

Japan: Government and Politics

Political Science 354, Section 1
Winter 2009
Mondays and Wednesdays, 2:00 to 3:20 p.m.
280 Kimball Tower

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Office Hours: Mondays 3:30-4:30, Tuesdays 1-1:50, and Wednesdays 11-11:50, Other times are available by appointment.

COURSE OBJECTIVES AND PREREQUISITES

One of the best ways to understand the politics of one country is to compare it with another country. For example, the issues surrounding the debate of health care policy in the United States become much clearer when you have studied Britain's National Health Service. If you want to understand the prospects of Democracy in the Middle East it helps to study the democratic transformations in Russia or South Korea. We will study the modern Japanese political system as a window to better understanding issues such as the legacy of colonialism, suicide terrorists, economic and political development, and corruption. As we approach each topic, we will have three priorities: (1) to better understand the Japanese experience, (2) to apply that experience to the United States and other parts of the world, and (3) to explore the policy and moral implications of political decisions and actions.

Obviously this course will seem relevant to students who already have an interest in Japan or East Asia. I hope that our approach will also make this course relevant to students whose main interest is US politics or European politics or African politics or any other country or region of the world. Japan is a fascinating country, and its experience is relevant to the advanced industrial democracies (of which Japan is one), to developing countries (of which Japan was one), and to non-Western countries adopting Democratic norms and institutions.

We will also work on improving writing and analytical skills. Students will also be expected to complete a large amount of reading for each class period and learn to read quickly for the main points of each article and be able to summarize those points succinctly. Students should be comfortable and competent at expressing their opinions to others in a respectful, coherent, and succinct manner. In addition, if there is sufficient interest, students with Japanese language skills will have the option of practicing those skills reading Japanese language documents relevant to the course topics.

COURSE OUTLINE

Because of the small number of students enrolled in the course, we will have the opportunity to run the class in a seminar format. This will allow for extensive interaction between the instructor and the students. I have designed the course so as to maximize these opportunities

while retaining elements of a structured presentation that will help students to master new information.

Each day of the course will have assigned readings. To help guide class discussion, I will give questions to be considered as the readings are completed. Students are expected to come to class ready to not only answer those questions but also present questions of their own from the assigned readings.

Each student is also expected to complete a minimum of twenty graded pages of research-based writing on a topic or topics relevant to the course. Alternatively, students with advanced Japanese language skills may participate in a one hour a week lab where we will discuss readings in the Japanese language relevant to the course topics. Students choosing this option will write a minimum of twenty pages of translations. In either activity, I expect high quality work.

This course has a heavy reading load. Please understand that the goal of this reading is to understand the arguments made by the authors and be able to evaluate or critique the persuasiveness and accuracy of those arguments. “Skimming” the readings is a perfectly acceptable method of identifying the author’s main arguments and evidence. This class provides an excellent opportunity to learn how to read rapidly for content.

I will evaluate your performance on exams, papers, and in class discussion on your factual knowledge about Japanese politics and your ability to form persuasive and well supported arguments about Japanese politics. We will practice these skills in class discussion. Please prepare well for class by coming prepared to ask and answer questions, with answers that show thought, insight, and a knowledge of relevant facts.

Tentative Schedule of Topics and Assigned Readings:

January 5 Introduction to the Course, Approaches to Analyzing Japanese Politics, and Revolutionary Change.

1. “Preconception vs. Observation, or the Contributions of Rational Choice Theory and Area Studies to Contemporary Political Science” Chalmers **Johnson**, PS: Political Science and Politics, June 1997 (30) 2, pp.170-174. JSTOR
2. The Rise of Modern Japan, Peter **Duus**, Boston: Houghton Mifflin, 1976, pp. 55-90. Packet

January 7 Meiji Restoration

1. “The Ruling Class” by Marius B. **Jansen**, in Japan in Transition: From Tokugawa to Meiji, edited by Marius B. Jansen and Gilbert Rozman, Princeton, NJ: Princeton University Press, 1986, pp. 68-90. Packet
2. The Modernization of Japan and Russia, A Comparative Study, Cyril E. **Black**, et. al. New York: The Free Press, 1975, pp. 26-37 and 101-123. Packet

January 12 Innovation

1. Watch the movie “Twilight Samurai”
2. Imitation and Innovation: The Transfer of Western Organizational Patterns to Meiji Japan, D. Eleanor **Westney**, Cambridge, MA: Harvard University Press, 1987, pp. 33-99. Reserve

January 14 Taisho Democracy

1. Hara Kei in the Politics of Compromise 1905-1915, Tetsuo **Najita**, Cambridge, MA: Harvard University Press, 1967, pp. 1-31, 142-162. Packet

January 21 Imperialism

1. The Rise of Modern Japan, Peter **Duus**, Boston: Houghton Mifflin, 1976, pp. 120-135. Packet
2. "Explaining Imperialism, The State of the Art as Reflected in Three Theories" Rajan **Menon** and John R. **Oneal** Polity vol. 19, no. 2 (1986) pp. 169-193. JSTOR

January 26 Colonialism

1. "The Legacy of Japanese Colonialism in Korea" by Bruce **Cummings**, "Western and Japanese Colonialism: Some Preliminary Comparisons" by Lewis H. **Gann**, and "Colonial Education in Korea and Taiwan" by E. Patricia **Tsurumi** in The Japanese Colonial Empire, 1895-1945, Edited by Ramon H. Myers and Mark R. Peattie, Princeton, NJ: Princeton University Press, 1984, pp. 478-525, 275-311. Reserve

