Japan: Government and Politics
Political Science 354
Winter Semester 2013
Section 1: 275 MARB on Mondays and Wednesdays, 1:30 pm - 2:50 pm

Instructor: Ray Christensen
Office: 775 Kimball Tower
Office Hours: Mondays, 9-9:50; Tuesdays, 10-10:50; Wednesdays, 3-3:50; and Thursdays, 1-1:50. I am happy to meet at other times by appointment, or you can just stop by
Office Phone: 422-5133
Email: ray_christensen@byu.edu

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 transformation in South Korea. We will study the modern Japanese political system as a window to better understanding issues such as the legacy of colonialism, suicide terrorism, 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 the politics of 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, 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 among everyone in the class. 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 ask questions and make comments of their own from the assigned readings.

Each student is also expected to complete one or more papers of research-based writing on a topic or topics relevant to the course. Alternatively, students with advanced Japanese language skills may, in place of the research writing requirement, 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 complete the writing requirement for the course by submitting translation summaries. 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.

Course Requirements

1. Research Writing

Students who do not choose to do the Japanese language readings are required to write one longer or several shorter papers. All 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. The paper can be of any form as long as it meets the requirements of the course. A traditional research paper is fine; a magazine article written to answer an interesting analytical question is fine; a summary of research with recommendation for a government official is fine.

Regardless of the form of your paper, your writing must be based on research, and that research must reflect 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. At least 80 percent of your paper must be information that goes beyond what we have discussed or read in class. 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.

Your paper must also be relevant to Japan and to the comparative politics of Japan. This means that some aspect of your paper must be related to what we are learning about the domestic politics of Japan. You can apply something about Japan to another country and see if an accepted explanation about something in Japan also explains a similar occurrence in another country, but there must be some link back to our study of Japan, even if most of your paper is about another country or group of countries. The topic of your paper must also be an issue of comparative politics. It would not be appropriate to write about a purely international issue such as what military role that Japan should play in a hypothetical dispute over Taiwan. Many international issues have domestic components, and those aspects of the issue are fine for your papers. For example, it is fine to write about the role that Yasukuni Shrine plays in domestic politics and how Japanese politicians use Shrine visits to bolster their popularity. It is not fine to write about the Chinese and South Korean reactions to Shrine visits by Japanese prime ministers.

You have multiple, preliminary writing assignments to help you work on your paper(s) consistently throughout the semester. The first writing assignment due is a brief description of what you plan to write on. This description should contain the following:

1. Your thesis statement (please make sure that it is analytical and not descriptive)
2. The evidence and arguments that you intend to use to support your thesis
3. A list of several books and scholarly articles relevant to your topic that you will use in your research.
4. If you plan on writing more than one paper, please include items 1-3 for each paper that you plan to write for this class.

The second writing assignment is five double spaced pages of writing from your paper. It can be from any point in your paper (the beginning, the middle, or the end). The writing needs to be continuous (you can’t submit one page from your introduction, two pages from a case, and two pages from the conclusion). This writing should be polished; it will be graded according to the same standards as a final paper. I ask you to write five pages and submit it because often we learn more about what we need to do in our research if we force ourselves to sit down and write something, even if we feel that we still need to do more research. Writing focuses your efforts and you will be more productive in your research having tried to write part of your paper.

The third writing assignment is a final, completed copy of your paper or papers. Though you will have an opportunity to rewrite this paper or papers if you choose, you should submit your work as a finished and final copy of your research and writing efforts. A better grade on a rewrite of this work will not
change the grade that you earn for this submission. In addition, submitting your best work makes it easier for you to earn an even better grade through the revision and rewriting process.

The fourth writing assignment gives you an opportunity to revise your paper or papers and resubmit them. Resubmission grades improve only if you go beyond simply correcting the obvious errors that are indicated on your graded assignment and also try to rework weak arguments, rewrite confusing sections, etc. You must consider all of the comments made on your assignment as well as looking over your paper carefully yourself and identifying what needs to be improved. Superficial revision efforts usually result in about the same grade for the revision as for the original paper. If you are satisfied with the grade that you earned on your third writing assignment, you can choose not to submit a revision, and your grade for this fourth writing assignment will be the same grade that you earned for the third writing assignment.

