

Fall 2018

## CORE 167

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## CORE 167C B: Japan

Colgate University, Fall 2018

**Lecture:** MWF: 1:20 p.m. - 2:10 p.m.  
**Room:** Ho 238  
**Instructor:** Daisaku Yamamoto  
**Office:** Ho 309  
**Office hours:** Mon. 2:30-4:00 p.m., Tue. 4:00-5:30 p.m. or by appt.  
**Phone:** 315-228-6165  
**E-mail:** dyamamoto@colgate.edu

### USEFUL LINKS

Online syllabus (up-to-date schedule): <https://goo.gl/ZoNZ5n>

Moodle website: <http://moodle.colgate.edu>

Core Japan resources: <https://sites.google.com/a/colgate.edu/core167-japan-yamamoto/home>

### OVERVIEW

The ultimate goal of this course is to become capable as much as possible of seeing the world through the eyes of a place-based population, in this case, the Japanese (of course, they are far from a homogenous group of people, as we will learn, and we must question how “the Japanese” themselves are defined). That is to say your task is *to understand others as if you would understand yourselves*. This is a challenging, but crucial goal if we are to live and coexist in the increasingly interconnected world. This focuses on a number of key social and cultural issues that characterize modern and contemporary Japan, although you will also learn some historical background of the country and the people as they help us to understand the present. In this course, you will carry out an intensive research project.

### COURSE OBJECTIVES

By successfully completing this course, you will acquire foundational skills to:

- Engage in dialogue with scholarly literature on understanding another place/culture
- Collect, assemble, and present socio-cultural data and materials in a systematic and clear manner
- Apply and evaluate different theories that account for socio-cultural differences
- Critically reflect on different ontological and epistemological modes of understanding “the other”

### REQUIRED MATERIALS

Required (Available at Colgate Bookstore):

- Ruth Benedict. 1946. *The Chrysanthemum and the Sword: Patterns of Japanese Culture*. Mariner Books.
- Miyamoto, Tsuneo, and Jeff Irish. 2010. *The Forgotten Japanese: Encounters with Rural Life and Folklore*. Stone Bridge Press.
- Nishida, Kitaro. 1990 [1921] *An Inquiry in the Good*. Trans. by Masao Abe and Christopher Ives. Yale University Press.

Other reading/viewing assignments will be available to you either online (Moodle) or at the library reserve.

### EXPECTATIONS

- To get most out of the class, you should complete the assigned readings/viewings in advance of the class. As with each of your class at Colgate, you should expect to spend roughly **two to three hours preparing for each hour of class time**.
- Your active participation to the class is strongly encouraged. **No question is a dumb question in this course**. Because this course involves geographic, economic and sociological terms and concepts that are unfamiliar to you (and I sometimes forget how confusing they can be), you are doing a huge service for me and many students in the class by asking ANY questions.

- Attend all “required” events outside of class time are marked in pink on the online syllabus. Recommended events are marked in yellow. These events may be added as the semester progresses and new events announced.

**CLASSROOM CONDUCT**

The basic principle of this course is that we work together to create the best possible learning environment. More specifically,

- Please come to class on-time. Arriving late is disruptive.
- It should be unusual for a student to leave the room during class (e.g., please use the restroom before class).
- This is an old-fashioned class. I draw a lot of diagrams on the blackboard during class; hence I ask students to handwrite their notes on a notebook. **Use of laptop computers, tablets, or smartphones are not allowed unless I specifically ask you to use them for some activities.**
- You may not audio or video record class sessions without my permission.

All activities in the University, including this course, are governed by the Student Rights and Responsibilities, and the System of University Standards and Student Conduct (see *Colgate Student Handbook*). Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code.

**ACADEMIC HONESTY**

Academic honesty and integrity is expected at all times. Academic dishonesty, including but not limited to plagiarism and cheating, and other forms of academic misconduct, will not be tolerated. You may read the Academic Dishonesty and the Academic Honor Code in *Colgate Student Handbook*.

**HARASSMENT**

University policy prohibits sexual harassment as defined in the University statement on sexual harassment. Complaints about sexual harassment should be reported, following the recommended procedures in the *Handbook*.

**REQUIRED COURSE WORK**

Your grade will be based on the points that you accumulate in the course. The only “curving” method that I use is the *natural break* method (will be explained in class). This course has a project with multiple components, which may feel quite demanding if you expect the course to be organized simply around lectures and tests (it is not).

