
course time: We will meet on Zoom on Tuesdays and Thursdays, 2:00pm-3:20pm.

e-mail: michael.strausz@tcu.edu

office hours (on Zoom): Mondays from 2:00-3:00, Wednesdays from 10:00am-11:50am, or by appointment.

Response Time: I will respond to emails within 24 hours during the week, and within 48 hours during weekends and holidays.

Final Research Paper Due Date

For non-degree candidates (i.e., everyone except graduating seniors), final research papers are due on Tuesday, **May 4 at 4:30pm**. For degree candidates (graduating seniors), final research papers are due on Monday, **May 3 at 4:30pm**.

Course Description

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.

Required Texts / Materials

You should have access to a computer or tablet on which they can write papers and participate in text-based discussions.

You should also have access to a device with a reasonably fast internet connection on which you can participate in or watch videos of zoom lectures and discussions.

You are required to have the following textbook for the duration of the class. Both electronic and hard copies will work, but please make sure to get the second edition, because things keep changing in Japanese politics!

Neary, Ian. 2019. *The State and Politics in Japan*, 2nd Edition. Wiley.

Course Policies and Requirements

Assignments

Two analysis papers on course themes: Throughout the course, I will distribute four sets of prompts for short analysis papers on course themes. Each of these sets of prompts will ask students to write a 750-1,000 word paper that analyzes course materials (and current events too). *Students are required to answer **two** of these prompts*. These papers will be due on at **2:00pm** on Thursday, **February 11**, Tuesday, **March 16**, Tuesday, **March 30**, and Tuesday, **April 20**. Students may only complete two of these papers for credit. If students submit more than two papers, I will just grade the first two, although I will offer feedback on all four.

Quick tips for writing good analysis papers
Do the course readings carefully and read several Japanese news articles at least twice per week. Have a clear argument and visit my office hours to discuss it with me.

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 Tuesday, **February 16**. The topic and thesis statement is worth 1% of the final course 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.

Quick tips for writing a good research paper
I strongly encourage students to speak with me about their research paper topics in my office hours. I really enjoy helping student find topics to research that they are interested in! I also invite students to submit partial or complete drafts of research papers any time before the last class (Thursday, April 29 at 2pm). I will read whatever you submit and give you feedback that will help you improve your paper.

The final version of the research paper should be no more than 3,000 words, and it will be due on Tuesday, **May 4 at 4:30pm** (or Monday, **May 3 at 4:30 pm** for graduating seniors). Specific assignments for the research paper and the topic and thesis statement will be distributed early in the semester.

Research presentation: Students will be required to present their research findings to the class, choosing from one of these presentation styles:

1. Students may choose to do a “live” presentation over Zoom; or

2. Students may choose to make a video teaching the class their research findings. This video can be in the style of a regular presentation or it can be in a more creative style.

I will distribute a specific assignment and presentation schedule early in the semester

Attendance: I invite everyone to virtually attend the synchronous Zoom sessions. I will also record them, and if you cannot attend for any reason, I expect you to watch the recording and email me four questions and/or insights that occurred to you as you watched the video before the next synchronous Zoom session. You will get a 100 for each session that you either attend or watch on video and send me four questions/insights about, and you will get a 0 if you do not attend a session or email me about the video before the next session.

Reading discussion questions: Every day with an assigned reading students are required to post a discussion question about the reading on the relevant threaded discussion on D2L. Discussion questions are due at 9am on the morning that we will discuss that reading. Late discussion questions will receive no credit.

Satisfactory discussion questions will earn you a 100 for that assignment. A discussion question is satisfactory when it demonstrates that you have done the reading and thought about it a bit. Satisfactory questions might be about the overall theme of the reading, about a specific example or quote from the reading, 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. If you find yourself struggling to understand the reading, you are always welcome to come to my office hours or send me an email.

If your discussion questions suggest that many of you are not doing the assigned reading, I will give pop quizzes on the readings that will be averaged into this grade.

You can skip up to two days of posting questions/notes without penalty, but after that, late submission of questions/notes and failure to submit questions/notes at all will result in a grade of zero for that day.

Homework: I will occasionally assign short exercises to complete at home or in class. The grades that you earn on these will be averaged together into your homework grade.

