

JPN370.1&2 Language in Japanese Society Fall 2022

INSTRUCTOR

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TIME

MWF 11:30-12:20

ZOOM SITE

<https://hawaii.zoom.us/j/99502381913>

Meeting ID: 995 0238 1913

Passcode: 196427

PREREQUISITE

JPN301 or instructor's permission.

COURSE DESCRIPTION

This course examines the relationship between language and society with a particular focus on Japan. The course covers a wide range of topics that address language use and language variation in Japanese-speaking social settings. These topics include:

- language policy and the construction of standard Japanese
- individual variation and the construction of social identity among speakers of Japanese
- gender-based linguistic variation in Japanese
- language, power, and social hierarchy in Japan
- regional variations of Japanese
- age and language change in Japan
- characteristics of language use in fictional works such as manga and anime
- attitudes and ideologies associated with Japanese language use
- language contact (especially between Japanese and English)
- social phenomena associated with the learning of Japanese (native and non-native speakers)

These topics will be covered in a format that alternates between lecture and discussion (small group and full class), as well as small group analytical activities and presentations.

This course has a **Contemporary Ethical Issues (E) Focus** designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course:

- a) Students will be able to identify and exemplify language use in Japanese society as a diverse, complex, and multifaceted set of social practices.
- b) Students will be able to demonstrate a basic understanding of Japanese sociolinguistic issues, including language planning and policy, language ideology, gender and age, regional dialects, politeness and honorifics, language socialization, language education, and multilingualism.
- c) Students will familiarize themselves with and deploy at a novice level the tools of sociolinguistic inquiry that are utilized in research on language in society.
- d) Students will be able to analyze sociolinguistic phenomena and present them in a manner accessible to the public/non-linguists.

REQUIRED TEXTS/MATERIALS

All the required texts and materials will be made available on the course management site (Laulima) or handed out in class. Consult the detailed schedule for more information.

COURSE REQUIREMENTS

a) Attendance

This course will be delivered in the hybrid format (“here or there”). Students are required to be present and engage in discussions in each class meeting. **Students are required to attend each class meeting in the format they signed up for (in person or Zoom). If they wish to change the format, they must first speak with the instructor and get approval.**

b) Reading and Reading Responses & Informed Participation

Regular class attendance with readings in hand (either print outs or reliable e-versions on a laptop computer, not your smartphones) is mandatory. Students are expected to read assigned texts before class and post at least 3 comments/questions to the readings on the annotation site “Perusall.com” **by 11 pm of the day before each class**. Students are expected to contribute to the class discussion by asking questions, making comments, bringing additional information, etc. They are also expected to actively participate in and contribute to group activities.

c) Homework Assignments

Analysis practice assignments are given to facilitate students’ understanding of materials. Students are required to submit these assignments by specified due dates.

d) Unit Tests

4 unit tests will be given in this course. These tests are aimed to facilitate students’ understanding of the concepts and issues discussed in class and the readings.

e) Mini Research (Poster Presentation, Peer Feedback, and Paper)

Each student will be conducting a mini research study (e.g., survey, data analysis, literature review, etc.) on a topic of his/her interest. The research must be related to

topics covered in this course. The findings will be shared in a poster format (in-class presentations), as well as in a report paper (submitted to the instructor in the final exam week). Details will be announced in class.

COURSE GRADE

Reading Responses and Informed Participation.....	20%
Homework.....	15%
Unit Tests (4).....	40%
Poster Presentation, Peer Feedback, Paper.....	25%

GRADE DISTRIBUTION

A+ = 97.0% and above	B+ = 87.0 – 89.9%	C+ = 77.0 – 79.9%	D = 60 – 69.9%
A = 93.0 – 96.9%	B = 83.0 – 86.9 %	C = 73.0 – 76.9%	F = 59.9% and below
A- = 90.0 – 92.9%	B- = 80.0 – 82.9%	C- = 70.0 – 72.9%	

