

Soc. 722 Spring 2018
Wednesday, 3-5:30 p.m., Saunders 244
Dr. Patricia G. Steinhoff

Office Hours: Tuesday, 1:30-4
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Syllabus: Seminar on Modern Japanese Society

Course Aims and Description: This is an advanced seminar for students with serious interest and some background in Japanese society, or with a strong background in sociology and some knowledge of an Asian society. Its aim is to help prepare students to conduct substantive research on Japan using a sociological approach. The seminar will examine the current state of American knowledge concerning Japanese society, focusing on three major issues. First, what are the theoretical perspectives underlying research on Japanese society, and how have these perspectives shaped research questions by shifting attention toward some phenomena and away from others? Second, what research questions have been thoroughly studied, what topics are relatively unexplored, and what issues need to be studied in a new light because of changes in Japanese society? Third, what research methods have been used in the existing research on Japan, and what methods are appropriate for future research?

The seminar uses English language studies of Japanese society by both Western and Japanese social scientists. Students are encouraged to enrich the seminar and their own research by using Japanese language sources as well. We will discuss the effects of the language and culture of the researcher on the research as issues arise. Seminar participants will be expected to attend class regularly, to do all assigned reading before coming to class, and to participate fully in class discussions.

Each participant will write a seminar paper, to be submitted in both draft and revised final form. The main points of the seminar paper will also be presented orally in class near the end of the semester. The seminar paper may be a polished analysis using available sources, a research report based on data, or a fully-developed research proposal for some future (presumably real) research project. The topic must be developed in consultation with the instructor very early in the semester. This paper proposal is due in class at the end of January. A full draft of the seminar paper is due in mid-March. Basic English editing is your responsibility and should be taken care of before submitting the first draft. I will critique this draft carefully and return it to you. You are expected to incorporate the critique suggestions (although of course you are free to disagree with any of them) into the final draft, which is due on the last day of class. Grades will be based on the seminar paper and presentation, and general class participation.

Student Learning Objectives: Students will develop their reading and critical learning skills by examining the English language sociological and anthropological literature on Japan, studying examples of empirical research on Japanese society using a variety of research methods, and carrying out independent research on a topic in contemporary Japanese society. Students will develop their writing and oral presentation skills through writing the research paper, revising it in response to the instructor's comments, and then presenting it orally to the class. All of these experiences will help students become clear thinkers, thoughtful observers of social life and social processes, creative researchers, and articulate communicators of theoretically informed empirical research.

Texts (required)

Bestor, Theodore, Patricia G. Steinhoff and Victoria Lyon Bestor, *Doing Fieldwork in Japan*. Honolulu: University of Hawaii Press, 2003.

Hiroshi Ishida and David H. Slater, eds., *Social Class in Contemporary Japan: Structures, Sorting and Strategies*. London and New York: Routledge, 2010. I have ordered the paperback, but you can also either "rent" or purchase the Kindle edition from Amazon.

Readings not in *Doing Fieldwork in Japan* or *Social Class in Contemporary Japan* and not available through UH online resources will be posted on Laulima.

Reading and Discussion Schedule

January 10 Introduction to the course

Questions: How are the major theoretical orientations in American sociology reflected in research on Japan? How can you recognize these orientations in studies of Japanese society? What other theoretical perspectives are you likely to encounter in contemporary studies of Japan? How can sociological research methods be used to study Japan? How do publications written for a sociological audience differ from those written for a Japanese Studies audience?

Readings:

Steinhoff, Patricia G., "Cross-Purposes or Complementarity? Changing Relationships between Area Studies and the Disciplines" in Will Glover, ed., *Relevant/Obsolete? Rethinking Area Studies in the U.S. Academy* International Institute series, vol. 1. Ann Arbor: University of Michigan International Institute, 2012. (Laulima)

Nishihara, Kazuhisa, "The Development of Japanese Sociological Theory and its 'Responsibility' to the Asian Future" *Colloquium: The New Horizon of Contemporary Sociological Theory*, vol. 5, pp. 60-71. (Laulima)

Bestor, Theodore, Patricia G. Steinhoff, and Victoria Lyon Bestor, "Introduction" in Bestor, Theodore, Patricia G. Steinhoff and Victoria Lyon-Bestor, *Doing Fieldwork in Japan*, pp. 1-17.