Grading

Grades are determined on a 100-point scale as follows:

A: 93.45 and above	B: 82.45-86.44	C: 72.45-76.44	D: 62.45-66.44
A-: 89.45-93.44	B-: 79.45-82.44	C-: 69.45-72.44	D-: 59.45-62.44
B+: 86.45-89.44	C+: 76.45-79.44	D+: 66.45-69.44	F: 59.44 and below

Grade Breakdown

Assignments, Exams/Quizzes, Presentations, etc.	Percentage of final grade
Analysis papers (15% each)	30%
Research paper (29% paper, 1% thesis and topic)	30%
Research presentation	10%
Attendance	10%
Reading discussion questions	15%
Homework assignments	5%

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 material was returned.

Late Work

In general, late assignments lose 10 points (out of 100) per 24 hours late. So, if a paper is due at 2:00pm on Tuesday and you turn it in at 3:00, you will lose 10 points. And if you turn it in after 2:00pm on Wednesday, you will lose 20 points, (and after 2:00 on Thursday, you will lose 30 points... etc.). However, if you miss or are late in submitting any assignment because of an Official University Absence, an illness, or a personal or family emergency, please communicate with me as soon as you can we can discuss rescheduling your work. You don't have to tell me the nature of the illness or emergency; just let me know that you are dealing with an illness or an emergency and we can discuss an alternate deadline for your work.

Participation / Engagement

I expect students to regularly attend Zoom sessions, pay attention, and participate (or, if you are not able to attend, I expect you to watch the video of the Zoom session and email me four questions or insights before the next Zoom session). If I call on a student during a Zoom session and he or she does not answer, I will email that student to check in and see what was going on. If that happens again, I may count that student as absent for that day.

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the [basic norms about netiquette](#).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity.

Please review [TCU's guidelines on electronic communications](#) (email, text messages, social networks, etc.) from the Student Handbook.

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Further, if a student anticipates that they will not consent to instructor's video and/or audio participation being recorded, they need to contact the instructor immediately so the instructor may work with the student to determine how to assess their class participation and assignments that may require collaboration during the class session.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): 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 also listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#).

Recording of Class Sessions

Our class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute

button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live.

Support for TCU Students

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 <https://care.tcu.edu/> or by calling (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.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

TCU Policy for Religious Observations & Holidays

Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

Other information to support TCU students

There is a document available on the course's D2L site called "20093 syllabus appendix" with sections called "Campus Life and the Student Experience will Be Different This Year," "Health and Wellness," "Face Coverings and Physical Distancing," "Statement on TCU's Discrimination Policy," "Obligations to Report Conduct Raising Title IX or VAWA Issues," and "Emergency Response Information," as well as a more extensive statement about academic misconduct. Please let me know if you have any trouble finding this document or any questions about its contents.

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date	Theme and assigned reading
19-Jan	<i>Introduction</i> No assigned reading.
21-Jan	<i>Avoiding the "weird Japan" trap</i> Spaeth, Ryu. 2020. "How The New Yorker Fell Into the "Weird Japan" Trap." <i>The New Republic</i> , December 17.

Unit 1: Japan before 1952

Date	Theme and assigned reading
26-Jan	<i>The Meiji Restoration and the birth of modern Japan</i> Neary textbook, Chapter 1.
28-Jan	<i>The march to war</i> Snyder, Jack. 1991. "Japan's Bid for Autarky." In <i>Myths of Empire: Domestic Politics and International Ambition</i> . Ithaca, N.Y.: Cornell University Press, pp. 112-152. Dower, John W. 1986. <i>War Without Mercy: Race and Power in the Pacific War</i> . New York: Pantheon Books, pp. 180-200.
2-Feb	<i>Occupation</i> Neary textbook, Chapter 2 Dower, John W. 1999. <i>Embracing Defeat: Japan in the Wake of World War II</i> . New York: Norton, pp. 33-64. Dower and Neary chapter 2
4-Feb	<i>Writing and talking about your research</i> Akerman, Erin. 2010. "'Analyze This': Writing in the Social Sciences." In <i>They Say / I Say: The Moves that Matter in Academic Writing</i> , edited by

Date	Theme and assigned reading
	Gerald Graff and Cathy Birkenstein, 175-192. New York: W.W. Norton & Co.