All of the writing assignments can be submitted at any time on the given due date. 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 assignment drop box (located outside and to the right of the Department office door (7th floor Kimball Tower). At some point the building is locked (at 10 p.m.) 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. Some students decide to take an extra night to work on their papers and submit them in the morning before I pick them up. I am fine with this strategy, as long as I can’t distinguish that your paper actually came in after the deadline. If I can tell that your paper actually came in late (e.g. you put it in the Department paper submission box after the secretary picks up the papers in the morning or you put it under my door after I have come into work and already picked up the papers under my door), then your paper will get a late penalty.

The length requirement for the paper or papers is intentionally left vague. Far too often students are guided by a minimum page requirement rather than writing a thorough and interesting answer to an analytical question. I expect that your paper or papers will reflect a substantial research effort, though I don’t put an exact page number requirement on this assignment. I am more interested in what you had to say and how you said it, along with your supporting evidence than I am in how many pages you actually wrote. If you feel that your paper is likely too short, either expand your paper by including more evidence or additional points or write a second paper on another topic. Regardless of how many papers you write, the combined effort should be the equivalent of a substantial research effort. Even a well-written paper of about 5-7 pages would be insufficient for this assignment. In contrast, a well-written 15 page paper should be adequate. Please do not assume that I am saying that papers must be 15 pages long. I would rather see a thorough and interesting answer to an analytical question, regardless of its length.

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.

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. I am not allowed to alter the final 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.

The final exam is comprehensive and covers all of the materials assigned as readings as well as all of the material discussed during class time. Many students feel overwhelmed at being responsible for knowing so much material. I suggest the following as a study strategy. After completing each of the assigned readings, take notes on ten points about each reading. Identify the main arguments of the reading, what evidence was provided to support those arguments, examples described in the reading, and any terms, names, events, dates, etc. that were mentioned repeatedly in the reading. If you do this for every assigned reading, not only will you be well prepared for class discussion, but you will have anticipated nearly every question that I might ask about the readings on an exam. Similarly, in class you should take detailed notes about what we discuss. You should write down more than just what I write on the board. Take notes on examples that I give or points that other students make. If you study this complete set of course notes along with your reading notes, you will likely do well on our exams.

5. Course Readings

The course readings come from one book and series of chapters from other books and journal articles. For the readings other than the assigned book, I have made one copy of each reading and placed it in the Political Science Department. In addition, each of the readings (other than the assigned book) is followed by one of the four following notations: Packet, Reserve, JSTOR, or Online. 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 $300. 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. Online readings can be accessed through the BYU library as an online book. 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 and online 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 Policies

Students earn course grades based on these criteria:

Japanese Readings/Total for writing assignments 40%
  1st writing assignment 5%
  2nd writing assignment 5%
  3rd writing assignment 15%
  4th writing assignment 15%
Midterm Exam 15%
Final Exam 30%
Participation 15%
  Volunteering 10%
  Prepared when called on 5%

Learning Outcomes

For each of the learning outcomes listed below, the title is the Department learning outcome, with the specific learning outcome for the course listed below. In addition, correlations with General Education program learning outcomes are listed below the 8 course specific learning outcomes.
• (1) Faith and Political Analysis
  Students will study and analyze moral issues such as colonialism, paternalism, government transparency, using immoral means to accomplish moral ends, corruption, pacifism, and war crimes.

• (2) Politics, International Relations, and Political Philosophy
  Students will explicitly compare the American political system to the Japanese political system as a case study of the comparative political method. In addition, students will be encouraged to research and write on a comparison of Japan to other countries.

• (3) Political Process, Theory, and Thought
  A third of the course is devoted to learning the historical context of Japanese politics. The remaining two thirds of the course explores theories and political processes in Japan. Students will show their mastery of these materials in exams and papers.

• (4) Effective Research and Analysis
  Required course readings will use both qualitative and quantitative methods and students will learn how to interpret and criticize both types of research. A significant portion of the readings will also use historical comparison, and students will also be expected to use interdisciplinary studies, especially from the fields of sociology, history, and anthropology.

• (5) Effective and Professional Writing
  Students will have the option of writing a high quality research paper that requires significant research and argumentation or translating and discussing current news accounts of relevant Japanese events written in Japanese newspapers.