January 28 Sanctions and Suicide Bombers

1. "Why Economic Sanctions do not Work" Robert A. **Pape**, International Security, vol. 22 no. 2 (Fall 1997) pp. 90-136. JSTOR
2. Kamikaze Diaries, Reflections of Japanese Student Soldiers, Emiko **Ohnuki-Tierney**, Chicago: University of Chicago Press, pp. 1-37. Reserve
3. "The Strategic Logic of Suicide Terrorism" Robert A. **Pape** American Political Science Review (2003) vol. 97 no. 3 pp. 343-361. JSTOR

February 2 Atrocities

1. Unit 731, Japan's Secret Biological Warfare in World War II, Peter **Williams** and David **Wallace**, New York: The Free Press, 1989, pp. 13-50. Reserve
2. "The Nanking 100-man Killing Contest Debate: War Guilt amid Fabricated Illusions, 1971-75" Bob Tadashi **Wakabayashi** Journal of Japanese Studies (2000) vol. 26 no. 2 pp. 307-340. JSTOR

February 4 Occupation

1. Embracing Defeat, Japan in the Wake of World War II, John W. **Dower**, New York: WW Norton, 2000, pp. 405-484. Reserve

February 9 Pacifism and the Constitution

1. Watch "Black Rain," "Grave of the Fireflies," or "The Burmese Harp"
2. The Origins of Japan's Democratic Constitution, Theodore **McNelly**, Lanham, MD: University Press of America, 2000, pp. 55-88. Reserve
3. "Japanese Constitutional Revision, A Neo Liberal Proposal for Article 9 in Comparative Perspective" Mayumi **Itoh**, Asian Survey, 2001, vol. 41, no. 2, pp. 310-327. JSTOR

February 11 Electoral System

1. Election Campaigning Japanese Style, Gerald L. **Curtis**, Tokyo: Kodansha International, 1983, pp. 33-85, 153-178. Reserve
2. Japan's Political Marketplace, J. Mark **Ramseyer** and Frances McCall **Rosenbluth**, Cambridge, MA: Harvard University Press, 1993 pp. 16-37. Packet

February 17 Clientelism and Corruption (A Tuesday, but it is a university designated Monday instruction day)

1. Democracy without Competition in Japan, Opposition Failure in a One-Party Dominant State, Ethan **Scheiner**, New York: Cambridge University Press, 2006,

pp. 64-107. Packet

2. Japan: Who Governs? The Rise of the Developmental State, Chalmers **Johnson**, New York: W.W. Norton, 1995, pp. 183-211. Packet
3. "The Logic of Collusive Action, The Political Roots of Japan's Dango System," Brian **Woodall**, Comparative Politics vol. 25, no. 3 (1993) pp. 297-312. JSTOR

February 18 Factions and One Party Rule

1. How the Conservatives Rule Japan, Nathaniel B. **Thayer**, Princeton: Princeton University Press, 1969, pp. 15-57. Reserve
2. Japan's Postwar Party Politics, Masaru **Kohno**, Princeton: Princeton University Press, pp. 91-115. Packet
3. "Introduction" by T. J. **Pempel**, in One Party Democracies, the One-Party Dominant Regimes ed by T. J. Pempel, Ithaca, NY: Cornell University Press, 1990, pp. 1-32. Packet

February 23 Midterm Exam in class

February 25 Opposition and Interparty Relations

1. "Defense Controversies and One-Party Dominance: The Opposition in Japan and West Germany" **Otake** Hideo, in Uncommon Democracies, the One-Party Dominant Regimes ed by T. J. Pempel, Ithaca, NY: Cornell University Press, 1990, pp. 128-161. Packet
2. The Core of Japanese Democracy, Yasumasa **Kuroda**, New York: Palgrave MacMillan, 2005, pp. 15-34 and 91-133. Reserve

March 2 Democracy

1. Democracy in Japan, edited by Takeshi **Ishida** and Ellis S. **Krauss**, Pittsburgh: University of Pittsburgh Press, 1989, pp. 3-37, 201-224. Reserve
2. "The Rise of Illiberal Democracy" Fareed **Zakaria**, Foreign Affairs November/December 1997 (76)6, pp. 22-43. Packet
3. "Culture is Destiny, A Conversation with Lee Kuan Yew" Fareed **Zakaria**, Foreign Affairs (73)2 March/April 1994, pp. 109-126. Packet

March 4 Culture

1. Japanese Society, Chie **Nakane**, Berkeley: University of California Press, 1970, pp. vii-22, 87-103, 141-151. Reserve
2. Making Common Sense of Japan, Steven R. **Reed**, Pittsburgh: University of Pittsburgh Press, 1993, pp. 25-46. Packet

March 9 Political Economy

1. Japan as Number One: Lessons for America, Ezra F. **Vogel**, New York: Harper & Row, 1985, pp. 3-23, 53-130. Reserve

March 11 Political Economy

1. Japan: Who Governs? The Rise of the Developmental State, Chalmers **Johnson**, New York: W.W. Norton, 1995, pp. 21-50. Packet
2. Regime Shift: Comparative Dynamics of the Japanese Political Economy, T.J. **Pempel**, Ithaca, NY: Cornell University Press, 1998, pp. 136-168. Packet

March 16 Bureaucracy

1. MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975, Chalmers **Johnson**, Stanford: Stanford University Press, 1982, pp. 35-82,

