

DANIEL K. INOUE INSTITUTE GRANT FINAL REPORT

Submitted by the U.S.-Japan Council

Mya Fisher, Program Manager

On January 22, 2015

For Grant Period December 16, 2013 – December 15, 2014

Table of Contents

Executive Summary	1
Grant Objectives	3
About the TOMODACHI Inouye Scholars Program	6
Timeline of Grant Activities	9
Financials	12
Appendices	13

Executive Summary

To honor the life and legacy of Senator Daniel K. Inouye, Foreign Minister Fumio Kishida announced the award of 200 exchanges to the U.S.-Japan Council on May 28, 2013 at the U.S.-Japan Council's Symposium in Tokyo. These ten-day exchange visits are part of the Ministry for Foreign Affairs Japan's (MOFA) *KAKEHASHI Project –The Bridge for Tomorrow*. The KAKEHASHI Project is a fully-funded, large-scale youth exchange program between Japan and the United States aimed at heightening potential interest in Japan and increasing the number of overseas visitors to the country, as well as enhancing international understanding of the “Japan brand,” or the nation's strengths and attractiveness. The project is also anticipated to revitalize and boost the Japanese economy. The U.S.-Japan Council worked closely with MOFA and the Japan Foundation to create opportunities during the visit for unique program content highlighting the legacy of Senator Inouye. Funding provided by the Daniel K. Inouye Institute grant, the U.S.-Japan Council was able to draw on the expertise of its membership to support the design and development of a thematic framework centering on Senator Inouye's contributions and legacy. The funds made possible direct financial support to the U.S. schools as well as allowed for coordination and development of curriculum and materials that the U.S. and Japanese universities could use in their implementation of the exchanges.

The four U.S. schools selected to participate in the invitation portion of the exchange were DePaul University (Chicago), Loyola Marymount University (Los Angeles), University Massachusetts, Boston and the University of Hawaii at Manoa. Each of the U.S. universities traveled to Japan under a theme inspired by a dimension of the Senator's legacy such as diversity and leadership; multicultural identity and community service; the Japanese American experience, advocacy and public service. For most of the U.S. students, in addition to this trip being their first contact with Japan, it was also their first time learning about the Senator. The final reports, blog posts, reflection and final projects clearly show the impact this program had on students' academic and professional interests as well as their personal development. In many, it

sparked an interest in learning more about Japan and a desire to return to Japan for work or study abroad. The Senator's legacy inspired others to think about their future as leaders, how to be conscientious members of a global community and ways they can contribute their time and talents in service to others in the future.

In addition to bringing new voices and future leaders into the U.S.-Japan relationship, this program has strengthened as well as created new institutional partnerships between American and Japanese universities among colleagues within their academic fields, not just through international study or study abroad centers. These partnerships, based on people-to-people relationships have the potential to expand university capacities in both nations to increase the numbers of international students coming for academic study, thus contributing to the US and Japanese government's long term educational internationalization goals.

The success of the exchanges this summer make us enthusiastic and excited for the visits by the Japanese students to the United States, in March 2015. We at the U.S.-Japan Council look forward to welcoming the 100 Japanese visitors to Washington, DC where the Senator spent much of his professional life serving in the United States Congress, as well as host cities across the country.

Objectives

This TOMODACHI Inouye Scholars program is an exchange program. When the grant was originally awarded to the Council, it was thought the exchanges would take place during the summer and late fall of 2014. Although the U.S. to Japan visits took place as planned, the Japan to U.S. visit was delayed by the Japan Foundation until March 2015. The United States to Japan development, planning and implementation took place under the explicit auspices of this grant. The Japan to United States portion was in the process of development and planning as of December 15, 2014, but the actual exchange will not take place until March 3-14, 2015. For that reason, some of our stated objectives are still on-going and will not be completed until after their visit. At that time, we will be happy to submit updated information that covers both sets of exchanges.

As stated in the proposal, the U.S.-Japan Council intended to use the grant to develop and execute the TOMODACHI Inouye Scholars program. The primary goals we set out to achieve with this grant are listed below. In addition, steps taken in pursuit of these goals are also listed including any on-going activities.

- Ensure the TOMODACHI Inouye Scholars program content reflects the breadth of the Senator's contributions (e.g. Japanese-American history, civil rights advocacy, public service, and military service).

Action(s): The grant supported outreach to and inclusion of U.S.-Japan Council members in the United States *and* Japan in various stages of the program's development and execution. The U.S. faculty leads were members of the Council who personally knew or knew of the Senator. As educators and members of the Council, they were uniquely positioned to propose and design an educational exchange program using a dimension of the Senator's legacy to frame the activities of the program including the cultural and tourist elements of the visit organized by the Japan Foundation. Council Members were invited to serve on the selection committee to choose the four participating schools. In Japan, members hosted dinners at their home and organized a career panels featuring Japanese American leaders. Engaging members in both the U.S. and Japan, strengthened the organization as well as created connections with young

people who have been inspired and motivated to continue learning about Japan, the Senator, Japanese-Americans, and U.S.-Japan relations.

- Tailor the program to participants (students from Japan, and students from the United States representing many ethnic groups and regions of the country).

Action(s): The grant supported one of the Council's strategic goals for 2014-2016 of *"bringing new and diverse voices into the U.S.-Japan relationship."* Through innovative programming and recruitment, the U.S. faculty leads were able to attract and select diverse students representing a variety of ethnic groups, academic fields, career and professional interests, as well as varying levels of experience with Japan or Japanese language. For example, the Loyola Marymount University sought multicultural student leaders, as the theme of their exchange was diversity and leadership.

- Make available and accessible educational materials from the program to other educators and exchange organizations.

Action(s): Three of the U.S. faculty created a website for their program that includes curriculum materials for the U.S. to Japan exchanges. The U.S.-Japan Council created a webpage featuring this program, the faculty leads and impact of the program through students' final projects, videos, links to blogs and program reports. The Council designed and distributed an impact report highlighting outcomes from the summer visits to Japan to share with key partners. These materials are available and accessible online. The Institute may link directly to any of the material for the purposes of teaching about the Senator and illustrating the many ways he has inspired a new generation of young Japanese and Americans.

On-going action(s): In addition to their curriculum materials, each of the U.S. faculty were asked to write 3-5 page memos about the Senator to share with the Japanese faculty leads. These memos will be used in the pre-departure orientations to formally introduce the thematic elements of this program to the Japanese students. Under the KAKEHASHI project guidelines, the Japanese faculty are not required to design a program with a theme. However, they are enthusiastically open to using materials provided by the U.S. faculty and the Council that will enhance and deepen the educational content of the program. As the Japanese students are not scheduled to visit the U.S. until March 2015, and these materials are connected to the spring visit, they are not yet fully

available. The educational materials that are currently available, can be found in Appendices B and C. We will be more than happy to share complete versions of these materials with the Daniel K. Inouye Institute following the completion of March 2015 visit.

- Work with the Daniel K. Inouye Institute and its Center for Democratic Leadership to connect the TOMODACHI Inouye Scholars of the KAKEHASHI program to the Center in order to document the Fellows' experiences and reflections as they learn about the Senator's legacy and relate it to their own lives.

Actions: The U.S. students wrote in blogs and completed final projects that reflect what they learned about the Senator through their participation in this program. Each of the U.S.-groups posted pictures and writings about their experience on social media platforms such as Facebook, Twitter, Instagram, etc. Links to these materials are listed in Appendix F.

On-going Action(s): We look forward to working with the Institute upon completion of the Japanese students visit to the United States in March on finding ways to effectively share all the American and Japanese students' projects, essays and blog posts with the Center.

We have really appreciated the partnership with and support of the Daniel K. Inouye Institute and have been extremely touched by all the people who have been impacted by the Senator's legacy through this program. It is wonderful to see a cohort of young people that have been inspired by the life of the Senator.

About the TOMODACHI Inouye Scholars Program

The inaugural invitation exchanges of the TOMODACHI Inouye Scholars Program under the KAKEHASHI Project have been a resounding success. This gift of exchanges to the U.S.-Japan Council in honor of the late Daniel K. Inouye have given nearly 100 American college students an opportunity to visit Japan, meet Japanese peers, learn about Japanese culture and history first-hand, thus beginning a long-lasting relationship with Japan and her people. The Senator had an optimism and confidence in the next generation's ability to continue to make the world better. He was a strong supporter of TOMODACHI's vision of investing in young people in the United States and Japan to create the next generation of leaders in our countries.

The U.S.-Japan Council (USJC), a non-profit, Japanese American-led organization dedicated to strengthening ties between the U.S. and Japan in a global context. Senator Inouye, along with other Japanese American leaders, created the Council in late 2008. The program is part of the TOMODACHI Initiative, a public-private partnership between USJC and the U.S. Embassy in Tokyo, which builds a new generation of American and Japanese young people through cross-cultural educational exchanges and leadership development.

The TOMODACHI Inouye Scholars (TIS) program is part of MOFA's broader KAKEHASHI project exchange program that aims to promote deeper mutual understanding among the people of Japan and the United States, enable future leaders of U.S.-Japan exchanges to form networks, and help young people develop wider perspectives to encourage active roles at the global level in the future. Commissioned by the Japan-U.S. Educational Commission (Fulbright Japan), The Japan Foundation organizes the project in cooperation with The Lurasian Institution. In 2014 more than 3000 American and Japanese young people (e.g. high school, undergraduate, graduate, and young professionals) participated in 10-day KAKEHASHI Project exchanges. TIS is unique among the KAKEHASHI project exchanges in that these exchanges honored the legacy of Senator Inouye. We had a once-in-a-lifetime opportunity to design and develop unique and substantive educational content during the 10-day exchange visits. Adding

special content and altering the structure of the typical KAKEHASHI exchange required extensive coordination. The Japan Foundation and the Laurasian Institution have been gracious and supportive collaborators for these exchanges.

Following discussions w/ MOFA in the latter part of 2013, in January 2014, the U.S.-Japan Council recruited from amongst its membership university faculty to submit proposals for an study abroad program focusing on an aspect of the Senator's legacy that would guide the programming for the visit to Japan. Applicants were asked to identify a partner university in Japan to facilitate the exchanges. It was an opportunity to strengthen existing institutional partnerships across different departments as well as facilitate new partnerships between institutions. The U.S. schools completed their visit to Japan in the summer of 2014 (June – August), and the Japanese universities will come to the United States from March 3-14, 2015. The students will visit Washington DC, Los Angeles and the cities of their partner universities.

The TOMODACHI Inouye Scholars Program serves to inspire students to commit to the values of public service, justice, and U.S.-Japan cooperation as represented by Senator Inouye. Thus, the program uses Senator Inouye's contributions to his state, his country, his heritage, and to the U.S.-Japan relationship as a frame for exploring how to effectively encompass the values of public service, civil rights, and justice. Through cultural exchange, scholars are able to broaden their perspectives as global leaders who will direct the future of the U.S.-Japan relationship.

The American Inouye Scholars embarked on their original programs in Japan in the summer of 2014. Each of the U.S. school's programs highlighted specific areas of the Senator's legacy to explore within their respective exchanges: the **University of Hawai'i** focused on Senator Inouye's community leadership in Hawaii, his experiences as a Japanese-American, and as a veteran; the **University of DePaul** program focused on understanding the deeper culture of the Japanese people and how that affects ideas about community service and multicultural identity; the **University of Massachusetts** program focused on Japanese government and policy issues to provide students with a context meant to enhance their ability to reflect on leadership in government; and the **Loyola Marymount** program explored the theme of leadership and diversity. In addition

to the U.S.-Japan Council and Senator Inouye related activities, while in Japan the students visited historical and cultural sights. Individually, each of these programs were judged to have appropriate faculty and administrative support to ardently meet the guidelines developed by the JF for KAKEHASHI Programs as tailored in honor of Senator Daniel K. Inouye's legacy.

Together, the four programs reflect a diversity of geography, theme, participation, and approach which create a holistic understanding of the values espoused by Senator Inouye. Senator Inouye was a strong supporter of TOMODACHI's vision of investing in young people in the United States and Japan to create the next generation of leaders in both countries. This report showcases the program's success in helping to create the foundation for the TOMODACHI generational partnership through cultural comprehension. As the Japanese students begin their reciprocal journey to the U.S. in a couple of months, Senator Inouye's vision of a stronger bond between the people of the U.S. and Japan will become a more lucid reality.