• (6) Critical Thinking and Analysis
  Students will be given specific questions to prepare in advance of each day’s assigned readings, and they will be expected in class to answer and discuss those questions.

• (7) Integrity in Daily and Civic Activities
  By analyzing important ethical decision such as Hara Kei’s lukewarm defense of democracy in the 1910s, the US decision to use information gained from illegal medical experiments, the US decision to extensively censor Occupation publications, and motivations surrounding Japan’s 1994 electoral reforms, students will better understand the role that ethics plays in the daily decisions and activities of any political leader or citizen.

• (8) Participation in Political Process
  Students will learn how the Japanese experience informs many of the pressing political issues that we face in the United States. They will make connections between Japan and these issues and be able to discuss how the Japanese experience sheds light on these important topics of current political discourse.

General Education (University Core)

The learning outcomes listed above mirror the following learning outcomes that are common to all classes that fulfill University General Education requirements:

"Demonstrate foundational knowledge and skills in the methods of investigating, expressing . . . history . . . social sciences" (Outcomes 2 and 3 above)
"Communicate effectively with diverse audiences using written, oral. . ." (Outcomes 5 and 6 above)
"Describe important ideas in their own cultural traditions as well as in the traditions of others . . ." and "Evaluate global and local issues and their impact on the individual, family, community, society. . ..” (Outcomes 2, 7, and 8 above)
"Describe relationships among General Education core concepts and the restored gospel" (Outcome 1 above)
"Apply sound and original thinking to solving real-life problems” (Outcomes 1, 2, 7, and 8 above)
"Examine and evaluate the strengths and weaknesses of their own ideas and arguments . . .” (Outcomes 4, 5, and 6 above)
"Actively apply their learning to contribute to the common good of society in solving family, professional, and social problems” (Outcomes 1, 2, 7, and 8)

Global and Cultural Awareness (University Core)

The learning outcomes listed above mirror the following learning outcomes that are common to all classes the fulfill the Global and Cultural Awareness requirement of the University Core:

"Students will acquire informed awareness of . . . a culture outside their own” (Outcome 3 above)
"Students will experience thoughtful reflection on the above, as demonstrated in a structured, guided manner under the direction of a faculty member . . . will include a consideration of the student's own responses to the culture or global issue, often involving comparison" (Outcomes 6, 7, and 8) "gain a global perspective, by learning to see themselves from another's point of view" (Outcomes 2, 4, and 8 above)

**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. If you would to have these and other grades earned in this class posted on Learning Suite, please send me an e-mail giving me permission to post your grades on Learning Suite in a spreadsheet and giving me a code name under which your grades will be posted. Because these grades are posted in a spreadsheet, other students will be able to see your grades, though they will be listed under the codename that you provide. You can visit me in my office or contact me by e-mail at any time to see your grades, but in addition, if you are comfortable having your grades posted in a spreadsheet, please send me an e-mail giving me permission to post your grades in this manner. In the spreadsheet for grades, there will be three columns for participation. 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 voluntary 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. If I go to call on you are you are not in class because you are absent or late, you absence counts as if you were not prepared. You can have two excused days when I call on you and you are not prepared, you will not be penalized, but if the number of days in the not prepared column exceeds two, expect deductions in your participation grade.

If you complete the course evaluation for the class and release your name as having completed the evaluation, I will give four “free” days for class participation (voluntary comments only--the four free days do not apply to being called on in class). In addition, if you miss three or more days of class for illness, emergency, or a university excused absence, you will be allowed to make up any absences after the first two days. However, if you have fewer than three excused absences, you are expected to use your “free” days for those absences.

Reading Questions

Lecture 1: Orientation, Approaches, and Revolutionary Change, Johnson and Duus

Reading Questions
- How can we explain how Japan went from one of the least developed countries in the world in 1870 to the second largest economy in the world by 1970?
- What is rational choice and what are the complaints about it?
- What are area studies and what are the complaints about it?
- How would a person who agrees with the rationalist perspective respond to the complaints about rational choice?
- Who is right in the debate between rational choice and area studies?
- Why was Japan the only successful country to meet the challenge of the West and succeed?
- How were they able to build a strong centralized government from a feudal and divided country?

