

***AKITA INTERNATIONAL
UNIVERSITY
GLOBAL REVIEW***



***Volume XIII
2022***

AIU
Global Review

Volume 13
2022

Published by
Akita International University
Press

Akita, Japan
2022

Editorial Board

Editor-in-chief: Clay WILLIAMS
Chair of Research Management Committee: Clay WILLIAMS

ISSN

© COPYRIGHT 2022 Akita International University Press

All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission from the publisher.

Publisher: Monte CASSIM
Akita International University Press
Akita city, Yuwa, Japan 010-1292
web.aiu.ac.jp/press/
Tel: 81-18 886-5900
Fax: 81-18-886-5910

Printed in Japan

CONTENTS

List of Contributors	iv
Call for Manuscripts.....	vi
1. AIU Research Week 2022: Extended Abstracts Collection	
<u>The Cultural Heritage When Programming Cruise Itineraries</u>	
Antonio PELAEZ-VERDET & Pilar LOSCERTALES- SANCHEZ.....	1
<u>Visualizing the Syntactic Structure of L2 Japanese: The Suginoki Treebank</u>	
HORIUCHI Hitoshi.....	4
<u>Internationalization@home: Promoting Virtual Mobility - An Online Group Experiment</u>	
Tamara RACHBAUER & Kathrin PLANK	8
<u>Virtual Reality and War Reporting: Uses, Potential and Challenges of 360° Video to Narrate Armed Conflict</u>	
Andrés David CASTRO LOTERO.....	11
2. Book Review: by TOYODA Tetsuya	
C. Kenneth Quinones, <i>Imperial Japan's Allied Prisoners of War in the South Pacific: Surviving Paradise</i> , Cambridge Scholars Publishing, 2021.....	14

List of Contributors

(Alphabetical Order by Surname)

Andrés David CASTRO LOTERO

Andrés David Castro Lotero is a lecturer of Spanish language with a focus on Culture and Economics. He is pursuing a Ph.D. in Communication Sciences at the University of Passau since 2019. His research is mainly focused on the use of new media peacebuilding, especially in Latin American contexts.

HORIUCHI Hitoshi

Hitoshi Horiuchi is an Associate Professor in the Japanese Language Teaching Practices at the Graduate School of Global Communication and Language, Akita International University. He received a Ph.D. in linguistics from the University of Texas at Austin. His current research interests center around corpus-based approaches to Japanese pedagogical grammar.

Pilar LOSCERTALES-SANCHEZ

Pilar Loscertales-Sanchez is a tenured teacher in professional training at the Spanish Junta de Andalucía educational body. After completing her university studies in Tourism in 2006, she worked for the private sector before becoming a professor in 2021. Her tourism research interests include sustainable destination development, company performance analysis, and business feasibility.

Antonio PELAEZ-VERDET

Antonio Pelaez-Verdet, Ph.D., is an Assistant Professor in the Faculty of Tourism at the University of Malaga (Spain). After receiving his bachelor's degree in 1999, he worked for the private sector before becoming a lecturer in 2001. He finished his Ph.D. in 2003. His research interests in tourism include human resources, firm's performance analysis, company feasibility and E-WOM management in enterprises.

Kathrin PLANK

Since 2020, Dr. Plank has served as an academic councilor at the University of Passau at the chair of educational science

with a focus on diversity research and educational spaces of middle childhood. Before that, from 2012 to 2020, she was a research assistant at the chair of educational science with focus on diversity research and educational spaces of middle childhood. Her books and journal publications at https://www.researchgate.net/profile/Kathrin_Plank
Contact: kathrin.plank@uni-passau.de

Tamara RACHBAUER

Dr. Rachbauer has served as an academic councilor since 2021. Before that, from 2013 to 2020, she was a lecturer and research assistant at the chair of educational science with focus on diversity research and educational spaces of middle childhood. Her books and journal publications are available at <https://www.researchgate.net/profile/Tamara-Rachbauer/publications>
Contact: tamara.rachbauer@uni-passau.de

TOYODA Tetsuya

Toyoda Tetsuya has been teaching international law and international organisations at AIU since 2007. Before joining AIU, he was a project researcher at the University of Tokyo (2006-2007) and an official of the Ministry of Foreign Affairs (1994-2000). He is the author of *Theory and Politics of the Law of Nations* (The Hague: Martinus Nijhoff, 2011) and number of articles in Japanese, English and French.

