ask members to write letters/lobby, etc.

*President-Elect's report* (Makino): Makino attended the Association of Japanese Teachers in Europe (AJE) meeting in August and found a very active community of Japanese language teachers and scholars. AJE was founded about 30 years ago. About 600 attended the meeting, mostly from Japan and Europe, including

linguists and language educators. The organization, headed by Tanaka Kazumi, is attracting many participants from Japan. *Discussion*: ATJ should form more ties with European scholars. Makino recommended joining European Association for Japanese Studies (EAJS) (dues are reduced for AAS members). There is information on the web at [www.eajs.org](http://www.eajs.org) and a link from the AAS site.

*Past President's report* (Rodd): Post-basic Framework draft was finished and mailed out to members. Keiko Schneider was asked to carefully review the technology section. The Framework will be put on-line after feedback is received from members.

NCOLCTL is changing, becoming independent of National Foreign Language Center. The organization has had only organizational members (the Alliance is the organizational member for Japanese), but is discussing the possibility of having individual members. The next conference will be in April 2004, at UW-Madison; meetings will rotate among the National Foreign Language Resource Center host institutions. Rodd recommended that Board members attend this conference if possible.

A literature report is being prepared for the Japan Foundation (Rodd was asked to write about the state of the literature studies field and make recommendations); suggestions are welcomed from literature specialists on the Board

Assessment of Advanced Language Instruction: a project (funded by Japan-US Friendship Commission) to do program assessments of study-abroad programs in Japan and test individual students who were identified as advanced by programs in the US. There were 150 student participants in five programs. Original collaborator was National Foreign Language Center, but NFLC didn't follow through on data analysis. Makino and Wetzel served on the committee for this project. A professional statistician has been asked to analyze the data: analysis will be combined with the program assessments.

The study abroad programs in Japan fell into five types (Inter University Center type of stand-alone program; hybrid of consortium + Japanese university; private university program; Japanese national university; proprietary language program). These institutions had a very wide range of definitions of advanced learners. Some partial results:

Listening test: 19 of 150 scored at Superior, 70 at Advanced level. Reading test: 30 scored at Superior. Background

predictors: age and number of months in Japan on study programs (or other reason); number of years of post-secondary language study—reading; number of years of pre-secondary study—listening. Success defined as achieving Advanced or Superior. The results are preliminary but indicate that study abroad works. The report on the project will be sent to the funders and circulated to the Board.

*Membership report*: Memberships are up slightly from last year, although members tended to renew later because renewal mailings were sent a bit later for 2003. The total membership as of August 31 is 873. Membership promotions have been done to libraries and to members who have lapsed. Graduate students are good targets for new memberships, but their renewal rate is lower. Credit card payment and a more obvious section on the web site have helped to gain new members. The possibility of renewal online in the future, using a secure server, was discussed. Larger organizations do this. International membership promotion was suggested (e.g., European members of EAJS.) The ATJ Seminar attracts new members, but their renewal rate is often low.

Ideas for membership promotion: Community college teachers (through a new SIG, a panel at Seminar, perhaps an introductory membership rate).

Furuyama offered to start a new SIG—CCJE (Community College Japanese Education). Motion by Rodd to establish the new SIG, with Furuyama as chair; Marceau seconded. Motion passed.

It was suggested that the dues structure be reviewed and discussed at the next Board meeting. The last time dues were raised (2000), membership income increased, but the number of members declined and has stayed at the lower level.

Concerning SIGs, the question was raised of whether to discontinue a SIG if it has not been active (no meetings, no listserv, no sponsorship of panels at Seminar, etc.). The Classroom Materials SIG has not been active for several years, so it will be deleted from the list of SIGs on the next membership form.

The question of support for developing local and regional organizations was discussed. It was suggested that the Alliance should convince the Japan Foundation to support local/regional organizations, as well as support professional development grants and projects.

Financial report: The financial situation of the Association is good. Membership income, however, is sufficient to

cover only the expenses of publications, the Seminar, and basic membership services. Office expenses and salaries are paid by grants to conduct specific projects—notably the Bridging Project, which has been funded for 7 years by the Japan-US Friendship Commission. Contributions to the Endowment total a little less than \$2,000 at this point. These contributions are in the money market account. \$450 was contributed to the Endowment this year.

*Newsletter/website report:* Discussion of whether to publish the newsletter in paper or PDF version, on-line. Suggestion that it be easier to navigate to the Journal section of the website from the home page. An index of all Journal articles is being added to the website this fall.

