

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. In-person or via Zoom meeting

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Website/Blogposts: <https://greatsageproject.org/>

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.

Skill Competencies you must have to take the course:

We will be using Canvas for this course. You will also get an invite to share some of my Google Drive folders that have course materials for your use. If you need assistance, contact me or the CUH Help Desk.

Please send all Assignments to me as e-mail attachments, either as Word docs/rtf/pdf formal files.

Do not attempt to complete all the course work on your phone—get a tablet. You can get a durable cheap one on Amazon for under \$100 US, or the price of one of your serious textbooks [Kindle Fire 8= \$89; Samsung Tab A= \$109]. Your eyes and carpal tunnel will thank you, not to mention you have a larger screen for gaming/videos.

GRADING:

- **CRITICAL THINKING EXERCISES:** You will complete a series of Critical Thinking Exercise during the semester [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 CT will consist of a minimum of 6 paragraphs in a specific format [see below]
 - The CTs 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
 - 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 based on questions posed to videos
 - You will not be graded on grammar
 - They will be from 1-2 pages in length
 - There will also be several 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, both in-person and in Zoom meetings
 - Attendance counts for 5% of your course grade

CT 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

You have 1 week from the due date on assignments to turn them in w/o penalty; after that late submissions will be penalized. Assignments more than 3 weeks late will not be accepted.

I usually get assignments graded w/in 2 working days of submission, but for major assignments it will be 1 week after the due date.

Critical Thinking (CT) Exercise Format

4+1 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.

AN 357: COURSE SCHEDULE

Fall 2020

8/24 - 9/4: 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

9/7 - 9/11: 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

9/14 - 9/18: 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

9/21 - 9/25: 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

9/28 - 10/2: 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 Gekikai

10/5 - 10/9: MODULE 6 [JAPAN CHANGE]:

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

10/12 - 10/16: 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

10/19- 10/23: 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

10/26- 10/30: MODULE 9 [CHINA 3 SOCIAL STRUCTURE]:

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

11/2- 11/6: 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

11/9 - 11/18: 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

11/19 - 11/25: 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

GENERAL INFORMATION:

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

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. If you or someone you know has been

harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, [please refer to the Student Handbook \(Links to an external site.\)](#).