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. These topics are approached from the perspective of linguistic anthropology (culture and meaning) and sociolinguistics (forms that specify social attributes and speaking styles).

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, such as current slang, proverbs, and dialect forms.

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 (http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php). 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    i. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.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.”

2. Attendance and participation in class discussion is required.

3. Digital media: non-course related use of media (computers, 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/ for information on this process. Please visit 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 7 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 Sakai by 10 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 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 except 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-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?

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 Sakai by Monday, 09/16/13.

c. First draft or outline of analysis: Identify the features you plan to analyze, and explain your interpretation. Submit to Assignments in Sakai by Monday, 10/14/13.

d. Final paper: 9-12 pages, submit to Assignments in Sakai by Monday, 11/18/13

i. Evaluation method

1. Introduction: Data set is clearly identified, and reason for interest is explained.
2. Data presentation: Data is clearly presented.
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.

   a. multiple-choice, true-false, short-answer, and essay type questions

5. Final exam: Take-home exam due Wednesday, 12/11/13, by 12:30 p.m. Application of key concepts to interpretation of data.
   a. concept checking and data analysis

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:
4. Exercises and short presentations 14%
   b. Attendance and participation 06%
   c. Data analysis Paper 25%
      i. Abstract 02%
      ii. First draft 03%
   d. Mid-term exam 25%
e. Final exam 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

DAILY SCHEDULE

The schedule may be adjusted to revise or add assignments. Supplementary materials may be added to Resources in Sakai, 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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<tbody>
<tr>
<td>W 08/21/13</td>
<td>Introduction to course</td>
<td>Syllabus.</td>
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  • What do you observe about Japanese texture terms?  
  • How do Japanese texture terms differ from other languages? |

Week 2 Talking about Food

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assigned Readings</th>
<th>Exercises/ Assignments</th>
</tr>
</thead>
</table>
  Access online and click on PDF. | Exercise 1:  
  Visit “Taberogu,” (http://www.tabelog.com), and find an 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 Sakai. |
  Find an example of a Japanese food commercial on Youtube (search under 食べ物 cm) or elsewhere. Paste he url into Sakai For in-class presentation, explain whether or it displays the characteristics |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 08/30/13</td>
<td>Training in Japanese culture, performance and beyond</td>
<td>Bardsley and Miller, Chapter 2 “Conduct Guides and Kabuki Onnagata,” p. 48-66.</td>
<td>Present your clip to the class. Can you find any other contexts in which the concept of shugyō ‘training’ is used?</td>
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</table>

**Week 3 What it means to learn completely**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion</th>
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</thead>
<tbody>
<tr>
<td>M 09/02/13</td>
<td>Labor Day, classes suspended</td>
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<td></td>
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<tr>
<td>F 09/06/13</td>
<td>Spaces for socializing</td>
<td>Bardsley and Miller, Chapter 5 “A Dinner Party is not a Revolution: Space, Gender and Hierarchy in Modern Japan,” 95-113.</td>
<td>Can you find any examples of contemporary gendered spaces for socialization?</td>
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**Week 4 Men and their language and images**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 09/09/13</td>
<td>Men’s language, stereotypic and otherwise</td>
<td>Sréetharan, Japanese Men’s Linguistic Stereotypes and Realities: Conversations from the Kansai and Kanto Regions, p. 275-289 in Japanese Language, Gender, and Ideology.</td>
<td>What are the stereotypically masculine forms, and when are they used?</td>
</tr>
<tr>
<td>W 09/11/13</td>
<td>Male grooming; choiwaru oyaji</td>
<td>Bardsley and Miller, Chapter 6 “The Oyaji Gets a Makeover: Guides for Salarymen in the New Millennium,” 114-135.</td>
<td>What newly coined terms can you find that refer to men?</td>
</tr>
<tr>
<td>F 09/13/13</td>
<td>Salary men types</td>
<td>Work on your translation exercise.</td>
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</table>

**Exercise 3:** Select an entry from the Riiman jiten at http://www.asahi.com/kaisha/, and translate it. Label the entry clearly. Your translation need not be complete or perfect. Submit to Sakai.

