
course time: Monday, Wednesday, Friday, 10:00am-10:50am

classroom: Scharbauer 1008

e-mail: michael.strausz@tcu.edu

office hours: Tuesdays 1:30pm-2:30pm, Fridays 2:00pm-4:00pm, or by appointment

office: Scharbauer 2007F

Course Description and Objectives: Japan has undergone tremendous transformations in the last 60 years. Between 1944 and 1954, Japan changed from fascist military state to history's first victim of nuclear weapons to occupied power to vibrant democracy. By the 1980s, Japan's economy had completed a transformation from utter devastation after World War Two into one of the largest economies in the world. More recently, Japanese politics saw another major transformation, as the victory by the Democratic Party of Japan in the 2009 House of Representatives election ended more than 50 years of domination by the Liberal Democratic Party. In this class, we will examine Japan's postwar political system in detail in order to understand both the causes and consequences of these changes.

Sometimes conversations outside Japan about Japan include statements like this: "that is how they do things because they are Japanese, and that is their culture." The assumption in this kind of statement is that, from the perspective of non-Japanese people, Japan is a mysterious, exotic, and inscrutable place with a homogenous and uniform culture. We will use the analytic tools of political science to critically examine that assumption in two ways. First, we will learn to think about Japanese people as often responding to institutional rules in a way that makes sense once we understand those rules. Second, we will learn to think about Japanese culture as a series of sometimes contradictory practices, ideas, and norms that individuals—even Japanese individuals—often chafe against. Ultimately, we will strive to understand how Japanese politics and society work, and we will use this understanding to deepen our sense of how politics and societies function more generally.

Expectations and Course Policies:

1. *Assigned readings:* Prepare for each class by carefully reading the assigned materials, and bring the day's assigned reading to class with you.
2. *Current events:* Regularly (at least once before each class period) read an online newspaper that focuses on Japan (there are several useful links on D2L).
3. *Attendance Policy:* Come to class on time, and stay for the duration. If you miss a class where an in-class activity or pop quiz was administered, you will receive a grade of zero unless the absence was an Official University Absence or unless it was due to properly documented illness or properly documented personal/family emergencies. If you leave early on a day when you submitted work (without prior approval) you will receive a grade of zero on that work.

4. *Technology Policy:* Students wishing to use computers, tablets, or smartphones to take notes in class are requested to use those devices *only* for class related purposes. I know how tempting it can be to use an electronic device for Instagram, Facebook, Twitter, Pinterest, Ravelry (the knitting social networking site), games, and other fun distractions, but if I catch a student doing so, that student will no longer be permitted to bring his or her electronic device to class. Remember that your primary responsibility at TCU is to learn. If you don't trust yourself to avoid online distractions, I encourage you to take notes with pen (or pencil!) and paper. Students wishing to make audio or video recordings of classes are required to see me to discuss acceptable use of those recordings and to sign a contract indicating that you will use those recordings responsibly. In the absence of written permission, you are not permitted to make audio or video recordings of classes.
5. *Extra Credit:* If I decide to establish an extra credit opportunity, the specifics will be announced in class or emailed out to all students enrolled in the class. So, come to class, check your TCU email, and don't expect to have an individualized extra credit assignment created for you.
6. *E-mail Policy:* Course-related communications will be sent to your TCU email account. Thus, check your TCU email regularly. "I did not see the email that you sent me" is not an acceptable excuse for failing to complete required course tasks. Also, feel free to email me questions, comments, or suggestions. In general (i.e. unless there are extraordinary circumstances), I will respond to student emails within 24 hours.
7. *Deadlines:* Deadlines for assignments are strictly enforced. Unless otherwise noted, an assignment submitted after the deadline will lose 10 points (out of 100) if it is submitted within 24 hours after the deadline, 20 points (out of 100) if it is submitted between 24 and 48 hours after the deadline, 30 points (out of 100) if it is submitted between 48 and 72 hours after the deadline, etc. So, for example, if a paper deadline is 10am on Monday and you submit your paper at 10:30am on Monday, you will automatically lose 10 points. Once grades have been officially submitted for the course, late assignments will no longer be accepted.
8. *Makeup Exams:* Makeup exams are not permitted unless you missed the exam due to an Official University Absence, a properly documented illness, or a properly documented personal/family emergency. "I overslept" is not an acceptable reason to make up an exam.
9. *Student Disability Services:* Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.
10. *Academic Misconduct:* (See Sec. 3.4 from the Student Handbook): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are

listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

Grading: Grades in this course will be determined as follows:

