

COURSE SYLLABUS**SOC 357 *Sociology of Japan*****Focus Designation: WI****CRN# 87868 (3 Credits)****University of Hawai'i at Mānoa****Spring 2016****January 11th to May 13th****Instructor: Dr. Michael Dzieszinski**

Office:	Saunders Hall, Room 208
Office Hours:	Tuesdays 3:30-4:30 p.m. and by appointment.
Email:	dzesins@hawaii.edu
Course Website:	https://laulima.hawaii.edu/
Class Meeting Times:	Tuesday and Thursday, 12:00-1:15 P.M.
Class Meeting Place:	Saunders 244

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.

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 for particular features of Japanese society in the form of social science papers that use the American Sociological Association (ASA) citation style.
- 6) Organize and present the results of an independent research topic on Japanese society to an audience of peers.

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 a unit reaction paper assignments and a class research project. Failure to satisfy the minimum stated word count for class writing assignments will have an adverse impact 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 is for 1) students to submit their assignments in Microsoft .doc or .docx format on Lulima. 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.

IV. REQUIRED TEXTBOOKS/MEDIA

Reading and writing assignments listed in the course outline will be taken from the two course textbooks or supplemental readings posted on the Lulima site for this course as PDFs or clickable web links. *You should complete reading/watching all assigned materials **before** attending each class covering that material.*

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.
- For multi-media materials, this course will link to web sites outside Lulima and will require video or streaming plug-ins for your browser. While some sites might have custom video players, HTML 5 and Adobe Flash player are the most common video streaming formats on the web.
- 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.

Additionally, some video materials related to the class may be available on commercial video streaming sites such as Netflix, Amazon, or Hulu.

Textbooks

The required textbooks for this class are listed below. Please be sure to buy the current listed edition. This will be important as you will be asked to cite specific pages in your unit reaction papers; if you are using an old edition the pages will be wrong and the information may be outdated, both of which can impact your paper grade. You can save considerably on the cost of the textbooks by buying or renting digital copies through Amazon.com's Kindle format.



Understanding Japanese Society
Fourth Edition

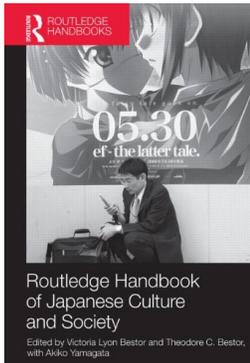


Joy Hendry
NISSAN INSTITUTE/ROUTLEDGE JAPANESE STUDIES SERIES



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



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

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

V. COURSE REQUIREMENTS

1) Unit Reaction Papers (20% of final grade).

Unit Reaction Paper Guidelines

Deadlines: At the start of first class meeting after that class unit concludes.

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: 1.5 spacing. 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

Submission: Submit your paper as **both** a file attachment in the “Assignments” section of Laulima and a bring a paper printout to class on the day it is due.

Total number: 5

- a. The instructor will post two essay questions covering the readings (topics) for the course unit in the “Reaction Papers” section in Lulima. Response papers serve to help you think through the readings, serve as the foundation of material to prepare for the midterm and final paper project, and become the basis for the weekly classroom dialogue.
- 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 week, I expect you to 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.* **Note that this is part of your WI grade, so spelling, grammar, and structure are important.**
- c. Rubrics: 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 point scale from 0 to 40.

2) “In the Field” Assignments (15%)

ITF Guidelines

Deadlines: Generally, during the middle of a class unit. A class discussion will be announced for your results, bring a printout to class and be prepared to discuss results.

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

File names: “Your family name-date-Course #-ITF #” (e.g. Dzieszinski-02.15.16-SOC357-ITF2).

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

Document formatting: 1.5 spacing. Use the Font Times New Roman, 12 point.

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

Word count: each ITF report **must be at least two pages** (not including your name, date and title).

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

Submission: Submit your ITF report as **both** a file attachment in the “Assignments” section of Lulima and a paper printout to hand in on the day of class discussion.

Total number: 6

- a. ITFs are structured social science field activities that entail participant observation or structured interviews with people. Every 2 or 3 weeks, the instructor will announce an “In the Field” activity related to the current class topic. You will need to navigate to the ITF forum on Lulima for detailed instructions. Most “In the Field” assignments are qualitative data collection and analysis tasks, so these require some time and preparation to perform. However, these applied field activities can offer rewarding learning opportunities outside of the classroom.
- b. First, follow the instructions for the “In the Field” activity. Second, while you are “in the field” it’s best that you take notes, record conversations, or write up a few paragraphs of observations. This record-keeping will help you analyze the situation when you write up your ITF report for class. A handout with basic guidelines for qualitative data collection will be provided.
- c. *Your findings should be placed in a written ITF report 1-2 pages in length that breaks down what you did, the data you gathered, your findings, and your analysis.*
- d. *Generally, you will have 1-2 weeks to complete the ITF assignment before the it becomes the topic of an in-class discussion. For that reason, you are encouraged to prepare to carry out ITFs right after they are announced. Don’t wait until the last minute on these assignments!*

3) 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.

4) 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.

5) 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 (newspapers, magazines, and Wikipedia do not constitute academic sources). Additional details on the literature review format and structure will be covered in class.

6) Midterm (15%)

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. Information on the expected formatting and grading rubrics of the midterm essay will be provided during the semester.

