

## ANTY 441 Social Movements in Japan

Professor Tomomi Yamaguchi  
Montana State University – Fall 2012  
Tue & Thu 15:05-16:20

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### I. Course Description

Familiar images of Japan as a compliant society have been formed by the American media and scholarly representations, with depictions ranging from emphasizing Japanese conformity, harmony, and its “vertical society,” to a propagation of images of obedient salarymen, subservient housewives, studious children facing examination hell, and more recently, to the apolitical “pop Japan”—or “geek culture”—imagery. These images seem to place Japan as being far from having any kinds of social movements or resistances by people to dominant values, with the exception of conservative traditionalism. Is contemporary Japan really the apathetic society that the popular depictions of Japan in the U.S. seem to suggest?

Despite the concern even among Japanese people over the spread of apathy, there has been a notable recent surge in social activism in Japan—both conservative and liberal. Since the 1990s, the rise of neoliberal policies, and the ascendancy of neoconservative politics, have contributed to a current moment of economic inequality and social instability in Japan. Most recently, the global economic crisis jumpstarted by the US financial collapse in 2008 quickly impacted Japan. In the midst of growing inequity, disaffection, and despair, Japan has witnessed a surge in new political organizing, including the rise in popularity of temporary workers' and "freeters" labor unions, as well as the spread of grassroots conservative activism. The Tohoku Earthquake in March 2011 and the disaster at Fukushima Dai'ichi Nuclear Power Plants then significantly impacted the social movements in Japan, as there are multiple, large-scale demonstrations and rallies happening throughout Japan now.

This course will examine social movements in Japan, addressing issues ranging from constitutional rights, patriotism, labor, minority rights and sexuality. We will draw on film, fiction, artwork, and other documents, including web sources, generated by the movements, and academic works, including some primary sources.

Our focus extends outward from contemporary Japan in several ways. First, much important social activism, such as the movement to fight against Japan's militarization—are necessarily historical and international. In fact, most issues, whether concerning labor, immigration, HIV/AIDS, or minority status, are fundamentally transnational. Second, we will be alert to current social movements elsewhere in the world, utilizing comparative perspectives, especially with regard to the United States. Third, the course will explicitly examine historical antecedents for contemporary activism. Fourth, we will examine the new styles of social movements, namely, movements that utilize the internet—such as blogs, youtube, and message boards—which could challenge preconceived notions of “community” and “social movements.”

Knowledge of Japanese is not required (although for those students who would like to practice reading skills in Japanese, it is highly recommended that they utilize Japanese-language sources in their assignments.)

## II. Format and Procedures:

I envision this class to be a combination of discussion-oriented seminar; the course involves active classroom discussion based on the close reading of the assigned texts. I may deliver lectures when necessary. This is a multi-media course, with many in-class showings of films, videos and images. Regular attendance and participation in class are required. Active and thoughtful participation in discussion will be rewarded.

## III. Course Requirements:

### 1. Class attendance and participation policy:

Attendance is required. Email me in advance in case of an absence. More than three absences will hurt your participation/attendance grade. Active participation in class discussion will be rewarded into final participation grade.

### 2 Requirements:

Books:

- Sasaki-Uemura, Wesley. *Organizing the Spontaneous*. 0824824393 |
- Hirose, Takashi. *Fukushima Meltdown: The World's First Earthquake-Tsunami-Nuclear Disaster*. 1468161253
- Shigematsu, Setsu. *Scream from the Shadows: The Women's Liberation Movement in Japan*. 0816667594
- Chen, Jennifer ed. *Another Japan is Possible: New Social Movements and Global Citizenship Education*. Stanford University Press. 0804757828
- Olson, Parmy. *We are Anonymous: Inside the Hacker World of LolzSec, Anonymous, and the Global Cyber Insurgency*. 0316213543

There will be many journal articles, book chapters, newspaper and magazine articles, and translation of activist writings, all to be downloadable or linked from Desire2Learn (D2L).

Films:

You are required to watch required films outside of the class meeting times. Make sure to check out the films either from the library reserve before the date designated on the course schedule. The films are the required element for the course. Some films will be shown during class meeting times.

- *Fukushima Never Again*
- *Ashes to Honey*
- *Atomic Mom*
- *Miike*
- *The New God*

**Warning:** *This class may include readings, films and videos depicting visual images of violence. We will also have discussion on controversial issues, such as nuclear weaponry*

*and energy, and sexuality. If you are not comfortable with the materials, consider not taking the course.*

### 3. Grading:

- Class participation and attendance: 100 points
- D2L postings (discussions, film reaction posts, etc.): 80 points
- 4 Assignments (group and individual): 120 points total (30 points/assignment)
- Group Presentation/Discussion Leader: 50 points
- Research Paper: 130 points
- Research Presentation: 20 points

Total: 500 points

A 94-100 percent  
A- 90-93 percent  
B+ 87-89 percent  
B 83-86 percent  
B- 80-82 percent  
C+ 77-79 percent

C 73-76 percent  
C- 70-72 percent  
D+ 67-69 percent  
D 63-66 percent  
D- 60-62 percent  
F 0 - 60 percent

### Weekly D2L Discussion Questions

- Post your discussion questions based on the readings on **Mondays and Wednesdays by 11:59pm** on D2L.

