

**COURSE SYLLABUS****SOC 357 *Sociology of Japan Online***

**Focus Designation: WI**  
**CRN# 3061 (3 Credits)**  
**University of Hawai'i at Mānoa**

**Spring 2016 Extension**  
**February 1<sup>st</sup> to May 13<sup>th</sup>**

**Instructor: Dr. Michael Dzieszinski**

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**Office Location:** Saunders Hall, Room 208

**Office Hours:** Via email anytime, by appointment in my office, or Skype

**Email:** [dzieszins@hawaii.edu](mailto:dzieszins@hawaii.edu)

**Course Website:** <https://laulima.hawaii.edu/portal/>

**Class Meeting Times:** Course is conducted online, Mon – Sat

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## **I. COURSE DESCRIPTION**

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](http://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. STUDENT LEARNING OBJECTIVES**

When students complete this course, they should be able to:

- 1) Describe and understand the basic theoretical approaches in sociology that are used to analyze Japanese society.
- 2) Identify key societal features and the mental maps for those patterns of behavior within Japanese society.
- 3) Understand and deconstruct the differing viewpoints and perspectives on Japanese culture and social structure.
- 4) Evaluate persistent social issues in Japan as well as be able to identify emerging problems for Japanese society in the coming decades.
- 5) Provide in-depth sociological analysis on particular features of Japanese society in the form of social science papers that use the American Sociological Association (ASA) citation style.

**Requirements: Student Responsibilities for Online Courses**

With an online course every student has full access to the class source material via an Internet connection any time of day, anywhere in the world, at his or her convenience, without the hassle of commuting to campus or finding a parking spot. But as with face-to-face classes, online courses also come with certain responsibilities.

One is that you should have reliable access to an Internet connection with decent bandwidth as you will need to watch online video. Further, you will need to be able to log in several times a week in order to satisfy participation requirements for the class. Missed deadlines will not be excused by “my internet was down”- you should make arrangements for internet access alternatives before critical deadlines. Another requirement is you should have a working knowledge for basic internet usage and computer software. *See below for a list of required computer software for this class, all of which are free to download.*

Second, with an online course it is important to *thoroughly read* the syllabus and weekly assignments *carefully* so that you know exactly what you need to do over the term. As an online course, the syllabus provides a road map for the course from start to finish. You are encouraged to read ahead, as most all of the assigned material is right there in the syllabus on day one.

Third, an online course has the same class participation responsibilities as in a regular classroom. Online class participation is in the written form of weekly assignments and weekly discussions with your online classmates about the assigned readings and topics.

**III. 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 unit reaction paper assignments, “In the field” assignments, and weekly forum participation. 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 of the five unit writing assignments submitted by students.*

**IV. REQUIRED TEXTBOOKS/MEDIA****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/](http://www.mozilla.org/en-US/firefox/new/)
  - Chrome [www.google.com/chrome](http://www.google.com/chrome)
  - Safari [www.apple.com/safari/](http://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](http://www.adobe.com/support/flashplayer/downloads.html)
  - Quicktime Player [www.apple.com/quicktime/download/](http://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.

## 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.*

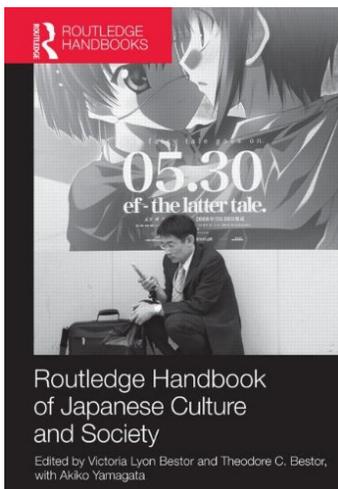
**ISBN:** 0415679145

**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



Routledge Handbook  
of Japanese Culture  
and Society

Edited by Victoria Lyon Bestor and Theodore C. Bestor,  
with Akiko Yamagata

**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:** 0415709149

**Publisher:** Association for Asian Studies (order inquiries [www.asian-studies.org](http://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

