administrative struggles, 25
African Americans, 32, 76, 93, 127
Ainu, 165n3 (chap. 4)
All Romance incident 25–26
attitudes toward burakumin, 2, 3, 6–9, 12, 17–22, 61, 66, 71–74, 98–101, 117, 123, 134, 144, 149, 157
bracketing, 3–4, 6, 10–12, 55, 85, 111, 119–22, 146–47; and silence, 124–26, 128, 141–47, 149–51. See also impression management; risk; security
Brazilians of Japanese ancestry, 89–91, 132, 165n1 (chap. 5)
Brekhus, Wayne, 5–6, 10–11, 111, 119–120, 146
Buraku Kaihō Zenkoku Iinkai. See National Committee for Buraku Liberation
Buraku Liberation League (BLL), 2; approaches of, 2, 31–32, 144; blended events, 34–35; fracturing 30–32; future of, 133, 137–38, 152–53; origins, 26; political party relationships, 164n8; in Takagawa, 39–44. See also burakumin; Takagawa
burakumin, 1–2; backgrounds, 4; boundaries, 19–20, 32, 37, 39; history, 16–33; markers of, 5–6; name lists (chimeisōkan), 21; prewar social movement organizations, 21–24; private investigators and, 21; postwar social movements, 24–26, 30–32. See also Buraku Liberation League; Children’s Club; Jiyū Dōwa Kai; Kaihō no Matsuri; Kuromatsu; National Committee for Buraku Liberation; outcaste; Suiheisha; Takagawa; Yūwa Undō
Children’s Club, 40, 68; as alternate source of education, 42; changes in, 92, 136–37; connections with community, 97, 101, 106; connections with school, 94, 96–97, 102–5; effect on youth, 94–95, 98, 104–8; goals of, 92; other minorities and, 95; origins 92–93; structured social space, 93–94; Suiheisha, 95–96, 101. See also social networks
code words, 60–62; challenging, 114–16; incorporation of, 85; strategic use, 67, 124–25. See under silence
coming out, 38, 121–22, 125
commoners/new commoners, 19–20; koseki, 20, 165n8; lessons in school, 70–71
community revitalization. See machi zukuri
compulsory majority–ness, 5, 144, 147, 150
cultural practices, 34, 45–47, 49–54; 77–78, 96

demographic changes, 128–31
denunciation session. See kyūdan
discrimination, 22, 71, 134; challenging, 98; language, 61–62; personal experiences, 72–75, 98–100, 116, 149; potential, 77, 98, 100, 117–23, 126, 141, 145; state role in, 75–76. See also fateful moments


Dōwa Kai 30–31. See Jiyyō Dōwa Kai
Dōwa Taisaku Jigyō Tokubetsu Shōchi Hō. See Special Measures Law
Dōwa Taisaku Shingikai Tsūshin (Deliberative Council Assimilation Report), 26–27

Emancipation Edict, 19–20; lessons in school, 69–70; and occupational markers, 19

family registry. See koseki
fateful moments, 98–99; experiences with, 117; youth response, 99–100, 111, 113. See also risk
festival of liberation. See Kaibō no Matsuri

Giddens, Anthony, 11–12, 86, 93, 98, 109, 111
Goffman, Erving, 10–11, 121, 150
graffiti incident, 98–101, 107
gyō sei tōsō. See administrative struggles

Hatanaka City, 133–140; buraku issues in, 134–35; Kaibō no Matsuri in, 138–39; response to town merger, 134; schools within, 135–36; symbolic changes to, 136–37

heimin/shin-heimin. See commoners/new commoners hierarchy, 60, 67–68, 102

Hinode Junior High School, 35–36; after-school programs, 87–92; approaches to buraku issues, 64–67; Brazilian culture in the curriculum, 89–91, 165n1 (chap. 5); discussion of local buraku district, 66–67, 165n4; reputation for violence, 60–61, 114–16. See also Dōwa education; Kuromatsu
history. See under burakumin, Dōwa education; See also Tokugawa era

identity, 2; beyond binary, 125; creation of, 11–12; duality of, 49–50, 52–53; as an ongoing process, 123; reflexivity, 10–12, 123–24, 146. See also impression management
imperial family, 7, 48
impression management, 10–12, 38–39, 55, 100, 108, 111, 128; and stigma, 113–23, 140–41, 146–47, 150

Jinken Yōgo Shisaku Suishin Hō (Law for the Promotion of Human Rights Protection), 27
Jiyyō Dōwa Kai (JDK), 3, 31; approaches of, 2, 31–32, 35–37, 88 144, 164n2; blended events, 34–39; future of 152–53; in Kuromatsu, 35–37; and political parties, 30–31; and schools, 64, 66, 88

Kaibō no Matsuri (Festival of Liberation), 40–42; as blended event, 41–42, 49–52; in Hatanaka, 133, 138–40; role of Children’s Club, 44, 47–48; organization, 46–49; origins, 44–45; response to, 51–52; scheduling, 45–46, 133; use of symbols, 46–52