*Journal report:* The Fall 2003 issue will be a special issue in memory of Marian Ury (edited by Haruo Shirane). The Spring 2004 issue will be a regular issue, and another special issue will be published in Fall 2004. It's necessary to have regular issues because of the dissertation abstracts, which are piling up. Submissions are needed in linguistics and pedagogy.

*Nominations committee report* (Matsunaga): Suggestions for nominees will be solicited from the membership by email. The list of candidates will be ready by December 1.

*Seminar committee report* (Johnson): Deadline for RFP will be October 31; rooms for the Seminar must be requested by December from AAS. Discussion: should there be special slots on the program for graduate students? Next year's Seminar Committee will consider it. Rooms for meetings of all SIGs on Friday night at AAS will be reserved. Presenters will be asked to help pay expenses of renting AV equipment (LCD projectors are particularly expensive). Last year Japan Foundation helped to pay for equipment, but that was a one-time grant.

*SIG reports:*

SAFAS SIG will hold a meeting at ACTFL.

Professional Development SIG's top priority is the NBPTS certification program for Japanese. The SIG will propose a panel for the ATJ Seminar at AAS in the spring. The e-newsletter will be published in October. An on-line (JOINT) course on web-based instruction is scheduled to begin in October.

Heritage Language SIG will sponsor a conference for *hoshuukou* teachers and administrators in October (with funding from Japan Foundation, AAS NEAC). The

SIG sponsored two panels at the NCOLCTL conference in spring 2003, and has an active listserv.

*Bridging Project report* (Schmidt): The next deadline for applications is October 3. Up to 40 students will be funded for spring 2004. For the Fall 2003 cycle, the project received 400 applications. Board members were encouraged to serve on the selection committee, which involves reading 30-40 applications.

*Alliance report* (Schmidt): The Alliance is funded by grant from the Japan-US Friendship Commission. The purpose is working for both ATJ and NCJLT administratively, speaking for the field as a whole, and developing programs for professional development. This year the Alliance collaborated with and assisted the heritage teachers' conference and awarded small individual professional development grants. Application will be submitted to Department of Education (Fulbright Hays Group Projects Abroad program) for funding for a summer language and technology institute in Japan in 2004 in collaboration with the Japan Foundation-Urawa.

Funding is needed for the small professional development grants. Schmidt asked ATJ and NCJLT to contribute to the program. Rodd moved that \$5,000 be contributed to the Alliance small grants program; Makino seconded. Motion passed, with stipulation that the funds be leveraged or matched by other organizations.

*Old Business:* Board Handbook. Two new items were suggested to be included in the Board Handbook: a list of other organizations with which ATJ is affiliated (national); a timeline or history of the organization, including all presidents and their terms in office. The history could be based on the archives at Middlebury College; it was suggested that Miyaji (past president) be asked to help.

*SIG policy:* It was suggested that a notice be placed on the website that if a SIG is inactive for more than one year, it will be discontinued.

*New Business:*

1. AAS 2004. It was agreed that ATJH should continue to have a booth in the exhibit hall (cost is about \$2000, including rental and staffing). SIG meeting rooms will be reserved for all active SIGs. Board members were asked to think about a speaker for the annual membership meeting on Saturday afternoon.

2. Fundraising ideas. The idea of a small registration fee for the Seminar was

discussed. Next year's Seminar committee will consider this.

3. Year of Languages participation. ACTFL is asking all organizations to participate in activities around 2005 as Year of Languages. Rodd moved that ATJ endorse the Year of Languages; Watt seconded. Motion passed. Seminar committed asked to consider making this a part of the 2005 Seminar program.

4. Survey of members. Makino asked Board members to write their own comments about what ATJ does well and what could be better. The entire membership will be surveyed in December/January and the results discussed at the next Board meeting.

5. Princeton Japanese Pedagogy Forum. Princeton Japanese Pedagogy Workshop (11-year history) has become the Japanese Pedagogy Forum. In 2004 the Forum will be held August 21-22, jointly with 3rd International J-OPI Conference. Makino asked whether ATJ would endorse the Forum (not financially but as official endorsement). Watt moved to endorse; Marceau seconded. Motion passed.

6. Going electronic. The possibility of electronic voting and conducting other activities on-line was discussed. Schmidt and Schneider will investigate further and report at the next meeting.

Adjourned at 4:15 p.m.

## News of the Alliance

The Alliance of Associations of Teachers of Japanese, the umbrella organization serving and representing both ATJ and our sister organization, the National Council of Japanese Language Teachers (NCJLT), has undertaken several new projects that support the advancement of the field and the professional development of our organizations' members.

