

Culture, Power and Belonging in Japan

Anthropological Perspectives on the Making of Minorities and Majorities

Section 1

Instructor/Title	Jeffrey T. Hester, Ph.D.
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【Course Outline / Description】

This course focuses on the shifting conditions of cultural minority and marginalized groups in Japan, in particular: the Ainu, Okinawans, those of Buraku “outcaste” heritage, ethnic Koreans tracing their heritage from the colonial era, Nikkei “return” migrants, and the growing Chinese and South Asian communities and other “newcomer” foreigners.

The unifying theme of the course is “belonging,” referring to the ideas and practices that structure social inclusion and exclusion. Belonging encompasses both formal membership rights in a polity (often referred to as “citizenship”), as well as aspects of social acceptance and recognition in other institutions, both formal and informal, such as neighborhoods, schools and the media. Based on the argument that boundaries of inclusion may also produce their own exclusions, we will also investigate the construction of the “majority,” that is, the boundaries of national belonging and mainstream norms.

The broad themes to be addressed include: “culture,” “tradition” and formation of national identity; the role of the State, capital and colonialism in the creation of national, ethnic and caste boundaries; the symbolic processes by which groups are stigmatized and marked as subordinate “others”; administrative and legal technologies involved in the construction and regulation of social boundaries; the diverse actions and responses on the part of marginalized status groups to gain recognition, inclusion and justice; the creative use of “culture,” traditional and popular, in identity movements; and the changing Japanese social context (e.g., globalization, post-9/11 security concerns, increasing social inequalities, below-replacement fertility rates) and recent shifts in conceptualizations of belonging.

Osaka and the Kansai region provide a rich landscape for encountering and learning from a variety of minority communities. Opportunities will be made in the course for experiencing aspects of Japan's cultural diversity such as language, music, and cuisine. And we will take full advantage of comparative opportunities to reflect on our own experiences of ethnic identity in and outside of Japan.

Section 2

【Course Objectives/Goals/Learning Outcomes】

In this course, students should (1) develop an understanding of historical and social processes that shape conditions and experiences of belonging in Japan; (2) increase their understanding of the historical formation and current situation of minority groups in Japan such as the Ainu, Burakumin, Okinawans, Koreans and “newcomer” foreigners; and (3) develop conceptual tools necessary for understanding the interrelationships of culture, power and belonging in Japan and elsewhere in the modern world. Along the way, students are also expected to (4) develop critical thinking skills through close reading and discussion of written and audio-visual materials, discussion and debate, and (5) develop skills of expression and argumentation in written form, in oral form through group presentation, and in class discussion.

Section 3

【Class Schedule/Class Environment, Literature and Materials】

Schedule

• Class 1

Introduction to the course

Culture, power and community in modernity

• Class 2

1. Anderson, Benedict, "Introduction," from *Imagined Communities*
2. Calhoun, Craig, "Introduction," from *Nationalism*

• Class 3

3. Tai, Eika, "Rethinking Culture, National Culture, and Japanese Culture"

• Class 4

4. Morris-Suzuki, Tessa, "Japan," from *Reinventing Japan*

• Class 5

4. Morris-Suzuki, Tessa, "Japan," from *Reinventing Japan* (cont'd)
5. Fujitani, Takashi, "Inventing, Forgetting, Remembering"

Ainu: From settler colonialism to indigenous identity

• Class 6

9. Hughes, Lotte, "Overview,"

FILM: *Ainu: The Way Forward (Shin-kyōsei e no michi: Nihon no senju minzoku)*. Hokkaidō Ainu Association, producer. 2000)

• Class 7

10. Siddle, Richard, "Ainu: Indigenous People of Japan"

• Class 8

12. Siddle, Richard, "An epoch-making event? The 1997 Ainu Cultural Promotion Act and Its Impact"

• Class 9

Yamamura, T. (2014), "Heritage Tourism and Indigenous Tourism," in Okada, M. and Kato, H., *Indigenous Heritage and Tourism: Theories and Practices on Utilizing the Ainu Heritage*. Sapporo: Hokkaido University Center for Ainu and Indigenous Studies, pp. 39-47.

14. Onishi, Norimitsu, "Nibutani Journal: Recognition for a People Who Faded as Japan Grew"
15. Foster, Malcom, "Ainu Stepping Out of Social Stigma"

• Class 10

Iewallen, Ann-Elise (2017). "Ainu Women and Indigenous Modernity in Settler Colonial Japan." *The Asia-Pacific Journal/Japan Focus* 15 (18), 2.

Burakumin: Stigmatization, segregation and the struggle for integration

• Class 11

16. Neary, Ian, “Burakumin in Contemporary Japan”

• Class 12

Bondy, Christopher (2015), “Lessons of Silence: Buraku Issues in School” (Ch. 4), from *Voice, Silence, and Self: Negotiations of Buraku Identity in Contemporary Japan*. Cambridge, Mass.: Harvard University Press, pp. 55-85.