Call for Manuscripts

From April, 2023, the *AIU Global Review* will merge with the Journal of the Institute for Asian Studies and Regional Collaboration Akita International University (IASRC). This new journal will be accepting research paper submissions in all fields of Liberal Arts studies. Research paper submissions will be accepted in English-language only; however, abstracts will be published bilingually (and translation will be available for authors who do not speak Japanese). We would like to cordially invite submissions for the first volume of the new journal. All submissions should be received at aiupress@aiu.ac.jp by Nov. 30th, 2023 in order to be considered for publication in the inaugural volume. The first volume will be published (in both hardcopy and electronic forms) by March, 2024.

Manuscripts MUST conform to the following guidelines:

1. All articles must be the result of original academic research bringing new elements to scholarship and of up to 10,000 words (or up to 1,000 words for a book review), including footnotes and bibliography. Please note that the journal also welcomes articles on pedagogy, empirical or theoretical in nature, with a clear potential for contributing to the relevant academic field either by their innovative approaches or by their theoretical elaboration going beyond a narration of personal experiences
2. Manuscripts are to be submitted in Microsoft Word format, **following APA 7th edition guidelines**, including, but not limited to:
 - Title case capitalization for all headings
 - Single space between sentences
 - Provide DOI links for all sources
3. Include a concise abstract at the beginning of the manuscript, with three to five key words.
4. Do not enumerate headings.

5. *Italicize* all non-English words, as well as titles of books.
6. **No automatic (i.e., extra) spacing** before and after paragraphs.
7. All sources must be properly cited according to APA 7th ed.
8. Footnotes should be avoided. Endnotes should be used sparingly and only when necessary.
9. All charts, maps or other illustrations can be provided in color or black-and-white format. NOTE: It is the author's responsibility to seek appropriate copyright permissions.
10. Attach a one-paragraph biography when submitting your manuscript.
11. All correspondence should be sent to aiupress@aiu.ac.jp.

Manuscript submissions must be sent to AIU Press (aiupress@aiu.ac.jp) as an attachment to an email in MS Word. All manuscripts will undergo double-blind peer review by at least two qualified scholars. Please note: to be included in the 2023 edition, we must receive your manuscript by November 30th, 2023 in order to allow sufficient time for the blind review. Manuscripts received after this date will be considered for the next volume.

The Cultural Heritage When Programming Cruise Itineraries

Antonio PELAEZ-VERDET &
Pilar LOSCERTALES-SANCHEZ

In cruise operations, the on-shore activities, relevant to the destinations, are carried out in a brief period of time, sometimes just a few hours. Within that lapse the economic transactions typical of this industry, to which previous literature attributes a high level of expenditure per tourist (Loscertales-Sánchez & Pelaez-Verdet, 2017; MacNeill & Wozniak, 2018), must take place. The traveller not only generates spending on board, but also contracts services at port and claims benefits that can only be obtained at the destination.

The variables that previous literature has identified as relevant to the traveller's decision are numerous, and of complex interaction (Bonilla-Priego et al., 2014). In general terms, it can be said that time is a fundamental variable. The literature is prodigal in analysing this issue, but there is still room, therefore, for further modelling of the phenomenon of the impact of cruise tourism on destinations beyond the port locality, and even modelling it beyond a macroeconomic approach (Mescon & Vozikis, 1985).

This work's aim is to evaluate the tourist hinterland of a region that traditionally receives cruise ships and to model the area of influence of the ports that receive this type of visitor, trying to establish their capacity for attraction and proposing an efficient categorisation, different from the artificially imposed administrative boundaries for managing destinations. The hinterland of each port is defined by the set of municipalities with cultural heritage whose land route to that port is minimal in comparison with those linking them to the rest of the adjacent ports. The study applies to the eight Andalusian provinces as a single territory, and the seven cruise ports of the community were chosen: Huelva, Cadiz, Bahia de Algeciras, Seville, Malaga, Motril-Granada and Almeria.