Timeline of Grant Activities

Sept. 2013 – Jan. 2014

Discussions with MOFA about the design and vision for the TOMODACHI Inouye Scholars program.

January 2014

U.S.-Japan Council begins coordinating with the Japan Foundation on the framework and timeline for program. This includes identification, recruitment of selection of U.S. schools; and other related programmatic components.

The Council announces the program to members in the field of education and solicits proposals for the program.

February 2014

The Council convenes a selection committee comprised of experts to evaluate and select the U.S. universities for the invitation program from the pool of applicants.

March 2014

Selected schools receive official notification. Paperwork for each school completed. Dates for exchanges are decided. Schools begin recruiting participants. USJC begins outreach to Japanese partner schools for participation.

April – May 2014

Participants selected. USJC coordinates with schools and JF to recommend potential activities and meetings reflecting Senator Inouye's legacy. USJC provides introductions to JF with organizations and individuals for program scheduling. USJC coordinates activities in Japan focusing on programmatic themes and the Senator's legacy. USJC staff organize panels and debriefing sessions featuring USJC members, TOMODACHI alumni and field experts on topics of thematic interest to each U.S. group. Japanese partner schools confirmed and USJC coordinates with them for hosting activities, including guest lectures by U.S. faculty on Japanese-Americans, Senator Inouye or other

related topics. USJC disperses grants to US schools to support the exchanges.

June 16 – 26, 2014

DePaul University visits Japan. Travels to Tokyo and Kyoto.

June 23 – July 3, 2014

Loyola Marymount University visits Japan. Travels include Tokyo and Hiroshima.

July 28 – August 7, 2014

University of Hawaii, Manoa and *University of Massachusetts, Boston* visit Japan. UHM travels to Tokyo and Matsuyama. UMB travels to Tokyo and Hiroshima.

September 2014

USJC solicits Impact Reports from each school to create a final book to share with key program supporters.

October 2014

USJC collects curriculum information from the U.S. faculty. USJC convenes three faculty leads at AC 2014 for debrief and to discuss plans for visit by Japanese students in March.

Nov. – Dec. 2014

USJC begins discussions w/ JF and The Laurasian Institution (TLI) about the March 2015 visit by the Japanese students to the United States. Japanese institutions begin recruiting and selecting students. USJC solicits memos from U.S. faculty about what the “Senator’s legacy means for the program” to share with the Japanese students during their pre-departure orientations. USJC begins coordinating with The Laurasian Institution for Senator-themed activities in Washington DC. USJC begins designing Inouye Scholars webpage on USJC website that features the U.S. faculty and their work on this program.

January 2015 – March 2015: The U.S.-Japan Council will continue to coordinate and support the implementation of the reciprocal visit by the Japanese students to the United States through March of 2015. Although these activities will take place outside of the

grant period, we will continue to provide the Institute with updates and information that will contribute to the goal of sharing the legacy of Senator Inouye with a broader/ wider audience in both the United States and Japan.

Financial Report

TOMODACHI Inouye Scholars Program

Total Grant Amount: \$100,000 USD

PROJECT DATES: January 1, 2014 – March 31, 2015

GRANT PERIOD: December 16, 2013 – December 15, 2014

PROGRAM EXPENDITURES

USJC Design and Implementation of the TOMODACHI Inouye Scholars Program

This includes but is not limited to the following:

- Staff support to the U.S. faculty in the creation, design and development of course materials focused on a dimension of the Senator's legacy.
- Coordinating the U.S.-Japan university partnerships.
- Working with Japanese faculty to design programming content and activities in Japan that reflect the U.S school's thematic focus.
- Collection and organization of student final project materials (blogs, photos, essays, etc.) for public dissemination online.
- Creation and development of dedicated program webpage to share program information, educational materials, reports and student reflections.
- Development and coordination of activities in Japan for each university highlighting their thematic focus related to the Senator's legacy. Includes, documenting and reporting on those activities.
- Coordinating with U.S. faculty to develop education materials on Senator Inouye for the Japanese university students, to provide context and formal educational content to the March 2015 visit to the United States.

U.S. – Japan Council Administrative Fee

For overhead and operations _____ \$10, 000 USD

Grants to U.S. Universities to support

Hosting Activities (\$2,500 x 4 universities) _____ \$10, 000 USD

Cost of design and implementation services for each pair of universities

(\$ 20, 000 USD x 4 pairs) _____ \$80, 000 USD

TOTAL PROGRAM COSTS _____ \$100, 000 USD

APPENDICES

APPENDIX A:	TOMODACHI Inouye Scholars Webpage as part of the U.S.-Japan Council Website	13
APPENDIX B:	Educational Materials and Course Syllabi for the U.S. universities	18
APPENDIX C:	Essays about the Senator Inouye written by the U.S. faculty	33
APPENDIX D:	Impact Report Packet from the summer 2014 Invitation Program (Report Date: September 2014)	39
APPENDIX E:	Impact letters from Japanese universities about the effects of their summer 2014 hosting activities	48
APPENDIX F:	Social Media Links to Students' Final Projects and Blogs of U.S. Students	53
APPENDIX G:	Press Materials: Release, U.S. Campus Newspapers and Other Newsletters.....	55

TOMODACHI Inouye Scholars Program



To honor the life and legacy of Senator Daniel K. Inouye, 200 youth exchanges were announced on May 28, 2013 by Foreign Minister Fumio Kishida at the U.S.-Japan Council's Symposium in Tokyo. These exchanges, the TOMODACHI Inouye Scholars Program, would take place under the Ministry of Foreign Affairs in Japan's "KAKEHASHI Project - The Bridge for Tomorrow," aimed at enhancing bilateral youth exchange and mutual understanding between the two countries. The broad goals of the KAKEHASHI exchange project are (1) to promote deeper mutual understanding among the people of Japan and the United States, (2) to enable future leaders of U.S.-Japan exchanges to form networks and (3) to help young people develop wider perspectives to encourage active roles at the global level in the future. KAKEHASHI consists of two types of programs – invitation and dispatch – totaling exchanges of 4,600 people between the United States and Japan.

The **invitation** program brings 2,300 Americans total, ranging from junior high school to graduate school, who are invited on a 10-day study tour to Japan. Participants experience Japanese culture, advanced technologies, the historical heritage and natural environment unique to Japan, and engage in exchanges with Japanese students. Groups travel to Tokyo as well as another local city.

In return, 2,300 Japanese youths are sent to different destinations across the United States as part of the **dispatch** program to participate in homestays and exchange activities with American peers and people. Through presentations at schools and in their host communities, Japanese participants seek to heighten potential interest in Japan and enhance

international understanding of the “Japan brand,” as well as the nation’s strengths such as Japanese-style values and “Cool Japan.”

The TOMODACHI Inouye Scholars program is unique among the KAKEHASHI project programs because in addition to cultural visits and activities, both the American and Japanese participants will have opportunities to learn about the legacy of the late Senator Daniel K. Inouye. In addition to KAKEHASHI programming that includes visits to historic and cultural sites in Tokyo and various activities in cooperation with the Japanese students at the partner university, there are specialized activities and meetings centered on the legacy of Senator Inouye. Specifically, students learn about Senator Inouye’s contributions to his state, his country, his heritage and to the U.S.-Japan relationship. The aim is that they will return to their schools inspired by the Senator’s commitment to public service, justice and U.S.-Japan cooperation.

The Summer 2014-15 TOMODACHI Inouye Scholars Program

Participants of the TOMODACHI Inouye Scholars are college students. Universities were paired with a partner university to facilitate the exchanges. The American students traveled to Japan in the summer of 2014. The U.S. faculty leads are Japanese American and members of the U.S.-Japan Council. Nearly all of them knew the Senator and/ or his work personally. Although they represent different academic disciplines, the U.S. faculty designed academic courses that one centered on a specific dimension of the Senator’s legacy: Leadership, public service, advocacy, etc. The pairs of participating universities are:

Depaul University, (Chicago, IL) -----	Ritsumeikan University (Kyoto)
Loyola Marymount University (Los Angeles, CA) -----	Sophia University (Tokyo)
University of Massachusetts Boston (Boston, MA) -----	Showa Women’s University (Tokyo)
University of Hawaii, Manoa (Honolulu, HI) -----	Matsuyama University (Ehime)

In March 2015, the Japanese students will travel to Los Angeles, CA, Washington D.C. and the city of their partner university. Japanese students will also have the opportunity to learn about Senator Inouye’s contribution to politics and the Japanese American community while exploring American culture and historic sites.

You may download the official press release [here](#).

U.S. Faculty



Dr. Curtiss Rooks
*Loyola Marymount
University*



Dr. Kathryn Ibata-Arens
DePaul University



Dr. Paul Watanabe
*University of
Massachusetts, Boston*



Dr. Dennis Ogawa
*University of Hawaii
at Manoa*



DePaul University students gained an understanding of Asian studies, the Asian diaspora, and Asian American studies through the exchange program with Ritsumeikan University.
<http://tomodachi-depaul.com/>



Inspired by the Senator's commitment to leadership and diversity, Dr. Rooks sought to honor his legacy through the development of LMU student leaders from underrepresented populations in their University community.



<http://lmueis23.wix.com/tomodachischolars>
<https://www.facebook.com/LMUTomodachi>



Approaching the TOMODACHI program as a student exchange program, UMASS Boston students developed an understanding and appreciation of Japan and the Japanese through direct people-to-people exchanges. And, they drew upon their resources related to policy and government to focus on the Senator's years of leadership in government.



<http://willyoubemytomodachi.wordpress.com>



Representing Senator Inouye's hometown, the University of Hawaii students emphasized the Senator's community leadership in Hawaii and as a Japanese-American.

<http://www.uhtomodachi.weebly.com>



Please find the 2014 Impact Report for the 2014 Summer TOMODACHI Inouye Scholars programs, [here](#).

Participant Voices



"While I did indeed get a chance to sightsee and visit countless temples, shrines, and monuments, these weren't necessarily the only trips that stood out to me. Upon my return from Japan, I contemplated what exactly I missed the most – and, true to the program's name, it was the bridges I built with my newfound friends. "KAKEHASHI" and "TOMODACHI" translate into "bridge" and "friend," respectively. Upon my acceptance, I was both nervous and anxious at how I would be able to truly experience what Japan has to offer without having any knowledge of the language."

-- Alexandra Chomik from DePaul University

"This trip has sparked more interest in potential careers where I could have interactions with Japan, or even have an opportunity to work in Japan at some point."

-- Anders Conroy from DePaul University



"When the African Americans came back from the war, they sought out equality, just like Senator Inouye when he returned from serving in the military . . . It never really registered in my mind how limited our views and perspectives of the Civil Rights Movement were. I feel like this class posed more questions that were thought-provoking as opposed to my regular classes that just

present us with information to memorize." -- A Student from LMU

"As TOMODACHI Inouye scholars we are all striving to learn more about ourselves and the world. Textbooks can't even begin to touch upon the lessons we've acquired on this trip. In just 10 days we have all grown, expanded, broadened our hearts and minds; I am changed. [...] From the history that we have with Ehime and seeing first hand how great achievements can come from the ashes of tragedy, Sen. Daniel Inouye set an amazing example of how there is no substitute to heart-to-heart communication." -- UH Manoa Scholar, Kelly Iwasaki

Program Administrators and Implementers

This program is administered by the Japan Foundation. The U.S.-Japan Council supports the implementation of this program, through coordination with the Japan Foundation and the Laurusian Institution.



THE LAURASIAN
INSTITUTION

The educational content about Senator Inouye's legacy that the U.S. faculty developed for these exchanges is made possible by a generous grant from the Daniel K. Inouye Institute Fund of the Hawai'i Community Foundation. USJC would like to thank the Institute for their support that allowed us to honor the legacy of the Senator.

For more information about the TOMODACHI Initiative, please visit the TOMODACHI website.

APPENDIX B:

**Educational Materials and Course Syllabi for the U.S.
universities**

EIS/APAM - Tomodachi Inouye Scholars Program
Loyola Marymount University
Spring 2014

Instructors:

Dr. Curtiss Takada Rooks

Dr. Maria Elisa Grandone

Electronic Journal:

All reflections and answers to the questions posed below are to be kept in an electronic journal. Each week please send us an answer to only one of the reflections or questions posed. The entire electronic journal (i.e. answer to each reflection and question) is **due June 20**.

