Course Syllabus #1

SPED 446: Seminar in Special Education: Portrayal of Individuals with Exceptionalities in Japanese Popular Culture
Fall 2019

Instructor: Linda Oshita, Ph.D.
Contact information: lindao@hawaii.edu
Office location: TBD
Office hours: TBD


2. Course information, policies and resources
   a. Focus designation:
   b. Professional dispositions statement
   c. Attendance policy: Students are expected to attend all class sessions. Absences must be cleared by the course instructor. Alternative assignments may be given by the instructor for excused absences.
   d. Statement on Disability: KOKUA Program
      If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at (808) 956-7511, KOKUA@hawaii.edu, or go to Room 013 in the Queen Lili`uokalani Center for Student Services. Please know that I will work with you and KOKUA to meet your access needs based on disability documentation.
   e. Academic Integrity and Ethical Behavior
      Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. Failure to meet this expectation will result in failure of the course and possible dismissal from the program. Plagiarism means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. Although I encourage collaboration with peers, all work that candidates ultimately submit in this course must be their own in their own words. If you are in doubt about whether your work is paraphrased or plagiarized, see the UH General and Graduate Information Catalog under “Student Regulations” and the UH Student
Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/) for specific guidelines related to ethical behavior.

f. Office of Title IX (see below)

III. Course Content and Learning Objectives

a. Course Content: SPED 446 is designed to be taught through the University of Hawaii at Manoa Study Abroad Program in Kobe, Japan during Fall 2019. SPED 446 is designed to give students a basic foundation for understanding the current issues that individuals with exceptionalities face in modern Japanese society. Students will learn about the connection between culture and the way people with exceptionalities are viewed/portrayed/treated in a given culture. Students will learn to critically analyze the portrayal of individuals with exceptionalities in Japanese folklore and popular media, such as anime (animation films) and manga (Japanese comics), and television dramas and see the impact of these portrayals on people with exceptionalities. In turn, students will apply their knowledge to critically analyze their own perceptions and beliefs about people with exceptionalities through their own cultural lens.

Student Learning Outcomes (SLOs)
In this course, students will learn to:
1. See the connection between culture and the social construct of exceptionalities
2. Analyze the portrayal of individuals with exceptionalities in Japanese folklore and popular media, such as anime (animation films) and manga (Japanese comics) and the impact of these portrayals on people with exceptionalities
3. Analyze their own perceptions and beliefs about people with exceptionalities through their own cultural lens
4. Communicate (orally and in writing) their analyses, viewpoints to others
5. Communicate appropriately with diverse individuals and groups
6. Develop an increased capacity to analyze issues with an appreciation for disparate viewpoints

IV. Required Texts and Readings


Course reader (select readings to be provided by the instructor)
V. Course Assignments

Reaction papers (20 points)
Write a 4-page reaction about what you learned based on the scheduled readings for the week. In your reflection, answer the following questions:
   1) What struck you as interesting or notable with this week’s topic. Why?
   2) What were your thoughts/previuosly held notions about this topic?
   3) How is this in alignment with or different from your current understanding of the topic?
   4) Have you changed your view about this topic? Why or why not.

Student-led discussions (30 points)
Find and bring to class an example of how people with exceptionalities are portrayed in popular Japanese media and a similar medium from your home country. (For example, a Japanese ad for a snack food that prominently displays a person with exceptionalities and an American ad for a power drink that features a person with exceptionalities). Your “find” could be a print ad, flyer, book manga, magazine, etc. You will lead the class discussion on what you found in relation to what we are learning in class. Some discussion questions to consider are:
   1) What do you feel is the intention of the people who developed this? What do you think they wanted the consumer to think/feel/know about people with exceptionalities?
   2) What is your interpretation of their message? Why?
   3) Is this message good, bad, neutral? For whom?
   4) How is this message similar/different to a similar medium you found in your home culture?
   5) How would you (re)design this? Why? What would you do and how is it similar/different to what has been done?

