

**course time:** Monday, Wednesday and Friday, 11:00am-11:50am

**classroom:** Reed 219

**e-mail:** michael.strausz@tcu.edu

**office hours:** Mondays 1:30-2:30, Wednesdays 1:00-2:00, or by appointment

**office:** Scharbauer 2007F

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**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 a pen or pencil. If I catch you using an electronic device for non-class related purposes during class, you will lose permission to use that device in class for the rest of the semester. 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. *Statement on TCU's Discrimination Policy:* TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct is linked to the course's D2L site, as well as a link that you can use to report a bias incident.

10. *Statement on Title IX at TCU:* As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the Counseling & Mental Health Center at <https://counseling.tcu.edu/> or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.
11. *Obligations to Report Conduct Raising Title IX or VAWA Issues:* All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues. Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the Policy on Prohibited Discrimination, Harassment and Related Conduct. Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment. Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator. Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight

vigils, protests, “survivor speak-outs,” or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual’s participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

12. *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.
13. *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.

### **Emergency Response Information:**

Building & Room Number: Reed 219

The predetermined Rally Point is located at: Frog Fountain

In the event of an emergency, call the TCU Police Department at 817-257-7777.

Download the FrogShield Campus Safety App on your phone:

<https://police.tcu.edu/frogshield/>

See “TCU Resources” section of D2L page for more information about TCU Alert text messages.

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

- Reading quizzes (at least 8) and other in-class exercises: 20%
- First exam (**March 4**): 20%
- Second exam (**April 17**): 25%
- Final research project (Due **Friday, May 10 at 1:30**)<sup>1</sup>: 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% (4% is a group grade, and 1% is for discussion questions that you are required to post online before group presentations)

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.

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<sup>1</sup> For graduating seniors, the research paper is due Tuesday, May 7 at 1:30pm.

**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 **Friday, February 1 at 11:00am**. 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 Monday, April 1, 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 **Friday, May 10 at 1:30**.<sup>2</sup> 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.

**Online discussion questions for group-discussed articles:** You must submit one discussion question to the relevant discussion board on D2L by 7am the day of class when a group is discussing a reading. A satisfactory submission earns you a 100, and an unsatisfactory submission earns a 0. Questions are unsatisfactory when they are late or when they suggest that you did not do the reading or think very hard about the reading. Successful questions might be about the overall theme of the piece, about a specific example or quote from the piece, about the implications of the findings and/or methods, etc. Anything is on the table, as long as it is thoughtful, based on the reading, and demonstrates you are thinking critically about the issues raised by the reading and the course. I will drop the lowest grades here (which means that you can skip a discussion question). If you miss class or leave early on a day when your classmates are presenting on an article, you will receive a grade of zero on your discussion question even if you submitted an appropriate question on time, unless your absence was an Official University Absence or unless it was due to properly documented illness or properly documented personal/family emergencies.

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<sup>2</sup> For graduating seniors, the research paper is due Tuesday, May 7 at 1:30pm.

**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:**

14-Jan *Introduction*  
No assigned reading

16-Jan *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**

18-Jan *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.

21-Jan REV. DR. MARTIN LUTHER KING JR. DAY

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

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

28-Jan *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

- 30-Jan The 1955 system  
Kabashima and Steel 9-27, 155-158.
- 1-Feb *The end of the 1955 system*  
Kabashima and Steel 28-60.
- 4-Feb *The media and politics in Japan*  
Kabashima and Steel, 61-85.
- 6-Feb *The changing role of the Japanese Prime Minister*  
Kabashima and Steel, 86-104.
- 8-Feb *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.
- 11-Feb *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.

