

# Japanese Language and Society

## Course Information

TR 1:00-2:15  
GA 1000

Instructor  
Prof. Nozomi Tanaka  
✉ [tanakan@indiana.edu](mailto:tanakan@indiana.edu)

Office  
GISB 2043

Office Hours  
TR 2:30-4:00  
<https://goo.gl/KLDz94>

## COURSE DESCRIPTION

In this course, students will learn about various topics on language use and language variations in Japan, including the following:

Indigenous languages in Japan  
Multilingualism  
Language Policy  
Language endangerment  
Regional dialects  
Gender and languages  
Politeness  
Uchi/Soto  
Discriminatory languages  
Writing  
Loanwords

Students will be introduced to general concepts regarding these topics, as well as how they apply specifically to Japanese context. Knowledge of Japanese language is not required.

This course will fulfill **GenEd World Cultures** requirement, **CASE** Global Culture and Civilization (**GCC**) requirement, as well as Breath of Inquiry Requirement of **CASE A&H**.

## LEARNING OUTCOMES

By the end of this course, students will be able to

1. Demonstrate the knowledge of different languages and dialects spoken in Japan
2. Recognize and verbally explain patterns of language variation in Japanese society
3. Understand Japanese culture, beliefs, and philosophy as reflected by the Japanese language
4. Demonstrate the knowledge of ethnic minorities and their linguistic situations in Japan

5. Develop a basic understanding of the place of languages in social environments and apply it beyond the Japanese society
6. Understand the Japanese context in relation to broader, global issues such as threats to minority and indigenous peoples, multilingualism, and globalization
7. Obtain a comparative perspective to analyze and understand similarities and differences of different cultures and societies including their own through uses of language

## REQUIRED READINGS

- Gottlieb, Nanette. 2005. Language and society in Japan. Cambridge University Press. (Available through IU Bookstore. Wells Library copy on class reserve.)
- Selected readings (please refer to the reading list at the end of the syllabus.)



## COURSE GRADES

Attendance & Participation	15%	A+	97
Homework Assignments	20%	A	93
Pop Quizzes	15%	A-	90
Midterm Exam	15%	B+	87
Final Exam	15%	B	83
Final Project	20%	B-	80
		C+	77
		C	73
		C-	70
		D+	67
		D	63
		D-	60
		F	below 60

(Minimum cut-off in %)

*You can check your current grade on Canvas.  
Allow one week from assignment to be updated.*

## COURSE REQUIREMENTS

### Attendance and Participation

Your attendance is valued and is essential to succeed in this course. I will check attendance at the beginning of each class. It is your responsibility to obtain lecture notes from a classmate and keep track of assignments should you miss a class. If you are not present at this time, you will be considered absent. I understand that circumstances may require that you miss the occasional class. You may miss three classes without penalty. Every absence thereafter will decrease your attendance grade by 1%. No credit for this course will be given if more than 12 meetings are missed.

If you are present in class but engaged in activities that are not related to class or are disruptive to other students—sleeping, texting, e-mailing, using social media, listening to music, doing assignments for other classes, chatting, etc.—you will be marked absent. (Also refer to the Technology section.)

Please attend class with readings (either print-outs or reliable e-copies) in hands. You are responsible for all of the information presented in this course, and your active participation is expected. To make the lectures more meaningful, please be prepared to share your questions and comments on assigned readings in class. Diversity is welcome in this class, and you are encouraged to bring in your own unique perspective coming from your background.

**Relationship to LOs:** Regular attendance and active participation is crucial for students' development of a deeper understanding of the subject matter and its relevance to a broader context.

### **Excused Absence**

For athletic events and religious holidays, you have to let me know of your planned absence in the first two weeks of class. If you anticipate needing to miss a class for reasons such as authorized field trips, conference participation, or extended illness, please contact the instructor as soon as possible—no later than 48 hours in advance. I do not take doctor's note.

### **Homework Assignments . . . due 5pm on the day before class**

Students are required to read assigned Gottlieb chapters or articles and complete the homework assignment before each class. Unless otherwise specified, the homework assignments involve responses to reading questions. The reading questions ask about the contents of the readings, as well as your opinion, analysis, and observation about what you learned in the readings and how it relates to a non-Japanese context.

The instructions for homework assignments, including reading questions, are available through Canvas. Please type up the answers and submit through Canvas by 5pm on the day before the class for which the reading is assigned. You may also want to bring a copy of your own, as it will be the basis for class discussion. This assignment will be graded as follows:

- 3 pts Complete, submitted on time, and fully satisfactory
- 2 pts Complete, submitted, but includes incorrect answers
- 1 pt Minimal effort or incomplete
- 0 pt Late or not submitted

**Relationship to LOs:** Completing the assigned reading prior to class will facilitate meaningful discussion during class. The task of generating discussion questions will challenge students to internalize what they learned from the reading, relate it to other concepts that were introduced in class, and extend it to their own culture and other non-Japanese contexts.

