Language in Japanese Society

MWF 5th period (11:45 - 12:35), LIT 237
Section 0471 http://elearning.ufl.edu Canvas

Instructor: Ann Wehmeyer
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Phone: 273-2961
Email: awehmeye@ufl.edu
Office hours: Tuesday 5th-6th periods (11:45-1:40), Thursday 5th period, and by appointment
Drop Box: 320 Pugh next to office door

Course Description and Course Objectives

This course examines socio-cultural aspects of language use in Japan. We focus on words that are used to characterize people and their behaviors, and words newly coined to capture current socio-cultural trends and phenomena. We also investigate the lexical domains of linguistic stereotyping and discrimination, especially as they relate to minorities in Japan. In addition to the lexicon, we examine the ways in which language use varies according to place, and participants who are distinguished by social attributes such as gender, age, and degree of intimacy. In particular, we study the ways in which stereotypic style markers of gender and formality are manipulated for purposes of identity display, and stance. Finally, we examine the way social behavior is molded through discourses designed to shape desired behaviors.

There are no prerequisites for the course. Previous study of Japanese language is not required, but some previous study or concurrent enrollment in Beginning Japanese is recommended since we will consider a lot of Japanese language data, and some assignments will require you to search for examples on your own. All of the examples in the readings appear in Romanization and are translated and/or glossed. While an introductory course in linguistics would be useful, it is not required. Most of the readings are written by linguists specializing in linguistic anthropology, sociolinguistics, or pragmatics. From time to time in-class activities will include introduction of topics and language use that does not appear in the course readings.

Course Textbooks and other materials, required


Other materials: Selected book chapters and articles on online reserves (ARES) at Smathers Library. These are indicated by “Course Reserves” in the Daily Schedule.

Policies and Expectations
1. You are obligated to abide by the **UF Student Honor Code**. This includes avoidance of plagiarism, among other violations ([https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)). From the Honor Code site:
   a. “Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
      i. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
      ii. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.”
   b. Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:
      i. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.
      ii. Others

2. **Attendance and participation** in class discussion is required, counting 10% of your grade.

3. **Digital media**: non-course related use of media (laptops, phones, etc.) is a distraction to other class members and hinders your ability to follow the class discussion. Please avoid.

4. **Accommodations**: Students desiring classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See [http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) for information on this process. Please visit me during my office hours early in the semester.

5. **Make-up exams** will be provided in the case of documented illness or emergency. Notify instructor prior to the date of the exam, awehmeye@ufl.edu; 352-273-2961.

**Assignments and Evaluation**

1. **Questions for class discussion**: The Daily Schedule poses questions for you to respond to, or asks you to identify some particular data under focus for that day. In the case of data, please write out your examples and be prepared to share them with the class.

2. **Exercises**: The Daily Schedule contains 6 exercise assignments that ask you to search for specific linguistic items. In some cases, you are asked to translate or provide an interpretation of the item. The exercises are identified as (a) those you should submit to Canvas by 9 am on the date of the assignment, or (b) a clip or analysis that you should be prepared to present to class members and discuss briefly.

3. **Data Analysis Paper**: Select a short text or visual media, or excerpt from a longer text or visual media, to analyze from one or more of the perspectives studied in this course. The paper should be 9-12 pages and include a copy of the data at the end of the paper in the appendix. If you work with a clip, provide a Japanese transcription of the clip, an English translation of it, and a link to the clip. You should refer to concepts studied in the course, and you may refer to other reference sources, but this is not required. I am mainly interested in your own interpretation of the data, as informed by perspectives and terminology contained in the course materials. List any sources consulted in a References section at the end of the paper.
   a. **Possible topics**: These are simply examples, and you are not limited to these topics or approaches. Feel free to discuss possibilities with me if you are not sure about your topic.
i. Manga: cartoon or excerpt from story. What does the language use tell you about the relationship between the characters? What do the body language and/or facial expressions of the characters convey? Do you find any examples of current slang terms? Is there anything creative/deviant about the script choice that contributes to the message? Is it humorous? Why?

ii. Blogs or comment boards: What does language use (words, forms, subject matter) convey about the blogger/commentator? What type of image is the writer trying to display?

iii. Advice columns: How does the questioner pose his or her problem? How does the expert convey his or her advice? Why do you think the questioner chose this forum to ask for this sort of advice?

iv. Etiquette: websites that show do’s and don’ts of proper behavior. What can you learn about social expectations for behavior in this context? How would you characterize the style of language used, and the stance of the advice-giver?