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept and discussion</td>
<td>All criteria in Acceptable plus:</td>
<td>Discussion leader:</td>
<td>Discussion leader:</td>
</tr>
<tr>
<td></td>
<td>-Discussion leader engaged the group in thought-provoking discussion</td>
<td>-used open-ended questions to generate discussion</td>
<td>-did not use open-ended questions to generate discussion</td>
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<tr>
<td></td>
<td></td>
<td>-encouraged participants to engage in discussion</td>
<td>-did not attempt to engage others in discussion</td>
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<tr>
<td></td>
<td></td>
<td>-encouraged participants to discuss different viewpoints</td>
<td>-did not encourage/support participants to share different viewpoints</td>
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<td></td>
<td></td>
<td>-used featured ads that meet the assignment criteria and appropriate for this assignment</td>
<td>-did not use featured ads that meet assignment criteria and/or were inappropriate for this assignment</td>
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</table>
Midterm assignment (30 points total)
Choose one of the following:
1) Watch Japanese drama “Beautiful Life” (all 11 episodes)
   - Write a critical analysis paper (5 pages): analyze this drama from the perspective of the theories we are learning, cite examples (e.g., in episode 3, the main character…)
   What is good about this message from the perspective(s) of these theories? Does Japanese culture play a role in this? If so, how? How is this different from the culture with which you identify? What did you learn? Is the portrayal accurate? What could be improved?
   - Introduction (give a brief summary of the drama)
   - Overview of theories (give a brief summary of the theory or theories which you viewed this drama)
   - Which theory/theories best support your interpretation of this series? Be sure to cite examples to bolster your argument!
   - How is this portrayal of exceptionalities similar or different to your own culture?
   - How does your knowledge of Japanese culture play a role in your analysis?

OR
2) Read a fictional book/manga (in Japanese or English-translated) that features a character(s) with exceptionalities. Be sure to get instructor’s approval of your book selection before proceeding with this assignment!
   - Write a critical analysis paper (5 pages): analyze this drama from the perspective of the theories we are learning, cite examples (e.g., in chapter 3, the character…)
   - What is good about this portrayal from the perspectives of these theories? How does Japanese culture play a role in this? How is this different from the culture with which you identify? What did you learn? What it accurate about this portrayal? What could be improved?
   - Introduction (give a brief summary of the drama)
   - Overview of theories (give a brief summary of the theory or theories which you viewed this drama)
   - Which theory/theories best support your interpretation of this series? Be sure to cite examples to bolster your argument!
   - How is this portrayal of exceptionalities similar or different to your own culture?
   - How does your knowledge of Japanese culture play a role in your analysis?

Final examination (20 points)
A final examination will be given at the end of the semester. This exam will consist of multiple choice, short answer, and essay questions that directly address the content we covered throughout the semester. A study guide will be given to students prior to the exam.
Assignments and points summary

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Reaction papers (6 total)</td>
<td>20 points</td>
<td>Throughout the semester</td>
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<tr>
<td>Midterm project</td>
<td>30 points</td>
<td>Midterm</td>
</tr>
<tr>
<td>Student-led discussions</td>
<td>30 points</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Final exam</td>
<td>20 points</td>
<td>End of the semester</td>
</tr>
<tr>
<td>Total points</td>
<td>100 points</td>
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The grading for the course is as follows:

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 59 points or lower

VI. Calendar

Sample semester schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Activity</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus, course expectations</td>
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<tr>
<td>Week 2</td>
<td>Overview of exceptionalities, current legislation</td>
<td>Assigned readings</td>
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<tr>
<td>Week 3</td>
<td>ADA, shogaisha, and etiquette</td>
<td>Assigned readings</td>
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<tr>
<td>Week 4</td>
<td>Portrayal of exceptionalities in Japanese folktales</td>
<td>Assigned readings, Reaction paper #1</td>
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<tr>
<td>Week 5</td>
<td>Portrayal of exceptionalities in Japanese folktales</td>
<td>Assigned readings, Student-led discussion, examples</td>
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<tr>
<td>Week 6</td>
<td>Portrayal of exceptionalities in manga</td>
<td>Assigned readings, Reaction paper #2</td>
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<tr>
<td>Week 7</td>
<td>Portrayal of exceptionalities in manga</td>
<td>Assigned readings, Student-led discussion, examples</td>
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<tr>
<td>Week 8</td>
<td>Portrayal of exceptionalities in drama and movies</td>
<td>Assigned readings, Reaction paper #3</td>
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<tr>
<td>Week 9</td>
<td>Portrayal of exceptionalities in drama and movies</td>
<td>Assigned readings, Midterm project due</td>
</tr>
<tr>
<td>Week 10</td>
<td>Portrayal of exceptionalities in print media</td>
<td>Assigned readings, Reaction paper #4</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignments</td>
</tr>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Portrayal of exceptionalities in print media</td>
<td>Assigned readings, Student-led discussion, examples</td>
</tr>
<tr>
<td>12</td>
<td>Portrayal of exceptionalities in anime</td>
<td>Assigned readings, Reaction paper #5</td>
</tr>
<tr>
<td>13</td>
<td>Portrayal of exceptionalities in anime</td>
<td>Assigned readings, Student-led discussion, examples</td>
</tr>
<tr>
<td>14</td>
<td>Portrayal of exceptionalities online</td>
<td>Assigned readings, Reaction paper #6</td>
</tr>
<tr>
<td>15</td>
<td>Student Presentations</td>
<td>Study guide and review</td>
</tr>
<tr>
<td>16</td>
<td>Final exam</td>
<td></td>
</tr>
</tbody>
</table>
UHM TITLE IX SYLLABUS INFORMATION