## Pop Quizzes

There will be pop quizzes throughout the semester on contents recently covered in class.

## Exams

One midterm exam and one final exam will be given. Rescheduling of the exams will not occur, except under extreme emergencies. If you miss any of these exams, there will be no make-up exams.

- Midterm exam: **Tuesday, Oct 16 1:00–2:15pm**
- Final exam: Thursday, Dec 13 12:30-2:30pm



**Relationship to LOs:** The exam will facilitate the mastery of key concepts. Essay questions will focus on making connections among the different topics that were covered in class, and students will be asked to provide their own perspectives based on evidence and examples that were introduced in readings and in class.

## Student Project

Students may work on their term project individually or in a group of up to three people. There are three components to the term project. More details will be given in class.

- Topic Proposal (due Sep 27) – Submit (by e-mail) a topic you would like to work on for my approval. Graded on a Pass/Fail basis.
- Progress Report (Oct 18) – In class, report to the instructor about the progress you have made so far, and what still need to be done. Graded on a Pass/Fail basis.
- Final Presentation (Dec 4 & 6) – Final presentation will take a format of a poster presentation, and we will hold two mini conferences.
- Final Paper – First draft due on Nov 15. Final draft due Dec 6.

**Relationship to LOs:** The student project enables students to deepen their understanding of Japanese language and society by allowing them to take their own approach to the relevant issues and focus on a particular aspect of the interaction between language and society they are interested in. They will synthesize different sources of evidence, including what they learned in class and what they discovered through their own research.

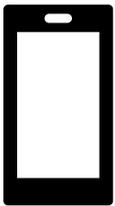
## Schedule

The class schedule with the readings and assignment due dates for the semester is included with this syllabus. We will stick to the schedule as much as possible, but in the event of a change, a new schedule will be posted on Canvas. You are responsible for keeping track of updated assignment due dates. Any assignment submitted late will have **20%** deducted from the assignment grade per day that it is late. Early submissions are welcome.



## CLASSROOM ETIQUETTE

Any behavior that is disruptive to yourself as well as others in class will not be tolerated, and continued disruptions will result in a report to the Dean of Student's Office.



### TECHNOLOGY

The use of laptops and tablets will be allowed only for the purpose of referring to the articles and taking notes (no e-mailing, texting, using social media, etc.). (That being said, research has shown that notes taken by hand (versus laptop) are better for understanding and retaining information.) Cellphones are not permitted without exception. If I catch you using your cellphones or using your laptops and tablets for other purposes than note-taking, I will mark you absent.

## EMAIL POLICY

The university recognizes email as an official form of communication and as such I often email important information to the class using the list provided on Canvas. You are responsible for this information and if you do not come to class with this knowledge, the fault is yours.

I do not respond to emails if the answers can be found on the syllabus. Otherwise, feel free to ask me anything through email, but please follow the following rules:

- Clearly indicate in the title the course number and what the email is about (e.g., "EALC-E 270 Questions about Midterm")
- Start the e-mail by addressing me (e.g., Hello Prof. Tanaka)— do not start the email with "hey"
- Conclude the email with your name.

Do not expect me to reply right away, but I generally respond to emails in 48 hours (except on weekends). If you do not hear back from me in a couple of days, please assume that I need to be reminded and email me again.

## **ACADEMIC INTEGRITY**

When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the Code will be reported to the Dean of Students and handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, and a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.

**Re: Note Selling:** Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, a failing grade in the course, among other possibilities.

Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies and additional consequences may result.

## **ACCOMMODATION FOR STUDENTS WITH SPECIAL NEEDS**

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>

## **BIAS BASED INCIDENTS**

Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email [biasincident@indiana.edu](mailto:biasincident@indiana.edu) or [incident@indiana.edu](mailto:incident@indiana.edu); 2) call the Dean of Students Office at (812) 855-8188 or 3) use the IU mobile App ([m.iu.edu](http://m.iu.edu)). Reports can be made anonymously if desired.

## **SEXUAL MISCONDUCT AND TITLE IX**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)

Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)

IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.