Hiroshi Ishida and David Slater, "Social Class in Japan" in Hiroshi Ishida and David H. Slater, eds., *Social Class in Contemporary Japan: Structures, Sorting and Strategies*. London and New York: Routledge, 2010, ch. 1, pp. 1-29.

January 17 Interpersonal Relations and Emotional Dynamics

Questions: Are these views of *amae* different, and if so, how and why? What is the relationship between *amae* and the conflict management strategies described by Lebra and Salamon? How are the conflict management strategies described by Lebra revealed in the Rengō Sekigun purge? How does social class confound or complicate these cultural forms?

Readings:

Doi, Takeo, "Amae: A Key Concept for Understanding Japanese Personality Structure" in Robert J. Smith and Richard K. Beardsley, *Japanese Culture, Its Development and Characteristics* Chicago: Aldine Publishing Company, 1962, pp. 132-140. (Laulima)

Kumagai, Hisa, "A Dissection of Intimacy: A Study of Bipolar Posturing in Japanese Social Interactions--Amaeru and Amayakasu, Indulgence and Deference" *Culture, Medicine and Psychiatry* vol. 5 (1981) pp. 249-72. (Laulima)

Behrens, Kazuko Y., "A Multifaceted View of the Concept of *Amae*: Reconsidering the Indigenous Japanese Concept of Relatedness" *Human Development* 2004;47:1-27. (Laulima)

Lebra, Takie, "Non-confrontational Strategies for Management of Interpersonal Conflicts," in Krauss, Rohlen and Steinhoff, eds., *Conflict in Japan*. Honolulu: University of Hawaii Press, 1984, chapter 3, pp. 130-142. (Laulima)

Salamon, Sonya, "'Male Chauvinism' as a Manifestation of Love in Marriage" in David W. Plath, ed., *Adult Episodes in Japan*. Leiden: E.J. Brill, 1975. (Laulima)

Steinhoff, Patricia G., "Death by Defeatism and Other Fables: The Social Dynamics of the Rengō Sekigun Purge" in Takie Lebra, ed. *Japanese Social Organization*. Honolulu: University of Hawaii Press, 1992, chapter. 7, pp. 195-224. (Laulima)

January 24 Socialization and Social Control

Questions: What relationships can you see between styles of socialization and styles of social control? How do these studies make the abstract concepts of socialization and social control researchable? What is the utility of such abstract concepts for doing research? What do socialization and social control have to do with the basic principles of social structure and everyday practices of social interaction? How does ostensibly uniform, egalitarian and meritocratic schooling reproduce social class differences?

Readings: (use JSTOR to access the first three articles online in UH e-journals)

Rohlen, Thomas P., "Order in Japanese Society: Attachment, Authority, and Routine" *Journal of Japanese Studies* vol. 15 no. 1 (1989), pp. 5-40. (online)

Peak, Lois, "Learning to Become Part of the Group: The Japanese Child's Transition to Preschool Life" *Journal of Japanese Studies* vol. 15 no. 1 (1989), pp. 93-121. (online)

Lewis, Catherine, "From Indulgence to Internalization: Social Control in the Early School Years" *Journal of Japanese Studies* vol. 15 no. 1 (1989), pp. 139-157. (online)

Finkelstein, Barbara, "Educating Strangers: A Comparison of Cultural Education Policies and Practices in Japan and the U.S." in Tomoda, Yasumasa and Hirasawa, Yasumasa, *Socialization and Multicultural Education Policies and Practices*. Osaka: Osaka University Press, 1998, pp. 95-121. (Laulima)

Hardacre, Helen, "Fieldwork with Japanese Religious Groups" in *Doing Fieldwork in Japan*, pp. 71-88.

