

**SYLLABUS: SOCIOLOGY 357WI: SOCIOLOGY OF JAPANESE SOCIETY**

TTh 12:00-1:15 Classroom: Webster 113  
Instructor: Professor Patricia G. Steinhoff  
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**TEXTS**

White, Merry, *Perfectly Japanese: Making Families in an Era of Upheaval*. Berkeley: University of California Press, 2002.

The Sociology Writing Group, *A Guide to Writing Sociology Papers*, 6<sup>th</sup> ed., New York: Worth Publishers, 2001.

Other articles will be posted as pdf files on Lulima

**COURSE OBJECTIVES**

This course will provide a general overview of modern Japanese society from a sociological perspective. As a sociological examination of a whole society, from interpersonal interaction through large-scale social structure, it offers a model for the way sociologists examine any society. Understanding a society sociologically is different from growing up in that society. The course does not require any background on Japan, but will utilize whatever experiences with Japan you may have. Learning takes place through lectures, readings, active learning exercises, and writing. The lectures provide the overall structure and sociological analysis. The readings supplement the lectures on particular topics. The exercises develop your critical thinking and research skills. The essay midterm and final exams provide the opportunity to integrate and apply what you have learned in the lectures and readings. The research paper provides the opportunity to do your own sociological research on a small scale, to examine a topic in some depth, to learn how to analyze your findings with the help of scholarly sources, and to write an extended research paper with appropriate format and citations of sources. You should leave this course with a basic understanding of Japanese society that will help you make better sense of your encounters with Japan, and may offer some insight into American society through implied comparisons. You should leave this course with stronger research, writing, and analytical skills.

**COURSE REQUIREMENTS (THIS COURSE IS WRITING INTENSIVE)**

All students are expected to attend lectures, do assigned reading and exercises, complete a sequence of writing assignments and turn them in on time, and write one midterm and one final essay exam. There will also be some required exercises which you must complete and bring to class in order to participate in follow-up group activities. There is no extra credit in this course, and there is absolutely no alternative to the assigned exercises, writing assignments, and exams. Students taking the course on a credit-no credit basis are also expected to do all readings, take both exams, and do all exercises and writing assignments. The major research and writing assignment is a 12-15 page research paper to be submitted in two drafts, with the expectation that the second draft will reflect improvement based on the instructor's critique. You are encouraged to do some sort of hands-on sociological research (See pp. 5-8 below). All exercises and writing assignments (not exams) are to be submitted BOTH in hard copy to the instructor and electronically in MSWord or pdf format to the course site on Lulima. Your grade for an assignment will not be recorded until we have received both the hard copy and the electronic version. The electronic version is being used for the Sociology Department's assessment program; I will comment on and grade the printed copy. You are expected to follow the ground rules for writing assignments, on p. 4.

**GENERAL COURSE DEADLINES**

Tuesday, January 17: first short writing assignment due at beginning of class  
Tuesday, February 7: research paper proposal due at beginning of class  
/Tuesday, February 28: midterm exam study questions distributed in class  
Tuesday, March 6: midterm essay exam in class  
Thursday, March 22: complete first draft of research paper due at beginning of class

Tuesday, April 24: final exam study questions distributed in class  
 Tuesday May 1: exam preparation in class; final draft of research paper due at beginning of class  
 Thursday May 10: final exam

## LECTURE AND READING SCHEDULE

### Jan. 10

**Introduction to the Course and Assignments** What is expected, how the course is organized, discussion of writing and research

### Jan. 12-19

**Social Structure** What are the basic principles of social organization? (family system and its variants; vertical organization)

\*\*First writing assignment due **Tuesday Jan 17** at beginning of class (see p. 5 below)

Reading and reading questions:

Course Syllabus pp. 5-8 and A Guide to Writing Sociology Papers, Part I (ch. 1-4)

How should I select a paper topic or turn an area of interest into a sociology paper topic?

White, Perfectly Japanese, Introduction, Part I ch. 1-3; ch. 6.

