

**JPNS4050/LING4050 (Online)**  
**Japanese Sociolinguistics**  
**“Japanese Language and Society”**

**Course Objectives**

This course explores issues related to contemporary Japanese language and society, such as language and identity, language and ideology, and language variation and change in Japan. To be more specific, we will reconsider topics such as diversity in gender language, honorifics, dialects, and use of English in Japanese society that have been unidirectionally taught in Japanese language classrooms. The course aims to provide students opportunities to incorporate critical perspectives of sociolinguistics into analyses of Japanese literature and Japanese language education.

**\* You must have passed JPNS3110 before you take this course or consult the instructor for your eligibility.**

**Instructor**

Yumiko Matsunaga (<https://www.colorado.edu/alc/yumiko-matsunaga>)

Email: Yumiko.Matsunaga-1@colorado.edu

Office hours: 2:35-3:00 pm on Mondays, Wednesdays, and Fridays or  
by appointment@Zoom

\* You can find the Zoom links for class meetings and office hours on Canvas.

**Class Schedule**

	Mon	Tue	Wed	Thurs	Fri
Wk1 (7/5-8)		Async. (Canvas)	1:00-2:35 pm @ Zoom	Async. (Canvas)	1:00-2:35 pm @ Zoom
Wk2 (7/11-15)	1:00-2:35 pm @ Zoom	Async. (Canvas)	1:00-2:35 pm @ Zoom	Async. (Canvas)	1:00-2:35 pm @ Zoom
Wk3 (7/18-22)	1:00-2:35 pm @ Zoom	Async. (Canvas)	1:00-2:35 pm @ Zoom	Async. (Canvas)	1:00-2:35 pm @ Zoom
Wk4 (7/25-29)	1:00-2:35 pm @ Zoom	Async. (Canvas)	1:00-2:35 pm @ Zoom	Async. (Canvas)	1:00-2:35 pm @ Zoom
Wk5 (8/1-5)	1:00-2:35 pm @ Zoom	Async. (Canvas)	1:00-2:35 pm @ Zoom	Async. (Canvas)	1:00-2:35 pm @ Zoom

### **Course Materials**

1. Reading materials are uploaded to Canvas (canvas.colorado.edu).
2. Momoko Nakamura: Gender Construction in Japanese Translation (JALT2018).  
[https://youtu.be/Ez1uom9pL\\_M](https://youtu.be/Ez1uom9pL_M) or the video clip@Canvas.

### **Recommended books**

1. Routledge Handbook of Japanese Sociolinguistics. (Heinrich, P. & Ohara. Y., 2019)
2. 『翻訳がつくる日本語 (Hon-yaku ga Tsukuru Nihongo)』 (Nakamura, M., 2013)
3. 『社会言語学 基本からディスコース分析まで (A Comprehension Introduction to Sociolinguistics Revised Edition)』 (Iwata, Sigemitsu, & Murata., 2022)
4. Fluid Orality in the Discourse Popular Culture. (Maynard, S. K., 2016)
5. Sociolinguistics in Japanese contexts (Sibata, T. et al, 1999)
6. Explorations in Japanese Sociolinguistics (Loveday, L., 1986)

### **Course Reserve**

<https://libraries.colorado.edu/search/r?SEARCH=JPNS+4050+%2F+LING+4050>

\* #3 book is not on this reserve list.

### **Recommended journals**

1. Japanese Language and Literature
2. Language in Society
3. Journal of Pragmatics
4. Journal of Sociolinguistics

### **Requirements and Grades**

#### **1) Class discussion of assigned readings (35 %)**

Active participation in class discussion is essential for this course. You should carefully study assigned readings with a reading guide prior to attending each discussion. Starting Week 2-1 (July 11), you will take turns to be a discussion leader for each topic day (once per person).

\* The discussion leader assignments will be decided a week on Wednesday, July 6<sup>th</sup>.

#### **Discussion-leader's work (15%)**

- 1) You will make a reading guide for your chosen article and share it with class **three days prior to your discussion day**;
- 2) You will synchronously lead the discussion during class on the assigned day;
- 3) You will asynchronously lead your online discussion board on Canvas after the class discussion. **You are responsible for commenting on all classmates' posts.**

\* Your lateness and missing work will result lower grades.

Participant's work (20%)

- 1) You will read an assigned article with a reading guide before each discussion day;
- 2) You will synchronously participate the discussion on the assigned day;
- 3) Between weeks 1 and 4, after synchronous discussions, you will reflect your thoughts through the discussion board on Canvas. **You will respond to discussion leader's questions and leave comments on classmates' posts (at least two posts).** In week 5, you will be encouraged to focus on your final paper. No reflection assignments will be required.
- 4) 5% will come from your attendance.