COURSE POLICY

- **Attendance and Participation:**
Regular attendance is essential. Students are allowed up to three absences for reasonable reasons. Beyond these absences, no credit on “Reading Responses and Informed Participation” is given for the missed class.
- **Makeup Tests:** Students who cannot take a test on the scheduled date are allowed to take it later **only if**
(a) A legitimate reason is provided in writing (e.g., email explaining family emergency, doctor note, time conflicts with university functions, etc.), and
(b) The instructor is notified of your absence **before** the start of class (e.g., email, etc.).
- **Homework:** No late homework will be accepted. If you are unable to attend class, please use the assignment function on the Laulima website to submit BEFORE class.
- **Written Assignments:** There will be several written assignments in this class. Below are the guidelines for formatting your papers: (a) single-spaced, (b) 12-pitch font, (c) 1 inch margin on all sides, (d) indentation at each paragraph beginning (unless bullet points or separated by line breaks), (e) word counts should be strictly observed.
- **Record Keeping:** Students are responsible to keep a record of their own grades, assignments, and attendance. If you have any questions about the grades, feel free to consult with me.
- **Plagiarism and Academic Integrity:** The university policy on academic dishonesty will be strictly observed in this course. It is your responsibility to familiarize yourself with the Student Conduct Code Policies.
- **Zoom Participation:** In order to facilitate class interaction, **keep your camera on** all the time and refrain from doing anything unrelated to in-class activities.

ADDITIONAL INFORMATION

1. **Basic Needs for UH Students:** Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources:
UH System Basic Needs <https://www.hawaii.edu/student-basic-needs/>
2. **KOKUA Program:** If you have a disability with related academic access needs, you are warmly encouraged to contact the KOKUA Program, Student Services Center, Room 013, (V/T) 956-7511. KOKUA is our campus program serving students with disabilities.
3. **UHM Counseling Center (CSDC):** *“Here at the Counseling and Student Development Center we offer support to UH Mānoa students to assist with personal, academic and career concerns. Our approach is encouraging, collaborative, goal focused and culturally sensitive. We are here to help you develop more personal awareness and learn the skills you need to be successful while you are here at the University of Hawai‘i and beyond.”*
Telephone: 956-7927
Website: <http://manoa.hawaii.edu/counseling/>
4. **Office of Gender Equity (Title IX):** The Office of Gender Equity is ready and able to provide UH Manoa Students, Staff and Faculty with an ***absolutely confidential*** assessment of your situation if you are experiencing:
 - Sexual Harassment/Stalking
 - Sexual Discrimination
 - Gender Discrimination
 - Sexual/Domestic Abuse or ViolenceTelephone: 956-9499
Website: <http://manoa.hawaii.edu/genderequity/titleix/>
5. **Student Code of Conduct:** Students will be held to the highest standards of conduct.
 - For details, see:
<http://studentaffairs.manoa.hawaii.edu/downloads/Conduct Code/UHM Student Conduct Code.pdf>
 - For UHM Campus Policies (incl. Student Conduct and Academic Integrity), go to:
<https://manoa.hawaii.edu/catalog/about-uh/campus-policies/#student-conduct>
6. **Employability and Your Japanese Language Study:** The Department of East Asian Languages & Literatures is committed to providing students with information about the value of the skills and learning they develop in conjunction with their Japanese language study for future employment. The Department works with the Hawai‘i Language Roadmap, a statewide initiative for a multilingual workforce for Hawai‘i housed in the College of Arts, Languages and Letters, to provide students with opportunities to learn about marketing their language proficiency to employers (e.g., resume writing, interview training), to meet employers who are hiring for bilingual proficiency, and to credential their language proficiency with the nationally-recognized Global Seal of Bilingual Proficiency, a valued workforce credential. For more information:

roadmap@hawaii.edu, or visit the Roadmap website at:
<https://nflrc.hawaii.edu/languageroadmap>

7. **EALL:** Please visit the homepage of the Department of East Asian Languages and Literatures for more information on course offerings, the major and minor in Japanese, the certificate in Japanese and other departmental activities:
<https://manoa.hawaii.edu/eall/>
8. **Technical Support:** We recommend that students contact the ITS Help Desk which is available 24/7. Concerns can be routed to the appropriate administrator.
Phone: (808) 956-8883
Toll Free: (neighbor isles) (800) 558-2669
Fax: (808) 956-2108
Email: help@hawaii.edu

⚠ COURSE SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE

The content of the course syllabus may be modified during the semester depending on the status of the Covid-19 pandemic.