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

V. COURSE REQUIREMENTS

**Weekly Work Flow**

<u>Deadlines</u>	<u>Task</u>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Forum Phase One</b>                      Midnight, Wednesday                 </div> ↓	<ul style="list-style-type: none"> <li>• Read ALL assigned reading/video materials.</li> <li>• Initial forum post in weekly topic thread introduced by instructor.</li> <li>• Read everyone’s forum responses in Forum Phase One activities and a) answer a second question b) and respond to at least two other students that initially answered that same question in Phase One.</li> <li>• In the first week assigned, post your initial “In the Field” (ITF) forum post on findings to ITF task assigned by instructor.</li> <li>• Respond to any comments on your Forum Phase One or Two posts.</li> <li>• In ITF Phase Two compare and contrast your ITF Phase One findings with two other students. You’ll have two weeks to post these responses.</li> <li>• Unit Reaction Papers, when due, should be uploaded by Saturday.</li> </ul>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Forum Phase Two</b>                      Midnight, Friday                 </div> ↓	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>ITF Phase One</b>                      Midnight, 1<sup>st</sup> Saturday                 </div> ↓	
<div style="border: 1px solid black; padding: 5px;"> <b>Forum Phase Three</b>                      Midnight, Saturday  <b>ITF Phase Two</b>                      Midnight, 2<sup>nd</sup> &amp; 3<sup>rd</sup> Saturday                 </div>	

**There are FIVE components to your grade in this course.**

**1) Five (5) “In the Field” (ITF) Forum activities (20% of final grade).**

*For “In the Field” activities you are expected to post at least THREE times OVER two weeks:*

**[ITF Phase One]**  
*Deadline: **Week assigned.** Midnight, 1<sup>st</sup> Saturday (11:59:59 PM, Hawaii time).*

- At the start of each course unit, the instructor will post an “In the Field” activity in a separate forum on Laulima (every 2-3 weeks). This social science activity is related to assigned chapter topics and usually *entails direct observation or interaction with people outside of the class.*
- Follow the instructions for the “In the Field” activity. It’s best that you take notes or write up a few paragraphs of observations while you are doing the activity to help you analyze the situation later.
- By Saturday night, post your findings and conclusions to the stickied thread within the appropriate “In the Field” forum on Laulima. *Your findings post is a social science report and should be at least couple paragraphs in length breaking down what you did, the data you gathered, your findings, and your analysis. **Note that this is part of your WI grade, so spelling, grammar, and structure are important.***

**[ITF Phase Two]**  
*Deadline: **By following Week.** Midnight, 2<sup>nd</sup> Saturday (11:59:59 PM, Hawaii time).*

- Read everyone’s findings in the weekly “In the field” forum thread. **Respond to TWO posts** from Phase 1 *by midnight, Saturday the following week.* Your feedback should compare your findings on the task with other students. Were your conclusions similar? If they were different findings, why do you think so? *Each answer should be at least one paragraph in length.*

## 2) Weekly Discussion Forums (25% of final grade).

*For forum discussions you are expected to post at least THREE times throughout EACH week:*

### [Forum Phase One]

*Deadline:* Midnight, Wednesday (11:59:59 PM, Hawaii time).

- The instructor will post several discussion topics centered on the week's readings each Saturday for the following week's topic.
- Read ALL the assigned reading materials, and **answer ONE of the topic questions** in the "Weekly Forum" section in Lualima under the marked weekly thread by midnight, Wednesday. *Each answer should be at least one paragraph in length. Note that this is part of your WI grade, so spelling, grammar, and structure are important.*
- Use ASA style citation with specific pages in the textbook (Hendry 1-22) to support arguments. *It will prepare you for the format expected in Unit Reaction Papers, the Mid-term and the Final.*

### [Forum Phase Two]

*Deadline:* Midnight, Friday (11:59:59 PM, Hawaii time).