v. Anime: How is language use related to the personality of the characters? What sort of identities do they display (in speech, clothes, gestures, body language)? Do you find gender-differentiated speech use? Slang? What does the speech use tell you about the personalities of the characters, and their relationships with one another?

vi. Advertisement: Does it include mimetic words? If so, what is their function? What kind of cultural knowledge is required to understand the appeal of this ad?


viii. TV talk show or drama clip: What does speech use tell you about the nature of the relationships of the participants or characters? Identify their roles and give some examples to justify your analysis. What sorts of identity display can you identify? Justify your analysis with reference to speaking styles and stances.

b. Abstract outlining data selection and reason for interest, one paragraph: Specify the set of data you plan to consider, and give complete bibliographic information or link for it. Briefly explain why you are interested in it, and outline what your approach will be.

i. Submit to Assignments in Canvas by Friday, 02/07/18.

c. First draft or outline of analysis: Identify the features you plan to analyze, and explain your interpretation. Submit to Assignments in Canvas by Friday, 03/26/18.

d. Final paper: 9-12 pages, submit to Assignments in Canvas by Monday, 04/23/18

i. Evaluation method
   1. Introduction: Data set is clearly identified, and reason for interest is explained.
   2. Data presentation: Data is clearly presented, with Japanese (transcription) and English translation.
   3. Data analysis: Various parameters of the data are considered; interpretation is elaborated and justified.
   4. Links to course materials: Reference is made to concepts and studies read and discussed in class.
   5. Optional: Analysis is supported by reference to other sources beyond the course material.
   6. Conclusion: Findings are summarized, and there is mention of factors that would be of interest for future research but are beyond the scope of the paper.
   7. List of references is provided at the end of the paper.
   8. A copy of the data appears in the Appendix, or a link is provided to a clip in the case of visual media.
4. **Exam #1, Wednesday 02/16/18**: Key concepts, data interpretation.
   a. Variety of question types including data analysis, term identification and definition, short and longer answer questions. Refer to Study Guide for Question Types.

5. **Exam #2, Monday, 04/09/18**: Application of key concepts to interpretation of data.
   a. Variety of question types including data analysis, term identification and definition, short and longer answer questions. Refer to Study Guide for Question Types.

**Grading**

1. Written work (data analysis paper) will be evaluated on quality of writing (well-structured paragraphs and argumentation), and strength of analysis (scope, detail, insight, aptness). See also 4.d. immediately above.
2. Exercises will be graded Pass/Fail.
3. Breakdown of grading:
   a. Exercises and short presentations 15%
   b. Attendance and participation 10%
   c. Data analysis Paper 25%
      i. Abstract 02%
      ii. First draft 03%
      iii. Final paper 20%
   d. Exam 1 25%
   e. Exam 2 25%
4. Grading scale
   i. 93-100 A; 90-92 A-
   ii. 87-89 B+; 84-86 B; 80-83 B-
   iii. 77-79 C+; 74-76 C; 70-73 C-
   iv. 67-69 D+; 64-66 D, 60-63 D-
   v. 0-59 E
5. UF Grade point information: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**DAILY SCHEDULE**

The schedule may be adjusted to revise or add assignments. Supplementary materials may be added to Resources in Canvas, in which case you will receive a notification.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assigned Readings</th>
<th>Exercises/ Assignments</th>
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</thead>
<tbody>
<tr>
<td>W 01/08/18</td>
<td>Introduction to course</td>
<td>Syllabus</td>
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<tr>
<td>M 01/08/18</td>
<td>Cosmetics mimetics</td>
<td>Abdul Razak, Siti Hajjar. 2012. Japanese Onomatopoeia: Cosmetics and Skincare Products in Fashion Magazines. <em>Hikaku Nihongaku kyōiku kenkyū sentā kenkyū nenpō</em> 8:123-128. Course Reserves.</td>
<td>For class discussion: • In what contexts have you observed use of mimetic words?</td>
</tr>
</tbody>
</table>
example of a food mimetic. Copy and paste the writer’s comments, and identify the mimetic. Translate the sentence in which it is used. Also specify the city, restaurant, and type of dish. Submit to Canvas.

