**Japanese Society and Culture**

**Fall 2022 Tuesday 10:00 AM-12:50 PM**

**140-1 #102**

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**Class Description and Objectives**

This seminar aims to understand sociocultural (trans)formations of Post-war Japanese society by referring to historical, anthropological, and sociological literatures. Its reading materials will cover the (trans)formations from the Occupation Period (1945-1952) to the 21st century by examining various themes such as family, education, and work, subcultures, sexual minorities, youth, aging society, the ultra-right, and finally post-3/11 Japan. In so doing, this seminar will prepare graduate students to have a general understanding on contemporary Japan and further develop their own research topics in Japanese (and, hopefully, East Asian) studies.

**Reading Materials**

The class materials include book chapters and journal articles. All the materials will be electronically provided on the ETL, https://etl.snu.ac.kr/.

**Course Requirement and Grading**

This seminar consists of discussion as well as the instructor’s lectures and students’ presentations. We may find our class productive only when we are all thoroughly engaged with readings. Therefore, **all the members of this seminar** including the instructor **must read all the assigned readings** in each week and be prepared to participate in discussion.

**Presentation and Discussion questions**

To facilitate your engagement with the readings and your participation in the class, you are required to make a presentation once during the semester and submit discussion questions every week.

**Presentation**

Everyone should make **a ten-minute-long presentation** on one of the readings, which I highlight in the class schedule, **once during the semester**. As a presenter, you summarize the main idea of the article for which you sign up and upload your presentation file (ppt or pdf) on the ETL **by 2 PM on Monday**.

You do not have to summarize every detail in the articles. It is good enough to remind us of important substances and main arguments in the articles.

**Discussion Questions**

Except for presenter(s) in each week, everyone is required to submit **discussion question(s)** about the readings on the ETL **by 2 PM on Monday every week**. You may ask questions about something that you cannot fully understand in the readings. However, it would be better if you raise questions which may help us to critically examine main arguments of the readings. If necessary, you can **elaborate on the reasons you raise those questions**.

You do not have to summarize the whole readings. You do not need to address all the texts in your response, either. **The number of your question(s) does not matter at all.** By reviewing your questions, I will evaluate how much you are engaged in the readings.

**Grading**

Your grade will be given by evaluating your discussion questions, presentation, participation in class discussion as well as midterm.

Discussion questions 5 points ⅹ 13 = 65

Presentation 5 points ⅹ 1 = 5

Midterm 10 points ⅹ 1 = 10

Participation 20

**The midterm will be an open-book exam** in which you can use your notes as well as presentations of the instructor and class members. It will not be a multiple-choice test. Instead, you are required to write **a short essay** on given question(s) or topic(s) in one or two hours.

**In this semester, attendance is not counted**. Though the covid 19 pandemic is still going on, we are not allowed to have online classes for some exceptions. Then, please feel free to skip our class if you feel, even slightly, sick. You do not have to inform me of why you miss our class.

**Class Format**

**The instructor** will give a lecture for about 40 minutes and share some interesting discussion questions which you submit.

Then **one or two presenters** will make a summary on one of the highlighted articles for which they sign up. Each presentation may take about 10 minutes or so.

After taking a short break, we will hold a **discussion session**. During the discussion session, three or four students form **a small group** and have a discussion **for 15 minutes**. During the small group discussion, you may discuss the questions that the instructor picks up from your response. Or you can share your own questions and try to find an answer to them with your group members. Then we move toward having a discussion in which all members participate. You can share what you discussed in your small groups with other classmates. You also feel free to bring other questions to the class.

Participation in the discussion session does not necessarily mean that you should speak up as much as you can. Instead, **listening carefully and respectfully to classmates’ words** and (sometimes) responding to them can be a way of actively participating in the discussion. It is important **to respect your classmates** throughout the seminar rather than speaking up.

**Class Schedule**

**1st week September 6 Overview of the Seminar**

**2nd week September 13 Occupation and its Legacies**

Gordon, Andrew. 2019. “Occupied Japan.” *A Modern History of Japan*. Pp. 232-251.

Lee, Yung-jin. 2015. “Postwar Japan and the Politics of Mourning: The Meaning and the Limits of War Experiences.” *Seoul Journal of Japanese Studies* 1: 89-113.

Jung, Ji Hee. 2018. “Seductive alienation: The American way of life rearticulated in occupied Japan.” *Asian Studies Review* 42(3): 498-516.

