Language in Japanese Society

MWF 5th period (11:45 - 12:35), LIT 121
Section 03C2 http://elearning.ufl.edu Canvas

Instructor: Ann Wehmeyer
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Phone: 273-2961
Email: awehmeye@ufl.edu
Office hours: Monday 8th period (3:00-3:50); Tuesday 5th-6th periods (11:45-1:40), and by appointment
Drop Box: 320 Pugh next to office door

Course Description and Course Objectives

This course examines socio-cultural aspects of language use in Japan. We focus on words that are used to characterize people and their behaviors, and words newly coined to capture current socio-cultural trends and phenomena. We also investigate the lexical domains of linguistic stereotyping and discrimination, especially as they relate to minorities in Japan. In addition to the lexicon, we examine the ways in which language use varies according to place and participants who are distinguished by social attributes such as gender, age, and degree of intimacy. In particular, we study the ways in which stereotypic style markers of gender and formality are manipulated for purposes of identity display, and stance. These topics are approached from the perspective of linguistic anthropology (culture and meaning) and sociolinguistics (forms that specify social attributes and speaking styles).

There are no prerequisites for the course. Previous study of Japanese language is not required, but some previous study or concurrent enrollment in Beginning Japanese is recommended since we will consider a lot of Japanese language data, and some assignments will require you to search for examples on your own. All of the examples in the readings appear in Romanization and are translated and/or glossed. While an introductory course in linguistics would be useful, it is not required. Most of the readings are written by linguists specializing in linguistic anthropology, sociolinguistics, or pragmatics. From time to time in-class activities will include introduction of topics and language use that does not appear in the course readings, such as current slang, proverbs, and dialect forms.

Course Textbooks and other materials, required


Other materials: Selected book chapters and articles on online reserves (ARES) at Smathers Library. These are indicated by “Course Reserves” in the Daily Schedule.
Policies and Expectations

1. You are obligated to abide by the UF Student Honor Code. This includes avoidance of plagiarism, among other violations ([https://www.dso.ufl.edu/scrr/process/student-conduct-honor-code/](https://www.dso.ufl.edu/scrr/process/student-conduct-honor-code/)). From the Honor Code site:
   a. “Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
      i. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
      ii. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.”
   b. Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:
      i. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.
      ii. Others

2. Attendance and participation in class discussion is required, counting 10% of your grade.

3. Digital media: non-course related use of media (laptops, phones, etc.) is a distraction to other class members and hinders your ability to follow the class discussion. Please avoid.

4. Accommodations: Students desiring classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. See [http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) for information on this process. Please visit me during my office hours early in the semester.

5. Make-up exams will be provided in the case of documented illness or emergency. Notify instructor prior to the date of the exam, awehmeye@ufl.edu; 352-273-2961.

Assignments and Evaluation

1. Questions for class discussion: The Daily Schedule poses questions for you to respond to, or asks you to identify some particular data under focus for that day. In the case of data, please write out your examples and be prepared to share them with the class.

2. Exercises: The Daily Schedule contains 7 exercise assignments that ask you to search for specific linguistic items. In some cases, you are asked to translate or provide an interpretation of the item. The exercises are identified as (a) those you should submit to Canvas by 9 am on the date of the assignment, or (b) a clip or analysis that you should be prepared to present to class members and discuss briefly.

3. Data Analysis Paper: Select a short text or visual media, or excerpt from a longer text or visual media, to analyze from one or more of the perspectives studied in this course. The paper should be 9-12 pages and include a copy of the data at the end of the paper in the appendix. If you work with a clip, provide a Japanese transcription of the clip, an English translation of it, and a link to the clip. You should refer to concepts studied in the course, and you may refer to other reference sources, but this is not required. I am mainly interested in your own interpretation of the data, as informed by perspectives and terminology contained in the course materials. List any sources consulted in a References section at the end of the paper.
a. **Possible topics:** These are simply examples, and you are not limited to these topics or approaches. Feel free to discuss possibilities with me if you are not sure about your topic.
   i. Manga: cartoon or excerpt from story. What does the language use tell you about the relationship between the characters? What do the body language and/or facial expressions of the characters convey? Do you find any examples of current slang terms? Is there anything creative/deviant about the script choice that contributes to the message? Is it humorous? Why?
   ii. Blogs or comment boards: What does language use (words, forms, subject matter) convey about the blogger/commentator? What type of image is the writer trying to display?
   iii. Advice columns: How does the questioner pose his or her problem? How does the expert convey his or her advice? Why do you think the questioner chose this forum to ask for this sort of advice?
   iv. Etiquette: websites that show do’s and don’ts of proper behavior. What can you learn about social expectations for behavior in this context? How would you characterize the style of language used, and the stance of the advice-advice giver?
   v. Anime: How is language use related to the personality of the characters? What sort of identities do they display (in speech, clothes, gestures, body language)? Do you find gender-differentiated speech use? Slang? What does the speech use tell you about the personalities of the characters, and their relationships with one another?
   vi. Advertisement: Does it include mimetic words? If so, what is their function? What kind of cultural knowledge is required to understand the appeal of this ad?
   viii. TV talk show or drama clip: What does speech use tell you about the nature of the relationships of the participants or characters? Identify their roles and give some examples to justify your analysis. What sorts of identity display can you identify? Justify your analysis with reference to speaking styles and stances.

