



SYLLABUS

Cultural and Linguistic Variation in Japan

Instructor: Kaori Idemaru

Language of Instruction: English

UO Credits: 6

Contact Hours*:64

Osaka and Tokyo, Japan

COURSE DESCRIPTION

Students will gain in-depth knowledge with regards to regional differences in Japanese language and culture focusing on Osaka and Tokyo. Japan is thought to be a homogeneous country, but there are rich differences in dialects and culture, which can be a source of pride or bias, as well as a resource for identity and persona expressions for speakers. This course will consist of coursework examining linguistic features of the standard Tokyo register and Osaka dialect, perception of dialects in Japanese society, and a unique opportunity of field work in Osaka and Tokyo recording speech data and interviewing speakers.

COURSE OBJECTIVES

Instructional Goals.

- The course will introduce students to linguistic description of the standard Tokyo variety and the Osaka dialect
- The course will introduce students to sociolinguistic studies that examine the usage of linguistic features as expression of identity, stances and persona as well as studies that examine attitude toward dialects
- The course will train students in research procedures and skills to record and analyze speech samples, and interview informants
- The course will train students in research presentation skills

Student Outcomes. Students who successfully complete this course will:

- Understand and be able to describe key differences between the standard Tokyo Japanese and Osaka dialect
- Understand the recent findings and the research methodology of sociolinguistic studies that are relevant to the course
- Evaluate and synthesize the sociolinguistic literature to develop their own research questions and methodology
- Demonstrate the understanding of ethical procedures for working with human subjects; demonstrate the ability to collect usable data and analyze them to answer research questions
- Evaluate and synthesize the research findings

- Communicate the research findings effectively through various media and methods, including oral presentation, written report, and blog post
- Demonstrate the ability to work collegially and effectively with team members

INSTRUCTIONAL METHODOLOGY

This course will make use of a wide range of instructional methods, materials and opportunities, from readings (see below) and lectures (by myself and guests in Japan), to field work involving data collection in Osaka and Tokyo, collaborative data analysis with classmates, and in-country presentations and individual reflections.

METHOD OF EVALUATION (GRADING)

The course grade will be based on the following components:

- Class participation before and during program 20%
- Blog posts/reading notes for the assigned readings 15% (due at the end of zero week)
 - Each blog post/reading note should have approximately 300 words for undergraduate students and 500 words for graduate students.
- CITI certificate 5% (due at the end of zero week)
- Data collection and analysis in Osaka and Tokyo 20%
 - Undergraduate students should include data from at least 3 participants from each location, Osaka and Tokyo. Graduate students should include data from at least 5 participants from each location.
- Two presentations (one at Osaka and the other at Senshu) 20%
- Final research paper (graduate students) /Blog post (undergraduate students) 20% (due two weeks after the program)
 - The length of blog post (undergraduates) should be from 1000 to 1500 words, and the length of research paper (graduates) should be from 2500 to 3000 words.

COURSE OUTLINE

	Readings and activities	Deliverables
Zero Week	<ul style="list-style-type: none"> • Linguistic and cultural variation <ul style="list-style-type: none"> ○ Reading: linguistic description ○ Reading: sociolinguistics ○ Reading: dialect attitude ○ Watch and discuss the film: “Like Father Like Son” • Research methodology and training <ul style="list-style-type: none"> ○ CITI training ○ Using recording equipment and recording speech samples ○ Examining speech samples visually and acoustically 	<ul style="list-style-type: none"> • Reading notes • Analysis of the film with regards to the language use • Research design <ul style="list-style-type: none"> ○ perception stimuli ○ attitude dimensions • CITI certificate • Recorded speech samples • Acoustic analysis of recordings
Week 1 Osaka	<ul style="list-style-type: none"> • Field work with Osaka U students <ul style="list-style-type: none"> ○ Eliciting and collecting speech samples ○ Eliciting attitude and judgment data ○ Interviewing informants • Collaborative data analysis • Guest lecture (Professor Scott North, Osaka U) 	<ul style="list-style-type: none"> • Speech data • Attitude and judgement data • Interview data • Analysis of the data • Presentation of the data to Osaka U students
Week 2 Tokyo	<ul style="list-style-type: none"> • Field work with Senshu U students <ul style="list-style-type: none"> ○ Eliciting attitude and judgment data ○ Interviewing informants • Collaborative data analysis • Presentation of findings to Senshu U students • Field work and guest lecture at NHK 	<ul style="list-style-type: none"> • Attitude and judgement data • Interview data • Analysis of the data • Presentation of the data to Senshu U students

COURSE READINGS

- Campbell-Kibler, K. (2009). The nature of sociolinguistic perception. *Language Variation and Change*, 21(1), 135-156. (21 pages)
- Gottlieb, N. (2005). *Language and society in Japan*. Cambridge University Press. Ch 1 The Japanese Language (1-17), Ch 2 Language Diversity in Japan (18-38), Ch 3 Language and National Identity (39-54). (54 pages)
- Palter, D. C., & Slotsve, K. (2014). *Colloquial Kansai Japanese: The Dialects and Culture of the Kansai Region*. Tuttle Publishing. (1-54) (54 pages)
- Preston, D. R. (1999). A language attitude approach to the perception of regional variety. *Handbook of perceptual dialectology*, 1, 359-374. (16 pages)
- Silverstein, M., (2003). Indexical order and the dialectics of sociolinguistic life. *Language Communication*. 23, 193–229. (37 pages)
- Soshite Chichi ni Naru. Dir. Hirokazu Kore’eda. Perfs. Masaharu Fukuyama, Lily Franky, Machiko Ono. 2013. DVD. (2h 10 m)
- SturtzSreetharan, C. (2017). Resignifying the Japanese father: Mediatization, commodification, and dialect. *Language & Communication*, 53, 45-58. (14 pages)

Tentative Schedule

Week zero	Readings: 196 pages Reading notes/blog posts Class lectures and discussions: 4 days x 3 hours = 12 hours Homework assignments: Citi training Sample speech recording Viewing the film and responding questions Developing research design	Contact hours = 12 hrs
Week 1 Osaka	Mon: Orientation and Cultural tour Tue: AM – Preparation for data collection PM – Meeting and data collection with Osaka U students – 8 hours Wed: AM - Organizing and analyzing collected data PM - Interactions with Osaka U students, lecture by Dr. North – 8 hours Thu: Guided walking tour Fri: AM – Organizing and analyzing collected data PM - Presentation of the research project to Osaka U students – 8 hours Sat: Travel from Osaka to Tokyo	Contact hours = 24 hrs
Week 2 Tokyo	Sun: Guided tour of Tokyo Mon: AM -- Preparation for data collection PM – Meeting and data collection with Senshu U students – 8 hours Tue: AM - Organizing and analyzing collected data PM - Interactions with Senshu U students, – 8 hours Wed: Museum visit with Senshu U students Thu: Tour and guest lecture at the NHK Japan Broadcasting Corporation – 4 hrs Fri: AM - Organizing and analyzing collected data PM - Presentation of the research project to Senshu U students – 8 hrs	Contact hours = 28 hours
2 weeks after the program	Research report or blog post	