Honolulu Community College
Application Form for Diversification Designation
Certification and Renewal
Fall 2014

DATE: November 29, 2014
APPLICANT: Fumiko Takasugi
E-MAIL: takasugi@hawaii.edu  PHONE: 845-9152

COURSE ALPHA and NUMBER:  SOC257
COURSE TITLE:  Introduction to the Sociology of Japan
ESTIMATED NUMBER OF SECTIONS:
   Fall: 1   Spring: 0

APPLICATION IS FOR:
   □ New Course  x Existing Course
   □ Certification
   □ Re-designation. Date of previous certification or renewal:
     x Renewal. Date of certification or previous renewal: December 2009

DIVERSIFICATION AREA DESIGNATION(S) SOUGHT:
   □ DA (Arts)  □ DP (Physical Sciences)
   □ DB (Biological Sciences)  x DS (Social Sciences)
   □ DH (Humanities)  □ DY (Laboratory)
   □ DL (Literature and Language)

List other general education designations the course is approved for or designations you have applied for (Ethics, HAP, Speech, WI):

COURSE CONTENT AND CLASS MEETINGS REQUIREMENTS:
   What percentage of the CONTENT of this course focuses on this diversification area?  100%
   What percentage of CLASS MEETINGS focuses on this diversification area?  100%

Note: Applications must include documentation that at least two-thirds of the course content and class meetings focus on the diversification area(s). For new courses, documentation should be a Curriculum Action Proposal with the completed Course Outline form. For existing courses, documentation should be a course syllabus with a course calendar or outline showing topics covered and the number of class meetings dedicated to topics.
Complete the following for Certification and Renewal applications

1. **Hallmarks and SLOs.** Explain how course-specific SLOs align with each of the diversification area's hallmarks. Use the following format. For each hallmark: (a) re-state the hallmark; (b) list which SLO(s) in the Course Outline form or syllabus align with the hallmark; and (c) provide a brief narrative explaining how the SLO(s) align with the hallmark.

   **DS1. uses the terminology of theories, structures, or processes in the social or psychological sciences.**

   SLO 1 - understand major sociological theoretical approaches as they apply to Japanese society
   SLO 2 - comprehend and be able to apply basic sociological concepts to an understanding of Japanese society
   SLO 4 - read academic articles on Japanese society and understand the significance of the work
   SLO 5 - write well organized sociological essays on Japan that involve the use of social theory and social scientific terminology
   SLO 6 - gain a greater appreciation for cultural diversity and the lessons that can be learned from others and other societies

   Students of SOC257 learn major theoretical approaches in Sociology, as well as societal processes, through concepts like socialization and structure versus agency, through lectures, discussion, reading, and writing (SLO1, SLO2). Understanding concepts leads to the ability to use the terminology and apply ideas where pertinent (SLO4, SLO5). Theories, structures, and processes assist in grasping the significance of differences and commonalities between Japan and other societies. The appreciation for cultural diversity and what can be learned from others and other societies becomes more effective through analytical tools such as theory, structure, and process (SLO6).

   **DS2. involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes**

   SLO 1 - understand major sociological theoretical approaches as they apply to Japanese society
   SLO 2 - comprehend and be able to apply basic sociological concepts to an understanding of Japanese society
   SLO3 - recognize strengths and weaknesses of basic sociological research methods as they apply to social science research on Japanese society
   SLO 4 - read academic articles on Japanese society and understand the significance of the work
   SLO 5 - write well organized sociological essays on Japan that involve the use of social theory and social scientific terminology
   SLO 6 - gain a greater appreciation for cultural diversity and the lessons that can be learned from others and other societies

   DS2 addresses the core of Sociology, which is the scientific study of the interaction of individual and society. The individual is affected by the society in which s/he lives, and the individual also affects that society. SOC257 introduces students to the scientific method (SLO3), the meaning of the social fact, and how these can be applied to the sociological imagination (SLO1). Students of SOC257 are challenged to apply concepts and models to everyday examples and current events in
Japan, often contrasted with local or American counterparts (SLO2, SLO6). The expectation is that they gradually utilize sociological concepts and models in analyzing daily life, both for the Japanese and for themselves in contrast. Daily life is analyzed through discussion, reading (SLO4), and writing (SLO5).