How have both the concepts and the realities of family changed in Japan over the past century?

How does the generational idea of family work today?

### Jan 24-Feb. 9

**Social Interaction Patterns** How do people interact in Japan? (*uchi-soto* and *omote-ura*; language usage; consensus decision-making, information processing and negotiation; work groups; uses of leisure)

Readings and reading questions:

Course Syllabus pp. 5-8 and Guide to Writing Sociology Papers, Part II (pp. 53-54 and ch. 6-8)

How should I plan and organize the research for my research paper? How do I find and use different kinds of research sources? How do I cite sources properly and avoid plagiarism?

Steinhoff, Patricia G., "Death by Defeatism and Other Fables: the Social Dynamics of the Rengo Sekigun Purge," in Takie Lebra, ed., Japanese Social Organization. Honolulu: University of Hawaii Press, 1993. (posted on Laulima).

What characteristic aspects of Japanese social interaction are visible in the United Red Army purge, and what effects did they have on the situation? Were these effects the same or different from their usual effects in Japanese social interaction? How much do you think they contributed to the outcomes of the purge?

Ogasawara, Yuko, Office Ladies and Salaried Men, Berkeley: University of California Press, 1998, ch. 2, "Why Office Ladies Do Not Organize" pp. 44-69 (posted on Laulima)

What structural aspects of Japanese society make it difficult for office ladies to assert themselves or claim their rights in the workplace? How does peer pressure operate within the workplace?

\*\*Crosscurrents Internet exercise. Instructions will be on handout distributed in class.

\*\*Research paper proposal due **Tuesday Feb. 7** at beginning of class (see pp. 5-8 below)

### Feb. 14-Mar. 1

**Socialization, Incentives, and Social Control** What motivates Japanese in their daily lives, and how did they get that way? (*amae*; socialization at home and in school; learning styles; peer pressures and conflict management; everyday deviance and control; religion, values, and ideologies)

Readings and reading questions:

Rohlen, Thomas P., "Order in Japanese Society: Attachment, Authority, and Routine" Journal of Japanese Studies 15:1, 1989. pp. 5-40. (posted on Laulima)

White, Perfectly Japanese, ch 4, pp. 99-121.

How does raising children figure into contemporary family life? What does it entail?

White, Merry, The Material Child: Coming of Age in Japan and America. Berkeley: University of California Press, 1993, ch. 6, "Friendship, Best Friends and Group Training" pp. 142-167. (posted on Laulima)

How is the life of Japanese teenagers different from or similar to your own experience?

Yoneyama, Shoko "The Era of Bullying: Japan Under Neoliberalism," *The Asia-Pacific Journal*, Vol. 1-3-09, December 31, 2008. (posted on Laulima)

\*\*Tuesday Feb.28 Study questions distributed in class

**\*\*Tuesday, March 6 Midterm examination in class**

March 8-22

**Social Change and Development** How has economic development changed Japan? (demographic changes, urbanization, industrialization, contemporary rural and urban communities, impact of 3.11)

Readings and reading questions:

Guide to Writing Sociology Papers, ch. 3, ch. 6

Once again, how do I cite sources and avoid plagiarism?

White, Perfectly Japanese, ch. 5, ch. 7, Conclusion.

How does the larger structure of Japanese society affect families and the choices they make? What support does urban Japan provide for contemporary families?

**\*\*Thursday March 22** First Complete Draft of Research Paper Due in class

**March 27-29 Spring Recess**

**April 3-17 Structures of Power and Prestige** How does contemporary Japan work? (power and economic security; white collar bureaucracies; permanent and temporary employment; politics; education; social stratification)

Readings and reading questions:

Guide to Writing Sociology Papers, ch. 3, 4, and Part III. Once again, how do I cite properly and polish the paper before submitting it?

Pascale, Richard, and Thomas P. Rohlen, "The Mazda Turnaround" Journal of Japanese Studies (posted on Laulima)

Where did the economic "pain" of Mazda's restructuring fall most heavily? What groups were most protected from that pain? What information or data reveals this differential effect?