## Schedule

		<b>Tuesday</b>	<b>Thursday</b>
Week 1	Introduction	Aug 21 Introduction	Aug 23 Textbook Ch 1
Week 2	Languages in Japan	Aug 28 Textbook Ch 2	Aug 30 Siddle (2009)
Week 3	Language Endangerment	Sep 4 Heinrich (2005)	Sep 6 Romaine (2015)
Week 4	Sign Languages	Sep 11 Brentari (2010)	Sep 13 Nakamura (2006)
Week 5	Other Ethnic Minorities	Sep 18 Maher & Kawanishi (1997)	Sep 20 Maher (1995)
Week 6	Dialects	Sep 25 Romaine (2000) Ch 1	Sep 27 Shibatani (1990) Ch 9 Topic Proposal
Week 7	Language and Identity	Oct 2 Textbook Ch 3	Oct 4 Textbook Ch 4
Week 8		Oct 9 Textbook Ch 5	Oct 11 Review
Week 9		Oct 16 Midterm Exam	Oct 18 Progress Report Project Day
Week 10	Gender	Oct 23 Romaine (2000) Ch 4	Oct 25 Washi (2004)
Week 11	Role Language	Oct 30 Teshigawara & Kinsui (2011)	Nov 1 Hiramoto (2013)
Week 12	Discriminatory Language	Nov 6 Textbook Ch 6	Nov 8 Project Day
Week 13	Politeness	Nov 13 Haugh & Obana (2011)	Nov 15 Backnick (1994) Final Paper First Draft
Week 14		Nov 20 Thanksgiving Break	Nov 22
Week 15	Loanwords	Nov 27 Shibatani (1990)	Nov 29 Review
Week 16	Student Presentations	Dec 4 Student Presentations	Dec 6 Student Presentations
Finals Week			Final Paper due Dec 13 Final Exam (12:30-2:30)

## Reading List

### Textbook:

Gottlieb, Nanette. 2005. *Language and society in Japan*. Cambridge University Press. (Available through IU Bookstore. Wells Library copy on class reserve.)

### Selected readings:

- Bachnik, J. M. (1994). *Uchi/soto*: Challenging our conceptualizations of self, social order, and language. In J. M. Bachnik & C. J. Quinn, Jr. (Eds.), *Inside and outside in Japanese self, society, and language* (pp. 3-37). Princeton, NJ: Princeton University Press.
- Brentari, D. (2010). Introduction. In D. Brentari (Ed.), *Sign languages* (pp. 1–16). Cambridge, UK: Cambridge University Press.
- Haug, M. & Obana, Y. (2011). Politeness in Japan. In D. Kádár & S. Mills (2011). *Politeness in East Asia* (pp. 147–175). Cambridge University Press.
- Heinrich, Patrick. (2005). Language loss and revitalization in the Ryukyu islands. *The Asia-Pacific Journal*, 3(11), 1–12.
- Hiramoto, M. (2013). *Hey, you're a girl?: Gendered expressions in the popular anime, Cowboy Bebop*. *Multilingua* 32(1), 51–78.
- Romaine, S. (2000). *Language in society: Introduction to sociolinguistics* (2nd ed.). New York, Oxford University Press. [Chs. 1 & 4]
- Romaine, S. (2015). The global extinction of languages and its consequences for cultural diversity. In H. F. Marten, M. Rießler, J. Saarikivi, & R. Toivanen (Eds.), *Cultural and Linguistic Minorities in the Russian Federation and the European Union: Comparative Studies on Equality and Diversity* (pp. 31–46). Cham: Springer International Publishing.
- Siddle, R. M. (2009). The Ainu: Indigenous people of Japan. In M. Weiner (Ed.), *Japan's minorities: The illusion of heterogeneity* (pp. 21–39). Taylor & Francis.
- Maher, J. C. (1995). The *Kakyo*: Chinese in Japan. In J. C. Maher & K. Yashiro (Eds.), *Multilingual Japan* (pp. 125–138). Clevedon, UK: Multilingual Matters.
- Maher, J. C., Kawanishi, Y., Yong, Y. Y. (1997). Maintaining culture and language: Koreans in Osaka. In J. C. Maher & G. Macdonald (Ed.), *Diversity in Japanese culture and language* (pp. 160–177). London, New York: Kegan Paul International.
- Nakamura, K. (2006). The politics of Japanese Sign Language. In K. Nakamura (Ed.), *Deaf in Japan: Signing and the Politics of Identity* (pp. 13–30). Ithaca: NY: Cornell University Press.

- Shibatani, M. (1990). *The languages of Japan*. Cambridge, UK: Cambridge University Press. [Chs 9 & 12]
- Teshigawara, M. & Kinsui, S. (2011). Modern Japanese “Role Language” (Yakuwarigo): Fictionalised orality in Japanese literature and popular culture. *Sociolinguistic studies* 5(1), 37–58.
- Washi, R. (2004). “Japanese female speech” and language policy in the World War II era. In S. Okamoto, J. S. Shibamoto Smith (Eds.), *Japanese language, gender, and ideology: Cultural models and real people* (pp. 76–91). Cary, US: Oxford University Press.