

## **Culture, Gender, and Public Policy in Japan (PSY 261/SOC 256)**

Professors: Erin Davis (Sociology) and Carol Enns (Psychology)

Term 7, 2010

### **Course Description**

This course examines the interconnections between Japanese cultural traditions, gender roles, and contemporary public policy. Although a major goal of this course is to provide a broad introduction to Japanese culture, it will place special emphasis on gender and public policy. Specific topics will include: gender and employment patterns, work and family life balance, education, sexuality, reproductive and fertility concerns, Japanese feminisms, gender and interpersonal violence, developmental and aging issues, immigration and human rights issues, popular culture, and current challenges faced by young adults in Japan.

Initial sessions will provide an orientation to enduring historical and cultural foundations and values as well as contemporary issues that inform everyday life in Japan. While in Japan, class members will participate in a variety of activities and discussions; will complete field excursions to historical, cultural, educational, employment, and religious settings; and will read materials relevant to these themes. Students will also explore contemporary culture by observing and interacting with Japanese citizens and hearing from guest lecturers. The course includes travel to and within the Tokyo (Kanto) and Kyoto-Osaka (Kansai) regions of Japan.

The primary “texts” for the course come from the cities of Tokyo and Kyoto and their surrounding communities. These “texts” include museums, gardens, festivals, showcases of technology (household items and other technologies), traditional cultural performances, traditional Japanese arts (e.g., tea ceremony, *ikebana*), the popular cultures of Tokyo and Kyoto (e.g., *karaoke*, *pachinko*, etc.), religious settings and observances (shrines, temples, and their events), public service agencies, government offices, and the everyday cultures of Tokyo and Kyoto.

### **Course Objectives**

#### Cultural Competence Objectives

- Develop skills for entering new cultural contexts, both in the present and for the future; develop “wayfinding” skills and coping skills for negotiating cross-cultural challenges.
- Demonstrate a mindful approach to encountering a new culture (e.g., through enhanced awareness of the nuances of culture as well as one’s personal reactions), an openness to experiential engagement and learning, and tolerance for ambiguity when facing unexpected or uncomfortable circumstances.
- Demonstrate curiosity about and respect for cultural traditions; seek to understand Japanese culture from the perspective of those who live in the culture (e.g., value alternative ways of seeing and living in the world).
- Reflect on and develop an appreciation of cultural uniqueness, similarities, and differences.
- Practice cognitive flexibility, or the ability to see cultural behaviors from multiple perspectives.
- Show sensitivity and respect for hosts and those with whom we interact (e.g., by following the customs, norms, and expectations associated with the culture).
- Engage in dialogue and interaction, when possible, with members of the host culture.
- Use cultural encounters in Japan to increase conscious knowledge of North American values.

### Course Content Objectives

- Apply social science approaches to the study of gender issues in Japan.
- Gain knowledge of basic Japanese values, traditions, belief systems, and philosophies that form a foundation for social life and gendered experience in Japan.
- Explore ways in which ordinary aspects of culture (e.g., food, shopping) provide insights about culture and gender roles.
- Explore popular culture and leisure activities and their relationships to gender.
- Gain awareness of gender roles and gender role ideologies in Japan (e.g., salaryman, professional housewife), their evolution, and how gender roles are shaped by culture, history, social structure, and public policy.
- Develop knowledge about socialization and social control in Japan as related to gender experiences embedded in education, parenting, leisure, and work roles.
- Develop knowledge of gender issues and challenges across the lifespan, including during childhood, young adulthood, middle adulthood, and older adulthood.
- Gain knowledge of life patterns and issues experienced by various minority groups, including sexual minorities, ethnic minorities, and immigrant groups.
- Gain knowledge about contemporary gender issues in Japan and their relationships to public policy, including domestic/sexual violence, sexual harassment, child care, reproductive rights, work-life balance, work equality, as well as lingering controversies related to World War II “comfort women.”
- Acquire knowledge about human rights issues in Japan, Japanese feminisms and approaches to achieving equality (e.g., grassroots efforts, legislation and legal approaches, public policy)
- Integrate observational, experiential, and academic perspectives on topics related to gender, culture, and social policy.

### **Class Expectations and Requirements**

#### Attendance and Participation (20%)

Travel-seminar courses require a high level of self-directed learning. Class members are expected to attend all class lectures and activities, arrive at destinations on time, honor the needs of the larger group, treat all class members with respect and consideration, and show respect for cultural hosts. We also expect active participation in all scheduled and unscheduled activities, including small group activities and lectures (e.g., through being alert, attentive, and prepared, asking questions, and making observations), and the willingness to show leadership and/or facilitate interaction during small group activities. Finally, Cornell students are also expected to respect the educational policies and codes of conduct of Cornell College. We may ask for peer and self-assessments of participation.

Field Journal (35%) Intermittent submission during course to receive feedback from professors and a final due date of March 31

Each student is required to maintain a daily field journal in which class members will record observations and interpretations about the material, people, and places with whom they engage. In addition to the regular field notes, class members will be expected to complete several structured exercises as part of this journal.

This field journal assignment is intended to encourage your active engagement with the local environment. Careful, conscientious observational skills are key to “reading” culture and understanding the sociological and psychological dynamics of everyday life. You are expected to observe carefully—being cognitively present and processing your surroundings and interactions. Your journal represents a documentation and an analysis of these observations and experiences. You should bring your journal with you into “the field” as well as spending time “outside the field” analyzing these experiences.

