



This course introduces anime (Japanese animation) and its history, relevance, and global impact. You will watch a variety of anime (subtitled or dubbed) and read scholarly articles to explore the ways anime impacts and is impacted by its given historical moment and social context. You will also learn about the mechanics of anime creation and examine its interaction with other media including videogames and manga. By moving beyond surface viewing, you will gain deeper insight into this popular Japanese medium and all the history, culture, and philosophy that entails.

Course Goals:

Our goal is to examine anime as a Japanese medium that has crossed boundaries of form and culture to become a global phenomenon. What role does anime play in contemporary society in Japan and abroad? How do we understand anime in the context of Japanese culture, history, and societal norms? What happens when anime is exported to countries outside Japan? What philosophical questions does anime address or bring up and how? How do the visual, musical, linguistic, and textual fields interact in anime and what impact does that have on viewers? What sort of communities has anime given rise to? These are some of the main questions we will address by examining manga from a variety of genres.

Course Objectives:

We will examine the significance of anime as a field of study before moving on to address specific issues within anime, such as cross-media collaboration, approaches to philosophy of mind, and ethics in fandom, by viewing primary sources and reading secondary scholarship. This course will help you develop the skills necessary to view anime critically and to engage in philosophical debate on the subject, engaging in constructive application of your own knowledge and of primary sources to evaluate arguments and develop logical and analytical responses. Through class discussion, we will interrogate assumptions about anime and develop a multi-faceted understanding of this medium and its global impact.

Learning Outcomes:

Upon the completion of this course, you will be able to:

- Interpret anime in terms of Japanese aesthetic traditions.
- Explain philosophical (especially aesthetic, ethical, and philosophy of mind) issues addressed by various anime.
- Critically evaluate scholarly articles related to anime.
- Identify and discuss historical, social, political, and economic effects on anime as a medium.
- Describe the connections between anime and other media.
- Debate ethical issues surrounding anime.
- Contribute your perspective during scholarly discussion.

You Will Succeed in This Course If You:

1. Come to class.
2. Do the readings (on time).
3. Participate in class discussion.
4. Complete all assignments.
5. Communicate with the instructor.

The most fruitful learning happens when we engage in open discussion and challenge ourselves to think outside our comfort zones. Successful students are those who contribute to the classroom community of learning and who enrich their own understanding in new ways.

Class Materials

Required:

Anime from Akira to Howl's Moving Castle: Experiencing Contemporary Japanese Animation Updated Edition (2005) by Susan Napier (New: \$22.99; Used: \$5)
The Soul of Anime: Collaborative Creativity and Japan's Media Success Story (2013) by Ian Condry (New: \$25.95; Used: \$16; e-reader: \$15.31)

Available for purchase online (Youtube Movies, HD: \$16.99) or via HBO Max subscription (\$14.99/mo):

Spirited Away (2001) by Hayao Miyazaki
Only Yesterday (1991) by Isao Takahata

Available via Hulu subscription (\$5.99/mo):

Akira (1988) by Katsuhiro Otomo
.hack//Sign (2002) by Koichi Mashimo
Afro Samurai (2009) by Takashi Okazaki
Sailor Moon (1992) by Junichi Sato

Available for rental or purchase online:

Summer Wars (2009) (Vudu, Rent: \$2.99; Buy: \$9.99) by Mamoru Hosoda:

<https://www.vudu.com/content/movies/details/Summer-Wars/434239>

Ghost in the Shell (1995) by Mamoru Oshii (YouTube Movies:

<https://www.youtube.com/watch?v=iHil4Y4r3Wk>)

Free with  login:

Fandom Unbound: Otaku Culture in a Connected World (2012) by Mizuko Ito, Daisuke Okabe, and Izumi Tsuji (JSTOR: <https://www-jstor-org.proxy2.library.illinois.edu/stable/j.ctt1npg9q>)

Kingdom of Dreams and Madness (2013) by Mami Sunada (Kanopy:

<https://illinois.kanopy.com/node/937210/preview>)

Free online:

Crunchyroll.com (paid subscription optional)

Millennium Actress (2001) by Satoshi Kon

Recommended reading:

Anime: A History (2013) by Jonathon Clements

The Anime Machine: A Media Theory of Animation (2009) by Thomas Lamarre

Interpreting Anime (2018) by Christopher Bolton

Grading Policy

93-100 A

90-93 A-

87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
60-66	D
0-60	F

Class Attendance and Participation (20%)

Discussion Responses (15%)

In-Class Debate (5%)

In-Class Debate Outline (10%)

In-Class Debate Evaluation (10%)

Final Project/Paper Draft (10%)

Final Project/Paper Presentation (5%)

Final Project/Paper (25%)

Weekly Readings:

Weekly required readings and viewings can be found in the schedule. All anime are available on Crunchyroll unless given alternative sources in the “required materials” section above.