Kariya, Takehiko, "From credential society to 'learning capital' society: a rearticulation of class formation in Japanese education and society" in Hiroshi Ishida and David H. Slater, eds., *Social Class in Contemporary Japan: Structures, Sorting and Strategies*. London and New York: Routledge, 2010, ch. 4, pp. 87-113.

Slater, David H., "The 'new working class of urban Japan: socialization and contradiction from middle school to the labor market'" in Hiroshi Ishida and David H. Slater, eds., *Social Class in Contemporary Japan: Structures, Sorting and Strategies*. London and New York: Routledge, 2010, ch. 6, pp. 137-169.

January 31 Studying Families and Age Groups

Research Paper Proposal Due at beginning of class

Questions: How can outsiders study families? How can you turn a demographic category such as an age group into a subject of sociological study? How do you get the numbers, and how do you get beyond them? How can studies of families build on studies using fieldwork and building long-term relationships with informants?

Readings:

White, Merry, "Taking Note of Teen Culture in Japan: Dear Diary, Dear Fieldworker" in *Doing Fieldwork in Japan*, pp. 21-35.

White, Merry, *The Material Child: Coming of Age in Japan and America*. Berkeley: University of California Press, 1993. chapter 6. (Laulima)

White, Merry, "Families in Postwar Japan: Democracy and Reconstruction" in *Perfectly Japanese: Making Families in an Era of Upheaval*. Berkeley: University of California Press, 2002. ch. 3. and "Exceptions are the Rule" ch. 8. (Laulima)

Kumagai, Fumie and Akihiko Kato, "Factors Facilitating Japanese Married Women entering the Labour Force" *Current Sociology* 2007: 55: 561-577. (online)

Shirahase, Sawako, "Marriage as an association of social classes in a low fertility rate society" in Hiroshi Ishida and David H. Slater, eds., *Social Class in Contemporary Japan: Structures, Sorting and Strategies*. London and New York: Routledge, 2010, ch. 3, pp. 57-83.

Long, Susan Orpett, "Nurturing and Femininity: The Ideal of Caregiving in Postwar Japan" in Anne Imamura, ed., *Re-Imaging Japanese Women*. Berkeley: University of California Press, 1996, chapter 7, pp. 156-176. (Laulima)

Long, Susan O., Ruth Campbell, and Chie Nishimura, "Does it Matter Who Cares? A Comparison of Daughters versus Daughters-in-Law in Japanese Elder Care" *Social Science Japan Journal* Vol. 12 No. 1, pp. 1-21, 2009. (online)

February 7 Studying Communities

Questions: How did Bestor and Culter do their fieldwork? How are the communities they studied similar and how are they different? What kinds of theory guided their research? What audience do you think they were writing for?

Readings:

Bestor, Theodore C., "Courting Serendipity: Exploring Networks and Places in Urban Fieldwork" in *Doing Fieldwork in Japan*, pp. 315-334.

Bestor, Theodore C. "Conflict, Legitimacy, and Tradition in a Tokyo Neighborhood" in Takie Lebra, ed., *Japanese Social Organization*. Honolulu: University of Hawaii Press, 1992, chapter 1, pp. 23-47. (Laulima)

Culter, Suzanne, "Beginning Trials and Tribulations: Rural Community Study and Tokyo City Survey" in *Doing Fieldwork in Japan*, pp. 214-228.

Culter, Suzanne, *Managing Decline*. Honolulu: University of Hawaii Press, 1999, chapters 2 and 3. (Laulima)

Hasegawa, Kiyoshi, "Law and Community in Japan: The Role of Legal Rules in Suburban Neighborhoods" *Social Science Japan Journal* Vol 12 No. 1, pp. 71-99, 2009. (online)

February 14 Social Stratification and Mobility

Questions: What is the relation between education, social stratification, social mobility, and the social structure we mapped earlier? Who is at the "bottom" and why? What aspects of these patterns apply to women and what aspects work differently? How were these studies done and what sorts of data did they require? What is the audience for these writings?

