

A REPORT ON
PEACE STUDIES AROUND THE WORLD

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I. Introduction:

From February 24, 1990 to March 24, 1990 the Social Science Research Institute of International Christian University, under the direction of Dr. Koichi Niitsu, hosted the Japan tour of the Peace Studies Around the World Program (PSAW).

The Peace Studies Around the World was a Global Studies Program offered through the Universitat Witten/Herdecke and the International School of America in conjunction with Bard College/New York. The purpose of this study tour, which covered the academic year of September 1989 - May 1990, was to acquaint students with the "totality" of the human condition both between countries and within countries. The themes of the students' inquiry were: military, economic, political as well as human rights, ethnic issues, gender, etc.

To accomplish this goal, the students and their instructors traveled, during the space of one year, to approximately 20 different countries, where they investigated the issues related to that country and relating that country to the rest of the world. While doing so they lived in homestays, where possible, and studied the language of their host country.

The Director of the Global Studies Program was Dr. Johan Galtung, Professor of Peace Studies at the University of Hawaii, Honolulu. He was assisted by several co-directors and by the faculties of the universities which hosted the tour in various countries. Approximately 35 students, from a variety of different countries, enrolled in the program. Among the countries represented were: Poland, Germany, Hungary, Australia, Canada, the Soviet Union and the United States.

II. Peace Studies Around the World and ICU

Dr. Galtung requested that International Christian University take the responsibility of hosting the PSAW during its stop in Japan, February 24 - March 24, 1990. To that end, Dr. Koichi Niitsu, Director of the Social Science Institute at ICU coordinated the Japan tour. He appointed me, as a member of the Research Center for Japanese Language Education (Preparatory

Office), in charge of arranging the language instruction for the students. Although one student in the tour, being an ICU undergraduate, was already proficient in Japanese, and one had studied for several years in high school, it was assumed that the other 33 had no prior training in Japanese.

The program was to be devised so that the students study Japanese for one hour and fifty minutes during the morning. The afternoons were devoted to lectures conducted by Dr. Galtung and his faculty as well as by ICU faculty.

III. Language Instruction---Preparation

The kind of language instruction that Dr. Galtung desired was above-all "culturally-oriented." He asked that students be introduced to *katakana* and 50 *kanji* (as they would be arriving in Japan after a month's study in China), and simple phrases and questions. But he also wanted the students to be made aware of the social and cultural context for the language, specifically "the differentiation according to social category of speaker and spoken to; a certain vagueness of expression," and the differences between Japanese, Chinese and Indo-European languages.

Given the expressed desires of the Director, I decided it would be most appropriate to conduct the language course in a lecture/drill format, as will be described below. Since 35 students were expected to participate, it seemed most practical to divide the group into three sections for drills. To that end, four ICU students agreed to assist with the drills: Kanako KUDO, Graduate School Division of Education; Mika SUZUKI, Graduate School Division of Education; Yuka INAMOTO, Graduate School Division of Comparative Cultures, and Ikumi OZAWA, ICU undergraduate.

The four assistants and I met four to five times prior to the beginning of the Program. Since we did not have an appropriate text for teaching "crash-course" Japanese in 15 days (and approximately 30 hours), we needed to develop our own text materials. I assigned the assistants various topics related to everyday experiences in Japan: self-introductions, shopping, ordering at a restaurant, eating at a friend's house, asking directions, etc. Sentence structures were limited to: "X *desu/ja arimasen*;" or, "X *wa/ga* Y *desu/ja arimasen*;" simple verbal patterns and their appropriate sentence particles, such as "X *wo tabemasu*;" or, "Y *e ikimasu*." Brief request patterns were also selected: "X *wo kudasai*," in addition to the two numerical systems and their appropriate "counters."

Each assistant then devised several scenerios, exercises and drills based on their assigned topics and grammar category. These scenerios were then discussed by other members of our team, modified and compiled into a romanized textbook of ten chapters. I furnished each section with grammatical notes and socio-cultural explanations. As students were expected to study

katakana and *kanji* in addition, I added the appropriate sections from Eleanor Jordan's *Reading Japanese* to our text. Thus, the text was designed in such a way that an enterprising student could study it on his/her own outside of class.

IV. Class Design

Students were asked to read through their assigned lesson prior to each classmeeting. I conducted the initial 40 minutes of class as follows: presentation of grammatical structure before the entire class, brief drill, second presentation and drill followed by approximately 15 minutes of explanation in English. The presentations were conducted in Japanese using flashcards, props or dialog-skits between two or more assistants. Students were discouraged from asking questions during this segment and were expected to save their questions for the English explanation time. Once it seemed the students had understood the new information, we divided the groups into three sections, each led by one of the assistants. The assistants were encouraged to develop their own props and drill techniques.

After approximately 50 minutes of drills, students met again in a large group where they were able to ask questions about the drills. When possible, the remaining 10 minutes of each class was devoted to introducing *katakana*.

V. Cultural Aspects

In addition to the socio-cultural aspects of Japanese that were introduced during the lectures, the students were also given several occasions to observe Japanese culture from various perspectives. Since the study tour coincided with the *Hinamatsuri*, on March 3 students were taken to a neighborhood elementary school where they were shown elaborate displays of dolls. An explanation of the *Hinamatsuri* was provided by Yuka INAMOTO. On March 7 students were given the chance to participate in a "tea-ceremony" in the ICU tea-hut, conducted by Mrs. Kusaka, the ICU Tea-Ceremony teacher. On March 10 they were taken to Jindaiji. On March 14, Mrs. Ozawa (Ikumi OZAWA's mother) performed on the Japanese lute (*biwa*) for the students. On the same day they were also given a chance to try their hand at brush writing; and Ms. Inamoto gave a demonstration with explanation of kimono dressing. Finally, on March 16 students were given a tour of the Yuasa Museum.

VI. Additions

Because contact hours with Japanese instructors were so few, students complained that they could not recall proper pronunciation on their own, thus making home study difficult. As a solution, Ms. Kudo, Ms. Ozawa and myself made a tape of all the dialogs and additional vocabulary words in the text. Those students who wanted the tape could then listen to the dialogs at home. Five or six students took advantage of this offer.

VII. Comments

It soon became apparent that out of the anticipated 33 student participants, only a very small portion was actually interested in attending the language classes. Apparently, many of the students were exhausted from their travels. (They had been on the road for six month before reaching Japan.) Many were busy writing term papers for the course. Moreover, it seemed that language study was hardly crucial to the course at large and was more or less an accessory. No exams were administered and no grades were given. Of those students who did attend the class, therefore, very few studied or tried to prepare. Most students seemed to be truly interested in the language, but sought diversion more than serious inquiry. To that end it soon became clear that introducing *katakana*, to say nothing of 50 *kanji*, was absolutely unnecessary if not impossible.

The four assistants and myself enjoyed introducing these students to Japanese. We tried to adjust to the casual atmosphere of the class and worked to make our sections entertaining as well as informative. Yet, when all was said and done, I could not help but feel a slight regret over the fact that we had prepared so thoroughly and enthusiastically for the program, even compiling our own textbook. On the other hand, no matter how our students responded, by going through the effort of developing an entirely new course, we benefitted. We were allowed to experiment and this, I feel, was reward enough.

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