

## 13 Japanese Studies and Area Studies at the Ohio State University

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The Ohio State University (OSU) is currently the third largest public university in the United States. It has a student population of about 55,500. Ohio's population is typical of the United States as a whole in terms of its ethnic and racial composition. The makeup of the student population is probably typical of large state universities in the US. Coming to OSU in Columbus, Ohio for the first time in 1989, I thought what on earth is a Department of East Asian Languages and Literatures doing in the middle of the country. In those days, Columbus had the reputation of being a "Cow Town." Over the years, however, drawn by a word of mouth that Columbus was a relatively safe and easy place to live and work, immigrants have flocked to the city, providing much greater diversity to the city.

Central Ohio is home to a variety of Japanese businesses. Chief among them is a large Honda plant. The attached Appendix 1 provided by the Japanese Consulate in Detroit in 2014 gives a breakdown of the Japanese business presence in Central Ohio. "Japan ranks among the top foreign investors in Ohio with 422 facilities. The majority of Japanese facilities (253) are manufacturers, 51% of which are automotive-related. There are 95 commercial trade operations, accounting for 23% of all facilities." These facilities provide 70,985 jobs in Ohio, 98% of which are held by citizens of the state. These facts led the administrators of the University to greatly expand the Japanese programs. In the mid-1980s there were one or two tenured or tenure-track professors of Japanese in the Department of East Asian Languages and Literatures. The Japanese program was dominated by the Chinese program. By the early 1990s, there were 9 tenured or tenure-track faculty members in Japanese, a number equal to the Chinese faculty. Below, from the perspective of OSU, I will discuss what I perceive to be recent trends in Japanese Studies in the U.S. under the following categories: undergraduate programs, graduate programs, faculty, general intellectual trends, and future trends.

### **Undergraduate Programs**

When I first began teaching in 1989, I asked a class of 180 students in a course entitled "Elements of Japanese Culture" what their primary association with Japan was: technological innovation in the form of electronic products or World War II. Well over half of the class asso-

ciated Japan with World War II. As OSU became more “civilized” and class sizes were reduced, I asked a same class of 50 students in the mid-1990s the same question, and the majority said electronic products. Recently, I raised the same question in a similar class and the answer was *anime* and *manga*. Interest in Japan remains strong among undergraduates at a major state university, but the reasons for that interest have changed over time.

Interest in learning the Japanese language also remains strong. However, the manner of instruction has changed markedly. When I studied Japanese, first and second year were handled by native speakers hired in Japan under the direction of Tamako Niwa, third year was taught by a former kabuki performer, and fourth year was handled by Roy Miller, the historical linguist. In the upper levels, emphasis was placed on reading and writing, and there appeared to be little standardized curriculum. Once a week Roy Miller would bring in a newspaper article or other contemporary writing and we were expected to translate it by the next session.

Things are different at OSU today. Oral-aural proficiency is stressed following a strict standardized curriculum established by Eleanor Jordan and Mari Noda. The program is run entirely by the linguistics faculty. There is next to no translation. To meet the needs of students, a proliferation of different courses have been instituted. “Intensive Japanese” offered throughout the year, with “Independent Instruction,” by which students can choose their own times to attend class, determine the number of credits they wish to take, and are able to study at their own pace. And, of course, there is a regular track. In addition, a 5th year of Japanese has been instituted.

At the time of the Nixon/Kissinger opening of diplomatic relations with the People’s Republic of China, it was axiomatic that as Chinese enrollments increased, Japanese enrollments decreased. This is no longer the case, as the table below illustrates.

**Language Course Enrollment Figures  
for the Department of East Asian Languages and Literatures**

	Autumn 13 – 14 – 15			Spring 14–15		Summer 14–15		a. y. 2013-14	a. y. 2014-15
Chinese	352	350	352	302	302	n/a	18	654	670
Japanese	346	392	384	329	310	57	96	732	798
Korean	181	160	184	162	183	10	16	353	359
	<b>Total</b>							<b>1739</b>	<b>1827</b>

By semester & course, from present back to Autumn 2013:

**Autumn 2015**

<u>Chinese</u>		<u>Japanese</u>		<u>Korean</u>	
C1101.01	95	J1101.01	137	K1101.01	59
C1101.51	16	J1101.51	39	K1101.51	43
C1102.51	17	J1102.51	31	K1102.51	14
C1103.51	18	J1103.51	17	K1103.51	13
C1103.01	39	J1103.01	58	K1103.01	20
C2141.01	23			K2102.51	7
C2151.01	20	J2141	10		
C2151.51	18	J2151	10		
C4101	14	J4101.01	32	K4101.01	9
C4152.51	12	J5101.01	10	K4101.51	4
C5101.51	11	J5103.51	17	K4102.51	5
C5102.51	1	J5111	5	K5101	10
C5103	7	J5315	18		
C5105.51	1				
C5106.51	1				
C5111	28				
C7617	8				
C7655	9				
C7660	8				
C7671.51	6				
<b>Total</b>	<b>352</b>		<b>384</b>		<b>184</b>

