

Course Schedule 3rd Term 2018

◆ Japanese Society and Gender Issues (Undergraduate)

◆ Japanese Society and Gender Issues (Graduate)

Lecturer: Dr. Naomi Tsunematsu

Class Time: Thursday 5&6 (12:50-14:20), 7&8 (14:35-16:05)

Classroom: Education K203

Field Work
Active Learning

Schedule of the Course

- Class 1 Course Orientation Oct. 4
- Class 2 Feminist Theories and Women's Studies / Empowerment Theory Oct.4
- Class 3 Japanese Women in Higher Education and Workplace Oct. 11
- Class 4 Local Society in Japan and City Council in Japan [Guest Speaker] Oct. 11
- Class 5 *Ie* (household) System and Discrimination against *kongaishi* Oct.18
- Class 6 International Marriage: Historical Change & Actual Cases Oct.18
- Class 7 How to Write a Research Paper Oct.25
- Class 8 **Child Abuse, Domestic Violence, and Poverty [Guest Speaker]** Oct. 25
- Class 9&10 **Field Trip No.1: Study Tour of Local Industry, SATAKE Corporation ***
Theme: "Analysis of Gender Roles and Gender Equality" Nov.1
- Class 11 **[Joint Study, SSH] Social & Science Issues: Research Presentation** Nov.8
*Presentation by High School Students on Social and Science Issues
- Class 12 **[Joint Study, SSH] Group Presentation No.1**
*Theme: Gender Equality in Various Spheres - Work, Household, Local Society,
Education in Japan Nov.8
- Class 13&14 **Field Trip No.2: Visit to High School Affiliated with Hiroshima University**
*Theme: "Hidden Curriculum in Schools" Nov.15
- Class 15 **Group Presentation No.2**
*Theme: School and Gender in Japan - Hidden Curriculum in Schools and
Gender Expectations Nov.22
- *Final Paper is to be submitted by November 29.**

**** The listed articles will be distributed in the class or the site will be announced.**

Week 1 Course Orientation (Oct. 4)

**Detailed Syllabus will be distributed and course content will be explained.

Week 2 Feminist Theories and Women's Studies / Empowerment Theory (Oct.4)

Key Points

- Various feminist theories
- Women's Studies : New perspectives and framework in academic studies
- Empowerment Theory

Selected Readings:

1. Ruth, Sheila, “An Introduction to Women’s Studies”, *Issues in Feminism: An Introduction to Women’s Studies*, Mountain View, California, London, and Toronto: Mayfield Publishing Company, 1990, pp.1-16.
2. Liddle, NJoanna, and Sachiko Nakajima, “Chapter 1 – Women’s Movement”, *Rising Suns, Rising Daughters: Gender Class and Power in Japan*, London & New York: Zed Books, 2000, pp.7-16.

***Group members for Group Work (Presentation) is to be announced.**

Week 3 Japanese Women in Higher Education and Workplace (Oct.11)

Key Points

- Women in Higher Education : Students and Employees Power Point
- International Comparison
- The Act on Promotion of Women’s Participation and Advancement in the Workplace 女性活躍推進法 (じょせいかつやくすいしんほう)
- Hiroshima University Action Plan 広島大学アクションプラン

Selected Readings:

1. Ehara, Yumiko (2013). “Chapter 7- Japanese Feminist Social Theory and Gender Equality.” In Anthony Elliott, Masataka Katagiri, and Atsushi Sawai, eds. *Routledge Companion to Contemporary Japanese Social Theory: From Individualization to Globalization in Japan Today*. London and New York: Routledge, pp.162-175.
1. Park, Hynjoon & Lee, Yeon-Jin (2013). “Chapter 9 – Growing Education Inequality in Japan During the 2000s.” *Japanese Education in an Era of Globalization: Culture, Politics, and Equity*. New York: Teacher College Press, pp.131-146.

Week 4 Local Society and City Council in Japan [Guest Speaker] (Oct.11)

*** City councilor will be invited. 市議会議員を招聘**

Key Points

- Local Community Structure and Women’s Association
- Work of City Council and its Relationship to Local Society Power Point
- Community, Aging, and Women’s Roles

Hint: Work Sheet (To be Distributed)

Selected Readings:

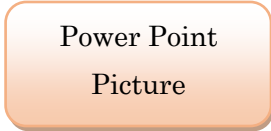
1. Hendry, Joy (2013). “Chapter 3 – Socialization and Classification.” *Understanding Japanese Society*, 4th ed. London & New York: Routledge, pp.41-56
2. Hendry, Joy (2013). “Chapter 4 – Community and Neighborhood.” *Understanding Japanese Society*, 4th ed. London & New York: Routledge, pp.57-73.

