

Global Focus on Knowledge Academics and “Subjectivness” I

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What is Academics

- ◆ Academics for what and for who?
- ◆ For “Truth”? → NO
- ◆ For whose and what kind of “Truth”?
- ◆ Is there only one “Truth”?
- ◆ Is there universal “Truth”?

What is the Truth?

- ◆ Objective Criteria (The Third Party's Criteria)
- ◆ Logical Criteria (Logical Coherence)
- ◆ Criteria of Verification

Is Ptolemaic system perfectly objective, logically coherent, and verifiable?

The Ptolemaic system → The Heliocentric (Copernican) system → The Theory of Relativity (Principle of Parsimony = Occam's Razor)

Scientific Self-referenciality

- ◆ We cannot go “outside” of the world
- ◆ Self-referenciality, self-reflexivity of Social Science

Paradigm Shift

- ◆ Thomas Kuhn, *The Structure of Scientific Revolutions*, 1962.
- ◆ “Truth”=Intersubjective consensus among groups of Scientists
- ◆ Social Science is well behind.

Self-Referenciality of Social Science

- ◆ Old “Natural Science” of Social Science
- ◆ Harmony model vs. Conflict model
- ◆ Conservatism of the Theory of Functionalism
eufunctional / dysfunctional
- ◆ The Mythology of “Objectivity” and “Neutrality”
(The Third Party Criteria + Neutral to Interests)

Social Constructionism

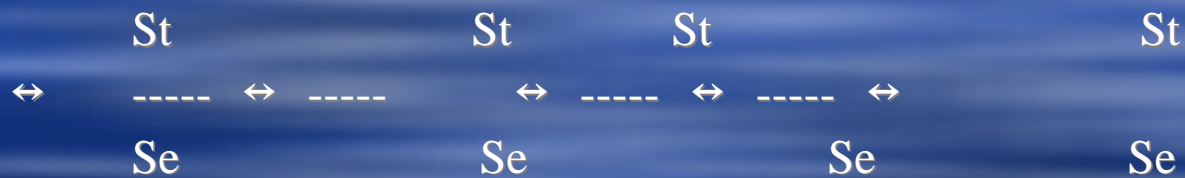
- ◆ “linguistic turn” [Burr 1995]
 - ◆ Post-Structuralism
 - ◆ The Three Premises of Social Constructionism
 - (1) The Reality is socially constructed
 - (2) The Reality is linguistically constructed
 - (3) Language is social construction
- Pluralism / Variability of the “Reality”
- “Man cannot go out from the language”
[Wittgenstein]

Characteristics of Social Constructionism

- ◆ anti-essentialism
 - ◆ anti-realism “Metaphysics of Reality” [Butler]
 - ◆ Cultural relativism
 - ◆ Organization of Knowledge by Speech (discourse)
 - ◆ Performative discourse, Speech act theory [Austin, Searl]
- Social Reality/ habitual act as effects of precipitations by repetitive performative speech act

What is structuralism linguistics?

- ◆ Function of Signe= correspondence between Signifiant/Signifie
- ◆ Meaning and Values of Signe=distinctive feature
- ◆ adventitious / arbitrariness between Signe and referent



Language=langue+ Σ parole [Saussure]
(system=rule + Σ practice)

Is constructionist language-determinism?

- ◆ Structuralism = Structuration-determinism.
[Saussure, Levi-Strauss, Lacan]
- ◆ Post structuralism=anti-determinism [Derrida]

Language = money/ currency (Signe)

- ◆ Only circulation makes it valuable

What is knowledge ?

- ◆ “Authority to define the Truth”, [Foucault]
 - ◆ Standard of organization of knowledge
Word < discourse < narrative < ideology
 - ◆ discourse analysis
 - ◆ Question: Why does a certain thing in ennoce appear organizationally and others does not?
Archaeology of Knowledge/ genealogy
- [Foucault, 1976]

Production/distribution/consumption of knowledge

- ◆ Institutions to reproduce knowledge= Academia
- ◆ Institutionalization
- ◆ From sociology of knowledge to cultural sociology
 - ① production and reproduction
 - ② technology/capitalism
 - ③ audience

