

Japan in Today's World Program, Semester 2, 2017

Early Enculturation in Japan—Course Syllabus

Class meets: Tuesdays, Period 5, 4:40-6:10 p.m., 1602 Center Zone 1, Ito Campus

Instructor: Jordan Pollack, Professor, International Student Center

Office: D-402, West Zone 1, Ito Campus

Office hours: Thursdays, 3:30-5:00 p.m., or by appointment

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Course Overview and Objective

This course examines past and present enculturation practices in Japan, focusing on character and identity formation and training, from infancy through late childhood, in the contexts of home, school, and society at large. Readings, lectures, and class discussions will address perennial and emergent development issues, and draw variously upon anthropological, psychological, sociological, and historical materials. We will consider research by Japanese and foreign scholars on such topics as pre-natal nurturance, mother-infant relations, family member roles and interactions, adjustment to formal schooling, peer socialization effects, functions of play, mental health issues, inculcation of morality and other cultural norms in the classroom, pedagogical strategies, and conventional modes of learning, among others. Evaluation will be based on class participation, written reflections, and a short research paper. The goal is to deepen appreciation of how Japanese become Japanese, and of how this broad topic has been approached in method and theory.

Procedure, Requirements, and Evaluation

Each class meeting will involve a lecture on a topic relevant to the course focus, followed by general discussion of an assigned reading.

The course requires that you...

- 1) attend all classes;
- 2) complete the assigned reading for each week;
- 3) write three (or more) reflections, of 300 words or so each, on any three of the assigned readings;
- 4) participate regularly in class discussion of the assigned readings;
- 5) write a short (2500-word) analytical paper, due on the last day of class, July 18.

In preparing for class discussion and in writing your reflections, formulate answers to one or more of the following questions:

What does the author say about enculturation as a dimension of development in Japan and/or more broadly? That is, what particular claims (assertions, arguments, explanations, etc.) are made? What methods are used to discover and justify the claims, and how are the claims illustrated? What, if any criticism(s) do you have of the author's claims, methods, and so on? How do the author's claims relate, if at all, to those of other authors, discussions, etc., and/or to your own personal experiences or to cultural practices at home?

Enculturation and Education in Japan--Syllabus (cont'd.)

Regarding 3) above, please email your reflections to me (using pollackj@gmail.com) by noon (12:00 p.m.) on the Monday before we meet, so I have time to review everyone's comments for possible use in class the next day.

And regarding 5) above, you are asked to analyze a Japanese children's book of your own choosing, interpreting it using what you have learned about Japanese enculturation practices (i.e., norms and methods). I will provide specific guidelines for the exercise later in the term. The paper is to be handed in the last day of class (July 18), when you will be expected to give a very brief synopsis of the book and your findings.

Class participation effort will comprise 20% of your final grade; the written reflections, 30%; and the final essay, 50%. Differences in students' English proficiency will be taken into account.

It is possible, by doing additional work (involving several extra readings and reflections), to earn a third credit for this course. If you are interested in this option, which applies *exclusively* to JTW students enrolled in the course, please let me know *early* in the term.

Lecture/Reading/Discussion Schedule

Assigned readings (tentative and subject to change) will be discussed in class on, hence are to be read carefully by, the dates listed below:

April 4 Course introduction

April 11 Norms and enculturation

Rakoczy, Hannes and Marco F. H. Schmidt. 2013. "The Early Ontology of Social Norms," *Child Development Perspectives*, Volume 7, Number 1.

Quinn, Naomi. 2005. "Universals of Child Rearing," *Anthropological Theory*, Vol. 5 (4).

Video: "Babies"

April 18, 25 Enculturation in history

Hara, Hiroko and Minagawa Mieko. 1996. "From Productive Dependents to Precious Guests: Historical Changes in Japanese Children," in Shwalb, David W. and Barbara J. Shwalb, eds. *Japanese Childrearing: Two Generations of Scholarship*. New York: Guilford Press.

May 2* No class (Friday JTW schedule)

May 9 Prenatal enculturation

Ivry, Tsipy. 2010. Selections from "Embodying Culture: Pregnancy in Japan and Israel," New Brunswick, NJ: Rutgers University Press.

Enculturation and Education in Japan--Syllabus (cont'd)

- May 16 Enculturation and infancy
- Rothbaum, Fred et al. 2001. "Attachment and Culture: Security in the United States and Japan," *American Psychologist*, Volume 55, Issue 10.
- May 23 Enculturation and childhood
- Kobayashi, Shusuke. 2001. "Japanese Mother-Child Relationships: Skill Acquisition before the Preschool Years," in Shimizu, Hidetada and Robert A. LeVine, eds. *Japanese Frames of Mind: Cultural Perspectives on Human Development*. Cambridge: Cambridge University Press.
- Yamada, Hiroyuki. 2004. "Japanese Mothers' Views of Young Children's Areas of Personal Discretion," *Child Development*, Volume 75, Number 1, January/February.
- May 30 Enculturation as education
- Okano, Kaori H. 2011. "A Cultural Overview of Education in Japanese Civilization," in Yong Zhao *et al*, eds., *Handbook of Asian Education: A Cultural Perspective*. New York, NY: Routledge.
- Cave, Peter. 2011. "Learners and Learning in Japan: Structures, Practices, and Purposes," in Yong Zhao *et al*, eds., *Handbook of Asian Education: A Cultural Perspective*. New York, NY: Routledge.
- June 6, 13 Enculturation in preschool
- Peak, Lois. 1989. "Learning to Become Part of the Group: The Japanese Child's Transition to Preschool Life," in *Journal of Japanese Studies*, Volume 15, Number 1, Spring.
- Kelly, Victoria E. 2001. "Peer Culture and Interaction: How Japanese Children Express Their Internalization of the Cultural Norms of Group Life (*Shudan Seikatsu*)," in Shimizu, Hidetada and Robert A. LeVine, eds. *Japanese Frames of Mind: Cultural Perspectives on Human Development*. Cambridge: Cambridge University Press.
- June 20, 27 Enculturation in primary school
- Cave, Peter. 2007. "Groups and Individuals at Primary School," in *Primary School in Japan: Self, Individuality and learning in Elementary Education*. New York, NY: Routledge.
- July 4 Video: "Children Full of Life"

Enculturation and Education in Japan--Syllabus (cont'd)

July 11 Enculturation in middle school

LeTendre, Gerald. 1998. "Shido: The Concept of Guidance," in Rohlen, Thomas and Gerald LeTendre, eds. *Teaching and Learning in Japan*. Cambridge: Cambridge University Press.

July 18 Enculturative themes--methods and goals

Rohlen, Thomas and Gerald LeTendre. 1998. "Notes on Themes in the Japanese Culture of Learning," in Rohlen, Thomas and Gerald LeTendre, eds. *Teaching and Learning in Japan*. Cambridge: Cambridge University Press.

Children's book presentations; essays due