The University of Hawai‘i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know experiences any of these, UHM has staff and resources on campus to support and assist you. Staff also can direct you to resources in the community. Here are some of your options:

If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact:

**Lesbian, Gay, Bisexual, Transgender (LGBT) Student Services**

Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Student Services strives to maintain a safe and inclusive campus environment that is free from harassment and discrimination. The office provides direct services to students of the University of Hawai‘i at Mānoa to confidentially discuss or seek advocacy and support for mistreatment due to their actual or perceived sex, gender identity, gender expression, or sexual orientation.

**Cameron Miyamoto**
Queen Lili‘uokalani Center for Student Services 211
2600 Campus Road
Honolulu, HI 96822
(808) 956-9250
email: lgbtq@hawaii.edu
http://manoa.hawaii.edu/lgbt/

**Office of Gender Equity**

The Office of Gender Equity offers direct services to victims and survivors of sexual harassment and sexual assaults. Brief descriptions of services offered are available here.

**Jenna Friedman**
Queen Lili‘uokalani Center for Student Services 210
2600 Campus Road
Honolulu, HI 96822
(808) 956-9499
email: geneq@hawaii.edu
www.manoa.hawaii.edu/genderequity

**Prevention, Awareness, and Understanding (PAU) Violence Program**

Prevention, Awareness, and Understanding (PAU) Violence Program exists to inspire, educate, and empower students and campus communities to build safe living-learning environments, end interpersonal violence, and encourage holistic well-being in ways that are supportive, collaborative, student-centered, and strengths-based. PAU Violence Program staff provides direct services to all University of Hawai‘i students including crisis response, safety planning, academic support, and referrals to campus and community resources.

**Jennifer Barnett**
Leslie Cabingabang
Queen Lili‘uokalani Center for Student Services 211
2600 Campus Road
Honolulu, HI 96822
(808) 956-8059
uhmpau@hawaii.edu

**Student Parents At Mānoa (SPAM)**

Student Parents At Mānoa (SPAM) seeks to increase the visibility of and resources for student parents at UH Mānoa as they pursue education while parenting. SPAM staff provide advocacy, support, and referrals for pregnant and parenting students to help them succeed in their educational goals.

**Teresa Bill**
2600 Campus Road
Queen Lili‘uokalani Center for Student Services 211
Honolulu, HI 96822
(808) 956-8059
Counseling and Student Development Center (CSDC)
The Counseling and Student Development Center (CSDC) offers support to UHM students, staff, and faculty to assist with personal, academic, and career concerns. All services are confidential and most are free of charge for Mānoa students. They also offer free consultation to faculty and staff on personal and student-related issues as well. CSDC office hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday. They also offer immediate walk in appointments for urgent or emergency/crisis services during their regular daily hours.

Queen Liliʻuokalani Center for Student Services 312
2600 Campus Road
Honolulu, HI 96822
(808) 956-7927
uhmscsdc@hawaii.edu
www.manoa.hawaii.edu/counseling

University Health Services Mānoa (UHSM)
The University Health Services Mānoa (UHSM) is staffed by physicians, nurse clinicians, nurses, and other support staff, and offers a wide range of medical services and programs to UH Mānoa students, with many of the services also available to UH Mānoa faculty and staff and students from other UH campuses. Services include general medical care on a walk-in basis; women’s health, sports medicine, psychiatry, and dermatology clinics by appointment; pharmacy and clinical laboratory; and student training, employment and volunteer opportunities.

1710 East West Road
Honolulu, Hawaii 96822
Honolulu, HI 96822
(808) 956-8965
www.hawaii.edu/shs/

If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact the confidential resources available here:

http://www.manoa.hawaii.edu/titleix/resources.html#confidential

If you wish to REPORT an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support, contact:

Dee Uwono
Director and Title IX Coordinator
Hawai‘i Hall 124
2500 Campus Road
Honolulu, HI 96822
(808) 956-2299
t9uhm@hawaii.edu

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need. For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to:
http://www.manoa.hawaii.edu/titleix/