DS.3. demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.

SLO3 – recognize strengths and weaknesses of basic sociological research methods as they apply to social science research on Japanese society
SLO 4 – read academic articles on Japanese society and understand the significance of the work
SLO 5 – write well organized sociological essays on Japan that involve the use of social theory and social scientific terminology

Students of SOC257 gain an understanding of the scientific method in order to distinguish “common sense” knowledge from knowledge gained by rigorous systematic observation through an objective eye. Students learn both quantitative methods such as survey, experiments, and content analysis, as well as ethnographic and archival research that is more qualitative in nature, learning the strengths and weaknesses of each (SLO3). As a way of accomplishing this learning, students read academic work (SLO4), do structured writing (SLO5), and engage in discussion that encompasses the scientific method.

2. Assessment tools and strategies. Describe the assessment tools (e.g., surveys, embedded questions in an exam, performances) and strategies (e.g., when, how often) for measuring the degree to which students achieve course-specific SLOs. Specific information needed: (a) description of assessment tools and explanation of which tool will be or was used to assess each SLO; (b) explanation of how often assessment will be or was conducted; and (c) if there are multiple sections of the course, discussion of how assessment will be or was carried out across sections and instructors.

At the moment, Takasugi is the only instructor teaching SOC257, though this is subject to change. SLO achievement is assessed each semester through essay exams, discussion (both face-to-face and online using the Laulima discussion board),

Exams

Type of exam can differ from instructor to instructor. However, regardless of mode (e.g., short essay, multiple choice, short answer, or a combination of these), exams are developed to assess: 1) whether a student knows and can apply the necessary terminology of theories, structures, and social process and 2) whether a student comprehends and can use the concepts involved in the scientific method. A few examples can help to illustrate. A multiple-choice question may test a student on whether s/he knows the definition of social institution. Such an exam question can assess SLOs 1 and 2. A short-answer question can assess how well a student understands the strengths and weaknesses of quantitative versus qualitative research methods (SLO3). In an essay exam question, the instructor can assess all six SLOs. The instructor can ask the student to demonstrate the application of a concept like socialization by having him/her write a paragraph or two to demonstrate how gender socialization occurs according to an article read as class material. The student would need to show his/her familiarity with the concept and the article, discuss how gender socialization happens in the contemporary Japanese context, and note how popular culture
as a social institution is one such place where we can see this happen (based on the detail in the article that the student should have read).

Writing assignments

Different instructors may have different writing assignments in the various sections of SOC257. However, all instructors create writing assignments to assess how well students do the following: 1) understand concepts and theories (SLO1); 2) apply concepts and theories to everyday life (SLO2); 3) use the scientific method to structure writing (SLOs 3 and 5); 4) draw from and properly cite academic articles (SLO4), and 5) demonstrate an appreciation for cultural diversity (SLO6). For one term paper, students had to write about an aspect of Japanese society of their choosing, using one or more sociological concepts or theories for analysis. An example used the concepts of subcultures versus dominant culture, to understand how something like Pokemon has become a pop culture sensation representative of the contemporary culture of Japan.

Discussion

Depending on the instructor, different discussion and oral presentation requirements can be developed. How much an instructor stresses discussion or oral presentation can differ as well. Some instructors may not stress much oral in-class presentation, while others may have students work on group projects to be presented to the rest of the class. Takasugi uses class discussion, both face-to-face and online, using the Laulima discussion board. Through a strong emphasis on participation through discussion, this format helps to gauge how well a student understands and can apply concepts. For example, a discussion after a guest presentation on moe, a Japanese concept now with subcultural meanings attached (i.e., having to do with sexuality, fleeting youthfulness, etc.), helped gauge how well students understood concepts like gender socialization and the gaze, as applied to images of sexualized girls. Such a discussion could assess SLOs 1, 2, 4, and 6.

