



AET1, HPT2SA and HPT3SA
Asian and Middle Eastern Studies, Part IB,
HSPS Tripos, Part IIA: Social Anthropology and HSPS Tripos, Part IIB:
Social Anthropology

Monday 3 June 2019 9.00 – 12.00

Paper J9

Japanese society

Answer **three** questions, including at least **one** from **each** section. All questions carry **equal** marks.

Write your number **not** your name on the cover sheet of **each** answer booklet.

STATIONERY REQUIREMENTS

20 page answer booklet

Rough Work Pad

SPECIAL REQUIREMENTS TO BE SUPPLIED FOR THIS EXAMINATION

None

You may not start to read the questions printed on the subsequent pages of this question paper until instructed to do so.

Section A

1. Eric Wolf (1990) has argued that 'the arrangements of society become all the more visible when challenged by crisis.' Do you agree with this statement? Argue by using at least three examples from Japan.
2. How do people interact in private and public spaces? Discuss at least three examples of how Japanese society can be understood from the spatial perspective.

Section B

3. Why do people marry, or choose not to marry? Answer this question with reference to Japan, paying attention to both the view of individuals and the implications for society.
4. Anthropologist Marcel Mauss famously argued that gifts give power to the giver. What different functions may gifts assume in Japanese society? How do they express power relations? Discuss three examples.
5. Work and the workplace shape gender and gender relations in Japanese society – for straight women and men and LGBTQ people. Discuss at least one example for each of these groups of how work influences their gender performance and gendered life-course. How does Japanese culture work empower or disempower these groups?
6. In recent years, researchers have observed a trend of Japanese men 'defecting' from traditional life-courses. Discuss what these 'traditional life-courses' are, and provide at least two examples of trajectories that 'defecting' men in Japanese society may choose to escape from them. Analyse why these new life-courses are often seen as problematic.
7. On 29 June 2018, the Japanese government passed a labour bill regulating work time and (equal) pay. Explain in detail what social issues the bill tries to address and critically analyse its likely effects and potential shortcomings.

8. Elaborate on Japanese practices of cleanliness and tidiness, using at least three examples, and discuss how an analysis of these practices help us to understand Japanese society.
9. Since April 2018, moral education has been taught as a compulsory special subject in Japanese primary schools, and in middle schools from 2019. Discuss and evaluate the various ways morals and ethics are taught at Japanese schools, in- and outside moral education classes and how the teaching has changed over time.
10. Is there a problem with young people in Japan? Discuss some of the ways in which juveniles deviate from expected social behaviour and interpret the meaning of this deviation.

END OF PAPER