- Long, Susan Orpett (2011). "Tension, Dependency, and Sacrifice in the Relationship of an Elderly Couple." In Matsumoto, Yoshiko, *Faces of Aging: The Lived Experiences of the Elderly in Japan*. Stanford, California: Stanford University Press, pp.60-86.

Week 5 *Ie* (household) System and Discrimination against *kongaishi* (Oct.18)

Key Points

- Household system and woman's position いえせいど 家制度とは？
- *Koseki* (family registration) and individuality こせき 戸籍
- Legitimate marriage and 'de facto relationship' (じじつこん 事実婚)
- Discrimination against children outside marriage (*kongaishi sabetsu*)



Selected Readings:

- Hendry, Joy (2013). "The House and Family System" (Chapter 2). *Understanding Japanese Society*, 4th ed. London & New York: Routledge, pp.23-40.
- Liddle, Joanna and Sachiko Nakajima (2000). "Creating a New Japanese Womanhood" (Chapter 4). *Rising Suns, Rising Daughters: Gender, Class and Power in Japan*. London & New York: Zed Books, 2000, pp.40-49.

Week 6 International Marriage: Historical Change & Actual Cases (Oct.18)

Key Points

- Hague Convention じょうやく ハーグ条約
- International Marriage: Actual Cases on Japanese Spouse
- Historical perspective on international marriage



Selected Readings:

- Kamiya Hiroo and Lee Chul Woo (2009). "International Marriage Migrants to Rural Areas in South Korea and Japan: A Comparative Analysis," *Geographical Review of Japan Series B* 81 (1): 60-67.
https://www.jstage.jst.go.jp/article/geogrevjapanb/81/1/81_1_60/pdf
- Suzuki, Nobue (2010). "Outlawed Children: Japanese Filipino Children, Legal Defiance and Ambivalent Citizenships", *Pacific Affairs*, Vol. 83, March (2010), pp.31-50.
https://www.academia.edu/295645/Outlawed_Children_Japanese_Filipino_Children_Legal_Defiance_and_Ambivalent_Citizenship?auto=download

Week 7 How to Write a Research Paper (Oct.25)

Key Points

- Structure of Paper: Academic Writing
- How to Cite and Reference



- Importance of Sources - Plagiarism

Selected Readings:

1. Stephen Bailey, *Academic Writing : A Handbook for International Students*, 2015

Week 8 Child Abuse, Domestic Violence, and Poverty [Guest Speaker] (Oct.25)

Key Points

- Definition of Child Abuse: Physical and Verbal
- Linkage of Domestic Violence and Child Abuse
- Support Network of Local City Office

Power Point

Hint: Work Sheet (To be Distributed)

Selected Readings:

1. Wada, Ichiro and Igarashi, Ataru. “The Social Cost of Child Abuse in Japan”, *Children and Youth Services Review* 46 (2014): 72-77.
https://www.researchgate.net/publication/264899880_The_social_costs_of_child_abuse_in_Japan
2. Igarashi, Hiromi, et al. “Effects of Child Abuse History on Borderline Personality Traits, Negative Life Events, and Depression: A Study among a University Student Population in Japan”, *Psychiatry Research*, Vol.180 (2010): 120-125.
<http://www.institute-of-mental-health.jp/thesis/pdf/thesis-01/thesis-01-04.pdf>

***Work Sheet (Hint for Observation)** for the Field Work next week is to be distributed.

Week 9&10 Field Work No.1: Study Tour of Local Industry, SATAKE Corporation

*** Theme: “Analysis of Gender Roles and Gender Equality” (Nov.1)**

Key Points

- Expected Gender Roles within a Company
- Divisions of Roles – Hierarchy and Positions / Ratio
- Language Usage / Dress Code

[Assignment 1: Work Sheet]

- Work Sheet will be provided beforehand. **Work Sheet** is to be submitted in the next class.
- Please use the legitimate sources and data to support your arguments.

Selected Readings:

1. Estevez-Abe, Margarita (2013). “An International comparison of Gender Equality: Why Is the Japanese Gender Gap So Persistent?” *Japan Labor Review*, Vol.10, No.2, Spring (2013): 82-100.

http://eforum.jil.go.jp/english/JLR/documents/2013/JLR38_estevez-abe.pdf#search=%27International+Comparison+of+Gender+Equality+Why+is+the+Japanese+Gender+Gap%27

2. Sugimoto, Yoshio (2014). "Chapter 6 - Gender Stratification and the Family System." *An Introduction to Japanese Society, 4th edition*. Cambridge, New York, Melbourne, Madrid, Cape Town: Cambridge University Press: Cambridge University Press, pp.163-195.
3. Hendry, Joy (2013). "Chapter 9 – Opportunities for Working Life." *Understanding Japanese Society, 4th ed.* London & New York: Routledge, pp.152-168.