Complete the following for Renewal applications, only

3. **Assessment results.** *Provide a summary of aggregated assessment results, for each course-specific SLO, collected throughout the certification period.*

SOC257 was offered four times since first certified as a DS offering at HonCC (S2011, F2011, S2012, S2013). For the latter three, the course was taught as a dual option WI course, in which students in the classes had the option of taking the course as a WI or non-WI course. In WI courses, as we are required to base 60% or more of the course grade on writing, SLO5 holds more weight compared to non-WI courses.

Using the above assessment methods, throughout the certification period, students meet SLOs 1 and 2 at about a 71% rate. Rates drop when SLOs 4 and 5 are assessed, though, and the rates are 61 and 60% respectively. The SLO6 rate is 74% and the SLO3 rate is 60%. The low rate for SLO3 is similar to SOC100 rates for the social science methods SLO. Writing, which is reflected in SLO5 is also low, and reflects the difficulty that our students generally have with writing. SLO4 tends to stay at a low rate as well, as students have a difficult time engaging with reading material and as a result, also do not comprehend it well. SLO6, on cultural diversity, similar to other SOC
courses, has a relatively high rate of 74%, compared to other SLOs. This last finding is in line with student interest. I often ask an extra credit question on exams, asking students to identify the SLOs that they would like to achieve the most. By far, students choose SLO6 over the others.

4. Utilization of assessment results. *Explain how assessment results have been used to modify or improve the course throughout the certification period. The narrative should include recommendations discussed among all instructors teaching the courses.*

Since Takasugi has been the sole instructor of SOC257 so far, this assessment of assessment is based on the four courses taught so far during the initial certification period.

Since SLOs 3, 4, and 5 have fairly consistently had the lowest rates (and this is a pattern across courses in SOC), I have tried to include more hands-on approaches to the student learning in these three areas. A few changes I have made to modify or improve the course are the following:

1) I have begun incorporating in-class exercises and take-home projects in my classes to improve student familiarity with accurate and reliable statistics. In this exercise and assignment, students deconstruct a single statistic, investigating the credibility of the statisticians, institutions, and whether or not the statistic is really measuring what it purports to measure. In SOC100, I have tried both in-class and take-home versions, and they both seem to be effective. I intend to incorporate more of this in SOC257 as well (SLO3).

2) In the interest of both teaching students about the sociological imagination, which connects the "private" with the "public" and to make writing more relevant to individual students, I have altered at least one writing assignment to focus on the interests of the student; in other words, students have a choice in writing about subject matter of their choosing. I have tried journal-writing as well as research papers, but the rate of SLO achievement does not seem to change based on writing format (SLO5).

3) At this point, I am satisfied with the textbook by Sugimoto, which I have used consistently for this course. There are not many Sociology of Japan books that I would consider using. To get students to read more and take an interest in readings, I have also tried using mostly articles, and only using the text as a reference guide. Another issue is that there is no satisfactory reader on Japanese society, with articles that are excerpts of peer reviewed journal articles; thus, I generally gravitate toward using a set of articles that I find separately from different sources (SLO4).

