AN/SO 391 SOCIAL ORGANIZATION OF JAPAN WITH FIELD PLACEMENT
IES Abroad Tokyo

DESCRIPTION:
In this seminar, we will explore the structure and cultural principles of Japanese social organizations and the behavioral patterns of members from those organizations. Students use their field experience as a basis for understanding Japanese organizations and comparing them with organizations in other cultural systems. Students will be encouraged to examine their field placement as a reflection of the larger society while seeking to know specific circumstances and variations within the society.

Through their first-hand experiences in the Japanese organizations, students will become sensitive to the dangers of sweeping cultural generalities and stereotyping, and at the same time will become self- reflective to their own culture assumptions. Issues such as individualism, Collectivism, group loyalty, the roles of rituals, the spatial patterns, and modes of communication within organizations are examined. Gender role expectations, the notions of work and leisure, and social relations in and outside of the work settings are also closely examined and discussed.

CREDITS: 3

CONTACT HOURS: 21 + Field Placement Hours

LANGUAGE OF PRESENTATION: English with Japanese terms

INSTRUCTOR: TBD

ADDITIONAL COSTS: Students are required to pay for their transportation to excursion sites and may also have to pay modest entrance fees to events and exhibitions.

PREREQUISITES: None

METHOD OF PRESENTATION:
Students are placed in Japanese organizations as "Participant-Observers" for eight to ten hours a week. In addition, the seminar will meet for a total of seven sessions including an individual conference. Please refer to the class schedule for the specifics.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Class Participation - 30%
- Host supervisor evaluation, weekly checklist and reflection letter to the host organization - 20%
- Student field placement portfolio and presentation [culture learning journal, research proposal, final paper, etc.] - 50%
  The field placement absence will affect your final grade.

Field Placement Portfolio (Ethnographic Record)
The *Field Placement Portfolio* will help you assume responsibility for analyzing, managing, and synthesizing your learning in the seminar and the field placement experience. Goals inherent in the portfolio design will serve as a framework for organizing, reflecting, assessing, documenting and linking course content with individual field placement experiences.

While you are encouraged to take a creative approach to developing your portfolio presentation, required components for every portfolio are listed below and are to be arranged as such. Previous students have used considerable Japanese in their portfolios and have also included reference letters from field placement supervisors and other documentation prepared by the student during the placement. *(Previous students' portfolios are on reserve in the IES Center.)*

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> 1) Title Page 表紙
> 2) Table of Contents (with page numbers) 目次(ページ番号)
> 3) Profile of Organization 企業・団体のプロフィール
> 4) Description of Placement 学生の仕事内容
> 5) Research Proposal 研究計画
> 6) Culture Learning Journal (Titled, Entries #1-4) 文化学習ジャーナル
> 6) Final Paper/ Topic Oriented Ethnography 最終論文

Due: No late portfolios are accepted. Late submissions will adversely affect your final grade.

Form of Assessment: The portfolio grade (50% of total course grade) is based upon Quality of Insight and Analysis (25%); Organization, Clarity, Effective Communication (10%); and Required Components/ Fulfillment of Assignment (15%).

Portfolio Description

1) TITLE PAGE
An acceptable title page will include the date, name of course and course instructor, name of field placement organization, and the student name.

2) TABLE OF CONTENTS (1 PAGE)
Please be sure to list your appendices and other attachments.

3) PROFILE OF ORGANIZATION (1 PAGE)
Please write (in your own words) a brief introductory profile of your field placement organization. You may want to consider the following questions for reflection:
- What is the main activity and mission of the organization?
- What is the organization's product or service?
- Who are your organization's customers or clients?
- How old is the organization and where is it located?
- If your organization has an organization chart, is it flat or vertical?
- Who established the organization, where acomnd for what purpose?