While your field journal will be unique to you, reflecting your personal style and your ongoing process of analysis and interpretation, you should include notes from observations, informal conversations, and formal

lectures. Your field journal will also include visual material such as sketchings, photographs, and other artifacts. You may wish to include reading notes as well. The quality and depth of your field notes are key indicators of your engagement with all aspects of the course and will be graded as an academic assignment. Further, you will be able and expected to utilize this field journal in completing the exam and the final project.

Although field notes are typically conceived of as informal writing, your journal should illustrate intellectual curiosity and insight and should be legible and clearly marked so that the day, location, and specifics of the observation, interaction, conversation, lecture, and/or reading are clear. Below we identify the form that field journal notes may take:

*Descriptive notes* should provide a vivid, descriptive narrative of the social/psychological space and dynamics and might include a description of the following elements: physical setting, the organization of the space, key objects and activities, contemporary and/or historical patterns of use/meaning, the people (i.e. demographics, characteristics, dress, presentation of self), interactions both among individuals and between individuals and the space/objects, non-verbal and verbal expressions, explicit and implicit information presented, ritualized patterns, and any other interesting information or observations relevant for your own research focus. You may also wish to provide a visual representation by sketching or photographing the setting and/or particular features or interactions or by including “memorabilia.”

*Lecture or reading notes* might include key points, questions, and reminders of areas to explore further through observations or conversations.

*Analytic notes* should “make sense” of your observations and link the theories, information, and insights garnered from readings, lectures, conversations, and observations. You may make reference to concepts we have been studying and utilize course material as appropriate in helping to make sense of this observation. You may also wish to include analyses relevant to your individual research project. As part of your analytic notes, you may wish to explore some of the following questions: How do you make sense of the organization of space, the interactions between people, etc.? What do these observations “tell” us? How does this space and/or the interactions reflect or fit into the culture (or subculture)? How are the space and/or the interactions constructing, reinforcing, or challenging gender? How do your observations compare to your personal expectations? Do these observations support or challenge information or theories gathered from other sources (other settings, readings, lectures, prior knowledge, American cultural representations)? To what extent and in what ways are the patterns observed in this setting similar or different to other related settings (i.e other temples or other shopping areas)?

Group Journal: Each student will also be responsible for reproducing and submitting a journal entry for a specific pre-assigned site. These entries will be combined into a group journal that will then be distributed to class members and organizations that helped to fund this course.

The completed journal and the separate reproduced journal entry are due March 31. We will also review and provide preliminary feedback on your journal intermittently during the trip.

#### Independent Research Project (25%) Due date: March 31

Your final research project will integrate academic theories and perspectives with your ethnographic observations and interpretations. In your ethnographic paper you should develop a clear social science-based claim and then elaborate and support this thesis with the ethnographic evidence (observations, interactions, and conversations) documented in your field journal. Use detailed examples from your field journal to illustrate your points. In addition, you should draw from lectures, discussions, course readings, and outside literature to present your argument and to support your interpretations of your findings. This essay should integrate and balance the descriptive and analytical. In other words, provide a vivid, descriptive narrative and a clear supported interpretation of your data. This project should also incorporate a visual element—in addition to a final paper (approx. 8 pages) you will also submit a short powerpoint. While this powerpoint may include a few slides presenting your thesis and the key points of your analysis, the primary focus will be photographs,

sketchings, or facsimiles of memorabilia collected. This powerpoint should provide the visual basis for a 5 minute presentation on your research. This project will be evaluated based on an assessment of (1) quality of analysis and development of ideas; (2) demonstration of knowledge of material (3) integration of course concepts and empirical information; (4) organization, coherence, writing style. The research paper and powerpoint slides are due on March 31.

### Test (20%)

Near the conclusion of our stay in Japan, class members will complete a test that assesses their knowledge of course content. Students may use any reading notes and field observations to complete the test. The test will include a variety of short answer items that will require the identification, definition, and application of key concepts or terms. It will also include several integrative essays that focus on (a) organizing and conceptualizing one's observations about the performance of gender in Japan and (b) encountering and dealing effectively with cultural difference in Japan.

### Helpful Websites

Transportation:

Timetables and costs: [www.hyperdia.com](http://www.hyperdia.com) (click on English and the "classic" version). This website provides information about how to get from one place to another as well as information about costs.

Tokyo metro (subway): [www.tokyometro.jp](http://www.tokyometro.jp)

Japan Rail System: [www.japanrail.com](http://www.japanrail.com)

Government websites:

Gender Equality Bureau: [www.gender.go.jp](http://www.gender.go.jp)

Ministry of Education, Culture, Sports, Science and Technology: [www.mext.go.jp](http://www.mext.go.jp)

Tourism websites:

Tokyo: [www.tourism.metro.tokyo.jp](http://www.tourism.metro.tokyo.jp) (Includes information about self-guided walking tours & events calendar.

Kyoto: [www.kyoto.travel](http://www.kyoto.travel)

Osaka: [www.osaka-info.jp](http://www.osaka-info.jp)

Yokohama: [www.welcome.city.yokohama.jp](http://www.welcome.city.yokohama.jp)

Taito City (Asakusa): [http://www.taitocity.com/kanko/asakusa\\_ueno/e\\_guide/index.html](http://www.taitocity.com/kanko/asakusa_ueno/e_guide/index.html)

Housing in Tokyo: [www.sakura-hostel.co.jp](http://www.sakura-hostel.co.jp)

Kyoto Seika University: [www.kyoto-seika.ac.jp](http://www.kyoto-seika.ac.jp)

To gain information about housing, click on "International Office" and then go to the link for "Accommodation." Scroll down until you see a link for the *Doho-kan*, which is the short-term residence for international students. Given the fact that the *Doho-kan* can only accommodate 18 students, several students will need to stay at the *Shugakuin* guest house, which is where Erin and Carol will also be staying.