The data were then analysed in a specially designed matrix to calculate the distance by the shortest land route to each port in each municipality analysed, with the minimum distance chosen. This, therefore, defined

the port under whose hinterland each municipality fell, along with its respective cultural heritage. In the second part of the research, these data were used to create a geolocalised network that assigned each municipality an edge connecting it to the port whose hinterland it belonged to, so that the weighted degree of outflow could be calculated. Afterwards, calculating the weighted degree of outflow helped to discriminate between the different ports, giving an idea of their relative importance in terms of connections (in its unweighted version). By setting the en-route distance between each municipality and the corresponding port as a weighting variable, this indicator, in addition to describing the number of connections, was able to parameterise the distance to the municipalities in each hinterland. On the contrary, a high weighted degree of outflow indicated a cruise hinterland that is very widespread in the territory, serving numerous municipalities that may be quite distant in comparison.

After running the calculations, turned out that the provincial capitals and some inland or coastal municipalities have a higher number of heritage sites (BICs) than the nodes in general. This concentration makes these municipalities potential cultural destinations from the point of view of cruise ships since within the same route they can offer a more enriched experience to their visitors.

The nodes' concentration makes these municipalities potential cultural destinations from the point of view of cruise ships. However, the model provides a number of results. Firstly, the municipalities of the same province - even in coastal places - do not naturally cluster around the port which administratively corresponds to their province. In this sense, from the point of view of proximity in terms of kilometres of route, it is easier for them to relate to and be affected by the activities of another port. Moreover, it has been detected an enormous difference in the size and scope of the area of influence of the different ports.

These two previous ideas are combined in the weighted outdegree. In this vein, we found that the ports of Motril, Almería, Málaga and Seville offer better possibilities for cultural itineraries with access to the BICs in the interior of the region, as opposed to the rest, which retains a more peripheral character.

This analysis made it possible to establish that there are BICs in Andalusia belonging to inland municipalities which, if they were to

promote themselves in the cruise market, should focus their efforts on those companies present in the ports under whose natural area of influence they are located, whether or not they belong to their province.

The economic development of many municipalities depends, often to a large extent, on their ability to promote their cultural heritage in the tourist market. Some of these visitors come from cruise ships, but attracting them is a complicated management task, as the difficulties inherent to complex promotion and sales channels with numerous barriers are compounded by a relative lack of knowledge on the part of destination managers about how excursions are chosen and how the services purchased on board are designed, even before mooring in port.

References

- Bonilla-Priego, M. J., Font, X., & Pacheco-Olivares, M. del R. (2014). Corporate sustainability reporting index and baseline data for the cruise industry. *Tourism Management*, *44*, 149–160. <https://doi.org/10.1016/j.tourman.2014.03.004>
- Loscertales-Sánchez, Pilar., & Pelaez-Verdet, Antonio. (2017). The economic influence of cruise tourism onto a littoral destination. *International Journal of Scientific Management and Tourism*, *3*(2), 351–368.
- MacNeill, T., & Wozniak, D. (2018). The economic, social, and environmental impacts of cruise tourism. *Tourism Management*, *66*(June), 387–404. <https://doi.org/10.1016/j.tourman.2017.11.002>
- Mescon, T. S., & Vozikis, G. S. (1985). The economic impact of tourism at the port of Miami. *Annals of Tourism Research*, *12*(4), 515–528.

Visualizing the Syntactic Structure of L2 Japanese: The Suginoki Treebank

Hitoshi HORIUCHI

Treebanks or parsed corpora in which syntactic structures of sentences are annotated on text data and represented or visualized as tree diagrams have been developed to use them in corpus linguistics for studying syntactic phenomena or in computational linguistics for training or testing parsers. Most of them are L1 treebanks that include written or spoken texts produced by native speakers. There are only a few L2 treebanks that include texts produced by second language learners and can be used to analyze their languages for Second Language Acquisition (SLA) studies. In this video presentation, I introduced the development and the use of the Suginoki Treebank, the world's first treebank of L2 Japanese, and demonstrated how it works for a case study on L2 Japanese.

There are a number of Japanese treebanks, but the largest and finest one is NPCMJ, NINJAL Parsed Corpus of Modern Japanese, developed by National Institute for Japanese Language and Linguistics, which contains 90,000 sentences used in a broad range of genres of spoken and written texts of Japanese. As a part of the NPCMJ project, I contributed to the development of the Suginoki Treebank, a parsed corpus of the Japanese language produced by non-native learners, which is made of 1245 trees and 19,395 words, with the help of the NPCMJ project members.