Kaibō Rei. See Emancipation Edict
Kodomo Kai. See Children’s Club
Index

koseki, 4; discrimination and, 20–21, 76, 129; finding background, 20
Kuromatsu City, 2, 35–36; buraku district, 35–39; community center, 62–64; community consolidation, 131–33; and Jiyū Dōwa Kai, 3, 35–37; minority issues in, 131–32; new Kuromatsu City, 131–33. See also Dōwa education
kyūdan (denunciation sessions), 23; criticism, 30–31, 41–42; local use, 41–42; Yata, 28–29; Yoka High School 29. See also All Romance incident
Law for the Promotion of Human Rights Protection. See Jinken Yōgo Shisaku Suishin Hō
LGBT, 11, 32, 75, 119, 148, 150–51
Liberal Democratic Party, 30–31
liberation education, 71–72. See also Dōwa education
literacy classes, 42–43. See also Kaihō no Matsuri
machi zukuri (city revitalization), 37–39
marginality. See discrimination
methods, 3; expectations of researcher, 156; framing research topic, 158–59; interviews, 159–60; role of researcher, 159–61; and silence, 157–62; and social movement approaches, 156–58
Ministry of Education, 56–58, 69, 135
National Committee for Buraku Liberation (NCBL) 24; demands, 25; Matsumoto Jiichirō, 24–25; move to become Buraku Liberation League, 26
Okinawa, 50, 78, 84, 107
open space, 101–6, 109
outcaste, 2, 14, 16–19
passing, 11, 38–39, 112, 119, 149. See also bracketing; impression management pride, 41, 43, 51–52; in challenging silence, 77, 145; in community, 39, 41, 51; as a lesson, 75, 80, 84
protective cocoon, 2; changes in, 140; Children’s Club and, 96–98, 105–8; impermanence of, 109–11; lessons in school, 77, 85; moving beyond, 111–13, 123, 146; multiple layers of, 86–87; as protection, 12, 145; returning to, 119, 121, 129; rupturing of, 98–100. See also fateful moments; risk; security
resident Koreans, 5, 81–82, 95, 165n2 (chap. 5)
Rice Riots, 22; school lessons about, 71
risk, 3, 7, 12, 77, 85, 94, 98–100, 104, 109–13, 118–19, 126–28, 140–41, 145–50. See also bracketing; protective cocoon; security
Sayama Incident, 8–9, 68
schools, 55–57; clubs, 78, 88, 91; connection to community, 56, 62–64, 82, 85, 88, 101; entrance exams, 56, 64
165n2 (chap. 4); festival, 78; legitimacy, 56, 84; matriculation, 111–17; teaching about other minorities, 81–82, 89–91. See also Dōwa education
security, 3, 8, 42, 53, 77, 87, 93–94, 96, 98, 102, 104–5, 106–10, 112–17, 119–22, 137, 140–41, 143–50. See also bracketing; protective cocoon; risk
silence, 3–4, 163n3; and blended events, 37–38; and bracketing, 124–26; challenging, 96, 102–4, 108–9, 121; code words, 60–62; as directive, 61, 157–58; first experiences with, 118–20; as form of marginalization, 4, 144; as form of protection, 10–12, 116–17, 147–48; and government, 9–10; institutional changes affecting, 138–40, 142; and media, 6–9, 144; reinforced in school, 91, 108–09; reproduction of, 111–12, 148; as a social process, 5–6, 10, 87, 116, 140–41, 143, 146, 149; and Special Measures Law, 27–28; violations of, 7. See also identity management; passing
### Index

<table>
<thead>
<tr>
<th>Term</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>social construction</td>
<td>15–16, 61; of whiteness, 16, 163n1 (chap. 2)</td>
</tr>
<tr>
<td>social networks</td>
<td>49–50, 91, 105, 107</td>
</tr>
<tr>
<td>Special Measures Law</td>
<td>26–27; education, 58–59; silence, 9–10, 27–28; termination of, 31, 65, 102, 106, 129, 135, 151. See also Dōwa education; open space stigma. See under impression management</td>
</tr>
<tr>
<td>Suiheisha</td>
<td>22–24; approaches, 23–24; challenging discrimination, 23; connections to current movement, 40; government control, 23–24; relation to open space, 101–2; state response, 24, 164n5; teachings, 71. See also burakumin; kyūdan</td>
</tr>
<tr>
<td>Takagawa Junior High School</td>
<td>67–69; in Hatanaka City, 135–36; hierarchy, 67–69; open space, 101–2; school festival, 78; symbolic connection to buraku issues, 68; teachers, 69–71, 82–83. See also Dōwa education; schools</td>
</tr>
<tr>
<td>Takagawa town</td>
<td>2, 39–41; Buraku Liberation League, 3, 39–44; gappei, 133–34; Human Rights Parade, 43, 97. See also Hatanaka City; Kaihō no Matsuri</td>
</tr>
<tr>
<td>textbooks</td>
<td>56–57, 66, 84</td>
</tr>
<tr>
<td>Thomas theorem</td>
<td>15–16, 61</td>
</tr>
<tr>
<td>Tokugawa era</td>
<td>17–18, 163n2 (chap. 2); lessons in school, 75–77</td>
</tr>
<tr>
<td>voice</td>
<td>2, 5, 103; challenges, 143–44; as embedded process, 39–54, 145; and symbols, 39–40, 43–51</td>
</tr>
<tr>
<td>Yūwa Undō (Harmony Movement)</td>
<td>22–24, 58, 164n5; government control, 23–24</td>
</tr>
<tr>
<td>Zenkoku Kaihō Undo Rengō Kai (Zenkairen) (National Buraku Liberation Alliance)</td>
<td>30–31; and political parties, 164n8</td>
</tr>
<tr>
<td>Zerubavel, Eviatar</td>
<td>5, 10, 148</td>
</tr>
</tbody>
</table>