

Call for Proposals: “Teaching Japan: Pedagogical Possibilities in U.S. Higher Education”

Conference Location: DePaul University, Chicago, Illinois
Conference Date: October 29 and 30, 2010
Abstract Submission Deadline: July 30, 2010

DePaul University’s Japanese Studies Program invites paper and panel proposals for a conference entitled “**Teaching Japan: Pedagogical Possibilities in U.S. Higher Education,**” to be held at DePaul’s Lincoln Park campus in Chicago on October 29 and 30, 2010.

In the last two decades, the academic and institutional environment for Japanese studies at U.S. colleges has changed dramatically. This conference is intended to serve as a forum within which to explore this new landscape in terms of the dynamic interfaces between pedagogy, research, institutional structures, and the dissemination of knowledge. We believe that a considered conversation based on our experiences of and strategies for teaching undergraduate students amid this rapid transformation will likely reveal new pedagogical and research possibilities, mainly within the humanities and the social sciences (such as anthropology, art and art history, ethics and religious studies, film, history, language, literature, media, peace studies, political science, sociology and theatre), but also possibly in other disciplines as well. Norma Field (the University of Chicago) will be the conference keynote speaker.

While there are numerous conferences where scholars present their research, there are few formal academic meetings where we can share the discoveries emerging from our teaching experiences. This gathering in Chicago was conceived as a venue both to identify the pedagogical practices and concerns important to us as teachers/scholars/workers as well as to develop ideas for new approaches. Those interested are invited to submit proposals for presentations that explore areas including, but not limited to, the following:

- * the ways in which teaching (particularly at the undergraduate level) may feed into research;
- * the potentials and dangers of various strategies for positioning Japanese studies within institutions of higher learning;
- * experiences in or visions for incorporating experiential learning into Japan studies curricula;
- * successful (or, at least, informative) experiments with non-traditional or unconventional course topics, course structures, classroom practices, uses of technology, etc.;
- * the history or future of the staffing of Japan studies programs (hypothetical profiles for faculty and how they might be distributed within an institution);
- * the need (or not) for bridging the language and "content" course divide;

* ideas for or experiences in incorporating cultural analysis in beginner language courses and/or ideas for or experiences in incorporating foreign language material in other than language courses

Please limit your proposal to 250 words. Conference organizers will assemble panels based on the interests outlined in the proposals we receive. Alternatively participants may submit panel proposals for inclusion in the conference; they would consist of a panel abstract, three or more individual paper proposals, and (perhaps) the name of a respondent or discussant. Please email submissions as an attachment in Microsoft Word format with the following information to: mmatsugu@depaul.edu. Please write "DePaul 2010" in the subject line and include.

- (1) paper title;
- (2) abstract;
- (3) presenter's name;
- (4) current affiliation and title;
- (5) contact information (email address, phone number, and postal address);

The conference organizers plan to publish a select group of essays emerging from the conference presentations.

This conference will be made possible, in part, by the support of the Japan Foundation (New York) and DePaul University.

Please direct any questions to the conference co-chair, Miho Matsugu, at mmatsugu@depaul.edu.

Thank you.

The Organizing Committee (Miho Matsugu and Nobuko Chikamatsu of DePaul University and James Dorsey of Dartmouth College)