As a journal, your entries are not restricted to answering the reflections and questions outlined in the syllabus. At the end of this program, the journal will be a reflection of your journey so please feel free to include any additional entries that come to mind or heart.

Week 1: Senator Daniel K. Inouye

Senator Inouye lived a remarkable life. He grew up an “ordinary man” who found himself called extraordinary service and action. In this week we ask you to not only examine his life, but also to use it as a means to reflect upon you own. How have you come to be who you are? What has truly shaped you?

- View Nitto Tire DVD – “Journey To Washington: On the Trail of Senator Daniel K. Inouye, Japanese-American Pioneer” (you might want to share this with your families so that get a feel for why you were chosen for this program)
- Website: Senator Daniel K. Inouye Foundation
Link: www.hawaiicommunityfoundation.org/daniel-k-inouye-institute

Critical Thinking – Having viewed the documentary on Senator Inouye answer the following:

- We are all impacted by the “history” of our lives, both the specificity of our individual lives, but also within the context of the “times” into which we were born and live. In what ways did “history” intersect with Senator Inouye throughout his lifetime?
- Are there individuals or leaders in your community similar to Senator Inouye and what have been their impacts on your community? (These individuals need not be national or statewide figures but can be much more local, yet every bit as influential and transformative for you community.)
- Describe the ways in which “history” (both personal & societal) influences your life? Try to go beyond generalizations striving for depth of discernment regarding the events of you life, the choices you made/make and pathways you walk.

As always we encourage you to go beyond the assignment to learn more about the life and policies of Senator Inouye – Youtube is a great resource to hear his speeches. This will give you a better feel for “the man.”

Reflections:

- Who were instrumental leaders in your life and what specific traits or skills did they have that you would like to emulate?
- How would you describe your leadership style?
- What areas of leadership would you like to improve?

Week 2: The Japanese American Community

By this time you should have read the essay on Japanese American Historical and Social Context to give you a basic footing in the historical foundations of the Japanese American community. In this week we want you to explore the active contemporary Japanese Americans through and examination of several institutions and organizations that form the infrastructure of the community.

- Watch “” on the DVD.
- Website: US Census
 - Link: www.census.gov
- Website: Japanese American National Museum
 - Link: www.janm.org
- Website: Community-based Organization – service oriented
- Website: Community-based Organization – arts & culture oriented
- Website: Community-based Organization – youth oriented
- Website: Community-based Organization – spiritually oriented

Assignment:

In your training Dr. Rooks talked about three uses of “ethnicity”:

1. *Ethnic population: this is a numerical count most often found in some for of census or demographic description. For example, Japanese Americans make up X% of the US population. In this use, ethnic population refers to the labeling of people based primarily on some notion of ancestry.*
2. *Ethnic group: this refers to a shared sense of peopleness that is recognized by both “in group” members as well as those outside the “group.” This shared sense of peopleness entails an awareness of lives and individuals of the group, as well as their sense of shared history, behaviors, traditions, languages, etc. Often those within an ethnic group act collectively with or without formal structures.*
3. *Ethnic community: this refers to the development of an infrastructure within an ethnic group. Business (professional and/or trade), social, religious, political, cultural and*

economic organizations and associations are formed and registered within broader community. These organizations and associations have distinct membership rolls and articulate specific roles and missions they play within the ethnic community.

Using the US Census website look up the population counts of people of Japanese ancestry living in the U.S. In addition to the overall population numbers, also examine the distribution of the Japanese American population. Be sure to include the count of “two or more” (i.e. mixed race Japanese Americans).

- a. Were/are there any places that surprised you because they had more Japanese Americans than you expected? If so, why do you think it was surprising?
- b. You might want to do some additional exploration looking at the language use, generation, etc.

In examining & studying the various Japanese American websites what do you see as reoccurring themes? Based on this, what do you see as important challenges facing the Japanese American community? What do you see as strengths? What do you see as celebrations?

Reflections:

- As you think about your own ethnic group or community, what might you share with the Japanese American community? What might be different? *Again, we challenge you to go beyond surface generalizations to nuanced depth.*
- What do you see as strengths of your ethnic group/community? What are the challenges?
- In what ways has your ethnic group/community shaped “who you are?”

Week 3: US Japan Council & the Tomodachi Initiative

During this week we want you to gain a deeper and stronger understanding about the granting/sponsoring organization and programs for this grant. In many respects the U.S. Japan Council is also a “site” of identity development for the Japanese Americans engaged as they expand beyond a parochial identity to one that is internationally focused. Of course for its members, this expansion of identification varies dependent upon her or his engagement with Japan or any other foreign nation. Regardless, in this case the creation of an organization provides an infrastructure for the emergence of a transnational Japanese American community (remember the definition of ethnic community in the training & see below).

- Website: US Japan Council
- Website: Tomodachi Initiative
- Article: Transnational Identity

Critical Thinking

1. After reading the article, what does it mean to have a transnational identity?
2. As best as you can decipher, what role does the U.S. Japan Council play in the Japanese American community?
3. In looking at the various programs and initiative in the Tomodachi Program what role does the U.S. Japan Council seem to be playing in Japan, in the U.S.?

Week 4: US Civil Rights & Environmental Justice

Martin Luther King, Jr. often spoke in terms of the idea and notion of justice. In the book **Parting The Waters: America In The King Years** (Touchstone, 1989), Pulitzer Prize winning author Taylor Branch writes about King's first public oration as the leader of the Montgomery Bus Boycott and emergent national civil rights activist...

"King stood silently for a moment...he spoke in a deep voice, stressing his diction in a slow introductory cadence (p. 138)... 'My friends,' he said slowly, 'I want it to be known—that we're going to work with grim and bold determination—to gain *justice* on the buses in this city. And we are not wrong. We are not wrong in what we are doing'...'If we are wrong—the Supreme Court of this nation is wrong.' King sang out. He was rocking now, his voice seeming to be at once deep and high-pitched. 'If we are wrong—God Almighty is wrong!' he shouted, and the crowd seemed to explode a second time...The noise swelled until King cut through it to move past a point of unbearable tension. 'If we are wrong—Jesus of Nazareth was merely a utopian dreamer and never came down to earth! If we are wrong—*justice is a lie*'...'And we are determined here in Montgomery—to *work and fight until justice runs down like water, and righteousness like a might stream!*'" (p. 140-141) [italics emphases added]

The students at Sophia University are studying U.S. history and attempting to understand both the soul and impact of the U.S. civil rights movement. We have been asked to speak to the on-going organic living nature of U.S. civil rights in its many, many iterations. Dr. King provided the soul of justice. The American people led by the African American and other people of color communities along with their allies provided pressure for political leaders to provide the new structures (laws, policies and legal practices outlined in the Civil Rights Act of 1964 and the Voting Rights Act of 1965).

Assignment

- Read essays from Sophia University – please familiarize yourself with the discussion started essays provided to the Sophia University students
- **Social Justice Issues in the US/Los Angeles: using the internet please research each of the following topics**
 - Supreme Court Decisions & Affirmative Action
 - Obamacare and Healthcare Access/Disparity
 - Environmental Justice – Los Angeles

- The Common Core and Educational Access/Disparity
 - Los Angeles Food Deserts
- Website: Community Coalition of Los Angeles
 - Link: www.cocosouthla.org/
- Website: Asian Americans Advancing Justice
 - Link: www.advancingjustice.org/
 - Link: www.advancingjustice-la.org/
- Website: Liberty Hill
 - Link: www.libertyhill.org
- Website: East Yard Communities for Environmental Justice
 - Link: www.eycej.org

Reflections: U.S. Civil Right Movement Yesterday, Today & Tomorrow

The civil rights we hold are hard fought, are hard retained and easily lost if we are not diligent, for that is the nature of a democracy.

- *What are the lessons learned from the civil rights movement of the 1960s that inform or influence civil rights as it plays out in the U.S. today?*
- *What are the challenges of civil rights in the U.S. today?*
- *What are the challenges of civil rights in the U.S. as we move forward?*
- *Diving more deeply, discuss the impact of the civil rights movement on you ethnic community?*

Week 5: Japan

In this final week before leaving for Japan, we would like you to familiarize yourself with several of the institutions and places we will visit while in Japan. Please visit the following websites to gain some insights. Play particular attention the mission statements, services and programs.

- Website: Sophia University, along with the mission and vision, please pay special attention to the Institute of American and Canadian Studies. Professor Kaz Oshio, the Director of the Institute is our host at Sophia University.
- Read articles: Diversity in Japan: The Case of Koreans Living in Japan
 - "Multicultural Education in Japan" (Tai)
 - "Korean Japanese: A New Identity Option for Resident Koreans in Japan" (Tai)
- Website: Women's Eye (Miyagi Prefecture) – Women's support organization assisting in the rebuilding of Tohoku <http://womenseye.net> : Megumi Ishimoto
 - Article on Women's Eye "Ambassador Kennedy Visits Nakasemachi and Meets IPO Leader, a Tomodachi Program Participant
<http://usjapantomodachi.org/2013/12/10109/>
- Website: Second Harvest (Tokyo): Akiko Sugiyama – Single mother households and food security (I understand that she might be a good contact for connecting us with

- other organizations doing similar work) <http://2hj.org/>
- Website: Katariba – this group works with high school students to provide education and career guidance and assistance : no contact person, but this group worked with Britt Yamamoto (iLeap) -- www.katariba.net

US-Japan Relations: please use the internet to research the following topics:

- U.S.-Japan Military relations, support and challenges
- US-Japan Relations – Trade
 - Major industries & tariff issues
- US-Japan Relations – Arts Exchange & Influences
 - Jazz, Hip Hop, J-Pop
 - Anime
 - Culinary Arts
- Japan current events
 - Japan-China Conflict
 - Japan-Korea Conflict

Reflection:

1. *In what ways are the mission and vision of Sophia and LMU similar, and in what ways to they diverge?*
2. *What are your general impressions of Sophia University? How might its students be similar to those at LMU?*
3. *In reading about Korean residents in Japan, how might your experiences in the U.S. provide insight into the challenges faced by them? Again, please strive for depth in your thinking.*
4. *As you visited the websites of the non-governmental organizations how might your experiences and those of members of your home communities provide insight into the challenges faced by them?*
5. *How do these non-governmental organizations compare with the community-based organizations you examined in Week 4?*
6. *How do U.S.-Japan relations impact you?*

Syllabus for University of Hawai'i TOMODACHI Inouye Scholars Trip

Instructors: Dr. Dennis Ogawa, Coordinating Professor
Patsy Iwasaki, Instructor / Chaperone
Christine Kitano, Instructor / Chaperone
Website: <http://www.uhtomodachi.weebly.com>
Blog: <http://www.tomodachischolars.wordpress.com>

Final Projects: Your Responsibilities While In Japan

While in Japan, you will have four projects to keep in mind. With the exception of preparing for the debriefing meeting on our final day (August 6), all projects are due on August 20, two weeks after our return.

1) Debriefing Meeting with the Japan Foundation

On our last day in Japan, Wednesday August 6, there is a mandatory debriefing meeting with the Japan Foundation. You will be asked to fill out a survey and reflect on your trip. Please be prepared to respond to the following questions:

- Through the KAKEHASHI program, what do you think Japan's strengths and values are?
- How did your perspective towards Japan change after the visit?
- What will you do to deepen understanding of Japan's strengths and attractiveness and Senator Inouye's legacy?
- What will you do to maintain the KAKEHASHI (Bridge) between Japan and the United States?

Please see the videos on the About the Program page to further familiarize yourself with Senator Inouye's legacy. We will also go over his legacy in our pre-departure meeting.

DUE DATE: Wednesday, August 6, 2014

2) Partner Blog Post

You will be assigned a roommate and each pair of students will be responsible for covering one activity on our itinerary. You and your partner will take notes and photos for your assigned activity and post these notes and photos on our blog site. Your partners are listed on the website.

