



MSc and MPhil in Japanese Studies 2020/2021

Japan and China in Transnational East Asia

Dr Chigusa Yamaura, Junior Research Fellow and Departmental Lecturer, Nissan Institute of Japanese Studies and Contemporary China Studies

This option will be taught in Hilary Term.

Overview

This course examines various movements of people, images, and ideas in the intra-Asia context, with a particular focus on Japan and China. In an increasingly globalized world, it has become more and more common for individuals to move across national borders-- voluntarily or involuntarily--to work, live, or marry. These flows are not random, but rather patterned as a result of various political, economic, social, and historical factors. In addition to looking at how time and space have become compressed as a result of globalizing processes, we will investigate what forms of inequalities shape and result from these movements. We will also examine how historical developments (especially Japanese imperialism), ethnicities, class, and gender generate certain flows of people within and beyond East Asia. Moreover, we will focus on people's agency in these transnational experiences.

This Course Takes Three Unique Approaches:

1) an interdisciplinary perspective

A key premise of this course is that questions concerning transnational flows are best investigated from the vantage point of multiple, interdisciplinary perspectives within the social sciences. Thus, we will read a range of historical, ethnographic, sociological, and political science texts. By exploring dynamics and phenomena at multiple scales of analysis (state-level, society-level, and individual-level), we will examine the complexities of transnational movements.

2) a cross-country perspective

Instead of focusing on one particular country, this course takes a cross-country viewpoint. By tracing and examining movements across different countries and political units (mainly mainland China (PRC) and Japan, but also Taiwan, Hong Kong, the Philippines, South Korea, Malaysia, etc.), we will critically analyse how relations between polities influence people's lived experiences.

3) a perspective that examines local-transnational dynamics

While our focus is transnational flows, we will also investigate how local norms, values, and ideologies generate transnational movement. Thus, we shall seek to link transnational movements with the local contexts from which they emerge and at which they arrive.

Teaching arrangement

Weekly two-hour classes, consist of a lecture, a short student presentation, and class discussion. Each week, one or two students will make a short presentation to address key concepts, questions, dilemmas, or paradoxes for consideration, in particular linking the larger themes of the course and specific examples from the readings. Other students need to be ready to discuss the topics by completing the readings.

The Topics covered include:

- Globalization and mobilities in the world and East Asia
- Migration and the political economy of desire
- Colonialism and migration in East Asia
- Transnational kinship and family
- Transnational labor migration
- Gendered and marriage migration
- Practices and/or rhetoric of “Pan-Asianism” and “ethnic reunion”
- State intervention in mobility and boundaries

Course assessment

Formative assessment: two practice essays (max 1500 words): face to face and/or written feedback will be provided.

Summative assessment: A four-hour take home exam (open textbook)

Indicative readings

- Massey, Doreen. “Power-Geometry and a Progressive Sense of Place.” In *Mapping the Futures: Local Cultures, Global Change*. Edited by John Bird, Barry Curtis, Tim Putnam, Lisa Tickner. Routledge: 60-70.
- Young, Louise. 1998. “The Migration Machine: Manchurian Colonization and State Growth.” In *Japan’s Total Empire: Manchuria and the Culture of Wartime Imperialism*. Berkeley: University of California Press: 352-398.
- Tamanoi, Mariko. 2009. *Memory Maps: The State and Manchuria in Postwar Japan*. Honolulu: University of Hawaii Press.
- Watt, Lori. 2009. “When Empire Comes Home: Repatriation and Reintegration in Postwar Japan.” Cambridge: Harvard University Asia Center.
- Fan, C. Cindy. 2007. *China on the Move: Migration, the State, and the Household*. London: Routledge.
- Freeman, Caren. 2011. *Making and Faking Kinship: Marriage and Labor Migration between China and South Korea*. Ithaca: Cornell University Press.
- Ong, Aihwa. 1999. *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham: Duke University Press.
- Nicole Constable, ed. 2005. *Cross-Border Marriages: Gender and Mobility in Transnational Asia*. Philadelphia: University of Philadelphia Press.
- Chia-Wen Lu, Melody. 2005. “Commercially Arranged Marriage Migration: Case Studies of Cross-border Marriages in Taiwan.” *Indian Journal of Gender Studies*. 12: 275
- Faier, Lieba. 2009. *Intimate encounters: Filipina women and the remaking of rural Japan*. Berkeley: University of California Press.

- Liu-Farrer, Gracia. 2011. Labour migration from China to Japan: International students, transnational migrants. London: Routledge.
- Newendorp, Nicole. 2008. Uneasy Reunions: Immigration, Citizenship, and Family Life in Post-1997 Hong Kong. Stanford: Stanford University Press.
- Friedman, Sara L. 2015. Exceptional states: Chinese immigrants and Taiwanese sovereignty. Berkeley: University of California Press.
- Shih, Shu-mei. 1998. "Gender and a New Geopolitics of Desire: The Seduction of Mainland Women in Taiwan and Hong Kong Media," *Signs*. 23(2): 287-319

Statement of Coverage

This document applies to students starting the MSc and/or MPhil in Japanese Studies in Michaelmas Term 2020. The information in this handbook may be different for students starting in other years.

Disclaimer

The information in this document is accurate as at 29 September 2020, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.