*AP Japanese.* As previous issues of the Newsletter have described, the College Board has announced its intention to develop an Advanced Placement program for Japanese. The Alliance is working to raise the funds needed for development and is also conveying to the College Board the views of our field on how the Japanese AP program should be constructed and administered. This issue contains an announcement and appeal from the College Board for the

cooperation of ATJ members in this process.

*Summer Institute for K-12 Teachers.* The Alliance has been awarded a grant from the US Department of Education to conduct a one-month Institute in Japan for fifteen non-native-speaking K-12 teachers of Japanese. The Institute will take place mainly at the Japan Foundation's Urawa Japanese-Language Institute, where participants will receive intensive language instruction and training in pedagogy and classroom materials development.

*Small Grants Program.* The Alliance continues to accept applications for small professional development grants to individual teachers, although funds are limited. Application forms may be downloaded from the ATJ website.

## **Bridging Project News**

### **Bridging Scholarships for Study in Japan**

The Bridging Scholarships for Study Abroad in Japan have been awarded twice annually since 1999; 390 students from colleges and universities all over the United States have received scholarships to assist them with the cost of studying in Japan for a semester or a year.

The Bridging Project is funded by a grant to ATJ from the Japan-US Friendship Commission, which also raises funds for the scholarships through its affiliate the US-Japan Bridging Foundation.

Almost 400 applications have been received from students seeking scholarships for study in Japan beginning in Fall 2004. Seventy-five scholarships will be awarded. Watch the ATJ website for a list of recipients, which will be released at the beginning of June.

The next scholarship competition, for study in Japan beginning in Spring 2005, will take place in the fall; the deadline for applications will be October 5. Please let your students who are going to Japan know about these scholarships.

## **Job Openings**

### **College/University Positions**

#### **University of Cambridge**

Applications are invited for the office of *Lector in Japanese*, to take up appointment on 1 October 2004. The holder of the office will be expected to teach undergraduate language courses at all levels. Applications are invited from candidates with a native (or equivalent) command of Japanese and a good first degree. Experience of teaching Japanese as a foreign language is desirable, and a good command of written and spoken English is essential. The appointment will be for one year in the first instance with the possibility of reappointment for one year at a time to a maximum of five years. The salary scale is £15,679, rising by three annual increments to £18,893.

Applications, including an application form, a curriculum vitae and the names and addresses of two referees, to: Mrs. Jane Fisher-Hunt, Secretary to the Selection Committee, Faculty of Oriental Studies, Sidgwick Avenue, Cambridge CB3 9DA (Tel. 01223 335107). They must be received by **Friday 7 May, 2004.**

Application forms (PD18) are found at [www.admin.cam.ac.uk/offices/personnel/forms/pd18/](http://www.admin.cam.ac.uk/offices/personnel/forms/pd18/) and are also available from the Secretary. Further details are available from the Secretary and on the Faculty's website: [www.oriental.cam.ac.uk](http://www.oriental.cam.ac.uk).

The University offers a range of benefits including attractive pension schemes, professional development, family friendly policies, health and welfare provision, and staff discounts.

The University of Cambridge is committed to equality of opportunity.

#### **University of Cincinnati**

The University of Cincinnati invites applications for a *term adjunct instructor of Japanese*, beginning Fall 2004. The successful candidate must hold an M.A. in pedagogy, second language acquisition, or other relevant field. Native or near-native fluency in Japanese with an excellent command

of English, prior teaching of Japanese at the university level, and knowledge of technological resources and their application to instruction are expected. Send a letter of application, curriculum vitae, three letters of recommendation, and a teaching portfolio including statement of teaching philosophy, student evaluations and teaching demonstration video (if available) to Japanese Search Committee Chair, Japanese Program, University of Cincinnati, PO Box 210372, Cincinnati, OH 45221-0372. Review of applications will begin on **April 26** and will continue until the position is filled. AA/EOE.

#### **University of Colorado at Boulder**

The University of Colorado at Boulder invites applications for a *full-time instructor position in Japanese language* beginning August 17, 2004. This is a continuing, permanent appointment subject to a three-year review cycle. Responsibilities normally include teaching six courses, or their equivalent, over two semesters each academic year and working with other faculty in the Japanese program to ensure instructional continuity in the Japanese language courses. Summer teaching may be available for additional compensation under separate contract. Applicants should have near-native proficiency in Japanese and in English. One year of college teaching experience is required, and familiarity with issues in current language pedagogy and instructional technology is highly desirable. A Masters degree in Japanese language pedagogy, linguistics, education or a related field is required. Salary is competitive. CV, cover letter, teaching evaluations, videotape of classroom teaching (no longer than 30 minutes), and three letters of recommendation to: Chair, Japanese Instructor Search Committee, EALC, 279 UCB, University of Colorado, Boulder, CO 80309-0279. [stephen.snyder@colorado.edu](mailto:stephen.snyder@colorado.edu).

