

THE CHINESE IN MODERN JAPAN

1:10-4:25

Kyoto Consortium for Japanese Studies

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Objectives

Japan is seldom studied from the perspective of Chinese immigration. Japan today still tends to see itself—and is seen by many foreigners—as a mono-racial and homogeneous country that rejects immigration in both explicit and subtle ways. In fact, immigration has been an enduring feature of modern Japanese history, from the country’s “opening” to the West in the mid-19th century through the Pacific War and the U.S. Occupation to the early 21st century. In this course we are going to trace the history of Chinese immigration to Japan from the Tokugawa period to the present day with three broad objectives. First, we will analyze the experience of Chinese migrants in Japan from the perspectives of politics, economics, society, and culture. We will try to understand how they have coped with the challenge of living and working in Japan while contributing to—and in some cases putting stress on—the host society. Second, we will seek a “lateral view” on modern Japanese history and society through the prism of Chinese immigration on such topics as Japan’s encounter with Western modernity in the treaty ports, Japan’s economic and social penetration of colonial Korea, Japan’s economic expansion into colonial Southeast Asia, and the evolution of Japanese views on such issues as Pan-Asianism, racial competition, and migration. Finally, we will also consider how Chinese immigration continues to impact Japanese society—replenishing the shrinking labor force, propping up the retailing and service sectors, and fueling nationalistic discontent—in the 21st century when the relations between Japan and China enter turbulent and uncharted territory.

Overall, this course aims to gain a better perspective on the political, economic, and social dilemmas facing Japan today. It will appeal to students interested in Japan-China relations, East Asian social and cultural history, and such general issues as migration, ethnic identity, and multiculturalism.

Content & Organization

This course is divided into three parts. Part I examines the social history of Chinese migration to Japan in the late 19th and early 20th century (Imperial Japan). It seeks to reappraise the role of Chinese migrants and the response of the host society to them in a century of upheavals and radical change. Visits to the Kobe Municipal Museum and the private Kobe Overseas Chinese Museum serve to highlight differences in the way this history is remembered today. A visit to Kobe's Chinatown (Nankin-machi) provides a perspective on more recent developments in the complex and evolving relation between Chinese migrants and Japanese society in a particular urban context. This unit concludes with students giving an oral presentation and submitting an essay analyzing the meaning of Chinatown in contemporary Japan.

Part II has as its highlight a one-day fieldtrip to the Pudu festival at Manpukuji in the south of Kyoto. To properly contextualize the festival, it reviews the history of Sino-Japanese relations in the Tokugawa period focusing on Japan's trade with China through Nagasaki and its implications for Japanese culture and society at large. The objective of this unit is to appreciate how history has been used as a resource by generations of Chinese migrants to define and redefine their place in Japanese society. In the oral presentation and analytical essay, students are encouraged to test such concepts as cultural authenticity and reinvention of tradition as they interpret the significance of the Pudu festival.

Part III covers the end of the 20th century and the early 21st century. The focus of this unit is the changing character of Chinese migration to Japan amid rising nationalism in both countries, heightened tension in bilateral relations, and growing economic integration between the two countries. Drawing on recent sociological and anthropological studies, it will examine the latest experience of Chinese migrants in a society that needs their labor and skills but is wary of their growing numbers and the continual "rise" of China. This unit comprises a half-day trip to Osaka's Korean Town in Tsuruhashi, which is intended to highlight the different strategies taken by migrants when confronting issues of identity and citizenship. In the final assignments, students are expected to evaluate the pros and cons of Japan as a destination for prospective migrants.

Format

This course comprises 2 half-day fieldtrips to the Kobe Municipal Museum & Chinatown, Osaka Korean Town, and a one-day fieldtrip to the Pudu festival at Manpukuji in Uji, Kyoto. There will be 3 oral presentations accompanied by 3 analytical essays by students at the end of each of the 3 units of his course.