My original goal in developing the corpus was to use it for my own research on L2 Japanese. The data that I collected were outputs of written tasks by short-term exchange international students at Akita International University who enrolled during the Fall of 2018. The written tasks include an essay with 600 characters, an essay with 800 characters, and 3 definition statements. 26 students with 5 different proficiency levels participated in the project. Syntactic annotations were assigned to the text data automatically by a syntactic parser, but I corrected or revised them manually following the NPCMJ guidelines with the assistance of Dr. Alastair Butler, Hirosaki University. Grammatical errors involved in the data were corrected and annotated by me, so that the users can find both errors and their corrections.

To demonstrate how to use the Suginoki treebank and apply it to some practical analyses, I showed the result of a case study on the syntactic complexity of L2 Japanese. The issue of syntactic complexity has been studied by SLA and L2 Writing researchers. The issue stems from the problem of measurement of L2 proficiency or L2 development known as CAF: Complexity, Accuracy, and Fluency. In SLA, the issue centers around the measurement of syntactic complexity. Two types of measurement such as the length of a clause and clausal subordination have been used for many studies on syntactic complexity. Traditionally, it is generally hypothesized that the more proficient learners are, the more complex syntactic expressions they produce.

Contrary to expectation, this hypothesis was not borne out by the facts shown in the Suginoki data. For both the length of clauses and the clausal subordination, there was no correspondence between the proficiency levels and the length of clauses or the number of embedded/subordinate clauses within sentences.

This result suggests that indices like the length of clauses or the clausal subordination cannot measure the syntactic complexity of the Suginoki data, but why not? Douglas Biber and his colleagues have claimed that there is a qualitative difference in syntactic complexity between spoken outputs and written outputs, that is, clausal complexity is associated with spoken outputs, while phrasal complexity with written outputs, based on the result of their corpus studies, which are based on a set of grammatical features that indicate either clausal or phrasal complexity (Biber et al., 2011). In particular, his proponents have found the fact that noun phrase complexity is observed in academic writing. One of the studies like Berlage (2014) suggests that the complexity of noun phrases can be defined by their clausality or sentencehood. In other words, complex noun phrases with relative clauses (hereafter, complex NPs) are more complex than those which have no clause.

In fact, this alternative index could work for the measurement of the syntactic complexity of the Suginoki data. The usage rate of complex NPs increases according to proficiency levels. That is, more proficient learners produce more complex NPs.

In addition to quantitative aspects of syntactic complexity, the Suginoki treebank can also be used to reveal the qualitative aspects of

it. It shows that the qualities of complexity in complex NPs differ depending on the proficiency levels. At the Intermediate-low level, a complex NP could involve an additional phrasal element between a relative clause and a head noun. At the Intermediate-mid lower level, the complex NP could have an additional, subordinate clause within a relative clause. At the Intermediate-mid higher level, the complex NP could have a relative clause that embeds another relative clause, that is, multiple relative clauses. At the Higher Intermediate level, the complex NP could involve an additional, intermediate relative clause between a relative clause and a head noun, allowing the embedding of another relative clause under the intermediate relative clause. At the Advanced level, the complex NP could have a larger head nominal that involves conjoined complex NPs, followed by a relative clause.

References

- Abeillé, A. (ed.). (2003). *Treebanks: Building and Using Parsed Corpora*. Kluwer Academic Publishers.
- Berlage, E. (2014). *Noun Phrase Complexity in English*. Cambridge University Press.
- Biber, D., Gray, B., & Poonpon, K. (2011). Should we use characteristics of conversation to measure grammatical complexity in L2 writing development? *TESOL Quarterly*, 45(1), 5-35. <https://doi.org/10.5054/tq.2011.244483>
- Ellis, R. & Barkhuisen, G. (2005) *Analysing Learner Language*. Oxford: Oxford University Press.
- Housen, A., Kuiken, F. & Vedder, I.(eds.).(2012). *Dimensions of L2 Performance and Proficiency: Complexity, Accuracy and Fluency in SLA*. Amsterdam: John Benjamins Publishing Company.

