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)


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:


**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:


**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)

**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.


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:


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:


**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:


**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:


**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?


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:


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:


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.


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.


Steinhoff, Patricia G., “Pursuing the Japanese Police” Law and Society Review vol. 27 no. 4, 1993 pp. 827-850 (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