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MINORITIES IN JAPANESE EDUCATION 2 credits (Spring)  
マイノリティと日本の教育 2単位(春学期)

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**Course Description:**

This course focuses on education purposes, policies, and practices as they manifest and are experienced when groups of people in possession of different cultural identities and experiences encounter one another in formal and informal educational sites in Japan. Specifically, the course explores the educational issues of various minorities in Japan including students from working class backgrounds, *Buraku* students, ethnic Koreans, returnees, *hafu*, immigrants, girls in JK business, and LGBTQ students. The course attempts to understand and unpack terms to help us understand the cultural encounters that occur in educational settings and the processes which result such as assimilation, integration, inclusion, exclusion, segregation, *ibasho*, hybrid identities, and marginalization. Through discussions, videos, personal reflections, field trips, exhibits, and group projects, the course examines the possibilities and limitations of Japanese education policies and practices that impact the lives of minority students and explores the ways to create more inclusive and equitable educational sites.

As an international collaborative course, the students are encouraged to actively interact with classmates from diverse linguistic and cultural backgrounds and discuss topics through cross-cultural and comparative lenses. This course also allows students to unpack and deepen their own educational experiences in relation to multiple identities and connect personal stories to the overall theme of the class.

**Textbooks:**

There is no textbook for this course. Weekly reading assignments will be available online.

**Reference Books:**

1. DeCoker, G., & Bjork, C. (Eds.). (2013). *Japanese education in an era of globalization: culture, politics, and equity*. New York: Teachers College Press
2. Goodman, R., Imoto, Y., & Toivonen, T. (2012). *A sociology of Japanese youth: from returnees to NEETs*. London & New York: Routledge
3. Gordon, J. A. (2010). *Challenges to Japanese education: economics, reform, and human rights*. New York and Yokohama: Teachers college and Seori-shobo
4. Tokunaga, T. (2018). *Learning to belong in the world: An ethnography of Asian American girls*. Singapore: Springer
5. Tsuneyoshi, R. K., Okano, K. H., & Boocock, S. S. (2011). *Minorities and education in multicultural Japan: an interactive perspective*. Abingdon, Oxon; New York: Routledge
6. Yonezawa, A., Kitamura, Y., Yamamoto, B. & Tokunaga, T. (Eds). (2018) *Japanese Education in a Global Age: Sociological Reflections and Future Directions*. Singapore: Springer
7. Willis, D. B., & Rappleye, J. (2011). *Reimagining Japanese education: borders, transfers, circulations, and the comparative*. Oxford: Symposium Books

**Course Plan:**

- 1 Introduction
  - 2 Dimensions of difference, majority and minority, privilege, intersectionality
  - 3 Overview of Japanese education
  - 4 Educational inclusion and exclusion of minority students
  - 5 Sharing educational autobiography
  - 6 Child poverty and educational inequality
  - 7 *Buraku* students and human rights education
  - 8 *Zainichi* Koreans and ethnic education
  - 9 Returnees, *hafu*, and international education
  - 10 Immigrants, public schools, and community support
  - 11 Gender and education, girls in JK business
  - 12 LGBTQ students and schooling
  - 13 In-class exhibition
  - 14 Wrap up: Where to go from here?
- Other Reflection and conclusion

**Lecturer's Comments to Students:**

This course requires students' active classroom participation. You are expected to attend class regularly, complete assigned readings before the class, interact with students from diverse backgrounds, explore and exchange perspectives, and contribute to the collective well-being and quality of our learning community. For a group project, you will conduct research with your groupmates on the topic assigned, give a group presentation, and lead a discussion. Missing class regularly or other evidence of not trying will affect your grade severely.

**Method of Evaluation:**

1. Attendance and participation in class: 20%
2. Educational autobiography and presentation: 20%
3. Learning analysis: 30%
4. Group project (presentation, final product, and reflection): 30%