**2014-15 a.y. totals**

<u>Chinese</u>	670	<u>Japanese</u>	798	<u>Korean</u>	359
vs. 2013-14	plus 16		plus 66		plus 6

**Summer 2015**

<u>Chinese</u>		<u>Japanese</u>		<u>Korean</u>	
C1101.02	3	J1101.02	16	K1101.51	7
C1102.02	3	J1102.02	13	K1102.51	3
C2141.02	6	J1103.02	19	K1103.51	4
C4142.01	6	J2101.02	18	K2102.51	2
		J5101.02	15	K4101.5p1	0
		J5102.02	15	K4102.51	0
<b>Total</b>	<b>18</b>		<b>96</b>		<b>16</b>

### Spring 2015

<u>Chinese</u>		<u>Japanese</u>		<u>Korean</u>	
C1101.51	24	J1101.51	54	K1101.51	51
C1102.51	25	J1102.51	24	K1102.51	10
C1103.51	15	J1103.51	15	K1103.51	12
C1102.01	64	J1102.01	101	K1102.01	32
C2102	27	J2102.01	37	K2102.01	17
C2151.51	14	J4102	25	K2102.51	9
C4102	7	J4142	8	K4101.51	6
C4142.01	25	J4152	8	K4102.01	9
C4152.01	16	J5102.01	9	K4102.51	3
C4152.51	15	J5104.51	10	K5102	6
C4301	20	J5112	4	K5315	28
C5101.51	5	J5316	15		
C5102.51	7				
C5104	5				
C5105.51	2				
C5490	5				
C7615	10				
C7650	5				
C7672	3				
C7670	8				
<b>Total</b>	<b>302</b>		<b>310</b>		<b>183</b>

Clearly, interest in learning Japanese continues to be strong in relation to Chinese and Korean. As an appendix, I include the numbers of students of Japanese for the state as a whole (see Appendix 2).

### Graduate Programs

OSU's Department of East Asian Languages and Literatures is one of the largest departments of East Asian languages in the U.S. and has 19 tenured or tenure-track faculty members. Of those, 3 tenured faculty members, including Mari Noda specialize in Japanese language pedagogy (and are deeply involved with language instruction and curriculum/material development). Two other linguistic faculty members also support the Japanese language pedagogy program. And a third, James Unger, recently retired, also made substantial contributions. OSU could thus boast of having the strongest program in the Japanese language pedagogy in the country. As a result, OSU's PhD program in Japanese language pedagogy attracted a great

many Japanese nationals who wished to teach Japanese professionally to foreigners, and not be treated as mere language instructors.

However in recent years, the number of applications from Japan has decreased markedly. One reason is that Japanese universities began developing their own Japanese language pedagogy programs. Another is the rise of the cost of graduate education in the U.S. Still, at one point we had well over 30 graduate students enrolled in the Japanese program. Now, 99% of the graduate students are from OSU.

I am not optimistic about graduate education at large state institutions. There are exceptions, such as Berkeley or the University of Michigan, but generally, the administrations, under new business-like models of public administration, do not like graduate education in the Humanities. As we all know, it takes far more work to guide and teach a few graduate students than it takes to teach 100 undergraduates in classes one has taught for 20 years. Graduate education in the Humanities is thus considered highly inefficient, and so gradually the times to completion of dissertation have been shortened and, as a result, graduate stipends and the number of graduate teaching fellowships has been reduced. Organizations such as the International Research Center for Japanese Studies (Nichibunken), the Japan Foundation, and the Japan-U.S. Educational Commission, and programs such as Foreign Language and Area Studies (FLAS) Fellowships are crucial if Japanese studies are to continue at the graduate level at many large state universities.

## **Faculty**

OSU's Department of East Asian Languages and Literatures has managed to maintain its position as the second largest Department of East Asian Languages and Literatures in the U.S. The death of Professor William Tyler was a huge blow to our program in Japanese literature, but the university agreed to replace him with a position in modern Japanese literature. After Professor James Unger's recent retirement, it seems doubtful that his position will be replaced. In part, this is because there are very few scholars in the U.S. who have chosen to specialize in historical linguistics. The sheer effort of learning, under restrained funding, three languages and their classical forms has resulted in great difficulty in mastering this field in the U.S. It is a sad development. However, OSU is justifiably proud of its record of innovation in language instruction, and so I do not see the Japanese program faculty suffering drastic reductions.