The search committee will begin reviewing applications on **May 7** and continue until the position is filled. The University of Colorado at Boulder is

committed to diversity and equality in education and employment.

### University of Leeds

The Department of East Asian Studies at the University of Leeds, U.K. is seeking to appoint *two new lecturers for its Japanese programme and one for its Thai programme* from 1 August 2004 to enable it to broaden the range of courses offered to its undergraduate and postgraduate students. One of the Japanese posts will be a Lectureship in Japanese Language & Studies in which the appointee will develop, coordinate and teach Japanese language modules in addition to their specialist area. Candidates for the other post, a Lectureship in Japanese Studies, will be expected to develop courses in their specialist area. The Lecturer in Thai Language and Studies will be responsible for developing and teaching on our recently launched Thai undergraduate and postgraduate programmes. All three will be expected to pursue an active programme of research and publication. Further information: [http://www.leeds.ac.uk/east\\_asian](http://www.leeds.ac.uk/east_asian). Dr Mark Williams: [m.b.williams@leeds.ac.uk](mailto:m.b.williams@leeds.ac.uk) or Dr Caroline Rose: [c.rose@leeds.ac.uk](mailto:c.rose@leeds.ac.uk). Deadline for applications is **23 April, 2004**.

### University of Massachusetts at Amherst

The Department of Asian Languages and Literatures at the University of Massachusetts at Amherst invites applications for the position of *Lecturer in Japanese language*. This is a one-year full-time position, with the possibility of renewal, to begin September 1, 2004. Preference will be given to candidates with experience in proficiency-based language instruction, native or near-native command of standard Japanese, and the M.A. degree. Salary is commensurate with qualifications. Vita, 3 letters of recommendation, a statement of teaching and research interests, any representative publications, and a videotaped demonstration of your teaching to: Japanese Language Search Committee, Asian Languages and Literatures,

440 Herter Hall, University of Massachusetts, Amherst, MA 01003-9312. Review of applications will begin on **March 22, 2004** and will continue until the position is filled. The University of Massachusetts is an AA/EQ Institution. Women and members of minority groups are encouraged to apply. The University of Massachusetts at Amherst is a member of the Five-College Consortium along with Amherst, Hampshire, Mount Holyoke and Smith Colleges.

### University of Minnesota

The Department of Asian Languages and Literatures in the College of Liberal Arts at the University of Minnesota is seeking applications for *positions to teach language courses in Japanese*. If filled, these positions are for day, or a combination of day/night courses taught on a semester basis in the College of Liberal Arts. The academic year appointments would be from August 30, 2004 to May 29, 2005. Occasionally there are one-semester-only appointments for which the start dates could be 8/30/04 or another mutually agreed upon date. Appointments are renewable annually depending on departmental need, funding and performance.

Responsibilities are to teach assigned language classes/sections under the supervision of a lead teacher; to keep office hours, prepare course materials, prepare and grade exams and participate in program governance as appropriate. Required qualifications: B.A. or foreign equivalent, with M.A. or Ph.D. preferred, in Chinese, Japanese, Korean or related area. Near-native fluency in Japanese. Strong English language communication skills and university-level teaching experience in Japanese. Candidate must have excellent verbal and written communication skills. Applicants holding the Ph.D. would be hired at the level of Lecturer; applicants with the B.A. and M.A. would be hired as Teaching Specialists.

Letter of application, curriculum vitae, and the names and addresses of three references to: Teaching

Specialist/Lecturer Search Committee, Asian Languages and Literatures, University of Minnesota, 453 Folwell Hall, 9 Pleasant St. S.E., Minneapolis, MN 55455. Final application deadline is **April 15, 2004**. EOEE.

### College of New Jersey

The Department of Modern Languages at The College of New Jersey announces a one year renewable position in as *assistant professor of Japanese* (3 year maximum) with a strong background in language teaching. MA required, Ph.D. preferred. Native or near-native fluency. Familiarity with the Nakama curriculum preferred. Opportunities to teach courses in all levels of Japanese language as well as Japanese Culture, Film and Literature. Demonstrated excellence in teaching and willingness to participate in departmental committees, and advise students. Applications will be considered until position is filled.