Jung, Ji Hee. 2021. “Saving Homeless Children of War, Making Citizens for ‘Peace’: The politics of post-war rehabilitation in US-occupied Japan and beyond.” *Modern Asian Studies* 55(3): 801-832.

**3rd week September 20 Formations of Social Contracts**

Gordon, Andrew. 2019. “Economic and Social Transformations,” “Political Struggles and Settlements of the High-Growth Era,” “Global Power in a Polarized World.” *A Modern History of Japan*. Pp. 253-321.

Steinhoff, Patricia G. 1996. “Three Women Who Loved the Left: Radical Woman Leaders in the Japanese Red Army Movement.” Anne. E. Imamura ed., *Re-imaging Japanese women.* London: University of California Press. Pp. 301-323.

**4th week September 27 Lost Decades and Beyond**

Gordon, Andrew. 2019. “Japan’s Lost Decades” “Shock, Disaster, and the End of the Heisei Era.” *A Modern History of Japan*. Pp. 322-375.

Grinshpun, Helena. 2022. “Crafting a new home: shared living and intimacy in contemporary Japan.” *Japan Forum*. DOI: 10.1080/09555803.2022.2109055.

**5th week October 4: Salaryman and Others**

Dasgupta, Romit. 2017. “Articulations of salaryman masculinity in Shôwa and Post-Shôwa Japan.” *Asia Pacific Perspectives* 15(1): 36-54.

Cook, Emma E. 2013. “Expectations of failure: Maturity and masculinity for freeters in contemporary Japan.” *Social Science Japan Journal* 16(1): 29-43.

Smith, Colin S. 2018. “The precarious and the transitional: labor casualization and youth in post-bubble Japan.” *Children’s Geographies* 16(1): 80-91.

Ho, Swee-Lin. 2015. “License to drink: White-collar female workers and Japan’s urban night space.” *Ethnography* 16(1): 25-50.

**6th week October 11 Schooling: Divided Life Paths**

Honda, Yuki. 2004. “The formation and transformation of the Japanese system of transition from school to work.” *Social Science Japan Journal* 7(1): 103-115.

Galan, Christian. 2018. “From youth to non-adulthood in Japan: the role of education.” Patrick Heinrich and Christian Galan eds. *Being Young in Super-Aging Japan*. Routledge. Pp. 32-50.

Entrich, Steve R. 2015. “The decision for shadow education in Japan: Students’ choice or parents’ pressure?.” *Social Science Japan Journal* 18(2): 193-216.

Sakai, Akira. 2010. “Educational selection, career decisions, and school support: the case of an urban commercial high school.” *Challenges to Japanese Education: Economics, Reform, and Human Rights*. New York: Teachers College. Pp. 87-106.

**7th week October 18 Mid-term exam**

**8th week October 25 ‘Japanese’ Family: Parenthood, Fatherhood, and Family Law**

Goldfarb, Kathryn E. 2021. “Parental Rights and the Temporality of Attachment: Law, Kinship, and Child Welfare in Japan.” positions 29(3): 469-493.

Alexy, Allison. 2021. “Children and Law in the Shadows: Legal Ideologies and Personal Strategies in Response to Parental Abductions in Japan.” *positions* 29(3): 523-549.

Goldstein‐Gidoni, Ofra. 2019. “‘Working fathers’ in Japan: Leading a change in gender relations?.” *Gender, Work & Organization* 27(3): 362-378.

Ishii-Kuntz, Masako. 2018. “Raising children and the emergence of new fatherhood in a super-aging society.” Patrick Heinrich and Christian Galan eds. *Being Young in Super-Aging Japan*. Routledge. Pp. 69-83

**9th week November 1 Otaku**

Galbraith, Patrick W. 2019. “AKIHABARA” and “MAID CAFES.” *Otaku and the Struggle for Imagination in Japan*. Duke University Press. Pp. 127-226.

**10th week November 8 Queer Lives in Japan**

Johnson, Adrienne Renee. 2020. “Josō or gender free? Playfully queer lives in visual kei.” *Asian anthropology* 19(2): 119-142.

Dale, S. P. F. 2020. “Same-sex marriage and the question of queerness–institutional performativity and marriage in Japan.” *Asian Anthropology* 19(2): 143-159.