Readings:

Tsukada, Mamoru. "Institutionalized Supplementary Education in Japan: The Yobiko and Ronin student adaptations" *Comparative Education* Vol. 24, no. 3 (1988) pp. 285-303. (online)

Ishida, Hiroshi, Seymour Spilerman, and Kuo-Hsien Su, "Education and Promotion Chances in the United States and Japan" *American Sociological Review*, vol. 62 no. 6 (December 1997) pp. 866-882. (online)

Ishida, Hiroshi, "Does Class Matter in Japan? Demographics of class structure and class mobility from a comparative perspective" in Hiroshi Ishida and David H. Slater, eds., *Social Class in Contemporary Japan: Structures, Sorting and Strategies*. London and New York: Routledge, 2010, ch2, pp. 33-56.

Brinton, Mary C., "Fact-Rich, Data-Poor: Japan as Sociologists' Heaven and Hell" in *Doing Fieldwork in Japan*, pp. 195-213.

Brinton, Mary, "Social Class and Economic Life Chances in Post-Industrial Japan: the 'lost generation'" in Hiroshi Ishida and David H. Slater, eds., *Social Class in Contemporary Japan: Structures, Sorting and Strategies*. London and New York: Routledge, 2010, ch. 5, pp. 114-133.

February 21 Structure of Business, Industry and Bureaucracy

Questions: How do these articles "map" or diagram the relations between companies or bureaucratic entities, and through this the larger Japanese social structure? Are their maps similar? For what purposes do these studies use their structural maps? Why does a researcher need such a map? Could these studies have been done without paying attention to these relations and mapping them?

Readings:

Pascale, Richard and Thomas P. Rohlen, "The Mazda Turnaround" *Journal of Japanese Studies* Vol. 9, No. 2, Summer 1983, pp. 219-263. (online)

Lincoln, James R., Michael L. Gerlach, and Peggy Takahashi, "Keiretsu Networks in Japan: A Dyad Analysis of Intercorporate Ties" *American Sociological Review*, vol. 57 no. 5 October, 1992, pp. 561-585. (online)

Colignon, Richard A. and Chikako Usui, *Amakudari: The Hidden Fabric of Japan's Economy*. Cornell University Press, 2003. Ch. 2, pp. 29-56. (Laulima)

McConnell, David, "JET Lag: Studying a Multilevel Program over Time" in *Doing Fieldwork in Japan*, pp. 124-138.

Ono, Hiroshi, "Careers in Foreign-Owned Firms in Japan" *American Sociological Review*, April 2007, Vol. 72, pp. 267-290. (online)

February 28 Studying Work Environments

Questions: What do these studies tell us about the nature of work in large companies and bureaucracies in Japan? How does work commitment vary with the position of the worker? With the type of office or company? How do Ogasawara and Rohlen offer different perspectives on essentially the same kind of company? How do you do participant observation in a work setting? What kinds of questions and approaches enabled the authors to get beyond the common assumptions and see something different? What is the research (data) base for each of these articles, and how does that affect the analysis?

Readings:

Rohlen, Thomas, *For Harmony and Strength*. Berkeley: University of California Press, 1974. chapter 1, pp. 13-33, and chapter 4, pp. 93-120. (Laulima)

Ogasawara, Yuko, *Office Ladies and Salaried Men: Power, Gender, and Work in Japanese Companies*. Berkeley: University of California Press, 1998, chapter 2, pp. 44-69 and chapter 5, pp. 114-138. (Laulima)

Roberts, Glenda, "Bottom Up, Top Down and Sideways: Studying Corporations, Government Programs, and NPOs" in *Doing Fieldwork in Japan*, pp. 294-314.

Roberts, Glenda, "Careers and Commitment: Azumi's Blue-Collar Women" in Anne Imamura, ed., *Re-Imaging Japanese Women*. Stanford: Stanford University Press, 221-243. (Laulima)

Kurotani, Sawa, "Working Women of the Bubble Generation" in Kawano, Satsuki, Glenda S. Roberts and Susan Orpett Long, *Capturing Contemporary Japan: Differentiation and Uncertainty*. Honolulu: University of Hawaii Press, 2014, Ch. 3, pp. 83-104. (Laulima)

March 7 Studying Labor Organizations

Questions: How does research on women and temporary workers change the dominant view of work commitment in Japan? How do these studies of labor organization confront common assumptions? What kinds of questions and approaches enabled the authors to get beyond the common assumptions and see something different? What is the research (data) base for each of these articles, and how does that affect the analysis?