Letter of application and complete dossier, including 3 letters of recommendation and Statement on Philosophy of Teaching to: Prof. Adriana Rosman-Askot, Chair, Dept. of Modern Languages, The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718.

The job ad can be reached at: [http://delphi.tcnj.edu:8500/test/Employment/show\\_job.cfm?jobid=488&category=Academic%20Positions/Faculty](http://delphi.tcnj.edu:8500/test/Employment/show_job.cfm?jobid=488&category=Academic%20Positions/Faculty).

### University of Notre Dame

The Department of East Asian Languages and Literatures at the University of Notre Dame invites applications for an adjunct (and potentially renewable), part-time appointment as *instructor of Japanese* for the fall 2004 semester. The successful candidate must hold at least an M.A. in pedagogy, linguistics, secondary language acquisition, or other relevant discipline, be familiar with proficiency-oriented foreign language instruction, and have native or near-native fluency in both Japanese and English. Principal instructional duties will be the teaching of one 3-credit course (Be-

ginning Japanese 102) and another 3-credit course (Advanced Japanese 490). Prior teaching of Japanese at the university level and a commitment to pedagogical excellence is expected. Send a letter of application, curriculum vitae, a representative sample of teaching evaluations, and two letters of reference to Lionel M. Jensen, Chair, East Asian Languages and Literatures, 205 O'Shaughnessy Hall, University of Notre Dame, Notre Dame, IN 46556. Review of applications will begin immediately and will continue until the position is filled. The University of Notre Dame is an international, Catholic research university and an AA/EO Employer.

### Smith College

The Department of East Asian Languages and Literatures at Smith College invites applications for a *one-year full-time position in Japanese Language*, beginning Fall 2004. Candidates should be prepared to teach five Japanese language courses. Required: 1) MA in Japanese linguistics, Japanese language, or related field; 2) experience teaching Japanese language at the college level; (3) native or near-native fluency in both Japanese and English. Screening of applications will begin **April 5, 2004** and continue until the position is filled. Application letter, resume, teaching evaluations, and three letters of recommendation to: Japanese Language Search Committee, Dept. of East Asian Languages and Literatures, Smith College, Northampton, MA 01063. Smith College is an EOE encouraging excellence through diversity.

### Other Job Opportunities

#### International School, Portland, OR

The International School in Portland, Oregon is seeking a native Japanese speaker to teach in their Japanese immersion elementary school program (Pre-K up to 5th Grade). The contract is one year beginning August 2004. Experience and degree in elementary education

required. Send resume to Bruce Bayliss, head of The International School: [bbayliss@intlschool.org](mailto:bbayliss@intlschool.org). Tel.: 503-226-2496. Fax: 503-525-0142. [www.intlschool.org](http://www.intlschool.org).

### Spanish Speaking Japan Expert Sought

Consulting firm working with Japanese companies in Mexico and their suppliers seeks fluent Spanish speaker with deep expertise about Japan (living experience in Japan preferred) to teach courses on Japanese culture to Mexican businesspeople. This is a contract/freelance position with an irregular schedule, not a full-time position. Contact: Rochelle Kopp, Japan Intercultural Consulting. Tel.: 773/528-1370. Fax: 773/528-4233. [Rochelle@japanintercultural.com](mailto:Rochelle@japanintercultural.com).

## Programs and Workshops

### Summer and Year Programs at Akita International University

Akita International University is now accepting applications for its summer intensive language program and Fall 2004-Spring 2005 program.

Akita International University is scheduled to open in April 2004 in Akita Prefecture in northern Japan. It is a Japanese accredited university established by the Akita Prefectural Government, dedicated to nurturing students to become global citizens with a strong foundation in the liberal arts as well as with knowledge and specialized skills applicable within an international context.

Akita International University will offer a 6-week intensive Japanese language program (8 credits) beginning June 16. The participants will be placed in the appropriate level, from elementary to intermediate, according to their proficiency level. No previous study of Japanese is required. In addition to the Japanese language courses, there will be weekly sessions on various aspects of Japanese culture. Extracurricular activities will include weekend homestays, local school visits and field trips. The esti-

mated cost is \$3,000 including tuition, fees, insurance, housing, meals, visa application fee and airfare. This is a special introductory rate for summer 2004 only.

The Fall 2004-Spring 2005 academic year will also offer a variety of Japanese language classes from the elementary to the advanced levels. Courses in Japan Studies, such as Introduction to Japanese Society, Japanese Business Culture, and Japanese Literature taught in English, will be also offered. For advanced learners of Japanese, courses on Japanese Culture taught in Japanese will be also available. Students can enroll either for one semester or one academic year.

