

(For JSPS Fellow)

Form B-5

Date (日付)

16.3.2013 (Date/Month/Year: 日/月/年)**Activity Report -Science Dialogue Program-**
(サイエンス・ダイアログ事業 実施報告書)- Fellow's name (講師氏名): Chantal Weber (ID No. P 12727)- Participating school (学校名): Saga Prefectural Chienkan Senior High School- Date (実施日時): 16.3.2013 (Date/Month/Year: 日/月/年)- Lecture title (講演題目): (in English) The Japanese Culture in Science
(in Japanese) 研究としての日本文化

- Lecture summary (講演概要): Please summary your lecture 200-500 words.

Looking at the Japanese culture from outside is on the one hand a challenge, but on the other hand gives new and different insights. In this lecture, I would like to give first a short introduction focusing on general information about Germany and some specific information about the German school system.

The second part of my talk will focus on the academic field of Japanese Studies / Japanology. After giving some general information about Japanese Studies at German universities and the reasons and methods of this academic field, I will focus on my specific research interest of the art of fragrance and odor in Japan.

The sense of smell has drawn higher attention in the Western academic world from the 1990th on. But it is striking that through all academic fields like philosophy, sociology or anthropology the Asian world has been left behind, though China and Japan have a long and rich tradition in the usage of fragrance in very different ways.

Starting with the Heian period and the Golden Age of Incense – as the beginning of this period is called – the focus lies on the social structure of Heian society and the ways of communication through odor between the court groups and the people. The personal odor plays a big role in this period. In the Muromachi period out the newly established art of *kôdô* (Way of Odor) marks a significant change in the usage of fragrance. The personality steps back in favor of the amusement in the group – the listening to odor as a play. Whereas the aristocrats of the Heian period mixed their own odor with many ingredients, the *kôdô* masters of Muromachi period burned mostly incense wood. While Heian courtiers stand out of the people by odor, in later times the right handling of the art shows the higher class. The research about odor can clarify changes in Japanese society over the centuries.

Human and cultural sciences are even more important in a globalized world. By obtaining the knowledge about another culture the understanding of one's own culture will be increased. This might lead us to cultural awareness and finally to intercultural competence.

- Language used (使用言語): 英語

- Lecture format (講演形式):

◆Lecture time (講演時間) 70 min (分), Q&A time (質疑応答時間) 20 min (分)

◆Lecture style (ex.: used projector, conducted experiments)

(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))

Powerpoint, Projector, Blackboard

◆Interpretation (ex.: assistance by accompanied person, provided Japanese explanation by yourself)

(通訳 (例: 同行者によるサポート、講師本人による日本語説明))

Provided Japanese explanation by myself

◆Name and title of accompanied person (同行者 職・氏名)

◆Other note worthy information (その他特筆すべき事項):

- Impressions and opinions from accompanied person (同行者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。):

(For JSPS Fellow)

Form B-6

Questionnaire

Please fill out the following questionnaire so that we can take advantage of your impressions in enhancing the JSPS Science Dialogue Program.

1. What prompted you decide to participate in the "JSPS Science Dialogue" program?

On the one hand I wanted to give something back, as I can be in Japan thanks to this great scholarship. On the other hand I think it can be interesting for Japanese students to hear something about their own culture from the perspective of a foreign researcher.

2. To what did you give greatest attention in preparing and giving the lecture?

I gave the most attention to the Powerpoint presentation (to make it interesting I inserted many pictures) and to the abstract, which was given to the students before the lecture.

I prepared some questions to motivate the students in active participation in the lecture.

3. Did you find it difficult to give a lecture in English to Japanese students? Could you give some advice to future lecturers on how to facilitate communication with Japanese students?

This group of Japanese students (62) had good English skills, so there was almost no need to give translations in Japanese. As Japanese students tend to be very shy in class, I tried to ask them questions during the lecture and showed the pictures, they could easily describe. Most of the students seemed to enjoy the lecture.

4. Could you give your impression with regard to participating in this program?

I think this program is very well organized and the staff of JSPS is very helpful in preparing the lecture. I had a lot of fun!!!

5. Was it meaningful in terms of your fellowship activities?

It is always good to prepare a talk or a lecture on my topic especially for non-researchers or specialists. Many things become clearer, if I have to express them in easy words. As it was the second time, I had the impression that I did progress in my research which I could pass on to the students.

6. In what ways do you think the students benefited from the program?

The students seemed very interested in the part about Germany, but also they were wondered about

some details of Japanese history and culture, they did not know or recognized. The students seemed motivated to learn more about their own culture.

7. Could you give some overall advice or comments to future participants in the program?

For researchers, who are the first time in Japan, it is probably interesting to see a Japanese high school and meet Japanese students. I enjoyed it a lot, that students were interested and also participated in the lecture actively. I think it was a nice occasion of exchange for both sides, the students and me.

We thank you again for your kind cooperation in this endeavor, and wish you every success in your important research.