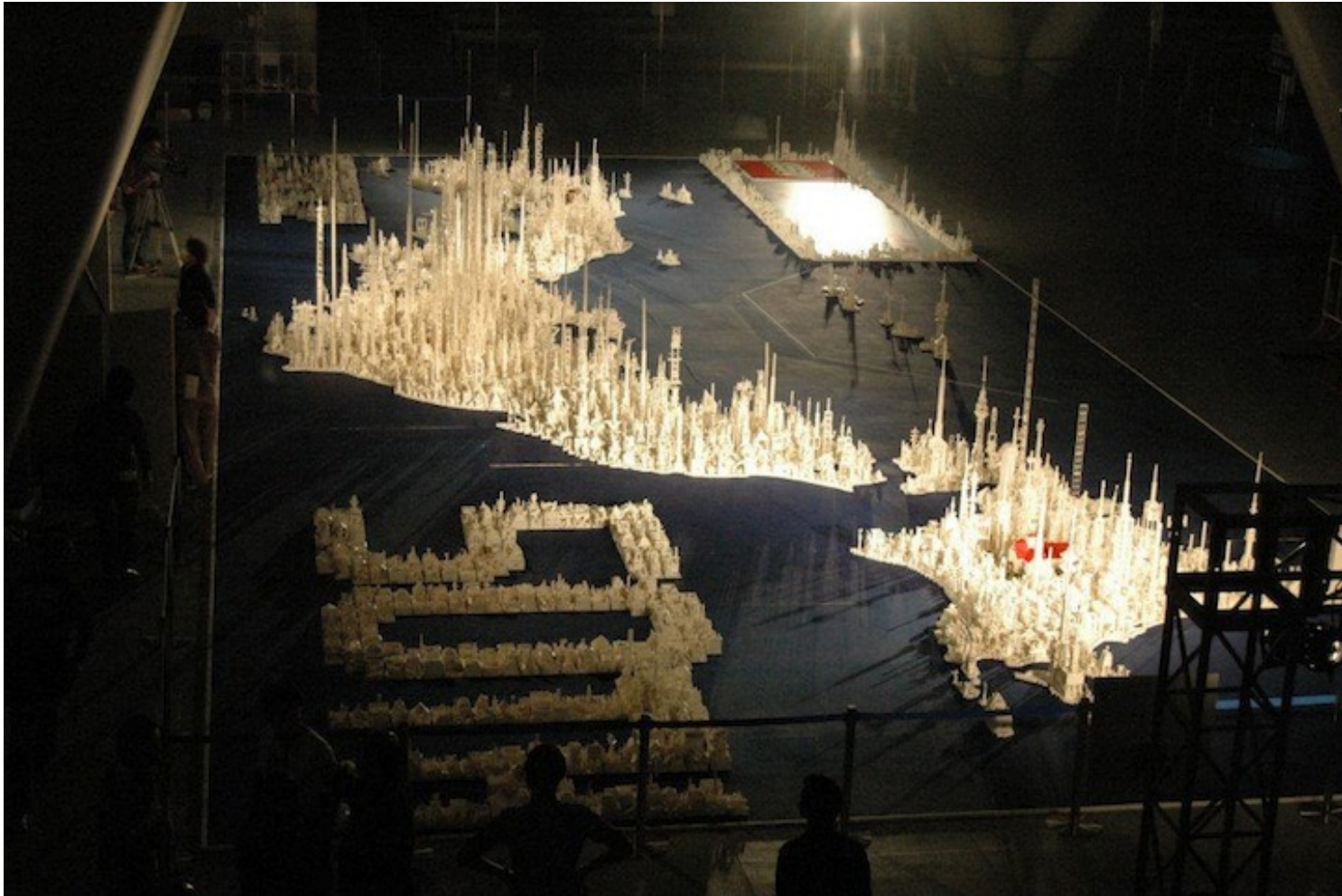


# JPN1650F: Week 2:

Elements of Japan Studies/East Asian Studies

Importance of the critical evaluation of perspectives

Research methodology



September 16/18, 2013

# Week II

- Look at SAKAI ([owl.uwo.ca](http://owl.uwo.ca))
- Perspectives on Japan
  - Elements of Japan Studies/East Asian Studies
  - Importance of the critical evaluation of perspectives
  - Research methodology
- For Monday:
  - Read Hendry Introduction, Huffman Introduction, and Benedict's C&S's introduction (cf. Resources)
    - Reischauer and Jensen already assigned for the 11<sup>th</sup>
  - Think about the common themes in those introductions. Are there any issues to be expanded on? Anything that caught your attention/curiosity?
  - What are the methodological difficulties we will have in studying Japan now?
- Keep in mind those questions for now.

# Game-Plan

- (Abstract) Methodological Discussion
  - Preliminary
- Sample Perspectives
  - 3 Introductions + 1 Ch.1
    - Buruma, Hendry, Huffman + Reischauer and Jensen
- Sample Resources

# Perspectives of Japan: Approaches

- Intellectual Travelers
  - (General) knowledge about Japan
  - Empirical data/Facts
- East Asian Studies/Course Materials
  - A deeper immersion of selected topic(s)
  - A comparative approach of selected topic(s)

# Methodological Preliminary



# Big Questions for the Course

- WHAT
  - What is it (the topic)?
  - What are the elements of it?
  - What are the equivalents (if they exist here)?
    - If not, why..., etc.
- HOW
  - How is it done?
  - How does it arise?
- WHY
  - Why is it interesting (and to whom)?

# Observation/Hypothesis/Testing

- Observe a phenomenon
  - Learn about existing accounts
- Hypothesis (Your Account)
  - Learn about existing accounts
- Testing
  - Further data collection
- Readjustment of the Hypothesis
  - May return to the second step
- Conclusion
  - Future plans
  - Implications of this study
- Disclaimer
  - In real life, these steps are more messy

# Perspectives of Japan: Approaches

- What are the (cultural) characteristics of Japan?
- What are the views on Japanese culture seen from outside?
- What are the views on Japanese culture seen from inside?
- What are the views on Japanese culture that you construct?



# Elements

- Topics/Subject Matters – Facts
- Outsiders' view: Sources, understanding of the sources, and critical evaluation of them
- Insiders' view: Sources, understanding of the sources, and critical evaluation of them
- Your own view: comparative studies of the two views + empirical facts + your interpretation

# Cultural Elements: Possible Topics

- Values
  - Religion, Society, Family structure, etc.
- Systems
  - Political, social, religious, economic, etc.
- Customs
  - Festivals, food, clothing, architectures, music, arts and crafts, etc.
- Nature
  - Geography, climate, disasters, etc.

# To know Japan

- The minimalist approach
  - Easiest (==Fragments of knowledge)
- Generalist (Encyclopedic knowledge)
  - Time-consuming – (list of knowledge: uncooked)
- Typical researcher (Shotgun approach)
  - Initially, cast a wide-net, and narrow it down

# Resources

- Materials from the internet sites
  - Rich/current/variety of sources
  - Not always reliable
  - Need some methods to verify the sources
- Books - Primary vs Secondary Sources
- TV/Newspaper/etc.
- Stats put out by organizations
- Personal information
  - Direct and indirect experience

# Stats put out by organizations

- Given that they are not 100% reliable, they should be taken as a grain of salt
- It is important to understand the standard for the evaluation of the data, not just ranking, etc.
- Know the type of the organization (its objective, funding sources, researchers background, etc.)

# On the Assigned Reading Materials



# Questions/Discussion

- What determines Nationalism?
- Is nationalism a real thing? Is it a social construct or something more?
- How does nationalism factor in when writing? Is it a good thing or is it bad?
- Does it help to come into a subject like Japan with no experience like Ruth Benedict or is it better to have a background?

# Questions/Discussion

- Monoculturalism vs Multiculturalism. How has this affected academia?
- How does translations of materials affect academia?
- How do our perceptions change in a globalizing world?



# Preliminary Evaluation: Common Themes

- Benedict and Hendry
  - Anthropologists (cultural/social)
- Buruma and Hendry
  - Inherent cultural bias of the observer and the observed (anthropology)
- Huffman and Hendry
  - Quick run-down of the Japanese History
    - 2000+ years in 4 pages
    - Mythology, Outside-sources (Hendry +2 pages)
- Reischauer and Jensen and Hendry
  - Natural environment

# Reischauer and Jensen

- Reischauer (1977)
  - That's why
    - “Soviet Union” is mentioned
    - GNP is mentioned, instead of GDP (US, '91)
- Nature, geographical conditions
- Climate, etc.
- “Size”
  - Various ideas → perspectives
  - GNP/GDP, GDP per capita, population, etc.