Readings/anime viewings for each day must be completed BEFORE class that day. This is to assure you can participate in the classroom discussions in a constructive way.

Participation:

Frequent, quality participation in class discussion is expected for maximum points. Quality participation is proactive contribution of unique ideas or constructive questions that further discussion and build off or incorporate the ideas of others. Frequent participation is making such contributions at least once per class.

Discussion Assignments:

There will be 10 discussion board assignments. At the beginning of each week, I will post a relevant discussion question to the discussion board. Your 150-200 word response will be **due by 11:59pm every Friday** unless otherwise noted. See the assignment list with due dates for a complete schedule.

In-Class Debate:

In Week 12, we will be having an in-class debate. You will be assigned a debate team, a topic, and stance in Week 10. Individually, you should prepare your arguments ahead of time by creating a one-page (minimum) outline of your arguments and the evidentiary support, including citations, due Friday the week before the debate. As a team, you will be given class time to discuss the arguments you will use from your individual outlines and to decide who will fill each role on the debate team before the debate begins. After the debate, you will write a 1-2 page evaluation of the debate and your final opinion on the topic. More details will be given in class.

Final Project/Paper:

You have two options for your final project. You can write a traditional paper on a topic decided upon in consultation with myself, or you can do a creative project.

The creative project should be one moment or scene (15-20 seconds at an average of 12 fps) animated from a story of your own creation--you can hand-draw, use computer animation, or

even claymation, if that interests you. However, it must address one of the philosophical questions discussed in class. You will also be required to write a 2-3 page introduction to your piece that utilizes at least 2 course readings to critically analyze your work. This introduction should also explain your overall approach to the anime and your overarching methodology in creating the story in the draft and transforming it from a written medium to an animated form in the final project.

If you select the final paper option, your paper must be 10-12 pages and utilize at least three of our course readings and one additional source not used in the course.

Your final papers/projects will be due one week after our last course meeting. Late final papers/projects will not be accepted.

Final Project/Paper Draft:

A draft of your paper or project will be due by Friday of Week 10.

Drafts should include:

1. An introduction with a thesis statement
2. A thorough outline of the body of your paper (for papers) or a storyboard with rough illustrations accompanied by commentary and notes on keyframes (most important moments within a given sequence) including timing, transitions, dialogue/sound effects, and actions (for projects)
3. A complete bibliography in MLA format (at least 2 sources for projects and 3 for papers)

Final Project/Paper Presentation:

In Week 14, you will present your project/paper in class utilizing a visual aid of your choice.

Each person will be given TBD minutes to present. You should present:

1. Your topic (papers) or narrative and characters (projects)
2. Your argument(s)/points of analysis (papers and projects)
3. Your sources and reason for selection (papers and projects)

Attendance Policy

Unexcused absences and frequent tardiness (more than 5 minutes late for class) will negatively affect your grade.

Accommodation Policy for Attendance and Assignments

Reasonable accommodations will be made for excused absences (such as illness/medical emergency, religious observance, conference presentation, job interview, etc.) without any effect on your grade as long as sufficient notice and/or documentation is provided.

Accommodations for assignments and requesting an incomplete grade must be discussed with the instructor in advance whenever possible. Late assignments might be considered for a reduced grade on a case-by-case basis at the discretion of the instructor.

Technology Policy

This is an online course, so it is expected that you will use and have access to a computer, high-speed internet, and a webcam. During class, phones must be on silent and put away, cameras must be on, and you should keep your microphone off unless participating in discussion.

Statement of Inclusion



We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity,

sexual orientation, abilities, economic class, religion, and their intersections. Students share some of the responsibility for fostering an inclusive classroom and are expected to be respectful of others' perspectives and lived experiences.

Disability Accommodations

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and [REDACTED]

[REDACTED] If you are concerned you have a disability-related condition that is impacting your academic progress, you can sign-up for an academic screening on the [REDACTED]

Academic Integrity

According to the Student Code of Conduct, [REDACTED]

Mental Health Statement

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the [REDACTED]

[REDACTED] make sure they have the support they need to be healthy and safe.

Further, we understand the impact that struggles with mental health can have on your experience at Illinois. Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. We encourage all students to reach out to talk with someone. You can access mental health support at the [REDACTED]

Land Acknowledgement Statement

[REDACTED]

Schedule

Week 1. Intro to the Course: Why anime?

Readings:

T: Read Chapter 1 in Napier.

H: Read Introduction in Condry.

Discussion Board 1

Week 2. Who Makes Anime? 1

Readings:

T: Watch *Summer Wars*.

Read Chapter 1 in Condry.