- **Answer a question you did not initially choose in Phase 1.** *Simply put, you will be answering a second topic question. Each answer should be at least 1-2 paragraphs in length. Note that this is part of your WI grade, so spelling, grammar, and structure are important.*
- *At the same time, your answer should also, in part, be a response to another student's Phase One analysis on the topic. **Respond to TWO or more posts** that also addressed that same topic question.*

### [Forum Phase Three]

*Deadline:* Midnight, Saturday (11:59:59 PM, Hawaii time).

- In Phase 3, **respond TO ANY comments on your own posts in Phase 1 or 2; or lacking that, any topic question** by midnight, Saturday. *Each answer should be at least one paragraph in length.*

### Forum Guidelines (For both ITF and Weekly Discussion posts)

- a. Both activities are part of your WI grade, so spelling, grammar, and structure are important.
- b. In order to get full credit for the week's participation, you must clearly state in each post:
  - Which question # you are answering.
  - For Phase 2 & 3, include the name and quote of the student your response post is directed toward.
  - Include sourcing to the assigned readings; American Sociological Association (ASA) style citations with author and page number required.
- c. *If your forum posts are time-stamped when the topic was assigned, you receive full class participation credit. Further, forum threads are locked after their due date. Be on time.*
- d. Students are required to participate in the weekly assigned reading topic by contributing to a collaborative forum thread found on Lualima in the "Forums" section. The discussion forum presents the opportunity for online classmates to directly interact and collectively discuss/analyze the weekly topic as they build a shared understanding.
- e. Weekly posts are read and monitored by the instructor and should become a shared conversation between the instructor and all students throughout the week on the particular topic. Your post must demonstrate intellectual engagement with the topic, show evidence of thoughtfulness, be constructive, not be disrespectful, and be on time. The instructor will respond in the forums from time to time, responding to the instructor does count towards your phase three participation.

### 3) Five (5) Unit Reaction Papers (25% of final grade).

#### Unit Reaction Paper Guidelines

Deadlines: Saturday, Midnight (*Hawaii time*).

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

File names: “Your family name-date-Course #-paper #” (e.g. Dziesinski-02.03.16-SOC357-RP1).

File types: Microsoft .doc, .doc x, or .PDF

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 600 words** (not including your name, date and title).

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

Submission: Submit your paper as a file attachment in the “Assignments” section of Lulima.

Total number: 5

- a. The instructor will post essay questions covering the readings (topics) for the course unit in the “Unit Reaction Papers” section in Lulima. Reaction papers begin as ideas during the weekly forum dialogue with your classmates, function to help you think deeper on the unit readings, which in turn prepares you for the Midterm and Final essays.
- b. **The reaction paper is equivalent to a unit 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 unit. Like the weekly forum discussions, reaction papers should synthesize the assigned textbooks and videos into a unique analysis. I expect you to critically engage with the material, incorporating your own insights and reflections on each 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. Rubrics: reaction papers are graded based on clarity of expression, structure, format, thoughtfulness, and demonstration of critical thinking. Each paper will be evaluated by the instructor using a point scale from 0 to 50.

### 4) Mid-Term Essay (15% of final grade)

This assignment is comprised of short and long form essay answers that totals approximately 750 words. The midterm will be comprised of questions based on the first seven weeks of course content. The midterm questions will be announced the start of Week 8. Students will have one week to complete their midterm essays and turn them in at the end of Week 8. Information on the expected formatting and grading rubrics of the midterm essay will be provided during the semester.

### 5) Final Essay (15% of final grade)

This assignment is comprised of short and long form essay answers that totals approximately 750 words. The final essay questions will be drawn from the course materials covered from week 8 to week 14. The final essay questions will be posted the end of Week 13. Students will have about one week to complete their final essays and turn them in on the the last day of the term in Week 14. Information on the expected formatting and grading rubrics of the final essay will be provided during the semester.

