

## Course Schedule 3<sup>rd</sup> Term 2021

◆ 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

Online/Onsite

Field Work

### Schedule of the Course Thursday 5&6 (12:50-14:20), 7&8 (14:35-16:05)

Class 1	Course Orientation / Ice Breaking: Group Work No.1	Oct. 7
Class 2	Diversity & Inclusion / Doing Project Work / Japan and Cultural Dimensions/ Team Building: Group Work No.2	Oct.7
Class 3	Feminist Theories and Women's Studies/ Team Building: Group Work No.3	Oct. 14
Class 4	Child Abuse, Domestic Violence, and Poverty [Guest Speaker]	Oct. 14
Class 5	ie (household) System / Parental Right and Child Custody / International Marriage	Oct. 21
Class 6	Field Study No.1 COVID-19 & High School Operation [Guest Speaker]	Oct. 21
Class 7	Group Presentation No.1: University & Gender Policies	Oct.28
Class 8	Field Study No.2:Local Industry, SATAKE Corporation [Guest Speaker]	Oct.28
Class 9	Field Study No.3: International Exchange by Nisshokan High School	Nov. 4
Class 10	Work and Gender in Postwar Period in Japan	Nov.4
Class 11	Japanese Women in Higher Education and Workplace/ Team Building: Group Work No.4	Nov.11
Class 12	Group Presentation No.2: Workplace and Gender Issues	Nov.11
Class 13	Discussion about "Proposal to University"	Nov.18
Class 14	How to Write a Research Paper & Academic Work	Nov.18
Class 15	Presentation No.3: Proposal to University - Diversity & Inclusion	Nov.25

**\*Proposal and Final Paper is to be submitted by November 30 via TEAMS.**

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

Class 1 Course Orientation / Ice Breaking: Group Work No.1 (Oct. 7)

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

### Key Points

- Detailed explanation of the course
- Ice Breaking Activity: Getting to know each other

### Selected Readings:

1. Robertson, Quinetta, "Disentangling the Meanings of Diversity and Inclusion in Organizations," Group & Organization Management, Vol. 31 No. 2, April 2006, pp.212-236. <https://www.armydiversity.army.mil/document/Disentangling.pdf>

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

**Class 2** Diversity & Inclusion/ Doing Project Work / Japan and Cultural Dimensions/

Team Building: Group Work No.2 (Oct.7)

**Key Points**

- Diversity and Inclusion: Definition and Issues
- Cooperative Learning & Experiential Learning
- Working as a Team
- Connecting Theories & Actual Life
- Dimensions of national culture and Japan – Hofstede’s theory

**Class 3** Feminist Theories and Women’s Studies/Team Building: Group Work No.3 (Oct. 14)

**Key Points**

- Various feminist theories
- Women’s Studies: New perspectives and framework in academic studies

**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.
2. 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.
3. “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/www.thelancet.com>

**Week 4** Child Abuse, Domestic Violence, and Poverty [Guest Speaker] (Oct.14)

**Key Points**

- Definition of Child Abuse: Physical and Verbal
- Domestic Violence and Child Abuse
- Support Network of Local City Office
- Poverty in Japanese Society

Power Point

**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](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>

### [Assignment: Work Sheet]

\*Work Sheet is to be distributed in the class.

**\*Work Sheet is for you to organize your thought. You do NOT submit it.**

## Class 5 ie (household) System / Parental Right and Child Custody / International Marriage (Oct. 21)

### Key Points

- Household system and woman's position 家制度 (いえせいど) とは？
- *Koseki* (family registration) and individuality 戸籍 (こせき)
- Legitimate marriage and 'de facto relationship' (事実婚) (じじつこん)
- Discrimination against children outside marriage (*kongaishi sabetsu*)
- Hague Convention ハーグ条約(じょうやく)

### Selected Readings:

1. 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.
2. 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](https://www.jstage.jst.go.jp/article/geogrevjapanb/81/1/81_1_60/pdf)
3. 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](https://www.academia.edu/295645/Outlawed_Children_Japanese_Filipino_Children_Legal_Defiance_and_Ambivalent_Citizenship?auto=download)

## Class 6 Field Study No.1 COVID-19 & High School Operation [Guest Speaker] (Oct.21) High School Affiliated with Hiroshima University

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

### Key Points

- Hidden curriculum in schools
- Gender role expectations : Teachers, peers, home

- (1) Visit to High school affiliated with Hiroshima University (広島大学付属高校, ひろしまだいがくふぞくこうこう) . [2021 Fall: Online]

### Selected Readings:

1. Hendry, Joy (2013). “Chapter 5 – The Education system.” *Understanding Japanese Society*, 4<sup>th</sup> ed. London & New York: Routledge, pp.74-90.

2. 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.

**Work Sheet: Schedule, Work Sheet, Discussion Questions [2021 Fall: Work Sheet Only]**

**[Assignment: Work Sheet]**

\*Work Sheet is to be distributed in the class.

**\*Work Sheet is for you to organize your thought. You do NOT submit it.**

Class 7 **Group Presentation No.1** : University & Gender Policies Oct. 28

**\* Each group is to conduct a presentation (Presentation: 7 minutes, Q&A: 3 minutes).**

**Please select either 1) or 2).**

1) Examine the difference between Japan and other country (countries) regarding “university and gender policies”. Please report the university gender policies of members’ home universities.