	GDP	GNP
Stands for:	Gross Domestic Product	Gross National Product
Definition:	An estimated value of the total worth of a country's production and services, within its boundary, by its nationals and foreigners, calculated over the course on one year.	An estimated value of the total worth of production and services, by citizens of a country, on its land or on foreign land, calculated over the course on one year.
Formula for Calculation:	$\text{GDP} = \text{consumption} + \text{investment} + (\text{government spending}) + (\text{exports} - \text{imports}).$	$\text{GNP} = \text{GDP} + \text{NR (Net income inflow from assets abroad or Net Income Receipts)} - \text{NP (Net payment outflow to foreign assets)}.$
Uses:	Business, Economic Forecasting.	Business, Economic Forecasting.
Application (Context in which these terms are used):	To see the strength of a country's local economy.	To see how the nationals of a country are doing economically.
Layman Usage:	Total value of products & Services produced within the territorial boundary of a country.	Total value of Goods and Services produced by all nationals of a country (whether within or outside the country).
Country with Highest Per Capita (US\$):	Luxembourg (\$87,400).	Luxembourg (\$45,360).
Country with Lowest Per Capita (US\$):	Liberia (\$16).	Mozambique (\$80).
Country with Highest (Cumulative):		

# Hendry

- “For many foreigners... the Japanese people remain difficult to understand. How can this be?”
- Perspectives
  - “... we generally apply our own standards of judgement when we look at other countries.”
  - “Japanese people, themselves, are extremely adept at presenting themselves and their country in the way they thing appropriate to a local audience.”
  - “Anthropologists try to see the world as the people themselves see it and then to translate this understanding back into language which their own colleagues can follow.”
- On “social anthropology”
  - “Colonial arrogance”
- Methodology – “How” issues

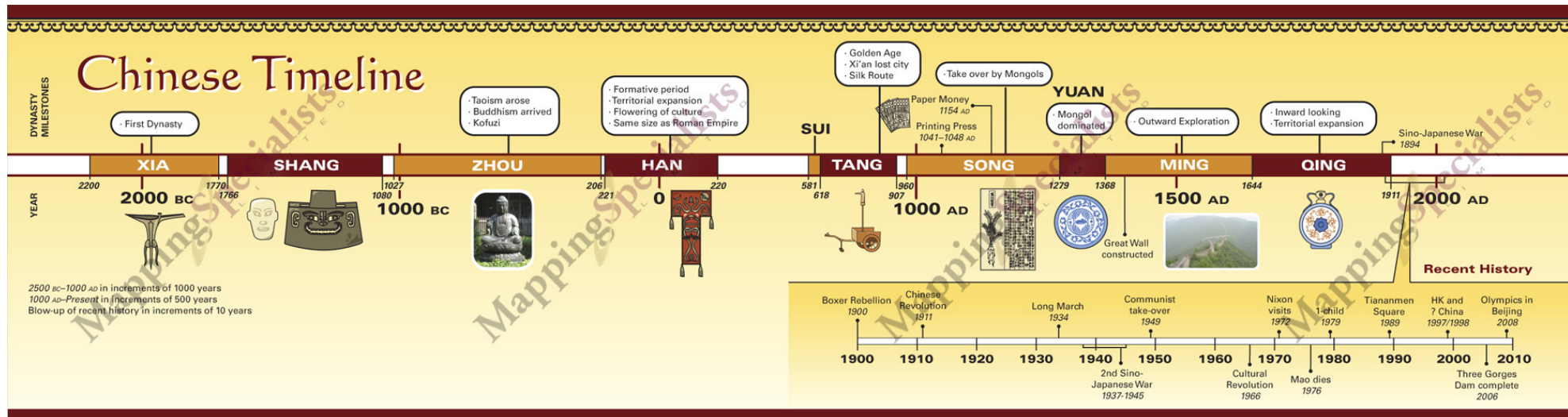
# Buruma (Foreword)

- Benedict's *The Chrysanthemum and the Sword*
  - (In)Famous distinction of “shame cultures vs. guilt cultures”
    - Confucian, Island nation, Harmonious, etc.
- Buruma
  - Against this simplistic dichotomy (concession), BUT...
- Historical background (noise/bias in the theory)
  - Extrapolate it somehow (Perspective)
  - National character...
- More nuanced interpretation of Benedict's “theory”
  - Tendency
  - Underlying cultural values
  - Predictive power (theory)
- Japanese... “the conditionality of their outlook on life.”
  - “Without the moral absolutes of a monotheistic religion, everything from ethics to life goals is situational, hence...
  - The prediction made from this analysis was not borne out, according to Buruma (p. xii).

# Huffman (2011, Historian)

- Many little “tsukkomi” points, probably because of its brevity.
  - Things that we need to challenge/question/clarity...
- Reflecting the change in historians’ outlook (paradigm of thought).
- Together, different interpretation of the Japanese than many preceding works
- Changing views due to newly discovered documents (nothing is final)
- “People’s history” approach

# (“East Asian”) Ancient Civilizations



## Korean Historical Timeline



## Japanese Historical Timeline





# 世界史対照年表

## AFRICA

国名略記号

米	アメリカ	英	イギリス
伊	イタリア	印	インド
独	ドイツ	蘭	オランダ
西	スペイン	ソ	ソビエト連邦
朝	朝鮮民主主義人民共和国	独	ドイツ
中	中国	日	日本
土	トルコ	普	プロイセン
仏	フランス	欧	ヨーロッパ

## AMERICA

世紀や時期の表し方

B.C. は紀元前を示す記号 (Before Christ の略)  
A.D. は紀元後を示す記号  
(ラテン語の Anno Domini の略)  
1500c は世紀を示す記号 (century の略文字)

## EUROPE

ROME

ローマ帝国

ビザンツ帝国

BYZANTINE

VATICAN

神聖ローマ帝国

OTTOMAN

オスマン帝国

ササン朝ペルシア

イスラム帝国

ムガル帝国

イギリス領インド

## ASIA

前漢 後漢

唐

宋

元

明

清

朝鮮 (李朝)

日本

高麗

新羅

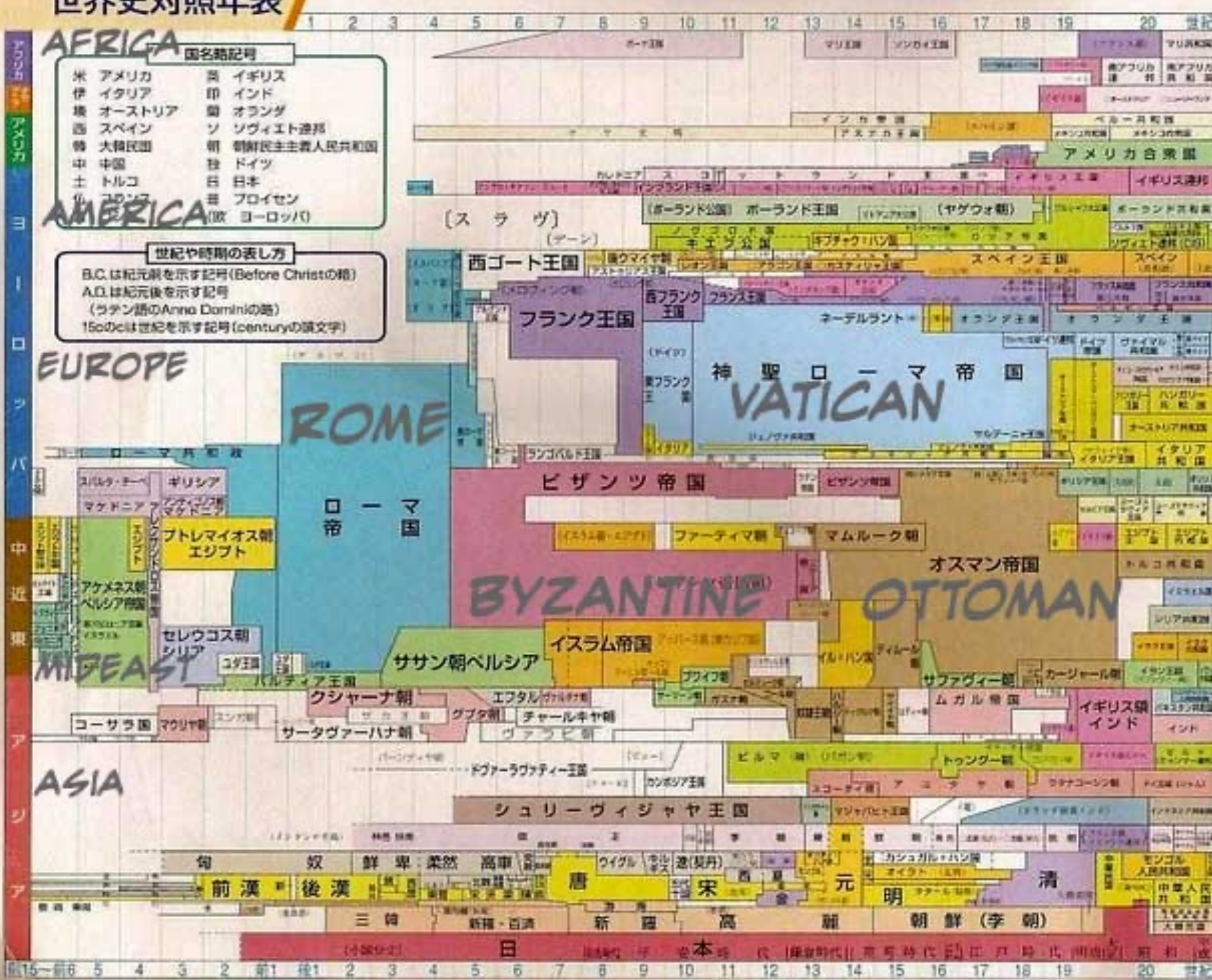
百濟

三韓

新羅

百濟

三韓

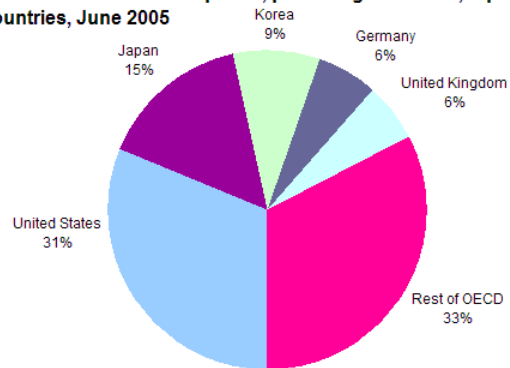




# A Sample Case: Statistics

- How is Japan being seen by others?
- What kind of country is Japan?
- A positive or negative evaluation???