**JPN370-1&2 Language in Japanese Society
Tentative Schedule**

Week#	Date	Unit#	Topic/Class Activity	Reading * = optional/additional reading	
Week 1	8/22 (M)	Introduction	Introduction	Syllabus	
	8/24 (W)		Introduction to Ethical Thinking	Ethical Decision-Making Handout 1. Jewell et al. (2011), etc.	
	8/26 (F)	Unit 1 Languages and People of Japan	Japanese Language and Japanese People	2. Gottlieb (2005) 3. *Gottlieb (2007)	
Week 2	8/29 (M)		Ainu	4. Teeter & Okazaki (2011)	
	8/31 (W)		Ryukyu, Taiwan, Korea	5. Heinrich (2013) 6. *Heinrich (2004)	
	9/2 (F)		Language Ideologies, Linguistic Diversity (ONLINE)	7. Doerr (2015)	
Week 3	9/5 (M)		Unit 1 Languages and People of Japan	Labor Day	
	9/7 (W)			No Class (Hasegawa Conference)	
	9/9 (F)			No Class (Hasegawa Conference)	
Week 4	9/12 (M)			Unit Review	
	9/14 (W)			Unit 1 Test	
	9/16 (F)			Regional Dialects	Regional Dialect Intro Handout
Week 5	9/19 (M)	Unit 2 Variations of Japanese Language		Regional Dialects	8. Okamoto & Shibamoto-Smith (2016), pp.74-95
	9/21 (W)			Regional Dialects	8. Okamoto & Shibamoto-Smith (2016), pp.95-122
	9/23 (F)			Analysis Practice (regional dialects)	

Week 6	9/26 (M)	Unit 2 Gendered Language	Gendered Language	9. Siegal & Okamoto (2003)	
	9/28 (W)		Gendered Language	10. Sturtz-Sreetharan (2009) 11. *Miyazaki (2004)	
	9/30 (F)		Gendered Language	12. *Matsumoto (2004)	
Week 7	10/3 (M)		Analysis Practice (gendered language)		
	10/5 (W)		Role Language	13. Teshigawara & Kinsui (2011)	
	10/7 (F)		Media Representation of Linguistic Varieties	14. Suzuki (2018) 15. *Hiramoto (2009)	
Week 8	10/10 (M)		Analysis Practice (role language)		
	10/12 (W)		Unit Review		
	10/14 (F)		Unit 2 Test		
Week 9	10/17 (M)		Unit 3 Linguistic Politeness of Japanese	Pragmatics	Pragmatics Intro Handout
	10/19 (W)			Linguistic Politeness	16. Goldsmith (2007) 17. *Geyer (2008)
	10/21 (F)			<i>Yoroshiku Onegaishimasu</i>	18. Ohashi (2003)
Week 10	10/24 (M)			Acquisition of Honorifics	19. Moody (2018)
	10/26 (W)			Sentence-final Particle “ <i>ne</i> ”	20. Hudson (2018)
	10/28 (F)			Analysis Practice (Japanese politeness expressions)	
Week 11	10/31 (M)	Final Project Discussion		Final Project Proposal	
	11/2 (W)	Unit Review			

	11/4 (F)		Unit 3 Test	
Week 12	11/7 (M)	Unit 4 Globalization and Multilingualism	Loanwords	21. Daulton (2004)
	11/9 (W)		Yasashii Nihongo	22. Iori (2016)
	11/11 (F)		Linguistic Landscape	23. Backhaus (2005)
Week 13	11/14 (M)		Multilingualism, Translanguaging	24. Turnbull (2020)
	11/16 (W)		Translingual Practice	25. Kato & Kumagai (2020)
	11/18 (F)		Analysis Practice (linguistic landscape of Hawaii/Japan)	
Week 14	11/21 (M)		Unit Review	
	11/23 (W)		Unit 4 Test	
	11/25 (F)		No Class (Thanksgiving)	
Week 15	11/28 (M)		Preparation for Presentation Individual Meetings	
	11/30 (W)	Preparation for Presentation Individual Meetings		
	12/2 (F)	Final Presentations (7)		
Week 16	12/5 (M)	Final Presentations (7)		
	12/7 (W)	Final Presentations (7)		

FINAL PAPER DUE: DECEMBER 12 (NOON)

READING LIST (TENTATIVE)