Database List

- Database of Japanese Opinion Essays Written by College Students in Japan, Korea, and Taiwan
<http://www.tufs.ac.jp/ts/personal/jjuin/terms.html>
- International Corpus of Japanese as a Second Language (I-JAS)
<https://chunagon.ninjal.ac.jp/static/ijas/about.html>

NPCMJ

<https://npcmj.ninjal.ac.jp/>

NPCMJ project's development interfaces

<https://oncoj.orinst.ox.ac.uk/>

Penn Treebank

<https://catalog.ldc.upenn.edu/LDC99T42>

Prague Dependency Treebank

<https://ufal.mff.cuni.cz/pdt3.0>

Suginoki

<https://jltrees.github.io/>

Treebank of Learner English (MIT CSAIL)

<http://esltreebank.org/#search>

Internationalization@home: Promoting Virtual Mobility - An Online Group Experiment

Tamara RACHBAUER & Kathrin PLANK

In their future teaching careers, student teachers are increasingly confronted with the task of teaching heterogeneous learning groups characterized by life-world diversity. This makes it all the more important to give students the opportunity to gain experience in dealing with diversity during their first phase. A promising option for broadening perspectives is to look beyond the "institutional horizon" through a study-related stay abroad. Especially due to the current situation, such a stay cannot be integrated into the course of studies. Therefore, the video presentation introduces a concrete model that enables student teachers to gain international experience "@home", so to speak, through multilateral collaboration in international online learning groups.

In the context of diversity-sensitive teacher education, international experiences represent a promising option for broadening perspectives on the world of life. Not in every case can a study-related stay abroad be integrated into one's own course of study. In this context, concepts of internationalization at home have the potential to open up international learning experiences to students whose finances, time or other resources make mobility difficult. In this way, digital access to international participation is created and innovative possibilities for international cooperation at the level of lecturers and students are opened up. The submitted project addresses a desideratum at the intersection of digital professionalization and the lack of international mobility of prospective teachers in order to develop a teaching format that opens up inclusive access to digital, international participation.

Against the backdrop of societal transformation processes, internationalization and digitization represent two cross-cutting processes of current higher education development - and despite obvious synergies, they are hardly ever systematically thought of together. Teacher training programs in particular have a lot of catching up to do in both areas: although teacher training students make up a considerable proportion of the total German student body, they only achieve below-average mobility rates and are also the least open to

digital media (Kercher & Schifferings, 2019). The implementation of e-learning scenarios can not only help to deepen digital competencies, but also open up (virtual) international participation for those who lack the financial means or time resources for a stay abroad. This can also promote the development of transnationally interlinked curricula and an intensification of international academic exchange. The aim of the presented teaching format is the cooperative development, implementation and evaluation of an online learning environment that can be used flanked by synchronous sessions for multilateral collaboration in courses in a global-local context in order to contribute to the internationalization of the curriculum of teacher education in addition to the (more inclusive) increase of international mobility and the promotion of corresponding competencies. The model project, which is based on a hybrid flexible course design, plans time slots for face-to-face events in a blended synchronous format in addition to synchronous joint sessions in the virtual classroom and asynchronous learning phases in the context of an online self-learning environment that can be used inter- and intra-institutionally (Beatty, 2019).

Advantage: It allows students to choose whether they participate in face-to-face or online and opens access to courses more broadly via this. The online self-learning environment is structured using appropriate questions and assignments via a chronological pathway and includes review texts, videotaped interviews, and lecture recordings, as well as interactive graphics and other in-depth formats.

For the implementation of the web-based self-learning environment, the Learning Management System (LMS) ILIAS is used, which offers the possibility to realize individually customized virtual learning environments. Learning paths can be created and learning videos, texts or images can be made available. But also learning activities, such as discussions on a topic or individual and group work, can be implemented in a simple way. It is also possible to integrate web conferencing tools into the LMS via appropriate interfaces and plugins. ILIAS offers the possibility to create a learning diary during the semester, which provides space for reflections on the meta-level of collaboration and the use of online tools. The Joint Lessons are used for inputs and presentation of results as well as for discussions. Under a common umbrella topic, student teachers work on a specific work assignment with students from an international partner university for one semester at a time as part of a regularly anchored course. The

bilateral teams are matched along expressed focal points, which are based on the results of an initial survey of the students. The results of the collaboration are initially presented internally and, after a feedback session, also presented to the university public as part of a digital structured poster session. The format will be evaluated during a 6-semester period. In addition to a corresponding questionnaire format, a qualitative material analysis of the final reflection in the learning diary via a content-structuring content analysis will be scheduled, among other things.

