Transformative Intercultural Exchanges in the Online Environment

Ruth P. Wilson, Yoko Baba, John W. Wilson, Mark Adams

AFAM/SOCI 196 Global Youth Culture: Technology and Youth Networking

San Jose State University and Kwansei Gakuin University
Acknowledgements

- Professor Takako Yamada, Ph.D. College of Social Policy, Kwansei Gakuin University, Sanda City, Osaka Province, Japan
- San Francisco Bay Area Kwansei Gakuin Alumni Association
- Dean Sheila Bienenfeld, College of Social Sciences, SJSU
- Dean Mark Novak, College of International and Extended Studies, SJSU
- Jon Rubin and John Fowler of the SUNY COIL Project
- Jean Shiota and Mei Fang, Center for Faculty Development, SJSU
- Simrat Dhali, Administrative Assistant, African American Studies, SJSU
Purpose

Create a transformative global identity experience in the classroom that increases student interest in studying and working in global settings.
Student Learning Objectives

Students will:

(1) Explore, identify, analyze, and document how global youth culture has promoted cultural identity in music, fashion, leisure, dance, rituals, and rites of passage;

(2) Learn how youth participate in and are influenced by capitalist production and consumption patterns through their use of the internet and other technologies; and

(3) Understand how online youth culture has become global and hybridic.
The Setting

- SJSU Incubator Class Room
- Dr. Yamada’s Laboratory in Japan
  - Computers available for all students
  - Movable furniture
  - Access to the internet
  - Opportunity to work in small groups
  - Peer group support
  - Software for presentations and other assignments (Skype, Desire2Learn, YouTube, etc.)
Core Assignments in the Courses

• SJSU Course: Global Youth Culture
  – Who Am I? Ice Breaker/self introduction
  – Weekly reading assignments and online quizzes, including Manga
  – Interviews of native and foreign born American youth and their use of technology+ group presentation
  – Internet-based research of global youth culture in six countries
  – National Holidays – postings, synchronous and asynchronous discussions
  – California Recycling, photo postings and synchronous and asynchronous discussions
  – Participation in 3 SKYPE sessions and multiple asynchronous sessions

• KGU Course: English Speaking & Presentation
  – Who Am I? Family interviews and Presentations (intra cultural variations in family structure, regions of origins, family size, educational backgrounds, professions, traditions, etc.)
  – Japanese Literature: Manga readings and discussions
  – National Holidays – postings and synchronous and asynchronous discussions
  – Recycling in Japan, presentation and posted online, synchronous and asynchronous discussions
  – Participation in 3 SKYPE sessions and multiple asynchronous sessions
Example of Student Presentation
Japanese Youth Culture
サークル “Circle”

- A group of meeting with the same interests. (ex. Basketball, baseball, tennis, etc.)
- Not a Club
Circle Activities

- Differs depending on the circle
- Weekly meetings
- Drinking (drinking age is 20 in Japan)
ZAP! A circle from Toyo University 東洋大学

- ZAP!
- http://www.youtube.com/watch?v=HJPnrEGM-9U
The Subculture of Japanese Otaku

understanding this picture is proof that you are one
Otaku Youth Culture

- Manga Clubs
- Akihabara

Manga研究部

秋葉原
Effectiveness of the Course

• Student led explorations and learning increased
  – eagerness to post responses without prompting from instructors
  – volunteering topics for discussion

• Confession of the shyest student: “I’ve decided to apply to the German study abroad program and look for employment in German companies here and abroad.”
Thank you!

Questions or comments?