Total broadband subscriptions, percentage of OECD, top 5 countries, June 2005

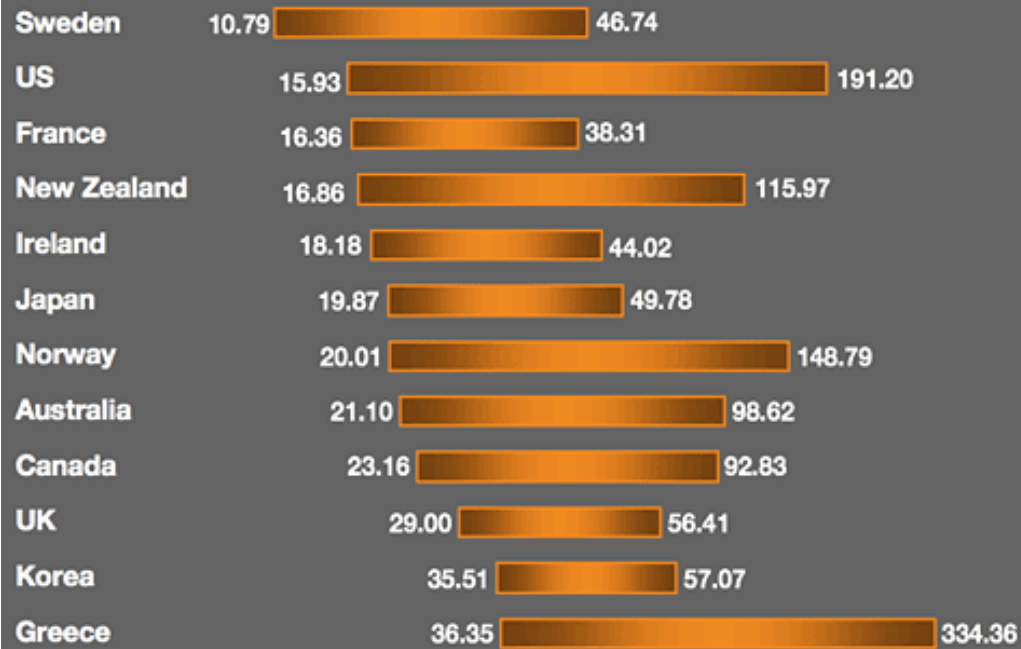


Source : OECD

## STATISTICS/DATA AVAILABLE EXAMPLES



### Range of broadband prices per month — 10/2006 US Dollars



# OECD Better-Life

- Just about everything is comparable to Canada
- Only 40% of people consider themselves 'satisfied with their life' compared to the OECD average of 59%, and 78% in Canada

## Gallup Poll: in USA

<i><b>2012 Feb 2-5</b></i> <i><b>(sorted by "total favorable")</b></i>	Very favorable	Mostly favorable	Mostly unfavorable	Very unfavorable	No opinion	<i>Total favorable</i>	<i>Total unfavorable</i>
Canada	53	43	2	1	2	96	3
Australia	49	44	1	1	4	93	2
Great Britain	47	43	4	1	4	90	5
Germany	29	57	7	2	5	86	9
Japan	27	56	9	4	3	83	13
India	16	59	15	5	5	75	20
France	18	57	17	4	5	75	21
Israel	29	42	17	7	4	71	24
Greece	11	51	23	5	9	62	28
Mexico	9	42	32	16	2	51	48
Russia	6	44	33	11	6	50	44
Egypt	5	42	36	11	7	47	47
Saudi Arabia	5	37	38	16	5	42	54
China	6	35	36	20	2	41	56
Cuba	5	32	39	18	6	37	57
Libya	3	22	43	23	9	25	66
Iraq	2	22	46	26	4	24	72
The Palestinian Authority	3	16	44	28	9	19	72
Syria	3	14	44	28	11	17	72
Pakistan	2	13	51	30	5	15	81
Afghanistan	2	12	50	32	4	14	82
North Korea	3	10	28	54	5	13	82
Iran	2	8	35	52	4	10	87

# FutureBrand: 2011 Country Brand Index (CBI),

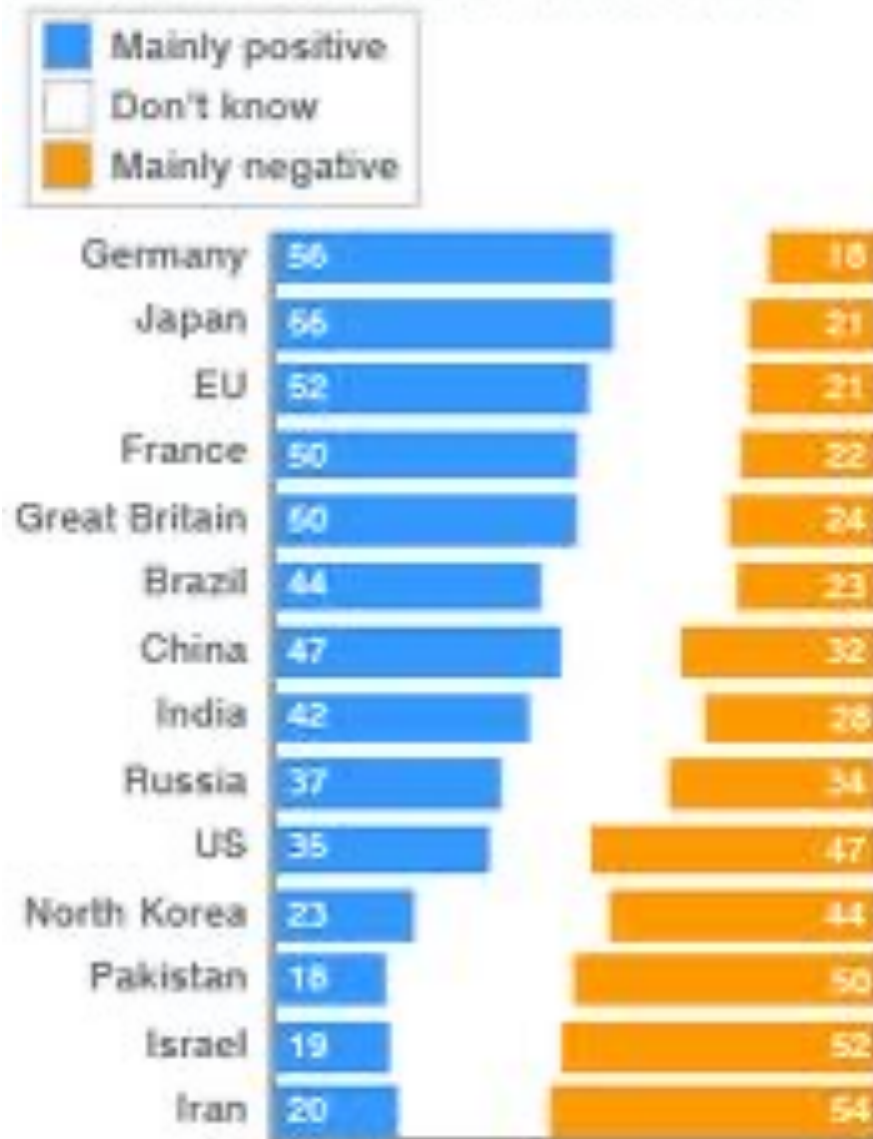
## Top 25 Country Brands

2010 RANK	COUNTRY BRAND	2009 RANK / CHANGE
01	 <b>CANADA</b>	#2 / ▲1
02	 <b>AUSTRALIA</b>	#4 / ▲2
03	 <b>NEW ZEALAND</b>	#3 / ▲0
04	 <b>UNITED STATES</b>	#1 / ▼3
05	 <b>SWITZERLAND</b>	#11 / ▲6
06	 <b>JAPAN</b>	#7 / ▲1
07	 <b>FRANCE</b>	#5 / ▼2
08	 <b>FINLAND</b>	#16 / ▲8
09	 <b>UNITED KINGDOM</b>	#8 / ▼1
10	 <b>SWEDEN</b>	#21 / ▲11
11	 <b>GERMANY</b>	#9 / ▼2
12	 <b>ITALY</b>	#6 / ▼6
13	 <b>NORWAY</b>	#22 / ▲9