References

- Beatty, B. J. (2019). Hybrid-Flexible Course Design. Retrieved December 9, 2022, from <https://edtechbooks.org/hyflex>
- Kercher, J. & Schifferings, M. (2019). Auslandsmobilität von Lehramtsstudierenden in Deutschland. Ein Überblick zur Datenlage und zu praktischen Umsetzungsbeispielen. In C. Falkenhagen (Hrsg.), *Internationalisierung des Lehramtsstudiums. Modelle, Konzepte, Erfahrungen. Kultur und Bildung* (pp.235-261). Ferdinand Schöningh, Paderborn.

Virtual Reality and War Reporting: Uses, Potential and Challenges of 360° Video to Narrate Armed Conflict

Andrés David CASTRO LOTERO

Immersive media has created unprecedented possibilities in the way we interact with content, transporting audiences to any place or time, combining technology and reality together in new formats and creating new narrative styles. Immersive media also provides the opportunity to gain experiential insights into other people's experiences and viewpoints in a manner that is beginning to transform fields such as communication, education, conflict resolution and public policy making (Clark, 2015). Journalism is not far behind, since 2015 media outlets and journalists have been using virtual reality to explore new ways of storytelling journalistic content.

Although the uses and impacts of immersive journalism are at an early stage of exploration, research on immersive journalism related to war reporting is still scarce and lacks methodological tools for its empirical study. We consider it necessary to delve deeper into this specific field of journalism given that war reporting has been a central component of news since the emergence of mass media (Jungblut, 2022; Knightley, 2004; Wilke, 1995) and some studies have already linked immersive technologies with the ability to create empathy and as a possible tool for peace-building (Hasler et al., 2021; Sánchez Laws, 2020). Therefore, the main goal of this research project is to analyze how reportage with 360° video, one form of immersive journalism, is currently used to narrate armed conflict. To accomplish this purpose, the Colombian armed conflict is taken as case study, as it has been present in the international media spotlight especially since the signing of the peace agreement in 2016, and the unique characteristics of this conflict have led it to be portrayed from different perspectives and journalistic formats (García-Perdomo et al., 2022; Rodríguez, 2011).

Moreover, with this research project we seek to provide some hints about the potentials and challenges of implementing immersive technologies in this specific category of journalistic storytelling. In this sense, this research will rely on the combination of key studies on immersive journalism (de la Peña et al., 2010; Sánchez Laws, 2019),

war and peace journalism (Galtung & Ruge, 1965; Lee & Maslog, 2005; Lynch, 2015), with an explorative, qualitative content analysis following Mayring (2000) as our main mode of inquiry. As a scheme for the methodological analysis, we will take the quantification, codification and analysis system proposed by Benítez de Gracia (2019). New variables related to armed conflict will be added as the qualitative analysis of 360° videos related to the Colombian armed conflict is developed.

This research is a preliminary study that hopefully will lead us to develop a qualitative systematization tool which could be implemented to analyze 360° videos related to the coverage of armed conflict in any geopolitical context. Thus, it is expected that this research will contribute to the advancement of knowledge in the interplay between immersive media, war, and peace journalism. Finally, and considering the impact beyond scientific literature, the academic analysis of the Colombian case is expected to generate a set of conclusions and good practices that might be valuable for journalist and media producers experimenting with immersive journalism to cover armed conflict around the world.

References

- Benítez de Gracia, M. J. (2019). El reportaje inmersivo con vídeo en 360°: Características, buenas prácticas y empleo por parte de los medios periodísticos españoles [DoctoralThesis]. <https://e-archivo.uc3m.es/handle/10016/28799>
- Clark, L. (2015). Total Immersion: How VR is transforming everything from education to medicine. *Wired UK*. <https://www.wired.co.uk/article/vr-total-immersion>
- de la Peña, N., Weil, P., Llobera, J., Giannopoulos, E., Pomés, A., Spanlang, B., Friedman, D., Sanchez-Vives, M. V., & Slater, M. (2010). Immersive Journalism: Immersive Virtual Reality for the First-Person Experience of News. *Presence: Teleoperators and Virtual Environments*, 19(4), 291–301. https://doi.org/10.1162/PRES_a_00005
- Galtung, J., & Ruge, M. H. (1965). The structure of foreign news: The presentation of the Congo, Cuba and Cyprus crises in four Norwegian newspapers. *Journal of Peace Research*, 2(1), 64–90.