Requirements:

- 3-5 photos with captions (if necessary, more photos are fine)
- Detailed notes on what you saw and learned.
- A final reflection paragraph that allows you and your partner to consider the significance of the activity. You'll want to address the following questions:
 - 1) How has the activity broadened your horizons?
 - 2) What have you learned about Japanese culture?
 - 3) What connections can you draw between Japanese and American (or perhaps more specifically, Hawaiian) culture?
- Please be sure to give your post an appropriate title. Also, feel free to use "tags" to further categorize your post.

DUE DATE: Wednesday, August 20, 2014

3) Individual Response Blog Post

This blog post is your own. You can write a traditional “report” like your partner assignment, or you can post a creative response (a sketch, a poem, a video, a dance, etc.). The idea here is that you pursue your own interests and passions. If you are particularly interested in Japanese food, you can write about the different meals we have. If you are interested in fashion, you might post photos of the different styles you see. There are no requirements in terms of format, though photos will certainly be appreciated. Be creative. We want to see this trip through your eyes. As before, please be sure to give your post an appropriate title. Also, feel free to use "tags" to further categorize your post.

DUE DATE: Wednesday, August 20, 2014

Note: These blog posts will be viewed by the U.S. Japan Council, The Japan Foundation, the TOMODACHI Kakehashi program, our partners at Matsuyama University, as well as the public. All material needs to be in good taste (nothing illegal, etc.). Remember that mainstream Japanese culture is more traditional and conservative than American culture. Please keep this in mind when writing your blog posts.

4) Student Photo Journal

This is a requirement from the Kakehashi program. Since it is separate from the requirements for the final projects, you may use photos/info from the above two assignments to complete the student photo journal.

You will need to email these reports to Dan Martin (dmartin@laurasian.org) within two weeks of returning from Japan.

Requirements:

- Your school name
- Your host school in Japan
- The dates of your trip
- Between 3 and 5 photos of significance from your trip.
- At least a two sentence caption that explains why you chose this photo and why it is of significance for your trip
- 1-page summary elaborating upon the following questions:
 - 1) How did your participation in the KAKEHASHI Project affect you?
 - 2) How has it changed your goals and/or plans for the future?
 - 3) How do you hope to apply your experiences to the future?

Please remember that you were chosen by both the U.S. and Japanese governments to participate on this program as a Youth Ambassador. It is the hope of both governments that you will use this experience to further strengthen the bonds between the U.S. and Japan, now and in your future careers. Take some time to reflect on your trip and experiences in the KAKEHASHI Project and how you think it will help you in the future.

DUE DATE: Wednesday, August 20, 2014

Final Project (Partner Blog) Assignments

Date	Activity/Event	Assigned to:
7/30	Tokyo National Museum	Brittney Acoba Kelsey Uehira
7/30	Asakusa Kannon Temple	Tawnee Terrones Briana Sugai
7/31	Ehime Prefecture Municipal Government	Kellie Iwasaki Emily Murai
8/1	Matsuyama University Campus Tour	(open)
8/1	Ishiteji Temple	Nicole Mercado Kellyann Nguyen
8/2	Kurushima Strait Cruise	Stanley Chan John Cruz Casey Miyashiro
8/2	Bike Ride from Umashima Island to Yoshiumi Iki-iki-kan	(need volunteers)
8/2	Ohyamazume Shrine & Houmotsukan Museum	Nalisha Arakaki Victoria Jose
8/3	Uchiko Town	(open)
8/3	Matsuyama Castle	Kira Fox Heather Young
8/3	Dogo Onsen Museum	Sergey Russu Brendan Tomas
8/4	Ehime Beverage Company	(open)
8/5	Panel with Female Leaders at Amazon Tokyo	Nina Martinez Janelle Nakamura
8/5	Hitachi, Ltd.	(open)
8/6	National Museum of Emerging Science and Innovation	Kristi Hinshaw Chelsie Takasaki
8/6	NHK Studio Park	Tarynn Nago Kayla Suehiro

UH Tomodachi Inouye Scholars Groups

A primary objective as guests in Japan is to show up to all our scheduled events and activities **on time**. For our purposes, let's say "on time" means at least 5 minutes prior to any scheduled meeting time. You are responsible for yourself and your roommate. Furthermore, group leaders (indicated by *) are responsible for getting all members of their group to the proper place at the proper time. Group leaders were selected based on seniority, Japanese language familiarity, and/or experience with traveling abroad.

It is highly recommended that you do not venture anywhere by yourself. Please stay in your groups and roommate pairs whenever possible.

John Cruz*
Stanley Chan
Casey Miyashiro

Tarynn Nago*
Kayla Suehiro
Kristi Hinshaw
Chelsie Takasaki

Heather Young*
Kira Fox
Nina Martinez
Janelle Nakamura

Nalisha Arakaki*
Victoria Jose
Kellyann Nguyen
Nicole Mercado

Emily Murai*
Kellie Iwasaki
Briana Sugai
Tawnee Terrones

Brendan Tomas*
Sergey Russu
Brittney Acoba
Kelsey Uehira

Important Documents posted in Dropbox

<https://www.dropbox.com/sh/02ymfv910xrm1fa/AAAX74JOgiH5kFAv93wjVJZWa?n=95389988>

- Letter of Understanding
- Important Notice for Participants
- Participant Waiver Template
- Post-Program Student Report
- DePaul KTIS Program Guidelines
- KAKEHASHI PROJECT FY 2014 Insurance Claim Form
- FAQ about travel to Japan Tanya and Lilly
- Leadership Teams

KAKEHASHI TOMODACHI INOUE SCHOLARS PROGRAM DePaul Global Asian Studies – Japan 2014

Chaperones

Dr. Kathryn Ibata-Arens, Director Global Asian Studies, Department of Political Science
Dr. Curt Hansman, Global Asian Studies Board Member, Department of History of Art and Architecture

Description and Objectives

Fundamentally, the KAKEHASHI TOMODACHI INOUE SCHOLARS program is intended to promote deeper cultural understanding and exchange between the people of the United States and Japan. It is a collaboration between The Japan Foundation (JF), the TOMODACHI Initiative promoted by the U.S. Government and the U.S.-Japan Council (USJC). Like all KAKEHASHI project programs the broad goals of this youth exchange project are (1) to promote deeper mutual understanding among the people of Japan and the United States, (2) to enable future leaders of U.S.-Japan exchanges to form networks, and (3) to help young people develop wider perspectives to encourage active roles at the global level in the future. The TOMODACHI INOUE SCHOLARS program offers participants opportunities to learn about the legacy of Senator Inouye's public service. As KTIS Scholars, you are part of a unique program comprised of 200 scholars (100 Japanese and 100 Americans from Loyola Marymount University, Los Angeles, University of Massachusetts Boston, and University of Hawaii, Manoa) who have demonstrated a capacity to learn about the late Senator Daniel K. Inouye's contributions to his state, his country, his heritage, and to the U.S.-Japan relationship, and to return to DePaul University inspired by his commitment to public service, justice, and U.S.-Japan cooperation.

The DePaul University KAKEHASHI TOMODACHI INOUE SCHOLARS TEAM will visit Tokyo, Hiroshima, and Kyoto. Our group has been paired with students from Ritsumeikan University in Kyoto (RITS) who will host us during our visit to Kyoto. We will reciprocate during their visit to the United States in Autumn 2014 or Spring 2015 (TBA)

Our itinerary is still being determined but will include:

- In Tokyo we will visit important Japanese historic and cultural sites in and around Tokyo (e.g. Miraikan, Asakusa Kannon temple, etc.) We will also have activities and meetings to explore specific aspects of Senator Inouye's legacy (e.g. leadership, civil rights, etc.)
- In Kyoto we will be hosted by our Japanese partner university visiting the university, including the Ritsumeikan Peace Museum, and meeting with Japanese students. Will also visit important cultural sites in this ancient historic capital including Kinkakuji (Golden Pavilion), Daitokuji, and a traditional tea house

AAS 395: Independent Study, Autumn 2014

While the KTIS program carries no academic credit, participants have the option of enrolling in Dr. Kathryn Ibata-Arens AAS 395: Independent Study in Autumn Quarter, 2014 to earn credit for the course. For information, speak with Dr. Ibata-Arens.

Attendance and Punctuality

Participants are expected to attend all program events including 2 scheduled pre-departure meetings, and site visits/activities while in Japan. *The Japanese are very punctual (on-time) people. The bus will depart promptly at the time indicated on our itinerary. Those missing a departure time will be responsible for catching up with the group at their own expense.*

Self-Introductions

When meeting people for the first time in Japan, it is customary to do a "jikoshokai" or self-introduction. Since our time at each site is quite limited we have compiled the "jikoshokai" each of you submitted into a self-introduction portfolio to provide for our hosts. *Note that in Japan, to show respect, people are addressed by their last names only (no first names), so we should practice that in class pre-departure.*

Required Commitments for Participants

- While in Japan team will participate in three reflection sessions (discussion of impressions and reactions to cultural experiences) led by other members of the team
- By Friday July 4 participants must submit a 250 word reflection essay responding to the following questions: *How did your participation in the KAKEHASHI Project affect you? How has it changed your goals and/or plans for the future? How do you hope to apply your experiences in the future?* 3 – 5 photos (with a 40 – 50 word descriptive caption) must be included with the essay.
- Active participation in planning and presentation of this experience to the DePaul and local community during Autumn quarter 2014.

- Volunteer at least ten hours of time to prepare for hosting Japanese KAKEHASHI TOMODACHI INOUE SCHOLAR exchange students in November 2014 or March 2015, including, but not limited to planning interactive student activities and presentations.
- Active participation in three to four days of on-campus and off-campus activities hosting Japanese students from Ritsumeikan University, Kyoto in November 2014 or March 2015
- Responding to 2-3 brief questionnaires (surveys) about student's experiences in Japan and afterward (approximately two months and one-year post trip)

Readings and Resources:

Background readings, videos, and other materials are intended as a foundation for building understanding of the history and culture as well as modern trends of the sites visited in the spirit of Senator Inouye's legacy. PDF's of readings will be posted on

Pre-departure Orientation

- Kathryn Ibata-Arens, PPT presentation on Japanese hierarchy and implications for modern professional and business communication, etc.

Daniel K. Inouye

1. Required Background Readings and Videos
 - [Daniel K. Inouye: 5 Facts About the Long-Serving U.S. Senator](#)
 - [What Sen. Inouye's Death Means for Japanese-Americans](#)

Required Viewing - Watch these three (about one hour total) videos prior to our meeting Wednesday, and prepare to reflect, debate and discuss:

- Daniel Inouye - Congressional Gold Medal Ceremony Address 2011
<https://www.youtube.com/watch?v=ypt3rEvEMSU>
- This is America Visits Japan Part I. Exclusive Interview with Shinzo Abe
<https://www.youtube.com/watch?v=DZQnfxLizO8>
- This is America Visits Japan Part II. Women in Japan
<https://www.youtube.com/watch?v=PJBFnd5UWIO>

Recommended

- Daniel K. Inouye Institute Brochure PDF
- Daniel K. Inouye Academy of Achievement Biography PDF
- Daniel K. Inouye Densho Encyclopedia Biography PDF
- Daniel K. Inouye with Lawrence Elliott. *Journey to Washington*. Englewood Cliffs, NJ: Prentice Hall, 1967.
- NYTIMES interactive timeline
http://www.nytimes.com/interactive/2009/05/26/us/politics/31inouye.timeline.html?_r=0

- Discover Nikkei Japanese Migrants and Their Descendants video clips Daniel K. Inouye
<http://www.discovernikkei.org/en/interviews/profiles/114/>
- 1968 Democratic National Convention, Chicago address
http://www.criticalpast.com/video/65675036507_Democratic-National-Convention_Democrats_Daniel-Ken-Inouye_Senator-from-Hawaii

The Japanese in American

- Densho website <http://www.densho.org/>
- Ronald T. Takaki. "Ethnic Solidarity: The Settling of Japanese America," in *Strangers from a Different Shore*. (revised and updated edition). New York: Little Brown, 1998. Pp. 177-229.