2010 RANK	COUNTRY BRAND	2009 RANK / CHANGE
14	 <b>SPAIN</b>	#10 / ▼4
15	 <b>SINGAPORE</b>	#13 / ▼2
16	 <b>MALDIVES</b>	#19 / ▲3
17	 <b>IRELAND</b>	#12 / ▼5
18	 <b>BERMUDA</b>	#15 / ▼3
19	 <b>DENMARK</b>	#23 / ▲4
20	 <b>AUSTRIA</b>	#28 / ▲8
21	 <b>MAURITIUS</b>	#26 / ▲5
22	 <b>GREECE</b>	#14 / ▼8
23	 <b>INDIA</b>	#18 / ▼5
24	 <b>ICELAND</b>	#25 / ▲1
25	 <b>NETHERLANDS</b>	#31 / ▲6

# BBC Country Polls (2012)

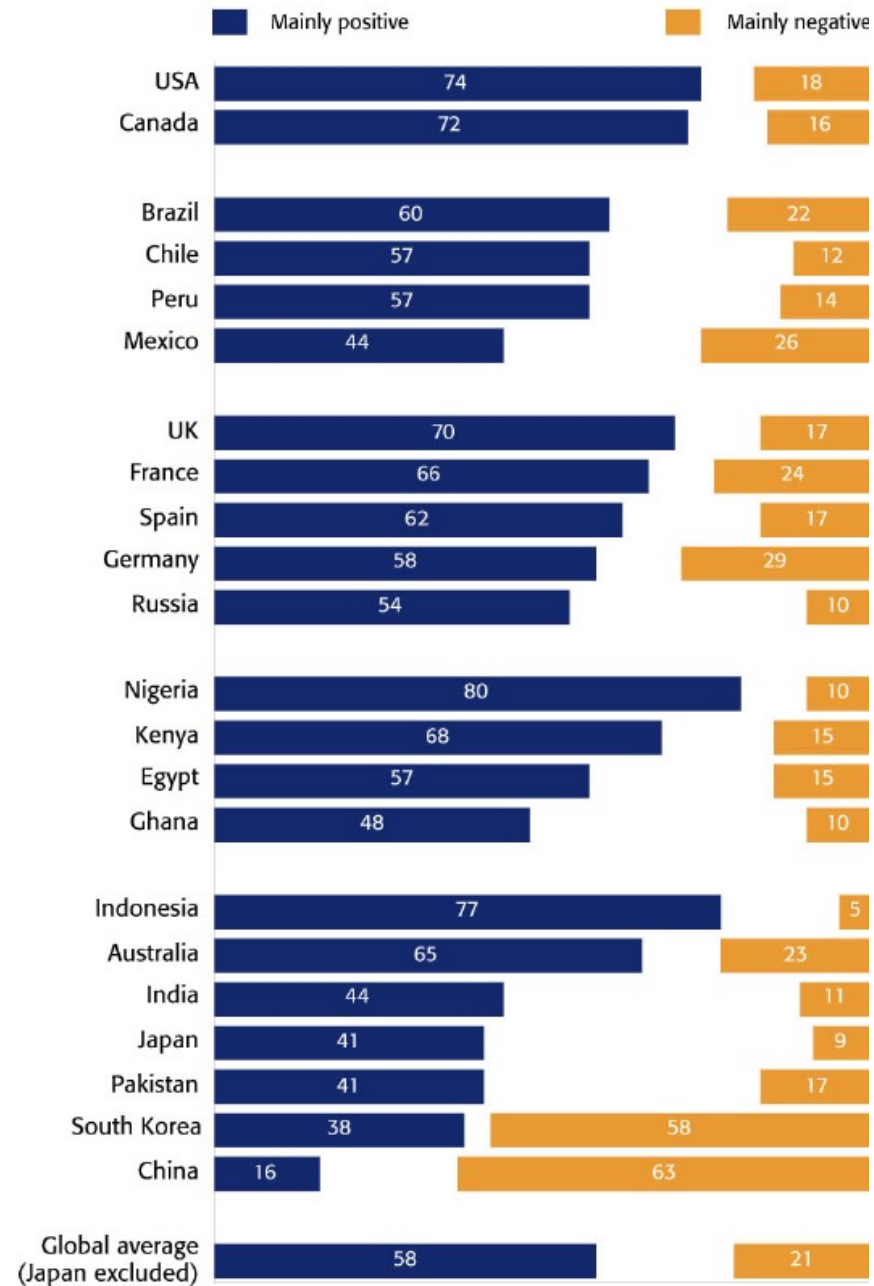
## VIEWS OF COUNTRIES' INFLUENCE



SOURCE: BBC/GlobeScan/PIPA

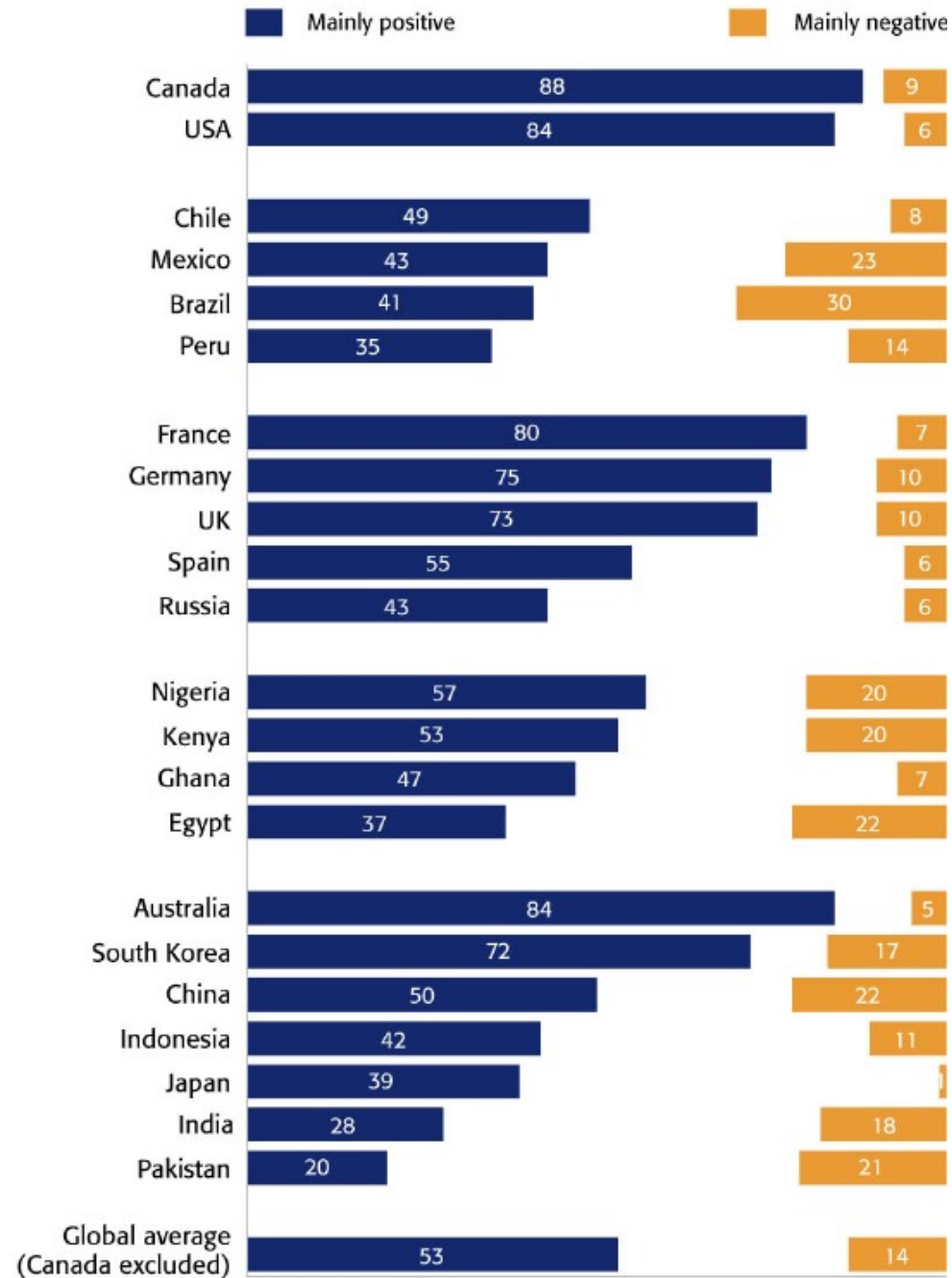
## views of Japan's influence

By Country, 2012



## Views of Canada's Influence

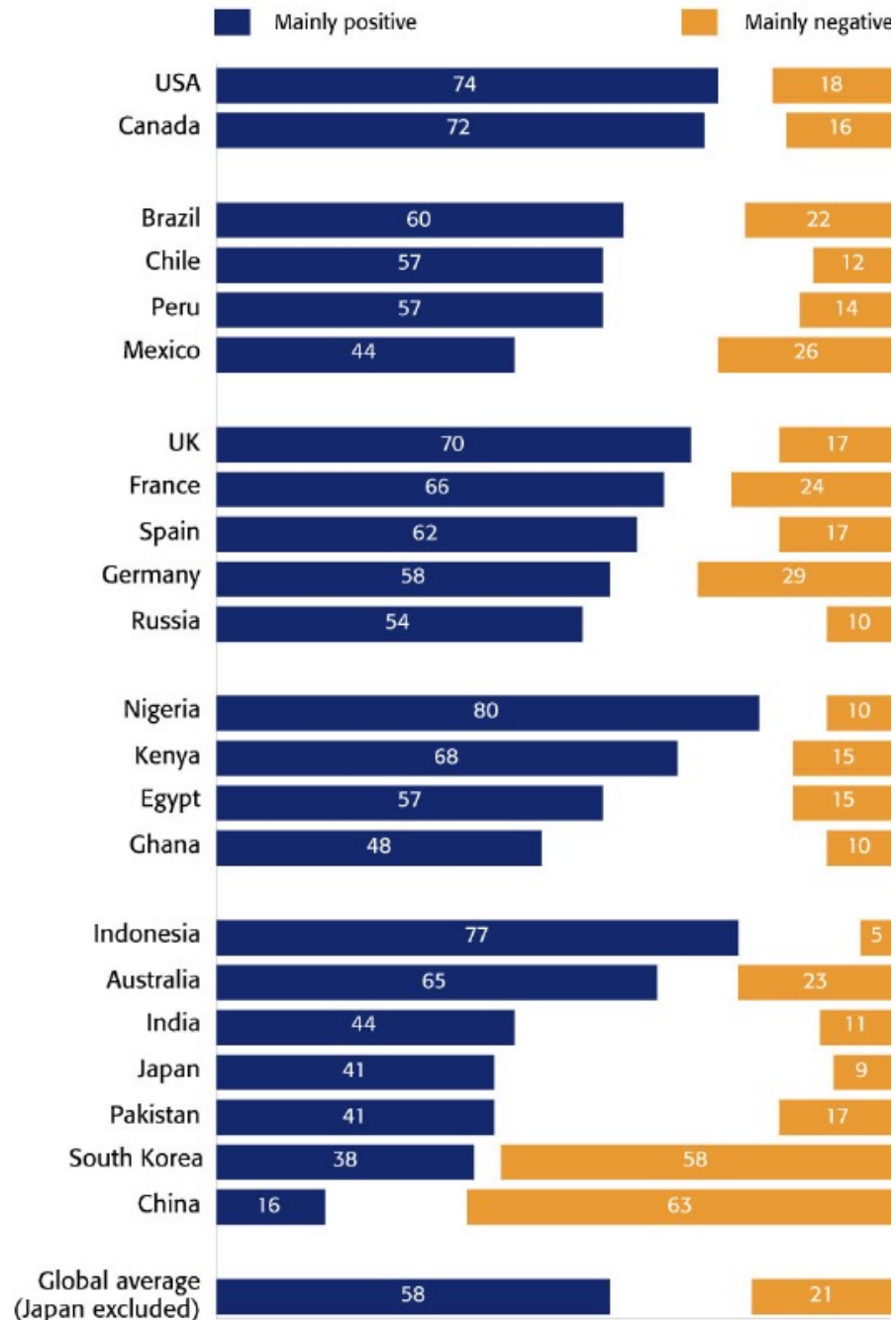
By Country, 2012





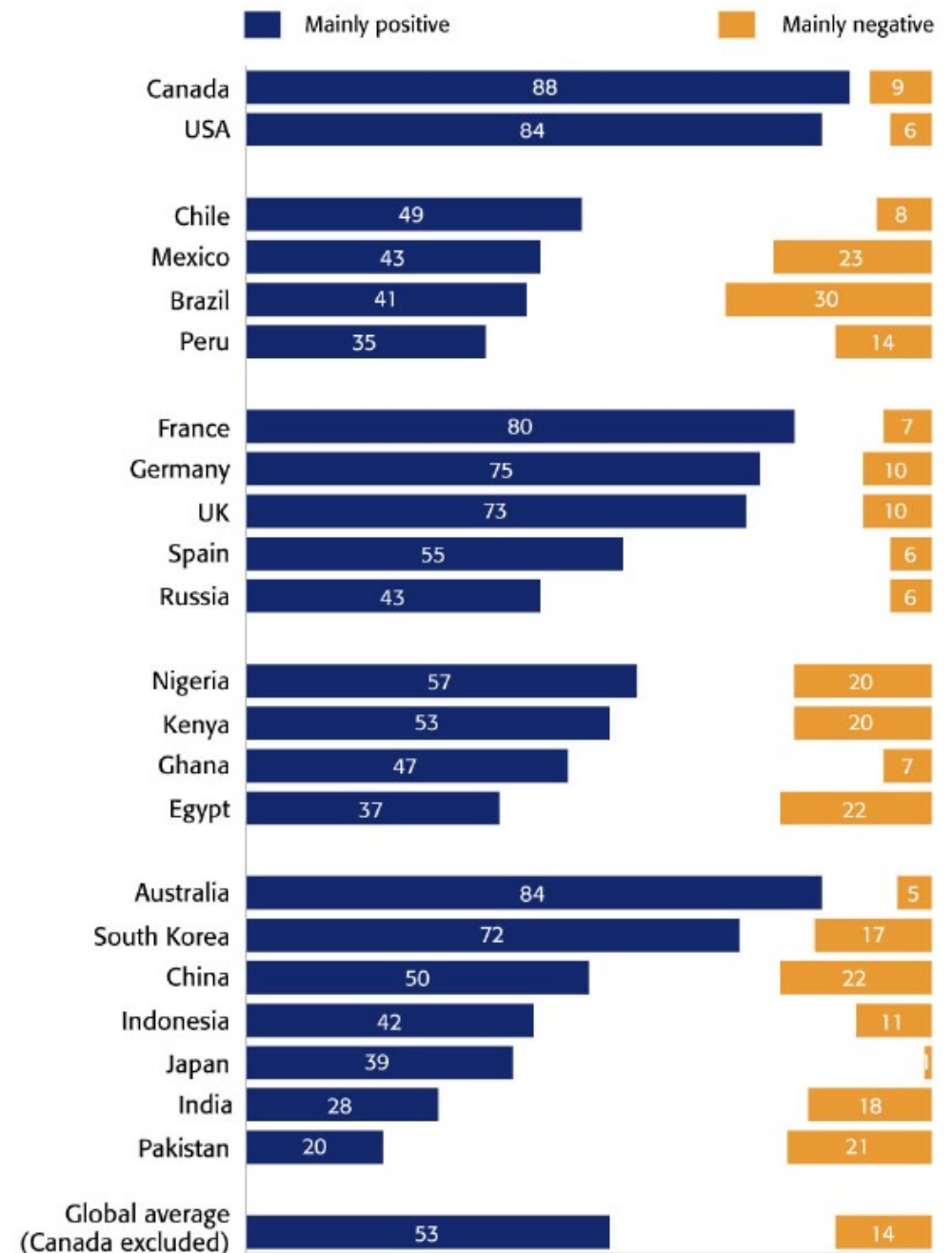
