

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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Website: www.socialresearchsystems.org. Blog at <https://anthgeog.wordpress.com> .

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:

We will be using Google Groups for our course assignments. You will get an invite to join the Google Group for this course—click the OK button. You have to join both (Canvas and Google Groups) to get the course materials. CUH uses Canvas as the administrative and course delivery system. Once you leave CUH you won't ever see the Canvas system again as it's an education-specific platform. Google Groups will most likely be what you will see in any corporate setting globally, so getting familiar with it is a skill you need to have.

Assignments should be sent to me as e-mail attachments, either as Word docs/rtf/pdf formal files.

GRADING:

- **THOUGHT OF THE WEEK EXERCISES:** You will complete a Thought of The Weeks Exercise for each Module [6 total-see schedule]. At the start of each module I will post some topics you might want to consider, or you can do one based on your own personal interest from the materials in that module—if you want to do your own, you must check with me first to see if it's appropriate.
 - Each TOTW will consist of a minimum of 6 paragraphs in a specific format [see below]
 - Each TOTW is due by the end of that module
 - The TOTWs count for 70% of your course grade;
- **PRESENTATION/BLOG POST:**
 - You do this by yourself [solo]—NO GROUP WORK
 - Presentation/blog will be based on a specific concept or topic from the course materials
 - You have the option of working in the SHINE Project in the Service Learning Office instead of this assignment
 - Do NOT repeat the material presented in the course PowerPoints—this must be your own material
 - Your goal is a presentation that would be useful for your classmates
 - Your presentation can be as a PowerPoint, blog post or website (your choice) and cover your topic in detail. For length estimate 5-7 PowerPoint slides or a 7-10 paragraph blog post as the minimum.
 - It must include: 1) clarification of any technical terms and explanation; 2) examples that clarify the question; 3) one or two final thoughts that show the importance of the issue; 4) cites and sources.
 - The Presentation will be worth 20% of the course grade
- **REACTION PAPERS and LEARNING ASSIGNMENTS [as required]:**
 - 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
 - There will also be a number of various assignments during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assignments.
 - Reaction Papers/Learning Assignments 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.

TOTW exercises (6).....	70%	A= 90-100	D= 60-69
Presentation/Blog.....	20%	B= 80-89	F= -60
Reaction/Learning Assign.....	5%	C= 70-79	
Attendance.....	5%		

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

8/19- 9/6: MODULE 1 [JAPAN 1 GEOG-SOCIAL HISTORY]:

Ass: Read Garcia ch. 1-4, 6; Collins Ch. 1-9

Topics: Isolation / Role of Nature / Taiwan-Korea migrations / Ainu-ethnic Japanese / Yayoi-Jomon vs East Asia / Uji-clans / Amaterasu-Yamato / 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

9/9- 9/13: MODULE 2 [JAPAN 2 KINSHIP]:

Ass: Read Garcia ch. 5, 7

Topics: 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

9/16- 9/20: MODULE 3 [JAPAN 3 SOCIAL VALUES]:

Ass: Read Collins Ch. 10-24

Topics: 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

9.23- 9.27: MODULE 4 [SOCIAL STRUCTURES]:

Ass: Read Garcia ch. 8-10

Topics: 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

9/30-10/4: MODULE 5 [JAPAN 5 RELIGIONS]:

Topics: 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 Gekka

10/7-10/11: MODULE 6 [JAPAN CHANGE]:

Topics: Male-Female relats / Heroic Pasts-Apocalyptic Futures / Otaku as indicators / manga and reality

10/14- 10/18: MODULE 7 [CHINA 1 GEOG-SOCIAL HISTORY]:

Ass: Read Osburg ch. 1-2

Topics: Geography-bowl effect; loess impacts; 'Middle Kingdom'-barbarians-isolation; early hominid settlement; Neolithic settlement patterns; name clans; centralized state + ritual; 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

10/21- 10/25: MODULE 8 [CHINA 2 KINSHIP]:

Ass: Osburg ch. 3-4

Topics: 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

10/28- 11/1: MODULE 9 [CHINA 3 SOCIAL STRUCTURE]:

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

11/4- 11/8: MODULE 10 [CHINA 4 VALUES]:

Ass: Read Osburg ch. 5-6

Concepts: individual ethics [Confucianism]; marriage logic-rituals; knowledge vs cash as status / 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 permanent; wealth as tool vs goal

11/11- 11/22: MODULE 11 [CHINA 5 RELIGION]:

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

11/25- 12/6: MODULE 12 [CHINA and REGIONAL CHANGE]:

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

Thought of the Week (TOTW) Exercise Format 7/18

TOTW FORMAT:

4 Parts [THESE ARE THE MINIMUMS]:

- 1) Concept or topic covered—specify and define [1 PARAGRAPH]
- 2) Put into a context—what is it's importance w/in course material [1-2 PARAGRAPH]
- 3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—you can use your course readings but you must also have at least 1 source outside of the course materials [5-6 PARAGRAPHS]
- 4) Discuss the context/relevance of this concept to you (personal), to us (Hawai'i), and to us (global) [2-3 PARAGRAPHS]
- 5) Citations with bibliography [APA format preferred]

RULES:

PARAGRAPH= defined as having 2 or more sentences.

CITATIONS= You must show where you got your material from. You MUST support your material with citations.

WAYS TO LOSE POINTS:

1 Use internet/generic definition rather than discipline [course] specific definition= 1 grade down

Logic= If you can't remember that the course is within a discipline, which has specific definitions attached to terms, then you're not engaging in the class. Also if you forget this rule, you need to be reminded to focus on task.

2 Merely repeating class [powerpoint/talks] materials= 1 grade down minimum

Logic= If you can't be organized time-wise to look for outside sources, then you're not completing the assignment—you're merely repeating my materials back to me.

3 Opinion-Only Writing= If your writing only shows your opinion on the concept/topic; no citations= 1 grade down minimum

Logic= No one really cares about opinions—they want proof to back up your assertions/analyses so that you are more convincing. If you really need to vent, that's what social media is for.

4 Working on exercises with others= minimum 1 grade down

Logic= Sharing material means either you're putting in ½ the effort, or, more likely, one member is doing all the work and the other are entertaining (hopefully) parasites.

5 Bogus citations/sources= 1 grade down minimum

Logic= If you only pull your sources from the immediate [Wikipedia-only for example] then just as with the generic definition, you're not engaging with the material and showing any effort to process the class materials.

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>