b. **Abstract outlining data selection and reason for interest, one paragraph:** Specify the set of data you plan to consider, and give complete bibliographic information or link for it. Briefly explain why you are interested in it, and outline what your approach will be.
   i. Submit to Assignments in Canvas by **Friday, 02/05/16.**

c. **First draft or outline of analysis:** Identify the features you plan to analyze, and explain your interpretation. Submit to Assignments in Canvas by **Friday, 03/11/16.**

d. **Final paper:** 9-12 pages, submit to Assignments in Canvas by **Wednesday, 04/13/16**
   i. Evaluation method
      1. Introduction: Data set is clearly identified, and reason for interest is explained.
      2. Data presentation: Data is clearly presented, with Japanese (transcription) and English translation.
      3. Data analysis: Various parameters of the data are considered; interpretation is elaborated and justified.
      4. Links to course materials: Reference is made to concepts and studies read and discussed in class.
      5. Optional: Analysis is supported by reference to other sources beyond the course material.
      6. Conclusion: Findings are summarized, and there is mention of factors that would be of interest for future research but are beyond the scope of the paper.
      7. List of references is provided at the end of the paper.
8. A copy of the data appears in the Appendix, or a link is provided to a clip in the case of visual media.

4. **Mid-term exam, Wednesday 02/24/16**: Key concepts, data interpretation.
   a. Variety of question types including data analysis, term identification and definition, short and longer answer questions. Refer to Study Guide for Question Types.

5. **Final exam: Take-home exam due Wednesday, 04/27/16, by 12:30 p.m.** Application of key concepts to interpretation of data.
   a. concept checking and data analysis

**Grading**

1. Written work (data analysis paper) will be evaluated on quality of writing (well-structured paragraphs and argumentation), and strength of analysis (scope, detail, insight, aptness). See also 4.d. immediately above.
2. Exercises will be graded Pass/Fail.
3. Breakdown of grading:
   a. Exercises and short presentations 15%
   b. Attendance and participation 10%
   c. Data analysis Paper 25%
      i. Abstract 02%
      ii. First draft 03%
      iii. Final paper 20%
   d. Mid-term exam 25%
   e. Final exam 25%
4. Grading scale
   i. 93-100 A; 90-92 A-
   ii. 87-89 B+; 84-86 B; 80-83 B-
   iii. 77-79 C+; 74-76 C; 70-73 C-
   iv. 67-69 D+; 64-66 D; 60-63 D-
   v. 0-59 E
5. UF Grade point information: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**DAILY SCHEDULE**

The schedule may be adjusted to revise or add assignments. Supplementary materials may be added to Resources in Canvas, in which case you will receive a notification.

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assigned Readings</th>
<th>Exercises/ Assignments</th>
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<td><strong>Week 1 Introduction, Mimetics, and Talking about Food</strong></td>
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<tr>
<td>W 01/06/16</td>
<td>Introduction to course</td>
<td>Syllabus</td>
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   • In what contexts have you observed use of mimetic words? |
| **Week 2 Talking about Food** |
| M 01/11/16 | Food mimetics                              | Nishinari, Katsuoyoshi et al. 2008. Comparative Study of Texture Terms: English, French, Japanese and Chinese. | For class discussion:  
   • What do you observe about Japanese texture terms? |
<table>
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<tr>
<th>Day</th>
<th>Assignment</th>
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| **W** 01/13/16 | **Food mimetics in restaurant reviews**  
http://doi.acm.org/10.1145/2187980.2188192  
Access online and click on PDF.  
**Exercise 1:**  
Visit “Taberogu,” (http://www.tabelog.com), and find an example of a food mimetic. Copy and paste the writer’s comments, and identify the mimetic. Translate the sentence in which it is used. Also specify the city, restaurant, and type of dish. **Submit to Canvas.** |
| **F** 01/15/16 | **Language of food commercials**  
**Exercise 2:**  
Find an example of a Japanese food commercial on Youtube (search under 食べ物 cm) or elsewhere. Paste the url into Canvas. For in-class presentation, explain whether or not it displays the characteristics of Japanese food commercials observed by Strauss. **Present your clip to the class.** |