## views of Japan's influence

By Country, 2012



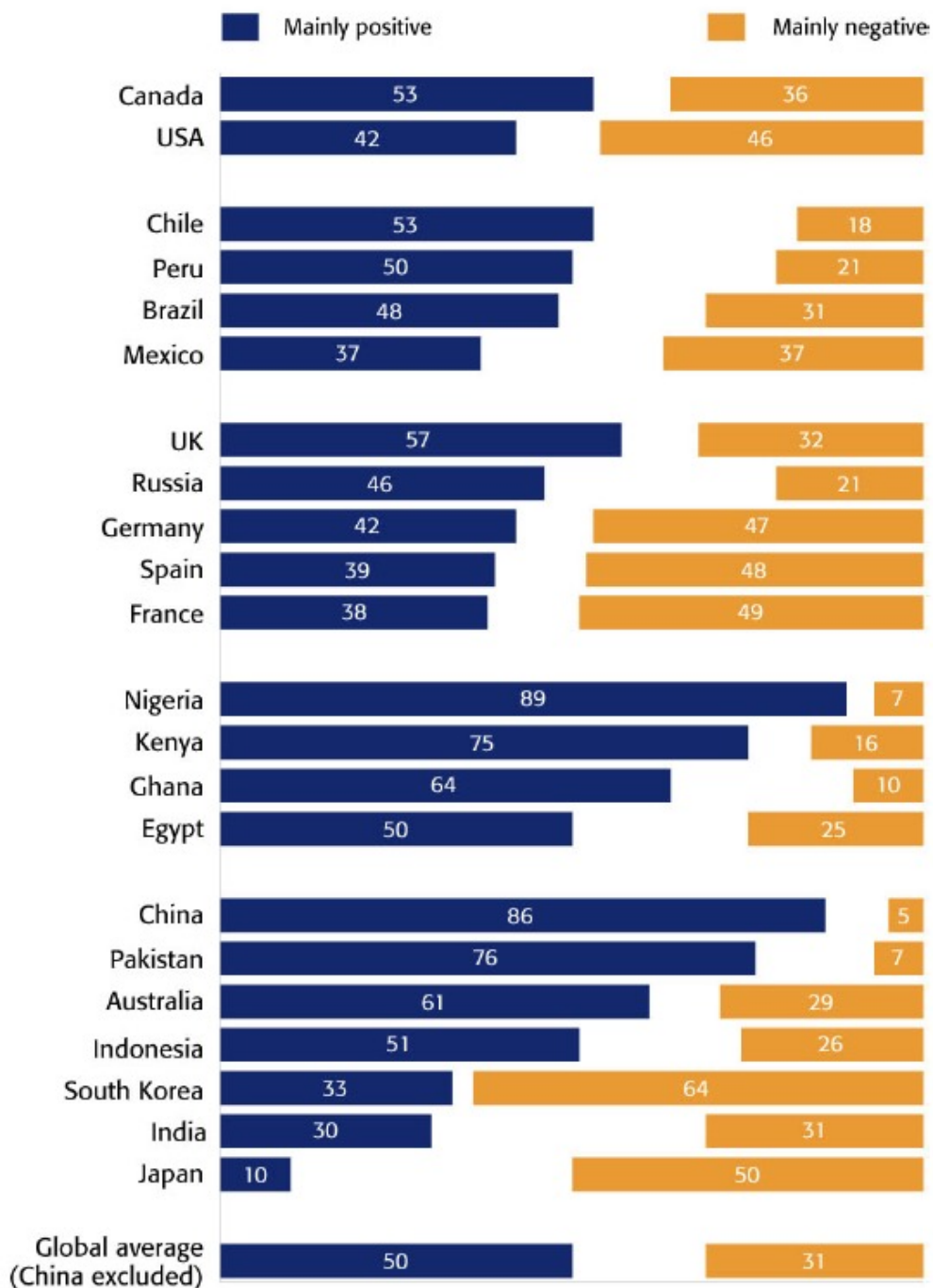
## Views of Canada's Influence

By Country, 2012



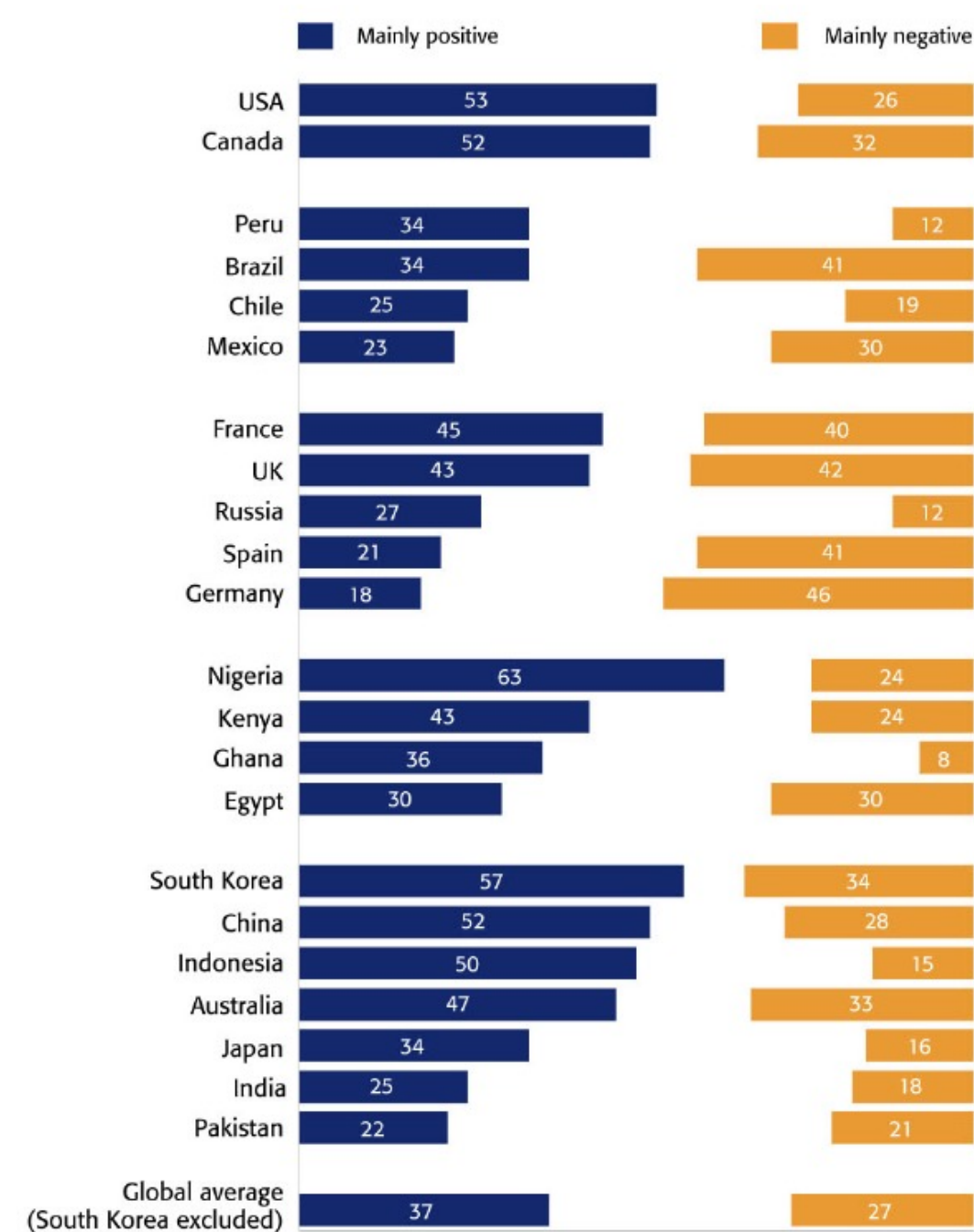
## Views of China's Influence

By Country, 2012

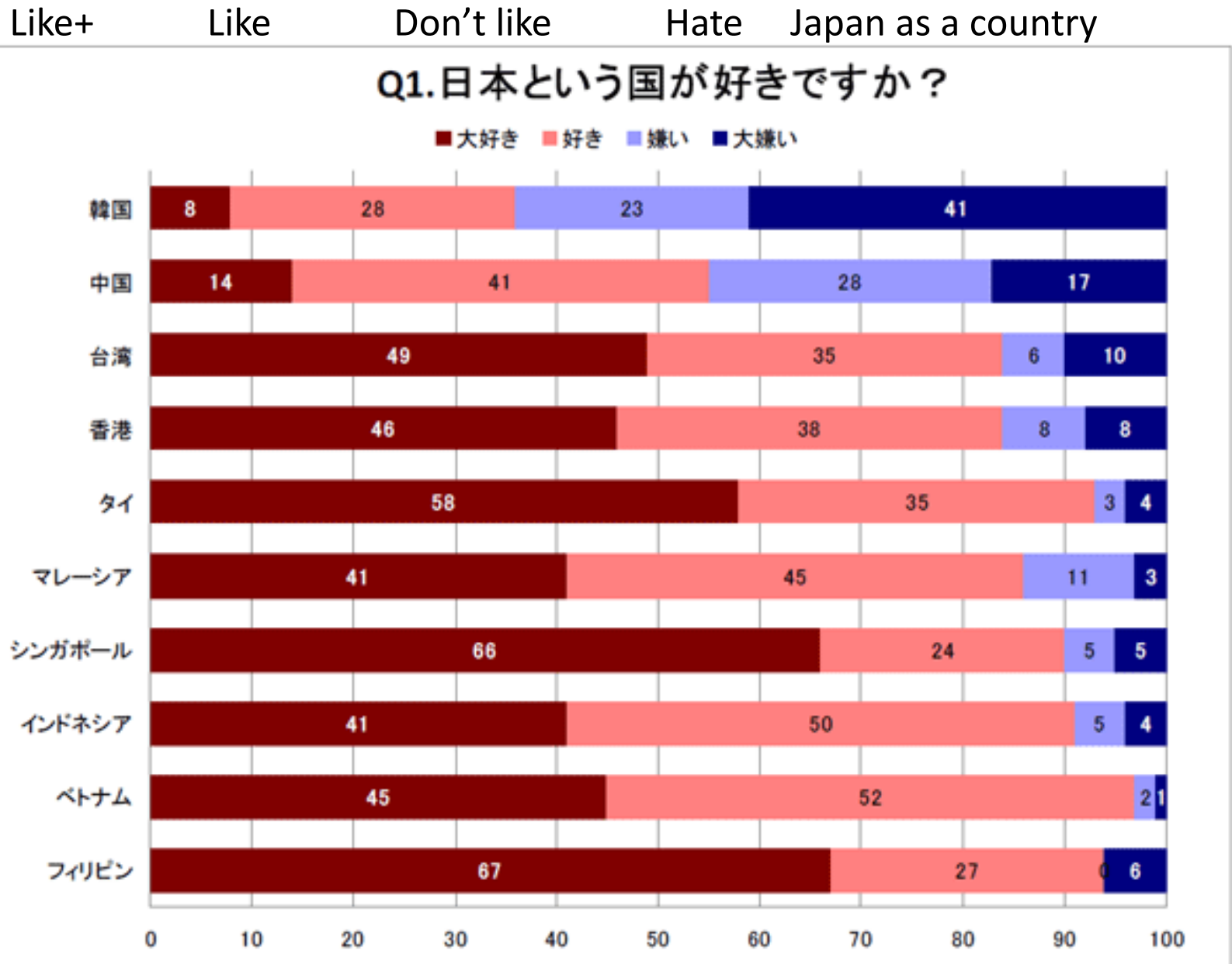


## Views of South Korea's Influence

By Country, 2012



2012 study by the Aun Consulting (marketing farm, JPN).