Reading quizzes (at least 8) and other in-class exercises: 20%

First exam (**September 27**): 20%

Second exam (**November 17**): 25%

Final research project (Due **Wednesday, December 13 at 10:30am**): 30% (24% for the paper, 1% for the topic and thesis statement, and 5% for the oral presentation of your findings)

Group-led discussion of an article: 5% (2.5% is a group grade, and 2.5% is an individual grade based on how your teammates assess your performance in the group)

Grades are determined on this 100-point scale:

A: 93.5 and above	B: 82.5-86.4	C: 72.5-76.4	D: 62.5-66.4
A-: 89.5-93.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4
B+: 86.5-89.4	C+: 76.5-79.4	D+: 66.5-69.4	F: 59.4 and below

I will use the +/- system for all students, and the TCU registrar will automatically convert the grades of students not under the +/- system to the old system.

Paper deadline extensions will not be allowed except in the cases of Official University Absences, properly documented illnesses, or properly documented personal/family emergencies.

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide

substantive reasons why you believe that you were graded unfairly. The appeal process must be started one week after the exam/homework was returned.

Quizzes: We will have at least eight quizzes in this class. The quizzes will mostly cover assigned readings, but might also touch on current events in Japanese politics and/or materials that we have covered in class. If you do the readings, follow current events, and pay attention in class, your quiz grade should end up being quite high. Quizzes will take place at the beginning of class, and no extra time will be granted to students arriving late. If you miss a class because of Official University Absences, properly documented illnesses, or properly documented personal/family emergencies, you have one week to either visit my office hours or make an appointment with me to make up your quiz. If you wait more than one week to see me after missing a class where a quiz was given, you will receive a grade of zero for the missed quiz. Students who miss classes for reasons other than Official University Absences, properly documented illnesses, or properly documented personal/family emergencies will receive a grade of zero for missed quizzes.

Final Research Paper: Students will complete a research project regarding a topic in Japanese politics that interests them. Students are required to turn in a rough draft of their topic and thesis statement by **Monday, September 18**. The topic and thesis statement is worth 1% of your final grade, and it will be graded on a credit/no credit basis, meaning if you turn in an acceptable topic and thesis, you will get a 1% boost on your final grade.

Late topic and thesis statement submission will result in grades of zero for 1% of your final grade. Even if you do not get a topic and thesis statement in on time, you are required to have a topic and thesis approved in order to be able to write a research paper. If you do not have a topic and thesis statement approved by Friday, November 10, you will receive a grade of zero on the research paper and oral presentation of research, and thus will likely fail the class. Specific assignments for the research paper and for the topic and thesis will be distributed early in the semester. The final version of the research paper should be no more than 3,000 words, and it will be due on **Wednesday, December 13 at 10:30am**. Specific assignments for the research paper and the topic and thesis statement will be distributed early in the semester.

Oral Presentation of Research Findings: During the last weeks of class, each student will be required to make an oral presentation on their research findings. Specific assignments will be distributed later in the semester.

Group-led discussion of an article: Each student will be a part of a group that will lead discussion of one of the more challenging and important articles that we read in this class. These presentations will require you to do some extra research about the article. A specific assignment—including a grading rubric—will be distributed early in the semester. Half of this grade will be shared between all members of the group, and half will be an average of your teammates' scores of your contributions to the group.

Students whose teammates give them a grade that averages D or below will receive a zero for both components of this assignment.

Office Hours: I encourage students to take advantage of my office hours in order to ask questions about course materials or to chat about issues related to the course or political science more generally. Also, if you have any comments about or problems with the course itself I encourage you to share them in my office hours.

