QUIZ 4

Please write on one of the following topics, using a selection of the relevant readings and media as well as the course lectures. Note: the relevant media can be found online or in the library.

TOPIC 1: Structural Violence against Youth

Relevant course readings: Norma Field, Adrienne Hurley, Asada Akira, Azuma Hiroki, Kotani Mari, and David Slater.

Relevant media: *Kamikaze Girls* (*Shimotsuma monogatari*); *Hell Girl* (*Jigoku shôjo*) Episode 1; *Welcome to the NHK* (*NHK ni yokoso*) Episode 1; *Accel World* Episode 1

Suggestions: Although they address somewhat different periods and youth populations, each of writers mentioned above offers a critique of some form of structural violence against youth. What are the contours or operations of the specific form of structural violence against youth that they address? What period and population do they address? What form does resistance take?

If you wish also to consider one or more of the examples from popular anime discussed in class, the basic questions are similar. What specific form of structural violence against youth do they address? What youth population? What form does resistance take?

TOPIC 2: Political Economy of Nuclear Energy

Relevant course readings: Martin Dusinberre and Daniel P. Aldrich, Matthew Penney, Oguma Eiji

Relevant media: *Stop the Flows: Dispatch #2: Amateur Riot*; *BBC This World: Inside the Meltdown*; *Nuclear Ginza*; Kamanaka Hitomi, *Rokkashomura Rhapsody*

Suggestions: While there has been opposition to nuclear energy in Japan from the early 1950s, the meltdown of Fukushima reactor generated massive public opposition to nuclear energy, focusing new attention on various aspects of its political economy. The pro-nuclear contingent in Japan, which has consistently exaggerated the virtues and downplayed the drawbacks of nuclear energy, is now faced with a series of objections and challenges to the image of nuclear energy as clean, safe, and cheap. What sorts of criticisms of the pro-nuclear position have arisen? What kind of political economy is associated with nuclear energy?

TOPIC 3: The Myth of Monocultural Japan

Amino Yoshihiko contests “The ‘island-country theory’ and the ‘rice monoculture theory’ [that] stem from a view of Japan as having been from ancient times a ‘unified state’ peopled by one highly homogeneous race.”

The concept of Japan as a monoculture or ethnically homogeneous culture emerged in Meiji era with the formation of modern nationalism, but it remained in tension with (and in many ways subordinate to) visions of multiethnic empire, until the postwar period. In the postwar era, the American Occupation and ‘Japan Inc’ reinforced a myth of a unified homogeneous Japan.

What contemporary realities and historical realities does the myth of monoculture Japan ignore or suppress? The risk of ‘multiculture theory’ is that it might embrace diversity without addressing power formations or socio-historical conflict. How then is one to look at Japan through the history of its ‘multiculturism’?

Relevant course readings: open.

TOPIC 4: Open

If you would like to propose a topic, please submit it to your grader by December 3 for approval. The proposed topic should build on problematics and materials presented in class.

PRESENTATION:

The total response should be no more than 1,500 words in length. You decide how many words to give to each question. We will tolerate only slight variation from this ideal; papers that are significantly longer (or shorter) will not be well received. Papers must be typed, doubled spaced, and submitted in hard copy.

SUBMISSION: Submit a hard copy of your paper by noon on Monday, December 10, 2012. You will need to leave the paper in the box labeled Assignment Box next to room 200 in the East Asian Studies building on 3434 McTavish.

CITATION:

We do not expect you to use materials beyond the course reader, course lectures, and materials posted on the course website. Citations for the materials in the reader are in the syllabus. You do not need to cite lectures. If you use additional sources, please cite them. Use MLA format; guidelines are available from the McGill library “how to cite” webpage: <http://www.mcgill.ca/library-assistance/how-to/citing/>

**Note**: Taking summaries or interpretations from the net or other sources without acknowledgement constitutes plagiarism, which is ground for failure and possibly suspension. Also, take care with materials found online. They demand the same critical attention as any other sources.

EVALUATION:

Your response will be evaluated out of 50 points.

Argument or thesis (10 pts)

Presentation and organization (10 pts)

Use of the evidence: how you use evidence in support of your argument (10 pts)

Use of course materials generally (10 pts)

Originality (10 pts)