Participation points for discussion board:

- 9-10 points: you reflect your thoughts after synchronous discussions, respond to discussion leader's comments, and write your comments on your classmates' posting (two or more).
- 8-9 points: you write your reflection and respond to discussion leader's comments.
- 5-7 points: you write your reflection on time.
- 1-4 points: you write your reflection late.
- 0 points: no participation.

**2) Assignments (15%)**

You will be asked various homework assignments such as watching videos and writing your comments; analyzing conversational data. Homework is graded as follows:

- 10 points: when it is turned in on time.
- 8 points: when it is turned in within two days after the due date.
- 5 points: when it is turned in before August 5<sup>th</sup>.

**3) Take-home midterm exam (15%)**

You will be asked to answer short essay questions based on assigned readings.

**4) Final paper (35%)**

Select one of the themes explored in the course, and analyze specific examples based on assigned readings and/or extra readings (approximately 5-7 pages, double-spaced, Times or Times New Roman, 12 points). You may translate part of literature/comic books/movie from English to Japanese reflecting readings that we will cover in this course or you may write a proposal for your future research. Topics should be decided in consultation with the instructor. You will give a presentation for 10 minutes on the final day of the course (Friday, August 5, 2022).

The paper format:

1. Paper title & your name;
2. Abstract;
3. Introduction;
4. Literature Review;
5. Data & Methodology

6. Analysis/translation work/proposal;
7. Conclusion
8. References

\* Students who need more time for their final paper, which means *Incomplete*, should consult the instructor a week prior to the end of the term.

A 93-100	B 83-86.9	C 73-76.9	D 63-66.9
A- 90-92.9	B- 80-82.9	C- 70-72.9	D- 60-62.9
B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	F < 60

### **Schedule**

#### **Week 1-1 (July 6): Introduction to Japanese sociolinguistics (1) -- Matsunaga**

- Shibamoto, J. S. (1987). Japanese sociolinguistics. *Annual Review of Anthropology*, 16, 261-278.

#### **Recommended reading:**

Loveday, L. (1986). Chapter 1. Japanese sociolinguistics—with special reference to western research. *Explorations in Japanese sociolinguistics*. Amsterdam/Philadelphia: John Benjamins Publishing Company, 1-32.

Nakamura, M. (2013). Introduction & Chapter 1. Hajimeni & Honyaku no fushigi. *Hon-yaku ga Tsukuru Nihongo*. Tokyo: Hakutakusha, 3-9 & 14-60.

#### **Week 1-2 (July 8): Introduction to Japanese sociolinguistics (2) -- Matsunaga**

- Tai, E. (2003). Rethinking culture, national culture and Japanese culture. *Japanese Language and Literature*, 37, 1-26.

#### **Recommended reading:**

McGroarty, M. (2010). Chapter 1. Language, attitudes, motivation, and standards. In McKay, S. L. & Hornberger, N. H. (eds.), *Sociolinguistics and Language Teaching*. Buffalo, NY: Multilingual Matters, 3-39.

Nakamura, M. (2013). Chapter 2.4. Kotobadukai to identity. *Hon-yaku ga Tsukuru Nihongo*. Tokyo: Hakutakusha, 62-75.

**Week 2-1 (July 11): Dialects in Japan (1) – TBD (1)**

- Carroll, T. (2001). Chapter 6: National and regional identities in flux. *Language Planning and Language Change in Japan*. Richmond: Curzon, 182-205.

**Recommended reading:**

Okamoto, S. (2014). The use and interpretation of “regional” and “standard” variants in Japanese conversation. In Kabata, K. and Ono, T. (eds.), *Usage-based Approaches to Japanese Grammar*. Philadelphia, Pennsylvania: John Benjamins, 279-304.

Shibata, T. (1999). Chapter 10. The Rise and fall of dialects. In Shibata, T. et al. (eds.), *Sociolinguistics in Japanese contexts*. New York, NY: Mouton de Gruyter, 183-206.

Nakamura, M. (2013). Chapter 2.7. Honyaku ga saiseisan-suru sabetsu—“hoogen” no baai. *Honyaku ga Tsukuru Nihongo*. Tokyo: Hakutakusha, 76-91.

**Week 2-2 (July 13): Dialects in Japan (2) – TBD (2)**

- Hiramoto, M. (2009). Slaves speak pseudo-Toohoku-ben: The representation of minorities in the Japanese translation of *Gone with the Wind*. *Journal of Sociolinguistics*, 13 (2), 249-263.

**Recommended reading:**

Ball, C. (2004). Repertoires of registers: Dialect in Japanese discourse. *Language and Communication*, 24, 355-380.