Quizzes and mini-homework		30-50 pts
Final exam		50 pts
Research project	The project has multiple components	100 pts
Class participation	See the “Attendance and Participation” below	20 pts
<b>TOTAL</b>		<b>200-220 pts</b>

**GRADING**

If you are taking the course on an A-F basis, you will be graded as follows:

Achievement that is <b>outstanding</b> relative to the level necessary to meet course requirements	Achievement that is <b>significantly above</b> the level necessary to meet course requirements	Achievement that meets the course requirements <b>in every respect</b>	Achievement that is <b>worthy of credit</b> even though it fails to meet course requirements fully	Achievement that is <b>not worthy of credit*</b>
<b>A+</b> : 100.1 or higher	<b>B+</b> : 89.9-87.0%	<b>C+</b> : 79.9-77.0%	<b>D+</b> : 69.9-67.0%	<b>F</b> : 59.9% or less
<b>A</b> : 100-93.0%	<b>B</b> : 86.9-83.0%	<b>C</b> : 76.9-73.0%	<b>D</b> : 66.9-63.0%	
<b>A-</b> : 92.9-90.0%	<b>B-</b> : 82.9-80.0%	<b>C-</b> : 72.9-70.0%	<b>D-</b> : 62.9-60.0%	

If you are taking the course on a **S/U** basis, you will receive a **S** if your performance is sufficient to merit a "C-" on the A-F scale.

If you are not satisfied with the evaluation of any exam, assignment, and overall course performance, **write me a short letter** that explains why you believe that the assigned points (or grade) deserve reevaluation.

### LATE ASSIGNMENTS AND MAKEUP EXAMS

Late submission of assignments will be penalized at least by 10% of the maximum assignment points. *Verifiable medical or family emergencies, with appropriate documentation, are the only circumstances under which the preceding deadlines will be negotiable.* I will not provide make-up exams except in extremely unusual circumstances, or without my permission based on well-justified reasons *in advance* to the exam.

### ATTENDANCE AND PARTICIPATION

Attendance and participation are essential to earn good grades. If you miss class frequently, you obviously cannot participate in class discussion, and your participation points will be affected. I will use the following guidelines to determine your participation points:

- A** if you regularly (almost every class) ask questions, and share your ideas/views with class
- B** if you occasionally volunteer to ask questions, and share your ideas/views with class
- C** if you answer questions only when asked
- D** if you are a completely passive audience, or if you miss class frequently
- F** if I find you conducting any intentional and disruptive behavior (e.g., text-messaging in class)

## YOUR RESOURCES

### LIBRARY LIAISON

Professor Heidi Ziemer ([hziemer@colgate.edu](mailto:hziemer@colgate.edu)) is the library liaison for this course. She will work with us throughout the research project, and is available to meet with you individually at any stage of the research process.

### WRITING AND SPEAKING CENTER

The Writing & Speaking Center in 208 Lathrop is committed to helping all Colgate students succeed as clear, effective communicators. Peer writing consultants can help you refine your writing by reviewing a paper's focus, development, organization, clarity, grammar, source integration, or other aspects. Peer speaking consultants can help you prepare or organize the content of an oral presentation; they can also help you improve your delivery to an audience. For more information or to make an appointment, visit <http://www.colgate.edu/writingcenter> or call (315) 228-6085.

### COUNSELING CENTER

If you are experiencing emotional and personal difficulties (related to college or not), the Counseling Center offers completely confidential and highly professional services, both for individuals and groups. <https://www.colgate.edu/offices-and-services/counseling>

## TECHNOLOGY SUPPORT

Contact the ITS Desk for any problems or questions about your technology needs, such as computer repairs, Moodle questions, software installation, etc. Call (315) 228-7111 or check out:

<http://www.colgate.edu/offices-and-services/information-technology/getting-help/support-for-students>

## STUDENTS WITH SPECIAL NEEDS

If you feel you may need an accommodation based on the impact of a disability, please contact me as soon as possible to discuss your specific needs. You should also be in contact with Lynn Waldman, Director of Academic Support and Disability Services at 315-228-7375 in the Center for Learning, Teaching, and Research. She reviews documentation to determine and help coordinate reasonable and appropriate accommodations for students with any kind of disability or special need.

## COURSE SCHEDULE: OVERVIEW

Date	
8/30	First day: 11:30-11:50 a.m.
Week 1	
9/3	Setting common goals...
9/4 Tue	REQUIRED: History and Art of Taiko Drumming. Clark Room, JC Colgate. 4:30-6:00 p.m.
9/5	Talk with Eitetsu Hayashi
9/7	
9/7 Fri	REQUIRED: Taiko Drumming Recital, Memorial Chapel, 4:30-6:00 p.m.