Waseda University: [www.waseda.jp](http://www.waseda.jp)

Aoyama Gakuin: [www.aoyama.ac.jp](http://www.aoyama.ac.jp)

Aoyama Gakuin Women's Junior College: <http://www.luce.aoyama.ac.jp/>

Sumo website & information: [www.sumo.or.jp](http://www.sumo.or.jp)

Baseball website & information: [www.japanball.com](http://www.japanball.com) (For schedules, click on Baseball Japan, then Schedules)

Virtual tour of historic Edo: [www.us-japan.org/edomatsu](http://www.us-japan.org/edomatsu)

Comprehensive directory of useful websites: <http://web-japan.org>

Japanese gardens:

Bowdoin Japanese Garden website <http://learn.bowdoin.edu/japanesegardens/index.html>

## Schedule and Readings (subject to change)

### Sunday, October 4, 7 PM

Topic: Preparing to Encounter Japan  
 Communication: High and low context  
 Introduction to Japanese “double codes”

Readings and materials:

- Movie: Lost in Translation
- Makino, S. (2002). *Uchi and soto* as cultural and linguistic metaphors. In R. T. Donahue (Ed.), *Exploring Japaneseness* (pp. 29-38, first part of chapter). Westport, CT: Ablex.
- Jeffrey, M.Q. High context vs. low content communication.

Questions:

How are the concepts of high and low context communication and uchi-soto relevant to events displayed in this movie?

What forms of cultural confusion, disorientation, or cultural shock are shown by the main characters of “Lost in Translation” as they encounter Tokyo?

What barriers to communication are displayed in “Lost in Translation?” What keeps these individuals from immersing themselves more fully in the culture?

What are some implications of this movie and these readings for entering and immersing oneself in a culture such as Japan?

### Sunday, November 1, 7 PM Young Adult Issues in Contemporary Japan (including gender expectations)

Readings and Materials:

- Movie: Train Man (*Densha Otoko*)
- Jones, M. (2006, Jan. 15). Shutting themselves in. *New York Times Magazine*.
- Yamada, M. (2001). Parasite singles feed on family system. *Japan Quarterly*, 10-16.
- Class handout: Issues facing young adults and *Hikikomori*.

Questions

In what way does Japanese culture affect the manner in which “Train Man” unfolds? How might this story have been similar and different if it had occurred in the United States?

What is meant by the following terms: parasite singles, *hikikomori*, freeters, NEETs, *Otaku*

Identify cultural values as well as contemporary cultural pressures that appear to affect the life choices and life difficulties facing young adult Japanese women and men?

In what ways does gender operate in this movie? What are some of the gendered “rules” that have an impact on “his” and “her” behaviors?

### Sunday, December 6, 7 PM Middle Adulthood in Japan (including gender expectations)

Readings and Materials:

- Dasgupta, R. (2000). Performing masculinities? The ‘salaryman’ at work and play. *Japanese Studies*, 20, 189-200
- Goldstein-Gidoni, O. and Daliot-Bul, M. (2002). ‘Shall We Dansu?’: Dancing with the ‘West’ in contemporary Japan. *Japan Forum*, 14(1), 63-75.
- Class handout: A day in the life of a salaryman

Questions

- What does this movie and these readings suggest about the lives of salarymen? About the life of a professional housewife?
- How did the salaryman role evolve within Japanese culture? How did it contribute to highly differentiated male and female roles?
- How does gender interact with the motivations and options of various characters in this movie? Mai and Tomoko (dance instructors)? Aoki (Donny Burns character)?
- How does dance free the main character (Sugiyama-san) from confining gender roles? What are the costs of his involvement in social dance?
- What does this movie tell us about Japan's relationships to and incorporation of "the West?"

**Sunday, January 11, 7 PM** Japanese Zen Arts: Tea Ceremony

The Tea Ceremony: Yu Harumi, Ph.D., Guest speaker

Yu Harumi is a counseling psychologist who was born and raised in Japan. At present, he maintains a private practice in Iowa City.

Readings and materials:

- Mori, B. (1991). The Tea Ceremony: A Transformed Japanese Ritual. *Gender and Society*, 5, 86-97.
- Kondo, D. (1985). The way of the tea: A symbolic analysis. *Man*, 20, 287-306. (one-page excerpt that focuses on the tea ceremony's connection to Zen Buddhism)
- Wikipedia's "Japanese Tea Ceremony" ([http://en.wikipedia.org/wiki/Japanese\\_tea\\_ceremony](http://en.wikipedia.org/wiki/Japanese_tea_ceremony))
- Class handout: 25 ways to bring "tea ceremony" (stress reduction) into your life.

Questions

- How is the discipline of tea ceremony associated with stress reduction?
- How is the tea ceremony related to Zen practice?

**Thursday, January 14, 11:10 AM**

Humanities and Arts Interest Group Talk, Carol Enns

Title: Abortion and Birth Control in Japan: The Confluence of Culture and Public Policy

Related materials:

- HAIG talk slides have been posted on Moodle. These slides may provide ideas about how to integrate narrative slides with pictures (e.g., for the final project).

