



# School of Public & International Affairs

## UNIVERSITY OF GEORGIA

### INTL 4364

### POLITICS OF JAPAN

Term: Spring 2025  
6 January – 2 May 2024  
MWF 11:30am – 12:20pm  
Sanford Hall 313

**Professor:** B. Bryan Barber, Ph.D.  
**Email:** bryan.barber@uga.edu

**Student Hours:**  
Wed & Fri 12:30am – 1:30pm @ Candler Hall 217  
- Use [Calendly](#) to make appointment

「政事は豆腐の箱のごとし、箱ゆがめば豆腐ゆがむなり。」

“Politics is like a box of tofu; if the box is warped, the tofu will be warped.”

– Ninomiya Sontoku

## Course Description

Japan is one of the most significant players in world affairs. While geographically a rugged, narrow archipelago largely devoid of adequate, arable land and natural resources, it occupies a strategically significant position in the Asia-Pacific. Rapid political, economic, and societal developments occurred in both the late nineteenth century and after World War II, yet Japan faces serious challenges today such as population decline and graying, a seemingly insurmountable national debt, three decades of economic stagnation, persistent energy challenges, unparalleled natural disasters, and territorial disputes with several of its neighbors. Japan is also the world’s largest creditor state, and by holding trillions of dollars of assets overseas, what happens in Japan has the potential to affect the entire world. Indeed, what happens in Japan has tremendous implications for international affairs in the twenty-first century, just as it did in the twentieth century.

There is much to be learned from Japan, and its political system. This course is an introduction to Japanese politics, but we will be getting a lot more in depth than an ordinary intro-level course. Special attention is given to the formation of the Japanese variant of democracy, its unique political economy, social policy, and international relations. Upon completion of this course, students will be able to identify the norms and institutions unique to Japanese governance, grasp the pivotal role Japan plays in international politics, and be able to compare and contrast Japanese politics with that of other states familiar to students.

## Student Learning Outcomes

Upon completing this course, students should be able to:

1. understand and discuss the policies and policy orientations of Japan;
2. comprehend and evaluate the historical legacies which have contributed to Japan’s contemporary political system;
3. evaluate and provide informed views on Japan’s role in international politics and economics;
4. analyze Japan’s contemporary challenges, its specific policies in response to said challenges, and compare and contrast these to similar challenges faced by other states;
5. apply the theoretical and analytical tools learned to examine the politics of any state.

## Course Materials

This is a **no cost course**, meaning you are not required to purchase any books or other instructional materials. Instead, we use eLC for required reading materials as well as announcements, the course calendar, and presentations. You will also use eLC to submit assignments and to take assessments. It is essential that you monitor its content regularly.

## Course Structure

The course focuses on providing an atmosphere for active engagement. Generally, classes will be divided among interactive lectures, activities, and group discussions. In this class, you will play a more active role by contributing your thoughts, analysis, and questions.

## Communication

### Email

You are welcome to email me anytime about any issue you may be having in the class. I reply to your emails when I receive them to confirm that they got through. If I do not reply to your email within 48 hours, that means I did not receive it. Also, I am never offended by a follow-up email, so please do not hesitate!

I do have a few rules for email communication:

1. Please use proper email etiquette. Start your email “Dr. Barber,” “Dear Dr. Barber,” or “Dear Professor Barber” for initial contact. I will not answer emails that use improper salutation.
2. I often teach multiple sections of the same course, so please include the course name and either the course meeting times or course reference number (CRN) in the email.
3. If an email was sent to me *during* class by a student present, I will not respond, as this is an inappropriate use of class time and a prohibited use of electronic devices (see below). Instead, please talk with me in person before or after class, or email outside of class time.
4. I prefer corresponding via @uga.edu email rather than eLC email.
5. **Always ensure your question is not already addressed in this syllabus before emailing me.**

### Student Hours

I do not keep “office hours”; rather, I keep “student hours,” because this time is dedicated to you! Please make a 15-minute appointment time here: <https://calendly.com/bbryanbarber/student-hours>. If you believe you will need more than 15 minutes, feel free to reserve two slots (max.). If you would like to meet at a time outside of my Student Hours, contact me and I will work with you to arrange that.

### eLC

**\*\*Please register for Announcement Notifications!\*\*\***

I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class eLC page. To sign up for Announcement Notifications: your name on the class eLC page > Notifications > Instant Notifications > Announcements.