305-324. Reserve

2. ``The Conservative Policy Line and the Development of Patterned Pluralism`` Michio **Muramatsu** and Ellis S. **Krauss**, pp. 516-554, in The Political Economy of Japan, vol. 1: The Domestic Transformation, edited by Kozo Yamamura and Yasukichi Yasuba, Stanford: Stanford University Press, 1987. Packet
3. ``The Man Who Would Import: A Cautionary Tale about Bucking the System in Japan`` Frank W. **Upham**, pp. 37-57, in Japanese Law: Readings in the Political Economy of Japanese Law, edited by J. Mark Ramseyer, Aldershot: Ashgate, 2001. Packet

March 18 Reforms

1. ``The 'Illiberal' Roots of Japanese Financial Regulatory Reform`` Elizabeth **Norville**, pp. 111-141, in Is Japan Really Changing its ways? Regulatory Reform and the Japanese Economy, edited by Lonny E., Carlile and Mark C. Tilton, Washington: Brookings, 1998. Packet
2. ``Reinventing Japan . . . Again`` Frank B. **Gibney**, Foreign Policy no. 119, Summer 2000, pp. 74-88. JSTOR
3. Ending the LDP Hegemony, Ray **Christensen**, Honolulu: University of Hawai'i Press, 2000, pp. 9-35. Packet
4. ``Conclusions`` Steven R. **Reed** in Japanese Electoral Politics, Creating a New Party System, ed. Steven R. Reed, New York: RoutledgeCurzon, 2003, pp. 178-199. Packet

March 23 Koizumi's Reforms

1. ``An Analysis of the 2005 Japanese General Election: Will Koizumi's Political Reforms Endure?`` Ray **Christensen**, Asian Survey vol. 46, no. 4 (2006) pp. 497-516. Packet
2. ``Japan's Shift towards a Westminster System: A Structural Analysis of the 2005 Lower House Election and its Aftermath`` Margarita **Estevez-Abe**, Asian Survey vol. 46, no. 4 (2006) pp. 632-651. Packet

March 25 Business Practices

1. Flexible Rigidities: Industrial Policy and Structural Adjustment in the Japanese Economy 1970-80, Ronald **Dore**, Stanford: Stanford University Press, 1986, pp. 1-86, 244-252. Reserve
2. ``The Education of a Japanese Banker`` Thomas P. **Rohlen**, pp. 129-135, in Inside the Japanese System: Readings on Contemporary Society and Political Economy, edited by Daniel I. Okimoto and Thomas P. Rohlen, Stanford: Stanford University Press, 1988. Packet

March 30 Business Practices

1. ``Conflict and its Resolution in Industrial Relations and Labor Law`` Tadashi **Hanami**, pp. 107-135, in Conflict in Japan, edited by Ellis S. Krauss, Thomas P. Rohlen, and Patricia G. Steinhoff, Honolulu: University of Hawaii Press, 1984. Packet
2. Making Common Sense of Japan, Steven R. **Reed**, Pittsburgh: University of Pittsburgh Press, 1993, pp. 77-105. Packet

April 1 Women

1. Bicycle Citizens: The Political World of the Japanese Housewife, Robin M. **LeBlanc**, Berkeley: University of California Press, 1999, pp. 1-88. Reserve
- April 6 Women**
1. Molding Japanese Minds: The State in Everyday Life, Sheldon **Garon**, Princeton, NJ: Princeton University Press, 1997, pp. 115-145. Packet
2. ‘‘Abortion Before Birth Control: The Interest Group Politics Behind Postwar Japanese Reproduction Policy,’’ Tiana **Norgren**, Journal of Japanese Studies 1998 (24)1, pp. 59-94. JSTOR
3. Race for the Exits, the Unraveling of Japan’s System of Social Protection, Leonard J. **Schoppa**, Ithaca, NY: Cornell University Press, 2006, pp. 150-182. Packet
- April 8 Dissent, Minorities, Civil Liberties, and the Media**
1. Losing Face: Status Politics in Japan, Susan J. **Pharr**, Berkeley: University of California Press, 1990, 59-89. Packet
2. No Helmets in Court, No T Shirts on Death Row: New Left Trial Support Groups in Japan, Patricia G. **Steinhoff**, Paper presented at Association for Asian Studies meeting, San Diego, 2000. Packet
3. ‘‘Radical Outcasts versus Three Kinds of Police, Constructing Limits in Japanese Anti-Emperor Protests’’ Patricia **Steinhoff**, Qualitative Sociology, Fall 2006, Vol. 29, no. 3 pp. 387-408. Packet
4. ‘‘Presidentialization’ in Japan, the Prime Minister, Media and Elections in Japan’’ Benjamin **Nyblade** and Ellis Krauss, British Journal of Political Science, 2005, vol. 35, pp. 357-368. Packet
5. ‘‘Let a Hundred Channels Contend: Technological Change, Political Opening, and Bureaucratic Priorities in Japanese Television Broadcasting’’ by Gregory W. **Noble** Journal of Japanese Studies 2000, vol. 26, no. 1 pp. 79-109. JSTOR
- April 13 Education and Legal Systems**
1. Japan’s High Schools, Thomas P. **Rohlen**, Berkeley: University of California Press, 1983, pp. 11-44, 77-110. Reserve
2. ‘‘Why are Japanese Judges so Conservative in Politically Charged Cases?’’ J. Mark **Ramseyer** and Eric B. **Rasmusen**, American Political Science Review, June 2001 (95)2, 331-344. JSTOR
3. ‘‘Privatizing Regulation: The Implementation of the Large-Scale Retail Stores Law,’’ Frank **Upham**, pp. 264-294, in Political Dynamics in Contemporary Japan, edited by Gary D. Allinson and Yasunori Sone, Ithaca, NY: Cornell University Press, 1993. Packet

COURSE REQUIREMENTS

1. Research Writing

Students who do not choose to do the Japanese language readings are required to write a minimum of twenty graded pages of research-based writing. These twenty pages may be in the form of one research paper or several smaller research papers. You have the option of writing more than twenty pages of research writing and using only your best papers for the writing portion of your course grade. All of your writing must be high-quality, research-based writing on a topic related to Japanese Politics. The research can be a comparison of Japan with another country or

an application of an explanation used in the Japanese context to a similar phenomenon in another country. The research writing may also focus exclusively on Japan.