**Sunday, February 7, 7 PM** Topic: Japanese culture and etiquette

Readings:

- Overview Reading on Gender, Culture, and Public Policy (summary of class topics)
- Wikipedia's "Etiquette in Japan": [http://en.wikipedia.org/wiki/Etiquette\\_in\\_Japan](http://en.wikipedia.org/wiki/Etiquette_in_Japan)
- Selection from Japan Travel Bureau's *Japan: Daily Life and Society*

## FORMAL CLASS MEETINGS:

### Thursday and Friday, February 25 and 26, 9 AM-12 PM on both days

#### Cluster 1 Topics and Readings

Studying Culture and Gender: Social Science Perspectives  
 Brief history of Japan: Edo Period to Present  
 Overview of Key Concepts Regarding Japanese Beliefs and Culture

#### Readings:

- Gannon, M. J. (2004). *Understanding global cultures: Metaphorical journeys through 28 nations* (3rd ed.). Chapter 3, The Japanese garden. (pp. 35-56). Thousand Oaks, CA: Sage.
- Sugimoto, Y. (2003). *An introduction to Japanese society* (2<sup>nd</sup> ed. 2003). Ch. 10 Friendly Authoritarianism. New York: Cambridge University Press.

#### Cluster 2 Topics and Readings

History of Women's And Men's Roles  
 Family Life and Public Policy (Registration System; Fertility Crisis, Related Implications and Public Policy)

#### Readings:

- Sugimoto, Y. (2003). *An introduction to Japanese society* (2<sup>nd</sup> ed.). Chapter 6, Gender stratification and the family system,. New York: Cambridge University Press.
- Imamura, A. (2003) Japanese Family Faces Twenty-First Century Challenges, *Education about ASIA* 8(2) 30-33.

#### Cluster 3 Topics and Readings

History of Feminism  
 Gender Equality and Employment (EEOL and Part-Time Work; Work Environment)

#### Readings:

- Enns, C. (2004). *Feminist theories and feminist psychotherapies* (2<sup>nd</sup> ed.). pp. 249-269. Binghamton, NT. Hawthorne Press.
- Ehara, Yumiko. (2000). Feminism's growing pains. *Japan Quarterly*, 41-48.

#### Cluster 4 Readings:

Other Contemporary Social Issues in Japan

- Chan-Tiberghien. (2004). *Gender and human rights politics in Japan: Global norms and domestic networks*. Stanford, CA: Stanford University Press. Chapter entitled Grassroots Mobilization in Gender and Human Rights.

Recommended Readings on Issues Facing Young Adults: Parasite Single and Freeter Debates

- Yamada, M. (2000) Growing crop of spoiled singles. *Japan Echo*.
- Genda, Y. (2000) Don't blame the unmarried breed. *Japan Echo*. (response to Yamada)
- Fujioka, T. (2009) Japanese women hunt for husband as refuge from deepening slump. *New York Times*.
- Tomohiro, A. (2008, June). What hope for the "freeters"? *Japan Echo*, 14-17.
- Kosugi, R. (2004) Transition from school to work in Japan: Understanding the increase in Freeter and jobless Youth. *Japan Labor Review*.
- McNeil, D. (2010.) In bleak economy, Japanese students grow frustrated with endless job hunt. *Chronicle of Higher Education*.

### **Monday and Tuesday, March 1 & 2**

Travel and Reading Days

Travel to airport: Airport Shuttle pick-up, Commons Circle, 4:30 AM (\$8 fee)  
Notify professors if you have made other arrangements for travel

Northwest Airlines #3337

Eastern Iowa Airport (CID) to Minneapolis/St. Paul (MSP)

6:30 am (arrival 7:50 am)

Northwest Airlines #321

Minneapolis/St. Paul (MSP) to Tokyo (NRT)

12:50 pm (arrival 4:25 pm, Tuesday, March 2)

Customs and money exchange at Narita Airport

Purchase of Shinkansen tickets and Suica Cards (for travel in the Kanto region & from Tokyo-Kyoto)

Travel via the Keisei line to Asakusa and Sakura Hostel (¥ 1,050)

### **Wednesday, March 3** (*Hina-matsuri*, or doll's/girls' festival)

Exploring Traditional and Contemporary Aspects of Tokyo

A.M.: Tsukiji, Shiodome Tower, Panasonic Showroom, Zojoji Temple (optional), Ginza

Directions: Take the Asakusa subway line from Asakusa to Higashi-Ginza (11 minutes, ¥210) or Tsukiji (19 minutes, ¥210). After exploring Tsukiji and the Shiodome area, we will walk to the Ginza area.

P.M.: Edo-Tokyo Museum, Sumo Museum, Akihabara, Ueno

Directions: From Ginza, we will walk or take the subway to the JR Yurakucho Station.

At Yurakucho, take the Yamanote Line (JR, inner loop) to Akihabara. At Akihabara, transfer to the Sobu Line (JR) and take it to Ryogoku (¥150). At Ryogoku, walk to the Edo-Tokyo Museum.

After exploring the Edo-Tokyo and Sumo Museums, take the Sobu line back to Akihabara (¥130, about 5 minutes). Those who prefer to return to Sakura Hostel can take the Oedo line to Kuramae, then transfer to the Asakusa line and take it back to Asakusa (¥170).

Readings on food culture: Relevant to all locations in Japan.