<table>
<thead>
<tr>
<th>Week 2 Talking about food; What it means to learn completely</th>
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<tbody>
<tr>
<td><strong>M 01/15/18</strong></td>
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<tr>
<td><strong>W 01/17/18</strong></td>
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<tr>
<td><strong>F 01/19/18</strong></td>
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<tr>
<th>Week 3 Discourse on safe driving; gender and regional dialect</th>
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<tbody>
<tr>
<td><strong>M 01/22/16</strong></td>
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<tr>
<td><strong>W 01/24/18</strong></td>
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<tr>
<td><strong>F 01/26/18</strong></td>
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<thead>
<tr>
<th>Week 4 Gender, age, and regional dialect</th>
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<tbody>
<tr>
<td><strong>M 01/29/18</strong></td>
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<tr>
<td><strong>W 01/31/18</strong></td>
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<td><strong>F</strong></td>
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<td>Date</td>
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<tr>
<td>02/02/18</td>
</tr>
<tr>
<td>Week 5 Constructing gendered images</td>
</tr>
<tr>
<td>W 02/07/18</td>
</tr>
<tr>
<td>Week 6 Names</td>
</tr>
</tbody>
</table>
• Work on Exercise 4.  
• Otake, Tomoko. 2012. What to call baby? The Japan Times 01/22/2012, [http://www.japantimes.co.jp/life/2012/01/22/general/what-to-call-baby/#.VoWAmk1Ijcs](http://www.japantimes.co.jp/life/2012/01/22/general/what-to-call-baby/#.VoWAmk1Ijcs). | **Exercise 3:** Select one of the top 10 names of 2017 shown for male or female names, along with its associated readings, and discuss the possible associations or images the kanji and associated readings convey. If it were your name, how would you read it? [http://www.meijiyasuda.co.jp/enjoy/ranking/read_best10/index.html](http://www.meijiyasuda.co.jp/enjoy/ranking/read_best10/index.html). For some names, googling the name + 意味 will lead to an entry in みんなの名前辞典 at coreblog.org. The entry will explain the meaning of each of the kanji in the name. You can also visit the website and search for the kanji, at [http://coreblog.org/naming/](http://coreblog.org/naming/). Your translation need not be perfect or complete. **Submit to Canvas.** |
| F 02/16/18 | Exam 1 | Exam 1, in class, covers all material through 02/14/18. Variety of question types including data analysis, term identification and definition, short and longer answer. **Submit to Canvas.** |
### Week 7: Behavior that offends; gender and sexuality

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Text</th>
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<tbody>
<tr>
<td>M 02/19/18</td>
<td>Sōdan shitsu 相談室 ‘advice columns’</td>
<td>Bardsley and Miller, Chapter 9 “When Manners Are Not Enough: The Newspaper Advice Column and the ‘Etiquette’ of Cultural Ideology in Contemporary Japan,” p. 178-195. <em>For class discussion:</em> What sort of cultural shift does Shibamoto observe in the nature of the advice given to contemporary question writers?</td>
</tr>
<tr>
<td>W 02/21/18</td>
<td>Language and identity display</td>
<td>Lunsing and Maree, Shifting Speakers: Negotiating reference in relation to sexuality and gender, p. 92-113; Abe, Lesbian Bar Talk in Shinjuku, Tokyo, p. 205-222, in <em>Japanese Language, Gender, and Ideology</em>. <em>For class discussion:</em> What is different about pronoun use in the gay and lesbian communities?</td>
</tr>
<tr>
<td>F 02/23/18</td>
<td>Dating bulletin boards</td>
<td>Baudinette, Thomas. 2017. Constructing identities on a Japanese gay dating site: Hunkiness, cuteness and the desire for heteronormative masculinity. <em>Course Reserves.</em> <em>For class discussion:</em> What sorts of discourses relating to desirability appear in these posts?</td>
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### Week 8: Discourses on offensive behavior

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Text</th>
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<tbody>
<tr>
<td>M 02/26/18</td>
<td>Identity construction</td>
<td>Bardsley and Miller, Chapter 10 “A Community of Manners: Advice Columns in Lesbian and Gay Magazines in Japan,” p. 196-218. <em>For class discussion:</em> What is the concept of <em>tōjisha</em>当事者, and why is it relevant in the context of sexual minorities?</td>
</tr>
<tr>
<td>W 02/28/18</td>
<td>Offensive behaviors</td>
<td>Bardsley and Miller, Chapter 11 “Behavior That Offends: Comics and Other Images of Incivility,” p. 219-250. <em>Exercise 4:</em> Select a cartoon illustrating bad manners from one in the list, translate, and present to class. <em>Course Reserves.</em> <em>For class discussion:</em> How can we characterize the types of behavior that are likely to offend others?</td>
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### Week 9: Spring Break, classes suspended 03/03/18 – 03/10/18