Unit 2: Government in Postwar, Post-Occupation Japan

Date	Theme and assigned reading
9-Feb	<i>The rise and fall of the 1955 system</i> Neary textbook, Chapter 3
11-Feb	<i>From Hosokawa to Abe</i> Neary textbook, Chapter 4
	First of four analysis papers due at 2pm (remember you are required to write two)
16-Feb	<i>Ideology in the Japanese parliament</i> Catalinac, Amy. 2018. "Positioning under Alternative Electoral Systems: Evidence from Japanese Candidate Election Manifestos." <i>American Political Science Review</i> 112 (1):31-48.
18-Feb	<i>The Diet</i> Neary textbook, Chapter 5
23-Feb	<i>Japan's unchanging constitution</i> McElwain, Kenneth Mori, and Christian G. Winkler. 2015. "What's Unique about the Japanese Constitution? Comparative and Historical Analysis." <i>Journal of Japanese Studies</i> 41 (2):249-280.
25-Feb	<i>The Bureaucracy</i> Neary textbook, Chapter 6
2-Mar	<i>Local government and non-state actors</i> Neary textbook, Chapters 7 & 8

Unit 3: Identity and Politics in Japan

Date	Theme and assigned reading
4-Mar	<i>Japan's "untouchables"</i> Neary, Ian. 2020. "From the (end of) Dōwa policies to (the start of) an anti-discrimination policy?" <i>Japan Forum</i> 32 (2):209-219.
9-Mar— 11-Mar	<u>"Spring Refresh" (No Zoom Classes)</u>

Date	Theme and assigned reading
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16-Mar	<p><i>From #Metoo to Fufubeisei: gender in Japan</i> Toyoda, Etsuko. 2020. "Japan's Marital System Reform: The Fūfubessei Movement for Individual Rights." <i>The Asia-Pacific Journal</i> 18 (3):1-26.</p> <p>Hasunuma, Linda, and Ki-young Shin. 2019. "#MeToo in Japan and South Korea: #WeToo, #WithYou." <i>Journal of Women, Politics, and Policy</i> 40 (1):97-111.</p>
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Virtual guest lecturer: Linda Hasunuma, Temple University

Second of four analysis papers due at 2pm (remember you are required to write two)

18-Mar	<p><i>Social class in a "classless society"</i> Sudo, Naoki. 2019. "Why Do the Japanese Still See Themselves as Middle Class? The Impact of Socio-structural Changes on Status Identification." <i>Social Science Japan Journal</i> 22 (1):25-44.</p>
23-Mar	<p><i>Zainichi Koreans</i> Chung, Erin Aeran. 2010. "Negotiating Korean Identity in Japan." In <i>Immigration and Citizenship in Japan</i>. Cambridge: Cambridge University Press, pp. 82-114.</p>
25-Mar	<p><i>Nationalism</i> Smith, Nathaniel M. 2018. "Fights on the Right: Social Citizenship, Ethnicity, and Postwar Cohorts of the Japanese Activist Right." <i>Social Science Japan Journal</i> 21 (2):235-257.</p>

Unit 4: Policy Challenges in Japan Today

Date	Theme and assigned reading
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30-Mar	<p><i>Governing Japan's economy</i> Neary textbook, Chapter 10.</p> <p>Vogel, Steven K. 2018. "Japan's Labor Regime in Transition: Rethinking Work for a Shrinking Nation." <i>The Journal of Japanese Studies</i> 44 (2):257-292.</p>
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Third of four analysis papers due at 2pm (remember you are required to write two)

1-Apr	<p><i>Environmental policy</i> Neary textbook, Chapter 11.</p>
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Date	Theme and assigned reading
6-Apr	<i>Social welfare</i> Neary textbook, Chapter 12.
8-Apr	<i>Human rights</i> Neary textbook, Chapter 13.
13-Apr	<i>Immigration and Emigration</i> Strausz, Michael. 2019. "The Crow is White: Foreign Labor and the Japanese State." In <i>Help (Not) Wanted: Immigration Politics in Japan</i> . Albany, NY: SUNY Press. Oishi, Nana, and Iori Hamada. 2019. "Silent Exits: Risk and Post-3.11 Skilled Migration from Japan to Australia." <i>Social Science Japan Journal</i> 22 (1):109-125.
15-Apr	<i>Japan after Abe</i> Neary textbook, chapter 14
20-Apr	<i>Superfrog saves Tokyo</i> Murakami, Haruki. 2002. "super-frog saves tokyo." In <i>after the quake: stories</i> . Translated by Jay Rubin. New York: Alfred A. Knopf.
Fourth of four analysis papers due at 2pm (remember you are required to write two)	
22-Apr	<i>Presentations</i> No assigned reading
27-Apr	<i>Presentations</i> No assigned reading
29-Apr	<i>Presentations</i> No assigned reading
3-May	Final research paper for degree candidates due at 4:30pm
4-May	Final research paper for non-degree candidates due at 4:30pm