Research based writing means that you have done additional reading, beyond what was required reading for the class. This additional research should serve as the basis for your thesis in your writing. Though I expect that your writing will have a position that you take and defend in your paper, research-based writing differs from what is often called an “opinion paper” in that I expect more than just your opinion or reaction to what we read for class or discussed in class. To the extent that your paper summarizes class discussion or assigned class readings, your paper will be graded down accordingly. One of the purposes of this writing is for you to apply what you have learned in class to a new fact situation or to discuss a new topic with your discussion of that new situation or topic amply grounded in additional research that you have done on that situation or topic. These writing exercises are not meant to be merely a summary of what we have done or will do in class; nor is it meant to be your position on a topic that we discussed in class or will discuss in class. If you want to write on a topic and do not know if we will discuss it in a future class, come and talk to me and I will tell you if that topic will be covered in a subsequent class.

Every two weeks in class, each student is required to submit some writing that they have done that week. There are seven due dates: January 15th, January 29th, February 12th, March 5th, March 19th, April 2nd, and April 14th. The papers are due at any time on that day. You may turn them in at my office, but if you come after 5 p.m., the hallway doors to my office will be locked. You may then turn them in at the Political Science Department office (slip them under the door or in a collection box if one is there). At some point the building is locked. If you come so late that you can't get into the building because it is locked, you will receive a late penalty for turning in your paper. You are responsible for making sure that you can turn in your paper on time. If you submit the paper a day late, there will be a 10 percent penalty. The penalty increases 10 percent for each additional day that the paper is late (not counting weekends). Papers may not be submitted by e-mail. If you decide to submit your paper by e-mail, a five percent penalty will be assessed.

The writing may be part of a draft of a longer paper or a completed version of the paper. Resubmissions of previously graded work are also acceptable (provided that there has been significant effort to revise and improve the previously submitted paper). If your submission is just a draft or a portion of a paper that you would like me to informally comment on, please note that on your paper and I will comment on your writing but assign no grade. If your submission is a paper that you would like evaluated and graded, please say so on your submission, and I will grade that paper. Even if you submit drafts, each successive draft must show a significant effort to revise and improve the draft compared to previously submitted drafts.

In addition to the grades that you receive on your papers, you will also receive a separate grade for your weekly submissions of written work throughout the semester (a grade that is like a participation grade in a class except that it is for participating in our bi-weekly writing submissions). Effort and consistency rather than the actual grades earned on the papers will determine your writing participation grade. For example, if most of your submissions are drafts, but you revise and improve from draft to draft throughout the semester, you will receive a better grade for your weekly submissions than if your submissions were relatively unchanged from week to week. In addition, the length of your submissions will affect this grade. I expect about five pages to be submitted each week. Submissions of less than five pages or submissions that reach five pages through font or margin manipulation will earn lower grades. Once a student has twenty

graded pages of work, that student no longer needs to submit writing (though a student may continue to submit writing to improve his or her grades). If a student decides to stop submitting writing because he or she has twenty graded pages of writing, then the writing participation grade will be based on the submissions made until that completion point. Once a student stops submitting writing, additional papers may not be submitted for grading.

I see several different strategies for completing the writing requirement for this course. Some students will turn in anything as drafts for their weekly writing submissions and only get serious during the final week and try to write a strong final paper. This strategy will likely result in a lower grade for weekly submissions (C, D, or F grade) and a decent or strong grade for the final paper if the student is a good writer. Other students will write a series of papers, submitting them for grading, and then resubmitting them for grading again several times during the semester. A student might also work on just one paper through the semester, but submit full drafts and several graded versions throughout the semester. I prefer the second and third options. I would like for all of us to see writing as a continuous process and see the importance of revision and multiple drafts rather than just write a paper at the end of the semester in a panic, a process that does not significantly help improve writing, analytical, or research skills.

2. Japanese Language Readings

Students with advanced Japanese language skills may choose to participate in a weekly lab where we will read Japanese language documents pertaining to course topics in place of writing a research paper. The lab will meet once a week for an hour. Each student is expected to come to the lab having read and prepared the assigned readings. In addition, a written summary (translation) of the assigned readings will be submitted each week in lab. In lab we will discuss the readings. Grades for lab participation will be determined by the amount of effort and level of preparation each student makes in the lab. Please review my guidelines for Japanese Readings for my specific expectations. Any student selecting this option must have already completed Japanese 321. We will decide if we do this option based on the number of students interested and the ability to find a weekly time that we can all meet.

3. Class Participation

Much of this class is interactive. I expect students to ask questions and be prepared to answer questions. Though I will not take class attendance, it will be difficult to get a high grade for class participation if a student misses class. I will also consider a student's attitude, efforts, and preparation in assigning a class participation grade. I expect students to have completed the assigned readings and be ready to discuss them in class. I also expect students to ask questions during lectures and discussions. Please see my guidelines for good class participation.