- White, M. I. (2002). "Marketing the Bite-Sized Family", in *Perfectly Japanese: Making families in an era of upheaval*. Berkeley, CA: University of California Press: (pp. 195-204 only)
- Ohnuki-Tierney, E. (1997) "McDonalds in Japan", in *Golden Arches East: McDonalds in East Asia*, Watson, J (Ed.) Stanford University Press. (focus on pp. 163-172).

Reading about "maid" cafes in Akihabara:

- Katayama, L. (2009) Maid in Japan: Tokyo's Youth Dress Up and Let Loose in Costume-Play Cafés. *Afar Magazine*.

### **Thursday, March 4**

NICE CLOTHES – theatrical performance and welcome party at Aoyama Gakuin

Directions: Take the Ginza subway line from Asakusa to Omotesando (approximately 30 minutes on the subway) Take the B1 exit and walk straight ahead (same direction you take out of the exit) for approximately 5 minutes to the Aoyama Gakuin main campus gate.

9:50: Meet at the main gate of Aoyama Gakuin

10 A.M. talk: Domestic Violence and Dating Violence

Speaker: Ms. Nakajima Sachi, MSW, JD, Director of Resilience. Resilience is an NGO that focuses on education & support related to domestic violence. The Japanese website is at [www.resilience.jp](http://www.resilience.jp).

Readings on domestic violence:

- Koza, J. (1999). Domestic violence in Japan. *American Psychologist*, 54, 50-54.
- Hatashita, H., Brykczynski, K.A., & Anderson, A.E. (2006). Chieko's Story: Giving Voice to Survivors of Wife Abuse. *Health Care for Women International*, 27, 307-323.
- Hatashita, H., Hirao, K., Brykczynski, K., & Anderson, E. (2006). Grassroots efforts of Japanese women to promote services for abused women. *Nursing & Health Sciences*, 8(3), 169-174.

Lunch at Aoyama Gakuin

Group A

1:30 P.M.: Takarazuka Theatre Performance followed by a talk in a local coffee shop with Prof. Maki, a specialist of the Takarazuka Theatre.

Directions: From Omotesando subway station, take the Chiyoda line to the Hibiya stop (¥160, 10 minutes)

Group B

1:30 P.M.: Exploration of a local museum and the Omotesando area (Shibuya 109, Meiji Shrine, Harajuku, Ebisu )

6 P.M.: Evening meal with Aoyama Gakuin faculty and students, Aoyama Gakuin campus

Readings relevant to youth culture (fashion, beauty, and kawaii). Related sites: Shibuya, Harajuku, Omotesando, Akihabara. These readings are relevant to a variety of small group excursions.

- Kawamura, Y. (2006). Japanese Teens as Producers of Street Fashion, *Current Sociology*, 54 (5): 784-8-01.
- Miller, L. (2008). Japan's Cinderella Motif: Beauty Industry and Mass Culture Interpretations of a Popular Icon. *Asian Studies Review*, 32(3), 393-409. (focus on pp.395-400).
- Kinsella, S. (1995) Cuties in Japan, *Women Media and Consumption in Japan*, Skov, L and Moeran, B. (Eds). <http://www.kinsellaresearch.com/Cuties.html>
- Katayama, L. (2009) Maid in Japan: Tokyo's Youth Dress Up and Let Loose in Costume-Play Cafés. *Afar Magazine*.
- Optional: Miller, L. (2004). Youth Fashion and Changing Beautification Practice. In *Japan's Changing Generations: Are Young People Creating a New Society?* Matthews, G. and White, B. (Eds.). Routledge/Curzon Press.
- Optional: Chalfin, R. (2001) Print Club Photography in Japan: Framing Social Relations. *Visual Sociology*, 16 (1):55-73. (skip pp. 56-63)

## **Friday, March 5**

Day Trip to Kamakura and Yokohama

In Kamakura: Tsurugaoka Hachimangu, Hase-dera, Daibutsu (statue of Buddha).

For those interested in visiting Benten-do (temple carved into the rocks) and Tokei-ji (historic temple that provided refuge to wives abused by husbands), it is possible hike from the Daibutsu to Kita-Kamakura Station (a choice that will leave less time for activity in Yokohama).

In Yokohama: Japan Overseas Migration Museum, Red Brick Warehouse Shopping area, China Town, Landmark Tower and adjacent shopping areas, Cosmo World.

Directions: Take the Asakusa subway line to Shimbashi. At Shimbashi transfer to the JR Yokosuka Line.

Total time for travel: approximately 1 ½ hours (¥980).

To get from Kamakura to Hase and also to return back to Kamakura (site of the Daibutsu and Hase-dera),

take the Enoshima Electric Rail from Kamakura to Hase (¥190 each way).

To go to Yokohama, take the JR Rapid Narita Airport train to either Ofuna or Yokohama. At either of these locations, transfer to the JR Keihin Tohoku Negishi Line and take it to Kannai Station (¥380). Kannai is a good starting point for exploring various areas in Yokohama.

To return to Asakusa, take the Keihin Tohoku Negishi Line from Kannai or Sakuragicho (if you have walked this far) to Shimbashi, transfer to the Asakusa line (subway) and get off at Asakusa (¥660).

Readings: The following readings are relevant to Hase-dera in Kamakura and other areas with Jizo statues (e.g., Zojoji Temple next to Tokyo Tower, Nikko, Kiyomizu-dera in Kyoto, and a variety of other areas).

- LaFleur, William. (1993). Abortion's place in society: The case of Japan.
- Kato, M. (2009). Abortion still key to birth control. *Japan Times*.

### **Saturday, March 6**

A.M.: Edo-Tokyo Architectural Museum, return to Shinjuku area.