## Prohibited Electronic Devices

### Laptops

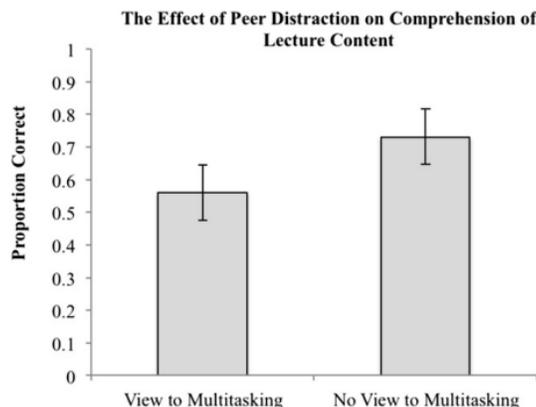
Laptops are **not** welcome in class unless I instruct you to use one. Your laptop should stay off your desk. Now, allow me to explain why.

A [2016 study](#) at West Point found that classes where laptops were banned performed *significantly* better than the same classes where they were permitted.<sup>1</sup> The same study also concluded that students with high grade point

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<sup>1</sup> Carter, S.P., Greenberg, K., and Walker, M.S. 2017. “Should Professors Ban Laptops? How Classroom Computer Use Affects Student Learning.” *Education Next*, 17(4), p. 73. Access: [https://www.educationnext.org/wp-content/uploads/2022/02/ednext\\_xvii\\_4\\_carter\\_etal.pdf](https://www.educationnext.org/wp-content/uploads/2022/02/ednext_xvii_4_carter_etal.pdf)

averages at the beginning of their college careers are the most susceptible to their grades declining due to the use of devices!<sup>2</sup> Other studies, such as a [2014 Princeton study](#), have demonstrated that laptop notetaking is less effective than longhand notetaking for learning.<sup>3</sup> Further research also suggests that a multitasking laptop user in class not only hinders his/her own academic performance, but also those with a direct view of his/her screen (see the graph below)!<sup>4</sup>



I am committed to your academic success throughout this course (and thereafter), so given the abundance of evidence in the abovementioned studies, **laptops are not welcome in class unless I instruct you to bring one**. This rule can be waived only under the following circumstances:

- (1) you provide proper documentation from UGA's Disability Resource Center (DRC), stating that the use of a laptop is required;
- (2) you come to my student hours and make a case for why you want to use a laptop during class. I may or may not approve.

It is important to me that you improve your interpersonal skills in this course, and any technology is a distraction from that. By not using laptops, the setting in this classroom allows for more engagement and participation. You will also retain more information.

### Phone

Similarly, the use of phones and other electronic communication devices are not permitted in this class, unless I give you specific permission to do so. Repeated unnecessary use of such devices will negatively affect your grade, and I may ask you to leave the room and you will forfeit your ability to earn Attendance or Participation credit for that day.

All phones and other devices which make noise must be turned off or put on silent/vibrate upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices will negatively affect your grade. In such a case, I may ask you to leave the room and you will forfeit your ability to earn Attendance or Participation credit for that day.

### Earbuds and Earphones

One thing I consider highly disrespectful is someone wearing earbuds or earphones (wired or wireless) during class. If you use earbuds or earphones during class, then you will *definitely* be asked to leave, and forfeit your ability to earn Attendance or Participation credit for that day.

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<sup>2</sup> Ibid.

<sup>3</sup> Mueller, P.A., and Oppenheimer, D.M. (2014). "The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Note Taking." *Psychological Science*, pp. 1-10.

<sup>4</sup> Sana, F., Weston, T., and Cepeda, N.J. (2013). "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers and Education* 62, p. 27.

# Assessment

## Research Paper (25%)

The research paper is the summative product from your study in this course. Research papers are to be written on a topic selected by you, but in consultation with me. The research paper is designed to give you an opportunity to study one issue in depth and on your own initiative, then come up with a unique, well-considered, and convincing argument. The research paper is graded on synthesis of class information, clarity, and critical thinking. Further details are forthcoming. The Research Paper grade includes preliminary submissions, and is assessed with the following point distribution:

Proposal Abstract	5pts
Outline	5pts
Peer Review Draft	10pts
Final Research Paper	80pts

Due dates for the Research Paper roughly correlate with due dates for the SPIA Undergraduate Research Colloquium *and* CURO Symposium. This is because I want to encourage all of you to submit your abstracts to one or both of these events. Both events are excellent ways to practice developing your research and presentation skills, and something you can add to your résumé!

## Exams (40% = 2 @ 20% ea.)

The two exams cover material in both lectures and readings, and include: (a) essay questions completed individually (40%); (b) multiple choice questions completed individually (40%); and (c) the same multiple choice questions completed in a small group (20%). If your (c) multiple choice group stage grade ends up lower than your (b) multiple choice individual stage grade, it is not recorded and your (b) individual stage grade will account for both (60%). An exception to this rule is an incomplete, or no participation in the group stage, in which case (c) remains 20% of your exam grade. Having two stages to the multiple choice portion of the exam is utilized because not only do they assess your comprehension of course material, but they also significantly improve comprehension and longer-term retention of content. Students who arrive late to class unexcused, after the group stage has begun, may join a group, but are not permitted to attempt the individual stage already completed, and must take a zero for that portion of the exam. Make-up exams are only considered if the absence is excused in accordance with the attendance excusal policy below. Do not ask to make-up an exam if your absence cannot be considered for excusal. Given the unlikelihood a group of your classmates can be formed for a make-up exam, expect make-up exams to include only the individual stage (in which case, for full credit). Exams are taken in class without access to course materials. The only exception is the (a) essay question section which is take-home for the Midterm (but not for the Final Exam).