If available, please attach an organizational brochure and the business card(s) of your principle contact(s)

4) DESCRIPTION OF PLACEMENT (1 PAGE)
Please write in one page or less a description of your field placement assignment. You may want to consider the following questions for reflection:
- What will/did your activities and duties involve?
- What sort of expectations do/did you have of the placement and what expectations do/did you think are being made of you?

If possible, please attach a photo or two taken at your field placement and preferably of you interacting with colleagues.

5) RESEARCH PROPOSAL (1 – 2 PAGES)
Focus on one or more aspects of Japanese organizations and propose a topic or issue that you would like to explore during the field placement. Select a specific topic related to your field placement experience that interests you and something you wish to explore in greater depth. For example, a student with an education placement may choose to write on a topic such as the mainstreaming of mentally handicapped students in Japan. A student in a corporate or business placement may choose to write about generational

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differences within the Japanese work force. The proposal should include the methods you would employ in order to approach the issue or to get the information, such as observation, ethnographic interviews, additional reading, oral presentations, etc.

6) CULTURE LEARNING JOURNAL (**FOUR ENTRIES**, 3-5 PAGES EACH)

In addition to field notes that come directly from observing and interviewing, ethnographers should always keep a journal. The *Culture Learning Journal* is designed to capture a process of culture learning organized around experience and reflection.

Cultural Journal #1 - #3
1. Record an interesting, puzzling, irritating or an otherwise significant occurrence at your field placement. Please keep in mind that you are doing more than merely recording events, but are engaging in a form of ethnographic research that will ultimately open a channel for more systematic engagement with Japanese culture.
2. As a participant observer engaged in ethnographic research, here is the place to record initial analyses of cultural meanings, interpretations and insights into the culture studied. You are encouraged to analyze the experience in terms of your current level of understanding Japanese social organization and offer interpretations for the cultural forces shaping those events. What cultural assumptions are people in your field placement using to organize their behavior and interpret their experience? What meanings do the interactions have for them?

The course instructor will reflect back on the themes students seem to be exploring and as possible, will suggest additional approaches for data collection and interpretation.

Cultural Journal #4 – Reflection of Cultural Journal #1-3
Re-examine the experience. Has your interpretation changed? Record the changes. What helped you to learn more about the experience? This reflection will allow you to move from focusing on particular events towards reviewing your reasons for thinking, feeling and believing in responses to significant new experiences. This process will also allow you to take into account the personal biases and feelings that filter your understanding of Japanese social organization. You are strongly encouraged to use outside sources which may include library research and course readings, post- experiences, ethnographic interviews, cultural informants, etc.

All journal entries are to be typed using A4 size paper, 1.5 - 2.0 spaced, and void of grammatical and typographical errors. You are to make proper citations when using secondary research. As with all portfolio entries, you should keep in mind that you are writing both for yourself and for the instructor, who has not shared the experience. Therefore, both what has occurred and what has been learned must be clearly conveyed.

7) FINAL PAPER/ TOPIC ORIENTED ETHNOGRAPHY (4-6 PAGES)
Ideally, the final paper should be based on the research proposal you submitted in the beginning of the semester.
An academic paper in nature, the final paper is to be typed using A4 size paper, 1.5 - 2.0 spaced, and void of grammatical and typographical errors. You are encouraged to use sources from the course, your field placement and incorporate research from outside sources. All sources must be cited using a commonly accepted citation style such as MLA, APA, or Turabian.

Previous final paper topics have included:
- "Japanese Politics: Continuity and Change" (Political placement)
- "Volunteerism in Japanese NGOs and NPOs" (Political NGO placement)
- "Domestic Violence in Japan: The Plights of Foreign and Japanese Wives" (NGO placement)
- "Surface Tension: An Analysis of the Push for Reforms in the Traditional Realm of the Japanese Legal System" (Legal placement)
- "The Japanese School Culture: A Comparative Study of Stereotypes" (Education placement)
- "A Shrimpy Tale: An Analysis of Japanese Conflict Resolution and Negotiation Styles" (International shipping placement)
- "Underlying Reasons for the Japanese Refugee Policy" (Human rights placement)
- "It's Not What You Say, It's What You Mean: Linguistics and Difficulties in Translation" (NPO placement)
- "The Changing Role of Women in the Japanese Workplace" (Human resources placement)