Institutional reproduction of knowledge

- ◆ entitlement
(entitlement to researcher)
 - ◆ research subject
(agenda setting)
 - ◆ research method
(objectivism/ neutralism)
- mythology of “object/neutral”

Weber's Wertfreiheit

Max Weber, 1917, *The Meaning of "Ethical Neutrality" in Sociology and Economics*

- a) The standpoint that the distinction between purely logically deducible and empirical factual assertions on the one hand, and practical, ethical or philosophical value-judgments on the other, is correct, but that, nevertheless (or perhaps, precisely because of this), both classes of problems properly belong within the area of instruction.
- b) The proposition that even when the distinction cannot be made in a logically complete manner, it is nevertheless desirable that the assertion of value-judgment should be held to a minimum.
- b) I cannot accept this understanding

The meaning of Weber's *wertfreiheit*

“The first point of view (a) is acceptable and, can indeed be acceptable from the standpoint of its own proponents, only when the teacher sets as his unconditional duty, in every single case, even to the point where it involves the danger of making his lecture less lively or attractive, to make relentlessly clear to his audience, and especially to himself, which of his statements are statements of logically deduced or empirically observed facts and which are statements of practical evaluations.” [Weber 1917]

=intellectual honesty

Sociology of Constructionism

- ◆ What is “social problem”? [Specter & Kitsuse 1977, Nakawaga1990]
- ◆ No connection between “problem” and “the real”
- ◆ Effect of “Making claims” activity
- ◆ “Child Abuse”. “DV”

(We) have shifted research of social problems from research of social specified conditions to that of mutual activities which construct social problem by making claims [Akagawa 2006]

Pluralistic Model of Social Reality

- ◆ “viewpoint”/ “interest” causes “problem”
- ◆ Various pluralistic interest group
- ◆ “the reality” of majority and “the reality” of minority
(asymmetry between dominant reality and resistant reality)
- ◆ Control and overtness of Claim
[Kusayanagi 1996]
- ◆ Authority=“ability to define the reality”
[Shutz]

Social movement and making claims

- ◆ Resource mobilization theory
- ◆ Framing contest, [Gamson]
 - Ex. “atomic power plants are dangerous”
vs. “atomic power plants are safe”
- ◆ Available resources of discourse (limited)
- ◆ Ideological battle

Self-definition of social minority

- ◆ “Other-ized” by dominant group

Self-definition of predominant group as “I am not...”

Ex. The White, The Male, The Elder [Morrison 1990]

linguistical characteristics=privative opposition
marked vs. unmarked

Ex. Gang vs. (good children?)

- ◆ Identification to “other-ized” category, which defined by dominate group
- ◆ Acquirement of identity=Being “othered”=self alienation

Ex. Homosexuality [Furukawa 1993]

Three applied problems

- ◆ Gender studies
- ◆ Post-colonialism
- ◆ Study of “Subject” (The challenged, The patient, the home-school student, the study of aging, the feminism, etc.)

theories (namely, the tools of analysis) have been made by those who need them

Emergence of “Gender” concept

- ◆ “gender”

New concepts are urgently sought in order to represent new actuality

- ◆ Sex \neq Gender

- ◆ Sex \neq Sexuality

Sex as biological categories

- ◆ Genes, a sex chromosome
 - ◆ Sexual glands, internal secretion
 - ◆ Inner sexual organ
 - ◆ The genitals
 - ◆ brain
 - ◆ Secondary sex characteristics
- continuity/ probability/ incompatibility

Gender as social and cultural category

- ◆ Sexual classification of new-born baby
 - ◆ gender identity
 - ◆ Sexual psychology/behavior; femininity/
masculinity
 - ◆ gender role
 - ◆ gender order
 - ◆ gender regime
- sexual dualism
- “the third sex” (=feminized male)

Gender as linguistic category

Gender concept after linguistic turn

- ◆ Adventitious between Signe and referent
- ◆ dualistic exclusive construction (exclusion of middle)
- ◆ asymmetrical differentiation, private opposition (marked/unmarked)
- ◆ Reproduction of category by linguistic practice