Requirements

Graded assignments include:

- (1) Seven 300-word reflections on weekly readings (10%; written statements to be read out in class; no submission of hardcopy is needed)
- (2) Three 800-word oral presentations (10% \times 3=30%; no PPT presentations; written statements to be read out in class)
- (3) Three 1,500-word analytical essays (15% \times 3=45%; to be written on the SAME topics as the oral presentations; a hardcopy is to be submitted in class after each oral presentations)

Unit #1 Changing Chinatown, 19 th -20 th Century	
Sept 8	Study theme: Explanation of syllabus; The big picture; Reasons for studying the Chinese in Japan. <ul style="list-style-type: none"> • Dower, John. Yokohama Boomtown. http://ocw.mit.edu/ans7870/21f/21f.027/yokohama/pdf/yb_essay.pdf
Sept 15	Fieldtrip to Kobe Chinese Museum 神戸華僑博物館(Y300), Kobe Municipal Museum 神戸市立博物館(Y900), Kobe Chinatown 神戸南京町(free) *Meeting at Hankyu Sannomiya Station “west exit” at 1pm. <ul style="list-style-type: none"> • Tsu, Timothy. 2011. Black Market, Chinatown, and Kabukichō: Postwar Japanese Constructs of “Overseas Chinese.” <i>Positions: East Asia Cultures Critique</i> 19(1): 133-157. (online) • Han, Eric. 2014. A Town Divided: The Cold War in Yokohama Chinatown, 1945–72. In <i>Rise of a Japanese Chinatown: Yokohama, 1894-1972</i>, pp.157-193. (on reserve)
Sept 22	Study theme: Chinese in Imperial Japan <ul style="list-style-type: none"> • Tsu, T.Y. 2010. Japan’s Yellow Peril: The Chinese in

	<p>Imperial Japan and Colonial Korea. <i>Japanese Studies</i> 30(2): 161-183. (online)</p> <ul style="list-style-type: none"> • Han, Eric. 2014. Sino–Japanese War, Sino–Japanese Friendship, and the Yokohama-ite Identity, 1933–45. In <i>Rise of a Japanese Chinatown: Yokohama, 1894-1972</i>, pp.124-156. (on reserve) • (1) 300-word reflection on readings. • In-class discussion question: What would you say distinguished the Chinese in imperial Japan from Chinese migrating to other countries in the same period? Or what strikes you as most notable or unusual about the Chinese coming to imperial Japan?
Sept 29	<p>Study theme: Rise of the Modern Chinatown</p> <ul style="list-style-type: none"> • Mak, Anna-Lisa. 2003. Negotiating identity: Ethnicity, tourism and Chinatown. <i>Journal of Australian Studies</i> 27:77, 93-100. (online) • Anderson, Kay. 1987. The Idea of Chinatown: The Power of Places and Institutional Practice in the Making of a Racial Category. <i>Annals of the Association of American Geographers</i> 77(4): 580-598. (online) • (2) 300-word reflection on readings. • In-class discussion question: What have you observed in Kobe?
Oct 6	No class (students go on Okayama trip)
Oct 13	<p>Presentation #1 (800-word presentation & 1,500-word analytical essay)</p> <ul style="list-style-type: none"> • Presentation & essay question: Does Chinatown advance or undermine the interests of Chinese people living in Japan? Does it promote multiculturalism or ethnic stereotypes? • Please note that there will be a fieldtrip on Oct 15 (Sunday)!
<p>Unit #2 The Past in the Present: Manpukuji’s Chinese Pudu Festival</p>	
Oct 15 Sunday	Fieldtrip to Manpukuji (time to be announced)
Oct 20	<p>No class (instructor on conference leave)</p> <ul style="list-style-type: none"> • Choi, Chi-cheung. 1984. The Chinese “Yue Lan” Ghost Festival in Japan: A Kobe Case Study, Aug. 31-Sept.4, 1982. <i>Journal of the Hong Kong Branch of the Royal Asiatic Society</i> 24: 230-263. (online) • Wang, Wei. 2003. Revitalization of Local Community and Ethnicity: Nagasaki’s Lantern Festival among the Immigrant Chinese. <i>International Journal of Japanese Sociology</i> 12(1): 17-32. (online)