**Week 3 What it means to learn completely**

| M 01/18/16 | Martin Luther King Jr. Day, classes suspended |
| W 01/20/16 | Training in Japanese culture, performance and beyond  
**For class discussion:**  
Can you find any other contexts in which the concept of shugyō 修行 ‘training’ is used? |
| F 01/22/16 | Training and personality type  
**For class discussion:**  
What discourses and key terms have been applied in attempts to create safer driving in Japan? |

**Week 4 Men and their language and images**

| M 01/25/16 | Spaces for socializing  
Bardsley and Miller, Chapter 5 “A Dinner Party is not a Revolution: Space, Gender and Hierarchy in Modern Japan,” 95-113.  
**For class discussion:**  
Can you find any examples of contemporary gendered spaces for socialization? |
| W 01/27/16 | Men’s language, stereotypic and otherwise  
**For class discussion:**  
What are the stereotypically masculine forms, and when are they used? |
| F 01/29/16 | Male grooming;  
Bardsley and Miller, Chapter 6 “The Oyaji Gets a Makeover: Guides for Salarymen in the New Millennium,” 114-135.  
**For class discussion:**  
What newly coined terms can you find that refer to men? |
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<th>Week 5 Women and their language and images</th>
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<td><strong>M 02/01/16</strong></td>
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<td><strong>W 02/03/16</strong></td>
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<td><strong>F 02/05/16</strong></td>
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<th>Week 6 Gender and sexuality, identity display</th>
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<td><strong>M 02/08/16</strong></td>
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<td><strong>W 02/10/16</strong></td>
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| **F 02/12/16** | Naming | • Work on **Exercise 4.**  
• Otake, Tomoko. 2012. What to call baby? *The Japan Times* 01/22/2012, [http://www.japantimes.co.jp/life/2012/01/22/general/what-to-call-baby/#.VoWAmk1Ijcs](http://www.japantimes.co.jp/life/2012/01/22/general/what-to-call-baby/#.VoWAmk1Ijcs). | **Exercise 4:** Select one of the top 10 names of 2015 shown for male or female names, along with its associated readings, and discuss the possible associations or images the kanji and associated readings convey. If it were your name, how would you read it? [http://www.meijiyasuda.co.jp/enjoy/ranking/read_best10/index.html](http://www.meijiyasuda.co.jp/enjoy/ranking/read_best10/index.html)  
For some names, googling the name + 意味 will lead to an entry in みんなの名前 辞典 at coreblog.org. The entry will explain the meaning of each of the kanji in the name. You can also visit the website and search for the kanji, at [http://coreblog.org/naming/](http://coreblog.org/naming/).  
Your translation need not be perfect or complete. **Submit to Canvas.** |