There will be many opportunities for participants in both the summer and in the fall-spring programs to interact with the local community and to participate in local festivals. The university offers a supportive environment and a small community of open-minded students. Further information: [www.pref.akita.jp/gakujutu/kokusai.html](http://www.pref.akita.jp/gakujutu/kokusai.html) or [aiu@metrostate.ed](mailto:aiu@metrostate.ed).

### Noh Training Project, Summer 2004, Bloomsburg, PA

One of the oldest continually performed theatre forms in the world, Noh combines dance, chant, music, and mask in a powerful and stately performance experience requiring intense inner concentration and physical discipline. The Noh Training Project is a three-week intensive, performance-based training in the dance, chant, music, and performance history of Japanese Noh Drama. The Noh Training Project, which will take place in Bloomsburg, PA, July 16-August 7, includes:

- daily sessions with beginning and intermediate/advanced students together for chant (*utai*);
- separate classes for beginning and intermediate/advanced students on dance (*shimai*);
- daily sessions playing the musical instruments of Noh and solo sessions with Noh drummer Mitsuo Kama;
- weekly evening viewings of Noh performances on video followed by discussions;
- a final recital per-

formance on August 6th, 2004 on the stage of Bloomsburg Theatre Ensemble's Alvina Krause Theatre. First-year students will perform one short dance piece, chant for one or two other pieces, perform a short piece on the instrument of their choice (optional) and perform in a non-traditional Noh piece directed by the senior students of the Noh Training Project. Intermediate/Advanced students will perform longer pieces, some accompanied by musicians from Japan and direct and perform in non-traditional Noh pieces; • the opportunity to observe Noh actor Akira Matsui, musicians from Japan, NTP faculty and assistants, and the senior students of the Noh Training Project in rehearsal for the 10th Anniversary celebration production of *Kurozuka*; • the opportunity to see the full, live performance of *Kurozuka* on August 7th at 7pm in Bloomsburg (PA) Town Park.

Instructors: *Richard Emmert*—Noh Training Project Director. An American who has studied, taught, and performed Noh drama in Japan since 1973. A certified Kita school Noh instructor, he has studied all aspects of Noh performance, with a special concentration in movement and music. *Akira Matsui*—Guest Master Teacher (2 weeks). A master actor-teacher of the Kita School of Japanese classical Noh Theatre. *Mitsuo Kama*—Otsuzumi (hip drum)/kotsuzumi (shoulder drum) Instructor. *John Oglevee*—Head Teaching Assistant.

Actors, directors, dancers, musicians, and academics interested in a non-Western performance experience are encouraged to apply. The deadline for applications is **May 1, 2004**. [www.bte.org/Programs/noh.htm](http://www.bte.org/Programs/noh.htm).

### CARLA Summer Institutes

The CARLA summer institutes will be held during the weeks of July 26-30, August 2-6, and August 9-13, 2004. The institutes offered this year are:

- Content-Based Language Teaching with Technology — NEW!
- Proficiency-Oriented Language Instruction & Assessment (POLIA)
- Basics of Second Language Acquisition for Teachers

- Developing Materials for Less Commonly Taught Languages (LCTLs)
  - Maximizing Study Abroad: Strategies for Language and Culture Learning
  - Developing Assessments for the Second Language Classroom
  - Meeting the Challenges of Immersion Education
  - Immersion 101: An Introduction to Immersion Teaching
  - Technology in the Second Language Classroom
  - Culture as the Core in the Second Language Classroom
  - A Practical Course in Styles- and Strategies-Based Instruction
- Information: [www.carla.umn.edu/institutes/2004](http://www.carla.umn.edu/institutes/2004).

### Summer Japanese Teacher Training Workshop at Cornell University

The Department of Asian Studies at Cornell University is pleased to announce the four-week intensive Japanese Teacher Training Workshop for the summer of 2004. Trainees will meet four hours each day beginning on Tuesday, July 6 and ending on Friday, July 30. Applications are welcome from those with a serious interest in teaching Japanese as well as an ability to receive instruction and communicate in English.

Workshop participants learn, through hands-on teaching practice, to conduct an effective Japanese language class. The summer workshop is not a course in language acquisition theory or grammar. The workshop focus will include such topics as: program structure, evaluation of results, adapting methodology to various levels, and eliciting student participation. Trainees successfully completing the workshop will receive four Cornell credits and a certificate of completion. Tuition for the summer 2004 workshop is set at \$2100. A limited amount of financial support is expected to be available and will be offered on a competitive basis. The workshop is directed by Robert J. Sukle, Director of the Japanese FALCON (Full-Year Asian Language

Concentration) Program at Cornell. Cornell Japanese language instructors will also be assisting in the workshop.