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- "Creating International Business-Bureaucrats: How JETRO's International Organization Meets its Mission Statement" (Economics placement)
- "*Enjo-Kosai*: Before Gender Inequality, Before Prostitution, Before Media. These Girls are Children First" (Women's Issues placement)
- "*Uchi* and *Soto*: Creating Legal Barriers in an Internationalizing World" (Legal placement)
- "Culture of Silence: The Social Marginalization Faced by Those Who Dare to Confront Japan's Militaristic Past" (NGO placement)
- "Japanese Labor Structure and Unionization Trends: A Brief Overview" (Labor union placement)
- "Conserving the *Wa*: The Japanese Approach to Litigation" (Legal placement)
- "Social Structures in Popular Entertainment" (Popular culture placement)
- "Crossing the Street: Collectivism and the Japanese Decision Making Process" (Government placement)
- "Official Japanese *Tatemae*: Equal Employment Opportunity for Women"

LEARNING OUTCOMES:
By the end of the course students will be able to:
- Gain the basic knowledge about ethnographic research methods, intercultural communication theory and Japanese social value systems.
- Develop cultural sensitivity and articulate differences of cultural perspectives.
- Develop self-confidence to work/communicate with different people and know their own selves more through self-reflection

ATTENDANCE POLICY:
Following the attendance policy of IES Abroad Tokyo, attendance to all class meetings is strictly required for the students. The three-hour format for classes makes missing a single class equivalent to missing a full week during a regular semester. Unexcused absences will therefore result in significant grade penalties. The first unexcused absence will result in a penalty of one-third of a letter grade from your final grade; additional unexcused absences will result in a penalty of one of letter grade for each additional absence. That is, one missed class turns an A into an A-, two missed classes turns it into a B-, three turns it into a C-, and so on. An absence is considered "excused" only if it is unavoidable due to illness or other health conditions, or for other reasons approved by the instructor in advance.

CONTENT

Week	Content	Assignments
Week 1	**Overview of Course & Introduction to Ethnographic Research** Students will be introduced to the course goals and design (Field Placement + Seminar = Ethnography), and elements of the course (Culture Learning Journal, Field Placement Synthesis Presentation, Final paper). Further, the basics of ethnographic research will be introduced as a means of cultural learning used in this course. In analyzing ethnographic data and writing a topic-oriented ethnography, students need to be aware of their own cultural biases. In writing an ethnography, questions should be asked to identify important values of those whom the participant observer observed, interacted and interviewed. What kind of world view do they have based on their cultural values? How do they differ from yours? The class discussion will also cover	• DeWalt, Kathleen M. and DeWalt, Billie R. "What is Participant Observation?" <u>Participant Observation: A Guide for Fieldworkers</u>. AltaMira Press, 2011: 1-17. • _. "Learning To Be a Participant Observer: Theoretical Issues" <u>Participant Observation: A Guide for Fieldworkers.</u> AltaMira Press, 2011: 19-40. • _. "Doing Participant Observation: Becoming a Participant" <u>Participant Observation: A Guide for Fieldworkers</u>. AltaMira Press, 2011: 41-66. • Condon, John C. and Matumoto, Tomoko. "In Sync with the Rhythms of the Year." <u>With Respect to the</u>