Miyake, Y. (1995). A dialect in the face of the standard: A Japanese case study. *Berkeley Linguistics Society*, 21, 217-225.

**Week 2-3 (July 15): Gender in Japanese language (1) – TBD (3)**

- Ohara, Y. (2019). Gendered Speech. In Heinrich, P., & Ohara, Y. (eds.), *Routledge Handbook of Japanese Sociolinguistics*. New York, NY: Routledge, 279-295.

**Recommended reading:**

Nakamura, M. (2014). Introduction. *Gender, Language and Ideology: A genealogy of Japanese women's language (Discourse Approaches to Politics, Society and Culture)*, 1-36.

Okamoto, S. (1995). “Tasteless” Japanese: Less “feminine” speech among young Japanese women. In K. Hall & M. Bucholtz (eds.), *Gender Articulated: Language and the Socially Constructed Self*. New York: Routledge, 297-325.

Nakamura, M. (2013) Chapter 2.5. Honyaku ga sasaeru nihongo rashisa—“onna-kotoba” no baai. *Hon-yaku ga Tsukuru Nihongo*. Tokyo: Hakutakusha, 76-91.

### **Week 3-1 (July 18): Gender in Japanese language (2) – TBD (4)**

Sreetharan, C. S. (2004). Students, sarariiman (pl.), and seniors: Japanese men’s use of “manly” speech register. *Language in Society*, 33, 81-107.

#### **Recommended reading:**

Takemaru, N (2005). Japanese women’s perceptions of sexism in language. *Women and Language*, 28 (1), 39-48.

Takano, S. (2005). Re-examining linguistic power: strategic uses of directives by professional Japanese women in positions of authority and leadership. *Journal of Pragmatics*, 37, 633-666.

Nakamura, M. (2013). Chapter 2.6. Honyaku ga tsukuridasu tasha no kotoba—“otoko-kotoba” no baai. *Hon-yaku ga Tsukuru Nihongo*. Tokyo: Hakutakusha, 92-115.

### **Week 3-2 (July 20): Honorific expressions of Japanese (1) – TBD (5)**

- Obana, Y. (2019). Politeness. In Heinrich, P., & Ohara, Y. (eds.), *Routledge Handbook of Japanese Sociolinguistics*. New York, NY: Routledge, 248-263.

#### **Recommended reading:**

Obana, Y. (2017). Japanese honorifics re-re-visited. *Journal of Politeness Research*, 13 (2), Pages 281–311.

Wetzel, P. (2004). Introduction and Chapter 3. *Keigo in Modern Japan: Polite Language from Meiji to the Present*. Honolulu: University of Hawaii Press, 1-6, 43-65.

### **Week 3-3 (July 22): Honorific expressions of Japanese (2) – TBD (6)**

- Carroll, T. (2005). Beyond *keigo*: Smooth communication and the expression of respect in Japanese as a foreign language. *International Journal of Sociology of Language*, 175/176, 233-247.

#### **Recommended reading:**

Barke, A. (2010). Manipulating honorifics in the construction of social identities in Japanese television drama. *Journal of Sociolinguistics*, 14/4, 456–476.

Cook, H. M. (2011). Are honorifics polite? Uses of referent honorifics in a Japanese committee meeting. *Journal of Pragmatics*, 43, 3655–3672

Nakamura, M. (2013). Chapter 2.8. Shinso de tsukaiwakeru “onna-kotoba” to “hyoojun-go.” *Hon-yaku ga Tsukuru Nihongo*. Tokyo: Hakutakusha, 132-148.

### **Take-home midterm exam**

#### **Week 4-1 (July 25): Yakuwarigo: role language – TBD (7)**

- Teshigawara, M. & Kinsui, S. (2011). Modern Japanese “Role Language” (Yakuwarigo): fictionalised orality in Japanese literature and popular culture. *Fictionalising orality - Sociolinguistic Studies*, 5(1), 37-58.

#### **Recommended reading:**

Kinsui, S., & Yamakido, H. (2015). Role Language and Character Language. *Acta Linguistica Asiatica*, 5(2), 29-42. <https://doi.org/10.4312/ala.5.2.29-42>

Nakamura, M. (2013). Chapter 2.9. Onna rashisa dake jyanai “onna-kotoba.” *Hon-yaku ga Tsukuru Nihongo*. Tokyo: Hakutakusha, 149-166.

