

COURSE SYLLABUS

SOC 357 *Sociology of Japan*

Focus Designation: WI

(3 Credits)

University of Hawai'i at Mānoa

Spring 2015

Monday, Wednesday, Friday 2:30-3:20 P.M.

Meeting Place: Art 101

Instructor: Michael Dziesinski, Ph.D.

Office:	Saunders Hall, Room 232
Office Hours:	Wednesdays 3:30-5:00 p.m. and by appointment.
Email:	dziesins@hawaii.edu
Course Website:	https://laulima.hawaii.edu/
Prerequisite:	Sociology 300

I. COURSE DESCRIPTION AND OBJECTIVES

SOC 357 Sociology of Japan (3) (from the course catalogue): Persistence and change in economy, policy, religion, education, family, and other institutions of modern Japan. This is an online class offered via Laulima. After registering for the course, students may access the class at <https://laulima.hawaii.edu>. Students are required to use their UH account (username@hawaii.edu) for the duration of the course. For additional information about online classes, see www.hawaii.edu/dl.

Detailed Course Description

How do we understand peoples in other societies with different cultures from our own? To better understand Japanese society, culture, and its people, this course will use the lens of sociological inquiry and theory in order to examine how cultural constructions and social relations structure everyday life in contemporary Japan. The course examines the structural foundations of post-war Japanese society as well as the contemporary challenges facing Japanese culture today. Through academic readings and online media students should acquire an analytical sociological perspective on contemporary Japanese culture and society by the end of the course.

II. FOCUS DESIGNATION

Writing Intensive (WI) Focus Designation

This course has the focus designation Writing Intensive (WI). The student will be expected to write a minimum of 4,000 words during the period of the semester. The 4,000 word WI requirement for this course will be satisfied via a weekly reaction paper assignments and a class research project. Failure to satisfy the minimum stated word count for class writing assignments will have an adverse on the student's final grade. *Instructor feedback and suggestions for improvement on future submissions will be provided on each writing assignment submitted by students.*

Weekly reaction paper feedback will involve guiding students to clearly organize, outline, and summarize weekly topics in an analytical and precise academic writing style using the American Sociological Association citation format: <<http://owl.english.purdue.edu/owl/resource/583/01/>>.

Instructor feedback and suggestions for improvement on reaction paper submissions will be provided on a printed copy of the assignment. In addition, the instructor will offer office hour consultations to meet with each student in order to review their reaction papers in person.

Feedback on the various parts of the final paper will consist of instructor suggestions on grammatical, structural, and writing styles found in academic papers. The instructor will also provide guidance on the various steps involved in crafting academic papers for the social sciences.

One effective method for feedback on the various parts of the final paper project is for 1) students to submit their assignments in Microsoft .doc or .docx format on Laulima. Next, 2) the instructor will use the Review feature in Microsoft Word to provide in-line notations, corrections, and commentary on each submission. And finally, 3) the instructor will return the reviewed .doc or .docx file to the student. If the student requires clarification on any suggested actions, the instructor will set aside office hours for further consultation.

III. REQUIRED TEXTBOOKS/MEDIA

Weekly reading assignments listed in the course outline will be posted on the Laulima site for this course, from the two course textbooks, as PDFs, or clickable web links in the Assignments Section. *You should complete reading/watching all assigned materials before posting in the weekly discussions.*

Textbooks

The textbooks for this course will be supplemented with occasional readings in the form of PDFs and links to web sources. You can save considerably on the cost of the textbooks by buying or renting or digital copies through Amazon.com's Kindle format.



Understanding Japanese Society
Fourth Edition



Joy Hendry
NISSAN INSTITUTE/ROUTLEDGE JAPANESE STUDIES SERIES



Format: Paperback textbook, Kindle digital text

Author: Joy Hendry

Title and edition: *Understanding Japanese Society. 4th Edition.*

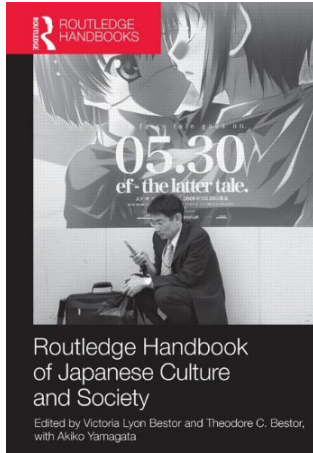
ISBN: 0415679141

Publisher: Routledge 2012

Required or optional text (R or O): *Required*

Kindle Edition, ASIN: B009P366PQ

Also available as Amazon Digital Services Rental at a discount



Format: Paperback textbook, Kindle digital text
 Editors: Victoria Bestor, Theodore C. Bestor, Akiko Yamagata
 Title and edition: *Routledge Handbook of Japanese Culture and Society. Reprint edition.*
 ISBN: 0415709148
 Publisher: Association for Asian Studies (order inquiries www.asian-studies.org)
 Required or optional text (R or O): *Required*