## Reading Annotations (15%)

As a way to equip you with the necessary information to engage in class with the reading material, Reading Annotations are assigned using Perusall. For each week's readings (except Week 1), you must write at least three critical statements or questions about the reading content, and at least two responses to your peers' statements/questions, for a total of at least five comments in total. The following are some examples of critical responses you could write: questioning the author's analysis or research, adding a personal experience that would (in your opinion) make the statement more complete or applicable to the class, pointing out how it relates to other academic material, or agreeing or disagreeing with a peer and justifying why you are doing so. All posts must be your own thoughts! I want to see evidence you have thought deeply about the author's arguments and your peers' comments. **To ensure you can earn full credit, make sure your posts are personalized, unique, with substance, and not in the poor fluff style typical of AI writing.** If I suspect one or more posts are not your own thoughts, I will request you discuss the post(s) with me individually to determine whether credit can be earned.

Reading annotations are due when class begins. Late attempts of reading annotations are not accepted unless approved documentation outlined below (under "Attendance") indicates you could not contribute to the reading annotations for the entire availability period (and not just the final day, for example). Without said documentation,

please do not contact me with a request for late comments. It is advised that you work well ahead of these deadlines. Contributions to the reading annotations must be completed on your own time. Reading annotations made during class, as recorded in Perusall, are an automatic zero, as this is an inappropriate use of class time.

### **Quizzes (5%)**

We have two in-classes quizzes on essential information about Japan early in the semester in which clear mastery is needed prior to proceeding with in-depth study. The first quiz is on geography and the second on a “who’s who” of Japanese politics.

### **Participation (10%)**

Being an active-learning course, active participation from all students is essential. You are expected to come to class having completed the assigned readings and prepared to discuss and ask questions about the readings and lectures. On most Fridays, we will have discussion classes, where students lead the discussion. You are expected to ask critical questions and respond to questions throughout the class based upon that week’s lectures and readings.

For weeks with a Friday discussion, the participation grade is assessed on a scale from 10 to 0 based upon the quality and quantity of student engagement in the classes for the week. Among the three class days in the week, participation grades are distributed at a ratio of 2:2:6, meaning that Mondays and Wednesdays are each worth 2 of the 10 points in a standard three-class week, while Friday discussion classes count for 6 of the 10 weekly participation points. For weeks without a Friday discussion, the participation grade is assessed on a scale from 5 to 0 based upon the same criteria, but with an even distribution for each day. If you attend all three classes in the week, but do not ask or respond to questions, you will earn a zero for participation that week.

Each of you will lead Friday group discussions one or more times throughout the semester. As discussion leaders, you will need to prepare a brief five-minute summary of the main themes from the readings and lectures, then have some critical questions prepared for the group discussion. Each time served as discussion leader is equivalent to one 10-point week’s participation grade.

### **Attendance (5%)**

Attendance is recorded in a binary 0 for absence and 1 for present for each class meeting. Students not fully engaging in classroom activities, or not present for the complete 50 minutes of the class session, cannot earn a “present” attendance grade. If you arrive late or leave class early, you cannot earn “present” for the attendance grade. If you receive an absence for a class meeting which you believe you earned “present,” notify me within 24 hours of the grade posting in eLC, else it cannot be disputed. To put this attendance grade in context, for each marked absence throughout semester, this is a loss of approximately 0.111 percent of your final grade. However, bear in mind that the Participation grade is also affected by each absence. **If you are recorded present for less than 60 percent of class meetings throughout the semester, the attendance grade is an automatic zero.**

Out of respect to students who are habitually punctual, and to prepare everyone for the “real world,” **I make every effort to start class precisely on time.** For this course, budget extra preparation time to be present by the start time.

**Absences** can be excused only under the following circumstances, and with official documentation:

1. A university-sanctioned event (proper UGA letterhead is needed as documentation);
2. Personal illness, when attendance in class would endanger your health or the health of others (you must provide medical documentation [a doctor’s note] specifically indicating you could not attend classes on said date);
3. There is a serious illness in your *immediate family* (defined as parents, siblings, spouse, or children) which would reasonably necessitate absence from class (you must provide medical documentation [a doctor’s note] specifically indicating you could not attend classes on said date);
4. A mandated court order by a governmental agency (with legal documentation clearly indicating your summon on the date conflicting with class);

5. Special and recognized holidays of your religion (in which case, in accordance with [UGA's Religious Holidays Attendance Policy](#), approval of such absences can only be granted if I receive written notice from you at least one week [seven days] in advance of the religious holiday);
6. The wedding or funeral of a *close relative* (defined as abovementioned *immediate family*, plus grandparents, aunts, uncles, siblings-in-law, half-siblings, and first cousins) (requires documentation clearly indicating you cannot attend on said date).