Honda, Yuki, "'Freeters': Young Atypical Workers in Japan" in Peter Matenle and Wim Lunsing, eds., *Perspectives on Work, Employment and Society in Japan*. New York: Palgrave Macmillan, 2006. (posted on Laulima)

Who becomes a freeter and why? Is it a lifestyle choice or structurally determined?

**April 19-May 1**

**The Underside of Japan** Who gets left out and what do they do about it? (Korean and Burakumin minorities; foreign workers; crime and deviance; protest movements)

Readings and reading questions:

Guide to Writing Sociology Papers, ch. 4 and Part 3. How do I revise and polish my paper?

\*\* **Tuesday April 24** exam study questions distributed in class

\*\* **Tuesday May 1** exam preparation in class

\*\* **Tuesday, May 1** Final draft of research paper due at beginning of class

\*\* **Final Exam Thursday, May 10, 12-2 p.m.**

## WRITING ASSIGNMENTS

### GROUND RULES FOR WRITING ASSIGNMENTS

1. All written work should be your own. Plagiarism, drylabbing, and ghostwritten work are **ABSOLUTELY FORBIDDEN** in this course. **Plagiarism** is copying or taking words or ideas from another source and presenting them as if they were your own work. **Drylabbing** is faking or making up data and presenting it as if it were real. **Ghostwritten work** is work written by someone else that you submit as if you had written it yourself. All ideas and words taken from other people must be properly cited, both in the text and in the references at the end of the paper. Copying a paragraph from a book, article, or an Internet source and putting it into your own paper without properly acknowledging where it came from is plagiarism and it is a violation of someone else's intellectual property rights. Plagiarism is grounds for expulsion from UH and will be treated according to the student conduct code.

"Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work 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 or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms" (University of Hawaii at Manoa, Student Conduct Code, Section H. Academic Dishonesty, Part 2, Page 6).

2. All writing assignments should be turned in **on time**. **Hand-written papers will not be accepted.**
3. **All writing assignments are to be turned in BOTH in hard copy and electronically.** The electronic submission should be in MSWord or pdf format **ONLY** and is to be uploaded to the course site on LauLima by the deadline. You will not receive credit for the assignment until both the hard copy and the electronic copy have been submitted.
4. Grades for writing assignments will include consideration of content, organization, and writing quality (grammar, punctuation, spelling, sentence and paragraph construction, and correct citations in American Sociological Review style).

### FIRST WRITING ASSIGNMENT

Due: Tuesday, January 17 at beginning of class

Write a very brief (1-2 page) essay describing your previous experiences with any aspect of Japanese society and culture, either in Japan or elsewhere, and what you want to learn from this class. I am interested in any family background, courses, reading, language training, travel, work experience, or friendships that may have given you some understanding of Japan. I am also interested in what you want to learn about Japanese society, so I can teach accordingly. I will use this assignment a) to get to know the class; b) to find out how well you can write; and c) to help you choose an appropriate topic for your research and writing assignment.

### ACTIVE LEARNING EXERCISES

There will be several short exercises. You will receive a separate handout with instructions for these assignments, which will generally involve finding material, reading it, and then doing a short write-up. You will bring the completed write-up to class for follow-up group activity, and will receive points both for the individual exercise and for participation in the group activity. The exercises will help you read more

analytically and will provide opportunities for class discussion. They will also teach you how to evaluate websites for reliability, utilize and cite materials you find on the Internet, and avoid plagiarism.

### **MAJOR RESEARCH AND WRITING ASSIGNMENT: Research Paper**

The assignment is to write an analytical 12-15 page paper on some aspect of modern Japanese society, using a **combination of sociological data and scholarly secondary sources**. You will first submit a brief research proposal for approval on Tuesday, February 7, then a full draft of the paper on Thursday, March 22. The draft will be returned with comments in time for you to revise it and submit the final draft on the last day of class, Tuesday, May 1. The final draft **MUST** reflect improvement from the first draft.