Kindle Edition, ASIN: B004XYN3E4
 Also available as Amazon Digital Services Rental at a discount

Required Computer Software

- A multi-platform web browser that is up-to-date. Check for software updates within the browser if you are not sure.
 - Firefox www.mozilla.org/en-US/firefox/new/
 - Chrome www.google.com/chrome
 - Safari www.apple.com/safari/
- For multi-media materials, this course will link to web sites outside Laulima and will require video or streaming plug-ins for your browser. While some sites might have custom video players, these are the most common on the web.
 - Adobe Flash Player www.adobe.com/support/flashplayer/downloads.html
 - Quicktime Player www.apple.com/quicktime/download/
- Software or browser add-ons in order to read the PDF document format.

Optional Computer Software

If you choose to buy or rent a digital version of the textbooks you will need the *Kindle* eReader app for your computer or mobile platform. The Kindle app is free and available to download at the following link: <http://www.amazon.com/gp/feature.html?docId=1000493771>. If the link does not work, simply go to the Kindle Store on Amazon.com.

IV. COURSE REQUIREMENTS

1) One-Page Weekly Reaction Papers (30%).

Reaction Paper Guidelines

Weekly deadline: At the start of second class meeting of each week.

Late papers: Automatically lose one letter grade per day late.

Document formatting: Single-spaced. Use the Font Times New Roman, 12 point.

Layout: Your name, date, reaction paper #, and title should be included on the top of each page.

Word count: each reaction paper must be *at least 250 words* (not including your name, date, and title, and restatement of weekly topic).

Citation: For quotes or sources in your paper, use the ASA citation format. URL: goo.gl/FTzX0Q

Submission: Submit your paper as a paper printout the start of the second class meeting of each week.

Total number: 10

- a. The instructor will post an essay question covering the readings (topics) for that week in the “Reaction Papers” section in Laulima and as a handout in class the week prior. Response papers serve to help you think through the readings, serve as the foundation of material to prepare for the final project, and become the basis for the weekly class dialogue with your classmates.
- b. **The reaction paper is equivalent to a weekly quiz on the assigned unit materials, both text and video.** The reaction paper should indicate that the student has read/watched the weekly materials and provide an analysis that contributes to the weekly class discussion on the topic. However, it should not just be a summary of the assigned readings for the week, I expect you critically engage with the material, incorporating your own insights and reflections on the issue. *But remember, the reaction paper is not an opinion essay either, it is a test of your knowledge, comprehension, and critical thinking skills as applied to the assigned materials.*
- c. Reaction papers are graded based on clarity of expression, structure and format, thoughtfulness, and demonstration of critical thinking. Each paper will be evaluated by the instructor using a scale from 0 to 30.

2) Class Participation (10%)

Class sessions are structured around the expectation that students have completed assigned readings and activities before to the class meeting time. Therefore, students should come to class fully prepared to engage with the assigned materials, classmates, and the instructor. Further, during in-class discussions, students are expected to contribute intelligent and informed observations on the subject matter.

3) Research Proposal (5%)

For the final research project, students must submit to the instructor *a two (2) page research proposal of 250 words*. This proposal should outline the topic matter the student would like to investigate for their final project, their reasons for choosing the research topic, and any personal connection to the community or population subjects that are the focus of the study. Further, students must provide a short, clearly formulated hypothesis on the expected findings from the research population/issue. Further details for the expected structure of the proposal will be provided in class.

4) Literature Review (5%)

After the instructor provides feedback on a student’s research proposal, each student is required to write a *short literature review of at least 250 words* in which to situate the proposed research project. This literature review will integrate three to four (3-4) relevant academic sources into the research proposal. Additional details on the literature review will be covered in class.