If you would like to get in touch with me to ask a question or schedule an appointment, I encourage you to e-mail me.

Course Materials: The following book is required. It is available at the TCU bookstore, but feel free to buy copies at other bookstores or online. Readings that aren't in this book will be available online, through the course's D2L (TCU Online) site:

Kabashima, Ikuo, and Gill Steel. 2010. *Changing Politics in Japan*. Ithaca: Cornell University Press.

Schedule:

21-Aug *Introduction*

No assigned reading.

23-Aug *Why study Japanese politics?*

Hincks, Joseph. 2017. "Do Stressed-Out Japanese Really Stages Elaborate Disappearances? On The Trail of the Johatsu or 'Evaporated People'." *Time*, May 1.

Kabashima and Steel 1-8.

Unit 1: War, Defeat, and Occupation

25-Aug *The rise and fall of Japan's imperial ambitions*

Snyder, Jack. 1991. "Japan's Bid for Autarky." In *Myths of Empire: Domestic Politics and International Ambition*. Ithaca, N.Y.: Cornell University Press, pp. 112-152.

28-Aug *Images of war*

Dower, John W. 1986. *War Without Mercy: Race and Power in the Pacific War*. New York: Pantheon Books, pp. 180-200.

30-Aug *Embracing defeat*

Dower, John W. 1999. *Embracing Defeat: Japan in the Wake of World War II*. New York: Norton, pp. 33-64.

1-Sep **Class is cancelled**

4-Sep **Labor Day**

- 6-Sep *Writing and talking about your research*
Akerman, Erin. 2010. "Analyze This': Writing in the Social Sciences." In *They Say / I Say: The Moves that Matter in Academic Writing*, edited by Gerald Graff and Cathy Birkenstein, 175-192. New York: W.W. Norton & Co.

Unit 2: Postwar Governing Institutions

- 8-Sep *The 1995 system*
Kabashima and Steel 9-27, 155-158.
- 11-Sep *The end of the 1955 system*
Kabashima and Steel 28-60.
- 13-Sep *The media and politics in Japan*
Kabashima and Steel, 61-85.
- 15-Sep *The changing role of the Japanese Prime Minister*
Kabashima and Steel, 86-104.
- 18-Sep *The unchanging constitution*
McElwain, Kenneth Mori, and Christian G. Winkler. 2015. "What's Unique about the Japanese Constitution? Comparative and Historical Analysis." *Journal of Japanese Studies* 41 (2):249-280.
Research paper topic and thesis due at 10:00am (turn it in on D2L)
- 20-Sep *Civil society and the state*
Kawato, Yuko, Robert J. Pekkanen, and Hidehiro Yamamoto. 2011. "State and Civil Society in Japan." In *The Routledge Handbook of Japanese Politics*, edited by Alisa Gaunder, 117-129. London: Routledge.
- 22-Sep *Campaign, part 1*
No assigned reading.
- 25-Sep *What we now know*
No assigned reading.
- 27-Sep **First exam**
No assigned reading.

Unit 3: The Policymaking Process

- 29-Sep *Political change without policy change?*
Lipsky, Phillip Y., and Ethan Scheiner. 2012. "Japan Under the DPJ: The Paradox of Political Change Without Policy Change." *Journal of East Asian Studies* 12:311-322.

- 2-Oct *Who governs?*
Noble, Gregory W. 2017. "Who—If Anyone—Is In Charge? Evolving Discourses of Political Power and Bureaucratic Delegation in Postwar Japanese Policymaking." In *Power in Contemporary Japan*, edited by Gill Steel, 185-200. New York: Palgrave Macmillan.
- 4-Oct *Mainstream or exotic policymaking?*
Stockwin, Arthur. 2014. "Japanese Politics: Mainstream or Exotic?" In *Critical Issues in Contemporary Japan*, edited by Jeff Kingston. London: Routledge.
- 6-Oct *The changing role of the farm lobby in the policymaking process*
Maclachlan, Patricia L., and Kay Shimizu. 2016. "Japanese Farmers in Flux: The Domestic Sources of Agricultural Reform." *Asian Survey* 56 (3):442-465.
- 9-Oct *Representation and policymaking*
Kabashima and Steel, 105-127.