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<th>Week 7 Behavior that offends; gender and sexuality</th>
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<td><strong>M 02/08/16</strong></td>
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<td>Date</td>
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<tr>
<td>02/15/16</td>
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<tr>
<td>W 02/17/16</td>
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<td>F 02/19/16</td>
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<td><strong>Week 8 Behavior that offends; gender and sexuality</strong></td>
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<td>M 02/22/16</td>
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<td>W 02/24/16</td>
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<td><strong>Week 9 Spring Break, classes suspended</strong></td>
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<td><strong>Week 10 Language and the media</strong></td>
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<tr>
<td>W 03/16/16</td>
<td>Terms that refer to Burakumin</td>
<td>Gottlieb, Chapter 3 “Status Discrimination,” p. 49-73.</td>
<td>For class discussion: What is “status discrimination,” and how is it related to language?</td>
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<td>F 03/18/16</td>
<td>Terms that refer to outsider minorities</td>
<td>Gottlieb, Chapter 4 “Ethnicity,” p. 74-98.</td>
<td>Exercise 6: You can often find inflammatory rhetoric on this bilingual site, particularly as regards Japan-Korea relations, and Japan-international relations, <a href="http://www.japancrush.com">www.japancrush.com</a> (English with Japanese text in popups, for both main and comments). Check topics that relate to any of the ethnicities in this chapter, and try to identify some discriminatory words or comments. Submit to Canvas.</td>
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<tr>
<th>Week</th>
<th>Language and discrimination; Honorific space; gendered space</th>
<th>M 03/21/16</th>
<th>Terms that refer to mental and physical differences</th>
<th>Gottlieb, Chapter “Disability,” p. 99-116.</th>
<th>For class discussion: What have been the strategies for coining new replacement words and expressions for discriminatory words?</th>
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<tr>
<td>W 03/23/16</td>
<td>Discrimination that is built into the language</td>
<td>Gottlieb, Chapter 6 “Gender,” p. 117-134.</td>
<td>For class discussion: What are some current gender-discriminatory words?</td>
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<td>Endo; Shibamoto (trans.), Women and Words: The status of sexist language in Japan as seen through contemporary dictionary definitions and media discourse, p. 166-186, in <a href="http://www.japancrush.com">Japanese Language, Gender, and Ideology</a>.</td>
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<td>F 03/25/16</td>
<td>Rethinking gender and politeness</td>
<td>Okamoto, Ideology in linguistic practice and analysis: Gender and politeness in Japanese revisited, p. 38-56, in <a href="http://www.japancrush.com">Japanese Language, Gender, and Ideology</a>.</td>
<td>For class discussion: How has the received wisdom that women speak more politely than men come to be re-evaluated?</td>
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<tr>
<th>Week</th>
<th>Gender and script innovation</th>
<th>M 03/28/16</th>
<th>Rhetoric of fashion magazines</th>
<th>Nakamura, “Let’s Dress a Little Girlishly!” or “Conquer Short Pants!” Constructing Gendered Communities in Fashion Magazines for Young People, p. 131-147 in <a href="http://www.japancrush.com">Japanese Language, Gender, and Ideology</a>.</th>
<th>For class discussion: Do you find any similar techniques in American fashion magazines for young people?</th>
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<tbody>
<tr>
<td>W 03/30/16</td>
<td>Language and identity display</td>
<td>Miller, You are doing Burikko! Censoring/Scrutinizing Artificers of Cute Femininity in Japanese, p. 148-165 in <a href="http://www.japancrush.com">Japanese Language, Gender, and Ideology</a>.</td>
<td>For class discussion: Can you think of any hyper-feminine speaking styles in English? Give an example.</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading and Discussion</td>
<td>Data Analysis/Final Exam Due</td>
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<tr>
<td>M 04/04/16</td>
<td>Gender and script innovation; regional and age variation</td>
<td>Fisch, Michael. 2009. War by Metaphor in <em>Densha Otoko</em>. <em>Mechademia</em> 4, 131-146. Course Reserves.</td>
<td><em>For class discussion:</em> How does the metaphor of war work in this digital medium?</td>
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<tr>
<td>W 04/06/16</td>
<td>Dialect in context</td>
<td>Sunaoshi, Farm Women’s Professional Discourse in Ibaraki, p. 187-204 in <em>Japanese Language, Gender, and Ideology</em>.</td>
<td><em>For class discussion:</em> Why does Sunaoshi maintain that gender is not a salient category when analyzing speaking styles in the Ibaraki dialect?</td>
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<td>F 04/08/16</td>
<td>Different versions of self</td>
<td>Matsumoto, Alternative Femininity: Personae of Middle-Aged Mothers, p. 240-255 in <em>Japanese Language, Gender, and Ideology</em>.</td>
<td><em>For class discussion:</em> What is “stance,” and how is it reflected in speech?</td>
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<td><strong>Week 15 Language and society</strong></td>
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<td>M 04/11/16</td>
<td>Pronouns and identity display</td>
<td>Miyazaki, Japanese Junior High School Girls’ and Boys’ First-Person Pronoun Use and Their Social World, p. 265-274 in <em>Japanese Language, Gender, and Ideology</em>.</td>
<td><em>For class discussion:</em> How does pronoun use differ across school peer groups? What identity types are linked to use of particular pronouns?</td>
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<td>W 04/13/16</td>
<td>Language of disaster</td>
<td>Fisch, Michael. ND. Meditations on the “Unimaginable” (soteigai). PDF. <em>Course Reserves</em>.</td>
<td><em>Data Analysis Paper due.</em> Submit to Assignments in Canvas.</td>
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<td><strong>Week 16 Script and advertising</strong></td>
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<td>W 04/20/16</td>
<td>Findings</td>
<td>Discussion of data analysis projects. Brief description of the focus of your project, and summary of the results (2 minutes).</td>
<td>Take-home Final available on Canvas.</td>
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<td><strong>Week 17</strong></td>
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<td>W 04/27/16</td>
<td>Take-home Final exam due.</td>
<td><em>Submit to Canvas by 12:30 p.m. Early submissions welcome.</em></td>
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Dictionaries