*For the information of Satake Corporation, please refer to the following sites.

<https://satake-group.com/>

https://www.youtube.com/channel/UC6p6XN_vQzMDbbHmaRt3L3w

Week 11 [Joint Study, SSH] Social and Science Issues: Research Presentation (Nov.8)

*** This is a joint session with high school students.**

*Presentation is conducted by high school students (Super Science High School Project, High School Affiliated with Hiroshima Univ.) [広島大学附属高校] on social and science issues.

Key Points

Power Point

- Social and Science Issues – High School Students' Analysis & Presentation
- Gender and Knowledge Construction
- Joint Discussion

Hint: Work Sheet (To be Distributed) – Examination of Presentations

Selected Readings:

1. Sugimoto, Yoshio (2014). "Chapter 5 – Diversity and Unity in Education." *An Introduction to Japanese Society, 4th ed.* Cambridge, New York, Melbourne, Madrid, Cape Town: Cambridge University Press, pp.126-162.
2. Hendry, Joy (2013). "Chapter 5 – The Education system." *Understanding Japanese Society, 4th ed.* London & New York: Routledge, pp.74-90.

Week 12 [Joint Study, SSH] Group Presentation No.1: (Nov.8)

* This is a joint session with high school students.

*** Theme: Gender Equality in Various Spheres - Work, Household, Local Society, Education in Japan**

*** Each group (International Students) is required to conduct a presentation.**

Key Points

Power Point

- Select the Theme from Covered Topics
- Incorporate Your Field Trips
- Joint Discussion

Hint: Work Sheet (To be Distributed) – Examination of Presentations

Selected Readings:

1. Aspinall, Robert (2014). Violence in Schools: Tensions between “the individual and “the group” in the Japanese education system. In Kingston, Jeff, *Critical Issues in Contemporary Japan*. London & New York: Routledge, pp.235-245.
2. Allison, Anne (2013). “Pain of Life” (Chapter 1). *Precarious Japan*. Durham & London: Duke University Press, pp.1-20.

[Assignment 2: Power Point File of Group Presentation No.1]

*Please email the Power Point file as attachment by the next class.

*Please refer to legitimate information and data according to the appropriate source. Please incorporate your research into your group presentation (This is an academic presentation).

***Work Sheet (Hint for Observation)** for the Field Work next week is to be distributed.

Week 13&14 **Field Trip No.2: Visit to High School Affiliated with Hiroshima University**

***Theme: “Hidden Curriculum in Schools” (Nov.15)**

Key Points

- (1) All the students will visit the High school affiliated with Hiroshima University (広島大学 附属高校) . * Bus will be chartered.
- (2) HUSA Program Students are invited to attend **“the International Exchange with Nisshokan High School” for international exchange and home stay. You can also incorporate your examination of gender roles and expectations in the school in the presentation in the following week.**
- (3) *** Handouts: Seminar Schedule, Work Sheet, Discussion Questions**

[Assignment No.3: Work Sheet]

- Work Sheet will be provided beforehand. **Work Sheet** is to be submitted in the next class: Hint for Observation
- Please use the legitimate sources and data to support your arguments.

Selected Readings:

1. Bjork, Christopher and Fukuzawa, Rebecca (2013). School guidance in Japanese middle schools: Balancing the old and new amidst social change (Chap.4). (same as above), pp.47-66.
2. “Feminist Epistemology and Philosophy of Science”, *Stanford Encyclopedia of Philosophy*. First published Aug.9, 2000; substantive revision Aug.5, 2015.
<https://seop.illc.uva.nl/entries/feminism-epistemology/>

*** Theme: School and Gender in Japan - Hidden Curriculum in Schools and Gender Expectations**

*** Each group is required to conduct a presentation on school and gender in Japan.**

Key Points

- Hidden curriculum in schools
- Gender roles and expectations : Teachers, peers, home
- Please incorporate the joint study session and field trip.

[Assignment 4: Power Point File of Group Presentation No.2]

*Please email the Power Point file as attachment by the next class.

*Please refer to legitimate information and data according to the appropriate source. Please incorporate your research into your group presentation (This is an academic presentation).

***Final Paper is to be submitted by November 29.**