

## Course Schedule 3<sup>rd</sup> Term 2024

- ◆ Japanese Society and Gender Issues (Undergraduate) [8B501401]
- ◆ Japanese Society and Gender Issues (Graduate) [8B601001]

Lecturer: Dr. Naomi Tsunematsu

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

Classroom: Education K203

Face-to-Face

Field Work

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

Class 1 Course Orientation / <b>Ice Breaking: Group Work</b>	Oct. 3
Class 2 Diversity & Inclusion / Doing Project Work / Japan and Cultural Dimensions/ <b>Team Building: Group Work</b>	Oct.3
Class 3 Feminist Theories and Women's Studies/ <b>Team Building: Group Work</b>	Oct. 10
Class 4 <i>International Marriage</i> / Parental Right and Child Custody	Oct. 10
Class 5 <b>Field Study No.1 : Local Industry, SATAKE Corporation</b>	<b>Oct. 17</b>
Class 6 <b>Field Study No.1 : Local Industry, SATAKE Corporation</b>	<b>Oct.17</b>
Class 7 Work and Gender in Postwar Period in Japan/ <b>Team Building: Group Work</b>	Oct.24
Class 8 <b>Group Presentation No.1: Workplace and Gender Issues</b>	Oct.24
Class 9 <b>Child Abuse, Domestic Violence, and Poverty [Guest Speaker]</b>	Oct.31
<b>* No Class on November 7 [Substitution Day for Monday classes]</b>	
Class 10 <b>High School and Local Society [Guest Speaker] / Ie (household) System</b>	Oct.31
Class 11 <b>Field Study No.2: Field Trip to Nisshokan High School</b>	Nov. 9 (Sat)
Class 12 <b>Field Study No.2: Field Trip to Nisshokan High School</b>	Nov. 9 (Sat)
<b>*Group Presentation No.2: Education &amp; Gender Policies</b>	
Class 13 Japanese Women in Higher Education and Workplace/ <b>Discussion about "Proposal to University"</b>	Nov.14
Class 14 How to Write a Research Paper & Academic Work	Nov. 14
Class 15 <b>Presentation No.3: Proposal to University - Diversity &amp; Inclusion</b>	Nov.21

Class 1 Course Orientation / **Ice Breaking: Group Work** (Oct. 3)

#### Key Points

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

Class 2 Diversity & Inclusion/ Doing Project Work / Japan and Cultural Dimensions/  
**Team Building: Group Work** (Oct.3)

#### Key Points

- Diversity and Inclusion: Definition and Issues
- Cooperative Learning & Experiential Learning

- Connecting Theories & Practice
- Dimensions of national culture and Japan – Hofstede’s theory

### **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 3** Feminist Theories and Women’s Studies/ **Team Building: Group Work** (Oct. 10)

### **Key Points**

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

### **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.

**Class 4** International Marriage / Parental Right and Child Custody (Oct. 10)

### **Key Points**

- International marriage and nationality
- Hague Convention ハーグ条約(じょうやく) and International marriage

### **Selected Readings:**

1. 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)
2. Suzuki, Nobue (2010). “Outlawed Children: Japanese Filipino Children, Legal Defiance and Ambivalent Citizenships”, *Pacific Affairs*, Vol. 83, March (2010), pp.31-50.  
<https://www.jstor.org/stable/25698395>

**Class 5** **Field Study No.1: Local Industry, SATAKE Corporation.** (Oct.17) 12:50-14:20

**Class 6** **Field Study No.1: Local Industry, SATAKE Corporation.** (Oct.17) 14:35-16:05

\*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
- Gender Roles, Regulations

### 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 submitted via TEAMS.

Class 7 Work and Gender in Postwar Period in Japan / Team Building: Group Work

(Oct. 24)

### Key Points

- Equal Employment Opportunity Law (EEOL)
- Economic Development

### Selected Readings:

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.
3. 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.

Class 8 **Group Presentation No.1: Workplace and Gender Issues**

**Oct.24**

- \* **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.**

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

\*Please submit the Power Point file via the MOODLE by the next class.

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

\*Please incorporate your research into your group presentation.

**Week 9** **Child Abuse, Domestic Violence, and Poverty [Guest Speaker]** **Oct.31**

**Key Points**

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

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. King, Michael Rivera. (2020). *Child Guidance Centres in Japan: Alternative Care, Social Work, and the Family* (Nissan Institute / Routledge Japanese Studies).

**[Assignment: Work Sheet]**

\*Work Sheet is to be submitted via TEAMS.

**\*No Class on November 7 [Substitution Day for Monday classes]**

**Class 10** **High School and Local Society [Guest Speaker]/ Ie (household) System (Oct.31)**

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

**Key Points**

- Hidden Curriculum in Schools
- Gender Roles: Teachers, Peers, Local Society
- Household System and Woman’s Position 家制度 (いえせいど)
- *Koseki* (Family Registration) and Individuality 戸籍 (こせき)

Power Point

**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. Okuda, Nobuko, and Tetsuhiko Taka, eds. (2019). *Gender and Family in Japan* (Monograph Series of the Socio-Economic History Society, Japan).
3. White, Linda. (2018). *Gender and Koseki in Contemporary Japan: Surname, Power, and Privilege* (Routledge Contemporary Japan Series).

**[Assignment: Work Sheet]**

\*Work Sheet is to be submitted via TEAMS.

**Class 11&12** **Field Study No.2: Field Trip to Nisshokan High School** **Nov.9 (Saturday)**

## **Group Presentation No.2 : Education & Gender Policies**

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

**\*IMPORTANT:** This is ONE DAY Field Trip. Bus will be chartered.

\*Departure Time: **9:00 AM (8:45 at Ikenoue Dormitory)** Arrival Time in High School : 10:30

\*Please observe *Gender Issues in local school*.

### **Key Points**

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

(2) Students who cannot attend the fieldwork above are required to find an opportunity to observe school 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**

### **[Assignment: Work Sheet]**

\*Work Sheet is to be submitted via TEAMS.

## **<Group Presentation No.2 : Education & Gender Policies>**

\* **Each group is to conduct a presentation (Presentation: 7 minutes, Q&A: 3 minutes).**  
Time can be slightly changed, depending on the group arrangement.

**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.

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

\*Please submit the Power Point file via the MOODLE 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 Japanese Women in Higher Education and Workplace /

Discussion about “Proposal to University”

(Nov.14)

### **Key Points**

● Gender in Higher Education in Japan and International Comparison

### **Selected Readings:**

1. 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.

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

Class 14 How to Write a Research Paper & Academic Work (Nov.14)

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

### Key Points

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

Power Point

### Selected Readings:

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

Class 15 **Presentation No.3: Proposal to University - Diversity & Inclusion** Nov.21

- \* **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.

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

**\*Proposal Format is provided.**

\*Please submit the Power Point file via the MOODLE 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 28, 2024 via MOODLE.**