Cf. Language=langue+ Σ parole [Saussure]

system= rule + Σ practice

Gender concept 1 of post-structuralism

- ◆ “knowledge which post meanings onto physical differences” [Joan Scott]
- ◆ “practice of asymmetrical differentiation” [Christine Delphy]

from dualism to asymmetrical differentiation
category

to the usage of **gendering** / **gendered**

Gender concept 2 of post-structuralism

- ◆ “sex is gender” [Judith Butler]
(=sex can be recognized only through linguistic epistemological category)
- ◆ Precipitation as effect of repetitious practice of differentiation practice=identity (not the origin, but the result)

Gender (identity) as psychological category of post structuralism

- ◆ Exclusive identification to sexual dualism under heterosexual regime (sexual subjection of Freud-Lacan psychology)
- ◆ Subject identified to Man=father/ subject identified to Female= mother
- ◆ Subject who can separate Libido cathexis (desire to own) and identification (desire to be) = sexual maturity
- ◆ Its confusion means sexual abnormality/ deviation= pathologist
- ◆ Father/ Mother is not personality but social institution (role) =positionally identified [Paul Mitscherlich]

The birth of women's studies

- ◆ As one of Interdisciplinary studies of women
- ◆ Definition of Japanese-made “women's studies”
[Teruko Ito 1980]

“Of the women, by the women, for the women”

Cf. definition of democracy, by Lincoln

Q. Is it possible for men to deal with “women's studies?”

(Is it possible for Whites to deal with Black studies?)

Women's studies by males

- ◆ Objectification of female
Male studies on women
- ◆ Sexist theory of 19th century [Otto
Weininger]
- ◆ separate rights for men and women vs.
equal rights for men and women
- ◆ Apotheosis of “feminine” [Georg Simmel]
Virgin Mary or Prostitute ?

Sexual double standard

wife/mother/daughter vs. prostitute

chastity/pure vs. prurience/obscenity

women for reproduction vs. women for pleasure

belong to one man vs. belong to every man

amateur vs. professional

blessed Virgin vs. hooker

monogamy vs. prostitution

man's control over women's sexuality

Paradigm shift by women's studies from women's problem to women's studies

- ◆ Women's problems

theory of social problem/sub-section of social pathology

the study of “problematic female” (female who deviated from the standard)

Ex. rehabilitation of prostitutes, abnormal childbirth of female labor

- ◆ Women's studies

From social pathology to ecology of society

From deviation's study to structure study/ reversal of figure and ground

Life course of standard female=“housewife” study
[Iwao ▪ Hara1979]

“unnamed problem” [Betty Friedan]

“housewife is dark continent” [Ueno]

Development of gender studies

- ◆ From women's studies to gender studies
- ◆ From local to universal/ from section to relation
- ◆ Realm with female/ Realm without female
gender-biased
- ◆ Man's study/ study of masculine
- ◆ "why are there no great female artists?" [Linda Nocklin]
re-definition of art, literature