### Unit 1: How can we understand “the other”?

Week 2	
9/10	Orientalism
9/12	Samurai: real or fantasy?
9/14	<i>The Last Samurai</i>
Week 3	
9/17	<i>The Twilight Samurai</i>
9/19	<i>The Chrysanthemum and the Sword (CS) 1</i>
9/21	CS2
9/22 Sat	Breakfast Reception & Japan Study Group Info Session, 8:30-10am, Lawrence 107
Week 4	
9/24	CS3
9/26	Debate on CS
9/28	<i>The Forgotten Japanese (FJ) 1</i>
Week 5	
10/1	<i>FJ2</i>
10/3	<i>FJ3</i>
10/5	Discussion on Orientalism, CS, and FJ
Week 6	
10/8	<b>Midterm Recess (No class)</b>

### Unit 2: Contemporary Japan: “Knowing” by analyzing

10/10 Overview: Critical issues in Japan  
10/12 Demography: Shrinking, declining, aging

Week 7

10/15 Guest lecture: Alex Sklyar (U of Michigan): "Disaster and mothers"  
10/17 Disasters 1: Earthquake and tsunami  
10/19 Disasters 2: Nuclear catastrophe

Week 8

10/22 Economy 1: Developmental state  
10/24 Economy 2: Japan Inc. to Japan sinks?  
10/25 Thu **REQUIRED: Prof. Yukiko Asai: "Women in the workplace in Japan," 7pm, Persson Auditorium**  
10/26 Economy 3: Machizukuri (town-making)

Week 9

10/29 Education 1: Making little citizens  
10/31 Education 2: Making little citizens  
11/2 Discussion

Week 10

11/5 Energy and environment 1: Ashes to Honey  
11/7 Energy and environment 2: Living with water  
11/9 Discussion

**Unit 3: Different ways of "knowing"**

Week 11

11/12 Can we become someone else? Acting as a way of "knowing"  
11/14 *An Inquiry into the Good 1*  
11/15 Thu **REQUIRED: Art performance--Club Diamond, 7pm, Brehmer Theater**  
11/16 *An Inquiry into the Good 2*

Week 12

11/19 **Thanksgiving Break (No class)**  
11/21 **Thanksgiving Break (No class)**  
11/23 **Thanksgiving Break (No class)**

Week 13

11/26 *An Inquiry into the Good 3*  
11/28 Discussion  
11/30 Student workshop

Week 14

12/3 Student performance  
12/5 Student performance  
12/7 Student performance

Week 15

12/10 Student performance  
 12/12 Summing up; reflections  
 12/14 SETS

12/18 Tue **Final exam, 3-5pm**

### DETAILED COURSE SCHEDULE

**NOTE: FOLLOW THIS ONLINE SCHEDULE FOR SPECIFIC READINGS AND ANY CHANGES**

WK	Date	Topic	Readings (to be done before class)	Instructions, submission links, etc.
	8/30	First day: 11:30-11:50 a.m.		
1	9/3	Setting common goals	<ul style="list-style-type: none"> <li>• <a href="#">Cronon</a></li> <li>• <a href="#">Core revision proposal</a></li> </ul>	Class participation (in-class handout)
	9/4 TUE	<b>REQUIRED: History and Art of Taiko Drumming. Clark Room, JC Colgate Student Union Building. 4:30-6:00 p.m.</b>	<ul style="list-style-type: none"> <li>• Begin Japanology (BJ): Taiko (<a href="#">1</a>, <a href="#">2</a>)</li> <li>• DirectTalk interview with <a href="#">Hayashi</a></li> </ul>	
	9/5	Talk by/with Eitetsu Hayashi	<ul style="list-style-type: none"> <li>• <a href="#">Bender</a> (Read Intro pp. 1-22)</li> </ul>	
	9/7	Thinking through taiko	<ul style="list-style-type: none"> <li>• <a href="#">Bender</a> (Read Epilogue pp. 190-202)</li> </ul>	Summary/feedback on Hayashi Lec/demo ( <a href="#">submission link</a> )
	9/7 FRI	<b>REQUIRED: Taiko Drumming Recital, Memorial Chapel, 4:30-6:00 p.m.</b>		
<i>Unit 1: How can we understand “the other”?</i>				
2	9/10	How do we “know” about places and peoples? Orientalism	<ul style="list-style-type: none"> <li>• <a href="#">Adichie</a> (video: 20 min.)</li> <li>• <a href="#">Saïd</a> (video: 40 min.)</li> <li>• [Optional] <a href="#">Nishihara</a></li> </ul>	
	9/12	Samurais are still alive; some historical background	<ul style="list-style-type: none"> <li>• <i>The Last Samurai</i> (film)</li> </ul>	<a href="#">LS: First Impression (Moodle forum)</a>
	9/14	Discuss <i>The Last Samurai</i>	<ul style="list-style-type: none"> <li>• <a href="#">Dresner</a></li> <li>• <a href="#">Bolitho</a></li> <li>• <a href="#">Shin</a> (2010) (be sure to read the endnote)</li> </ul>	
3	9/17	Discuss <i>Twilight Samurai</i>	<ul style="list-style-type: none"> <li>• <i>Twilight Samurai</i> (film)</li> </ul>	<a href="#">Two samurai films (Moodle forum)</a>
	9/19	<i>The Chrysanthemum and the Sword</i> (CS) 1: Context and overview	<ul style="list-style-type: none"> <li>• <a href="#">Know your enemy</a> (Watch the first 13 min or so)</li> <li>• Benedict Ch1-3</li> </ul>	Class slide (US/Japan in WWII)