Lecture 2: Meiji Restoration, Jansen and Black

Reading Questions
- How does Jansen explain the abolition of the ruling elites own system?
- Does Jansen suggest self-sacrifice or cultural elements in this change?
- Are the founders correct about human nature and power, or is altruism more common than is acknowledged?
- What are the main factors that Black says Japan and Russia shared that served them well in trying to modernize quickly?
- If a country today were trying to catch up, would these same factors apply? Which would? Which wouldn't? Are there other factors that would seem important now?
- Apply Black's analysis to the clash of visions of the future between Western Liberalism and fundamental Islam. Is one approach better suited to succeed in a country? How about applying his analysis to the EU vs. the US, which is more likely to succeed in the next century?
Lecture 3: Innovation, Twilight Samurai and Westney

Reading Questions
- What do you notice in the movie Twilight Samurai that sheds light on samurai attitudes and status in the late Tokugawa period? How would the movie have been made differently if it was made in the US? About the losers in Revolutionary War?
  - In what way was Japan’s emulation “rational” and not “rational”
  - What did Japan do right and wrong in their creation of the police? Did they imitate too much or innovate too little?
  - What should be the proper role for the police, then and now?

Lecture 4: Taisho Democracy, Najita

Reading Questions
- What were the main political issues that Hara grappled with during his life? Why were these the important issues of the times?
- Describe Hara’s philosophy of politics. What are the strengths and weaknesses of such a philosophy? Did Hara’s methods contribute to the militarism and eventual decline of democracy in Japan later?
  - Apply the lessons of Taisho Democracy to Iraq now. Is Iraq doing better than or worse than Taisho Japan in its development of democracy?

Lecture 5: Imperialism, Duus and Menon and O’Neal

Reading Questions
- Why did Japan go to war with China and Russia in 1895 and 1905?
- Who and what were the prominent factors and actors in these decisions to go to war?
- What light does the Japanese case shed on the competing theories that explain imperialism?
- How can we explain Japan’s preoccupation with progressive reform in Korea? Was that rational?
- How can we explain Japan’s willingness to exploit its neighbors in the same way that it had been exploited? Compare Japan with the US record in imperialism
  - How has the influence of the public and the media changed with regard to the decision to go to war comparing 1900 with 2000?

Lecture 6: Colonialism, Cuming and Tsurumi

Reading Questions
- How was Japanese rule in Korea different than rule in Taiwan?
- What factors account for these differences?
- Is it ever appropriate to control, even when you are giving benefits?
- What is to be done with collaborators?
- Can an argument be made that less education is better, to enhance the stability of a country or to help people be more satisfied with life?

Lecture 7: Sanctions and Suicide Bombers, Pape and Ohnuki-Tierney

Reading Questions
- Is Pape correct, sanctions rarely work?
- Pape suggests sanctions will work best when?
- What does the Japanese case add to our understanding of sanctions?
- Are Iran, North Korea, Saddam Hussein’s Iraq, and China similar?
- If sanctions rarely work, why do we resort to them so often?
- What are the arguments that these two phenomena (suicide terrorism and Tokkotai) are conceptually distinct?
  - Are you persuaded that this distinction is crucial?
  - Are the kamikaze pilots Ohnuki-Tierney describes acting rationally?
  - Is the US government as bad as the Japanese government in manipulating symbols in order to send young soldiers to meaningless death?

Lecture 8: Atrocities, Wallace and Wakabayashi

Reading Questions
- How wrong was it for the United States to conceal what happened with Unit 731 in exchange for getting the cooperation and results of the research?
- Whose responsibility are the atrocities of WW2? What should Japan do or have done that it hasn’t done, if anything?
  - To what extent are the Japanese arguments that it is celebrating its war dead and that a nation must be able to have pride in itself persuasive arguments?
- Compare the Japanese reaction to its atrocities with the US reaction to atrocities committed by our forces, then and now.

Lecture 9: Occupation, Dower

Reading Questions
- To what extent is US censorship in the occupation of Japan responsible for Japanese failure to take responsibility for their wartime actions?
- Is censorship ever justified, especially in the hostile occupation of a former enemy country?
- Are you persuaded that the Tokyo Trials were “victor’s justice” and that the outcomes were inappropriate?
- Dower makes a strong argument that the trials would have been better done with the Japanese participating or conducting the trials themselves. Does this undercut the victor’s justice argument?
- How should war criminals and political leaders be dealt with best?