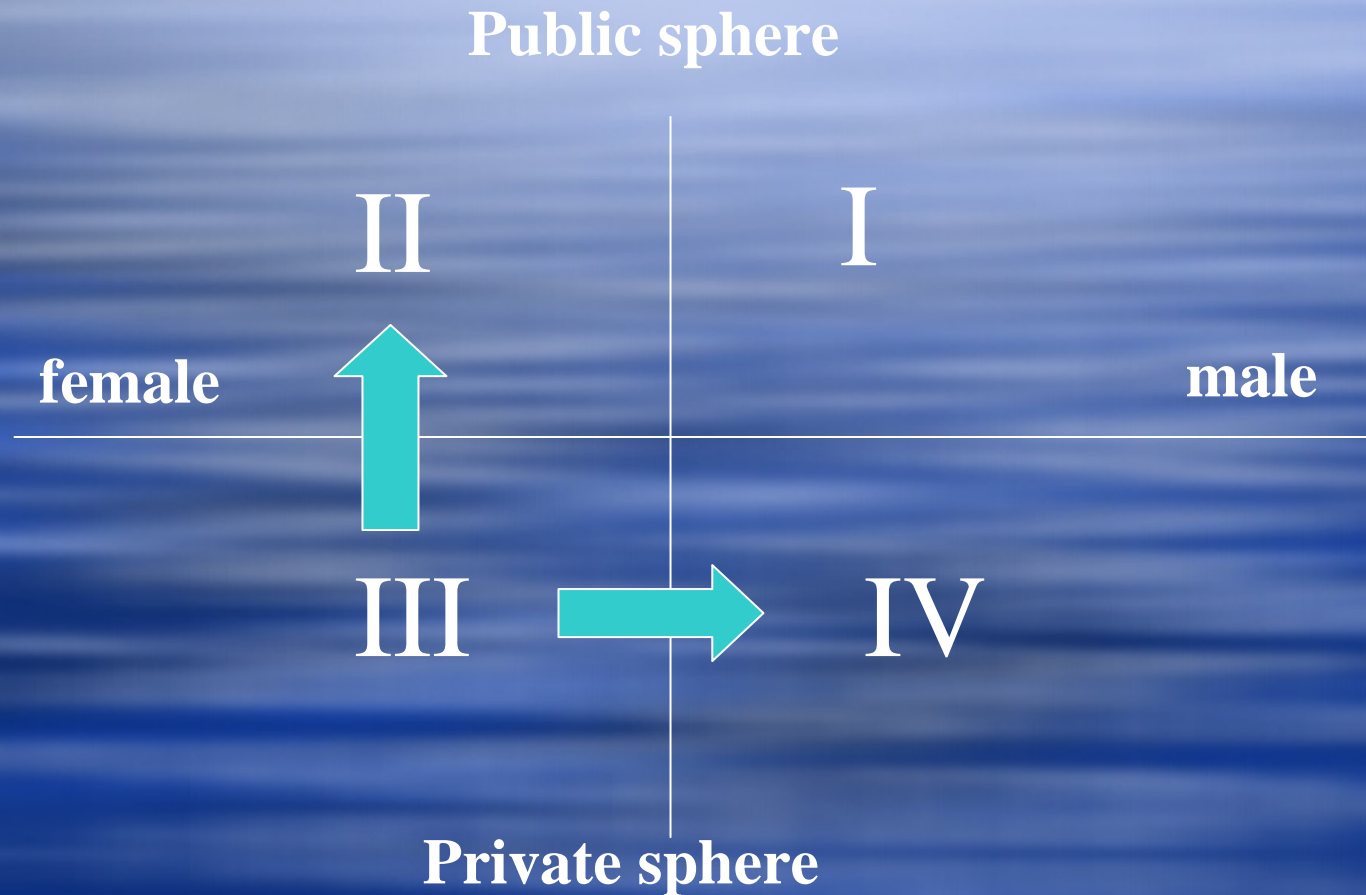
Politics of gender study

“Even as I want to insist that questions about gender will illuminate not only the history of relations between the sexes but also all or most history whatever its specific topic, I am aware of the necessarily partial results such an approach will produce. ... Such an admission of partiality, it seems to me, does not acknowledge defeat in the search for universal explanation; rather it suggests that universal explanation is not, never has been possible.” [Scott 1988:10]

Formation of men's studies

- ◆ “masculinity’s reflectional search after women’s studies” [Ueno]
- ◆ From humanity to masculinity studies
Anthropology → Andrology/ Men’s Studies/
masculinity studies
- ◆ Man as husband/father/lover
- ◆ Males working for household/
nursing/”Hanbunko”ism (shar-ism)/househusband
- ◆ Males who rapes females/study on sexual
violence’s assailant
- ◆ Gay studies

Expansion of gender theory



To Gender sensitive study

- ◆ Rewrite of academics
gender history/gender economics/gender statistics
“unpaid labor”
- ◆ From negation of difference to confirmation of difference
sexual medical/female counter/gendering work/
- ◆ Agenda setting of academics/what is an orthodox academic theme?
public > private, macro > micro
body ▪ private life ▪ custom ▪ sense

Gendering gender neutrality

- ◆ Is there any “good or bad striking effects on one sex group” [Osawa1993]

Cf. Three elements of Japanese employment system

①lifetime employment

②seniority salary (family wage)

③labor union within company

organizational/ structural exclusion of female from labor market

Significance of Gender Research

- ◆ It makes differences relative,
- ◆ And, it discovers difference where there used to be no difference.
- ◆ End-user oriented science

Who/What/Why/to whom/ needs to make it clear?

Science for recognition/valuation/design [Tamio Yoshida]