VI. GRADING CRITERIA

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

Component	Number	x Point Value Ea.	= Total points	% of Course Grade
Reaction Papers	5	50	250	25
Weekly Discussions	13	19	250	25
“In the Field”	5	40	200	20
Mid Term Essay	1	150	150	15
Final Essay	1	150	150	15
<b>Total Possible</b>			<b>1000</b>	<b>100</b>

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

**Deadlines, Late Assignments, and Missed Assignments**

The due date for all class assignments are indicated in the course syllabus at the beginning of the semester with details for each assignment provided the week before the due date. Assignments include reaction papers, weekly forum posts, the midterm essay, and the final essay. A finished copy of each assignment is to be uploaded by the student to Laulima as a forum post, PDF, or Microsoft Word .doc document as appropriate 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 delivered to the instructor.** If a student has a valid reason for which they are unable to deliver work during the assigned period, they should be prepared to provide documentation to the instructor. Otherwise, students will receive a zero on their course grade for any assignments not turned in.

**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](http://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 “In the Field” projects, I will have no recourse but to recommend UH academic disciplinary action.***

## VII. COURSE SCHEDULE

**UNIT ONE: Japanese Identity & Family****Week One****Topic:** *Introduction to Japanese Society*

**Reading List:** Hendry, Chapter 1: "Sources of Japanese Identity: historical and mythological foundation of Japan" (1-22)  
 Bestor, 1: (Duus) Showa era Japan and beyond: from Imperial Japan to Japan Inc. (13-28)  
 PDF: Week 1 Lecture (Dziesinski) <Laulima/SOC 357/Resources>

**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
 "In the Field" #1 Results (Post Findings) Sa

**Week Two****Topic:** *Japanese Identity*

**Reading List:** PDFs: From *Reimagining Japan* - "Why Japan Must be Reimagined" (1-7), "March 11- Japan's Zero Hour" (8-14), "Reflating Japan" (22-27), "Myth of Change-Resistant Japan" (62-68).  
 PDF: Week 2 Lecture (Dziesinski) <Laulima/SOC 357/Resources>  
 Video: Frontline, "Inside Japan's Nuclear Meltdown"

**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
 "In the Field" #1 Discussion (2 posts) Sa

**Week Three****Topic:** *Family*

**Reading List:** Hendry, Chapter 2: "The House and Family System" (23-40)  
 Bestor, 10: (White) "Change and diversity in the Japanese family" (129-139)  
 PDF: Week 3 Lecture (Dziesinski) <Laulima/SOC 357/Resources>

**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
**Unit Reaction Paper #1 (Week 1, 2, & 3 Content)** Sa

**UNIT TWO: Social Class, Status, & Ethnic Multiculturalism****Week Four****Topic:** *Social Class and Identity*

**Reading List:** Hendry, Chapter 3: "Socialization and Classification" (41-56)  
 Bestor, 8: (Slater) "Social class and social identity in postwar Japan" (103-115)  
 PDF: Week 4 Lecture (Dziesinski) <Laulima/SOC 357/Resources>

**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
 "In the Field" #2 Results (Post Findings) Sa

**Week Five****Topic:** *Status and Multiculturalism*

**Reading List:** Hendry, Chapter 6: "Status, Hierarchy and Ethnic Diversity" (91-114)  
 Bestor, 12: (Siddle) "Race, ethnicity, and minorities in modern Japan" (150-162)  
 PDF: Week 5 Lecture (Dziesinski) <Laulima/SOC 357/Resources>

**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
 "In the Field" #2 Discussion (2 posts) Sa  
**Unit Reaction Paper #2 (Week 4 & 5 Content)** Sa

**UNIT THREE: *Religion, Ritual, & Community*****Week Six****Topic:** *Religion and Ritual***Reading List:** Hendry, Chapter 7: Religious Influences (115-133)  
Hendry, Chapter 8: Ritual and the Life Cycle (134-151)  
PDF: Week 6 Lecture (Dzieszinski) <Laulima/SOC 357/Resources>