Ben-Ari, E., "Ritual, Strikes, Ceremonial Slowdowns: Some Thoughts on the Management of Conflict in Large Japanese Enterprises" in S.N. Eisenstadt and Eyal Ben-Ari, eds., *Japanese Models of Conflict Resolution* Kegan Paul, 1990. (Laulima)

Turner, Christena, "Becoming Unforgettable: Leveraging Law for Labor in Struggles for Employment Security" in Steinhoff, Patricia G., ed., *Going to Court to Change Japan*. Ann Arbor: University of Michigan Center for Japanese Studies series, 2014, ch.4. (Laulima)

Kojima, Shinji, "When Dismissal Becomes a Business Transaction: Analysis of the Processes and Consequences of *Haken-giri* under the Global Recession" *Contemporary Japan*. Vol 22 (Issue 1-2, Sept. 2010), pp. 23-45. (online)

Kojima, Shinji, "Why do Temp Workers Work So Hard?: Practical Sense and *Illusio* of Factory Work in Japan" *Sociological Quarterly* vol. 15 no. 2. (Laulima)

March 14 Studying Minorities

Questions: How and why has the status of Burakumin changed, and how does the research literature reflect these changes? Are there similar changes in other minority groups in Japan? Why don't all "minorities" benefit from the same kinds of legal and institutional changes in Japan? How do these authors relate reflexively to their fieldwork situation?

Readings:

Upham, Frank, "Instrumental Violence and the Struggle for Buraku Liberation" in Upham, *Law and Social Change in Postwar Japan*, ch. 3, pp. 78-123. (Laulima)

Bondy, Christopher, "Understanding Buraku Inequality: Improvements and Challenges" *Contemporary Japan*. Vol 22 (Issue 1-2, Sept. 2010), pp. 99-113. (online)

Roth, Joshua, "Responsibility and the Limits of Identification: Fieldwork among Japanese and Japanese Brazilian Workers in Japan" in *Doing Fieldwork in Japan*, pp. 335-351.

Takenaka, Ayumi, "How Ethnic Minorities Experience Social Mobility in Japan" in Hiroshi Ishida and David H. Slater, eds., *Social Class in Contemporary Japan: Structures, Sorting and Strategies*. London and New York: Routledge, 2010, ch. 9, pp. 221-238.

Rabson, Steve, "The Minority Experience in Japan" in *The Okinawan Diaspora in Japan: Crossing the Borders Within*. Honolulu: University of Hawaii Press, 2012, ch. 7 pp. 218-255. (Laulima)

March 21 Instructor out of town, no class

First Draft of Research Paper Due

March 28 Spring vacation, no class

April 4 Studying Popular Culture and Media

Questions: What do these examples tell us about how culture is produced, reproduced, and changed? How are one's senses and sensitivities employed in doing this kind of research? How can you study change with research subjects such as these? What theoretical perspectives underlie these studies? What difference does it make if your research subject has a fixed "site"? What other methods are used in these studies of popular culture?

Readings:

Kinsella, Sharon, *Adult Manga: Culture and Power in Contemporary Japanese Society*. Honolulu: University of Hawaii Press, 2000. Introduction and Chapter 4. (Laulima)

Krauss, Ellis, "Doing Media Research in Japan" in *Doing Fieldwork in Japan*, pp. 176-192.