## Attitudes Toward the Income Gaps: Japan-US Comparison

Ohtake and Takenaka 2007

Figure 1: Trend in Economic Inequality in Japan and the U.S.

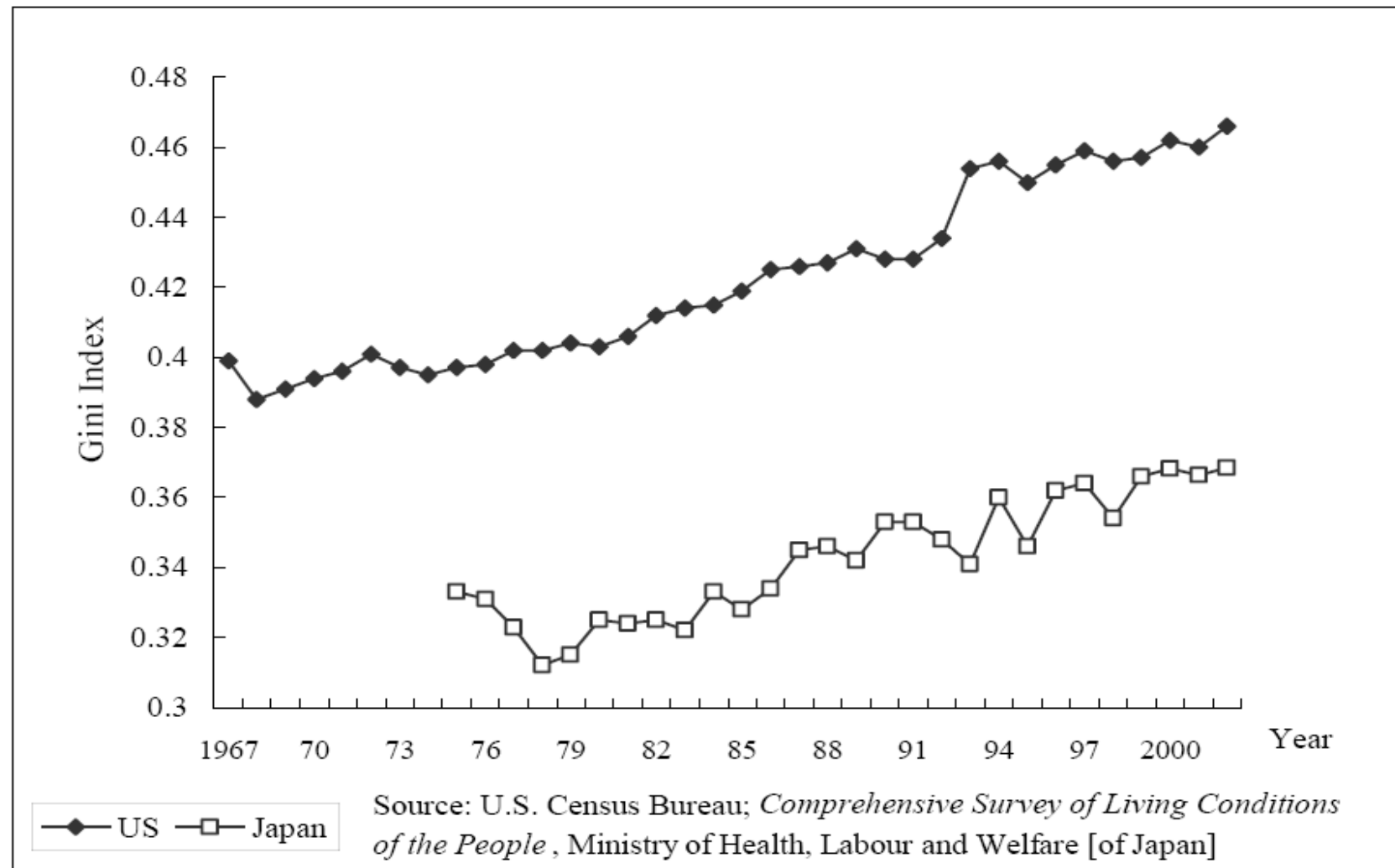
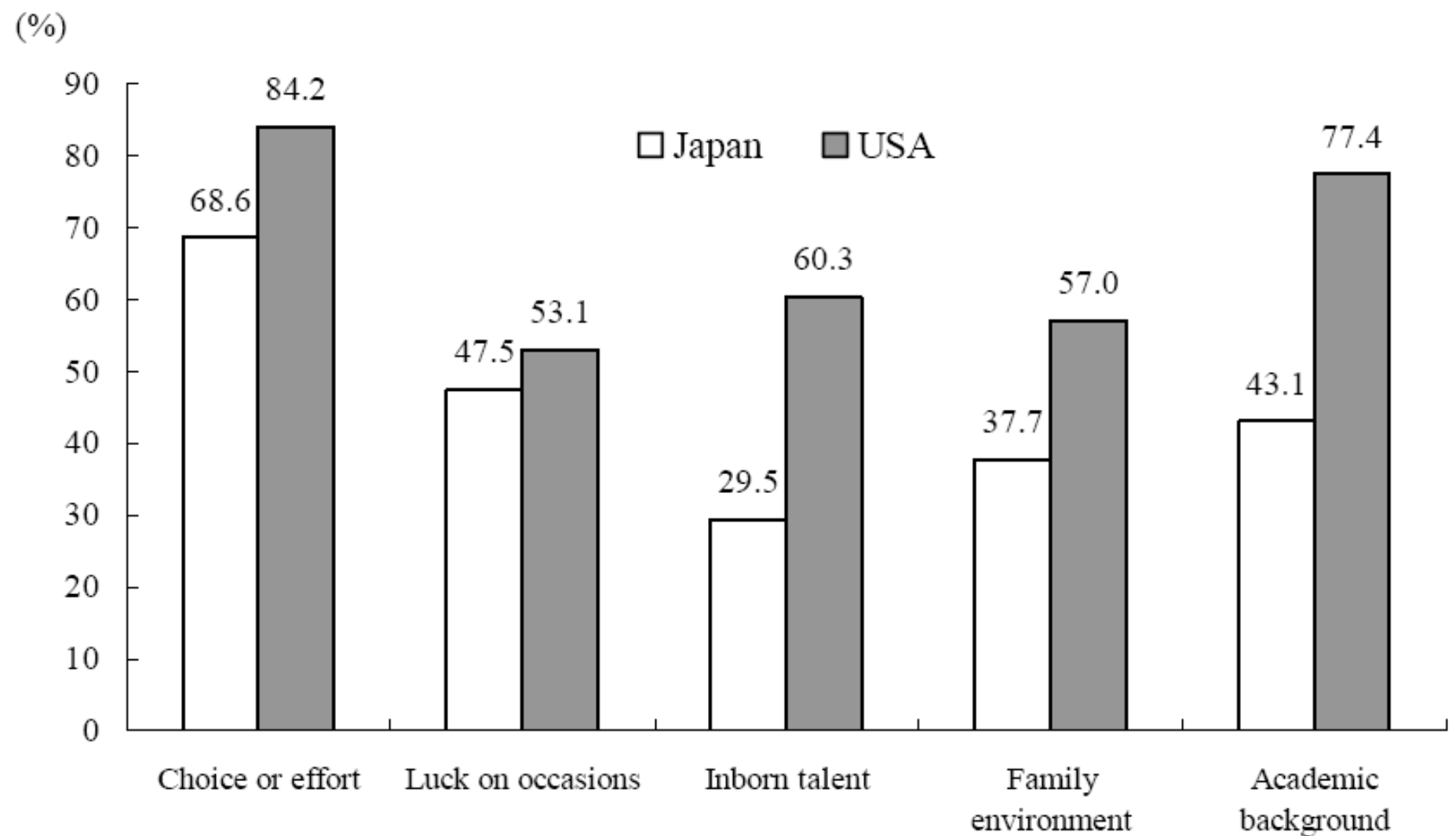


Figure 12: What Decides One's Income?



Source: Osaka University 21st Century Center of Excellence Panel Survey (2006)

Figure 13: What should Decide One's Income?