Option 1 for the P.M.: Exploration of various Tokyo locations

Option 2 for the P.M.: Excursion to Kawagoe, which is referred to as "Little Edo"

Directions to Edo-Tokyo Architectural Museum: Take the Asakusa line to Nihombashi. At Nihombashi, transfer to the Tozai Line. Take the Tozai line to Nakano. At Nakano, transfer to the JR Chuo line, and take it to Musashi-Koganei (¥500).

Those returning to Shinjuku should take the JR Chuo line to Shinjuku (¥290).

(Alternatively, you may return on the Seibu Shinjuku line by taking the train from Hanakoganei.)

Make your way back to Asakusa by using the JR Yamanote line and subway lines.

Those interested in going to Kawagoe should walk to Hanakoganei on the Seibu Shinjuku train line.

Take the Seibu Shinjuku line to Hon-Kawagoe (about 40 minutes, ¥330). To explore the Shinjuku area on the way home, take the Seibu Shinjuku line to Seibu Shinjuku (¥480). For the final return from Shinjuku to Asakusa, take the JR Yamanote line to Ueno and transfer to the Ginza subway line to get to Asakusa. To skip Shinjuku and return directly to Asakusa after being in Kawagoe, take the Seibu Shinjuku line from Hon Kawagoe to Takadanobaba. At Takadanobaba, transfer to the subway Tozai line. Take the Tozai line to Nihombashi. At Nihombashi, transfer to the Asakusa line, which takes you to Asakusa (¥770 from Hon Kawagoe to Asakusa).

Readings: (also relevant to March 13 talk in Kyoto)

- Waswo, A. (2009). Housing Culture. In *Cambridge Companion to Modern Japanese Culture*, Sugimoto, Y. (Ed.). Cambridge University Press. (skip pp. 285-291; 296-298)
- Yuko, N. The Modern Family and Changing Forms of Dwelling in Japan: Male Centered Houses, Female Centered Houses, and Gender Neutral Rooms. (read sections: 2.2, 2.3, 3.3, 3.4)

### **Sunday, March 7**

Location: Shiodome Dentsu Building

Directions: Take the Asakusa line to Daimon, transfer to the Oedo line, and go one stop to Shiodome (about 25 minutes, ¥210). OR Take either the Ginza line or Asakusa line to Shimbashi (15-20 minutes, depending on the route, ¥190-¥210), and walk to the Shiodome area.

10:00 AM talk: Issues Facing Young Adults in Japan.

Speaker: Tsuge Michiko, Ph.D. Dr. Tsuge works with university students in a variety of ways, including teaching courses about the psychology of gender and issues of sexual minorities, counseling university students, and providing support services for international students studying in Japan).

Readings on young women and men: Changing gender roles

- Nemoto, K. (2008). Postponed marriage: Exploring women's views of matrimony and work in Japan. *Gender and Society*, 22, 219-237.

- Nemoto, K (2008) Reasons Why Men Don't Marry: Employed Men's Masculinity Maintenance in Marriage in Japan, Conference Paper.

#### Readings on Contemporary Patterns in Intimate and Sexual Relationships:

- Farrer, J., Tsuchiya, H., & Bagrowicz, B. (2008). Emotional expression in *tsukiau* dating relationships in Japan. *Journal of Social & Personal Relationships*, 25(1), 169-188.
- Ho Swee, L. (2008). Private Love in Public Space: Love Hotels and the Transformation of Intimacy in Contemporary Japan. *Asian Studies Review*, 32(1), 31-56.
- Weeks, Y. (2009) "Young Japanese Women Vie for a Once-Scorned Job" and responses: "Women's Work and Japan Hostess Culture." *New York Times*

#### Group A (25 students)

1:00 PM talk: Issues Experienced by Sexual Minorities

Speaker: Kim Oswald, M.A., is a psychotherapist who specializes in the integration of Buddhism with other psychotherapy approaches. She has worked extensively with transgender issues in Japan.

#### Readings about sexual minorities:

- Wachs, Stewart. (2006, Nov-Dec). Questioning gender: An interview with Japan-based psychotherapist Kim Oswald. *Kyoto Journal*, # 64.
- McLelland, Mark. (2005). Salarymen doing queer: Gay men and the heterosexual public sphere. In M. McLelland & R. Dasgupta (Eds.), *Genders, transgenders and sexualities in Japan* (pp. 96-110). New York: Routledge.
- Selection from McLelland, M. (2000). Is there a Japanese 'gay identity'?. *Culture, Health & Sexuality*, 2(4), 459-472.

#### Optional Readings:

- Lunsing, W. (2003). What masculinity? Transgender practices among Japanese 'men.' In K. Louie & M. Low (Eds.), *Asian masculinities: The meaning and practice of manhood in China and Japan* (pp.20-36). New York: Routledge/Curzon.
- Larkin, T. (2006) Invisible minority: Japan's lesbian community in dual struggle for rights, acceptance. *Japan Times*
- Masataka, Masaki. (2006). Determined to live as a man. *Intersections*, 12. (translated from Japanese) <http://intersections.anu.edu.au/issue12/masaki.html>

#### Group B (10 students)

Tour of the Working Women's Museum and follow-up discussion

#### Reading:

- Gelb, J. (2000). The Equal Employment Opportunity Law: A decade of change for Japanese women? *Law & Policy*, 22 (3&4). 385-407.

After 2 P.M. and the evening: Small group explorations of Tokyo.