#### **Due Dates for Research Paper**

Tuesday, February 7: Research paper proposal due at beginning of class.

Write a one or two paragraph description of your paper topic and data source. In order to do this, you will need to think about the topic and do some preliminary research to see what materials are available. **WARNING: the description must be approved in order for the paper to be accepted for a grade. You may not change topics without the instructor's approval of a new proposal.**

Thursday, March 22: Full first draft of paper due at beginning of class.

This is a complete draft of the paper, not a set of notes, and not a half-draft that stops in the middle with "to be continued." I will read this draft carefully and make comments for the revision. **WARNING: I do not accept final drafts of papers unless I have read the first draft and returned it with comments.**

Tuesday, May 1: Final draft of paper due at beginning of class.

**WARNING: no incompletes for late papers, since you will have a full draft completed by March 22.**

#### *What the research paper assignment is about:*

The assignment is to write an analytical 12-15 page paper on some aspect of modern Japanese society, using a **combination of sociological data and scholarly secondary sources**.

#### **Sociological Data**

For the purposes of this paper, **sociological data** means any direct information about Japanese society that arises naturally out of the behavior and thoughts of native Japanese people (NOT Japanese-Americans). This includes:

- direct observation of Japanese people in work, play, or home situations
- interviews or extended conversations with Japanese people
- short stories, novels, television shows, or films (including manga and anime under certain conditions) by Japanese and about contemporary Japanese life, if treated as "data" and analyzed systematically (this is different from using an edited, commercially produced videotape about Japan as a source)
- good quality survey data about Japanese attitudes and behavior
- good quality statistics (demographic, economic, etc.) derived from Japanese society

#### **Scholarly Sources**

For the purposes of this paper, **scholarly sources** means books or articles about Japan written by serious scholars. These are materials that you find in the library or in REPUTABLE ACADEMIC ONLINE SOURCES, or that are assigned for class, which describe, analyze, and explain Japanese behavior or social organization. These books or articles may also be sources of data such as surveys or statistics. If you get data from one source, use different sources and authors to analyze it. Course lectures should also help you make sense of your data, and are also considered a scholarly source and should be cited properly. You may use appropriate material from Internet sources as a supplement to (**not instead of**) real books and articles. You may not consider such material to be from a scholarly source unless you can clearly document that the author is indeed a serious scholar and that the material is of sound quality. The acceptable ratio of Internet sources to print sources for scholarly sources is 1:1. That is, for every Internet source you use, you must also use one non-Internet source. Use of a higher ratio of Internet sources may be appropriate for some topics, but this must be cleared in advance with the instructor. Please note that if you obtain an academic

journal article through the University Library's online resources, that is considered an academic source (not an Internet source!) and you should cite the journal where the article appeared, NOT the fact that you found it through UH online resources.

I expect you to think critically about the source of the materials you use, and to make a judgment about whether they are appropriate sources for use in an academic research paper. I also expect you to pay attention to the date of publication, and not treat something written in 1910 as if it were a description of contemporary Japan. See section below on Sources and Citations for more on where to find material and how to cite it properly. NOTE: You may NOT use Wikipedia as a source unless you can show that the material came from a scholarly source, in which case you should also cite that as the source for the Wikipedia material. If there is no scholarly source listed in the Wikipedia entry as the source of the material, you may not use it because it is not a reliable source of information.

### **Paper Topic Ideas**

Here are several examples of how a research paper for this course might be done. You would use ONE, or possibly two of these approaches, but NOT more. The point is to go deeply into one thing, rather than scattering your energy across several different things.

#### **I. Direct Observation**

A. You have a part-time job that brings you into contact with Japanese visitors, or a relative or roommate who is native Japanese. Observe the situation as systematically and carefully as you can over a period of time, focusing on those things that seem most interesting to you. Keep a journal or write up field notes regularly. You may also include relevant incidents and observations that you remember from the past, if you can recall them very clearly or have kept a diary or journal that contains your observations. Write a paper based primarily on your observations, using scholarly sources to interpret what you have observed.