It is a different story in other departments. The eminent historian of modern Japan, James Bartholomew, recently retired, and despite our fervent pleadings, the History Department shows no inclination to search for a replacement in modern Japanese history. For years, we have tried to persuade the Political Science Department to hire a replacement for Bradley

Richardson. The reluctance of some disciplines to hire Japanese Studies and Area Studies specialists is due to two factors. First, there is the well-known antipathy towards Area Studies, held by many people in the social sciences. Second, I think there is the belief by many that China is ascendant and Japan is in decline. As Director of the Institute for Japanese Studies for the past ten years, I have repeatedly stressed the importance of Japan to Ohio's economy and the continued interest in Japan at OSU in presentations and letters to chairs of the social sciences departments, but nothing seems to overcome these misconceptions.

The Humanities departments, on the other hand, have been far more positive in their hiring of new faculty in Japanese Studies. Comparative Studies has replaced the retired Tom Kasulis with a promising young scholar who teaches Japanese religions and does research into the relationship between Buddhism and modernity. History of Art, on its own initiative, created a new position and filled it with a talented assistant professor who specializes in modern and contemporary Japanese art. In addition, OSU supported the Billy Ireland Cartoon Library & Museum, which is the most comprehensive academic research facility for cartoon art and holds one of the largest Japanese graphic art (*manga*) collections in the US. It reopened in a newly-renovated state-of-the-art space in Fall 2013, and the *manga* collection attracts scholars from around the world.

### **General Intellectual Trends**

I have been extraordinarily impressed by young scholars and their scholarship. I think it is a sort of golden age of Japanese Studies in the United States and Europe. Critical theory was of vital importance in freeing young researchers from the constraints of essentialism, but the focus on theory seemed to have left little room for specific empirical research. Critically informed contemporary scholarship is exploring aspects of history, culture, language, and literature that form a picture of Japan in far greater diversity than before. For example, Kerim Yasar, our recent hire in modern Japanese, has a strong background in literature and film, and his present research concerns the radio and the literature and drama written for it. Recent scholarship is so varied that it is difficult to characterize it under a single heading, such as modernization theory or revisionism, or feminism, and so on, and it draws substantially on recent brilliant Japanese scholarship that, in my view, is also more diverse than formerly. I think one characteristic common to much of recent scholarship is a new emphasis on the visual and auditory and their social significance. In my field, just about every job posting asks for the ability to teach Japanese visual culture of one sort or another.

## Future Trends

Harvey J. Graff, Ohio Eminent Scholar in Literacy Studies and professor of English and history at OSU, in a December 18, 2015 article in the online journal *Inside Higher Ed* (<https://www.insidehighered.com/views/2015/12/18/how-misguided-university-policies-are-harming-humanities-arts-and-sciences>) writes as follows,

The fact is that the university has chosen to admit and enroll increasingly more students in professional and pre-professional areas, especially engineering and business. Among the consequences has been the decline of about 40 percent over the past four years in both numbers of majors and course enrollments in the humanities. But the university did not take this path through any public discussion, explicit decision making or consideration of the major effects.

Of all the departments in the Arts and Sciences College at OSU, the Department of East Asian Languages and Literatures has suffered the least reduction in majors. Still, at present, the outlook is not bright for the humanities as a whole. There is an anecdote that John Hall, Yale's eminent Japanese historian, stated in the mid-1980s that the History Department should stop admitting graduate students in Japanese history because there would be no jobs for them. If he actually stated this, he was very wrong. There will continue to be positions for students of Japanese Studies, but it is probably wise to advise undergraduates and graduate students to be flexible and attempt to master more than one discipline. I have noticed a number of graduate students combining specialties in Chinese and Japanese language pedagogy, or developing the ability to teach both modern Korean and Japanese literatures, or writing a dissertation on classical Japanese literature but also publishing on *manga* or East Asian film. This trend of combining multiple research and teaching interests will probably continue into the future.

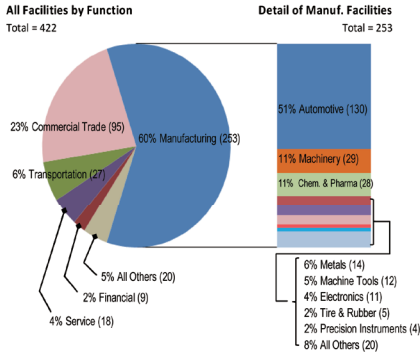
## 2014 Japanese Direct Investment Survey: Summary of Ohio Results (as of October 1, 2014)

The Consulate General of Japan in Detroit annually surveys Japanese-owned facilities and Japanese nationals in Ohio. As the 2014 data indicate, Japanese investment contributes significantly to state and local economies.