Overall, I am working on a student learning assessment model that uses several assessment measures. Exams will still constitute the bulk of the grade (in other courses, now 75%). However, since I do not think that exams are the only way of measuring learning, I have begun incorporating an "application" portion of the grade, in which students can demonstrate to me that they are learning. The "application" portion of the grade allows whether or not a student is learning material and able to apply this learning through writing, discussion, or in some cases, research work. Thus, discussion, writing assignments, and other work would be assessed in this portion of the grade.
DIVERSIFICATION BOARD DECISION:

☑ Approved
   Renewal Due: Fall 2019

☐ Not approved
   Reasons:

Diversification Board Chair Signature: [Signature]
Date: 1/9/2015
INTRODUCTION TO THE SOCIOLOGY OF JAPAN (SOC257—CRN 23870/SOC257W—CRN24067) COURSE SYLLABUS

UNIVERSITY OF HAWAII HONOLULU COMMUNITY COLLEGE
SPRING SEMESTER 2013
T/R 11:30-12:45 Bldg 7/634

Instructor  Fumiko Takasugi, Ph.D.
Office Hours  M 10:30-11:30, 1:30-2:30/ T 1:30-2:30, 4-5/ W 10:30-11:30 or by appointment in Bldg 7/621
Contact info  845-9152 and takasugi@hawaii.edu
   Please DO NOT private message me on Laulima – email me directly instead.
   • Other readings will be announced and distributed in class.

Course Description  This course offers an introduction to the persistence and change in economy, policy, religion, education, family, and other institutions of modern Japan. Both structure and culture of Japanese society will be examined.

This course gives the student a dual option of taking the course as a Writing Intensive (WI) focus designated course or as a non-WI course. Note the difference in requirements and grading throughout the syllabus.

Student Learning Outcomes  This course is designed to acquaint you, the student, with basic sociological perspectives on the study of Japanese society. Upon course completion, you will have had the opportunity to:

1. understand major sociological theoretical approaches as they apply to Japanese society,
2. comprehend and be able to apply basic sociological concepts to an understanding of Japanese society,
3. recognize strengths and weaknesses of basic sociological research methods as they apply to social science research on Japanese society,
4. read academic articles on Japanese society and understand the significance of the work,
5. write well organized sociological essays on Japan that involve the use of social theory and social scientific terminology,

Important! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.
6. gain a greater appreciation for cultural diversity and the lessons that can be learned from others and other societies.

**DS Credit/Articulation/Prerequisite**

SOC257 fulfills a social sciences requirement (DS) for the A.A. degree at HCC and UH-Manoa. This three-credit course transfers to all UH campuses and virtually every college in the country; however, students should review their core distribution requirements before enrolling. As this is a transfer level course, ENG22/60 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

SOC257 also fulfills a DS requirement for the Asian Studies Academic Studies Certificate.

As this is a transfer level course and because this course is Writing Intensive (WI) certified, if you are taking this course for WI credit, a grade of "C" or higher in English 100 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

**Notes, Announcements, Discussions, and Laulima**

I will be using Laulima to post class notes, announcements, and discussions. After every exam, I start a new set of notes, so you end up with 3 sets by the end of the semester. The NOTES ARE IMPORTANT in this class and I refer to them during class lectures, so be sure to stay up-to-date with them. I also post materials that I use during class, including this syllabus, so if you lose your copy you can always get another one off Laulima. I STRONGLY RECOMMEND that you check Laulima at least weekly. The link for Laulima is [https://laulima.hawaii.edu/portal](https://laulima.hawaii.edu/portal). Check it out 😊

FYI: I also urge you to start or continue discussions on Laulima for you and your classmates. I will also count participation on these discussion sites as participation in the class, so take advantage, especially if you’re not too keen on participating in discussions in class.

**COURSEWORK**

There are three major parts to the coursework required for this course in addition to attending the lectures: **exams, discussion participation, and a paper**. Following are the expectations for each of the requirements.

**Exams**

Three essay-format exams will be given throughout the semester. The exams are in-class open book and open notes exams. You will be tested on and expected to answer and write on lectures, discussions, readings, and other class materials such as films.

**Discussion participation**

Class meetings consist of lectures and discussions and some exercises/activities, with a heavy emphasis on the interactive nature of discussions. If you are uncomfortable participating in class, you have the option to start and/or join discussions on Laulima, so take advantage of that too. We’ll try to make the atmosphere as friendly and open to hearing what you have to say, though, so hopefully, the face-to-face will happen as often as the online. You may not think this is a big deal, but note that 20% of your grade depends on how well you participate in class discussion, so you should take this seriously.