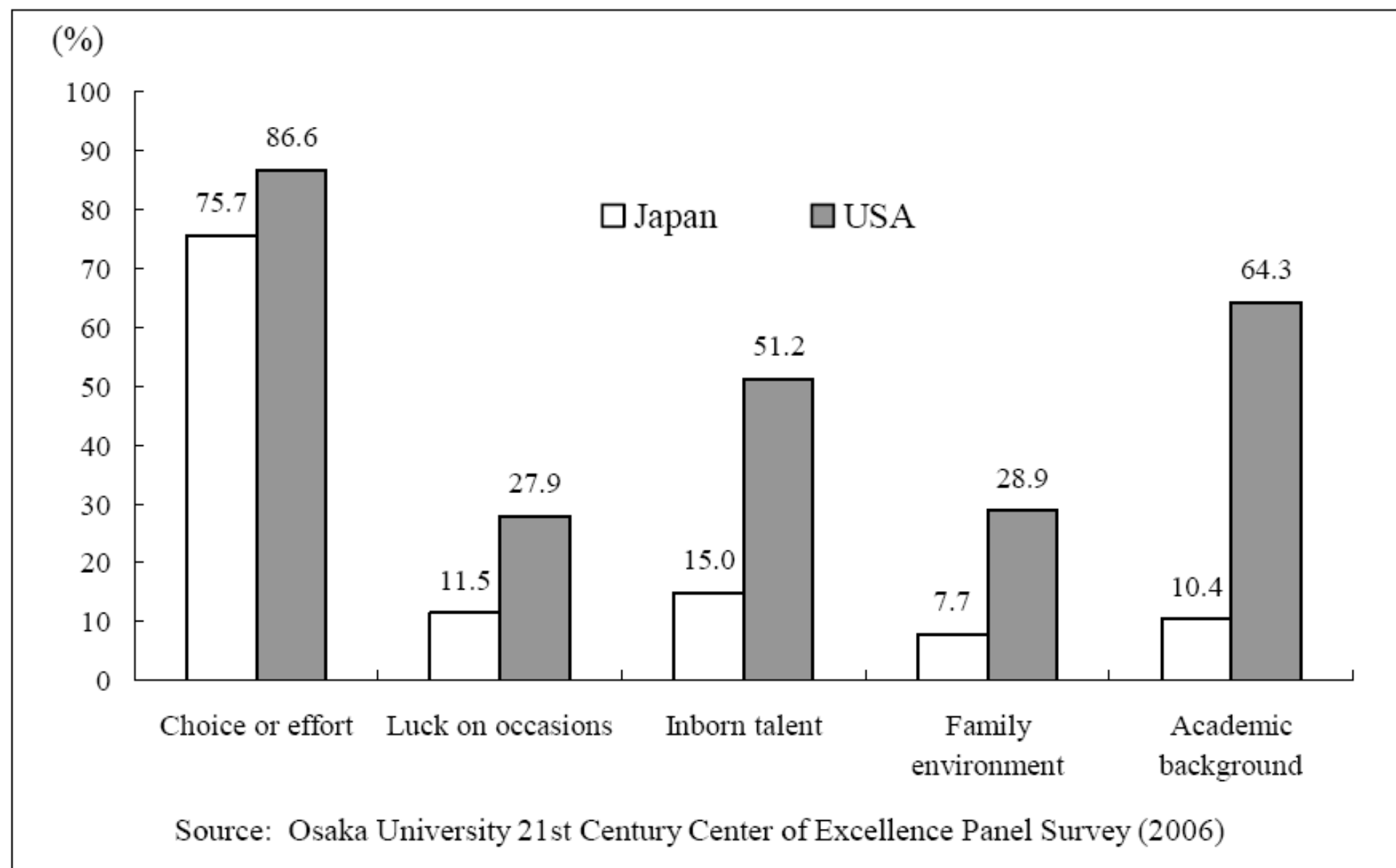


Table 4: Proportion of Those Who Think that Equal Opportunity for  
Becoming Rich is Given by the Society (%)

Age	20s	30s	40s	50s	60s	70s+
Japan	9.9	13.7	11.4	16.8	20.2	23.3
U.S.	39.7	35.9	42.9	45.4	50.8	50.7

# NEF (New Economic Foundation) Happy Planet Index

Country	HPI	Experienced well-being	Life expectancy	Ecological Footprint
<a href="#">Costa Rica</a>	64.0	7.3	79.3	2.5
<a href="#">Vietnam</a>	60.4	5.8	75.2	1.4
<a href="#">Colombia</a>	59.8	6.4	73.7	1.8
<a href="#">Belize</a>	59.3	6.5	76.1	2.1
<a href="#">El Salvador</a>	58.9	6.7	72.2	2.0
<a href="#">Jamaica</a>	58.5	6.2	73.1	1.7
<a href="#">Panama</a>	57.8	7.3	76.1	3.0
<a href="#">Nicaragua</a>	57.1	5.7	74.0	1.6
<a href="#">Venezuela</a>	56.9	7.5	74.4	3.0
<a href="#">Guatemala</a>	56.9	6.3	71.2	1.8
<a href="#">Bangladesh</a>	56.3	5.0	68.9	0.7
<a href="#">Cuba</a>	56.2	5.4	79.1	1.9
<a href="#">Honduras</a>	56.0	5.9	73.1	1.7
<a href="#">Indonesia</a>	55.5	5.5	69.4	1.1



## **North Korea Global Happiness Index: China Is The World's 'Happiest' Place**

[http://www.huffingtonpost.com/2011/06/06/north-korea-global-happiness-index-china-happiest-place\\_n\\_871784.html](http://www.huffingtonpost.com/2011/06/06/north-korea-global-happiness-index-china-happiest-place_n_871784.html)

Most global polls rate Scandinavian and west European nations as being among the world's happiest and most liveable. Not so says a North Korean survey, which ranked China as "the happiest place on earth."

As Shanghaiist is reporting, a new global happiness index released by North Korea's Chosun Central Television awarded China 100 out of 100 possible points.

If the "Gross National Happiness" survey is to be believed, isolated dictatorships are the key to overall well-being, with North Korea reportedly coming in second with 98 points, followed by Cuba, Iran and Venezuela.

Though full rankings and the survey's criteria have not yet been revealed (at least in English), the lowest marks are said to have gone to South Korea, which scored just 18 points to come in at 152, while the United States -- reportedly listed as "the American Empire" -- fared even worse at 203 with a measly three points, MSNBC is reporting. Israel was nowhere to be found....

# Week 2: Questions to Think About

- What kind of information can we get from those stats (OECD analyses, CIA factbook, etc.)?
- What kind of information can we not get from them?
- It is often said that the stats (analyses of those kinds) should be taken as grains of salt. Why?
- Consider (List, if you like) the elements (topics) of Japan studies. It's OK for the list to be partial.
- Try to classify the list into some 'organized' form(s) -- like, arts, economy, politics, society, etc. (These are tools of convenience, not something absolute).
- Do you know something related 'topics' if applied to Canada?
- Why should we be "critical" in analyzing foreign cultures? How can we be critical?
- How can we find the relevant information about Japan? You'll need to organize the answer according to the 'topics' . Try to be as concrete as you can, although there is a limit.

# Week 3



# Week 3

- Conceptualizing Japan
  - What is Japan?
    - Varying answers depending upon the angle one takes
    - So, inevitably, answers are ‘conditional’
      - i.e., from the view point X, it is/can be/may be ...
  - What are the ‘angles’/perspectives?
    - Geological, political, historical, etc. etc. etc.
  - What is the concept of ‘nation’, ‘nation-state’, and when did they arise?
  - What kinds of ‘facts of life’ in Japan are you interested in (curious about)? (OK, this Q is getting old).
  - What would you like to know about Japan? How can we find learn about the topic you want to know?
    - Another way of asking the previous question.

# In other words

- Our conceptual/methodological discussion is “over”.
- From now on, we will apply the methodology on concrete subjects.
  - Do make mental references when we talk about concrete issues.
- So, what is Japan?
  - (It might be useful if you also ask “what is Canada” or whichever country of your choice.)

# For Week 3, Read

- Reischauer and Jensen Ch 2 & 3
  - “Agriculture” and “Isolation”
- Reischauer and Jensen Ch’s 4—7 will become relevant in WK 3 and 4.
  - So, you might want to look at them over the weekend, as well.
- Hendry Ch1 (Historical Background)
- Huffman Intro (Already assigned)
- We will first dig from the history side of Japan, just to make sure we are all in sync.

# Paper One

- Choose one topic that you may want to write a (final) paper about.
- Briefly explain what it is, why it is interesting, and how you go about researching.
  - Perspectives: potential view points explained (with some simple examples).
- The last issue should be based more on the source (data, theory, opinions) than your action plan. So, quotes/data etc. would be needed.
- You don't have to use this topic for your final paper, but picking the final paper topic now might save you some time/effort.

# Paper-Writing Tips

- (wiki) Jōmon pottery is said by many scholars to be the oldest yet discovered in the world. [\*\[citation needed\]\*](#) ←
  - It is important to give evidence (or references (citations) for your assertions.
- The thesis statement (key conclusion) **MUST** be presented in the introductory section.



# Paper (should include)

- Introduction
  - Starter + Thesis
- Body
  - What it is and which perspectives...
  - What its relevance is:
    - i.e., why it's interesting.
  - How you go about researching.
- Conclusion
  - Thesis/Conclusion
  - Some implications, if available.

# A Sample Introduction

- Japanese is known to be heavily influenced by the western culture (Reischauer and Jensen 1994). In this paper, I will show that Japanese arts had a revolutionary influence on the western fine arts in the early 20<sup>th</sup> century, generally referred to as *Japonisme*. For that, I first define *Japonisme*. Then, I briefly examine the impact of Japanese arts in Europe and America at that time, largely following Wichmann's (2007) analysis. Finally, I consider three views of why *Japonisme* became so influential in the west; in particular, we look at Berger and Britt 1992, Wichmann 2007 and Irvine 2013. I conclude that the European classical style may have become too conservative for creating new arts, and that the Japanese artistic styles, free from the European classicism, were imported at the “right” time, allowing the western artists to incorporate those new styles.