Lecture 10: Pacifism and the Constitution, Movies and Itoh

Reading Questions
- What evidence of Japanese attitudes about WWII is given in the movie that you watched?
- Contrast the Japanese “war” movie that you watched with the typical US war movie. How are they different?
- What possible explanations can account for these differences?
- Is the Japanese approach to war better? more humane?
- The process for making the constitution was exclusive, secret, and rushed. Would it have been better to have had a different process? How might the constitution been different?
- Are open meeting laws a good idea?
- Why has the Japanese constitution never been modified?
- What do you think about a proposed revision of Article 9 that explicitly allows the use of force for self defense and collective self defense?
- Isn't it noble for a country to give up the potential to use force?

Lecture 11: Election Systems, Christensen

Reading Questions
-- Analyze what incentives politicians would have to change an electoral system
- What was promised by the proponents of electoral reform? Why were these promises made?
- Were the reformers correct that electoral reform was needed? Is electoral reform needed in the US?
- What promised reforms actually bore fruit? Which did not succeed? What accounts for these differences?
- What causes the pressure for Japanese candidates to run extensive “pre-election” non-campaigns?
- Do the motivations of Japanese voters differ significantly from US voter motivations? Why?
- What type of campaign rules or election systems would radically change Japanese campaign practices?

Lecture 12: Candidate Support Groups, Krauss and Pekkanen

Reading Questions
- What are Koenkai and how do they work
- What are the explanations for why Japanese elections have koenkai?
- What is Krauss and Pekkanen’s explanation for why koenkai exist and what evidence do they give to support their explanation?
- Are you persuaded by their explanation?
- What are the consequences, positive or negative of having a candidate centered election system rather than a party centered election system?
- Which other countries are more candidate centered as Japan is?
- Are their aspects of the US electoral system that are explained by history in a way similar to Krauss and Pekkanen’s explanation of the development of Koenkai in Japan?

Lecture 13: Factions, Krauss and Pekkanen

Reading Questions
- What are Krauss and Pekkanen’s findings about factions in Japan?
- What evidence supports their findings, and are you persuaded?
- Why does Japan have factions and the US doesn’t?
- In what other political settings do factions arise?
- Are factions bad for Japanese politics?

Lecture 14: One Party Rule, Christensen
Reading Questions
- What are the secrets of LDP success, in the past and in more recent elections?
- Are you persuaded by these explanations of why the LDP has succeeded?
- What theories might explain why we would expect regular alternation in power? What theories might explain why we would expect one party dominance?
- What is the argument that one party dominance is bad? Is there evidence to support those claims? Are you persuaded by the argument?
- Is it bad to have uncompetitive election districts?

Lecture 15: Opposition and Interparty Relations, Otake and Kuroda
Reading Questions
- In what situations is the left successful in Japan? When is the left the cause of its own failures?
- What evidence exists that Otake’s explanation is correct? Are you persuaded?
- Political parties in the US regularly have periods of failure. What explanations do we use to explain party failure?
- What are other possible explanations for the failure of the opposition in Japan?
- Why does that majority accept a weakening of the power that it formally holds in order to accommodate the minority according to Japanese principles of consensus?
- Why isn’t what Kuroda describes simple corruption? Why isn’t it denounced and simply called bribery?
- Is Kuroda’s evidence persuasive?
- Are compromise and consensus better principles than majority rule?

Lecture 16: Democracy, Ishida and Krauss and Zakaria
Reading Questions
- Japan is a democracy because:
- What are Japan’s flaws, and are they no more noticeable than those of other countries?
- Can we or should we judge democracy by outcomes?
- How did Japan get such an egalitarian society?
- Is there something wrong with the US because we have greater income inequality?
- Is the East Asian version of Democracy actually democratic or is it just an excuse for authoritarianism?
- What do you think about arguments that there is an “Islamic” form of Democracy?
- Does Zakaria’s distinction between liberalism and democracy shed light on Japan?
- What is the point of Zakaria’s arguments?