2) Examine the difference between Japan and other country (countries) regarding “school education and gender”. You can cover either one of elementary school, junior high school, or high school. It can be examined from the perspective of government’s educational policy, hidden curriculum, PTA, extra-curricular activities, etc.

\* If possible, please incorporate issues related to Covid-19 and gender issues.

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

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

\*Please refer to legitimate sources and data to support your arguments.

\*Please incorporate your research into your group presentation.

Class 8 **Field Study No.2: Local Industry, SATAKE Corporation. [Guest Speaker]**

**(Oct.28)**

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

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

**[https://www.youtube.com/channel/UC6p6XN\\_vQzMDbbHmaRt3L3w](https://www.youtube.com/channel/UC6p6XN_vQzMDbbHmaRt3L3w)**

**Key Points**

- Company Management
- Divisions of Roles – Hierarchy and Positions
- Language Usage / Dress Code

**Selected Readings:**

1. 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.
2. Hendry, Joy (2013). “Chapter 9 – Opportunities for Working Life.” *Understanding*

*Japanese Society*, 4<sup>th</sup> ed. London & New York: Routledge, pp.152-168.

**[Assignment: Work Sheet]**

\*Work Sheet is to be distributed in the class.

**\*Work Sheet is for you to organize your thought. You do NOT submit it.**

**Class 9 Field Study No.3: International Exchange by Nisshokan High School Nov.4**

\* Theme: Gender in School, Home, and Local Community

**Key Points [2021 Fall Online]**

(1) **“International Exchange with Nisshokan High School” is planned.**

(2) Students who do not attend the event above are required to find an opportunity to observe family life or community life in Japan by themselves (e.g. Visit to local schools, or home stay arranged by local administration, etc.)

**(3) Handouts: Schedule, Work Sheet, Discussion Questions.**

**Selected Readings:**

1. Hendry, Joy (2013). “The House and Family System” (Chapter 2). *Understanding Japanese Society*, 4<sup>th</sup> ed. London & New York: Routledge, pp.23-40.
2. Allison, Anne (2013). “Pain of Life” (Chapter 1). *Precarious Japan*. Durham & London: Duke University Press, pp.1-20.
3. Sugimoto, Yoshio (2014). “Chapter 5 – Diversity and Unity in Education.” *An Introduction to Japanese Society*, 4<sup>th</sup> ed. Cambridge, New York, Melbourne, Madrid, Cape Town: Cambridge University Press, pp.126-162.

**[Assignment: Work Sheet]**

\*Work Sheet is to be distributed in the class.

**\*Work Sheet is for you to organize your thought. You do NOT submit it.**

**Class 10 Work and Gender in Postwar Period in Japan (Nov.4)**

**Key Points**

- Equal Employment Opportunity Law (EEOL)
- Labor Standard Law
- International Decade of Women

**Selected Readings:**

3. 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. [internet site]
1. Sonia K Kang, Sarah Kaplan, “Working toward gender diversity and inclusion in medicine: myths and solutions,” *Lancet*, Vol.393, February 9, 2019 (pp.579-586).
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.

Class 11 Japanese Women in Higher Education and Workplace/

Team Building: Group Work No.4

(Nov.11)

**Key Points**

- Women in Higher Education: Students and Employees
- 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

Power Point

**Selected Readings:**

2. 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.
3. 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.

Class 12 Group Presentation No.2: Workplace and Gender Issues

Nov.11

- \* **Each group is to conduct a presentation (Presentation: 7 minutes, Q&A: 3 minutes).**
- \* Examine the difference between Japan and other country (countries) regarding "workplace and gender issues". Please report gender issues in workplace in member's home countries.
- \* It can be examined from the perspective of **government's gender equality policies in workplace, work and family life balance, women's leadership, gender role divisions in workplaces, etc.**
- \* If possible, please incorporate issues related to Covid-19.

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

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

\*Please refer to legitimate sources and data to support your arguments.

\*Please incorporate your research into your group presentation.

Class 13 Discussion about "Proposal to University"

(Nov.18)

- Discuss each group's "Proposal to University" and prepare for the final presentation.

Class 14 How to Write a Research Paper & Academic Work

(Nov.18)

\*Please apply the legitimate presentation of ideas, including citations and referencing in your presentations and paper.

**Key Points**

- Structure of Paper: Academic Writing

Power Point

- How to Cite and Reference
- Importance of Sources - Plagiarism

### **Selected Readings:**

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

### **Class 15 Presentation No.3: Proposal to University - Diversity & Inclusion Nov.25**

- \* **Each group is to conduct a presentation (Presentation: 7 minutes, Q&A: 3 minutes).**
- \* **Present a proposal to Hiroshima University for “Diversity & Inclusion.”**
- \* Theme can be university policy, women’s leadership, gender role divisions in university, improvement of the current situation of diversity and inclusion, etc.
- \* If possible, please incorporate issues related to Covid-19.

### **[Assignment: Power Point File of Group Presentation No.3]**

**\*Proposal Format is provided.**

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

\*Please refer to legitimate sources and data to support your arguments.

\*Please incorporate your research into your group presentation.

**\*Final Paper is to be submitted by November 30 via TEAMS.**