

CH 3 STUDY GUIDE: GLOBAL APPEAL OF JAPANESE POPULAR CULTURE

VOCABULARY

Be sure that you understand these key terms from Chapter 3. Provide a brief definition or use in a sentence that reflects its context in the reading.

Cool Japan	radioactive	dystopian	sci-fi	apocalypse
celluloid cartoons	dubbing	<i>mukokuseki</i>	<i>pachinko</i>	subculture

Table 1 Vocabulary

COMPREHENSION QUESTIONS

1. What makes the style, content, and/or message of Japanese pop culture unique?
2. What are some of the unique characteristics of Japanese pop culture as identified by author Timothy Craig?
3. Identify some of the ways in which anime shows its “fascination with metamorphosis and transformation” (page 37).
4. What role did the economics of American television and film industries play in the development of a growing demand for Japanese pop culture?
5. What two reasons does Iwabuchi Kōichi provide for explaining the global success of Japanese entertainment?
6. What is the importance of *mukokuseki*?
7. In what ways have American fans and fan organizations helped to promote Japanese pop culture?

ACTIVITY CHOICE BOARD #1

<p>ESSAY PROMPTS</p> <p>Choose one of the following question sets to explore using a Project Zero Thinking Routine.</p> <ul style="list-style-type: none"> • What is fact or fiction with J-pop? Can there be more than one truth? Remember, what is really true versus what is “true at the moment” are quite different things. • How has J-pop appeal changed over time? What do you think is the next phase? • How is the J-pop appeal similar or different in other parts of the world? How do you know and what makes you say that? • How has J-pop influenced your life? 	
<p style="text-align: center;">VENN WITH A FRIEND</p> <p>Partner with a classmate to complete a Venn diagram with three overlapping circles. In the first circle, identify various styles/themes/differences in Japanese pop culture. In the second circle, identify marketing techniques used to promote Japanese pop culture. In the third circle, identify historical connections between Japanese pop culture and the U.S.</p>	<p style="text-align: center;">MORE THAN A VENN</p> <p>Work with a team to conduct some quick research using the resources listed on this page in order to gather information about the items listed in the Venn diagram previously completed.</p> <p style="text-align: center;">Then, independently develop an essay that summarizes your teams’ findings. Finally, you can read, respond and critique other students’ findings and claims before making edits and submitting your final essay.</p>

Table 2 Activity Choice Board #1

ACTIVITY CHOICE BOARD #2

<p>CHALLENGE ACCEPTED!</p> <p>Accept the challenge made by the author on page 37 by doing one of the following:</p> <ul style="list-style-type: none">• Compare a Miyazaki Hayao film to a Disney feature• Compare a Japanese manga to a <i>Green Lantern</i> comic book• Compare the original <i>Gojira</i> to the 1998 American remake <p>Present your comparison as a written review of the two examples, in a 1 minute oral report, or in a movie-poster style graphic organizer.</p>	<p>TOP LIST</p> <p>Explore some of the qualities identified by Tim Craig in his list of Japanese popular culture characteristics. Using the examples cited by our author on page 36, which two do you think are the most important? In a thirty-second pop culture commercial, videotape yourself explaining why you selected those two as top characteristics.</p>
<p>DO YOU SMELL THAT?</p> <p>Consider the “cultural fragrances” described on pages 41-42. Select one of the three Cs identified by Iwabuchi and identify a specific example to investigate. Explain how your example’s “smell” impacts its acceptance/rejection in other countries.</p>	<p>“BIG EYED” CARTOONS</p> <p>Select three examples of the “big eyed” cartoon characters, monsters, or robots that have made their way from Japan and into mainstream American culture. Draw each of the examples you selected and identify each character with their name, the year they were first developed, and the year when they first hit America.</p>

Table 3 Activity Choice Board #2

ADDITIONAL RESOURCES

Please visit the EASC website [Japanese Popular Culture and Globalization Resource page](#) for the updated list of:

- Books & Articles
- Videos
- Museums

This guide is available online for classroom use worldwide and can be accessed at [EASC's Resource page](#).

Source: Tsutsui, William M. (2010). *Japanese Popular Culture and Globalization* (Ser. Key Issues in Asian Studies). Association for Asian Studies.