**Excusal requests for absences are not accepted any later than one week (seven days) from when the absence took place. When possible, I greatly appreciate receiving excusal requests prior to the date in question.**

Do not ask about having an absence excused without any of the aforementioned documentation which must include: (a) your first and last name and (b) the absence date(s). If you need support with the certification of the legitimacy of an absence, the Office of the Vice President for Student Affairs can produce a letter on your behalf if the reason is determined legitimate. Note that the documentation, itself, does not excuse an absence; only the instructor has the authority to excuse you from class. In the case of an excused absence, you are not marked present for the missed class session; rather, the attendance grade for the missed class session is cancelled out of the total attendance average.

Student Care and Outreach (SCO) verifies when students are experiencing extenuating circumstances that may impact their abilities to engage with classes, and notifies instructors about these circumstances, but **SCO is clear that their notification to faculty does not excuse absences**. Official documentation, as outlined above, is still necessary for excusal.

Many live without health insurance, and many who have it still cannot afford a doctor's visit for routine illnesses. Know that if you are a full-time student at UGA, then you are paying a \$206 health fee which allows you to use the University Health Center with no out-of-pocket costs for appointments to see a doctor. Also, know that many uninsured students qualify for the new Georgia Pathways to Coverage program. Georgia Pathways offers no-cost Medicaid coverage to eligible Georgians who meet the qualifying activities threshold. *Enrollment in higher education is one of these qualifying activities*. If you do not currently have health insurance, please visit here to learn more: <https://dch.georgia.gov/georgiapathways>.

The following are some circumstances (not exhaustive) which happen in life, some misfortunate and some laudable, but are **not** grounds for an excused absence:

- Having a flat tire or any other transport complications on the way to class;
- Missing your bus, or your bus not arriving on time, on the way to class;
- Needing to work during class time;
- Volunteering for a charity organization;
- Joining in a peaceful protest;
- Personal illness, but without visiting a physician and obtaining medical documentation;
- Taking care of a sick relative not in your *immediate family* (defined above), or a sick pet;
- Going to vote or registering to vote (if not registered in Athens, vote absentee!);
- Adverse weather conditions, such as snow or ice (absent of a university-wide cancellation of classes);
- Early travels for holidays (**including Spring Break and the final class meeting before Summer Break**).

Assessment	Graded Points	Percent of Final Grade
Research Paper (1)	100	25%
Midterm Exam (1)	100	20%
Final Exam (1)	100	20%
Reading Annotations (14)	5-to-10, ea.	15%
Participation (weekly)	5-to-10, ea.	10%
Attendance (daily)	1, ea.	5%
Quizzes (2)	20, ea.	5%
<b>Total</b>		<b>100%</b>

Grading Scale		
Grades	Percentage	Performance
Grade = A	100 - 93.00%	Excellent
Grade = A-	92.99 - 90.00%	Excellent
Grade = B+	89.99 - 87.00%	Good
Grade = B	86.99 - 83.00%	Good
Grade = B-	82.99 - 80.00%	Good

Grading Scale (cont.)		
Grades	Percentage	Performance
Grade = C+	79.99 - 77.00%	Satisfactory
Grade = C	76.99 - 73.00%	Satisfactory
Grade = C-	72.99 - 70.00%	Satisfactory
Grade = D	69.99 - 60.00%	Poor
Grade = F	59.99 - 0.00%	Fail

There is no rounding of grades beyond the **basis point** (1/100<sup>th</sup> of 1%, or 0.01%).

The above grading scheme is available so that you can keep track of your own standing in the course. If ever you want to find out, "What is my current grade in the course?" or "How much do I need to score on x in order to earn y in the course?" refer to these tables and the grades you receive in the eLC gradebook to calculate an answer for yourself.

### Grade Appeals

Bottom line: faculty are human, too, and if I made a mistake in my grading, I want to make it right. If you believe you have received an inaccurate grade, please prepare a formal appeal. The appeal should consist of a typed email that identifies the problem and presents concrete reasoning to substantiate why the assignment should be re-evaluated. If the grade was for a group assignment, all group members must be CCed to the email, and individually indicate in writing their approval of the grade appeal. Note that a request for re-evaluation means that I examine your entire work for a second time and *may* lower your grade upon closer review. **Grade appeals are not accepted any later than one week (seven days) from when the grade was returned to you.**

### Mercy Day

Sometimes things happen which prevent you from completing an assignment on time, or to the quality you expect of yourself. Therefore, **May 2 is Mercy Day for this course.** You are permitted to either submit your Research Paper late *or* resubmit it if not performed to the standards you expect of yourself, and I will accept and (re)assess it with no questions asked. Again, you are allowed **only one** late submission or resubmission of your Research Paper, and it must be submitted by Mercy Day May 2 11:59PM. Preliminary submissions for the Research Paper, such as the Proposal, Outline, and Draft are not accepted for Mercy Day (re)submissions, and considered as separate graded items.