Lecture 17: Culture, Nakane and Reed
Reading Questions
- How are the Japanese “situational” and what does that mean?
- How does Nakane’s discussion of frame and attribute affect Japanese family relations?
- Why do the Japanese rank?
- Are many of these patterns of Japanese culture just a means to justify what would, in other societies, be considered racist or discriminatory thoughts?
- Why do the Japanese behave differently? What would be the consequences of behaving differently?
- What possible explanations exist for why Japan has a unique culture? What causes explain the development of American culture?
- What does Reed say is the problem with using culture to explain political events?
- Reed claims that other explanations usually can better explain things that are claimed result from culture. Is he correct?
- Analysts often claim that US political culture is more moralistic, more religious, more race conscious than politics in Western Europe. Are these attributes truly manifestations of a different culture or different institutions?

Lecture 18: Political Economy, Vogel
Reading Questions
- What are the attributes of Japan that made it “number 1” according to Vogel?
- What sources does he give for Japan’s success? Are his arguments persuasive?
-Do any of these arguments explain Chinese economic success today?

**Lecture 19: Political Economy, Johnson and Pempel**

**Reading Questions**
- What is Johnson’s explanations of Japanese success?
- Why does Johnson believe that main stream economists are wrong?
- What are the recent changes in Japan according to Pempel?
- Have recent events proved Johnson wrong?

**Lecture 20: Bureaucracy, Johnson and Upham**

**Reading Questions**
- Why does the bureaucracy have so much power?
- What specific institutions contribute to networking in Japan
- Describe what administrative guidance is and how it works
- What other theories might explain the relative power relationship between politicians and bureaucrats?
- Are you persuaded that Johnson is correct that (1) bureaucrats have more power, and (2) the factors that he identifies caused this greater power of the bureaucrats?
- What are the advantages and disadvantages of pluralism vs. bureaucratic control?
- What tools can the bureaucracy use to punish those who ignore administrative guidance?
- How different is administrative guidance in Japan from its equivalent practice in the US?
- What would be the American reaction to the informal methods used by the Japanese?
- Is one of these methods a closer approximation to what the Gospel teaches us about handling conflict?

**Lecture 21: Policymaking, Krauss and Pekkanen**

**Reading Questions**
- What is PARC? What does it do? How did it develop?
- What are the reasons Pekkanen and Krauss give for the development of PARC
- How has PARC changed under the new electoral system?
- What other ways exist for parties to coordinate their legislative activities?
- Which method seems likely to produce the best outcomes?
- What are the advantages and disadvantages of having specialists in the legislature?
- Which is more desirable, party efficiency in passing legislation or many opportunities for input in legislation?

**Lecture 22: Leadership**

**Reading Questions**
- What are the events in the development of the prime minister’s power in Japan?
- Why was Koizumi an unlikely choice to be prime minister?
- What changes made it possible for Koizumi to win election as LDP president? Why did mainstream LDP leaders go along with these changes?
- In what ways do election procedures similarly determine outcomes in US political races?
- What are the different ways to pick party leaders and which are better?
- Is the more democratic selection procedure always a better selection procedure?

**Lecture 23: Business Practices, Dore and Rohlen**

**Reading Questions**
- In what ways does Dore say that relational contracting is efficient?
- What is the source of relational contracting that Dore describes?
- Are there examples of relational contracting in the US?
- Can you update Dore? Is relational contracting still an advantage? Why or why not?
- What is your reaction to Japanese training practices described in Rohlen?

**Lecture 24: Business Practices, Hanami and Reed**

**Reading Questions**
- Describe how union opposition in Japan differs from that of the US
- In what way are union-management relations in Japan like family relations, how does that affect the nature of disputes
- Are you persuaded by Reed’s argument that lifetime employment developed purely out of economic conditions?
Lecture 25: Women and Demography, Rosenbluth and Boling

Reading Questions
- What are Burden’s findings about the gender gap in Japan?
- What is odd about the gender gap for both LDP and Opposition support? Are their implications about this comparison that raise questions about Burden’s findings?
- How do these findings compare with gender gap and theories about gender gaps in other comparable nations?
- What are the reasons for a gender gap in the US? Are these reasons similar or different in Japan?
- What are possible explanations for so few women politicians in Japan?
- What role do political leaders and women’s organizations play in augmenting the number of women politicians?
- Why should there be more women politicians?