• Class 13

MIDTERM QUIZ

Okinawa: Incorporation at the margins

• Class 14

19. Rabson, Steve, “Assimilation Policy in Okinawa”

• Class 15

20. Rabson, Steve, “Memories of Okinawa: Life and Times in the Greater Osaka Diaspora”

• Class 16

22. Ishihara, Masaie, “Memories of War and Okinawa”
(*Opt.*: 21. Ota, Masahide, “Re-examining the History of the Battle of Okinawa”)

• Class 17

25. Gillan, Matt, “Imagining Okinawa: Japanese Pop Musicians and Okinawan Music”
(*Opt.*: 24. Roberson, James, “Uchinaa Pop: Place and Identity...”)

Koreans in Japan: Between assimilation and heritage identity

• Class 18

26. Kang, Hildi, “Becoming Japanese”

• Class 19

27. Weiner, Michael and David Chapman, “Zainichi Koreans in History and Memory”

• Class 20

Ryang, Sonia (2016). “The Rise and Fall of Chongryun—From Chōsenjin to Zainichi

and Beyond.” *The Asia-Pacific Journal/Japan Focus* 14 (15), 11.
<http://apjjf.org/2016/15/Ryang.html> [BB]
FILM: *Dear Pyongyang* (YANG Yonghi, 2005, 107 min.)

• Class 21

28. Hester, Jeffrey, “Kids between Nations”

• Class 22

Penney, Matthew (2013). “Racists Go Home!”, ‘Go Crawl Back to the Net!’ – Anti-Racism Protestors Confront the Zaitokukai.” *Asia-Pacific Journal: Japan Focus Newsletter* (No. 16, 22 April 2013). <http://apjjf.org/-Matthew-Penney/4758/article.html>
FILM: *GO* (YUKISADA Isao, Dir., 2001)

• Class 23

31. Hester, Jeffrey, “Datsu Zainichi-ron: An Emerging Discourse on Belonging among Ethnic Koreans in Japan”

“Newcomer” foreigners in Japan's present and future

• Class 24

32. Roberts, Glenda, “Immigration Policy: Framework and Challenges”

FILM: *Sour Strawberries* (Tilman König and Daniel Kremers, Dirs., 2009)

• Class 25

Tsuda, Takeyuki (2006). “When Minorities Migrate: The Racialization of Japanese Brazilians in Brazil and Japan, in *Ethnic Identity: Problems and Prospects for the Twenty-first Century*, 4th ed, L. Romanucci-Ross, G. DeVos and T. Tsuda, eds. New York: Altamira Press, pp. 208-232.

36. Masters, Coco, “Japan to Immigrants: Thanks, But You can Go Home Now”

• Class 26

43. Faier, Lieba, “Filipina Migrants in Rural Japan and Their Professions of Love”

• Class 27

Murphy-Shigematsu, Stephen (2008). “‘The Invisible Man’ and Other Narratives of Living in the Borderlands of Race and Nation,” in *Transcultural Japan: At the Borderlands of Race, Gender, and Identity*, D.B. Willis and S. Murphy-Shigematsu, eds. London: Routledge, pp. 282-304.

FILM: *Hafu: The Mixed Race Experience in Japan* (Nishikura Megumi and Takaki Rara, Dirs., 2013)

• Class 28

46. Kudo, Masako, “Becoming the Other in One’s Own Homeland? The Processes of Self-construction among Japanese Muslim Women”

• Class 29

Kawakami, Y. (2007), "Local Mosques and the Lives of Muslims in Japan."

Asia-Pacific Journal: Japan Focus.

Asia-Pacific Journal (2014. 29). "Police Surveillance of Muslims and Human Rights in Japan." *Asia-Pacific Journal* 12 (39).

http://www.japanfocus.org/-Asia_Pacific_Journal-Feature/4190

• Class 30

(Cont'd)

Summation and review

COURSE EVALUATION

Final exams week

FINAL IN-CLASS EXAMINATION (TBA)

【Textbooks/Reading Materials】

Readings will be available on the course Blackboard.

Section 4

【Learning Assessments/Grading Rubric】

Students will be evaluated on the basis of (1) in-class performance, including participation in discussion, preparation of readings and other assignments (10%); (2) group reading presentation/discussion (15%); (3) a mid-term and a final in-class exam (20% x 2 = 40%); (4) a midterm or final take-home essay exam (30%); and (5) a brief reflection essay concerning experience with social boundaries in Japan (5%).

Section 5

【Additional Information】

There are two field trips planned for the course to enhance first-hand learning regarding minoritized groups in the Osaka area.