### Extra Credit

Extra credit is not offered at any point in this course, including the end of the course after grades have been averaged. Requests for extra credit opportunities will be denied. Do your best on each assigned task.

### Note on Final Grades

It is both highly unprofessional and unacceptable to negotiate grades with your professors. In the past, after submitting final grades at the end of the semester, I have experienced emails from students wanting their final grades changed to reflect what the student “thinks” it should be, or what is “needed” for one objective or another, and not what was actually earned. This practice of “grade-grubbing” is unfortunately increasing across university campuses nationwide. Know that I do not negotiate grades. I spend a great deal of time grading student work and find it extremely disrespectful when students approach me with such an unethical proposition.

Again, your final grade is **NOT** subject to negotiation, and I will not respond kindly to grade grubbing appeals. If you have an issue with a specific grade earned, please see “Grade Appeals” above for how to address this. But, simply “needing” a better final grade in no way entitles you to one. If you plan to graduate soon, or if you need an exceptionally good grade from this course for whatever reason, the only possible way of receiving this is to work hard. The grade you *earn* is the grade you will receive. **The sole factor that matters in determining your grade is your performance in the course.** Awarding a student a better grade than the student deserves based on his or her official course performance is a violation of my professional ethics. Moreover, it is a crime deceiving your government and tax-paying fellow citizens.

## Academic Honesty

Students must commit to the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi).

**The minimum penalty for any type of plagiarism or cheating will be an “F” on the assignment.** As commonly defined, plagiarism consists of passing off one’s own ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues without which research cannot be safely communicated. Please review what the UGA Academic Honesty Policy says about plagiarism below:

*Plagiarism is using another’s work as your own without correct citations. Examples include, but are not limited to:*

- i. Directly quoting another’s written or spoken words without quotation marks.*
- ii. Paraphrasing without attribution.*
- iii. Presenting someone else’s original idea or theory as your own original work without attribution.*
- iv. Using statistics, images, or data without recognizing who compiled them.*
- v. Turning in work that another wrote as your own work.*
- vi. Self-Plagiarism: Submitting an assignment for credit that has already been submitted, unless the current instructor authorizes its use prior to submission.*

*The bottom line:*

- If it’s not your writing, thought, creation, or composition, cite it.*
- If it is your previous work, make sure you are allowed to use it.*
- If you had someone create or do this work on your behalf (paid or not), then it’s contract cheating.*

**As an instructor dedicated to academic integrity, I pledge that I always pursue the maximum penalty within the bounds of the university’s code of disciplinary measures regarding students who engage in academic dishonesty with no exceptions.**

### AI Policy

Be advised that any use of artificial intelligence software, or word mixing software to attempt disguising plagiarized work, is prohibited in this course. All submissions are scanned with AI detection software. Suspected unauthorized use of AI will be directly reported to the Office of Academic Honesty. I already have the unpleasant

experience of reporting students who have plagiarized by using AI to pass as their original work on assignments, and seeing this do terrible damage to their academic careers (to which I take no joy whatsoever!). Also, are you aware that AI is rapidly accelerating the loss of the world's scarcest natural resource, fresh water? It is estimated that with each string of AI text prompted, approximately [16 ounces of water](#) is consumed by data centers which house these AI systems.

#### *What about false positives on AI detectors?*

There are a number of proactive measures you can take to build a case for yourself if a wrongful accusation is made against you regarding us of AI:

1. Save a pdf of all your sources and be ready to share them right away.
2. Save working versions of your draft and be ready to share them right away.
3. Recover your document version history which shows your revisions, deletions, and additions over time.
4. Even saving just random screenshots of the paper partially written can help.
5. While I would never ask anyone to do this, sharing your browser history would certainly help defend against false positives on AI detectors.
6. Not as controversial, but would also help: you can share your UGA Library search history (it is under your name on the top right when you log in).
7. Lastly, if ever you are called in to discuss a paper due to false positives, just know that defending it should not be difficult. Given you just recently wrote the thing, no one knows the paper better than you, so be confident, if it ever came to this.

