

Sophia University – Summer Session 2024

June 28th – July 19th, 2024 *June 28th: Orientation *July 5: No-class day

Date: January 27, 2024

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| Course Title | Education in Japan |
| Subtitle | Education and Youth in Contemporary Japan |
| Course Code | EDZ200 |
| Instructor | Shinichi Aizawa (Coordinator), Sachiko Horiguchi, Ayaka Nakano, Fumiya Uchikoshi (in order in lectures) |
| Class Period | 1 st Period (9:00-10:40) |
| Course Format | In-Person |
| Language of Instruction | English |
| Course Description | This course offers an introduction to Japanese society through understanding the Japanese school system and situations surrounding youth from sociological and anthropological perspectives. Three instructors will give detailed lectures drawing on insights from their research on various topics in Japanese education, and coordinator Shinichi Aizawa will give the introductory lecture and wrap-up discussions. |
| Course Objectives | To obtain basic knowledge of the Japanese school system To understand the situations surrounding youth in Japan |
| Expected work outside of class | Students are expected to read suggested readings in advance of class. Students are also expected to write a term paper. Students should expect to spend about 90 minutes every day to complete these assignments. |
| Course Materials | <p>We do not assign a textbook for the whole course. The references below are helpful for further understanding of the topics covered in this course.</p> <p>Yoshio Sugimoto. 2021. <i>An Introduction to Japanese Society (5th edition)</i>. Cambridge: Cambridge University Press.</p> <p>Akiyoshi Yonezawa et al. (eds.) 2018. <i>Education in Japan in a Global Age: Sociological Reflections and Future Directions</i>. Springer.</p> |
| | Purchase of textbook: not necessary |
| | e-book: acceptable |
| Moodle | We will upload course materials via Moodle. |

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| Contact Instructor | <ul style="list-style-type: none"> •via Email <p>*The email address will be available at CGED office or informed by the instructor in the first class if needed.</p> |
| Evaluation (Attendance, Class participation, in-class assignments, final exam, quizzes, etc.) | <p>Instructors will evaluate students' grades based on class participation (20% per each instructor, total 60%). Each instructor may have their own additional criteria regarding evaluation of class participation. The coordinator will evaluate grades based on class participation for the whole term (10%), a term paper (20%) and class discussion in the final lecture (10%). Participation in the final lecture and submission of the term paper are mandatory for credit.</p> <p>Each of the following actions will lower your grade by one level (10%).</p> <p>Unexcused absences from class (except for absences for unavoidable reasons)</p> <p>Unexcused latenesses for class (except for latenesses for unavoidable reasons)</p> <p>Failure to refer to the contents of the class or the literature provided in the class in the term paper</p> <p>These point deductions will be explained in the first class.</p> |
| Other comments | - |
| Class schedule | <p>*June 28: Orientation</p> <p>*July 5: No-class day</p> <p>[DAY 1]</p> <p>Introduction: Japanese School System and Social System (Aizawa)</p> <p>Sugimoto, Yoshio. 2021. "Chapter 2 The Phenomenon: Analysis and Understanding" and "Chapter 6 Education: Diversity and Unity" in <i>An Introduction to Japanese Society</i>. Cambridge: Cambridge University Press, pp.25-57 and pp.136-169.</p> <p>[DAY 2]</p> <p>School non-attendance (Horiguchi)</p> <p>Horiguchi, Sachiko. 2018. "Are Children Who Do Not Go to School "Bad," "Sick," or "Happy"?: Shifting Interpretations of Long-Term School Nonattendance in Postwar Japan." in Akiyoshi Yonezawa et al (eds) <i>Education in Japan in a Global Age: Sociological Reflections and Future Directions</i>. Springer, pp.117-136</p> <p>[DAY 3]</p> <p>Educational Discourse in Children's Learning (Nakano)</p> <p>Kariya, Takehiko and Rappleye, Jeremy. 2020. "Chapter 6 The Ambivalence of Standardization" in <i>Education, Equality, and</i></p> |

Meritocracy in a Global Age. New York: Teachers College Press, pp.138-170.

[DAY 4]

Hikikomori (social withdrawal) (Horiguchi)

Horiguchi, Sachiko. 2012. "Hikikomori: How Private Isolation Caught the Public Eye." in Roger Goodman et al (eds) *A Sociology of Japanese Youth: From Returnees to NEETs*. Routledge, pp.122-138.