B. You have recently spent time in Japan, or will be there during this semester. "My trip to Japan" is NOT an acceptable paper topic, but a paper focusing on some particular aspect of your experience in Japan could make a good paper. If you spent a week in Japan three years ago, choose something else. The more distant the experience, the longer it needs to have been in order for you to remember enough for a good paper. If you kept a diary or journal, or sent regular letters home that your mother has preserved, that is an excellent source of data. If not, you will have to rely on your memory, and stick to events and situations that you recall very clearly. If you are going to Japan during the semester, keep a journal. Determine what the topic or focus will be, recollect or make your observations carefully, and use scholarly sources to interpret them.

C. You are interested in some aspect of Japanese behavior that can be observed in a public situation, and you know where you might be able to do such observations of Japanese people here on Oahu. You will need at least five or six hours of good observation in order to get enough material for a paper. You will also need to take careful notes on what you observe, either while you are watching or, if this is not possible, as "field notes" that you write up in detail immediately after you leave the scene. Do the observations, try to organize them in some way, and then read scholarly sources to help interpret what you saw.

#### **II. Interviews**

You are interested in Japanese attitudes toward something, and know where you could find some Japanese people to talk to about this topic. The aim here is not to interview some sort of outside experts about the Japanese, but to interview Japanese people about their own experiences and feelings. Do some reading first, and some serious thinking about what you want to ask and how to do it. Do not try to do a simple questionnaire survey with brief answers. You want to get people talking in depth, and it is best to get them to talk about their own personal experiences. Do not ask their opinions about something, or their ideas about what "the Japanese" think. Ask about what they know from their own, personal experience. To get enough material for a paper you would need a minimum of about five hours of interviews on the subject. That might be five hours with one person, half an hour each with ten people, or an hour each with five people. After you do the interviews, look for themes to help organize the content, and read some scholarly sources to help interpret what they told you.

#### **III. Social and cultural narratives as data**

A. Read a modern Japanese novel or series of short stories or a manga series that depicts some aspect of contemporary Japanese life. Try to choose a work that is fairly realistic so you do not have to deal with fantasy or other artistic devices (they'll still be there, but for purposes of this sociology assignment you may ignore them). Use the story as a set of observations about the society, and read scholarly sources to help interpret what is depicted in the story.

B. View a Japanese movie or TV show or Anime series that depicts some aspect of contemporary Japanese life or behavior more or less realistically. Cartoon series are fine if they depict contemporary Japanese life or behavior through the characters. Videotapes or documentaries that have been produced and edited to present information about Japan will NOT work. They do not constitute data for the purposes of this paper. Be careful to choose a movie that you can view more than once, a TV show that you can watch regularly, or something you can borrow from a library or video store and view over and over. Watching something once will not give you enough data, and you need to go back and check things if necessary. Watch for several hours, write down your observations, figure out what observations or themes to use for the paper, watch it again to check and record your observations more precisely if necessary, and then read scholarly sources to help interpret what you have observed.

#### IV. Surveys and Statistical Data

A. If you are interested in Japanese attitudes or behavior in some area, there is a lot of survey data available. Much of it is produced and published by the Japanese government, in English. Some appears in magazines, journals, and books. Look for it by the general subject you are interested in. There are also online databanks of survey and opinion data (see me). Find some appropriate published survey data, and then read OTHER scholarly sources to help interpret it.

B. You may be interested in a topic on which there is likely to be published statistical material such as census data, crime statistics, labor force statistics, etc. Statistics can be found in Japanese government White Papers on various topics, in census summary reports in English, and occasionally in English language research articles and books. A lot of statistical data is now available on Japanese government web pages in English. Find some appropriate statistics, and read OTHER scholarly sources to help interpret them and put them in context.