4. Examinations

There will be a midterm and a final exam. They will cover readings, lectures, and discussion. The final exam is scheduled for Monday, April 20th from 7:00 am to 10:00 am. I am not allowed to alter this exam time to accommodate travel plans, weddings, family reunions, etc. If this date will conflict with such plans, please consider taking a different course. Alternatively, if you must miss this exam, the university policy states that an incomplete grade should be taken and the exam made up in the following semester rather than taking the exam early.

5. Course Readings

The Course readings come mostly from books and from some journal articles. I have made one copy of each reading and placed it in the Political Science Department so that you can read the assigned readings there, or make your own personal copy of the readings. In addition, each of the readings is followed by one of the three following notations: Packet, Reserve, or JSTOR. The Packet readings are in a packet of readings that is available for purchase from the BYU bookstore.

If all of the readings for this course were in a packet, it would be gigantic and cost about \$400. I have put the least expensive and most difficult to find readings in this packet. JSTOR are readings that are accessible through www.jstor.org. Readings listed as Reserve are books that have been placed on reserve at the library. This is not an electronic reserve. You have to go to the reserve library and check out the copy of the book to read it. I have tried to purchase extra copies of these books to place more than one copy of a book on reserve, but I have only been able to do so for about a third of the books.

Because we will talk in depth about each of the readings, it would be best for you to bring the assigned reading to class on the day that we will discuss that reading. I suggest that you purchase the packet and make your own personal copies of the readings that are not in the packet (e.g. download the JSTOR readings and copy the readings on reserve either at the reserve library or use the copy placed in the Political Science Department). It will require some planning to obtain all of the readings necessary for this course. If you simply wait until the day before class and try to do the readings, you will most likely be disappointed as someone else may already be using the reading that you would like to read. It would make more sense to obtain a copy of all the readings at once, at the beginning of the semester and then use those readings throughout the semester.

GRADING PROCEDURES

I will give course grades based on these criteria:

Research Paper/Japanese Readings	30%
Weekly Writing Submissions/Japanese Readings	10%
Midterm Exam	10%
Final Exam	30%
Participation	20%

Guidelines for research writing

Analytical Component of the Paper and Expectations of Length.

Your paper(s) should be as long or as short as the topic requires to answer the question that you pose well. It is more important that you focus on covering your chosen topic well and accurately than on the page length. In the end I will grade a minimum of twenty pages of writing, but this number of pages can be in one or multiple papers. Do not make the mistake of padding a 3 page paper to make it into a 6 page paper to help get you to the magic number of 20 pages. The padding that you put into the paper will be reflected in the grade that you earn for that paper. The paper must also be 80 percent analysis. Though you should also briefly summarize events and other factors that are related to your topic, the bulk of the paper should focus on your thesis statement, which is the answer to an analytical question. For example, a student might choose to write about the US-Japanese dispute over semiconductors. This paper should give an overview of significant events related to this topic, but this portion of the paper should only be 10 to 20 percent of the entire paper. The rest of the paper must be the answer to an analytical question, something like “Japan has fulfilled its obligations under the US-Japan semiconductor agreement” or “the US-Japan semiconductor agreement was politically motivated, and its clauses are an ill-advised skewing of market mechanisms.”

Selecting a paper topic.

Come and talk to me as you work to select and narrow your paper topic(s). I can help guide you if I think that you are choosing a topic that is too broad or too difficult. Similarly, I can help you select a new topic if your topic doesn't relate in some way to Japan.

Obvious Expectations.

The paper(s) must be typed and double spaced. There should be no spelling, typographical, or grammatical errors.

Comprehensiveness of the discussion.

Your paper(s) should include a comprehensive discussion of all relevant issues and arguments. Obviously, a short paper cannot go into great detail on all of the relevant issues of a complex dispute. However, it is important to lay out for the reader what the important issues are and briefly discuss them. If you find that there are just too many issues to discuss adequately in your paper, then narrow the topic of the paper. For example, instead of talking about all of the possible reasons for the dominance of Japanese politics by the LDP, explore only the public's reaction to scandals of the LDP and how this contributes to the longevity of LDP rule. Remember that the actual page length of the paper is much less important than how thoroughly you cover your chosen topic.

Have a clear thesis statement at the beginning of the paper.

Your conclusions should be stated at the beginning of the paper and not saved for the end of the paper. The reader should be able to read the first paragraph of your paper and know essentially what your thesis statement is and what your main arguments are. The rest of the paper is to develop and support those arguments and not to spring new arguments on the reader. A thesis statement may be more than one sentence. A thesis statement should not only give your conclusion, it should also tell the reader what the main arguments will be that will be discussed in the paper. These main arguments must be related to and support the conclusion that is the core of the thesis statement.

Present your ideas in a coherent structure.

Each paragraph of the paper should fit into an overall structure, and the reader should be able to easily figure out the structure. If a paragraph or an idea does not fit into this structure, the structure should be changed, or the paragraph or idea should be left out. The structure should be easily identifiable. This is best done by laying out the structure in the first paragraph or two. Give the reader a roadmap. Tell the reader what the thesis of the paper is and what the supporting arguments are. Then begin each section with a clear indication of what section it is. Use transitions to signal a change in sections or a change within sections. For example, “In addition to the importance of Confucian values in Japanese culture, the Japanese have also been heavily influenced by the ideas of Zen Buddhism.” This sentence tells the reader that the previous section was about Confucian values and the next section will be about Zen Buddhism. Another good method is enumeration. “There are four major differences between the US and Japanese educational systems.” Such cues help a reader to understand and follow your arguments.