[DAY 5]

School and Curriculum Reform (Nakano)

Rapplee, Jeremy. 2018. "Chapter 4 Borrowings, Modernity, and De-axialization: Rethinking the Educational Research Agenda for a Global Age." in Akiyoshi Yonezawa et al (eds) *Education in Japan in a Global Age: Sociological Reflections and Future Directions*. Springer, pp.53-74.

[DAY 6]

Foreign Language Education (Horiguchi)

Horiguchi, Sachiko et al. 2015. "Introduction." in Sachiko Horiguchi et al (eds) *Foreign Language Education in Japan: Exploring Qualitative Approaches*. Sense Publishers, pp. 1-18.

[DAY 7]

Educational Equity and Inclusion (Nakano)

Yoshida, Atsuhiko. 2023. "Inclusion and Wholeness: Rethinking Boundaries between the Formal and the Non-Formal in Japanese Public Education." *Educational Studies in Japan*, pp. 5-18.

[DAY 8]

Education and "Internationalization" (Horiguchi)

Goodman, Roger. 2012. "From Pitiful to Privileged? The Fifty Year Story of the Changing Perception and Status of Japan's Returnee Children (Kikokushijo)." in Roger Goodman et al (eds) *A Sociology of Japanese Youth: From Returnees to NEETs*. Routledge, pp.30-53.

Optional: Tokunaga, Tomoko et al. 2018. "Growing Up in Multicultural Japan: Diversifying Educational Experiences of Immigrant Students." in Akiyoshi Yonezawa et al (eds) *Education in Japan in a Global Age: Sociological Reflections and Future Directions*. Springer, pp.155-174.

[DAY 9]

Expansion and Diversification in Post-secondary Education (Uchikoshi)

Ishida, Hiroshi. 2007. "Japan: Educational Expansion and Inequality in Access to Higher Education." in Y. Shavit, R. Arum, and A. Gamoran

(eds) *Stratification in Higher Education: A Comparative Study*. Stanford: Stanford University Press, pp. 63-86.

[DAY 10]

Meritocratic Selection and Its Change: The Case of University Admission (Uchikoshi)

Bastedo, Michael. 2021. "Holistic Admissions as a Global Phenomenon." Pp. 91–114 in *Higher Education in the Next Decade: Global Challenges, Future Prospects*, edited by H. Eggins, A. Smolentseva, and H. de Wit. BRILL. (esp focus on pages 104-105)

Yonezawa, Akiyoshi, and Takuya Akiyama. 2015. "The Transition from Secondary Education to Higher Education in Japan." Pp. 67–79 in *The Transition from Secondary Education to Higher Education: Case Studies from Asia and the Pacific*, edited by L. Wang and E. Lee. UNESCO.

Optional: Ishikura, Yukio, and Tatsuo Kawashima. 2018. "Admissions in Japanese National Universities: The Need for Change." *International Higher Education* (92):25–27.

doi: 10.6017/ihe.2018.92.10285.

[DAY 11]

School-to-work Transition (Uchikoshi)

Brinton, Mary C. 2011. *Lost in Transition: Youth, Work, and Instability in Postindustrial Japan*. Cambridge: Cambridge University Press. Ch. 1 ("Lost Generations")

[DAY 12]

Gender and Education (Uchikoshi)

Amano, Masako. 1997. "Women in Higher Education." *Higher Education* 34(2):215–35.

Optional: Isa, Natsumi, and Ayumu Chinen. 2016. "Gender Disparities in Academic Performance and Motivation in STEM Subjects in Japan." *Japan Labor Review* 13(3):101–21.

[DAY 13]

Family and Parenting (Uchikoshi)

Hirao, Keiko. 2001. "Mothers as the Best Teachers: Japanese Motherhood and Early Childhood Education." in *Women's Working Lives in East Asia*. Palo Alto, CA: Stanford University Press, pp. 180–203.

Optional: Brinton, Mary C., and Eunsil Oh. 2019. "Babies, Work, or Both? Highly Educated Women's Employment and Fertility in East Asia." *American Journal of Sociology* 125(1):105–40.

[DAY 14]

Reflecting on the Future of Youth and Education in Japan (Aizawa)

You should write a short term paper (1000 words) for reflection and discussion by 6pm the day before [Day 13]. Your topics of interest in this course should be included in this paper.

*Course format, evaluation methods and class schedule are subject to change.