**Paper**

You will be required to write a short 6-page paper for this course. You will choose a sociological concept that helps to understand a particular aspect of Japanese society (topic), do
library/archival research, and demonstrate how the concept helps to better make sense of the topic. The paper is a semester-long endeavor. You will have due dates throughout the semester for drafts and progress reports. This also means that you will have ample time to work with me if you are stuck, confused, or just in need of ideas.

If you are taking the course for WI credit, HCC requires that you complete a revision writing process (i.e., multiple drafts with feedback and guidance from the instructor) of 16 double-spaced, typed pages. Note below that the weighting of various requirements for the class also differ considerably for WI students, as HCC requires that 60% of a student's grade for a WI course be based on student writing. WI students will write two 5-page papers (one on your experiences with aspects of Japanese society and one as a reflection of seeing a different society in a sociological light in addition to the 6-page paper in common with non-WI students of SOC257.

Grading system The following is the breakdown of your grade for this class:

Exam 1 20%
Exam 2 20%
Exam 3 20%
Discussion participation 20%
Paper 20%

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100%

Grading system The following is the breakdown of your grade for this class for WI credit:

Exam 1 10%
Exam 2 10%
Exam 3 10%
Discussion participation 10%
Papers 60%

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100%

About Attendance Attendance will not be taken; however, the consequences of missing class are obvious in that you will miss material, which will be necessary for the required work to be done for the course.

CLASS POLICIES

1. Respect for other viewpoints and perspectives In a Sociology course of this nature, we deal with many timely and controversial topics. There will most likely be at least one subject area in which you have strong feelings and opinions. This is fine and only natural. I only ask of you that you respect the viewpoints and perspectives of others in the class. Loud voices and swearing at your classmates or at me is unacceptable behavior and will not be tolerated (the one exception is me – I get to speak loudly). Part of what I would like to have accomplished in this course is to have you gain an understanding of how others frame the world, so it is necessary that you learn to listen, even if you don't agree. Communication is the only way to solve problems, both in the private and public realm. Listening is a part of communication.

Important!! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.
2. **Policy on disabilities**  If you need or desire special support services, you can contact Student ACCESS (Bldg. 5, Room 107B, phone 844-2392 or 845-9272). Services are based on documented needs. It is recommended that you contact ACCESS early, so that there is sufficient time for services to be put in place. You can also let me know of a special need or support needs and I can help you get the ball rolling.

3. **Cellphone and texting policy**  I don’t have a strict cellphone and texting policy, since I don’t believe in having to police these for adults. I know that some message/calls are emergencies. I also know that sometimes one is looking something up on the phone. BUT if your texting or other phone activity is disruptive to others in the class, I will call you on it. What it comes down to is basic social etiquette – given this is a college class. Honestly, though, if you can focus for the class time, you will do better on exams and you will use your time effectively, because trying to make up for what should have been learned during class outside of class generally takes twice or three times longer. Look at it this way… a class isn’t THAT long. And if you have something better to do than be in my class, then why are you in my class??

4. **Make-up exam policy**  As a general rule I do not give make-up exams. However, you will be given an opportunity to make up an exam or receive up to 5 days extension on an assignment. To take the one opportunity to make up an exam, you are required to give me advance notice (in advance of the exam date) that you want to make up the exam and you will need to make up the exam within a week of the original exam date. (See section on “predicament coupon.”)

5. **N Grade**  I reserve the right to grant an N grade (no grade or evaluation…?) to students who are in good academic standing (i.e., a C or higher grade), but who, for exceptional personal reasons, is unable to complete the course. Do not assume that I will give you an N grade just because. Please see me to discuss your situation but do it as early as you can. Discussion of an N grade must take place during the semester.