### Group Presentation

- As a small group, pick up a topic from the choices given to you in class.  
• Do a 20-minute presentation on the readings and if necessary, present research beyond the readings. Also, lead the in-class discussion for 10 minutes.

### Short Assignments

Over the course of the semester, you are required to submit four short writing or other types of assignments on the topics discussed in the course. The assignment may be done in a small group or as an individual depending on the topic. Detailed instruction will be given to you in class.

### Research Paper

Write a research paper (12-15 pages) on a topic of your own choice (related to the topic of social movements in Japan.) You are required to do an extensive outside research for this paper. Submit 100-150 word abstract to the designated area of D2L discussion board by **October 1**. Then submit a working bibliography of at least 5 citations and an outline of your paper by **November 1**. You are required to see me in the following week for individual consultation. **The project is due at on Dec 1 to D2L Dropbox.** You are also required to give an in-class presentation on your project. If you are interested in doing an ethnographic film project or any alternative type of project, please consult with me. If you study Japanese and are interested in writing a paper in Japanese, consult with me as well.

## **IV. Course Policies**

### ***Late Work***

Late work due to procrastination will not be accepted. Late work due to legitimate emergency may be accepted. If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Please state the nature of the emergency, and when you expect to turn in the coursework.

### ***Writing***

Writing is an integral part of this class, and in the discipline of anthropology. The quality of writing will be taken account for the evaluation of your papers. If you have trouble in writing, please visit Writing Center so that you can submit good quality writing for your assignments.

### ***D2L***

I will use internet resources a lot in this class, especially, to make announcements, post relevant information, and facilitate discussion. Make sure you check the D2L site frequently during the semester.

### ***Note***

I may alter parts of this syllabus as the term progresses. In fact, it is highly likely that some changes will be made to the syllabus in the middle of the term after I have gotten to know you better. In order to keep up with the changes, please visit D2L frequently to get announcements.

### ***Academic Integrity***

Plagiarism is illegal. Even if you are borrowing someone else's idea and putting in into your own words, you are required to cite that source. Visit [http://www.plagiarism.org/learning\\_center/what\\_is\\_citation.html](http://www.plagiarism.org/learning_center/what_is_citation.html), if you are uncertain about what constitutes plagiarism or other forms of inappropriate academic conduct. Also see the site that describes the University's procedures for handling such cases:

[http://www2.montana.edu/policy/student\\_conduct/cg400.html](http://www2.montana.edu/policy/student_conduct/cg400.html)

Plagiarized essays (or segments thereof) will receive an "F" (0% credit) for the entire assignment and, if the offense is judged by the anthropology faculty to be intentional, the student may be sent to the academic review board. The MSU academic review board has the power to suspend or expel a student who is found guilty of plagiarism.

### ***Accommodations for Disabilities***

If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact me and Disabled Student Services (DSS) as soon as possible. You can find additional information relating to accommodations provided through DSS at [www.montana.edu/wwwres](http://www.montana.edu/wwwres).

## **IV. Course Schedule Plan**

### **Week 1 (Aug 28, Aug 30)**

#### **Aug 28 - Introduction to the Course**

Film: *Fukushima: Never Again*

#### *D2L Assignment:*

"My Social Movement (Non-) History" for posting on D2L discussion board by **11:59pm on Aug 29**; approximately 2-3 paragraphs (don't post an attachment – copy and paste your post onto the discussion board; please include your candidate for a) the biggest problem(s) facing Japan today; b) the biggest problem(s) facing the U.S. today; and c) where you see hope. Post your replies to at least two of your classmates' posts **by 11:59pm on Aug 31**.

#### **Aug 30 - What is happening now? : Fukushima Disaster and Antinuclear Activism**

*Fukushima Never Again, Cont'd*

- Yamaguchi, Tomomi and Muto, Ruiko. "Muto Ruiko and the Movement of Fukushima Residents to Pursue Criminal Charges against Tepco executives and government officials" *Japan Focus* (D2L)
- Hirose, Takashi. *Fukushima Meltdown*

### **Week 2 (Sep 4, Sep 6)**

#### **Fukushima, Kaminoseki, and Nuclear Power Plants**

- Hirose, Takashi. *Fukushima Meltdown*
- Smith, Aileen Mioko. "Post-Fukushima Realities and Japan's Energy Future" (D2L)
- Yamaguchi, Tomomi. "The Kaminoseki Nuclear Power Plant" *Japan Focus* (D2L)
- Dusinberrer, Martin. "DIMBY: Kaminoseki and the making/breaking of modern Japan" *Japan Focus* (D2L)