**Week 5 Women and their language and images**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion</th>
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<tbody>
<tr>
<td>W 09/18/13</td>
<td>Image and voice pitch</td>
<td>Ohara, “Prosody and Gender in Workplace Interaction: Exploring Constraints and Resources in the Use of Japanese,” p. 222-239, in Japanese Language, Gender, and Ideology.</td>
<td>Are there contexts in which you alter the pitch, high or low, of your voice? What are the contexts, and why do you think you adjust your voice in that way?</td>
</tr>
<tr>
<td>F 09/20/13</td>
<td>Childbearing advice</td>
<td>Bardsley and Miller, Chapter 8 “Making and Marketing Mothers: Guides to Pregnancy in Modern Japan,” p. 156-177.</td>
<td>How has the focus of pregnancy advice manuals changed over the past two</td>
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<tr>
<td>Week 6</td>
<td>Gender and sexuality, identity display</td>
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<tr>
<td>M 09/23/13</td>
<td>Naming</td>
<td>Work on your translation.</td>
<td>Exercise 4: Select one of the kanji shown for male or female names, and translate the explanation of its meaning and/or the images it conveys in a name. <a href="http://www.meijiyasuda.co.jp/enjoy/ranking/kanji/index.html">http://www.meijiyasuda.co.jp/enjoy/ranking/kanji/index.html</a> Your translation need not be perfect or complete. Submit to Sakai.</td>
</tr>
<tr>
<td>W 09/25/13</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.</td>
<td>For class discussion: What sort of cultural shift does Shibamoto observe in the nature of the advice given to contemporary question writers?</td>
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<th>Week 7</th>
<th>Gender and sexuality: behavior that offends</th>
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<td>M 09/30/13</td>
<td>Identity construction</td>
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<td>W 10/02/13</td>
<td>Offensive behaviors</td>
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<td>F 10/04/13</td>
<td>Public etiquette</td>
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<th>Week 8</th>
<th>Language and the media</th>
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<tr>
<td>M 10/07/13</td>
<td>Mid-term Exam</td>
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<td>Week 9 Language and discrimination</td>
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<tr>
<td><strong>F 10/18/13</strong></td>
<td>Terms that refer to Burakumin</td>
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<tr>
<th>Week 10 Language and discrimination</th>
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<tr>
<td><strong>M 10/21/13</strong></td>
<td>Terms that refer to outsider minorities</td>
</tr>
<tr>
<td><strong>W 10/23/13</strong></td>
<td>Terms that refer to mental and physical differences</td>
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</tbody>
</table>
| **F 10/25/13** | Discrimination that is built into the language | • Gottlieb, Chapter 6 “Gender,” p. 117-134.  
• Endo; Shibamoto (trans.), Women and Words: The status of sexist language in Japan as seen through contemporary dictionary definitions and media discourse, p. 166-186, in Japanese Language, Gender, and Ideology. | For class discussion: What are some current gender-discriminatory words? |

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<th>Week 11 Honorific space; gendered space</th>
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<td><strong>M 10/28/13</strong></td>
<td>Rethinking gender and politeness</td>
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<td><strong>F 11/01/13</strong></td>
<td>Rhetoric of fashion</td>
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<td>Week 12</td>
<td>Gender and script innovation</td>
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<tr>
<td><strong>M 11/04/13</strong></td>
<td>Language and identity display</td>
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<tr>
<td><strong>F 11/08/13</strong></td>
<td>Homecoming, classes suspended</td>
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<th>Week 13</th>
<th>Stance and role variation</th>
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<td><strong>M 11/11/13</strong></td>
<td>Veteran’s Day, classes suspended</td>
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<td><strong>W 11/13/13</strong></td>
<td>Dialect in context</td>
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<td><strong>F 11/15/13</strong></td>
<td>Different versions of self</td>
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<th>Week 14</th>
<th>Adolescent identity display: innovations in writing styles</th>
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<th>Week 15</th>
<th>Visual representations of meaning</th>
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<td><strong>W 11/27/13</strong></td>
<td>Thanksgiving, classes suspended</td>
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Week 16: Scriptal representations of meaning


W 12/04/13  Findings  Discussion of data analysis projects. Brief description of the focus of your project, and summary of the results (2 minutes).

Week 17

W 12/11/13  Take-home Final exam due. Submit to Sakai by 12:30 p.m. Early submissions welcome.

Reference tools


Dictionaries


Dialect Atlases


Websites

1. 死語 shigo, obsolete words [http://matome.naver.jp/odai/2135144592218401701](http://matome.naver.jp/odai/2135144592218401701)
2. Japanese dictionaries
   a. WWWJDic [http://wwwjdic.se/cgi-bin/wwwjdic.cgi?1C](http://wwwjdic.se/cgi-bin/wwwjdic.cgi?1C)
   b. Goo [http://www.goo.ne.jp/?ST=2](http://www.goo.ne.jp/?ST=2)
   e. 流行語辞典 [http://www.kotoba.ne.jp/glossary.cgi?k=vogue_words](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://bossesound.blog133.fc2.com/blog-entry-71.html](http://bossesound.blog133.fc2.com/blog-entry-71.html)
3. Japanese slang websites
   a. [http://singojiyu.co.jp/](http://singojiyu.co.jp/) (Gendai yoogo no kiso chishiki contest)
   b. Ryuuukoogo [http://ja.wikipedia.org/wiki/%E6%B5%81%E8%A1%8C%E8%AA%9E](http://ja.wikipedia.org/wiki/%E6%B5%81%E8%A1%8C%E8%AA%9E)
   c. NicoNicoPedia ryuuukoogo 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](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)
5. Japanese Manners
   a. JTB publishing on travel etiquette
      i. [http://www.jp-guide.net/manner/index.html](http://www.jp-guide.net/manner/index.html)
   b. Mezase manaa bijin [http://www.orangepage.net/op/life/manner/](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://natumesketch.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

l. Detailed explanation of corporate etiquette

m. Dog manner belt

6. Choiwaru oyaji blogs
      i. Choiwaru oyazi no 荒くれブログ
      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. Hachioji 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/