NOTE: If you need help in figuring out what to study or how to go about it, see me, but do it SOON, so that you will have sufficient time to carry out the research and write the paper.

#### SOURCES AND CITATIONS

Do not use standard general encyclopedias because they are too general, although the six volume Kodansha *Encyclopedia of Japan* may be useful for some topics. Materials on Japan in English may be found either in the general Hamilton Library collection or in the Asia collection on the fourth floor of Hamilton. They are catalogued together in the online catalog. The catalog contains mostly books. Articles have to be searched through appropriate bibliographic databases such as [Sociological Abstracts](#) or the [Bibliography of Asian Studies](#), which are available through the UH library's online resources. The actual articles may be available online through UH full-text databases. Much of the good material on Japan is in journal articles or edited collections, not regular books. You will not find much useful material in very general books about Japan. Look for books and articles that are about your specific topic within Japan. You may search the Internet for materials, but in most cases appropriate background materials and scholarly sources will come from printed books and academic articles. You may, however, find the Internet a useful source of primary data for certain contemporary topics. See [A Guide to Writing Sociology Papers](#) for information about how to evaluate and cite materials you find on the Internet, and we will have some class exercises about this. Once I know your topic, I can suggest relevant academic sources.

Use [American Sociological Review](#) style for citation of sources. **Use this style from the very beginning, because it is easier to manage when writing a paper in multiple drafts.** See [A Guide to Writing Sociology Papers](#), an assigned text for this course, for examples of correct citation style and explanations of how and what to cite. This book will also serve as a general reference for how to plan, research, organize, and write your paper. Your paper grade includes consideration of citation style, so get it right from the beginning and save us both some time (and avoid losing points on your first draft).

### GRADING POLICY AND POINT DISTRIBUTION

There is no extra credit in this course for doing anything other than regular assignments. Your grade is based entirely on the written work you submit (writing assignments, two essay exams, and exercises) and your participation in class activities. I do not grade on a curve. I expect you to demonstrate your understanding of the course material and meet certain standards of quality in your written work, but I will help you learn how to do so. For all assignments except the final exam you will have an opportunity to rewrite and resubmit the assignment. For the midterm, rewrites are usually optional, but I reserve the right to insist on a rewrite. If you submit a rewrite, the grade for the rewritten exam replaces the original grade. There is no guarantee that it will be higher, but it probably won't be any lower. For the research paper, two drafts are required. You cannot skip the first stage, because I will not accept a paper as a "final draft" and grade it unless I have previously read and commented on a first draft and you have revised it accordingly. Please note that there are 105 points allocated to two essay exams, 105 to the research paper (and proposal), and 90 to other exercises and writing assignments. The research paper is worth the same number of points as the exams, but you get ample opportunity to improve it after the first draft.

The point allocation chart below shows the total points possible for each assignment.

#### Point Allocation for Assignments:

First Writing Assignment:	10	
Active Learning Exercises	50	
Active Learning Class Activities	30	
Research Paper Proposal	10	
Research Paper First Draft	35	
Research Paper Final Draft	60	
Midterm Essay Exam	45	
Final Essay Exam		60
<b>Total Points</b>	<b>300</b>	

**Please note that this is a writing intensive course. You CANNOT pass this course unless you do the writing assignments and active learning exercises, and the research paper in two drafts. If you do NOT do the research paper in two drafts, you will automatically fail the course.**

**KOKUA for Students with Disabilities:** If you feel you need accommodations because of the impact of a disability, please 1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of QLCSS, and 2) speak with me to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your (documented) disability. (The KOKUA program will assist you in the documentation process if you have not yet completed it.)

**PLAGIARISM:** Please see Ground Rules for Writing Assignments #1 (above) for information about plagiarism. **IF YOU PLAGIARIZE A WRITING ASSIGNMENT YOU WILL GET 0 for that assignment. If it means you do not get credit for both drafts of the research paper, then you will FAIL THE COURSE.**