Admission into the program will be on a rolling basis provided space in the program is still available. Application forms and more information: <http://lrc.cornell.edu/jttw>. Jeremy Sporrang: [jttw@cornell.edu](mailto:jttw@cornell.edu). 607-255-6457. Japanese Teacher Training Workshop, Cornell University, Dept. of Asian Studies, 388 Rockefeller Hall, Ithaca, NY 14853.

### Candidates Available

**Eri Mikami:** I am currently seeking a Japanese teaching position at any level in the New York area. I graduated from Long Island University with an M.A. in Teaching English to Speakers of Other Languages (TESOL) in January 2004. I have been tutoring a high school student every weekend. I have the qualifications for teaching Japanese from the Intercultural Japanese Language School, Language Teacher Training Program, in Tokyo. I also obtained a Teacher's License for English at the junior high and high school level. I have been studying teaching, and I am applying for a Japanese Pedagogy M.A. Program in order to develop my knowledge as a teacher. Please contact me by email at [mikamieri@hotmail.com](mailto:mikamieri@hotmail.com).

**Taeko Nakamura:** I am seeking a full-time Japanese teaching position for 2004-2005. Currently I am teaching Japanese to pre-college students at all levels at Sakura International Academy in Tokyo, Japan. I have an M.A. in pedagogy of Japanese Language. As a full-time Japanese lecturer, I worked in the Japanese Section at Naresuan University in Thailand for 3 years (1994-1997). Please contact me at [taekon2001@hotmail.com](mailto:taekon2001@hotmail.com).

**Yoko Sakurai:** I am currently looking for a Japanese teaching position any time after July 2004. I would like to work in either a university, a community college, or a language Institute. I am finishing my course work at the School for International Training (Brattleboro, VT) with an M.A. in Teaching: Concentration ESOL. I

have two years of teaching experience in two of Japan's major language institutes. In addition, I recently returned from a two-month teaching position in Costa Rica. I hold a Certificate to Teach English in Japan's Junior and Senior High Schools. I can be reached at [yoko.sakurai@mail.sit.edu](mailto:yoko.sakurai@mail.sit.edu).

**Aki Tano:** I am seeking a full-time teaching position for college level students in the United States (starting as an assistant or part-time teacher acceptable). I have 5 years' experience teaching students of various nationalities at a certified language school in Japan. I also have experience teaching college-level students through one year's work at Dokkyo University. I am able to teach at various levels from beginners to advanced business conversational levels and have a Japanese teaching qualification. Resume, references available upon request. Any position-related information welcome. Please contact via e-mail at [tanouaki@hotmail.com](mailto:tanouaki@hotmail.com).

## Items of Interest

### Japan Foundation Publishes Advocacy Kit

The Japan Foundation's Los Angeles office has published an Advocacy Kit for K-12 Japanese Language Programs. The boxed set of materials, which includes teachers' and parents' guides, a videotaped visit to three model programs, and a start-up and maintenance guide for language programs, is free and available upon request. Many of the materials are also on-line, in downloadable form. For an overview of the kit, and to order copies, visit the Foundation's web site: [www.jflalc.org](http://www.jflalc.org).

### CAJLE Annual Conference 2004

The Canadian Association for Japanese Language Education (CAJLE) 2004 Annual Conference will be held August 19-22, 2004 at the Japan Foundation, Toronto, Canada, under the theme, "Japanese Language Education: Its Pedagogy". August 19-20: Research paper presentations and lectures by guest speakers; August 21:

English sessions for non-native teachers, and lectures by guest speakers; August 22: optional day trip to Niagara Falls and Niagara-On-The-Lake, small lunch-time group discussions. Information: <http://people.uleth.ca/~uzawa/CAJLE.htm>. Inquiries: Michiko Nishijima: [michiko@unb.ca](mailto:michiko@unb.ca).

### Middlebury Japanese School Appoints New Director

Kazumi Hatasa of Purdue University has been appointed to head the Middlebury College Summer Japanese School. He will be "director-designate" for the summer of 2004 and will assume the directorship in 2005. Ken'ichi Miura is acting director (with Dennis Washburn as senior consultant) for summer 2004.