Anticipate counter arguments and address them.

A paper is much more persuasive and effective if you take the time to anticipate the weaknesses of your arguments. Then take a paragraph or two and give your response to the most likely counter arguments. For example, if you are writing about gender discrimination in Japan, you should include something like this: “It is sometimes asserted that separate and distinct roles for women in Japan are actually beneficial for women because it gives value and status to tasks that usually are done by women (Smith and Jones, 1990). This argument, however, is flawed because it assumes that . . .” Do not be afraid to directly address what you see as some of the weaknesses in your arguments. A writer is usually better off just tackling these issues head on. Usually if you are aware of the counter arguments, the reader will think of them also.

Your thesis statement must be based on an analytical question.

Do not write a descriptive paper. The question might be quite simple—“Will the new Japanese electoral system affect the number of viable political parties in Japan?” This question should then be turned into your thesis and presented at the beginning of the paper. For example “Changes in the Japanese electoral system will not affect the number of viable political parties in Japan. This change will not occur in Japan because the consolidating effects of the new electoral system are more than counterbalanced by three other important political phenomena.” This analytical portion of the paper must be 80

percent of your paper. In your analysis you can have description, but it must be description that is directly related to your thesis and its arguments. An example of a descriptive (and unacceptable) question would be “What are the main events of the US/Japanese trade dispute over rice.” To answer this question you do not need to think, you only have to find information and transcribe it into your paper.

Each paragraph must also have a clear, internal structure.

Develop one idea per paragraph, and tell the reader what that idea is in the first sentence of the paragraph, the topic sentence. The rest of the paragraph should be related to that first sentence. For example, if a paragraph begins with “Public opinion in Japan made it difficult for the Japanese government to send troops to the Gulf War,” then everything else in the paragraph should deal with public opinion in Japan. Halfway through the paragraph do not switch and start talking about how the Japanese Constitution prevented the action regardless of public opinion. If you want to put both ideas in the paragraph, change the leading sentence to “Constitutional constraints and public opinion in Japan made it difficult for the Japanese government to aid the UN effort in the Gulf War.”

Your audience is an educated reader.

Do not expect them to know all the details of the events that you are writing about. On the other hand, you can just make simple reference to historical or international events that the educated reader should know about. It would be appropriate to say “just as the assassination in Sarajevo sparked World War I, some fear that the war in Bosnia will spread throughout the Balkans and will eventually involve the great powers of Europe.” You do not need to explain how the events in Sarajevo led to World War I.

Use a consistent and acceptable style of citation.

In the political science department, Turabian (Chicago Manual of Style) is the standard. Turabian allows for using footnotes, endnotes, or parenthetical citations with a works cited page at the end of the paper. I prefer the use of parenthetical citations but any of the three styles is acceptable.

Do not plagiarize.

You must cite anytime you use someone’s words or ideas. Arguments borrowed from other writers (even if they are paraphrased in your own words) and disputed statements of fact must be cited to their sources. If you use more than three words in a row from another writer or source, you must put those words in quotation marks and have a citation to the source. If you do not follow these rules, serious consequences will follow. You should also cite facts that are not common knowledge. In contrast, you do not need to cite when an author makes an argument that many others make or cites a fact that could be found in many other books. For example, you would not cite someone who claimed that war causes suffering or someone who pointed out that China is the most populous country in the world.

Avoid the excessive use of quotations.

You should use quotations when (1) you are examining the exact text, such as an analysis of the wording of a politician's speech or (2) the author's wording is so superior that a paraphrase of the author's point would be inferior. In all other situations you should paraphrase the author's point with a citation. For example, if the original quotation says "China has long feared encroachment by what it terms hegemonic powers. In the early part of this century it was the European powers, later it was Japan and then the Soviet Union. China's latest fears seem to center on the United States." There is nothing spectacular about this quote, so don't quote it. Paraphrase the information in your own words—[The twentieth century has been a time of fear for China, fear of intervention by foreigners. First it was the Europeans, then the Japanese, then the Soviets, and now China fears the United States (Hoople 1997, p. 26).] Your paper will read better if it isn't just a string of quotations put together. Be careful, however, when paraphrasing. Anytime you use more than three words of another author's work in a row, it is a quote, not a paraphrase. It is a violation of the BYU Honor Code to plagiarize, and passing off someone else's wording as your own is plagiarism. It is also plagiarism to take someone's quote and change only a few words in each sentence. If the majority of the words in the sentence are still the original author's wording, it is not a paraphrase, it is plagiarism. Examples of plagiarism that occur will be reported to the Honor Code office, and the plagiarist will fail the class or the assignment, and possibly be expelled from the university if this plagiarism is egregious or other Honor Code violations have occurred in the past.

Check your writing style by following these tips.

- (1) Count the number of words in each of your sentences. You should have sentences of varied lengths. If this is not the case, revise the length of some of your sentences to give some variety to your writing.
- (2) Count the number of state of being verbs in your sentences (is, are, was, were, be, being, been). If most of your verbs are state of being verbs, revise.
- (3) Read your paper aloud. As you read it you will stumble across awkward or garbled sentences or sentences that are too long. Revise those sentences.

Avoid packing your paper with fluff in order to lengthen the paper.

The paper should be tight and organized. If I come across a paragraph, a sentence, or a page that could be deleted without detracting from your arguments, I will indicate that on your paper. You should anticipate such comments from me and revise your paper accordingly before you turn it in. Similarly, do not try to include all of your research just because you have spent the time doing the research. You will come across many interesting and important facts, but they may not be directly relevant to your thesis. Do not make the mistake of including discussion or argument that does not fit into the overall structure of your paper.