6. **I Grade**  I also reserve the right to grant an I grade (an Incomplete) to a student who I feel should be granted extra time to finish up the work necessary to pass the course. You should be advised, however, that the majority of students who receive an I grade do not finish the work in the required time. When this happens, you receive the grade you would have received, had you not been granted an Incomplete.

7. **Predicament coupon**  I make use of a “predicament coupon,” which allows you one make-up exam, an extension on a paper, or other extra consideration that you can use once a semester. Each student has one coupon, which can be used throughout the semester. If the coupon is unused by the end of the semester, you can cash it in for extra credit points.

8. **Cheating and plagiarism**  Any kind of cheating, plagiarism, or getting other people to do your work will not be tolerated. This is a very basic academic rule and you will get an automatic F for the assignment, exam, etc., with the real possibility of an F for your course grade. The following is from your Student Conduct Code ([http://honolulu.hawaii.edu/policies/conduct.html](http://honolulu.hawaii.edu/policies/conduct.html)):

   Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry labbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results.

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IMPORTANT DATES

EVERY DAY WE MEET IS AN IMPORTANT DATE FOR THIS CLASS, but you will want to stay on track. See “important dates” in Laulima for deadlines and exam dates for this class.

THEMATIC SCHEDULE AND READINGS

This course is centered on lectures, discussions (of readings, in-class exercises, and films), exams, and a paper. The reading is do-able. YOUR HOMEWORK IS THE READINGS. This is the attitude you should have. Readings are assigned for class meetings. This means that the reading should be done before the class meeting so you can actively participate in class discussion (Exception for the first class meeting).

At the end of each class meeting, I will let you know what we will be covering in the next class meeting. You really get much more out of a class WHEN YOU DO THE READING. You will also do much better on the exams! Please bring your books to class for in-class discussion and exercises.

Additional articles will be assigned for reading throughout the semester in addition to the textbook readings.

PART I THE SOCIOLOGICAL PERSPECTIVE AND METHOD AS APPLIED TO JAPAN (WEEKS 1-5)

In the first third of the semester, we will cover the basics of the sociological perspective and the scientific method as they apply to Japan.

The sociological perspective (Week 1)

- Readings: “THE SYLLABUS” and handout
  **The introduction to Sociology textbooks are recommended throughout.**

The scientific method (Weeks 2-3)

- Readings: handout

The “Japan Phenomenon” and the social sciences (Week 4)

- Readings: Sugimoto, Chapter 1

Class and social stratification in Japan (Week 5)

- Readings: Sugimoto, Chapter 2

PART II CULTURE AND STRUCTURE (WEEKS 6-10)

Important! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.
Here, we will gain an understanding of how culture and structure are both imperative in making sense of how a society and its people exist and affect one another.

### Popular culture as a part of everyday life (Weeks 6-7)
- Readings: Sugimoto, Chapter 9

### Geographical and generational variation (Week 8)
- Readings: Sugimoto, Chapter 3

### Gender and family (Week 9)
- Readings: Sugimoto, Chapter 6

### Minority groups (Week 10)
- Readings: Sugimoto, Chapter 7

#### PART III SOCIAL INSTITUTIONS AND TRADITION (WEEKS 11-16)

In this section of the course, we will examine social institutions in Japan with an emphasis on how tradition and history are reflected in these social institutions.

### Work and labor (Weeks 11-12)
- Readings: Sugimoto, Chapter 4

### Education (Week 13)
- Readings: Sugimoto, Chapter 5

### Collusion and competition: the establishment (Week 14)
- Readings: Sugimoto, Chapter 8

### Friendly authoritarianism (Weeks 15-16)
- Readings: Sugimoto, Chapter 10

*This schedule is subject to change, in part, because I will adjust the schedule to fit the needs of the class. I will let you know in advance if this happens. If you miss a class, it is your responsibility to find out what you missed from me or a classmate.*

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