Yuen, Shu Min. 2020. “Unqueer queers—drinking parties and negotiations of cultural citizenship by female-to-male trans people in Japan.” *Asian Anthropology* 19(2): 86-101.

Ho, Michelle HS. 2020. “Queer and normal: dansō (female-to-male crossdressing) lives and politics in contemporary Tokyo.” *Asian Anthropology* 19(2): 102-118.

**11th week November 15 Happy Japanese Youth?**

Columas, Florian. 2018. “How average am I? Youths in a super-aged society.” Patrick Heinrich and Christian Galan eds. *Being Young in Super-Aging Japan*. Routledge. Pp. 119-131.

Hommerich, Carola, and Tim Tiefenbach. 2018. “The structure of happiness: Why young Japanese might be happy after all.” Patrick Heinrich and Christian Galan eds. *Being Young in Super-Aging Japan*. Routledge. Pp. 132-149.

Burgess, Chris. 2015. “To globalise or not to globalise?: ‘Inward-looking youth’ as scapegoats for Japan's failure to secure and cultivate ‘global human resources’” *Globalisation, Societies and Education* 13(4): 487-507.

Takeda, Atsushi. 2020. “Transnational mobility to South Korea among Japanese students: when popular culture meets international education.” *Asian Anthropology* 19(4): 273-290.

**12th week November 22 The Ethics of Care and Dying in Super-Aging Society**

Marr, Matthew D. 2021. “The Ohaka (Grave) Project: Post-secular social service delivery and resistant necropolitics in San’ya, Tokyo.” *Ethnography* 22(1): 88-110.

Allison, Anne. 2021. “Automated graves: The precarity and prosthetics of caring for the dead in Japan.” *International Journal of Cultural Studies* 24(4): 622-636.

Danely, Jason. 2019. “The limits of dwelling and the unwitnessed death.” *Cultural Anthropology* 34(2): 213-239.

Wright, James. 2018. “Tactile care, mechanical Hugs: Japanese caregivers and robotic lifting devices.” *Asian anthropology* 17(1): 24-39.

**13th week November 29 Rural Japan as a Heterotopia**

Rosenberger, Nancy, and Ayumi Sugimoto. 2022. “Agriculture corporations in rural Japan: fractured mirrors of past, present and future.” *Asian Anthropology* 21(1): 24-38.

Hansen, Paul. 2022. “Rural emplacements: linking heterotopia, one health and ikigai in central Hokkaido.” *Asian Anthropology* 21(2): 66-79.

Sugimoto, Ayumi. 2022. “Success and succession: agritourism, heterotopia and two generations of rural Japanese female entrepreneurs.” *Asian Anthropology* 21(1): 39-52.

Kurochkina, Ksenia. 2022. “Japanese rural resettlers: communities with newcomers as heterotopic spaces.” *Asian Anthropology* 21(1): 53-65.

**14th week December 6 Nativists in Japan**

Higuchi, Naoto. 2014. “Introduction,” “Who Supports the Ultra-Right and Why?” “Activists’ Political Socialization and Ideology Formation,” and “East Asian Geopolitics and Japanese-Style Nativism: Why are Zanichi Koreans Targeted.” *Japan’s Ultra-Right*. Trans Pacifica Press. Pp. 7-49, 72-98, 182-205.

**15th week December 13 The Lived World in Post 3.11 Japan**

Takashi, Horie. 2020. “Post-3.11 Social Movements and Politics.” Horie Takashi, Tanaka Hiraku, and Tanno Kiyoto eds. *Amorphous Dissent*. Trans Pacific Press. Pp. 81-113.

Tanaka, Hiraku. 2020. “Amateur Revolt: The Amorphous Social Movement Resisting the System.” Horie Takashi, Tanaka Hiraku, and Tanno Kiyoto eds. *Amorphous Dissent*. Trans Pacific Press. Pp. 114-142.

Whilhelm, Johannes. 2020. “Sea pineapples in troubled waters: on the local-global interdependencies of the sea squirt (hoya) industry in the aftermath of the 3.11 disaster.” Wolfram Manzenreiter, Ralph Lützeler and Sebastian Polak-Rottmann eds. *Japan’s New Ruralities*. Routledge. Pp. 65-81.

Thompson, Christopher. 2021. “From tragedy to triumph: tsunami mitigation and Bōsai (disaster prevention) tourism in Tarō, Japan.” *Asian Anthropology* 20(4): 231-247.