

AN 357: JAPANESE and CHINESE SOCIETIES

Inst: Richard Bordner

Off: Upper (*mauka*) Beh. Science Bldg. #114, MWF 11:30-2, TR 11:30-12:20 or by app't.

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Note that syllabi, readings are at the Google Group for this course.

REQUIRED TEXTS: Garcia, Hector 2010. A Geek in Japan. Rutland: Tuttle.

Collins, Robert 1992. Japan-Think, Ameri-Think. NY: Penguin.

Osburg, John 2013. Anxious Wealth: Money and Morality Among China's New Rich. Stanford: Stanford Univ. Press.

Course Description: This course is intended to provide an introduction to traditional and contemporary Japanese and Chinese societies from an anthropological perspective. We will examine both traditional social pattern, continuity and patterns of change in these societies.

BS-DIV Student Learning Outcomes

Behavioral Science

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts
2. An understanding of human behavior relative to various environmental contexts
3. An understanding of human behavior relative to adapting to various changing environmental contexts

Course Objectives: This course meets the following Behavioral Science program goals that we have for you (the student):

- 1) a growth in your understanding of the reciprocal relationships between the individual and the group (ethnic or society);
- 2) a growth in your understanding of anthropological concepts and the appropriate use of the terminology.

This course has the following general objectives:

- 1) Broaden your knowledge of one of the world's most dynamic regions and two of the major forces in the modern world;
- 2) Increase your awareness of the importance of examining past cultural history when interpreting contemporary societies;
- 3) Gain some understanding of how patterns of social ritual reinforce social relationships;
- 4) Show how culture defines social behavior—to enhance cultural sensitivity and decrease ethnocentric stereotyping.
- 5) To provide some understanding about the world's single largest population group (at over 1/5 of the world's population) and the tremendous cultural diversity in this region.
- 6) To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the perceptions and motivations of these two major cultural groups and how they interact both internally and also externally;

- 7) To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.

Grading

Skill Competencies you must have to take the course:

- You must join the Google Group for this course to receive course materials

Course Grading:

GRADING:

- [GENERAL] COMPETENCY MEASURES [2]: 2 competency measures, both essay and take home.
 - They will cover both the readings and the lectures
 - You will have roughly a week to work on them
 - The mid-semester CM counts for 10% of your course grade;
 - the final Competency Measure counts for 30% of your course grade.
- CONCEPT ASSESSMENT [2] OR the Service Learning Project:
 - I will give you a set of concepts. For **Two (2)** of the concepts (one for each half of semester) that we cover in class, you will be required to turn in a written explanation of the: 1) clarifying any terminology (from an anthropological perspective), 2) its relevance to your intended career and your personal life; and 3) how it will be manifest in social behavior here in Hawai'i in 10 years.
 - The content must be based on and reflect the course materials. I will give you the concept sets.
 - There is a three page minimum length requirement with citations where appropriate. Late papers will not be accepted.
 - The concept analyses count for 20% [10% each] of the course grade.
 - Service Learning Project
 - The SL Option for this class is tutoring in the SHINE Program down in Chinatown
 - You register for this through our Service Learning Center
 - For the SL Option you must a Final Report and compile daily field notes of your experiences. The Final Report will include how it contributed to increasing your understanding of the course material and value of the service to you.
- GUIDED PRESENTATION [1]:
 - You do this by yourself [solo]
 - Presentations will be based on the questions I present to the class, which will be given out each week
 - You will develop the presentation for your classmates
 - Your presentation will be based on Powerpoint or some other media/public display (your choice) and cover the topic in detail. You will do an in-class presentation to your co-workers, which should take less than 10 minutes. Figure 4-5 powerpoint slides as a normal presentation.
 - It must include: 1) clarification of technical terms and their definitions (in anthropology); 2) discussion of the question you have chosen to answer with suitable examples; 3) one or two related points of interest.
 - A written (hardcopy) storyline must be completed 1 week prior to your presentation for your co-workers to look over and review
 - The Presentation will be worth 20% of the course grade

- LEARNING ASSESSMENT ASSIGNMENTS:
 - I am changing a number of components of the course, specifically geared towards enhancing your ability to learn and self-regulate. I can guide you, but no one can make you learn—it's a cooperative venture.
 - There will be a number of tasks during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assigned tasks.
 - Learning Assignments count for 10% of your course grade.
- REACTION PAPERS:
 - You will write a number of reaction papers
 - These will be on questions posed in class, usually related to videos
 - You will not be graded on grammar
 - They will be from 1-2 pages in length
 - Reaction Papers count for 5% of the course grade.
- ATTENDANCE:
- Attendance is mandatory in all CUH courses
- Attendance counts for 5% of your course grade
- ELECTRONICS RULES:
 - Computers-tablets used to take notes in class are encouraged
 - If you abuse this by trying to multi-task either with social media or working on material for other courses, you will lose the privilege for the rest of the semester
 - Smartphones are not acceptable as classroom devices, so they must be off;
 - Breaking these rules will result in you being thrown out of class for that day and listed as not attending.