## **Copyright on Course Materials**

All handouts used in this course, inclusive of digital materials, are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, PowerPoint slides, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

## **Prohibition on Recording Lectures**

In the absence of written authorization from the UGA Disability Resource Center, you may not make a visual or audio recording of any aspect of this course. If you have a recording accommodation, you agree in writing that you:

- Will use the records only for personal academic use during the specific course;
- If you are reading the syllabus this closely, you are a very conscientious student who deserves two extra points on your Attendance Grade (two days' credit). Send me an email between January 12 and January 14 with your name and course number in the subject line and in one sentence share what is your favorite Japanese food. Early and late submissions will not be accepted. Mums the word!
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way;
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study;
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings, and also that you will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials;
- Will erase/delete all recordings at the end of the semester;
- Understand that violation of these terms may subject you to discipline under the Student Code of Conduct or subject you to liability under copyright laws.

## **Note on Japanese Nomenclature**

In this course we obviously discuss several different individuals with Japanese names. Japanese naming conventions are arranged with the surname before the given name, such as ABE Shinzō (often capitalizing the entire surname for clarity). While it had been accepted since the Meiji Period to switch these to the Western style when written or spoken in a European language, such as "Shinzō ABE," in 2019 Japan's Ministry of Foreign Affairs

requested that Japanese naming conventions remain in writing and address in all languages. In this course, I always follow the Japanese naming conventions and encourage (although do not require) you to do the same.

Furthermore, the Japanese language uses a combination of long and short vowels which affect pronunciation and meaning. While these distinctions are usually ignored when written in the Roman alphabet, increasingly writers are indicating Japanese long vowels by applying macrons – straight bars placed above vowels, such as “ō” and “ū.” An example of how this matters: *kōtsū* is “traffic,” but *kotsu* is “a knack” for something. A more relevant example: *minshu* is “democracy,” but *minshū* is “the people.” In this course, I will always add macrons to Japanese words where appropriate (found in Word on the “Insert” tab under “Symbol”), and I encourage (although do not require) you to do the same.

## Respectful Participation

We will all work to be great citizens in this course. Here are just a few ways in which this is achieved (and more may be added as we evolve in our expectations of each other):

- We will be respectful in our language and active engagement with each other and the ideas presented by others. Both personally and professionally, I value open discourses across the political spectrum. If at any time, you feel that others or I are not encouraging you to express your political opinions, please feel free to approach me so we can make sure to allow for this.
- We will all work to ensure that our contributions to the class discussion work to improve (rather than detract from) the quality of the course. Active engagement is prized, but we will not tolerate discourse that means to quiet, rather than encourage, others to contribute as well.
- There may be uncomfortable moments in this course as we face mistakes and hold each other and ourselves accountable. I encourage you to “call in” when mistakes (intentional or not) occur, rather than “call out” or “cancel” so that we may learn from each other.

## Commitment to Diversity

This course welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality, and those who hold unpopular political views. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students, and will engage in reasoned discussion that refrains from derogatory comments about other people, culture, groups, or viewpoints.

## Preferred Address

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me with your legal names. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

## Accessibility Note

If you plan to request accommodations for a disability, register **within the first two weeks of class** with the Disability Resource Center (DRC) *and then* make an appointment with me to discuss the accommodation. According to DRC accommodations cannot be retroactively applied for lapsed course work, so act promptly. DRC can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

# Letters of Recommendation Policy

It is very important to me that students who work hard and develop in my classes succeed in future pursuits. Therefore, I am happy to write letters of recommendation for students who:

- Address me properly and interact respectfully;
- Earned good grades (B or higher) in at least one of my courses;
- Make their initial request for the letter at least two weeks prior to the deadline.

If I accept your request for a letter, please tell me precisely for what you need the letter (e.g., an internship, a graduate program, a job application, etc.). The more information I have, the better I can tailor the letter to your needs. Give me a list of due dates, websites of programs or schools, etc. Supply a statement of purpose, your résumé or vita, and a copy of any of your best papers that you may have written. Lastly, if I am writing a letter of recommendation for you, let me know the outcome of your application(s). If you do not inform me, I will not continue to write letters for you.