Lecture 26: Dissent and Civil Liberties, Steinhoff

Reading Questions
- What form does discrimination take in Japan?
- Why do the Japanese discriminate against people who are identical to majority Japanese?
- What Japanese practices in detention, court hearings, and protests seem to violate Western standards of civil liberties?
- Steinhoff argues that Japanese government practices intentionally isolate protesters and radicals. Are these practices successful from the government perspective?
- Is there an ideal way for governments to deal with protest and dissent?
- Is it meaningful to allow protest but to channel it so as to minimize its impact or potential for violence or unpredictable behavior? Is such sanitized protest even protest?
- What do you see as the strengths and flaws of the Japanese education system?

Lecture 27: Education and Legal Systems, Rohlen and Ramseyer and Rasmusen

Reading Questions
- Should we have moral education in the US?
- Do the Japanese lack creativity? If so, why?
- What can the US learn about improving its education system from Japan?
- Can any educational reforms successfully compensate for adverse societal and familial trends?
- Is Ramseyer persuasive in his explanation for why the Japanese judiciary is conservative?

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. Do not pad your papers to make them longer. If you are worried that your paper isn’t long enough, talk about some of your points in greater detail, find additional evidence, explore and respond to counterarguments. If you pad a short paper just to make it longer, the fact that you have padded your paper will be reflected in the grade that you earn for that paper. The paper(s) 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. Be also aware that broad topics are inappropriate for the type of paper or papers required for this course. It is impossible to say much of anything interesting in 15 pages about the role that culture has played in Japanese politics. It is possible, however, to write an interesting and well-researched essay on the role that culture plays in the rise of a new nationalism in Japan.

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 (Grendel 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. Even if you write a magazine article for your paper, you still have to have citations (even if a magazine article would not). Regardless of the format of your writing, you are expected to have done significant research for your paper, and that research must show in your writing.

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 specific 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 specific verb in contrast to a state of being verb such as “is.” A good test of specific 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 specific 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. Do not intentionally use big words in your papers in an attempt to make your writing sound more scholarly. If you mean big, there is not reason to say gigantic, just say big. Always use the simpler, more accessible word if there is no difference in meaning.

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


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.

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

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.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Course Schedule

Monday, January 7th

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
Meiji Restoration

Monday, January 14th
Innovation
1. Watch the movie "Twilight Samurai"

Wednesday, January 16th
Taisho Democracy

Wednesday, January 23rd
Imperialism

Thursday, January 24th
The first writing assignment is due

Monday, January 28th
Colonialism

Wednesday, January 30th
Sanctions and Suicide Bombers

Monday, February 4th
Atrocities

Wednesday, February 6th
Occupation

Friday, February 8th
The second writing assignment is due

Monday, February 11th
Pacifism and the Constitution
1. Watch "Black Rain," "Grave of the Fireflies," or “The Burmese Harp"

Wednesday, February 13th

Electoral System

Tuesday, February 19th

Candidate Support Groups

Wednesday, February 20th

Factions

Monday, February 25th

Midterm exam in class

Wednesday, February 27th

One Party Rule
1. Christensen manuscript posted on Learning Suite under “content”

Monday, March 4th

Opposition and Interparty Relations

Wednesday, March 6th

Democracy

Monday, March 11th

Culture

Wednesday, March 13th

Political Economy

Thursday, March 14th

The third writing assignment is due

Monday, March 18th

Political Economy
Wednesday, March 20th

**Bureaucracy**


Monday, March 25th

**Policymaking**


Wednesday, March 27th

**Leadership**


Monday, April 1st

**Business Practices**


Wednesday, April 3rd

**Business Practices**


Thursday, April 4th

The fourth writing assignment is due

Monday, April 8th

**Women and Demography**

1. The Political Economy of Japan’s Low Fertility, ed. by Frances Rosenbluth, Chapters 1 and 6. Posted on Learning Suite under "content"

Wednesday, April 10th

**Dissent and Civil Liberties**


Monday, April 15th

**Education and Legal Systems**

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

Tuesday, April 23rd

Final Exam in our classroom. 7-10 p.m.