#### **Week 4-2 (July 27): Diverse Japanese language variations – TBD (8)**

- Maree, C. (2008). Grrrl-queens: Onê-kotoba and the negotiation of heterosexist gender language norms and lesbo(homo)phobic stereotypes in Japanese. In F. Martin, P. A. Jackson, M. McLelland & A. Yue (Eds.), *AsiaPasifiQueer: Rethinking Genders and Sexualities* (pp. 67-84). Chicago: University of Illinois Press.

#### **Recommended reading:**

Maree, C. (2013). Writing onê: Deviant orthography and heteronormativity in contemporary Japanese lifestyle culture. *Media International Australia*, 147, 98-110.

Maynard, S. K. (2016). Talk shows: Fluid orality in gender-evoking variation. *Fluid Ordinality in the Discourse of Japanese Popular Culture* (pp.115-154). John Benjamin Publishing Company.

Miyazaki, A. (2004). Japanese Junior High School Girls’ and Boys’ First-Person Pronoun Use and Their Social World. In S. Okamoto & J. S. Shibamoto Smith (Eds.), *Japanese language, gender, and ideology: Cultural models and real people* (pp.256-274).

**Week 4-3 (July 29): Japanese pragmatics – TBD (9)**

- Ohashi, J. (2003). Japanese culture specific face and politeness orientation: A pragmatic investigation of yoroshiku onegaishimasu. *Multilingua*, 22, 257-274.

**Recommended reading:**

Gagné, N. O. (2010). Reexamining the notion of negative face in the Japanese Socio linguistic politeness of request. *Language & Communication*, 30 (2), 123–138.

Nishimura, Y. (2019). Impoliteness. In Heinrich, P., & Ohara, Y. (eds.), *Routledge Handbook of Japanese Sociolinguistics*. New York, NY: Routledge, 264-278.

**Final Paper Proposal due:**

**Write a 150-300 word abstract with three references (articles and/or books) at least.**

**Week 5-1 (August 1): Sociolinguistics and language education – Matsunaga**

- Cook, H. M. (2006). Joint construction of folk beliefs by JFL learners and Japanese host families. In M. A. DuFon & E. Churchill (eds.), *Language Learners in Study Abroad Contexts*. Clevedon, England; Buffalo, NY: Multilingual Matters, 120-150.

**Recommended reading:**

Armour, W. S. (2001). ‘This guy is Japanese stuck in a white man’s body’: A discussion of meaning making, identity slippage, and cross-cultural adaptation. *Journal of Multilingual and Multicultural Development*, 22, 1-18.

Kubota, R., Austin, T., Saito-Abbott, Y. (2003). Diversity and inclusion of sociopolitical issues in foreign language classrooms: An exploratory survey. *Foreign Language Annals*, 36 (1), 12-24.

Nakamura, M. (2013). Chapter 2.10. 1970-nendai youga jimaku ni miru tsuyoi onna no “onna-kotoba.” *Hon-yaku ga Tsukuru Nihongo*. Tokyo: Hakutakusha, 167-189.

**Week 5-2 (August 3): English use in Japanese – Matsunaga**

- Kubota, R. (2019). English in Japan. In Heinrich, P., & Ohara, Y. (eds.), *Routledge Handbook of Japanese Sociolinguistics*. New York, NY: Routledge, 110-125.

**Recommended reading:**

Honna, N. (1995). English in Japanese society: Language within language. *Journal of Multilingual and Multicultural Development*, 16 (1-2), 45-62.



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Inagawa, M. (2015). Creative and Innovative Uses of English in Contemporary Japan.  
*International Journal of the Sociology of Language*, 189, 133-148.

Nakamura, M. (2013). Chapter 2.11. Atogaki. Honyaku o tanoshimu. Hon-yaku ga Tsukuru  
Nihongo. Tokyo: Hakutakusha, 190-205.

### **Week 5-3 (August 5): Project presentations**

7-minute presentation and 3-minute Q & A.

Friday, August 5<sup>th</sup> is the final paper due (Dropbox at Canvas)

**The instructor reserves the right to change this syllabus as necessary,  
based on circumstances that may arise during the semester.**

(Updated 7/3/2022)

### **Classroom Behavior**

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

### **Requirements for COVID-19**

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the [Public Health Office](#) ([contacttracing@colorado.edu](mailto:contacttracing@colorado.edu)). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the [Public Health Office](#) ([contacttracing@colorado.edu](mailto:contacttracing@colorado.edu)). In this class, if you are sick or quarantined, you must let the head instructors know about it in writing in advance. See “Attendance” in the previous pages.

### **Accommodation for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can

be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

### **Preferred Student Names and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

### **Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

### **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about university policies, [reporting options](#), and the support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

### Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, **you must let the head instructor know about it in writing during the first 2 weeks of the semester.**

See the [campus policy regarding religious observances](#) for full details.