Potential destinations: Hama-Rikyu Garden, Odaiba, Harajuku and Omotesando areas.

Shiodome is an excellent location from which to go over the Rainbow Bridge to Odaiba (Yurikamome line, ¥310+, depending of the location in Odaiba) or to take the Sumida River Cruise back to Asakusa (from Hama Rikyu Gardens or Hinode Pier, about 30-40 minutes, approximately ¥700 ). It is also possible to take a Tokyo Cruise boat from the Odaiba area back to Hinode Pier or to Asakusa (prices range from ¥500-¥1,000+). You may also travel on the Yamanote Line (JR) from Shimbashi to Harajuku (¥190, about 20 minutes).

**Monday, March 8**

NICE CLOTHES – We will go to the Ministry of Education, Culture, Sports, Science and Technology.

Directions: From Asakusa, take the Ginza line to Mitsukoshimae. Transfer to the Hanzomon line and travel to Nagatacho (approximately 30 minutes, ¥190)

10:00 - 11:30 talk: Women in Politics in Japan

Speaker: Prof. Ikenaga Toshie (Hitotsubashi University)

Meet Pres. Shiotani Yoshiko, president of Nagasaki International University, former Governor of Kumamoto, member of the Cabinet level Gender Equality Advisory Board. At the Ministry of Education, Culture, Sports, Science and Technology.

Readings:

- Osawa, M. (2005). Japanese government approaches to gender equality since the mid-1990s. *Asian Perspective*, 29, 157-173.
- Review Gender Equality Bureau website and selection from 2009 white paper: [www. gender.go.jp](http://www.gender.go.jp)

11:30 to 4:00 PM: Lunch and visits to sites between the government office area and the Waseda area: Yasukuni Shrine, Korakuen Garden, Hayashi Fumiko House

Directions from Nagatacho to Waseda:

Take the Hanzomon line to Kudanshita, change to the Tozai line and take it to Waseda (¥160 yen if going directly to Waseda). Stop off at Kudanshita to go to Yasukuni Shrine.

Other options: Take either the Yurakucho or Nanboku line to Iidabashi, change to the Tozai line and take it to Waseda (¥160 if going directly to Waseda). Stop off at Iidabashi to go to the Korakuen Garden.

At Waseda Station, take the Waseda exit to the street level. Waseda University is about a 5 minute walk from this exit.

Those interested in the Hayashi Fumiko House (home of a famous author) should take the Hanzomon line to Aoyamaichome, change to the Toei Oedo line, and take the subway to Nakai (23 minutes, ¥290). After touring the house, take the Seibu Shinjuku line from Nakai to Takadanobaba (4 minutes, ¥140). From there, you may walk to Waseda or you may change to the Tozai subway line and take the subway one stop to Waseda (¥160).

4:00 to 5:00 PM: Talk by Prof. Katsukata Keiko, Deputy Dean and Prof. of English and Women's Studies, School of International Studies, as well as founder and Director of the Okinawan Institute, Waseda University. At Waseda University.

Reading:

- Establishment of Okinawa Women's Studies--Bio of Professor Katsukata Keiko

Evening: Karaoke with students from Waseda University or an evening in the Takadanobaba and Shinjuku areas.

**Tuesday, March 9**

Day trip to Nikko or self-arranged events

The course budget includes costs for the World Heritage Pass (¥3,600). Those who choose another option for the day may apply this amount to another activity (e.g., Tokyo Disneyland)

The Asakusa Tobu line takes you directly to Nikko Tobu. The World Heritage Pass (¥3,600) includes transportation via the "rapid" option and admission to major heritage sites in Nikko. Transportation from Asakusa to Nikko Tobu takes about 2 ¼ hours. The limited express (with reserved seats) costs an addition ¥1,000 and takes ½ hour off the total trip time.

For those who wish to go to Tokyo Disneyland, the following route will get you there: Take the Asakusa line to Ningsyocho. At Ningsyocho, transfer to the Hibiya Line and travel to Hacchobori. Get off at Hacchobori and transfer to the JR Keiyo Line. Take the JR line to Maihama.

Baseball: The Swallows are scheduled to play the Marines at Jingu Stadium (1 PM, Spring Training Game)

### **Wednesday, March 10**

A.M.: Check out of Sakura Hostel

National Museum, exploration of other museums and sights in the Ueno/Asakusa/Yanaka areas

P.M.: Travel to Kyoto by Shinkansen (To get to Tokyo Station, take the Ginza line to Kanda. Transfer to the JR Chuo line, and travel for two minutes to Tokyo Station, ¥290)

### **Thursday, March 11**

Exploring Cultural Sites in Kyoto along the Raku Bus 101 Route

Kinkakuji (Golden Pavilion), Ryoanji (Zen Garden), Nijo Castle, Nishijin Textile Center (manufacturer of kimono), Daitoku-ji (Compound of Zen temples), Kitano Tenmangu (Shrine devoted to knowledge and learning)

Readings:

- Hendry, J. (1997). Nature Tamed: Gardens as a Microcosm of Japan's View of the World. In P.J. Asquith & A. Kalland (Eds.) *Japanese Images of Nature* (pp. 83-105) Surrey. JUK:Curzon. (focus on pp. 83-97)
- Bowdoin Japanese Garden website (esp. the gardens and the elements sections)  
<http://learn.bowdoin.edu/japanesegardens/index.html>

### **Friday, March 12**

Field excursion to Nara

Todaiji Temple, Kasuga Shrine, plus at least two other sites

### **Saturday, March 13**

AM: Lecture by Professor Oussouby Saco on "Machiya:" Kyoto's traditional town houses.