- García-Perdomo, V., Harlow, S., & Brown, D. K. (2022). Framing the Colombian Peace Process: Between Peace and War Journalism. *Journalism Practice*, 1–24. <https://doi.org/10.1080/17512786.2022.2062428>
- Hasler, B. S., H. Landau, D., Hasson, Y., Schori-Eyal, N., Giron, J., Levy, J., Halperin, E., & Friedman, D. (2021). Virtual reality-based conflict resolution: The impact of immersive 360° video on changing view points and moral judgment in the context of violent intergroup conflict. *New Media & Society*, 23(8), 2255–2278. <https://doi.org/10.1177/1461444821993133>
- Jungblut, M. (2022). Content Analysis in the Research Field of War Coverage. In F. Oehmer-Pedrazzi, S. H. Kessler, E. Humprecht, K. Sommer, & L. Castro (Eds.), *Standardisierte Inhaltsanalyse in der Kommunikationswissenschaft – Standardized Content Analysis in Communication Research: Ein Handbuch—A Handbook* (pp. 125–136). Springer Fachmedien. https://doi.org/10.1007/978-3-658-36179-2_11
- Knightley, P. (2004). *The first casualty: The war correspondent as hero and myth-maker from the Crimea to Iraq*. JHU Press.
- Lee, S. T., & Maslog, C. C. (2005). War or Peace Journalism? Asian Newspaper Coverage of Conflicts. *Journal of Communication*, 55(2), 311–329. <https://doi.org/10.1111/j.1460-2466.2005.tb02674.x>
- Lynch, J. (2015). Peace journalism: Theoretical and methodological developments. *Global Media and Communication*, 11, 193–199. <https://doi.org/10.1177/1742766515606297>
- Mayring, P. (2000). Qualitative Content Analysis. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 1(2), Article 2. <https://doi.org/10.17169/fqs-1.2.1089>
- Rodríguez, C. (2011). *Citizens' Media against Armed Conflict (NED-New edition)*. University of Minnesota Press; JSTOR. <http://www.jstor.org/stable/10.5749/j.ctttvhc>
- Sánchez Laws, A. L. (2019). *Conceptualising Immersive Journalism: Vol. 1st Ed.* Routledge. <https://doi.org/10.4324/9780429199394>
- Sánchez Laws, A. L. (2020). Can Immersive Journalism Enhance Empathy? *Digital Journalism*, 8(2), 213–228. <https://doi.org/10.1080/21670811.2017.1389286>
- Wilke, J. (1995). *Krieg als Medienereignis—Konstanten und Wandel eines endlosen Themas*.

Book review

C. Kenneth Quinones, *Imperial Japan's Allied Prisoners of War in the South Pacific: Surviving Paradise*, Cambridge Scholars Publishing, 2021.

Reviewed by Tetsuya TOYODA

The author is an accomplished academic who received his Ph.D. in History and East Asian Languages at Harvard University in 1975. He has published five books and numerous articles on international relations in Northeast Asia since then. A former official of the Department of State, who became the first US diplomat to visit Pyongyang in 1992, the author is an excellent educator and taught at Akita International University in Akita, Japan, from 2006 to 2015.

The author explores the direct and indirect causes of the sufferings of Imperial Japan's Allied Prisoners of War (POWs) in the South Pacific, including his father, air force lieutenant Alphonse Diaz Quinones (1918-2002), who was interned at Rabaul ("Paradise") on the island of New Britain in present-day Papua New Guinea from November 1943 to August 1945 and saw the worst of the cruelty of the Japanese Imperial Army. A simple statistical breakdown produces staggering results: out of the 212 POWs of the Allies at Rabaul, 156 were executed, 19 died of disease and other causes, and only 8 survived (p. 496). However, the book goes far beyond the personal experiences of the author's father and his fellow internees. It also explores the historical and cultural background of Japanese wartime cruelty in its 12 chapters.