Avoid the passive voice.

Do not say “The box was shown to us by the professor.” Say instead “The professor showed us the box.” You can identify the passive voice if you notice that the subject is missing “it is argued that short people are cranky” (who is doing the arguing is missing), or if the subject follows the verb “it is argued by some that short people are cranky.” Say instead “Some people claim that short people are cranky.” Sometimes the passive voice should be used, but most writers use it too much. Unless you have a good reason to say something in the passive voice, revise the sentence to eliminate the passive voice.

Cut out all unnecessary words.

Do not say “It is my opinion that the United States is a democracy.” In a paper that you write the reader knows that everything that you say is your opinion. Just say “The United States is a democracy.” Similarly, do not say “The Russians were unaware and did not have knowledge with regards to the fact that . . .” Say instead “The Russians did not know that . . .”

Avoid colloquial language.

Papers should not read like a telephone conversation. Do not say “The thing that really bothers me about Japanese protectionism is that . . .” Say instead “Japanese protectionism is unwarranted because . . .” Do not say “It’s very disgusting that the US tries to make Japan do things that it doesn’t want to do.” Say instead “The United States should not force Japan to follow US priorities.” You should try to avoid slang words, words that are common in informal speech, or vague words such as “thing” “really” “very” “a lot” etc. Using more formal speech does not mean, however, that you have to use big or complex words. Use the best word for the situation. It may be short or it may be long, but use the best word.

Do not use jargon or vague language.

If I read “the transcendent modalities of bureaucratic reifications” I will have no idea what you are trying to say unless you have previously defined what these terms mean in your context. It is also better to use concrete or specific language rather than abstract or general terms.

Use active verbs whenever possible.

Rather than saying “A third proposal put forth by the committee is that courses should only be taught on Tuesdays” say instead “The committee also proposed that courses be taught only on Tuesdays” The first sentence’s verb is “is” the second sentence’s verb is “proposed.” “Proposed” is an active verb in contrast to a state of being verb such as “is.” A good test of active verbs is to circle every state of being verb in your paper (is, are, was, were, be, being, been). If most of your verbs are state of being verbs, there is probably a need to revise some of them to more active verbs.

Know grammar rules.

For example, “it’s” means “it is.” The possessive form of “it” is “its.” Two independent clauses are usually joined by either a semicolon or a comma plus a coordinating conjunction (and, nor, for, but, so, yet, or). “i.e.” is used for exhaustive lists; e.g. is used for examples. Compound subjects and predicates require parallel structures.

Use the best word.

If you say “economic growth is reverberating,” I will suggest that you reword the phrase. A better choice of words might be “growth rates are fluctuating.” Good writing is not just using correct grammar. It is using the best words and phrases to convey your message unambiguously and without awkward phrasing.

Avoid chopiness in paragraphs and between paragraphs.

It is important to use transitions to link paragraphs. It is also necessary to link the sentences in a paragraph with transitions. Though the repetition of words is usually undesirable, sentences in a paragraph can be linked together by repeating a key word. Another way to link sentences in a paragraph is to use transition words. Some examples are and, also, besides, further, furthermore, in addition, moreover, next, too, first, second, for example, for instance, to illustrate, in fact, specifically, also, in the same manner, similarly, likewise, but, however, on the other hand, in contrast, nevertheless, still, even though, on the contrary, yet, although, in other words, in short, in summary, in conclusion, to sum up, that is, therefore, after, as, before, next, during, later, finally, meanwhile, then, when, while, immediately, above, below, beyond, farther on, nearby, opposite, close, if, so, therefore, consequently, thus, as a result, for this reason, since.¹ If your writing is choppy, consider using some of these or other transition words to link your sentences together better.

Back up your claims or arguments with examples (real or hypothetical) or sound logic. Without support you are “arguing by assertion.” For example, a person could claim that affirmative action programs are bad because that person doesn’t like them. Most people are not persuaded by such arguments. Use analogies, examples, and logic to support your points.

Writing grammatically correct sentences is not necessarily good writing.

A paper could be written without any errors but still be marked down to a C grade because phrasing is awkward or paragraphs are unstructured or wordy. Do not be offended because I tell you that you can write better. Every semester I have students who tell me that they have always received A grades on their papers and I am the first professor to give them a B. I had the same experience when I was a student at BYU, and I am grateful to the

¹Diana Hacker, *A Writer=s Reference*, 4th ed. (Boston: Bedford/St. Martins, 1999), 35.

professor who forced me to improve my writing by pushing me beyond simply writing grammatically correct sentences.

Guidelines for Class Participation:

I recognize that some students are quite comfortable talking in class and some students are petrified of talking in class. I use a sliding scale in evaluating class participation. I reward effort, not volume of talking. I also reward quality, not quantity of talking. Here are some suggestions of how to have excellent class participation.

Be prepared to answer general questions about the assigned readings and specific questions that I gave you about the readings.

I will check your level of preparation by asking you to lead off our discussion of a question that I gave you about the readings assigned for that day of class. I may also simply ask questions about the reading that should be easy to answer if the readings were read. Expect these questions and be prepared to answer them. Being unprepared for class discussion is the easiest way to lower your participation grade in class.

Consider the relevance of your question or comment.