5) Midterm Essay Exam (15%)

Information on the midterm exam will be provided during the semester. This assignment consists of several short-form essays applying material presented in class up that point in the semester to topical current events.

6) Final Project Presentation (10%)

Students will prepare and present a ten (10) minute report on the results of their research project to the rest of the class. The last week or so of class sessions in the semester will be set aside for student presentations.

7) Final Research Project Paper (25%)

Due on the final day of class, each student must submit a *final research project, of at least 1,500 words*, about six (6) pages in length. The final research project is comprised of the research statement, hypothesis, research methodology, literature review, research analysis, and a bibliography. The goal of this assignment is to fully document the student’s semester research project.

V. GRADING CRITERIA

Attendance

Attendance is mandatory for this course and will be calculated into the class participation grade. Student attendance is required for performance in planned and unplanned group participation activities designed to test student acquisition of assigned materials. For those students with medical, legal, or personal reasons for absences, and are able to provide documentation, those absences will be excused and not impact the class participation grade.

Deadlines, Late Assignments, and Missed Quizzes

The due date for all class assignments are indicated in the course syllabus. A printed hard copy of each assignment is to be handed into the instructor by the posted due date. Assignments turned in after the due date will be assessed a grade penalty. Late assignments are penalized one letter grade per day after the posted due date until handed into the instructor.

As with the attendance policy, if a student has a valid reason for which they are unable to take a quiz during the assigned period, they should be prepared to provide documentation or schedule with the instructor in order to take an exam. Otherwise, students should not expect make-up exam sessions and will receive a zero for that missed assignment in their course grade.

Assignment Grading

The final grade for the course will be based on the total number of points earned in the eight components of the course. The weight assigned for each component is as follows:

Course Components	Percent of Course Grade
1. Weekly Reaction Papers	30%
2. Class Participation	10%
3. Research Proposal	5%
4. Literature Review	5%
5. Midterm Essay Exam	15%
6. Final Project Presentation	10%
7. Final Research Project Paper	25%
Total Grade: 100%	

Final Grades

97-100%	A+	82-84%	B	69-71%	C-
93-96	A	79-81	B-	65-68	D+
89-92	A-	75-78	C+	62-64	D
85-88	B+	72-74	C	59-61	D-
				0-58	F

KOKUA – Students with Disabilities or Special Needs

For students with disabilities who may feel the need for assistance during the semester, please feel free to contact me in private. Further, we can work with the KOKUA Program to offer additional assistance. If you are not familiar with the KOKUA program, here is their contact information:

<http://www.hawaii.edu/kokua/>

Academic Integrity - Cheating & Plagiarism

Students in this course are expected to comply with the University of Hawaii's Policy on Academic Integrity. *"The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty includes cheating and plagiarism. The following are examples of violations of the Student Conduct Code that may result in suspension or expulsion from UH Manoa."*

The original source, and further detail on these policies, can be found here:

<http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>

It is the responsibility of each student to know the University of Hawaii code of conduct, and in relevance to this class, the rules regarding, and the consequences of, cheating and plagiarism. Ignorance of these rules will not excuse any misconduct. To quote from page 6 of the University of Hawaii Student Code of Conduct:

"Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry labbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results."

The original source, in full, is here:

www2.honolulu.hawaii.edu/sites/www2.../policies-student-conduct.pdf

In particular, ethical breaches of dry labbing will not be tolerated in this course. Borrowing data from another source or fabricating results is a serious offense in academics as it weakens the entire scientific foundation upon which professional research is based. If a student is found to have fabricated or plagiarized any part of their field projects, I will have no recourse but to recommend UH academic disciplinary action.

VI. ETIQUETTE FOR CLASS MEETINGS

In this digital age of instant communication, a room full of active mobile devices in the classroom environment can prove an unwelcome distraction to learning.

- **Unless otherwise instructed for a class exercise, cell phones are expected to be silenced or off and put away in bags during class meeting times as a courtesy to your classmates and instructor.** Also, please turn off the phone's vibrate features so they don't buzz in bags.
- **Laptops and tablets used during class sessions are to be used for academic purposes only.** If a student does not have the self discipline to resist the urge to browse Facebook or Twitter on these

devices during our short weekly class sessions, they will be asked to put them away and use the 19th century equivalent, pen and paper.