7) Semester Project Presentation and Peer Review (10%)

Students will prepare and present a ten (10) minute report on the results of their semester research project to the rest of the class and then conduct a five (5) minute Q&A. The audience will provide constructive feedback and evaluation for the presented project topic. The last week or so of class sessions in the semester will be set aside for these student presentations.

8) Final Research Project Paper (20%)

Due on the final day of class, each student must submit a *final research project, of at least 1,700 words*. Not counting the cover sheet and bibliography, that's about eight (8) pages in length in a double spaced format with 12-point fonts. Final research paper is comprised of a cover sheet, a research statement, literature review, a body with three or so core arguments, a conclusion, and a bibliography. The purpose of this assignment is to apply course content to a semester research project.

VI. 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 Exams

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 an exam or deliver a report during the assigned period, *they should be prepared to provide documentation* and schedule with the instructor in order to take an exam. Otherwise, students should not expect make-up exam sessions or late reports 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. Note that the components of your final project comprises 40% of your total course grade; please follow through on each part. The weight assigned for each component is as follows:

Course Components	Percent of Course Grade
1. Unit Reaction Papers	20%
2. "In the Field" Assignments	15%
3. Class Participation/Attendance	10%
4. Research Proposal	5%
5. Literature Review	5%
6. Midterm Exam	15%
7. Final Project Presentation	10%
8. Final Research Project Paper	20%
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 breeches 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 data, I will have no recourse but to recommend UH academic disciplinary action.*

VII. 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.** Bear in mind that every student sitting behind you can see you web-surfing, which is disruptive to their attempts to pay attention to the lecture and disrespectful to your instructor. And sitting in the back row of class with a laptop open only flags you for special attention on this matter. If a student does not have the self discipline to resist the urge to text, browse Facebook or Twitter, or check ESPN on these devices during our short weekly class sessions, they will be asked to put them away and use the 19th century equivalent of pen and paper. *If this class disruption becomes a pattern, the student may be asked to leave the classroom for the day.*
- **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.*

VIII. COURSE SCHEDULE

<u>Week</u>	<u>Content</u>	<u>Assignments</u>
UNIT ONE: Japanese Identity & Family		
1	Introduction <ul style="list-style-type: none"> 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) 	ITF #1
2	Japanese Identity <ul style="list-style-type: none"> PDFs: <i>Reimagining Japan</i>, "Why Japan Must be Reimagined" (1-7); "March 11th - Japan's Zero Hour" (8-14); "Reflating Japan" (22-27) 	
3	Family <ul style="list-style-type: none"> Hendry, Chapter 2: "The House and Family System" (23-40) Bestor, 10: (White) "Change and diversity in the Japanese family" (129-139) 	
UNIT TWO: Social Class, Status, & Ethnic Multiculturalism		
4	Social Class and Identity <ul style="list-style-type: none"> Hendry, Chapter 3: "Socialization and Classification" (41-56) Bestor, 8: (Slater) "Social class and social identity in postwar Japan" (103-115) 	Unit Paper #1 Due ITF #2
5	Status and Ethnic Multiculturalism <ul style="list-style-type: none"> Hendry, Chapter 6: "Status, Hierarchy and Ethnic Diversity" (91-114) Bestor, 12: (Siddle) "Race, ethnicity, and minorities in modern Japan" (150-162) 	Research Proposal Due
UNIT THREE: Religion, Ritual, & Community		
6	Religion and Ritual <ul style="list-style-type: none"> 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) 	Unit Paper #2 Due ITF #3
7	Community and Social Welfare <ul style="list-style-type: none"> Hendry, Chapter 4: "Community and Neighborhood" (57-73) Bestor, 14: (Thang) Aging and social welfare in Japan (172-185) 	Mid-Term Exam

<u>Week</u>	<u>Content</u>	<u>Assignments</u>
UNIT FOUR: Education & Work		
8	Education <ul style="list-style-type: none"> Hendry, Chapter 5: “The Education System” (74-90) Bestor, 4: (Goodman) Japanese Education and Education Reform (52-62) 	Unit Paper #3 Due ITF #4
9	Work <ul style="list-style-type: none"> 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 Due
UNIT FIVE: Politics, Social Control, & Social Deviance		
10	Politics <ul style="list-style-type: none"> Hendry, Chapter 11: “Government and the Craft of Politics” (188-206) Bestor, 2: (Leheny) “Four Cultures of Japanese Politics” (29-41) 	Unit Paper #4 Due ITF #5
SPRING BREAK (non-instructional holiday) 3/21- 3/25		
11	Social Control <ul style="list-style-type: none"> Hendry, Chapter 12: “The Legal System and Social Control” (207-222) Bestor, 6: (Repeta) “Law and Society in Japan” (75-88) 	
12	Violence and Suicide <ul style="list-style-type: none"> PDF: Yoneyama and Naito, “Bullying” PDF: Kawanishi, “Suicide by Overwork” 	
UNIT SIX: Leisure, Cool Japan, and “Soft Power”		
13	Leisure and Consumption <ul style="list-style-type: none"> 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) 	Unit Paper #5 Due ITF #6
14	Cool Japan and “Soft Power” <ul style="list-style-type: none"> Bestor, 18: (Napier) Manga and Anime: entertainment, big business, and art in Japan (226-237) Bestor, 21: (Iwabuchi) “Cultural Flows: Japan and East Asia” (263-271) Handout: McGray, “Japan’s Gross National Cool” 	
15	Student Presentations	
16	Student Presentations	Final Project Due

**Please note that the textbook edition, details, and assigned readings for this syllabus may be revised.*