I like provocative questions that may sidetrack us a little. Such comments are interesting and contribute much to the class. However, make sure that such sidetrips are interesting and will be relevant to the rest of the class. If we have already had ten minutes of discussion and I am obviously trying to move back to the main topic or move on to a new topic, it is probably not a good time to introduce an extraneous question.

Do not make repetitious statements.

If someone else just made what was essentially your point, do not try to make that same point again. If I call on you because I had seen your hand in the air, just say ``so and so just made my point.``

Monitor the frequency of your own talking.

If you find that you are trying to answer every question that I raise, you are probably talking too much. Try restricting your own class participation. How about your own rule that you will only talk twice in each class period? Our class is a seminar class and so many of you will be participating in class discussion every day. Please make sure that you are not dominating that discussion. Do not always be the first to speak. Sit back sometimes and let the other students go first.

Treat other students with respect.

Laughing or snickering at another student's statement is not appropriate. Anger is also not appropriate. I appreciate emotion and vigor in expressing opinions, but please do not direct it at an individual. Save your passion for your ideas. Try to use names when referring to other students.

Good comments or questions show thought or insight.

If you are sitting there thinking that what I have said seems contradictory or wrong, chances are that you have a good comment or question. Making a connection between

what we are learning now with what we have learned in the past is also a good way to develop insightful questions or comments. Another good strategy is to apply what we are discussing to real world or hypothetical examples. It also helps if you try to imagine what the other side will say. You will come up with some good ideas and questions if you put yourself in the shoes of a Japanese politician and try to imagine how he or she would answer a question.

For those of you who don't normally talk in class, I urge you to try to participate. I will help you by calling on you for your opinion. Do your best to stay with me and try to answer my questions. I am calling on you not to embarrass you. I want to help you practice this important skill. Don't just wait, however, for me to call on you. Try to jump in and give your opinion. In class discussions I will give priority to those who normally don't talk, so if you appear willing to talk, I will let you lead off on the discussion even though others also want to talk. As a seminar class, everyone will have to talk in class. It will be to your benefit if you choose when you talk rather than waiting for me to call on you and pull you into the discussion.

I will record participation after each class on blackboard. There will be three columns. The first column records the number of classes in which you voluntarily said something. This includes asking questions or joining in our discussion. I expect everyone to say something in every class, even if you just ask a question. I will excuse two days for not making comments, but every day more than the two days in which comments aren't made will result in a deduction from part of your participation grade. For this measure, it doesn't matter how many times that you talk in a class period, I only consider whether or not you volunteered something in a class period (not if you were called on and answered). The other two columns records the times that I called on you to answer one of the reading questions that you should prepare for each class period. If I call on you and you are prepared that goes in one column, and if I called on you and you were not prepared, that goes in the other column. You can have two excused days when if I call on you and you are not prepared or are absent or late, you will not be penalized, but if the number of days in the not prepared column exceeds two, expect deductions in your participation grade.

Guidelines for Japanese Readings

Expect this option to require work each week

This reading option is in place of the weekly writing submissions and graded writing assignments. I will expect a similar, if not greater, amount of work from you if you choose this option. I will evaluate your preparation for our lab session as well as the written translations that you will bring to each lab section. Thus, expect a low grade if you come to lab unprepared. I understand that people have different reading abilities, but I can tell the difference between someone who spent several hours preparing that week's readings and someone who did not.

Prepare the readings both in terms of grammar and content

The student who does best in lab will be the student who tries to figure out the content of the assigned readings (understanding words, characters, and phrases) and who puts the information in the article read in the context of what we are studying in class. Come to lab prepared to discuss not only what the article said but also the significance of the information contained in the article.

Greater weight will be placed on your effort than your reading ability

I will not evaluate how well you read the articles. Rather I will evaluate the effort that you put into preparing the reading assignments. If you have excellent reading skills and do not prepare the articles but simply read them in class as we discuss them, I will give you a low grade for your participation in the reading lab because your effort will be minimal. Similarly, a student who has poor reading skills but puts in a consistent and serious effort to read and understand the articles could easily receive a much higher grade for the reading lab than the student with excellent reading skills who prepares very little for the lab.

The amount of reading assigned each week will be determined after the lab begins and will be increased as reading skills improve during the semester.

Expect the first few articles to take an enormous amount of time to read and understand. However, with practice it will become easier and easier to read and understand the assigned articles. Consequently, the number of articles assigned will increase during the semester.

Attendance in lab is crucial

Because the assignment is to prepare and participate in lab, missing lab will affect a student's grade. If you have an excused absence for missing a lab, you can make up your missed work by preparing a writing assignment at my direction. If you have an unexcused absence, you will receive a lower grade for your lab.

You will turn in a written summary (translation) of the assigned readings at the beginning of lab each week

I do not expect or want a word for word or sentence by sentence translation of the assigned readings, but I do expect a coherent summary of the main points of the assigned readings. This summary should be typed, and written in clear and coherent English. If you do not complete all

of the assigned readings, it is fine to submit only the summary for the readings that you did complete. Similarly, if you were unclear as to the content of the readings, write a summary with your best guess as to what the main points and arguments of the article were. Please keep a copy of your summary so that you can use it in class to help you as we discuss the articles. Your writing component of this course is these written summaries that you will submit weekly. Twenty percent of your course grade will come from these summaries, and an additional twenty percent of your course grade will come from your attendance in lab and your ability to intelligently discuss the assigned readings.

UNIVERSITY STATEMENTS ON PLAGIARISM, DISCRIMINATION, AND ACCESS

(Some of these statements the Dean of the College has requested be in every syllabus)

Plagiarism:

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Access:

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated

with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.