Film: *Ashes to Honey*

*Students' presentation #1 on social movements and Fukushima*

*Short Assignment #1: Interview people on what they know of Fukushima, and what they think of nuclear energy.*

### **Week 3 (Sep 11, Sep 13)**

#### **War Responsibilities and Citizens' Actions**

- Wesley Sasaki-Uemura, Sasaki-Uemura, "Introduction," "Undercurrents of Citizen Protest"

- "The Mountain Range and War Responsibility," "The Voiceless Voices and the Discourse on Public Citizenry," and "Epilogue" from *Organizing the Spontaneous: Citizen Protest in Postwar Japan*
- "ABC of Modern Japanese History by the Association for Advancement of Unbiased View of History" (D2L)
- Society for the Dissemination of Historical Fact (D2L)

#### **Week 4 (Sep 18, Sep 20)**

##### **Peace, Japan-U.S. Relations and AMPO**

- Wesley Sasaki-Uemura, "The Grass Seeds and Women's Roles"
- Chan, Jennifer. Selections from Part IV.
- Fruhstuck, Sabine. "AMPO in Crisis?" in *Japan Focus*
- Websites of *Gensuikin* and *Gensuikyo*

*Students' Presentation #2 on Peace Movement*

Thursday Film: *Atomic Mom*

#### **Week 5 (Sep 25, Sep 27)**

##### **Labor Movement, the Mines and Energy**

- Price, John. "The 1960 Miike Coal Mine Dispute: Turning Point for Adversarial Unionism in Japan?" in *The Other Japan*.
- Chan, Jennifer. Selections from Part II: Labor.
- Wesley Sasaki-Uemura, "The Poets of Ōi Factory and Work Culture,"
- Slater, David. "The Making of Japan's New Working Class" in *Japan Focus*

Film: *Miike (outside of class)*

*Short Assignment #2 - on labor movement and Montana mines*

***Oct 1: Submit final project's topic and abstract***

#### **Week 6 (Oct 2, 4)**

##### **Communism and Radical Left**

- Steinhoff, Patricia. "Student Conflict" in *Conflict in Japan*.
- Steinhoff, Patricia. "Three Women Who Loved the Left: Radical Woman Leaders in the Japanese Red Army Movement" in *Re-imagining Japanese Women*.
- Selections from Chan
- JCP, Chukaku and Kakumaru websites

*Students' Presentation #3 on Labor and the Left*

#### **Week 7 (Oct 9, 11)**

##### **Women's Liberation and Feminism**

Readings:

- Shigematsu. *Scream from the Shadows*  
• Film: *30 Years of Sisterhood*

**Week 8 (Oct 16, 18)**

**Women, Burakumin and Human Rights**

- Shigematsu, con'td
- Chan, Jennifer. Selections from Part VI and Part VII
- McLaughlan "Japan's Burakumin" in *Japan Focus*
- Website links (BLL, IMADR, etc.)

*Students' Presentation #4 on Feminism, Genders and Sexualities*

**Week 9 (Oct 23, 25)**

**Ethnic Minorities and Foreign Migrant Workers**

- Chan, Jennifer. Selections from Part VII
- D2L Links to news articles and Japan Focus

*Students' Presentation #5 on Ethnic Minorities*

*Short Assignment #3 on Japan-Korea/China*

**Week 10 (Oct 30, Nov 1)**

**Conservatives and the Right-Wing**

- Sakamoto, Rumi and Allen, Matthew. "Hating 'The Korean Wave'" Comic Books: A sign of New Nationalism in Japan? *Japan Focus*
- Sakamoto, Rumi. 'Koreans Go Home!' in *Japan Focus*
- Takahashi Tetsuya. Yasukuni Shrine at the Heart of Japan's National Debate in *Japan Focus*

Film: *The New God*

**Nov 1 – Submit the working bibliography and outline of your final project.**

**Week 11 (Nov 8) –No class on Nov 6 (Election Day)**

**The Internet and Activism**

Reading: *We are Anonymous*

**Week 12 (Nov 13) – Research day on Nov 15 (Prof Yamaguchi is out of town for a conference).**

**The Internet and Activism**

Reading: *We are Anonymous*

Slater et al. "Social media, Information and Political Activism in Japan's 3.11 Crisis" in *Japan Focus*

*Students Presentation #6 on the Right, Internet and Activism*

*Short Assignment #4: Anonymous, Japan, and the Internet*

**Week 13** (Nov 20) No class on Nov 22 (Thanksgiving)

**The Current Moment**

- Robertson, Jennifer. "From Uniqlo to NPOs" in *Japan Focus*
- Other Japan Focus articles and News articles

**Week 14** (Nov 27 and 29)

Presentations

**Final Project Due on Dec 1 (Dropbox)**

**Week 15** (Dec 4 and 6)

Presentations