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	the topics such as ethnocentrism, generalization and stereotyping.	Japanese: Going to Work in Japan. Intercultural Press, 2011: 89-100 • . "Going to Work in Japanese: Seven Suggestions." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011: 101-106
Week 2	**Japanese "Vertical Society" and the Importance of Context** Japan has been called a "vertical society" (tate shakai) by Chie Nakane. The class will review the hierarchical structure of organization. We will also learn about the concept Senpai 先輩 /Kohai 後輩. Edward T. Hall mentioned Japan pays more attention to context in order to interpret the meaning of words, while US trusts the words to understand and to be understood. The class will discuss the importance of "context" in Japan.	Assignments Due: 1) Profile of Organization & Description of Placement 2) Field Placement Agreement 3) Cultural Learning Journal #1 • Condon, John C. and Matumoto, Tomoko. "All I Really Need to Know, *They* Learned in Kindergarten." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011:1-7 • . "The Social Order." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011:9-23 • . "About Time." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011: 63-72 • Anna Wierzbicka. "Japanese Key Words and Core Cultural Values." Understanding Culture through Their Key Words: English, Russian, Polish, German and Japanese. Oxford University Press, 1997: 235 - 280
Week 3	**Communication in Social Organization and Education in Japan** Members of each social organization have their unique patterns of interaction and communication. Yet, the interaction practices and communication styles of the members are often a reflection of the larger culture the organization is nestled in. The class will compare communication patterns in Japan and the United States, and how these differences are attributed to the concept of self, ethics, and ideal social relations in respective society. Our behaviors or ways of thinking are affected by our value systems. Our value systems are affected by our past experiences and education. We will discuss the relationship between our behavioral patterns/communication styles and	Assignments Due: 1) Research proposal 2) Cultural Learning Journal #2 • Condon, John C. and Matumoto, Tomoko. "More than Meets the Eye: All About Context." With • Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011: 25-35 • "Everyday Communication." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011: 37-54

	value systems. We will find out what kinds of values are promoted in Japanese school education. **Discussion Question:** How do people interact with each other in your field placement organization? What are common communication styles that you find? How do they differ from styles of communication typically observed in the States? What kind of information do they share and how? How are decisions made among members of the organization? What are the Informal/formal channels of communications/ decision making process observed? Describe some of the communication gaps you encountered in your field placement or with your home-stay family. Contemplate the sources of miscommunication.	• "In Place." <u>With Respect to the Japanese: Going to Work in Japan.</u> Intercultural Press, 2011: 55-61 • "Waiting for Feedback." <u>With Respect to the Japanese: Going to Work in Japan.</u> Intercultural Press, 2011:73-80 • "On-the-job Learning." <u>With Respect to the Japanese: Going to Work in Japan.</u> Intercultural Press, 2011: 81-88 • Ingrid Piller. "Intercultural Communication at Work." Intercultural Communication: A Critical Introduction. Edinburgh University Press, 2011:76-95 • http://geert-hofstede.com • Kaori Okano and Motonori Tsuchiya. "Teachers' Experiences of Schooling." <u>Education in Contemporary Japan: Inequality and Diversity</u>. Cambridge University Press, 2003: 172 - 179
Week 4	Individual conference to discuss about research paper with the instructor (by appointment)	
Week 5	**Gender Relations and the Japanese Sense of Identity** Every culture defines gender role expectations with its unique logic. Sometimes, for a non- native to the culture, the gender role is an aspect of social organization most difficult to understand, accept, and/or participate in. In this session, we try to see Japanese gender roles from the native's point of view(s) first. We then seek to look beyond the normative gender role expectations and how the expectations are resisted and challenged. We will also explore the Japanese sense of ethnic and national identity and the illusion of Japanese homogeneity. Our discussion includes position of ethnic minorities and the social organization of Japan with respect to issues of cultural diversity and internationalization. Students are encouraged to employ comparative perspective in approaching to the issues of ethic relations in Japan with that of their society. **Discussion Questions:** Observe what kinds of tasks and roles are shared and differentiated between male and female workers and how their interactions tell you about appropriate male and female behaviors. Or can you find some behaviors that you may think "deviate" from what you perceived as "ideal" gender roles in Japan?	Assignments Due: 1) Cultural Learning Journal #3 • Eric Prideaux. "Chizuko Ueno: Speaking up for her sex." Japan Times, March 6, 2006 http://www.japantimes.co.jp/life/2006/03/05/lifestyle/speaking-up-for-her-sex/#.Vt2Kz_mLTIU • Yuichiro Chikamochi. "Here's hoping the ikumen fad fades as Japan ages like fine sake", Japan Times. June 3, 2015 http://www.japantimes.co.jp/community/2015/06/03/voices/heres-hoping-ikumen-fad-fades-japan-ages-like-fine-sake/#.VuUZ8_mLTIU • Lie, John. "Genealogies of Japanese Identity and Monoethnic Ideology." Multi-Ethnic Japan. Harvard University Press. 2001: 111-141