1. Jewell, P., Webster, P., Henderson, L., Dodd, J., Paterson, S., & McLaughlin, J. (2011). *Teaching ethics: Care, think and choose*. Moorabbin, Victoria: Hawker Brownlow.
2. Gottlieb, N. (2005). The Japanese Language. *Language and society in Japan* (Chapter 1 The Japanese language, pp. 1–17). New York: Cambridge University Press.
3. *Gottlieb, N. (2007). Japan. In A. Simpson (Ed.), *Language and national identity in Asia* (pp. 186–199). New York, NY: Oxford University Press.
4. Teeter, J. & Okazaki, T. (2011). Ainu as a Heritage Language of Japan: History, Current State and Future of Ainu Language Policy and Education. *Heritage Language Journal* 8(2), 251–269.
5. Heinrich, P. (2013). Visions of community: Japanese language spread in Japan, Taiwan and Korea. *Internationales Asienforum*, 44, 239–258.
6. *Heinrich P. (2004). Language planning and language ideology in the Ryukyu islands. *Language Policy* 3, 153–179.
7. Doerr, N. (2015). Standardization and paradoxical highlighting of linguistic diversity in Japan. *Japanese Language and Literature*, 49, 389-403.
8. Okamoto, S. & Shibamoto-Smith, J. (2016). *The social life of the Japanese language: Cultural discourses and situated practice*. (Chapter 2 Standard and regional Japanese: Diversity in attitudes and practice, pp. 74–122). New York: NY: Cambridge University Press.
9. Siegal, M. & Okamoto, S. (2003). Toward reconceptualizing the teaching and learning of gendered speech styles in Japanese as a foreign language. *Japanese Language and Literature*, 37(1), 49–66.
10. SturzSreetharan, C. L. (2009). *Ore* and *omae*: Japanese men’s uses of first- and second-person pronouns. *Pragmatics*, 19(2), 253–278.
11. *Miyazaki, A. (2004). Japanese junior high school girls’ and boys’ first-person pronoun use and their social world. In S. Okamoto & J. Shibamoto Smith (Eds.), *Japanese language, gender, and ideology: Cultural models and real people* (pp. 256–274). New York: Oxford University Press.
12. *Matsumoto, Y. (2004). Alternative femininity: Personae of middle-aged mothers. In S. Okamoto & J. Shibamoto Smith (Eds.), *Japanese language, gender, and ideology: Cultural models and real people* (pp. 240–255). New York, NY: Oxford University Press.
13. Teshigawara, M. & Kinsui, S. (2011). Modern Japanese ‘role language’ (yakuwarigo): Fictionalised orality in Japanese literature and popular culture. *Sociolinguistic Studies*, 5(1), 37–58.
14. Suzuki, S. (2018). Linguistic nationalism and fictional deception: Metapragmatic stereotype of non-Japanese in Japan. In M. E. Hudson, Y. Matsumoto, & J. Mori (Eds.), *Pragmatics of Japanese: Perspectives on grammar, interaction, and culture* (pp. 267–288). Amsterdam: John Benjamins.

15. *Hiramoto, M. (2009). Slaves speak pseudo-Toohoku-ben: The representation of minorities in the Japanese translation of *Gone with the Wind*. *Journal of Sociolinguistics*, 13(2), 249–263.
16. Goldsmith, D. J. (2007). Brown and Levinson's politeness theory. In B. Whaley & W. Samter (Eds.), *Explaining communication: Contemporary theories and exemplars* (pp. 219–236). Mahwah, NJ: Lawrence Erlbaum Associates.
17. *Geyer, N. (2008). *Discourse and politeness: Ambivalent face in Japanese* (Chapter 2: Politeness, face, and identity). New York, NY: Continuum.
18. Ohashi, J. (2003). Japanese culture specific face and politeness orientation: A pragmatic investigation of *yoroshiku onegaishimasu*. *Multilingua* 22, 257–274.
19. Moody, S. (2018). Fitting in or standing out? A conflict of belonging and identity in intercultural polite talk at work. *Applied Linguistics*, 39(6), 775–798.
20. Hudson, M. E. (2018). Ne as an “impoliteness” (“detachment”) marker? In M. E. Hudson, Y. Matsumoto, & J. Mori (Eds.), *Pragmatics of Japanese: Perspectives on grammar, interaction, and culture* (pp. 198–215). Amsterdam: John Benjamins.
21. Daulton, F. E. (2004). The creation and comprehension of English loanwords in the Japanese media. *Journal of Multilingual and Multicultural Development*, 25(5), 285–296.
22. Iori, I. (2016). The enterprise of *yasashii nihongo*: For a sustainable multicultural society in Japan. *Jinbun Shizen Kenkyuu*, 10, 4–19.
23. Backhaus, P. (2005). Signs of multilingualism in Tokyo: A diachronic look at the linguistic landscape. *International Journal of the Sociology of Language*, 175/176, 103–121.
24. Turnbull, B. (2020). Beyond bilingualism in Japan: Examining the translingual trends of a “monolingual” nation. *International Journal of Bilingualism*, 24(4), 634–650.
25. Kato, R., & Kumagai, Y. (2020). Translingual practices in a ‘monolingual’ society: Discourses, learners’ subjectivities and language choices. *East Asian Languages & Cultures: Faculty Publications*. Northampton, MA: Smith College.
https://scholarworks.smith.edu/eas_facpubs/7