In some way, the chapter titles reveal the way the story progresses: "The World between the Wars" (Chapter 1), "The Emperor's Sword and Shield" (Chapter 2), "Riding the Tiger" (Chapter 3), "Roosevelt on a Tight Rope" (Chapter 4), "The Empire Strikes – America Unites" (Chapter 5), "Fortifying Paradise" (Chapter 6), "Setting the Stage 'Down Under'" (Chapter 7), "Paradise Besieged" (Chapter 8), "Paradise Destroyed" (Chapter 9), "Surviving Paradise" (Chapter 10), "Free At Last!" (Chapter 11), and "Reflections" (Chapter 12). The expression "Riding the Tiger" in Chapter 3 comes from the saying of

an unknown East Asian sage that “mounting a tiger is relatively easy and safe but dismounting one would be difficult, even dangerous” (p. 60), referring to the reckless actions taken by Emperor Hirohito and his advisers. After the Pearl Harbor attack, President Roosevelt “could no longer balance on his political tight rope and Hirohito had waited too long to dismount his tiger” (p. 134). The Americans united to confront Imperial Japan’s invasion, but it was the Japanese who expelled the Australians from Rabaul Island and built a formidable bastion there. A counter-offensive was then prepared by “Down Under,” a nickname for Australia. Rabaul was besieged and destroyed by the Allies, while only a small number of unfortunate POWs survived there, before finding themselves free at last.

In the last chapter, titled “Reflections,” the author asks why Imperial Japan caused such a catastrophe for the people of Asia, Australia, North America, the South Pacific, and Japan (p. 528). The author also contemplates the traditional Japanese cultural and philosophical that may have motivated the Imperial Japanese armed forces to commit pervasive atrocities during the war (p. 529). Moreover, the author's deep insight into the philosophy of *Bushido* and its implication with the political principle of *kokutai* struck the reviewer. Thus, Chapter 2, titled “The Emperor’s Sword and Shield,” is all about *Bushido* and *kokutai*.

Nitobe Inazo, a Japanese diplomat who served as Under-Secretary-General of the League of Nations from 1919 to 1926, published a book titled “*Bushido: The Soul of Japan*” in 1899, in which he romanticized the “way of samurai” (literal translation of “Bushido”) as an East Asian version of chivalry. The author points out that such an analogy is misleading (p. 39). *Bushido* was more about brutal self-sacrifice epitomized by the act of *seppuku* (honorable death or ritualistic suicide by disembowelment). When *Bushido* was put into practice by the Japanese military, “[t]he Rabaul survivors and thousands of others imprisoned on the New Britain Island experienced firsthand *Bushido*’s precepts and the capacity of humans to act inhumanely” (p. 537). The *kokutai*, literally meaning “Constitution of the State,” was the political principle of pre-WWII Japan based on the absolute sanctity of the emperor and the self-sacrifice of citizens, which aligned with the philosophy of *Bushido*.

The reference to *Bushido* and *kokutai* reminds the reviewer of what Lawrence W. Beer and John M. Maki argued in 2002 about the false break with the Meiji Restoration in Japanese history:

Although the face of Japanese society went through the startling changes of modernization [after the Meiji Restoration in 1868], the body and soul, as formed by centuries of history, remained basically stable. Their form and expression did change in conformity with the broad shifts the society itself was experiencing. The two major elements of the past that constituted the foundation of the new Japanese nation-state were the imperial system and the almost seven centuries of domination of Japanese society by the warrior class. (Beer and Maki, 2002, p. 33)

Bushido represents the culture and philosophy of warriors as individuals, while *kokutai* represents the political culture and philosophy of the state. With Beer and Maki, the reviewer would say that the ideologies of *Bushido* and *kokutai* continued to dominate Japanese society until 1945. Even worse, the introduction of conscription in the late 19th century expanded the militaristic culture from the traditional samurai class to the entire nation. As the author pointed out, *Bushido* promised Japanese conscripted soldiers the perverted myths that “their death would bring pride to their families, enshrinement at Yasukuni Shrine and eternal bliss” (p. 539). To the reviewer, the question is whether the atrocities are avoidable when people are indoctrinated in such a way. This is not only a question of history but also one of present concerns.

References

Beer, L. and Maki, J. (2002) *From Imperial Myth to Democracy: Japan's Two Constitutions, 1889-2002*. University of Colorado Press.