At the end of these model answers, you find my comments.  You can pick up your exams in Haines 341 any time on and after April 5th. Note again that, if you have questions about your exam, do so IN WRITING and leave your memo together with your exam in my mailbox in Haines 341. You should do so before April 14th. This is all due to my travel plan.

Model Answers for Quiz 2

1. (2x20=40 points)

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F

2-1 (This is the answer provided by one of the students.) (10 points)

Harumi Befu explains the emergence of Nihonjin-ron in the 1970s as a discourse that fills the void left by the tainted symbols of nationalism—such as the emperor, flag, national anthem and emblem. The Japanese actively promoted these symbols during the war. However, as many of them now regard the Pacific War as an unjust war, the symbols have been tainted.

2-2 (5x3=15 points)

(There are obviously more than three answers and they have to be sufficiently different. Some of them are the following.)

- The Japanese media tried to promote the Japanese people as the young and brave hero. For this end, the media mobilized Momotaro (Peach Boy) from the Japanese folktale, as the representative Japanese.
- The Japanese media emphasized the purity, sincerity and superiority of the Japanese as a race, over the Western people.
By identifying with the oppressed people in the US, the Japanese people made an attempt to criticize the Western racism.

The Japanese media mobilized the image of Mare-bito from the Japanese folktale to refer to the unpredictable nature of the Western people.

The Japanese state discouraged its citizens from using the language of their enemy—the English.

The Japanese state discouraged the inter-marriage of the Japanese with the members of other races in order to maintain its purity.

The Japanese people displayed quite ambivalent attitudes towards the Western people. Although they occasionally depicted the latter in animal images, such images are tamed and somewhat humane.

The Japanese state promoted the idea of Yamato Race to emphasize its people’s purity and superiority.

The word association game became quite popular among the Japanese. By changing parts of the English terms, those words emphasized the negative characteristics of the Westerners.

(This list will be long. The mention of only an example will get a lower score. Each of the above must be explained in general terms, accompanied by an example.)

2-3 (10 points)

This is the question that most of you have struggled. Here, I will present my model answer, emphasizing the key points.

- Occidentalism is not a thing, but refers to the (common) practice of the non-Western people (such as the Japanese), which inadvertently suggests the power relationship between the East and the West.
- In this practice, the non-Western people cannot free themselves from the power of the West.
- That Benedict’s book became a best seller in Japan means that the Japanese enthusiastically accepted her depiction and explanation of the Japanese people’s everyday behavior. In so doing, the Japanese tried to differentiate themselves from the Westerners.

3 (20 points)

I read 77 different stories and my grading is based on my comparison among them. The good stories reflect the following.

- A firm understanding of Ie. Some only focus on Ie as a business enterprise and suggested the joint business ventures between the Kato and the Sato families. But this does NOT solve the problem of Ie continuity AT ALL!
- Understanding that Ie is a corporation. Some stories suggest that Ken made all the decisions himself, but this won’t happen. His problem is his father’s problem. It is also his mother’s problem. Decisions must be made collectively.
- You must take care of the emotions of some of those who are involved in decision making. Ken will lose something if he agrees to become an adopted husband. Naomi will also lose something if she agrees to marry into Ken’s Ie. In this respect, they cannot be 100% happy. This is also the case with Ken’s parents and Naomi’s parents. Within these limits, they have to come up with the best solution.
Some answers are like bad Hollywood love stories. Such answers focus so much on love between Ken and Naomi, but are extremely THIN in demonstrating your understanding of Ie.

I noticed some misunderstanding of Saiken/Siako. This is a practice exercised only after a certain Ie line has been discontinued for some time.

Finally, for those who expect the child of Ken and Naomi to succeed the Ie line of either Kato or Sato, note that either set of parents will lose one generation time. In addition, they cannot predict for sure that they will have children. Thus, this is not a good solution.

The way I came up with your overall grade is the following.

This was the first time for me to give students 2 quiz and one response paper, rather than the formal mid- and final-exams. In this sense, the grading was experimental. I did so to encourage students to “ATTEND” my lectures for I believe this is still the most effective way for me to teach and for you to learn in this internet age. That said:

1. The first quiz- 60 points- average 47
2. The second quiz- 95 points- average 81

I gave B range letter grades to those whose points were around average for both exams. I then used your response paper and your overall attendance to come up with the final grades.

For this kind of course (and for any course I teach), to come up with grades objectively is just impossible. What I relied on is the comparative method- comparing your papers and answers.