## Unit 3: The Policymaking Process

- 13-Feb *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.
- 15-Feb *Who governs?*  
Johnson, Chalmers. 1975. "Japan: Who Governs? An Essay on Official Bureaucracy." *Journal of Japanese Studies* 2 (1):1-28.
- 18-Feb *Governance and civil society after Fukushima*  
Iwasaki, Keiko, Yasuyuki Sawada, and Daniel P Aldrich. 2017. "Social Capital as a Shield Against Anxiety Among Displaced Residents from Fukushima." *Natural Hazards* 89 (1):405-421.
- Aldrich, Daniel P, and Emi Kyota. 2017. "Creating Community Resilience Through Elder-Led Physical and Social Infrastructure." *Disaster Medicine and Public Health Preparedness* 11 (1):120-126.
- 20-Feb *Mainstream or exotic policymaking*  
Stockwin, Arthur. 2014. "Japanese Politics: Mainstream or Exotic?" In *Critical Issues in Contemporary Japan*, edited by Jeff Kingston. London: Routledge



- 22-Feb *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
- 25-Feb *Representation and policymaking*  
Kabashima and Steel, 105-127.
- 27-Feb *Corruption and politics in Japan*  
Carlson, Matthew, and Steven R. Reed. 2018. *Political Corruption and Scandals in Japan*. Ithaca: Cornell University Press, pp. 1-24.
- 1-Mar *Campaign, part 1*  
No assigned reading
- 4-Mar **First exam**

## Unit 4: Identity and Politics

- 6-Mar *Gender and politics.*  
LeBlanc, Robin M. 1999. "Housewives and Citizenship." In *Bicycle Citizens: The Political World of the Japanese Housewife*. Berkeley: University of California Press, 61-88.
- 8-Mar *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.
- 11-Mar- SPRING BREAK  
15-Mar
- 18-Mar *Campaign, part 2*  
No assigned reading
- 20-Mar *Social class in a society without classes*  
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
- 22-Mar *Finding appropriate library resources*  
No assigned reading
- 25-Mar *Zainichi Koreans in Japan*  
Chung, Erin Aeran. 2010. "Negotiating Korean Identity in Japan." In *Immigration and Citizenship in Japan*. Cambridge: Cambridge University Press, pp. 82-114.

- 27-Mar *Nationalism*  
Smith, Nathaniel M. 2018. "Fights on the Right: Social Citizenship, Ethnicity, and Postwar Cohorts of the Japanese Activist Right." *Social Science Japan Journal* 21 (2):235-257.

## **Unit 5: Policy Issues in Japan Today**

- 29-Mar *Energy policy in Japan*  
Incerti, Trevor, and Phillip Y Lipsy. 2018. "The Politics of Energy and Climate Change in Japan under Abe: Abenergynomics." *Asian Survey* 58 (4):607-634.
- 1-Apr *Abenomics*  
Katada, Saori N., and Gabrielle Cheung. 2018. "The First Two Arrows of Abenomics: Monetary and Fiscal Policy in the 2017 Snap Election." In *Japan Decides 2017: The Japanese General Election*, edited by Robert J Pekkanen, Steven R Reed, Ethan Scheiner and Daniel M Smith. Cham, Switzerland: Palgrave Macmillan.
- Kushida, Kenji E. 2018. "Abenomics' Third Arrow: Fostering Future Competitiveness?" In *Japan Decides 2017: The Japanese General Election*, edited by Robert J Pekkanen, Steven R Reed, Ethan Scheiner and Daniel M Smith. Cham, Switzerland: Palgrave Macmillan.
- 3-Apr *Japan's "soft power" in a hard world*  
Leheny, David Richard. 2018. *Empire of Hope: The Sentimental Politics of Japanese Decline*. Ithaca: Cornell University Press, pp. 90-116.
- 5-Apr *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.
- 8-Apr *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-Apr *Immigration*  
Assigned reading to be announced
- 12-Apr *superfrog saves tokyo*  
Murakami, Haruki. 2002. "super-frog saves tokyo." In *after the quake: stories*. Translated by Jay Rubin. New York: Alfred A. Knopf.
- 15-Apr *Japanese politics madness*  
No assigned reading

- 17-Apr **Second exam**  
No assigned reading
- 19-Apr GOOD FRIDAY
- 22-Apr *Student presentations of research projects*  
No assigned reading
- 24-Apr *Student presentations of research projects*  
No assigned reading
- 26-Apr *Student presentations of research projects*  
No assigned reading
- 29-Apr *Student presentations of research projects*  
No assigned reading
- 1-May *Final paper exercise*  
No assigned reading