### FACILITIES

Japan ranks among the top foreign investors in Ohio with 422 facilities. The majority of Japanese facilities (253) are manufacturers, 51% of which are automotive-related. There are 95 commercial trade operations, accounting for 23% of all facilities.

Figure 1: Japanese Facilities by Sector



### EMPLOYMENT

Japanese facilities provide 70,985 jobs in Ohio, 98% of which are held by Ohioans.

Figure 2: Long-term Japanese Investment Trends

Year	Facilities	Total Employees	Employee Breakdown		Manufacturing Employees
			Local	Japanese	
2014	422	70,985	69,467	1,518	41,654
2013	430	69,521	68,031	1,490	40,075
2009	424	55,796	54,325	1,471	31,156
2004	419	65,277	63,643	1,634	38,974
Percent Change					
1 Year	-1.9%	2.1%	2.1%	1.9%	3.9%
5 Year	-0.5%	27.2%	27.9%	3.2%	33.7%
10 Year	0.7%	8.7%	9.2%	-7.1%	6.9%

NOTE: Japanese facilities are defined as non-franchised operations with at least a 10% share of Japanese ownership. Past years' data are periodically revised.

### GEOGRAPHIC DISTRIBUTION

The central region's 116 facilities, which provide 21,994 (27% of total) jobs, are mostly automotive production related. Other areas of the state, such as the southwest and northeast, are home to Japanese businesses in a diverse range of sectors including chemicals, pharmaceuticals and rubber.

Figure 3: Japanese Investment by Region (Top Counties)

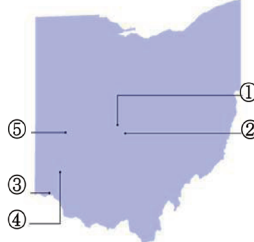
Region	Facilities	Total	Manufacturing
		Employees	Employees
<b>Central</b>	<b>116</b>	<b>21,994</b>	<b>11,632</b>
• Franklin County	78	5,605	2,107
• Union County	13	9,294	4,356
<b>Southwest</b>	<b>133</b>	<b>17,402</b>	<b>10,605</b>
• Hamilton County	42	1,980	549
<b>Northeast</b>	<b>93</b>	<b>7,088</b>	<b>3,050</b>
• Cuyahoga County	41	1,802	114
<b>Northwest</b>	<b>70</b>	<b>23,850</b>	<b>16,023</b>
<b>Southeast</b>	<b>10</b>	<b>651</b>	<b>344</b>

### JAPANESE POPULATION

As of January 2015, there are 12,843 Japanese nationals in Ohio, most of whom reside in the central region of the state.

Figure 3: Japanese Population (Top 5 Cities)

- ① Dublin 2,214
- ② Columbus 750
- ③ Cincinnati 523
- ④ Mason 352
- ⑤ Troy 318





## Japanese Education in Ohio

<b>25 Universities and Community Colleges (Fall 2014)</b>				
	City	University	Japanese language courses	
			Total students enrolled	Total number of classes
1	Columbus	Ohio State University	392	24
2	Cincinnati	University of Cincinnati	267	13
3	Athens	Ohio University	178	11
4	Oxford	Miami University	175	9
5	Kent	Kent State University	166	9
6	Toledo	University of Toledo	148	15
7	Cleveland	Case Western Reserve University	109	10
8	Oberlin	Oberlin College	105	9
9	Dayton	Wright State University	94	5
10	Bowling Green	Bowling Green State University	91	4
11	Alliance	University of Mount Union	80	5
12	Akron	University of Akron	74	3
13	Cleveland	Cuyahoga Community College	48	4
14	Granville	Denison University	41	4
15	University Heights	John Carroll University	38	5
16	Delaware	Ohio Wesleyan University	35	3
17	Columbus	Columbus State Community College	35	2
18	Cleveland	Cleveland State University	32	2
19	Springfield	Wittenberg University	26	3
20	Cincinnati	Xavier University	26	2
21	Gambier	Kenyon College	24	3
22	Yellow Springs	Antioch College	23	3
23	Findlay	University of Findlay	20	4
24	Dayton	Sinclair Community College	16	1
25	Westerville	Otterbein University	8	1
<b>TOTALS</b>			<b>2,251</b>	<b>154</b>

<b>K-12 Schools (Fall 2014)</b>		
	Total Number of Schools	Total students enrolled
	<b>16</b>	<b>860</b>
High School	13	723
Elementary and Middle School	3	137