Dialect Atlases


Websites
1. 死語 shigo, obsolete words [http://matome.naver.jp/odai/2135144592218401701]

2. Japanese dictionaries
   a. WWWJDic [http://wwwjdic.se/cgi-bin/wwwjdic.cgi?1C]
   b. Goo [http://www.goo.ne.jp/?ST=2]
   c. Weblio [http://www.weblio.jp/]
   d. 日本語俗語辞書 [http://zokugo-dict.com/]
   e. 流行語辞典 [http://www.kotoba.ne.jp/glossary.cgi?k=vogue_words]
   f. 新語・流行語 若者言葉辞典～あなたはわかりますか？
      i. [http://boosesound.blog133.fc2.com/blog-entry-71.html]

3. Japanese slang websites
   a. [http://singog.jiyu.co.jp/] (Gendai yoogo no kiso chishiki contest)
   b. Ryuuukoogo [http://ja.wikipedia.org/wiki/%E6%B5%81%E8%A1%8C%E8%AA%9E]
   c. NicoNicoPedia ryuuukoogo prize [http://dic.nicovideo.jp/a/%E3%83%8D%E3%83%83%E3%83%88%E6%B5%81%E8%A1%8C%E8%AA%9E%E5%A4%A7%E8%B3%9E]
   e. Blog on trendy phrases [http://socialmedia.mis.temple.edu/koyanagi/]


5. Japanese Manners
   a. JTB publishing on travel etiquette
      i. [http://www.jp-guide.net/manner/index.html]
   b. Mezase manaa bijin [http://www.orangepage.net/op/life/manner/]
      i. Entries and illustrations showing faux pas and correct behaviors, 25 different categories
   d. tennis manners [http://www.tennis-navi.jp/blog/hidekikaneko/028519.php]
   e. [http://www.digital-sense.co.jp/cc_new/sub/03_3.html]
      i. Large illustrations of inappropriate behaviors, with discussion of proper way, outlined in steps, following by chart with what to say. Business contexts. Show clear hierarchy of senior, mid-level and entry-level employees.
   g. 女性公共マナー絵
      i. [http://natsumesketch.blog.so-net.ne.jp/archive/c2300223076-1]
      1. girls with disgusting behaviors
   h. [http://www.izu-nirayama.co.jp/etiquette.html]
      i. Country club wear
   i. [http://home.tokyo-gas.co.jp/shoku110/qas/699_c_u.html]
      i. Serving tea to guests
   j. 入選作品 テーマ「荷物の置き方、持ち方に関するマナー」
      i. Keio co illustrated gallery of manners
      ii. [http://www.keio.co.jp/gallery/manner/update/top01.html]
      iii. [http://www.keio.co.jp/gallery/manner/list/index.html]
   k. Discussion on bad male table manners is good, and reports on a survey
      i. [http://atolog69.com/archives/31136654.html]
   l. Detailed explanation of corporate etiquette
      a. [http://www.fujixerox.co.jp/support/xdirect/magazine/rp1205/12052a.html]
   m. Dog manner belt
      i. [http://korochan.asablo.jp/blog/2009/08/19/4524651]

6. Choiwaru oyaji blogs
   a. [http://ameblo.jp/crazychoppers/]


i. 荒くれブログ
   i. チョイ悪親父のうつ日記
   i. チョイ悪親父のフォトブログ
d. http://www.shiminkatudo-hachioji.jp/aa_1P_home_holder/1HP_tyoiiwaru/1HP-sample.html
   i. Hachioji choiwaru oyaji no kai
e. http://blogs.yahoo.co.jp/hoku3miura
   i. 骨太ちょいワルおやじの独り言

7. Advice columns
   a. Yomiuri なんでも相談室 http://hokuriku.yomiuri.co.jp/hoksub7/seikatu/
   b. Big Globe Community なんでも相談室 http://soudan.biglobe.ne.jp/