H: Watch *Millennium Actress*

Read "National History as Otaku Fantasy: Satoshi Kon's *Millennium Actress*"

Discussion Board 2

Week 3. Who Makes Anime? 2

Readings:

T: Watch *Kingdom of Dreams and Madness*. Available for free via Kanopy.

H: Watch *Only Yesterday*

Read Chapter 2 in Condry.

Discussion Board 3

Week 4. Manga and Anime: What's the difference?

Readings:

T: Watch *Astro Boy* Ep. 1 (1963): <https://www.youtube.com/watch?v=XpwbNYFvZy4>

And *Astro Boy* Ep. 1 (1980): <https://www.youtube.com/watch?v=FcbvB1yWLuA>

H: Read Chapter 3 in Condry.

Discussion Board 4

Week 5. How has merchandising co-created the anime phenomenon?

Readings:

T: Watch *Mobile Suit Gundam Wing* Ep. 1 and *Sailor Moon* Ep. 1

Read Chapter 5 in Napier

H: Read Chapter 4 in Condry.

Discussion Board 5

Week 6. Anime and the Body 1: How does anime reflect society?

Readings:

T: Watch *Akira*.

H: Read Part Two: Body, Metamorphosis, Identity and Chapter 3 in Napier.

Discussion Board 6

Week 7. Anime and the Body 2: How does anime reflect society?

Readings:

T: Watch *Ghost in the Shell*.

H: Read Chapter 6 in Napier.

Discussion Board 7

Week 8. Gender and Anime 1: How does anime challenge gender norms?

Readings:

T: Watch *Rurouni Kenshin* Ep. 1.

Read Chapter 7 in Napier.

H: Watch *Jojo's Bizarre Adventure: Stardust Crusaders* Ep. 1 and 2 and *Afro Samurai* Ep. 1.

Read "Black Mecha is Built for This: Black Masculine Identity in *Firedance* and *Afro Samurai*" by Alexander Dumas J. Brickler VI here: <https://muse-jhu-edu.proxy2.library.illinois.edu/article/706959>

Discussion Board 8

Week 9. Gender and Anime 2: How does anime challenge gender norms?

Readings:

T: Watch *Spirited Away*.

Read Ch. 8 in Napier.

H: Watch *Puella Magi Madoka Magica*.

Read Chapter 9 in Napier.

Discussion Board 9

Week 10. Anime and the Environment: What can anime do for society?

Readings:

T: Watch *Shin Sekai Yori* Ep. 1.

Read Chapter 13 in Napier

H: Watch *Pokemon* Ep. 1

Read "It is a Pokémon world": The *Pokémon* franchise and the environment" by Jason Bainbridge. Available here:

<http://journals.sagepub.com/doi/pdf/10.1177/1367877913501240>

Read "Anime Landscapes as a Tool for Analyzing the Human-Environment Relationship: Hayao Miyazaki Films" here: <https://www.mdpi.com/2076-0752/7/2/16/htm>

DEBATE ASSIGNMENTS ANNOUNCED

PROJECT DRAFTS DUE

Week 11. Who Watches Anime? 1: Otaku Culture

Readings:

T: Read Chapter 4 in *Fandom Unbound*.

Recommended supplementary reading: Read Ch. 7 in Condry.

H: Watch *Oreimo* Ep. 1 and 2.

Read Chapter 9 in *Fandom Unbound*.

DEBATE OUTLINES DUE

Week 12. Who Watches Anime? 2: Fansubbing Ethics and In-Class Debate

Readings:

T: Read Chapter 6 in Condry.

Class time to work on debate

H: Read Chapter 8 in *Fandom Unbound*.

IN-CLASS DEBATE

DEBATE EVALS DUE

Week 13. Gaming, Anime, and Localization

Readings:

T: Read Chapter 11 in *Fandom Unbound*.

Watch *Fist of the North Star* Ep. 1

H: Watch *.hack//Sign* Ep. 1.

Read Chapter 3 in Video Games and Japaneseness, available on Canvas

PRESENTATION MATERIALS DUE

Week 14. Presentations 1

T: None. In-class presentations.

H: None. In-class presentations.

Discussion Board 10

Week 15. Presentations 2 and Wrap-Up

Readings:

T: None. In-class presentations.

FINAL PROJECTS/PAPERS DUE 5/10/2022 BY 11:59PM CST

Disruptive Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution for disciplinary action.

FERPA

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course.

Emergency Response

Emergency response recommendations can be found at the following website:

[REDACTED]

Religious Observances

The Religious Observance Accommodation Request form is available here:

[REDACTED]

[REDACTED] by the end of the second week of the course; in the case of exams or assignments scheduled after this period, students should submit the form to the instructor and to the Office of the Dean of Students as soon as possible.

Sexual Misconduct Reporting

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:

[REDACTED]