			<ul style="list-style-type: none"> <li>• [Optional] BJ on Sword (<a href="#">video</a>)</li> </ul>	
	9/21	CS 2: Key principles	<ul style="list-style-type: none"> <li>• Benedict Ch 4-7 1-4</li> </ul>	<a href="#">Class slides</a>
	9/22 SAT	Breakfast Reception in Japanese Studies & Japan Study Group Information Session (Lawrence 107), 8:30-10:00 a.m.		
4	9/24	CS 3: Key principles	<ul style="list-style-type: none"> <li>• Benedict Ch 8-12 5-9</li> </ul>	<b>Film analysis instruction;</b> -Debate info
	9/26	Debate on CS	<ul style="list-style-type: none"> <li>• In favor of C&amp;S: <a href="#">Kent &amp; Young</a></li> <li>• Critical of C&amp;S: <a href="#">Lummis &amp; Shannon</a></li> <li>• Exchange over C&amp;S: <a href="#">Uno vs Lummis</a></li> </ul>	
	9/28	<i>The Forgotten Japanese</i> (FJ) 1: Meetings	<ul style="list-style-type: none"> <li>• Miyamoto (Translator's Introduction, Preface, Ch 1, 2, 14)</li> </ul>	Class participation sheet due
5	10/1	FJ 2: Rural communities	<ul style="list-style-type: none"> <li>• Miyamoto Ch 4 12</li> <li>• Irish (video)</li> </ul>	<a href="#">Class slides</a>
	10/3	FJ 3: Forgotten people	<ul style="list-style-type: none"> <li>• Miyamoto Ch 5, 6, 7</li> </ul>	
	10/5	Discussion: Orientalism revisited (based on CS, FJ, and other materials thus far)	<ul style="list-style-type: none"> <li>•</li> </ul>	<a href="#">Essay assignment guidelines (slide)</a>
6	10/8	<b>Midterm recess</b>		
<b>Unit 2: Contemporary Japan: "Knowing" by analyzing</b>				
	10/10	Overview	<ul style="list-style-type: none"> <li>• <a href="#">Kingston</a></li> </ul>	<a href="#">Deans Anderson</a> [Optional] <a href="#">Johnson</a>
	10/12		<ul style="list-style-type: none"> <li>•</li> </ul>	
7	10/15	Alex Sklyar (U of Mich) guest lecture, "Disaster and mothers"	<ul style="list-style-type: none"> <li>• <a href="#">Sklyar</a></li> </ul> <p>Also, Watch the following short videos in preparation for Sklyar's lecture</p> <ul style="list-style-type: none"> <li>• Fukushima disaster (<a href="#">PBS News Hour</a>, 2014)</li> <li>• Fukushima disaster (<a href="#">Australian SBS Dateline video</a>, 2013)</li> </ul>	
	10/17	Contemporary issues 1: Social and demographic dilemmas	<ul style="list-style-type: none"> <li>• <a href="#">Glosserman and Tsunoda</a></li> <li>• <a href="#">The Japan Times</a></li> </ul>	
	10/19	Contemporary issues 2: Political and economic challenge	<ul style="list-style-type: none"> <li>• <a href="#">Japan fact sheet</a></li> <li>• <a href="#">Ezrati</a></li> <li>• <a href="#">Karabell</a></li> <li>• <a href="#">Noguchi</a> (Recommended)</li> </ul>	<b>Midterm essay due (submit): PDF please</b>  <a href="#">Component 1</a> ( <a href="#">Example 1</a> ; <a href="#">Example 2</a> )