Competency Measures (2).. 40%	A= 90-100	D= 60-69
Concept Analysis (2)..... 20%	B= 80-89	F= -60
Guided Presentation.....20%	C= 70-79	
Learning Assignments..... 10%		
Reaction Papers.....5%		
Attendance.....5%		

THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS

8.28- 9.1: WEEK I: Introduction: Geography; Initial Settlement

Ass: Read Garcia ch. 1-3; Collins Ch. 1-9Concepts: Isolation / Role of Nature / Taiwan-Korea migrations / Ainu-ethnic Japanese / Yayoi-Jomon vs East Asia / Uji-clans / Amaterasu-Yamato

9.4- 9.8: WEEK II: Early Japan, Japanese social history

Ass: Read Garcia ch. 4, 6;Concepts: visible-nonvisible power / male-female role change / function vs appearance / shogun concept / residence vs kin / vertical alliance / social logic of change as norm / social class-caste 1200-1860 / samurai-bushido-47 Ronin / Shogun-Meiji Emperor-20th c Imperialism / samurai to zaibatsu

9.11- 9.15: WEEK III: Kinship, social ties and social bonds; Japanese social values

Ass: Read Garcia ch. 5, 7Concepts: Ie-household / centrality of family / '3 P's' / extended-nuclear families / koseki / neighbors vs clan / oyabun-kobun / Amae unidirectional generator-sponge / ikigai / obligations / visible effort-skill / gaijin concept / subtlety / self-discovery / future time oriented / geosociobiology / relational oriented

9.18- 9.22: WEEK IV: Gender roles and change

Ass: Read Collins Ch. 10-24Concepts: Traditional male-female roles / 20th c work impacts / women as OL, men as samurai / male immaturity vs female maturity / trad marriage-20th c version / work-family-marriage-kids-neighbors

9.25- 9.29: WEEK V: Education and Work in Japan

Ass: Read Garcia ch. 8-10Concepts: Education-work stratification / minority status / ED routing-testing / ED-Work interrelationship / Role of ED in Japan / 'salariman' goal / group-individual in workplace / work-family / ringi system / 'small business' in Japan**First Concept Assessment Due**

10.2-10.6: WEEK VI: Shinto-Buddhism in Japan

Concepts: Syncretic religions / Qi-karma as universals / Shinto place-specific system / Shinto-Govt-State Shinto / permeability and realities / supernatural-kami / ritual purification / Buddhism-Govt / millenarian Buddhist sects / Soka Gekikai

10.9-10.13: WEEK VII: Change in Japan

Concepts: Male-Female relats / Heroic Past-Apocalyptic Futures / Otaku as indicators / manga and reality**Mid-Semester Competency Measure Paper Out-Back**

10.16- 10.20: WEEK VIII: Chinese Geography; Prehistory

Ass: Read Osburg ch. 1-2Concepts: Geography-bowl effect; loess impacts; 'Middle Kingdom'-barbarians-isolation; early hominid settlement; Neolithic settlement patterns; name clans; centralized state + ritual

10.23- 10.27: WEEK IX: Imperial China logics; the Han-PRC

Ass: Osburg ch. 3-4

Concepts: Imperial Chinese states-cycles of control to collapse; Shang-Chou-Qin-Han-T'ang-Ming-Qing as social markers; 'Mandate of Heaven'; Bureaucracy-clan loyalties; Centralized State-standardization; Han-minorities relationships

10.30- 11.3: WEEK X: 1600-1914 Colonialism; 20th Century conflict-Japan; Past drives the Present

Concepts: ; impacts of Colonial-20th c period; PRC social history-the hukou

11.6- 11.10: WEEK XI: Traditional Chinese family-kin; group-individual; social networks

Ass: Read Osburg ch. 5-6

Concepts: 4 kinship keys; gender roles; Chinese sociobiology; family-kin roles-contractual relationships; kin morality; individual ethics [Confucianism]; marriage logic-rituals; knowledge vs cash as status

11.13- 11.17: WEEK XII: Ethics-situational morality; Rectification of name; CCP in 21st Century

Concepts: Situational-generalized morality; ED success as collective status; ED explicitly competitive-no rules; social networks-guanxi; name-face-mianzi; risk-taking-need to dominate; centrality of 'Rectification of Name' as check; 'doctrine of Mutual Responsibility'; relational self-identity vs. workplace; success-failure temporary states vs permanents; wealth as tool vs goal

11.20- 11.24: WEEK XIII: Religion and belief in China / Taoism in Chinese society / Confucianism and the state

Second Concept Analysis Assessment OR Service Learning Paper Due

Concepts: Syncretic Chinese religions; Central concepts yin-yang, change as constant, karma, reincarnation, numerology [ming shui], geomancy [feng shui]; Taoism popularistic-intellectual paths; Confucian morality-State Bureaucracy

11.27- 12.1: WEEK XIV: Buddhism; "Maoism" or the religion of politics

Concepts: Buddhism 'big questions'; lack of central authority, diversity; multiple paths-multiple truths; relat to CCP Marxism-Famen Temple; CCP as religious structure

12.4- 12.8: WEEK XV: Changes in Chinese Society / Change in East Asia

FINAL Competency Measure Paper Out-Return 12.13 (before 3 pm)

Concepts: 'Riding the Tiger'-CCP; China-Tibet-Minorities; moral-social group in 21st c. China; Role of Govts in 21st c. China / Social Changes in East Asia

We comply with all federal laws and guidelines including Title 9.

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>