Readings: (also relevant to March 6 visit to the Architectural Museum)

- Waswo, A. (2009). Housing Culture. In *Cambridge Companion to Modern Japanese Culture*, Sugimoto, Y. (Ed.). Cambridge University Press. (skip pp. 285-291; 296-298)
- Yuko, N. The Modern Family and Changing Forms of Dwelling in Japan: Male Centered Houses, Female Centered Houses, and Gender Neutral Rooms. (read sections: 2.2, 2.3, 3.3, 3.4)

P.M.: Excursion to the Kurama/ Kibune Areas (Kibune-jinja, Kurama-dera and the mountain hike between the two locations)

### **Sunday, March 14** (White Day in Japan)

Excursion to Uji & Fushimi

Options include Byodoin, Tale of Genji Museum, Sanjusangendo, Fushimi Inari Shrine, the sampling of tea in a tea house

Evening with Cornell Alumni: 5-7 pm

We will meet alumni at Ganko Takasegawa Nijo-en

Kiyamachi-dori, Nijo sagaru, Kyoto (Te. 075-223-3456)

**Monday, March 15**

AM: TBA

PM: Classroom experience with Kyoto Seika University Students

**Tuesday, March 16**

All day class and activities with KSU students

**Wednesday, March 17**

All day class and activities with KSU students

**Thursday, March 18**

A.M.: The Diversity of Women's Lives and Women's Issues in Japan

Speaker: Rebecca Jennison, Ph.D. is a Professor of Women's Studies

Readings related to women and work, comfort women:

- Fackler, M. (2007) Career women in Japan find a blocked path, *New York Times*.
- Pollack, A. (1997). For Japan's women, more jobs and longer and odder hours.
- Miyamoto, M. (2006, October). Better work for women. *Japan Echo*, 23-26.
- Watanabe, Kazuko. (1999) Trafficking in women's bodies, then and now: The issue of military "comfort women" *Women's Studies Quarterly*. (also listed for 3/19)
- *Optional*: Gelb, J. (2000). The Equal Employment Opportunity Law: A decade of change for Japanese women? *Law & Policy*, 22(3&4). 385-407. (also listed for 3/7)

P.M. talk and excursion: Kyoto's First Modern Elementary School in Japan &amp; field trip to Kyoto Historical School Museum &amp; another school or the Manga museum (time permitting)

Speaker: Go Komei, Ph.D. on Kyoto's First Modern Elementary School in Japan

Readings about education:

- Reid, T. R. (1999). Yodobashi No. 6. In *Confucius Lives Next Door*. Vintage Books.
- Cave, P. (2004). *Bukatsudo*: The educational role of Japanese school clubs. *Journal of Japanese Studies*, 30, 383-415. (read pp. 395-412)
- Fukuzawa, R. E. (1994). The path to adulthood according to Japanese middle schools. *Journal of Japanese Studies*, 20, 61-86. (read section on lifestyle regulation pp. 69-86)

Readings relevant to manga (gender and sexuality in popular culture), relevant to manga museum visit:

- Ito, K. (2002). The world of Japanese ladies' comics: From romantic fantasy to lustful perversion. *Journal of Popular Culture*, 36(1), 68-85.
- Adams, K. and Hill, L. Protest and rebellion: Fantasy themes in Japan comics. *Journal of Popular Culture*.

**Friday, March 19**

Excursion to Osaka

Osaka Castle grounds, Peace Center, Human Rights Museum

Some students may wish to attend the sumo basho (Students can go in the early morning to get same-day, inexpensive tickets, then go to several museums before returning to see sumo.)

Readings relevant to minority issues and sexual violence:

- Mendoza, K. (2003) Freeing the Slaves of Destiny: The Lola of the Filipino Comfort Women's Movement *Cultural Dynamics* 15(3) 247-266.

- Watanabe, Kazuko. (1999) Trafficking in women's bodies, then and now: The issue of military "comfort women" *Women's Studies Quarterly*.
- Nobuko, K. (2008) A Perfectly Ordinary Ethnic Korean in Japan in *Transcultural Japan* edited by D. Willis and S. Murphy-Shigematsu. Routledge.
- Onishi, N. (2009) Japan's Outcasts Still Wait for Acceptance. *New York Times*.

**Saturday, March 20**

Excursion to Kobe

**Sunday, March 21** (*Shunbun no hi*, spring equinox)

Open day for individual excursions

Kyoto sites, Osaka (e.g., Orix Buffalo Tea, baseball game, 1:30 PM), or Hikone Castle

**Monday, March 22**

National holiday: *Shunbun no hi* observed

Final activities in Kyoto, flight to USA at 9 PM

Leave Kyoto Station about 4:00 PM (add about ½ for transportation from Kokusaikaikan)

Arrive at airport about 6:00 PM

Flight information for return flight:

**Northwest Airlines #314**

Osaka (KIX) to Honolulu/Oahu (HNL)

9:00 pm (arrival 9:40 am)

**Northwest Airlines #2624**

Honolulu/Oahu (HNL) to Minneapolis/St. Paul (MSP)

4:55 pm (arrival 5:55 am Tuesday March 23)

**Northwest Airlines #3955**

Minneapolis/St. Paul (MSP) to Eastern Iowa Airport (CID)

9:10 am (arrival 10:30 am)

**Sunday, April 11, 7 PM** (tentative)

Activity: Presentation of power point slides and pictures related to completed projects