Hiroshima

- **Film - Black Rain** (黒い雨 *Kuroi ame*) is a 1989 director Shohei Imamura IMDb<http://www.imdb.com/title/tt0097694/>
- Bert Winter. "The Rejection of Isamu Noguchi's Hiroshima Cenotaph: A Japanese American Artist in Occupied Japan," *Art Journal*, Vol. 53, No. 4 (1994), pp. 23-27.
- Kanako Ide, "A Symbol of Peace Education: The Genbaku Dome in Hiroshima," *Journal of Aesthetic Education*, Vol. 41, No. 4 (Winter 2007), pp. 12-23.
- Nakazawa, Keiji. *Barefoot Gen (Hadashi no Gen): A Cartoon Story of Hiroshima*. Trans. Project Gen (Tokyo: Project Gen, 1978).
- Carol Cavanaugh, "A Working Ideology for Hiroshima: Imamura Shohei's Black Rain." In *Word and Image in Japanese Cinema*, ed., Dennis Washburn (Cambridge: Cambridge University Press, 2001), pp. 250-270.

Kyoto

- John Dougill, *Kyoto: A Cultural History* (Oxford: Oxford University Press, 2006). selections
- Marc Treib and Ron Herman, *A Guide to the Gardens of Kyoto* (Tokyo: Sufunotomo Company, Ltd., 2003), pp. 3-53. Sections on temples we will visit
- John W. Hall, "Kyoto as Historical Background," in John Hall and Jeffrey Mass, *Medieval Japan: Essays in Institutional History* (1974), pp. 3-38
- Donald Richie and Alexandre Georges, *The Temples of Kyoto* (Rutland, Vermont and Tokyo: Charles E. Tuttle Company, 1995), 9-35. See attached

Tokyo

- Stephen Mansfield, *Tokyo: A Cultural History*. Oxford University Press (June 1, 2009)

APPENDIX C

Essays about Senator Inouye written by the U.S. faculty

Senator Inouye Legacy Essay
Dennis M. Ogawa, Ph.D. Professor
American Studies
University of Hawaii, Manoa

My vision of the TOMODACHI Inouye Scholars program is for students to understand and gain an appreciation that Senator Inouye's legacy is special. It is about Hawaii.

Hawaii is where Senator Inouye was born, raised and spent his formative years. Senator understood that Hawaii is more than a model but the vanguard for America and Japan. In Hawai'i, an individual cannot escape the emotional bond which binds him into a community of mutual heritage and interests. While as an ethnic group, Japanese have remained distinct in terms of historical background, generations and various cultural practices, they do not live in a vacuum. They are not just members of an ethnic community but a broader interethnic community. They identify with values shared by all who call Hawai'i home, regardless of their ethnic or racial background.

The TOMODACHI Inouye Scholars program provides knowledge that Hawai'i, a chain of small islands surrounded by the Pacific Ocean and situated over 2,400 miles away from the U.S. west coast and 3,800 miles from Japan, is significant for US – Japan relations.

Students consider beliefs and outlooks of Hawai'i that include:

A Population of Minorities

Throughout the islands everyone is a minority not only in the school room but the labor unions, the business office, the civil service and in the political arena. People live comfortably together.

Senator Inouye's legacy, embodies the belief that the island State of Hawai'i presents a vision of world significance not only for America, as a nervousness about the changing demographics swells among many U.S. citizens accustomed to a Eurocentric-white country but for Japan as the population and economic power of the Nation diminishes, coupled with

the rise of China and presence of Korea, Hawai'i affirms that to live harmoniously, people need not possess identical world views and be part of a singular, racial majority.

An Interracial State

How do Hawai'i's people view the ultimate human relationship: marriage? Former Governor, Benjamin Cayetano, says "Today Hawai'i's society boasts the highest rate of interracial and interethnic marriages in the world. Indeed, some experts predict that the extraordinary high rate of such mixed marriages may one day reduce distinction in Hawai'i to the point that they become insignificant."

No other example highlights greater the Island's integrating forces. Marriages crossing racial and ethnic lines are a positive trend. They lead to enrichment and emotional wellbeing. The evolving future of families need not be of major concern. The age-old admonition: "The kids will lose their ethnic identity. They will become all mixed up" need not be feared. The island experience reveals the off-spring become more inclusive and open. Senator Inouye would say they embrace their ancestral ties on all sides of the family. They draw upon their backgrounds as a resource for a better world.

Sanctity of Death

Glenn Grant, author of "Obake," claims:

The Hawai'ian Islands abound with ghosts. There is no district on any island that doesn't have some tale about night marchers, *akualele* or fireballs, *kahuna* magic, legends surrounding magical stones or the fire goddess Pele, vanishing hitchhikers, or other manifestations of the return of the dead. Modern high-rise condominiums smack-dab in Honolulu are still plagued by the spirits of unhappy ancestors whose graves had been disturbed by the construction of the buildings. Highways, bridges and newly erected home are consecrated to prevent future hauntings.

“Ola na iwi” is Hawai’ian for “the bones live.” Hawai’i underscores that people from all walks of life have respect for the dead and the forces unseen. Haunting the human race since first burying the dead is the question of existence beyond the grave and the ramifications for the living. It is a question that may forever remain unanswered but serves as a bond that links, around the world, people of varying cultural, educational and social background. It is a mystical, spiritual world we live in.

For students, to honor Senator Inouye’s legacy is to honor Hawai’i. Far from an idyllic fairy-tale strand of islands isolated in the middle of the Pacific Ocean, Hawai’i is a global resource for US-Japan relations – a cultural compass for shared identity in the 21st century.

Essay by
Curt Hansman, Ph.D.
DePaul University
Department of the History of Art and Architecture

Just as the youthful United States began to engage the world more broadly in the spheres of politics and economics, Mark Twain observed that: *Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime.* [*The Innocents Abroad*, 1869.]

While Twain spoke of the world, he recognized that the less noble qualities of the mind existed in his own country, among the diverse groups which already constituted the American polity. Senator Daniel K. Inouye whose legacy is honored by the TOMODACHI INOUE SCHOLARS Project transcended his experience of prejudice, bigotry, and narrow-mindedness to stand as an example of what advocacy for mutual understanding, service, and justice should be.

From June 16 – 26 the DePaul University's TOMODACHI INOUE SCHOLARS each from diverse backgrounds with varying degrees of experience traveling abroad, embarked on a youth exchange program intended to enable future leaders to form networks, develop global perspectives, and learn about culture and history, ultimately resulting in a deeper mutual understanding between the people of Japan and the United States.

Written very shortly after our return from Japan, the essays in the final report resonate both with Twain's observations and the promise of Senator Inouye's legacy. **ENLIGHTENMENT** is a theme running throughout this collection where the phrases "opened eyes" and "opened minds" occur repeatedly. Enlightenment according to these writers grows from personal encounters and the formation of **RELATIONSHIPS**. Each writer mentions relationships formed in Japan – with students from our partner Ritsumeikan University in Kyoto, with business people, with other hosts, with guides,

with TOMODACHI alumnae, with the people of Japan -- as one of the most profound aspects of the trip. **DIVERSITY/SHARED HUMANITY.** In discussions with students and faculty at Ritsumeikan University as well as with others, the scholars considered questions of diversity and identity exploring cultural differences yet recognizing similarities across cultures. These discussion are another thread in the narrative. As one writer put it: "We are united in our humanity." Many express their desire to know more: to learn Japanese, to add courses in Japanese culture, history, and politics to their schedule, to expand their intellectual horizons. **INSPIRATION.** The experience of service at a senior center and an orphanage affiliated with Hands-on-Tokyo occasioned many reflections on Senator Inouye's inspirational legacy. These personal relationships echo throughout the collection. **RETURN.** Finally, the theme of return is prominent. This experience allowed many of the writers to envision or re-envision their lives, to imagine returning to Japan to study, to work, to live, to become a part of The Bridge of Friendships which is critical to the destruction of prejudice, bigotry, and narrow-mindedness.

In honor of the legacy of the late Senator Daniel Inouye, our activities hosting the Japanese students in Chicago will center on three themes:

1. Community service in a Chicago Public School in Little Village and an eldercare project on the North Side.
2. Introduction of our guests to multicultural Chicago via site visits and an interactive community workshop examining "Identity, Immigration and the Future: Building and Sustaining Global Cultural Competence"
3. Arts and culture focused interactive hands on activities at the Art Institute and elsewhere.

APPENDIX D

Impact Report Packet from the summer 2014 Invitation Program
(Report Date: September 2014)

TOMODACHI Inouye Scholars Impact Report

DePaul University



DIRECT PROGRAM IMPACTS

- **Five (5)** students inspired to *study Japanese*
- **One (1)** advanced speaker encouraged to take advanced translation seminar
- **One (1)** student offered *job rotation in Tokyo* by an executive met at a dinner hosted by the Higa Family
- **One (1)** student has *returned to visit Kyoto* with their family
- **One (1)** student has *begun studying* in Kyoto at Ritsumeikan University
- **DePaul administration** is considering it as a model for *future international student exchanges* in Japan and elsewhere





"I believe, much like Senator Inouye did, reexamining the past can uncover narratives that aid us as future leaders, professionals, and friends. Throughout this trip, let us learn from the great leaders we hope to follow in the footsteps of. Senator Daniel Inouye is a leader I can strive to emulate."

– Zander Shaindlin

"After visiting many different places, there is so much more I want to know. I plan on conducting further research and reading more about Japanese culture. Most importantly, I will translate all that I have learned and experienced into social and educational settings, such as family gatherings and discussions during classes, where I know it will relate. My experience in Japan has certainly been memorable!" – Roy Cases



"I was inspired to pursue living in Japan at some point later in life. I'm still trying to figure out where exactly I will find my niche in the Japanese workplace, but the two ideas I have been toying with are applying for JET or working for an international public relations firm which would allow me to travel between the two countries regularly. While in Tokyo, we had a panel discussion at the U.S. Embassy hosted by the TOMODACHI Initiative, which included eight people who are working with both America and Japan. This was a great addition to the program because it illustrated to us how we can be involved in Japan through our unique interests. [...] The diversity of speakers was so eye-opening for me. I feel like I have so much room to grow, learn and thrive in Japan." – Lillian Hart



TOMODACHI Inouye Scholars Impacts

Loyola Marymount University

Summer 2014



"Overall, this was the best trip that I have taken so far in life. Even though this was my first time ever leaving the country, I believe Japan was the best way to start my traveling path. I plan on traveling a lot more now. This experience has helped me develop an interest in learning about other cultures, hands on. Japan left me wanting more."



"It took a young group of leaders and made them all realize the importance of diplomacy and successful relationships between the United States and Japan. And it also reassured Japanese students, business officials, NPO leaders and government politicians that the youth of America is committed to healthy pacific relations."

"I have continued to exchange emails with one individual from Yasuda's Women's University. She was my calligraphy instructor. She spoke the least English of any of the Japanese students I met and yet she has kept in touch with me for the longest. She said the program solidified her desires to visit the USA through her school program. It was all because of us visiting their school, I never foresaw such outcomes of our presence."

"But I know how much of an honor it was to be a part of this trip. I know that I will work forever to repay that honor. This trip convinced me to keep working hard towards the success in life I can achieve. I had been lazy and self-doubtful, now I am determined and convinced to succeed. I have this trip to thank for that. I want to thank all the organizations and individuals for setting up this trip, and ensure them all that the next time I go to Japan I will have made some concrete contribution to the prolonged peace in the Pacific."





"This was the first chance that we had to meet college students. We had real conversations with real Japanese students. They even took us to do karaoke. To say that Sophia University wasn't a turning point in the trip would be a lie. This was the first time that I realized that it would be possible to become friends with students who are my age and have similar lives to my own. We all bonded with the students and faculty. Each individual we met that day, gave us that much more confidence to practice our Japanese and become that much more immersed with not only the culture, but the people of Japan as well. People to people relations took form during that visit. It shaped everything about our trip from that moment on."

"Hearing the owner [of Nihonjinmamura] speak with so much passion reminded me of my dream to be a doctor. This man devoted his entire life to this museum and seeing others learn about the different stories filled him with joy. This showed me that once you find your purpose or a career that you love you won't have to work a day in your life. The man was working but he was happy that his work was enlightening others. This is the type of career I want."



"Senator Inouye, I believe, would be proud of the experiences we all have had, and the sense of responsibility we all feel toward ensuring a better future for the people of the United States and Japan. United we stand as TOMODACHI Inouye Scholars. United we stand as people of the world community."