8	10/22	Contemporary issues 3: Energy, environment, and urban-rural divide	<ul style="list-style-type: none"> <li>• <a href="#">Aldrich</a></li> <li>• <del>Mock</del></li> </ul>	
	10/24	Dealing with “crisis” on the ground	<ul style="list-style-type: none"> <li>• <del><a href="#">Ueda and Torigoe</a></del></li> <li>• <a href="#">Torigoe</a> (may read this after class)</li> </ul>	
	10/25 THU	Public lecture by Yukiko Asai (U of Chicago on “Women in the workplace in Japan” 7:00-8:15pm, Persson Auditorium)		
	10/26	Talk by Yukiko Asai	<ul style="list-style-type: none"> <li>•</li> </ul>	
9	10/29	Community resilience in the context of developmental states	<ul style="list-style-type: none"> <li>• <a href="#">Ueda and Torigoe</a> (postponed from 10/24)</li> <li>• <del><a href="#">Yamamoto and Yamamoto</a></del></li> </ul>	
	10/31	How children learn (In-class video: <i>Preschool in Three Cultures</i> )	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Component 1 due (submit)</p> <p><a href="#">Component 2 instructions</a></p> <p><a href="#">Component 3 instructions</a></p>
	11/2	Discuss <i>Preschool in Three Cultures</i>	<ul style="list-style-type: none"> <li>• <a href="#">Video</a>: “original” (watch China &amp; US segments)</li> <li>• <a href="#">Tobin (1989)</a></li> </ul>	
10	11/5	Preschool in Three Cultures - revisited	<ul style="list-style-type: none"> <li>• <a href="#">Video</a>: “revisited” (watch all)</li> </ul> <p>[Reference]</p> <ul style="list-style-type: none"> <li>• <a href="#">Tobin (2009)</a></li> </ul>	
	11/7	Wrap up Preschool	<ul style="list-style-type: none"> <li>• Tobin (2009)</li> </ul>	
<b>Unit 3: Another way of “knowing”</b>				
	11/9	Can we become someone else?	<ul style="list-style-type: none"> <li>• <a href="#">Woodworth</a> (video)</li> <li>• <a href="#">The Heller approach</a> (video)</li> </ul>	
11	11/12	[TENTATIVE] Guest lecture Discuss your annotated bibliography and start working on the next component	<ul style="list-style-type: none"> <li>• <a href="#">Club Diamond official webpage</a></li> </ul>	Component 2 due at 11:59 pm (submit)
	11/14	<i>An Inquiry into the Good (IG): 1 Overview</i>	<ul style="list-style-type: none"> <li>• Nishida Introduction by Abe (vii–xxvi), Preface (xxix–xxxiv)</li> </ul> <p>[Reference]</p> <ul style="list-style-type: none"> <li>• <a href="#">Video on Nishida</a> (11 min)</li> </ul>	<a href="#">Everyone’s component 2 entries</a>
	11/15 THU	Art performance: <i>Club Diamond</i> , 7 p.m. at Brehmer Theater ( <a href="#">Event Info</a> )		
	11/16	IG 2	<ul style="list-style-type: none"> <li>• Nishida Part 2 (37-83)</li> </ul>	

			[Reference] • <a href="#">Yuko Ishihara on Nishida</a> (talk is about 18 min; Q&A 20 min)	
12	11/19	<b>Thanksgiving break</b>		
	11/21	<b>Thanksgiving break</b>		
	11/23	<b>Thanksgiving break</b>		
13	11/26	IG 3	• Nishida Part 1 (3-34) [Reference] • <a href="#">Csikszentmihalyi on "flow"</a> (19 min)	
	11/28	Group work time	•	
	11/30	IG 4	• Nishida Part 3 (87-145)	
14	12/3	IG 5	• Nishida Part 4 (149-176)	
	12/5	Background presentations 1 & 2		
	12/7	Background presentations 3 & 4		Component 3 due (submit)
15	12/10	Performance 1 & 2		
	12/12	Performance 3 & 4		
	12/14	SETS ( <b>please bring your computer</b> )	•	
	12/18 TUE	<b>Final exam (3-5 pm)</b>		

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