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**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
"In the Field" #3 Results (Post Findings) Sa**Week Seven****Topic:** *Community and Social Welfare***Reading List:** Hendry, Chapter 4: "Community and Neighborhood" (57-73)  
Bestor, 14: (Thang) Aging and social welfare in Japan (172-185)  
PDF: (Eberstadt) "Demography & Japan's Future," Reimagining Japan  
PDF: Week 7 Lecture (Dzieszinski) <Laulima/SOC 357/Resources>

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**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
"In the Field" #3 Discussion (2 posts) Sa  
***Unit Reaction Paper #3 (Week 6 & 7 Content)*** Sa

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**SPRING BREAK (non-instructional holiday) 3/21- 3/25**

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**UNIT FOUR: *Education & Work*****Week Eight****Topic:** *Education***Reading List:** Hendry, Chapter 5: "The Education System" (74-90)  
Bestor, 4: (Goodman) Japanese Education and Education Reform (52-62)  
PDF: Week 8 Lecture (Dzieszinski) <Laulima/SOC 357/Resources>

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**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
"In the Field" #4 Results (Post Findings) Sa  
***Mid-Term Essay*** Sa**Week Nine****Topic:** *Work***Reading List:** 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)  
PDF: Week 9 Lecture (Dzieszinski) <Laulima/SOC 357/Resources>

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**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
"In the Field" #4 Discussion (2 posts) Sa  
***Unit Reaction Paper #4 (Week 8 & 9 Content)*** Sa

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**UNIT FIVE: *Politics, Social Control, & Social Deviance*****Week Ten****Topic:** *Politics***Reading List:** Hendry, Chapter 11: "Government and the Craft of Politics" (188-206)  
Bestor, 2: (Leheny) "Four Cultures of Japanese Politics" (29-41)  
PDF: Week 10 Lecture (Dzieszinski) <Laulima/SOC 357/Resources>

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**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
"In the Field" #5 Results (Post Findings) Sa

**Week Eleven****Topic:** *Social Control***Reading List:** Hendry, Chapter 12: "The Legal System and Social Control" (207-222)  
Bestor, 6: (Repeta) "Law and Society in Japan" (75-88)  
PDF: Week 11 Lecture (Dziesinski) <Laulima/SOC 357/Resources>

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**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
"In the Field" #5 Discussion (2 posts) Sa

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**Week Twelve****Topic:** *Violence, Crime, and Suicide***Reading List:** Video: Organized Crime in Japan, The Yakuza  
PDF: Yoneyama and Naito, "Bullying"  
PDF: Kawanishi, "Suicide by Overwork"  
PDF: Week 12 Lecture (Dziesinski) <Laulima/SOC 357/Resources>

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**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
**Unit Reaction Paper #5 (Week 10, 11 & 12 Content)** Sa

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***UNIT SIX: Entertainment, Leisure, and Consumption*****Week Thirteen****Topic:** *Leisure and Consumption in Japan***Reading List:** 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)  
PDF: Week 13 Lecture (Dziesinski) <Laulima/SOC 357/Resources>

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**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
Sa

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**Week Fourteen****Topic:** *"Cool Japan" and "Soft Power"***Reading List:** Bestor, 18: (Napier) Manga & Anime: big business in Japan (226-237)  
Bestor, 21: (Iwabuchi) "Cultural Flows: Japan & East Asia" (263-271)  
PDF: McGray, "Japan's Gross National Cool" (2 pages)  
PDF: Week 14 Lecture (Dziesinski) <Laulima/SOC 357/Resources>

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**Assignments:** Weekly Forum (3 posts) We, Fr, Sa  
**Final Essay** Sa

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**Notes:**

- Assignments are due the day listed
- We = Wednesday, Th = Thursday, Fr = Friday, Sa = Saturday