IMPACTS

- **One (1) LMU participant** changed his schedule to **enroll in first-year Japanese language courses**. He now wishes to pursue a degree in linguistics so that he can **pursue a career in Asia**.
- **One (1) LMU participant** is exploring a **change of major** allowing her to focus more on **international** issues.
- **Several LMU participants** have expressed a desire to return to Japan. Several of the seniors are **seriously considering applying** for the **JET Program**, as well as **Fulbright Fellowships**.



University of Hawai'i Manoa

TOMODACHI Inouye Scholars Impact Report



Not only have the scholars strengthened relationships within their own community, they have now built a “bridge” with their Matsuyama University peers. Thanks to the TOMODACHI Inouye Scholars Program, our students now have a more global perspective. Furthermore, they understand that though we live in a diverse international society, we are all essentially connected by shared human experience. The global is no longer simply political or abstract. For these 23 students, it’s personal.

The Matsuyama University exchange, the Japanese American female leaders’ panel, and the Tohoku panel were three valuable experiences on this trip. The following quotes show just a sampling of what our scholars have to say about Senator Inouye’s legacy and their experiences in Japan.



Senator Inouye’s Legacy

“The late Senator Inouye frequently stressed the critical need for “solidifying bonds between nations via people-to-people interactions.” I believe the goal of [this program] was similar to the Senator’s vision in that the words “bridge”, “people-to-people”, and even “between”, are rooted in the idea that dialogue, cultural exchanges, realizing the commonality of people, and building friendships will help facilitate kinship between America, Japan, and all countries of the world.”

– Casey Miyashiro, UH student



Matsuyama University Exchange

“Participating in the student exchange with Matsuyama University was an amazing experience. I was very hesitant about this portion of the program because I was worried that I would not be able to effectively communicate with my [Japanese peers]. But by taking part in new experiences together.... [we] could communicate with each other. Our non-verbal expressions during these shared experiences allowed us to understand each other and form a bond.

– Brittney Acoba, UH student



Japanese American Women Leaders Panel

The panel of Women Leaders at Amazon.com was a highlight. They talked about being an American and a working woman in Japan. This panel as well as my experience at the U.S. Embassy, really got me thinking about doing something with international relations in the future. I have never considered a career in international relations previously, but I am now inspired. Not only has this program piqued my interest in international relations, it has also helped me be more aware of the rest of the world.

– Emily Murai, UH student



Tohoku Panel

Most touching to me was the trip to the embassy in which a group of panelists from the Tohoku region shared their tragedies and triumphs concerning Fukushima. Despite the calamity, I heard stories of hope and resilience, of dreams that dared to rise from the ashes of destruction to redeem, rebuild, and restore. It was that moment I truly felt connected, for our stories are threads that bind us together as human. To hear and to see the faces that represent struggle and victory struck a resonant. I talked with them, laughed with them, mourned their misfortunes but rejoiced in their successes. In that moment I felt endlessly inspired to create as they did, to continue to strive and to dream.

– *Nina Martinez, UH scholar*



Scholars before their meeting with Governor Nakamura in Ehime Prefecture



Scholars perform an "Aloha" dance during a cultural exchange with Matsuyama University Students



Thank you for this fantastic, life-changing opportunity!

Mahalo,

Dr. Dennis Ogawa, Coordinating Professor

Patsy Iwasaki, Chaperone

Christine Kitano, Chaperone

The Mass Media

UMass Boston's independent student newspaper



UMass Boston scholars have a great time in Japan!

SUMMER 2014

The **TOMODACHI Inouye Scholars Program** aimed at forging stronger bond between two nations.

"I met Sen. Inouye on several occasions and in these encounters, and indeed throughout his illustrious career, I was impressed by his commitment to the value of international understanding built on direct people-to-people exchanges.

This program, and our personal experience with it, demonstrates the wisdom of Sen. Inouye's message. I am convinced that our students were changed for the better through their encounters with people from Japan. I am confident as well that many who met our students were similarly influenced in profound and positive ways." – *Professor Paul Watanabe*

The group visited **Tokyo** and **Hiroshima**, as well as participated in exchanges with peers at **Hiroshima University** and **Showa Women's University**.

Hiroshima and Tokyo Highlights



Participant Testimonials

I signed up for this program] because I needed the opportunity to speak English and make friends," she said. "I'm really interested in spending more time in the U.S. and seeing places I've never been to before. – *Kaho Kusayanagi, Showa Women's University*

I applied to the TOMODACHI [Inouye Scholars] program with the goal of exploring a new culture outside of my comfort zone. The trip has proven to be an incredibly insightful experience; I was able not only to learn about Japanese culture, but to begin to cultivate new friendships and a deeper connection to Japan. I fully intend to stay involved in U.S.-Japan relations and I hope to encourage others to do the same." – *Sarah Bolden, UMass Boston student*



"We live in a global community, and our histories are intertwined with those of other nations. As U.S. residents, we have an obligation to understand the lives of peoples elsewhere, because so much of what we do has an impact on the rest of the world. When we are removed from our familiar spaces, we can sometimes be made uncomfortable and disoriented, but this discomfort is crucial to our growth as learners and as individuals.

– *Rajini Srikanth, Dean, UMass Boston*

"One of the most exemplary instances of international connection was meeting with students from Hiroshima University and Showa Women's University. The students from both universities were enthusiastic and kind. What was especially striking about Showa, however, was what the students represented. The women of Showa were not only excited about their studies, but bright and driven. Many of them dreamt of teaching in both the U.S. and in Japan."

– *Zubeda Kahn, UMass student*

ありがとう



ございました。

APPENDIX E

Impact letters from Japanese universities about the effects of their summer 2014 hosting activities.

Ritsumeikan University Interim Report on
TOMODACHI INOUE SCHOLARS as a part of KAKEHASHI Project
(as of Dec 4, 2014)

On behalf of Ritsumeikan University, the director of the Division of International Affairs would like to express our deepest gratitude for the opportunity to our students given by the MOFA KAKEHASHI Project. In this interim report, 1. Students' areas of curiosity, 2. Students' expectations toward to this March 2015 dispatch program and 3. An institutional challenge are to be introduced.

Firstly, the TOMODACHI INOUE SCHOLARS as a part of the KAKEHASHI Project provided the valuable opportunity for our institution to receive 23 American students (from DePaul University under the initiative of Dr. Iwata=Arens and Dr. Hansman) on June 20, 2014. This particular cross-cultural event where the students from the two universities engaged in the Kinkakuji-temple tour and the discussion session learning ethnic and cultural diversity in U.S. and Japan certainly contributed to stimulate their curiosity. Despite the ad hoc attempt, 33 students from a variety of schools (International Relations, Letters, Policy Science, Law and Sociology) at Ritsumeikan participated in this event.

Secondly, although the limited seats for 23 students are available on the American trip from March 2-15, 2015, 101 students applied. Applicants are students of Engineering, Sports Science, Business Administration, Economics, International Relations, Letters, Policy Science, Law and Sociology. Our institution annually offers a wide range of study abroad programs with more than 40 American universities, none of these programs had ever received a great deal of response. Based on the students' application essays, the major reasons to join the project are to acquire knowledge about Japanese immigrants in U.S., to enhance mutual understanding between the two countries, to achieve significant results in sharing the charm of Japanese culture and to improve their English.

Lastly, regarding the institutional challenge, arranging to find the two suitable supervising professors who aim to bring the students to U.S. is our institutional challenge. We ended up assigning a professor and an administrative officer; we could not manage to deploy two professors. According to the Japanese academic/fiscal year, most of the professors at our university had already been scheduled to teach how many hours through a year and in some cases, to have some administrative positions aside from regular teaching in April. Hence, we had preferred to be informed of our participation in the project much earlier than September 12, 2014 as we received the KAKEHASHI Project acceptance letter from The Japan Foundation.

Having mentioned the challenge above, the KAKEHASHI Project certainly gave the positive impact upon our students so that they were motivated to visit U.S. without worrying their finances. We sincerely hope that the project will be continued for years to come.

December 3, 2014

To Whom It May Concern,

RE: In Praise of the TOMODACHI Inouye Scholars Program

This past summer Matsuyama University hosted a 2-day exchange program, welcoming the Inouye Scholars and their chaperones from the University of Hawai'i at Manoa. Accepting an international delegation of this size and preparing a program of this nature, including a one-day excursion to the Setouchi Shimanami Kaido Expressway, was an utterly new experience for us and has undoubtedly extended our capacity as an institution of higher education by allowing the faculty a chance to lecture on Ehime prefecture as well as giving our Educational Affairs Office the opportunity to get directly involved with international exchange, which enhanced their already strong motivation to help students grow as individuals.

Matsuyama University students who volunteered to be peer-guides were quick to form bonds with their partners from UH, even though some of them were not proficient in English. Many MU students joined their new UH friends in activities outside of the official program such as accompanying them to a local fireworks show. Because of the success of this year's TOMODACHI Inouye Scholars Program, we have recently interviewed 71 students for 23 openings in next year's program.

According to travel statistics, only 0.3% of foreign tourists who came to Japan in 2013 visited Ehime prefecture. Shikoku is one of the least visited areas of Japan by travelers from abroad. A UH student titled his essay "Matsuyama, a Hidden Jewel." We were pleased by this as we hope to promote Shikoku as truly unique and charming place to visit. Our rural attractions and scenic beauty are truly as memorable as the sights and sounds of the large metropolitan areas.

We were also delighted to learn that two months after the TOMODACHI IS program ended, a UH student expressed interest in coming to Matsuyama University in some sort of official capacity. We had not expected this, but are not wholly surprised either considering the excellent rapport many UH students had established with our university, and Japan.

Respectfully,

Yoshihiro Okumura

Professor, Dept. of Humanities

Matsuyama University

Impact Statement from Showa Women's University

On behalf of Showa Women's University I wish to express our deepest gratitude for your support with the TOMODACHI Inoue Scholars program. Both accepting UMass-Boston students to our campus in August and dispatching Showa students to the US in return next March are truly rewarding and meaningful experiences for Showa Women's University.

Showa Women's University was lucky to welcome an energetic student group from UMass-Boston, and even though the campus visit was during our summer vacation, more than twenty students volunteered to host the group with a lunch party, some icebreaking games and a tour around Harajuku. Our students enjoyed the chance to interact with the US students in English, and we received positive feedback on how this experience made them feel more confident in exchanging ideas in English and also in introducing Japanese culture to international students. Our program coordinator believes that this event encouraged our students to consider studying abroad in the US (both short-term during the spring break, and for semester-long programs). More than 120 students, including those who hosted UMass-Boston applied for the March dispatch program and showed their eagerness to learn not only about cultural differences but also political issues concerning the US-Japan relationship and hot and trendy topics such as women in leadership and immigration. To select twenty three students to dispatch from them was a very difficult decision. The delegation students are enthusiastically preparing for their study trip to the US. Partly because of this impact, more students than usual were interested in studying abroad during the coming spring break. Apart from the KAKEHASHI Project we are going to send more than 150 students in total to the US, Canada, Australia and Europe.

As for the effect on our institutional partnership, UMass-Boston and our satellite campus, Showa Boston Institute of Language and Culture, have recently started working on a MOU, and we believe that this institutional exchange through the KAKEHASHI project contributed to smoother discussion between the two parties. We are hoping to realize a student exchange agreement with UMass-Boston and send our students to their semester program. Last month we concluded a student exchange agreement with Framingham State University and decided to send two students to their semester program. There are a few more US institutions that we are currently discussing with concerning MOU. Although Showa Women's University has a long history of sending Japanese students to Boston for learning English and American culture, we are now shifting toward sending more students to US colleges to pursue academic study. Without a doubt the opportunities that KAKEHASHI Project has given us have spurred these efforts.

We greatly hope that this project will continue to provide Japanese students with the wonderful opportunity to engage in further study abroad and provide a means to deepen their understanding of cross-cultural issues.