Krauss, Ellis, "Portraying the State: NHK Television News and Politics" in Susan J. Pharr and Ellis S. Krauss, eds., *Media and Politics in Japan*. Honolulu: University of Hawaii Press, 1996, pp. 89-129. (Laulima)

White, Merry Isaacs, "Marketing the Bite-Size Family" *Perfectly Japanese: Making Families in an Era of Upheaval*. Berkeley: University of California Press, 2002, chapter 7. (Laulima)

Toivenen, Tuukka and Yuki Imoto, "Making Sense of Youth Problems" in Roger Goodman, Yuki Imoto, and Tuukka Toivenen, eds., *A Sociology of Japanese Youth: from Returnees to NEETs*. Nissan Institute Routledge Japanese Studies Series. London and New York: Routledge, 2012, pp. 1-29. (Laulima)

Kinsella, Sharon, "Narratives and Statistics: How Compensated dating (enjo kōsai) was sold" in Roger Goodman, Yuki Imoto, and Tuukka Toivenen, eds., *A Sociology of Japanese Youth: from Returnees to NEETs*. Nissan Institute Routledge Japanese Studies Series. London and New York: Routledge, 2012, ch. 3, pp. 54-80. (Laulima)

Goodman, Roger, "Shifting Landscapes: The Social Context of Youth Problems in an Aging Nation" in Roger Goodman, Yuki Imoto, and Tuukka Toivenen, eds., *A Sociology of Japanese Youth: from Returnees to NEETs*. Nissan Institute Routledge Japanese Studies Series. London and New York: Routledge, 2012, pp. 159-173. (Laulima)

April 11 Studying Social Movements, Civil Society, and Social Change

How, why, and when does the legal system become a focal point for conflict, resistance, and social change in Japan? How does the legal system become a convenient way to study social movements? What else goes on in social movements that does not directly involve the legal system?

Readings:

Steinhoff, Patricia G., "New Notes from the Underground: Doing Fieldwork Without a Site" in *Doing Fieldwork in Japan*, pp. 36-54.

Steinhoff, Patricia G., "No Helmets in Court, No T Shirts on Death Row: New Left Trial Support Groups" in Steinhoff, Patricia G., ed., *Going to Court to Change Japan*. Ann Arbor: University of Michigan Center for Japanese Studies series, 2014, ch. 1. (Laulima)

Avenell, Simon Andrew, "Civil Society and the New Civic Movements in Contemporary Japan: Convergence, Collaboration, and Transformation" *Journal of Japanese Studies*, Vol. 35 No. 2, Summer 2009. (online)

Steinhoff, Patricia G., "Finding Happiness in Japan's Invisible Civil Society" *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations* edited by Tim Tiefenbach, 2014. DOI: 10.1007/s11266-014-9534-2. (Laulima).

April 18 Studying the Criminal Justice System

Questions: How can we study a criminal justice system that limits access to outsiders? How do we get beyond the statistics to understand what is really going on? What is the role of fieldwork here?

Readings:

Johnson, David T. "Getting In and Getting Along in the Prosecutor's Office" in *Doing Fieldwork in Japan*, pp. 139-155.

Johnson, David T., "Confessions: *The Japanese Way of Justice*. New York and Oxford: Oxford University Press, 2002, pp. 243-275. (Laulima)

Steinhoff, Patricia G., "Pursuing the Japanese Police" *Law and Society Review* vol. 27 no. 4, 1993 pp. 827-850 (Laulima)

Steinhoff, Patricia G., "Mass Arrests, Sensational Crimes, and Stranded Children: Three Crises for Japanese New Left Activists' Families" in Akiko Hashimoto and John Traphagan, eds., *Japanese Families in a Global Age: Conflict and Change*. SUNY Press, 2008, ch. 5, pp. 77-110. (Laulima)

Steinhoff, Patricia G., "Shifting Boundaries in Japan's Criminal Justice System" in Takeda, Hiroko and Glenn D. Hook, *Decoding Boundaries in Postwar Japan: The Koizumi Administration and Beyond*. London and New York: Routledge, 2010. (Laulima)

April 25 Student presentations

May 2 Student presentations

Final Draft of Research Paper Due at beginning of class

May 9 Student presentations (make-up session)

Kokua Statement Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services

Plagiarism The following definition of plagiarism comes from the UH-Manoa 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 Hawai'i at Manoa Student Conduct Code (1992), p. 6