	Describe some of the experiences or events that you felt particularly being treated as gaijin. Can you think any instance that you felt being treated "insider"? Prepare to discuss how the Japanese attitude toward cultural diversity differ/similar to the one of your society.	
Session 6 & 7	**Presentation of research papers & Course Evaluations** This is a chance for you to present your research paper on your field placement experience. In addition, the knowledge you have gained through course readings, outside research, and class discussions should be fully utilized. Although the academic quality of the presentation needs to be high, students are encouraged to take a creative, entertaining, as well as an educational approach in their presentation style. The group members and the presentation topic should encourage class discussion and interest. All presentation topics must be discussed with the course instructor by 17 June. Each student will have between 15-20 minutes for the presentation (depending on number of presenters) and should use visual aids and other media. The presentation session will be open to the IES staff members and associates.	Assignments Due: 1) Reflection letter to the host organization

REQUIRED READINGS:
- Chikamochi, Yuichiro. "Here's hoping the ikumen fad fades as Japan ages like fine sake", Japan Times. June 3, 2015 http://www.japantimes.co.jp/community/2015/06/03/voices/heres-hoping-ikumen-fad-fades-japan-ages-like-fine-sake/#.VuUZ8_mLTIU
- Condon, John C. and Matumoto, Tomoko. "All I Really Need to Know, They Learned in Kindergarten." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011:1-7
- Condon, John C. and Matumoto, Tomoko. "In Sync with the Rhythms of the Year." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011:89-100
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- DeWalt, Kathleen M. and DeWalt, Billie R. "What is Participant Observation?" Participant Observation: A Guide for Fieldworkers. AltaMira Press, 2011:1-17.
- Lie, John. "Genealogies of Japanese Identity and Monoethnic Ideology." Multi-Ethnic Japan. Harvard University Press. 2001: 111-141
- Okano, Kaori and Tsuchiya, Motonori. "Teachers' Experiences of Schooling." Education in Contemporary Japan: Inequality and Diversity. Cambridge University Press, 2003: 172 – 179.
- Piller, Ingrid. "Intercultural Communication at Work." Intercultural Communication: A Critical Introduction. Edinburgh University Press, 2011: 76-95
- Prideaux, Eric. "Chizuko Ueno: Speaking up for her sex." Japan Times, March 6, 2006 http://www.japantimes.co.jp/life/2006/03/05/lifestyle/speaking-up-for-her-sex/#.Vt2Kz_mLTIU
- http://geert-hofstede.com
- Wierzbicka, Anna. "Japanese Key Words and Core Cultural Values." Understanding Culture through Their Key Words: English, Russian, Polish, German and Japanese. Oxford University Press, 1997: 235 – 280.

- _____. "About Time." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011: 63-72.

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- _____. "Everyday Communication." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011: 37-54.
- _____. "Going to Work in Japanese: Seven Suggestions." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011: 101-106.
- _____."In Place." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011: 55-61.
- _____. "Learning To Be a Participant Observer: Theoretical Issues" Participant Observation: A Guide for Fieldworkers. AltaMira Press, 2011:19-40.
- _____."On-the-job Learning." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011: 81-88.
- _____. "The Social Order." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011:9-23.
- _____."Waiting for Feedback." With Respect to the Japanese: Going to Work in Japan. Intercultural Press, 2011:73-80.