Sincerely,

Sumi Nishikawa
Academic Director, Center for International Exchange
Professor, Department of Japanese Language and Literature
Showa Women's University

APPENDIX F

Social Media Links to Final Projects and Blogs of U.S. students

Blogs <http://nickchiutomodachi.tumblr.com/> (Nick Chiu)
cgoodie23.tumblr.com (Christian Goodie)
<http://snatividadsan.tumblr.com> (Shaianye-Victoria Natividad)
<http://prezi.com/yynadpphz5ys/tomodachi-japan-trip/>
 (Giovanni Douresseau)
<http://ianptrinidad.tumblr.com> (Ian Trinidad)
<http://itstomodachilove.tumblr.com> (Tamura Davis)
<http://tomodachibrenda.tumblr.com> (Brenda Lara)
<http://makdatakesjapan.tumblr.com> (Makda Mehda)
<http://marinakakehashi.tumblr.com> (Marina Marmolejo)
<http://rsandov9.tumblr.com> (Ramona Sandoval)
<http://seannainjapan.tumblr.com> (Seanna Doung)
<http://tomodachiward.tumblr.com> (Darren Ward)
<https://www.tumblr.com/blog/jyoung3173> (Joseph Young)

Program Website <http://lmueis23.wix.com/tomodachischolars> (LMU Tomodachi)



<https://www.facebook.com/LMUTomodachi>



<https://twitter.com/lmujapan14>



<http://instagram.com/lmujapan14>

Blog/Program Website/Media <http://tomodachi-depaul.com/>



<https://www.facebook.com/groups/668818089838873/>

DEPAUL
UNIVERSITY



Blog <http://willyoubemytomodachi.wordpress.com>

Pictures <https://plus.google.com/photos/104197105877378336204/albums/6044563570524655697>

<https://plus.google.com/u/0/photos/104197105877378336204/albums/6043098825749023201>



UNIVERSITY
of HAWAII
MĀNOA

Program Website <http://www.uhtomodachi.weebly.com>

<http://www.tomodachischolars.wordpress.com>

APPENDIX G

Press Materials: Release, U.S. Campus Newspapers and Other Newsletters



Contact: Shiori Okazaki

Tel: (202) 223-6843

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www.usjapanCouncil.org

For Immediate Release

The U.S. – Japan Council Honors Senator Daniel K. Inouye with the “TOMODACHI Inouye Scholars Program,” Launched as a part of the Government of Japan’s KAKEHASHI Project

WASHINGTON, DC (June 23, 2014)--This summer, nearly 100 college students from four American universities will travel to Japan on a ten-day educational exchange program as the inaugural cohort of TOMODACHI Inouye Scholars.

The program was created in honor of the late U.S. Senator Daniel K. Inouye of Hawaii, who believed that the relationship between the United States and Japan was the most important bilateral relationship in the world. His commitment to public service, justice and U.S.-Japan cooperation inspired this program, which provides 200 American and Japanese university students the opportunity to develop a deeper mutual understanding of each other’s cultures and people. The participants will also learn about Senator Inouye and his contributions to his state, country, heritage and the U.S.-Japan relationship. The program aims to broaden the perspectives of global leaders who will carry the future of U.S.-Japan exchange.

The U.S.-Japan Council (USJC), a non-profit, Japanese American-led organization dedicated to strengthening ties between the United States and Japan in a global context, supports the TOMODACHI Inouye Scholars program as a part of the KAKEHASHI Project. Senator Inouye, along with other Japanese American leaders, created the Council in late 2008. The program is also part of the TOMODACHI Initiative, a public-private partnership between USJC and the U.S. Embassy in Tokyo, which builds a new generation of American and Japanese young people through cross-cultural educational exchanges and leadership development.

“The Senator had an optimism and confidence in the next generation’s ability to continue to make the world better,” Irene Hirano Inouye, President of USJC who was also the wife of the Senator, said. “He was a strong supporter of TOMODACHI’s vision of investing in young people in the United States and Japan to create the next generation of leaders in our countries.”

This program is carried out under the Government of Japan’s KAKEHASHI Project. The KAKEHASHI Project is a youth exchange project between Japan, the United States and Canada that aims to heighten interest in Japan and increase the number of overseas visitors to the country, as well as enhance international understanding of the nation’s strengths and attractiveness. Foreign Minister Fumio Kishida announced the launch of the program at the USJC Japan Symposium in May 2013.

The program is unique in that participants from the United States and Japan will learn about Japanese Americans, their history in the United States, and examples of their leadership in the legacy of Senator Inouye as well as through engagement with Japanese American leaders who are USJC members.

USJC selected four universities in the United States to participate in this program. Each American school is paired with a Japanese partner institution as follows:

- Depaul University, (Chicago, IL) ----- Ritsumeikan University (Kyoto)
- Loyola Marymount University (Los Angeles, CA) ----- Sophia University (Tokyo)
- University of Massachusetts Boston (Boston, MA) --- TBD
- University of Hawaii, Manoa (Honolulu, HI) ---- Matsuyama University (Ehime)

Each school group consists of 23 students and 2 chaperones, one of whom is a faculty member, who are noted Japanese Americans in their field.

“I believe that the TOMODACHI SCHOLAR universities selected for this honor share a commitment to Senator Inouye’s legacy in public service,” said Dr. Kathryn Ibata-Arens, Director of Global Asian Studies who leads the group from DePaul University. “DePaul’s mission is built on respect for diversity and service to community. Our DePaul scholars reflect this mission in their own life journeys and extensive expertise in international community service, despite their young ages.”

In addition to visiting historic and cultural sites in Tokyo and attending meetings centered on the legacy of Senator Inouye, each school group will visit one more city, typically that of the partner university and participate in activities with its students. The group from Loyola Marymount University is focusing on leadership and diversity. They have selected student leaders of campus organizations and looking at Senator Inouye’s advocacy for disenfranchised or underrepresented groups as a model for leadership.

“As champion of those less fortunate, Senator Inouye’s commitment to diversity inspired countless others to the call of service,” states the LMU faculty lead Dr. Curtiss T. Rooks. “The program seeks to honor his legacy through the development of LMU student leaders from historically underrepresented populations in our University community.”

The faculty leaders are also excited about the opportunity that a program like this offers to students that may be new to the U.S.-Japan relationship. “In honoring the legacy of Senator Inouye this program extends that honor to a select group of students at the University of Massachusetts Boston,” says Dr. Paul Watanabe. “Our students are humbled, grateful, and excited to learn more about Japan, U.S.-Japan relations, and the Senator. We are looking forward to what for many students will be a life-transforming experience.”

The reciprocal portion of the program will take place during the 2014-2015 academic year, when 100 Japanese participants will travel to Los Angeles, CA, Washington D.C. and the city of their partner university, each site marking a stage of Senator Inouye’s life and career. Japanese students will learn about Senator Inouye’s contribution to politics and the Japanese American community while exploring historic and cultural sites in the United States.

“This experience provides students with an opportunity to consider how Hawaii can contribute to US-Japan relations,” Dr. Dennis Ogawa, who leads the group from the University of Hawaii, Manoa, said. “Like the students on this program, Senator Inouye was proud to be an undergraduate of the University of Hawaii. The people-to-people friendships and inter-cultural relationships he experienced were invaluable.”

This program is administered by the Japan Foundation. The U.S.-Japan Council supports the implementation of this program, through coordination with the Japan Foundation and the Laurusian Institution. All U.S. participants will complete projects that reflect their understanding of Senator Inouye’s legacy through this program, which will be featured by the Daniel K. Inouye Institute.

###

The U.S.-Japan Council is a 501(c) 3 non-profit educational organization that contributes to strengthening U.S.-Japan relations by bringing together diverse leadership, engaging stakeholders and exploring issues that benefit communities, businesses and government entities on both sides of the Pacific. By promoting people-to-people relationships, the Japanese American-led organization cultivates an international network, and collaborates with other organizations and institutions to develop programs that allow leaders to engage with their counterparts in the United States and Japan. The Council also develops the next generation of leaders committed to a vibrant and dynamic U.S.-Japan relationship.

For more information about the program and the individual schools, please visit:
<http://usjapantomodachi.org/programs-activities/tomodachi-inouye-scholars-program/>.

UMass Boston Student Scholars to Study Culture, History, Leadership in Japan

Christian Arthur, Communications Correspondent | July 24, 2014



Christian Arthur

Twenty-three UMass Boston students have been selected to take part in the TOMODACHI Inouye Scholars Program.

“

It's not like reading about Japan in a textbook.
This will be something completely different.

”

TOMODACHI Inouye Scholars to Leave for Japan on Monday

Alyssa Athan has wanted to visit Japan since she was 9 years old. Later this month, she will join 22 other UMass Boston undergraduates on an all-expenses-paid trip to Tokyo, where they will learn about Japanese culture and literature and honor the legacy of one of the most prominent Japanese-Americans, the late Senator Daniel K. Inouye of Hawaii.

UMass Boston is one of four universities selected for the [TOMODACHI Inouye Scholars Program](#). During the 10-day trip, students will learn about the life and contributions of Senator Inouye and other Japanese Americans, and see examples of their leadership throughout history. The Japan Foundation is providing funding for the trip, which was coordinated by the U.S. Japan Council.

Paul Watanabe, the director of the [Institute for Asian American Studies](#) and associate professor of political science, will be accompanying the students along with Honors College Dean Rajini Srikanth.

“Our students are humbled, grateful, and excited to learn more about Japan, U.S.-Japan relations, and Senator Inouye. We are looking forward to what for many students will be a life-transforming experience,” Watanabe said.

In order to be accepted for the program, students had to go through an extensive application process, which included a written essay and interview. Each accepted student wrote a paper on some aspect of Japan, with topics ranging from geography to Japanese American internment camps to geisha-influenced fashion.

Athan, a junior psychology major and swim coach originally from Florida, is looking forward to immersing herself in the Japanese culture. Guiara Posada, a junior majoring in Asian studies from Everett, is interested in learning more about the entertainment industry in Japan.

“It’s not like reading about Japan in a textbook. This will be something completely different,” Posada said.

Somerville resident Vonds Auguste, a senior gender and women’s studies major who recently returned from working in a local hospital in Haiti, is hoping to be able to gain insights for his personal research project. He’s studying the impact of jazz on different countries and how those countries in turn affect the evolution of the art form.

“Jazz was huge in Japan,” Auguste said.

Each of the universities in the TOMODACHI Inouye Scholars Program (UMass Boston, DePaul University, Loyola Marymount University, and University of Hawaii, Manoa) is paired with a sister university. A contingent from UMass Boston’s sister university, Showa Women’s University, will be visiting UMass Boston during the 2014–2015 academic year. Japanese students will learn about Senator Inouye’s contribution to politics and the Japanese-American community while exploring historical and cultural sites in the United States.

TOMODACHI is a collaborative initiative between the U.S.-Japan Council and the United States Tokyo Embassy that is committed to fostering young leaders and strengthening U.S.-Japan relations. Senator Inouye, who believed the U.S. and Japan relationship to be the most important bilateral relationship in the world, formed the U.S.-Japan Council in 2008.

The students will be blogging about their experiences during the trip. [Follow their journey here.](#)

About UMass Boston

Celebrating its 50th anniversary, the University of Massachusetts Boston is deeply rooted in the city's history, yet poised to address the challenges of the future. Recognized for innovative research, metropolitan Boston’s public university offers its diverse student population both an intimate learning environment and the rich experience of a great American city. UMass Boston’s 11 colleges and graduate schools serve more than 16,000 students while engaging local and global constituents through academic programs, research centers, and public service. To learn more, visit www.umb.edu.

Tags: [japan](#), [institute for asian american studies](#), [iaas](#), [global](#)

The Mass Media

UMass Boston's Independent Student Newspaper

Group of 25 from UMass Boston venture to Japan

Posted: Thursday, August 28, 2014 11:06 am



Photo: Students chosen for the scholars program at the U.S. Embassy in Tokyo

Twenty-three students and two professors from the University of Massachusetts Boston participated this summer in an international exchange program between the United States and Japan.

The Tomodachi Initiative is a collaborative effort between the U.S.-Japan Council and the U.S. Embassy in Tokyo to promote active participation in peaceful relations between the two countries.

The program began after the Great East Japan Earthquake of 2011 dealt monumental damage to the nation. Immediately following the earthquake, the U.S. and Japanese governments worked together in humanitarian efforts to help the people of Tohoku. Since then, the program continues to foster the bond and help the two nations constructively address painful historic events, like the atomic bombings of World War II.

UMass Boston is part of the Tomodachi Inouye Scholars Program under the Kakehashi Project. This program, started by the Japan Foundation, was created in honor of the late Sen. Daniel Inouye. Paul Watanabe, an Asian American Studies professor at UMass Boston and member of the U.S.-Japan Council, spoke on the senator's legacy.