- **During the discussion of class topics, controversial stances or opinions may arise.** In the interest of engaging in academic analysis of societal issues and social inequality it is asked that, in the context of the classroom, that students keep an open mind and respect the diversity of views and life experiences of others.

VII. COURSE SCHEDULE

<u>Week</u>	<u>Date</u>	<u>Content</u>	<u>Assignments</u>
1		<p>Introduction Hendry: "Introduction" (1-4) Hendry, Chapter 1: "Sources of Japanese Identity: historical and mythological foundation of Japan" (5-22)</p> <p>Japanese Identity Bestor, 1: (Duus) Showa era Japan and beyond: from Imperial Japan to Japan Inc. (13-28)</p>	
2	1/19	<p>MARTIN LUTHER KING JR. DAY (non-instructional day)</p> <p>Japanese Identity (cont.) Handout: <i>Reimagining Japan</i>, "Why Japan Must be Reimagined" (1-7); "March 11th - Japan's Zero Hour" (8-14); "Reflating Japan" (22-27)</p>	R. Paper #1
3		<p>Family Hendry, Chapter 2: "The House and Family System" (23-40) Bestor, 10: (White) "Change and diversity in the Japanese family" (129-139)</p>	R. Paper #2
4		<p>Social Class and Identity Hendry, Chapter 3: "Socialization and Classification" (41-56) Bestor, 8: (Slater) "Social class and social identity in postwar Japan" (103-115)</p>	R. Paper #3
5		<p>Status and Ethnic Multiculturalism Hendry, Chapter 6: "Status, Hierarchy and Ethnic Diversity" (91-114) Bestor, 12: (Siddle) "Race, ethnicity, and minorities in modern Japan" (150-162)</p>	R. Paper #4
6	2/16	<p>PRESIDENT'S DAY (non-instructional day)</p> <p>Religion and Ritual Hendry, Chapters 7: Religious Influences (115-133) Bestor, 5: (Mullins) Religion in contemporary Japanese lives (63-74) Hendry, Chapter 8: Ritual and the Life Cycle (134-151)</p>	R. Paper #5
7		<p>Community and Social Welfare Hendry, Chapter 4: "Community and Neighborhood" (57-73) Bestor, 14: (Thang) Aging and social welfare in Japan (172-185)</p>	Research Proposal
8		<p>Education Hendry, Chapter 5: "The Education System" (74-90)</p>	R. Paper #6

<u>Week</u>	<u>Date</u>	<u>Content</u>	<u>Assignments</u>
8		Bestor, 4: (Goodman) Japanese Education and Education Reform (52-62)	R. Paper #7
9		Hendry, Chapter 9: "Opportunities for Working Life" (152-168) Bestor, 13: (Stevens) "Life on the margins in Japan: homeless, migrant day laborers, and people with disabilities" (163-171)	Lit. Review
10		<i>Politics</i> Hendry, Chapter 11: "Government and the Craft of Politics" (188-206) Bestor, 2: (Leheny) "Four Cultures of Japanese Politics" (29-41)	Mid-Term
<i>SPRING BREAK (non-instructional holiday) 3/23- 3/27</i>			
11		<i>Social Control</i> Hendry, Chapter 12: "The Legal System and Social Control" (207-222) Bestor, 6: (Repeta) "Law and Society in Japan" (75-88)	R. Paper #8
12		<i>Violence, Suicide, and Crime</i> Handout: Yoneyama and Naito, "Bullying" Handout: Kawanishi, "Suicide by Overwork" Organized Crime in Japan, The Yakuza	
13		<i>Leisure and Consumption</i> Hendry, Chapter 10: "Arts, Entertainment and Leisure" (169-187) Bestor, 17: (Gerow) "Japanese Film and Television" (213-225) Bestor, 19: (Condry) "Popular Music in Japan" (238-250)	R. Paper #9
14		<i>Cool Japan and "Soft Power"</i> Bestor, 18: (Napier) Manga and Anime: entertainment, big business, and art in Japan (226-237) Handout: McGray, "Japan's Gross National Cool" Bestor, 21: (Iwabuchi) "Cultural Flows: Japan and East Asia" (263-271)	R. Paper #10
15		Student Presentations	
16		Student Presentations	Final Project
		Final Day of Class Exam Week	Final Exam

****Please note that the textbook edition, details, and assigned readings for this syllabus may be revised. The final revision of the course syllabus will be provided on the first day of class.***