RECOMMENDED READINGS:
- Adler, Nancy J. "How Do Cultural Difference Affect Organizations?" International Dimensions of Organizational Behavior. 4th ed., South-Western, 2002:45-72.
- Benedict, Ruth. Chrysanthemum and the Sword. Meridian Books. 1967. Houghton Mifflin Company. 1989.
- Bennett, Milton J. "Intercultural Communication: A Current Perspective." Basic Concept of Intercultural Communication. Ed. Bennett, Milton J., Intercultural Press, 1998:1-34
- Doi, Takeo. "The World of Amae." The Anatomy of Dependence. Kodansha International. 1973: 28- 64.
- Goldman, Alan. "Japanese Public and Private Communication." Doing Business with the Japanese: A Guide to Successful Communication, Management, and Diplomacy. State University of New York Press, 1994: 239-244.
- Gray, Ann. "Locating Instances and Generating Material " Research Practice for cultural studies. SAGE Publications, 2003: p82-93
- Hendry, Joy. "Status, hierarchy and ethnic diversity." Understanding Japanese Society. Nissan Institute/Routledge Japanese Studies Series, 2013, 91-114
- Hendry, Joy. "Religious influences." Understanding Japanese Society. Nissan Institute/Routledge Japanese Studies Series, 2013, 115-131
- Kashiwagi, Akiko. "Japan： Devoted Dads – the redoubtable salaryman is seeking a more balanced life. Hellish hours at work are out. Family life is in." Newsweek Nov. 27, 2006 http://www.newsweek.com/id/44497
- Kono, Toyohiro and Clegg, Stewart. "The Context of Japanese Management." Trends in Japanese Management: Continuing Strengths, Current Problems and Changing Priorities. PALGRAVE.
- 2001:1-42
- Kopp, Rochelle. "Participating in Japanese Style Decision Making." The Rice-Paper Ceiling: Breaking Through Japanese Corporate Culture. Stone Bridge Press, 1994: 141-151.
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- Nakane, Chie. "The Internal Structure of the Group." Japanese Society. Charles E. Tuttle Company, Inc. 1973: 24-66.
- Okano, Kaori and Tsuchiya, Motonori "Analytical Frameworks: Schooling and Society" Education in Contemporary Japan: Inequality and Diversity Cambridge University Press. 1999: 1-11
- Okano, Kaori and Tsuchiya, Motonori. "Students' Experience of Schooling, Part 2: Minorities." Education in Contemporary Japan. Cambridge University Press, 1999:110-140
- Ramsey, Sheila J. "Interactions between North Americans and Japanese: Considerations of Communication style." Basic Concepts of Intercultural Communication. Ed. Bennett., Milton J., Intercultural Press, 1998: 111-130
- Rosenberger, Nancy. "No Self, True Self, or Multiple Selves?" Gambling with Virtue: Japanese Women and the Search for Self in a Changing Nation. University of Hawaii Press, 2001: 214 – 232
- Spradley, James P. "Ethnography and Culture." Participant Observation. Harcourt College Publishers, 1980: 3-12.
- Sugimoto, Yoshio. "Gender Stratification and the Family System." An Introduction to Japanese Society. Cambridge University Press, 2010: 156-188

- Sugimoto, Yoshio. "Minority Groups: Ethnicity and Discrimination." An Introduction to Japanese Society. Cambridge University Press, 2003 183-211
- Sugimoto, Yoshio. "The Japan Phenomenon and the Social Sciences." An Introduction to Japanese Society. Cambridge University Press, 2010: 1-36
- Tenhover, Gregory R. "Differences in Our Heart and Minds." Unlocking the Japanese Business Mind. Transemantics, Inc. 1994: 59-98
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- _____. "The Ethnographic Research Cycle." Participant Observation. Harcourt College Publishers, 1980: 26-35.