Unit 4: Identity and Politics

- 11-Oct *Gender and bicycle citizenship*
LeBlanc, Robin M. 1999. "Housewives and Citizenship." In *Bicycle Citizens: The Political World of the Japanese Housewife*. Berkeley: University of California Press, 61-88.
- 13-Oct *Campaign, Part 2*
No assigned reading.
- 16-Oct **Fall Break**
- 18-Oct *Being Korean in Japan*
Chung, Erin Aeran. 2010. "Negotiating Korean Identity in Japan." In *Immigration and Citizenship in Japan*. Cambridge: Cambridge University Press, pp. 82-114
- 20-Oct *Black vans and nationalism*
Smith, Nathaniel M. 2013. "Facing the Nation: Sound, Fury, and Public Oratory Among Japanese Right Wing Groups." In *Sound, Space and Sociality in Modern Japan*, edited by Joseph D. Hankins and Carolyn S. Stevens, 37-56. New York: Taylor & Francis.
- 23-Oct *Buraku liberation*
Bondy, Christopher. 2015. *Voice, Silence, and Self: Negotiations of Buraku Identity in Contemporary Japan*. Cambridge, Massachusetts Harvard University Asia Center, pp. 15-33.

- 25-Oct *Social class in a "classless" society*
Kasza, Gregory J. 2011. "The Rise (And Fall?) of Social Equality: The Evolution of Japan's Welfare State." In *The Routledge Handbook of Japanese Politics*, edited by Alisa Gaunder, 189-200. London: Routledge.

Unit 5: Policy Issues in Japan Today

- 27-Oct *Japan and terrorism*
Leheny, David. 2006. "Trust in Japan, not in Counterterrorism." In *Think Global, Fear Local: Sex, Violence, and Anxiety in Contemporary Japan*. Ithaca: Cornell University Press.
- 30-Oct *3.11 and nuclear power in Japan*
Aldrich, Daniel P., and Timothy Fraser. 2017. "All Politics is Local: Judicial and Electoral Institutions' Role in Japan's Nuclear Restarts." *Pacific Affairs* 90 (3).
- 1-Nov *superfrog saves tokyo*
Murakami, Haruki. 2002. "super-frog saves tokyo." In *after the quake: stories*. Translated by Jay Rubin. New York: Alfred A. Knopf.
- 3-Nov *Gay rights in Tokyo*
Takao, Yasuo. 2017. "The Politics of LGBT Policy Adoption: Shibuya Ward's Same-Sex Partnership Certificates in the Japanese Context." *Pacific Affairs* 90 (1):7-27.
- 6-Nov *Abenomics and economic reforms*
Armstrong, Shiro. 2016. "Three More Arrows to Revive the Japanese Economy" *East Asia Forum*, June 28.
Another reading to be announced.
- 8-Nov *Abe-womenomics*
Dalton, Emma. 2017. "Womenomics, 'Equality' and Abe's Neo-liberal Strategy to Make Japanese Women Shine." *Social Science Japan Journal* 20 (1):95-105.
- 10-Nov *Help (Not) Wanted*
Strausz, Michael. 2017. "Help Wanted: Immigration Restriction in a World of Labor Shortages, Aging Populations, and Refugee Crises."
- 13-Nov *Disability in Japan*
Guest lecturer: Katsuhiro Kanzaki, Vice Chairman and Facility Director, Budouno-ki, Tokyo, Japan.
No assigned reading.

- 15-Nov *Japanese politics madness*
No assigned reading.
- 17-Nov **Second exam**
No assigned reading.
- 20-Nov *Student research presentations*
No assigned reading.
- 22-Nov- **Thanksgiving Break**
24-Nov
- 27-Nov *Student research presentations*
No assigned reading.
- 29-Nov *Student research presentations*
No assigned reading.
- 1-Dec *Student research presentations*
No assigned reading.
- 4-Dec *Student research presentations*
No assigned reading.
- 6-Dec *Final paper exercise*
- 13-Dec **Research paper due at 10:30am (turn it in on D2L)**