CLASS SCHEDULE	
Module I: Political Foundations	
Date	Week 1
Jan 6, 8, 10	<b>Introduction to the Course</b> <input type="checkbox"/> carefully read through your syllabus! <input type="checkbox"/> Bremner <input type="checkbox"/> Stockwin, Ch. 1 <input type="checkbox"/> “Japan Matters for America/America Matters for Japan,” <i>East-West Center</i> <input type="checkbox"/> How Japan Is Holding Up the World Economy – <i>Shellshock Finance</i> <a href="https://www.youtube.com/watch?v=03MtGQZqUCw">https://www.youtube.com/watch?v=03MtGQZqUCw</a> (rec.) <b>W1 Reading Annotations due Friday class time</b>
Date	Week 2
Jan 13, 15, 17	<b>Political History</b> <input type="checkbox"/> Hayes 2014 Chs. 13-15 <input type="checkbox"/> Kitaoka <b>W2 Reading Annotations due Mon/Wed class time</b> <b>Quiz 1: Geography of Japan in class on Friday</b>
Date	Week 3
Jan 20	***MLK Day – No Class***
Jan 22 & 24	<b>Occupation &amp; Constitution</b> <input type="checkbox"/> Masuda, Chs. 10-11 <input type="checkbox"/> “Japan’s Postwar Constitution,” <i>Council on Foreign Relations</i> <a href="https://www.cfr.org/japan-constitution/japans-postwar-constitution">https://www.cfr.org/japan-constitution/japans-postwar-constitution</a> <input type="checkbox"/> <i>The Constitution of Japan</i> <input type="checkbox"/> Mori McElwain, Ch. 9 <b>W3 Reading Annotations due Wed/Fri class time</b>
Date	Week 4
Jan 27, 29, 31	<b>Film: <i>Emperor (2012)</i></b> <input type="checkbox"/> Bix, Ch. 14 <input type="checkbox"/> Emperor Naruhito's coronation ceremony at the Imperial Palace in 2019 <a href="https://www.youtube.com/watch?v=z_Xka42e9jE">https://www.youtube.com/watch?v=z_Xka42e9jE</a> (rec.)

	<b>W4 Reading Annotations due Mon/Wed class time</b> <b>Research Paper Proposal Abstract due Friday class time</b>
<b>Module II: Political Process</b>	
<b>Date</b>	<b>Week 5</b>
<b>Feb 3, 5, 7</b>	<b>Institutions of Government</b> <input type="checkbox"/> D'Ambrogio <input type="checkbox"/> Hayes 2014, Ch. 17a <input type="checkbox"/> <i>CLAIR</i> <input type="checkbox"/> Noda <input type="checkbox"/> Wilson, Ch. 20 <b>W5 Reading Annotations due Mon/Wed class time</b>
<b>Date</b>	<b>Week 6</b>
<b>Feb 10, 12, 14</b>	<b>Political Parties</b> <input type="checkbox"/> Hayes 2018, Chs. 4-5 <input type="checkbox"/> Maeda & Reed, Ch. 4 <input type="checkbox"/> Nakano <input type="checkbox"/> "What Running for Election in Japan is Like" documentary <a href="https://www.youtube.com/watch?v=cUZ1-GJML8E">https://www.youtube.com/watch?v=cUZ1-GJML8E</a> (rec.) <b>W6 Reading Annotations due Mon/Wed class time</b> <b>Quiz 2: Who's Who of Japanese Politics in class on Friday</b>
<b>Date</b>	<b>Week 7</b>
<b>Feb 17, 19, 21</b>	<b>Political Participation</b> <input type="checkbox"/> <i>Freedom House</i> <input type="checkbox"/> Ogawa, Ch. 4 <input type="checkbox"/> Kingston, Ch. 5 <b>W7 Reading Annotations due Mon/Wed class time</b> <b>Research Paper Outline due Friday class time</b>
<b>Date</b>	<b>Week 8</b>
<b>Feb 24, 26, 28</b>	<b>***MIDTERM EXAM***</b>
<b>Date</b>	<b>Spring Break</b>
<b>Mar 3 – 7</b>	<b>***No Class***</b>
<b>Module III: Social &amp; Economic Policy</b>	
<b>Date</b>	<b>Week 9</b>
<b>Mar 10, 12, 14</b>	<b>The Economic Miracle</b> <input type="checkbox"/> Hayes 2014, Ch. 16 <input type="checkbox"/> Rosenbluth Ch. 5 <input type="checkbox"/> Iyoda, Chs. 4 & 7 <input type="checkbox"/> "How Japan Became an Economic Powerhouse" – <i>The Cold War</i> documentary <a href="https://www.youtube.com/watch?v=6Ilvo2KOASK">https://www.youtube.com/watch?v=6Ilvo2KOASK</a> (rec.) <input type="checkbox"/> "How 1980s Japan Became History's Wildest Party" from Netflix's <i>Earthquake Bird</i> <a href="https://www.youtube.com/watch?v=E3rtq7EdXwI">https://www.youtube.com/watch?v=E3rtq7EdXwI</a> (rec.) <b>W9 Reading Annotations due Mon/Wed class time</b>
<b>Date</b>	<b>Week 10</b>