### AJLS Call for Papers

The Thirteenth Annual Meeting of the Association for Japanese Literary Studies (AJLS) will be held October 22-24, 2004, at the University of Washington, Seattle. The theme of the conference is "Landscapes Imagined and Remembered." The organizers invite paper and panel proposals that explore the broad topic of landscape as it applies to Japanese literature. This conference will explore the ways in which landscape is an "annexation of nature by culture," as Simon Schama has written, focusing on the perceptual relationship between human beings and their environments, both natural and artificial, in texts from earliest times to the present. Such literary depictions, whether rich landscapes or barren anti-landscapes, are never free from the imprint of culture and cognition.

Japanese critics from Fujiwara no Shunzei to Karatani Kojin have stressed the impossibility of perceiving an unmediated external world. The former insists that "without poetry, one would not know the color and scent" of blossoms, while the latter claims that landscapes involve "an extreme interiorization" through which subjects and objects construct one another. Presenters are encouraged, then, to explore similarly diverse interpreta-

tions of landscape in Japanese literature.

Topics that might be addressed include: • How literary landscapes contribute to the creation of regional and national identities; • How writers fuse the natural world with the subjective world of cultural and historical memory; • Changes in the Japanese relationship to nature wrought by industrialization, modernization, and Westernization; • The concept of *kokudo* in imagining Japan as a nation; • Japanese literary landscapes in East Asian and Western comparative contexts; • The relation of setting to character and plot in Japanese literary works; • Hokkaido as "frontier"; Okinawa as "periphery"; • Nostalgia and remembered landscapes (pristine, pastoral pasts); • Fantasy and imagined landscapes (the colonies, the West); • Shasei and tanka reform; • Environmental literature in Japan; • The ruined postwar cities, especially Hiroshima and Nagasaki; • Seascapes, soundscapes, cityscapes; • Intersections between literature and landscape painting; • The recurring argument that climate determines national character; • The effect of the Great Kanto Earthquake on the "idea" of Tokyo; • The role of poetic places (*utamakura*) in cultural memory; • Recourse to nature as an alternative, or antidote, to modern civilization.

By exploring these and other pertinent topics, this conference will draw attention to the concept of landscapes and their function in Japanese literature. The organizers particularly welcome proposals that reflect a variety of perspectives and participation from scholars around the world.

Deadline for receipt of abstracts of no more than 250 words is **May 1, 2004**. To facilitate maximal participation, there will be no formal discussants. Conference languages are English and Japanese.

Proposals should be submitted electronically to the conference website: <http://depts.washington.edu/ajls04>. All other correspondence may be directed to the organizers: AJLS 2004, c/o Dept. of Asian Langs. and

Lit., Univ. of Washington, Box 353521, Seattle, WA 98195-3521. Tel.: 206/543-4996. Fax: 206/685-4268. [ajls04@u.washington.edu](mailto:ajls04@u.washington.edu)

### Free J-POP Sampler CDs

Antinos Inc., an America's subsidiary of Sony Music Japan ("Antinos" literally means "anti+sony" in reverse order) has established a new label, "Tofu Records," to launch J-POP music in the American market. The company is giving away free sampler CDs to teachers of Japanese and students learning Japanese. Two disks are available: "Tofu Tracks 01" contains 8 songs of different artists including TM Revolution, Toshi Kubota, and X-Japan. "Neo Soul" has 13

songs by artists including Toshi Kubota, Chemistry, and Ken Hirai. Tofu Records CDs include liner notes in romaji. To request CDs, please contact Ms. Ai Kennedy at 310/396-9333 or [Ai@tofurecords.com](mailto:Ai@tofurecords.com). The company is also willing to help with speech contest prizes by donating a variety of Tofu Records CDs for sale. CDs can also be purchased online at [www.tofurecords.com](http://www.tofurecords.com)

## Regional News

### Regional News—Midwest

**Commendation Awarded to Mutsuko Endo Hudson.** Foreign Minister Yoriko Kawaguchi has selected two individuals and two organizations from

Michigan and Ohio to receive the commendation of the Minister for Foreign Affairs of Japan in conjunction with the 150th Anniversary of the official relationship between Japan and the United States. The recipients include ATJ Board member Mutsuko Endo Hudson. The four recipients from Michigan and Ohio are: Dr. Bradley M. Richardson, Honorary Consul General of Japan in Columbus and Professor and University Distinguished Scholar Emeritus, Ohio State University; **Dr. Mutsuko Endo Hudson, Associate Professor, Michigan State University;** Center for Japanese Studies, University of Michigan; Japan Business Society of Detroit.

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**ATJ Newsletter deadlines**

May: April 20  
 September: August 20  
 November: October 20  
 February: January 20

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Prepared for publication by Sandy Adler, Foreign  
 Language Communications Support Specialist

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## Announcing *Step Up Nihongo!*

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John M. Von Pischke  
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