"I had met Sen. Inouye on several occasions and in these encounters, and indeed throughout his illustrious career, I was impressed by his commitment to the value of international understanding built on direct people-to-people exchanges," said Watanabe.

"This program, and our personal experience with it, demonstrates the wisdom of Sen. Inouye's message. I am convinced that our students were changed for the better through their encounters with people from Japan. I am confident as well that many who met our students were similarly influenced in profound and positive ways."

Watanabe made the entire trip possible by winning the U.S.-Japan Council and Japanese Foundation grant which allowed every participant an all-expenses-paid trip. "I put together a proposal for why our students would be excellent choices and made what, in the end, was a strong case for our selection," Watanabe stated. "The fact that all expenses were taken care of meant that students, whatever their economic situation, would be eligible for consideration."

Along with Dean of the Honors College, Rajini Srikanth, Watanabe ran the selection process and accompanied the students on the trip. The professors sorted through 130 initial applications.

"We cast the net campus-wide and announced the program to deans, department chairs, and directors of programs so that they could inform their networks of strong and dedicated students," Srikanth said.

"The application process required you to write an essay explaining why the trip to Japan would be meaningful to you, what you hoped to gain from it intellectually, as well as in your growth as an individual, and what your previous interest in Japan had been. In addition, you had to attach your transcript, as well as a letter of recommendation from a faculty or staff member who could speak to your strengths."

Following the first round of selections, 40 applicants were interviewed and 23 finalists were chosen.

As a participant of the program, I was moved by the dedication of the program's creators to facilitate the peace initiative between the two countries. The U.S.-Japan Council covered all expenses, and also created an itinerary that allowed us to experience aspects of Japan that we otherwise would not have seen. The students were given an endlessly understanding and supportive tour guide, Sayuri-san, who led us through the overwhelming beauty of Tokyo and Hiroshima, two historically complex and culturally rich cities.

After a two-hour flight to Chicago and a 13-hour flight to Japan, we landed with little time to rest, and were plunged right into a lavish and traditional Japanese meal. Within the span of eight days, the group experienced the same hospitality as we explored the Tokyo National Museum, the Asakusa Kannon Temple, and many other historically important locations. Each site presented a lesson in understanding what it means to gather as human beings, rather than simply seeing each other as an ethnicity or nationality.

As Srikanth puts it, "We live in a global community, and our histories are intertwined with those of other nations. As U.S. residents, we have an obligation to understand the lives of peoples elsewhere, because so much of what we do has an impact on the rest of the world. When we are removed from our familiar spaces, we can sometimes be made uncomfortable and disoriented, but this discomfort is crucial to our growth as learners and as individuals."

"We realize what it is to be humble, to listen, to see the world from others' perspective, to hear the desires and aspirations of people elsewhere, and to appreciate our similarities but also our differences from them. Part of what we learn through travel is not to 'erase' differences, but to interact meaningfully despite differences," added Srikanth.

Similarly, I was struck by the collective generosity and patience of the people of Japan. Culture shock was overwhelming at times. It was difficult to communicate simple requests, as few people spoke English. Despite our lack of experience with the culture and language, the natives of Japan tried their best to help.

One of the most exemplary instances of international connection was meeting with students from Hiroshima University and Showa Women's University. The students from both universities were enthusiastic and kind. What was especially striking about Showa, however, was what the students represented. The women of Showa were not only excited about their studies, but bright and driven. Many of them dreamt of teaching in both the U.S. and in Japan. The women demonstrated the shift in traditional gender roles in a society in which women were once quite limited.

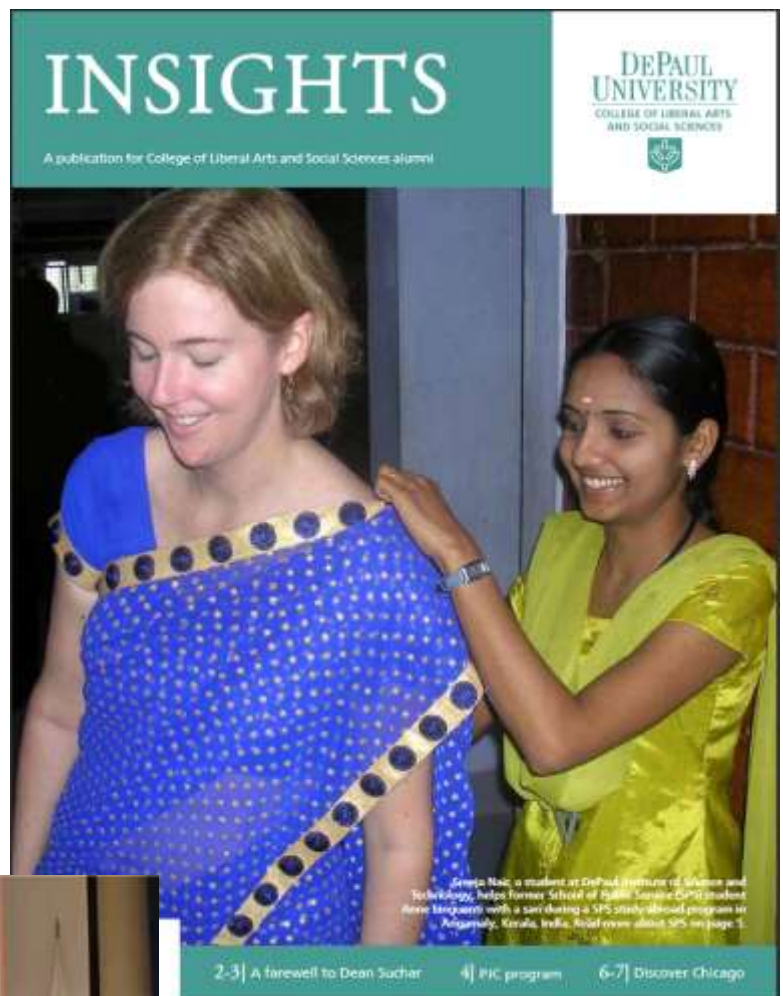
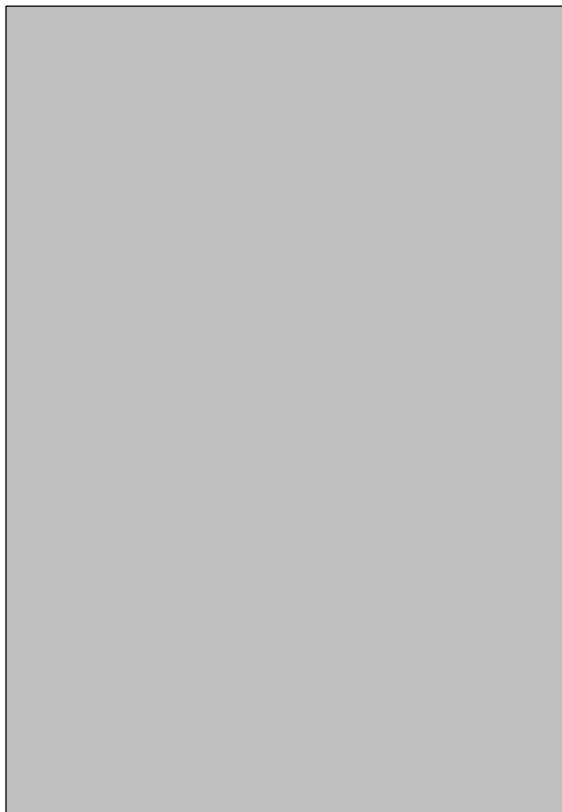
One participant from Showa, Kaho Kusayanagi, expressed interest in continuing her connection to the U.S. "[I signed up for this program] because I needed the opportunity to speak English and make friends," she said. "I'm really interested in spending more time in the U.S. and seeing places I've never been to before."

Sarah Bolden, a junior and orientation leader at UMass Boston, shared Kusayanagi's sentiments about the desire to form new connections, as well as getting out of her comfort zone.

"I applied to the Tomodachi program with the goal of exploring a new culture outside of my comfort zone. The trip has proven to be an incredibly insightful experience; I was able not only to learn about Japanese culture, but to begin to cultivate new friendships and a deeper connection to Japan. I fully intend to stay involved in U.S.-Japan relations and I hope to encourage others to do the same," Bolden said.

She added, "International programs provide students with an opportunity to experience diversity and explore a new area they aren't familiar with. Travel is tangibly educational by providing students with hands-on interaction with new cultures and societies. It can raise questions about one's own identity and beliefs; it can foster new friendships; and it is an opportunity for growth."

Permanent Link: http://www.umassmedia.com/art_lifestyle/group-of-from-umass-boston-venture-to-japan/article_fb1ddc7c-2ec4-11e4-ac75-001a4bcf6878.html



3 TOMODACHI INOUE SCHOLARS TRAVEL GRANT

Kathryn Ibata-Arens, associate professor of political science and director of Global Asian Studies, received a \$125,000 grant to support 23 students and two faculty members who traveled to Japan in June 2014. The Tomodachi Inoue Scholars program is supported by Fulbright Japan, the Japan Foundation, the U.S.-Japan Council and the Ministry of Foreign Affairs, Japan. DePaul was one of four American universities that received the grant. In 2015, 100 Japanese students will travel to the United States as part of the Tomodachi Inoue Scholars exchange program. Visit japan2014.depaul.edu or tomodachi-depaul.com/blog for more information. [Pictured: Scholars at the U.S. Embassy in Tokyo with Japanese Tomodachi alumni]



ETHNIC &
INTERCULTURAL
SERVICES

ENGAGE
EMPOWER
EXPLORE

InterCultural Focus

September 2014

Upcoming Events

09.09 National Dialogue on Race

The Hill

6:00 – 8:00 PM

09.16 Third Tuesday

Living Room

7:00 – 9:00 PM

09.24 The Studio

Deja View

7:00 – 9:30 PM

09.24 Rosh Hashana Service & Dinner

The Hill

5:30 – 7:30 PM

09.25 Rosh Hashana Morning Service

Malone 112

9:00 – 11:00 AM

09.25 Rosh Hashana @ Convo

Avi Interfaith Peace Garden

12:15 – 1:35 PM

A LETTER FROM THE DIRECTOR

Making meaning: Family, work & community –

I have been immensely blessed with a loving and caring family, a job that fulfills me each and every day, and a faith in something bigger than me that allows me to share my talents with the LMU community every day. I am grateful for all of those things.

In addition to my family at home, we are a family here in Ethnic and Intercultural Services. We treat each other with respect and dignity. We consider our students, faculty, and staff to be our family away from home. Hopefully you, the student, faculty, and staff feel a sense of warmth and hospitality when one of our team members greets you at an event or when you step into our Intercultural Suite in Malone 301.

I have found that in order for work to be fulfilling, you must have a clearly defined Purpose in life. Ours at Ethnic and Intercultural Services is to connect and build relationships. We get to know what is important in the lives of our students, faculty and staff through knowledgeable and committed staff members. Our team has delivered on that purpose for Magis for several decades. As a result, we have been able to provide a sense of community for our LMU students.

When I think about community, I think about what it means to be an invested community member. After all, our communities are where our staff live, and work and where students love to visit.

My hope for each of you is that you have work that fulfills you, a family that nurtures you, and a community that supports you. You have given us all three, and for that we thank you!

-Dr. María Grandoné



Bridging Connections & Forming Alliances in Japan with the Tomodachi Inouye Scholars Program

This summer, 23 diverse LMU students had the opportunity to travel to Japan for 10 days with the Tomodachi Inouye Scholars Program. The Tomodachi Inouye Scholars Program aims to connect American students with Japanese students in order to learn about each other's culture and enhance Japanese-American alliances.

During their 10 day excursion, students developed leadership and communication skills as they traveled to cities such as Tokyo and Hiroshima. LMU partnered with Sofia University, a Jesuit university located in Tokyo and plans to host Japanese students in spring 2015.



INTERCULTURAL WELCOME

On Saturday, August 23, Ethnic and Intercultural Services hosted incoming freshmen and their families during our annual Intercultural Welcome Reception. Freshmen had the opportunity to learn more about the programs and services offered at EIS and were able to interact with LMU faculty and staff over appetizers. Guest speakers included Dr. Maria Grandone, Director of EIS, and a vocal performance by Dr. Diane White-Clayton.