### Week 10: Language and discrimination

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Text</th>
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<tbody>
<tr>
<td>M 03/12/18</td>
<td>Identifying discriminatory language</td>
<td>Gottlieb, Chapter 1 “Language and Representation,” p. 1-24. <em>For class discussion:</em> What is kotobagari言葉狩り, and what sorts of words does it target?</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>F 03/16/18</td>
<td>Terms that refer to Burakumin</td>
<td>„Terms that refer to Burakumin“</td>
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<tr>
<td>M 03/19/18</td>
<td>Terms that refer to outsider minorities</td>
<td>„Terms that refer to outsider minorities“</td>
</tr>
<tr>
<td>W 03/21/16</td>
<td>Terms that refer to mental and physical differences</td>
<td>„Terms that refer to mental and physical differences“</td>
</tr>
<tr>
<td>F 03/23/18</td>
<td>Class suspended, instructor away at conference</td>
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<tr>
<td>Week 12 Language and discrimination; honorifics and language</td>
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<tr>
<td>M 03/26/18</td>
<td>Discrimination that is built into the language</td>
<td>„Discrimination that is built into the language“</td>
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<tr>
<td>W 03/28/16</td>
<td>Rethinking gender and politeness</td>
<td>„Rethinking gender and politeness“</td>
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<tr>
<td>Week 13 Identity construction and language</td>
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<tr>
<td>M 04/02/18</td>
<td>Language and identity display</td>
<td>„Language and identity display“</td>
</tr>
<tr>
<td>W 04/04/18</td>
<td>Dialect in Context</td>
<td>„Dialect in Context“</td>
</tr>
</tbody>
</table>
### Reference tools


**Dictionaries**


**Dialect Atlases**


Websites

1. 死語 shigo, obsolete words http://matome.naver.jp/odia/2135144592218401701
2. Japanese dictionaries
   a. WWWJDic http://wwwjdic.se/cgi-bin/wwwjdic.cgi?1C
   b. Goo http://www.goo.ne.jp/?ST=2
   c. Weblio http://www.weblio.jp/
   d. 日本語俗語辞書 http://zokugo-dict.com/
   e. 流行語辞典 http://www.kotoba.ne.jp/glossary.cgi?k=vogue_words
   f. 新語・流行語 | 若者言葉辞典～あなたはわかりますか？
      i. http://boosesound.blog133.fc2.com/blog-entry-71.html
3. Japanese slang websites
   a. http://singo.jiyu.co.jp/ (Gendai yoogo no kiso chishiki contest)
   b. Ryuukoogo http://ja.wikipedia.org/wiki/%E6%B5%81%E8%A1%8C%E8%AA%9E
   c. NicoNicoPedia ryuukoogo prize
      http://dic.nicovideo.jp/a/%E3%83%8D%E3%83%83%E3%83%88%E6%B5%81%E8%A1%8C%E8%AA%9E%E5%A4%A7%E8%B3%9E
   e. Blog on trendy phrases http://socialmedia.mis.temple.edu/koyanagi/
5. Japanese Manners
   a. JTB publishing on travel etiquette
   b. Mezase manaa bijin http://www.orangepage.net/op/life/manner/
      i. Entries and illustrations showing faux pas and correct behaviors, 25 different categories
   c. 2013 Tokyo Metro manner posters
   d. tennis manners http://www.tennis-navi.jp/blog/hidekikaneko/028519.php
      i. Large illustrations of inappropriate behaviors, with discussion of proper way, outlined in steps, following by chart with what to say. Business contexts. Show clear hierarchy of senior, mid-level and entry-level employees.
   f. Being treated to lunch http://r25.yahoo.co.jp/fushigi/wxr_detail/?id=20130705-00030749-r25
   g. 毒気公共マナー絵
      i. http://natsumesketch.blog.so-net.ne.jp/archive/c2300223076-1
         1. girls with disgusting behaviors
      i. Country club wear
      i. Serving tea to guests
   j. 入選作品 テーマ「荷物の置き方、持ち方に関するマナー」
      i. Keio co illustrated gallery of manners
   k. Discussion on bad male table manners is good, and reports on a survey
I. Detailed explanation of corporate etiquette

m. Dog manner belt

6. Choiwaru oyaji blogs
      i. Choiwaru oyazi no あらくれブログ
      i. チョイ悪親父のうつ日記
      i. チョイ悪親父のフォトブログ
   d. http://www.shiminkatudo-hachioji.jp/aa_1P_home_holder/1HP_tyoiwaru/1HP-sample.html
      i. Hachiooji choiwaru oyaji no kai
   e. http://blogs.yahoo.co.jp/hoku3miura
      i. 骨太ちょいワルおやじの独り言

7. Advice columns
   a. Yomiuri なんでも相談室 http://hokuriku.yomiuri.co.jp/hoksub7/seikatu/
   b. Big Globe Community なんでも相談室 http://soudan.biglobe.ne.jp/