<b>Mar 17, 19, 21</b>	<b>The Lost Decades</b>
	<input type="checkbox"/> Saito <input type="checkbox"/> Watanabe Ch. 2 <input type="checkbox"/> Kreab, Ch. 5 <input type="checkbox"/> Werner, Preface & Chs. 1, 18, & 19 (rec.) <input type="checkbox"/> “Japan had a vibrant economy. Then it fell into a slump for 30 years,” <i>Planet Money</i> podcast <a href="https://www.npr.org/2024/04/03/1197958583/japan-lost-decade">https://www.npr.org/2024/04/03/1197958583/japan-lost-decade</a> (rec.) <input type="checkbox"/> “Japan a Story of Love and Hate,” <i>BBC</i> documentary <a href="https://www.youtube.com/watch?v=i1L9iKEE5Tc">https://www.youtube.com/watch?v=i1L9iKEE5Tc</a> <input type="checkbox"/> “Princes of the Yen” documentary <a href="https://www.youtube.com/watch?v=p5Ac7ap_MAY">https://www.youtube.com/watch?v=p5Ac7ap_MAY</a> (rec.) <b>W10 Reading Annotations due Mon/Wed class time</b>
<b>Date</b>	<b>Week 11</b>
<b>Mar 24, 26, 28</b>	<b>Public Policy</b>
	<input type="checkbox"/> Wieczorek <input type="checkbox"/> Aspinall, Ch. 18 <input type="checkbox"/> Matsuda <input type="checkbox"/> Horiguchi <input type="checkbox"/> Hayes, Ch. 11 <input type="checkbox"/> “The Japanese Healthcare System,” lecture by Yasushi Sakuramoto <a href="https://www.youtube.com/watch?v=lrZ8T-VlQwE">https://www.youtube.com/watch?v=lrZ8T-VlQwE</a> (rec.) <input type="checkbox"/> “Walking the Beat in Japan – A ‘Heaven for Cops,’” <i>CBS Sunday Morning</i> <a href="https://www.youtube.com/watch?v=DARi8cD4kN8">https://www.youtube.com/watch?v=DARi8cD4kN8</a> (rec.) <b>W11 Reading Annotations due Mon/Wed class time</b>
<b>Date</b>	<b>Week 12</b>
<b>Ma 31, Ap 2, 4</b>	<b>Film: <i>Plan 75</i> (2022)</b>
	<input type="checkbox"/> Chen Ch. 4 <input type="checkbox"/> Borovoy, et al. <input type="checkbox"/> Hong & Schneider <input type="checkbox"/> “Shrinking Population: How Japan Fell Out of Love with Love,” podcast by <i>BBC</i> ’s Tulip Mazumdar <a href="https://www.bbc.co.uk/sounds/play/b07vndh1">https://www.bbc.co.uk/sounds/play/b07vndh1</a> (rec.) <input type="checkbox"/> “The Japanese Economy: Strategies to Cope with a Shrinking and Aging Population,” lecture by Randall Jones <a href="https://www.youtube.com/watch?v=hkf9o-ehWAs">https://www.youtube.com/watch?v=hkf9o-ehWAs</a> (rec.) <b>W12 Reading Annotations due Mon/Wed class time</b> <b>Research Paper Draft due Friday class time</b>
<b>Module IV: National Security &amp; Foreign Policy</b>	
<b>Date</b>	<b>Week 13</b>
<b>Apr 7, 9, 11</b>	<b>Security &amp; Defense</b>
	<input type="checkbox"/> Liff, Ch. 16 <input type="checkbox"/> Smith <input type="checkbox"/> Hikotani <input type="checkbox"/> <i>WSJ</i> Ed. Board <input type="checkbox"/> “Why is Japan Fortifying its Small Islands, and Why Is it Such a Big Deal?,” <i>ABC-TV Foreign</i>

	<i>Correspondent</i> <a href="https://www.youtube.com/watch?v=IFpZZZLSYh4">https://www.youtube.com/watch?v=IFpZZZLSYh4</a> (rec.) <b>W13 Reading Annotations due Mon/Wed class time</b> <b>Research Paper due Friday class time</b>
<b>Date</b>	<b>Week 14</b>
<b>Apr 14, 16, 18</b>	<b>Bilateral Issues</b> <input type="checkbox"/> Lee, Ch. 5 <input type="checkbox"/> Stockwin & Ampiah, Ch. 10 <input type="checkbox"/> Soh <b>W14 Reading Annotations due Mon/Wed class time</b>
<b>Date</b>	<b>Week 15</b>
<b>Apr 21, 23, 25</b>	<b>Multilateral Diplomacy</b> <input type="checkbox"/> Lipsky <input type="checkbox"/> Stockwin & Ampiah, Ch. 11 <b>W15 Reading Annotations due Mon/Wed class time</b>
<b>Date</b>	<b>Week 16</b>
<b>Apr 28 (M)</b>	<b>Closing Thoughts &amp; Debrief</b>
<b>May 2 (F)</b>	<b>***MERCY DAY***</b>
<b>Date</b>	<b>Finals Week</b>
<b>May 5 (M)</b>	<b>***FINAL EXAM***</b> <b>noon – 3:00pm</b>

All dates and times in this syllabus and class schedule reflect the current time in Athens, Georgia (EST until 9 March, EDT thereafter). **Time-related misunderstandings are not valid justifications for absences or late submissions.**

**NOTE:** This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.