

Sophia University – Summer Session 2025

July 1 – July 22, 2025 *July 1: Orientation *July 4: No-class day

Date: January 2025

Course Title	Education in Japan
Course Code	EDZ200
Instructor	Maria Manzon (Coordinator), Sachiko Horiguchi, Ayaka Nakano, Fumiya Uchikoshi
Class Period	1st Period (9:00-10:40)
Course Format	In-Person
Language of Instruction	English
Maximum class size	20
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. The coordinator will give the introductory lecture on comparative education and the concluding session.
Course Objectives	To obtain basic knowledge of the Japanese school system To understand the situations surrounding youth in Japan To learn through comparative reflection
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	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. Yoshio Sugimoto. 2021. <i>An Introduction to Japanese Society (5th edition)</i> . Cambridge: Cambridge University Press. Akiyoshi Yonezawa et al. (eds.) 2018. <i>Education in Japan in a Global Age: Sociological Reflections and Future Directions</i> . Springer.
	Purchase of textbook: not necessary
	e-book: acceptable
Moodle	We will upload course materials via Moodle.

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 tardiness for class (except for tardiness 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>*July 1: Orientation</p> <p>*July 4: No-class day</p> <p>[DAY 1] July 2 (W)</p> <p>Introduction: Japanese School System and Social System: Comparative Perspectives (Manzon)</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] July 3 (R)</p> <p>Education and "Internationalization" (Horiguchi)</p> <p>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) <i>A Sociology of Japanese Youth: From Returnees to NEETs</i>. Routledge, pp.30-53.</p> <p>Optional: Tokunaga, Tomoko et al. 2018. "Growing Up in Multicultural Japan: Diversifying Educational Experiences of Immigrant Students." in Akiyoshi Yonezawa et al (eds) <i>Education in Japan in a Global Age: Sociological Reflections and Future Directions</i>. Springer, pp.155-174.</p>

[DAY 3] July 7 (M)

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 4] July 8 (T)

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 5] July 9 (W)

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 6] July 10 (R)

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 7] July 11 (F)

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 8] July 14 (M)

Educational Discourse in Children's Learning (Nakano)

Kariya, Takehiko and Rappleye, Jeremy. 2020. "Chapter 6 The Ambivalence of Standardization" in *Education, Equality, and Meritocracy in a Global Age*. New York: Teachers College Press, pp.138-170.

[DAY 9] July 15 (T)

Mid-term Comparative Reflections (Manzon)

Share and discuss the key inspirations and/or puzzles gained thus far from the course, and relate them to your educational experiences.

[DAY 10] July 16 (W)

School and Curriculum Reform (Nakano)

Rappleye, 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 11] July 17 (R)

School Non-Attendance and Its Long-Term Consequences (Horiguchi)

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) *Education in Japan in a Global Age: Sociological Reflections and Future Directions*. Springer, pp.117-136

Optional: 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 12] July 18 (F)

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 13] July 21 (M)

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 14] July 22 (T)

Comparative Reflections on Education in Japan (Manzon)

Submit a short-term paper (1000 words) for reflection and discussion by 5pm of Day 13. Choose one or two topics of interest in this course and discuss the new lessons you learned from comparing Japan with your home society.

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