Oct 27	<p>Study theme: Connecting Past with Present</p> <ul style="list-style-type: none"> • Jansen, M. 1992. <i>China in the Tokugawa World</i>, pp.1-41. (on reserve) • (3) 300-word reflection on readings. • In-class discussion question: What did you observe at Manpukuji?
Nov 3	<p>Study theme: Connecting Past with Present</p> <p>Jansen, M., <i>China in the Tokugawa World</i>, pp.53-91.</p> <ul style="list-style-type: none"> • (4) 300-word reflection on readings. • In-class discussion question: How would you explain the role of Chinese culture/people/trade in Tokugawa Japan to someone who has no background in Japanese history?
Nov 10	<p>Presentation #2 (800-word presentation & 1,500-word analytical essay)</p> <ul style="list-style-type: none"> • Presentation & essay question: What is the meaning or function of the Chinese Pudu Festival at Manpukuji? Is it aimed at Chinese or Japanese? How do you relate the festival to such concepts as “authenticity,” “hybridity,” “improvisation,” and “commercialization”? • Yeh, Chiou-Ling. 2004. “In the Traditions of China and in the Freedom of America”: The Making of San Francisco's Chinese New Year Festivals. <i>American Quarterly</i> 56(2): 395-420. • Lau, Frederick. 2004. Serenading the Ancestors: Chinese Qingming Festival in Honolulu. <i>Yearbook for Traditional Music</i> 36: 128-143. (online)
<p>Unit #3</p> <p>The Future of Chinese Immigrants in Japan</p>	
Nov 17	<p>Study theme: Renewed Immigration since 1980s</p> <ul style="list-style-type: none"> • Liu-Farrer, Gracia. 2011. Careers in Japan’s Transnational Economy. In <i>Labor Migration from China to Japan: International Students, Transnational Migrants</i>, pp.110-124. (on reserve) • Liu-Farrer, Gracia. 2011. Producing Global Economies from Below: Migrants’ Transnational Entrepreneurship. In <i>Labor Migration from China to Japan: International Students, Transnational Migrants</i>, pp.125-140. • (5) 300-word reflection on readings. • Watch in class: NHK Documentary <i>Having Come and Seen Japan...</i> (日本に来てみたけれど) • https://www.youtube.com/watch?v=K437cZaKoIA
Nov 24	<p>Study theme: 21st-Century Developments</p> <ul style="list-style-type: none"> • Yamashita, Kiyomi. 2015. Chinatown in Tokyo: The First New Chinatown in Japan. <i>Journal of Chinese</i>

	<p><i>Overseas</i> 7(1): 114-129. (online)</p> <ul style="list-style-type: none"> • Takenoshita, Hirohisa. 2006. The Differential Incorporation into the Japanese Labor Market: A Comparative Study of Japanese Brazilians and Professional Chinese Migrants. <i>The Japanese Journal of Population</i> 4(1): 56-74. (online) • (6) 300-word reflection on readings. • Watch in class: Okinawa Invasion & Ikebukuro Protest clips.
Nov 19 Sunday	<p>Fieldtrip to Tsuruhashi Korean Market/Korean Town</p> <ul style="list-style-type: none"> • Meeting at Hankyu Umeda Station at 12 noon. (Big screen outside Kinokuniya Bookstore on ground level.)
Nov 24	<p>Study theme: The Meaning of Citizenship</p> <ul style="list-style-type: none"> • Chung, Erin A. 2010. Destination Japan: Global Shifts, Local Transformations. In <i>Immigration and Citizenship in Japan</i>, pp.144-172. • Lie, J. Zainichi Recognitions. <i>The Asia-Pacific Journal</i> 6(11): 1-29. • (7) 300-word reflection on readings. • In-class discussion questions: (1) What did you observe in Osaka's Korean Town? (2) Is taking Japanese citizenship a betrayal of one's identity or self-empowerment? • Watch in class: NHK Documentary <i>Stateless: Where is My Country?</i> (無国籍 : ワタシの国はどこですか?) https://www.youtube.com/watch?v=x7g6_kTe18I
Dec 1	<p>No class (students prepare for presentation & essay #3)</p> <ul style="list-style-type: none"> • Liu-Farrer, Gracia. Life Spanned Across Border. In <i>Labor Migration from China to Japan: International Students, Transnational Migrants</i>, pp.141-153. • Coates, James. 2015. "Unseeing" Chinese Students in Japan: Understanding Educationally Channeled Migrant Experience. <i>Journal of Current Chinese Affairs</i> 44(3): 125-154. (online) • Meng Liang. 2014. "Place making" in Kawakami: Aspirations and Migrant Realities of Chinese "Technical Interns." <i>Contemporary Japan</i> 26(2): 245-262. (online)
Dec 8	<p>Presentations #3 (800-word presentation & 1,500-word analytical essay)</p> <ul style="list-style-type: none"> • Presentation & essay questions: Based on what you have observed and read in the context of this course, discuss if migrating to Japan is a "good" choice for Chinese people (or any prospective migrants). What are the pros and cons?
End of Unit #3	