

EAS 274

Popular Culture in East Asia

You are what you eat. You eat what you are.



Class 2 Food January 11

READING RESPONSE DUE JAN 10

LENS: Althusser, Ideological State Apparatuses

LENS: Anderson, Imagined Communities

Anne Allison, "Japanese Mothers and *Obentōs*: The Lunch Box as Ideological State Apparatus." In *Permitted and Prohibited Desires: Mothers, Comics, and Censorship in Japan* (Berkeley & LA: California University Press, 2000), 81-104 selections

Zha, Jianying. "The Whopper." In *China Pop: How Soap Operas, Tabloids, and Bestsellers Are Transforming a Culture*, x, 210 p. New York: New Press: Distributed by W.W. Norton, 1995.

Ways of Seeing

Pay attention to:

How the location of an image affects meaning

How our own expectations affect meaning

Donuts.

- How Canadian are your donuts?
- Are you sufficiently donuted to be a "good" Canadian?
- <https://www.youtube.com/watch?v=NuFLon26nMw>

LENS: Althusser, Ideological State Apparatuses

- State Ideology—explicit
- Ideological State Apparatus (ISA) – not explicit

LENS: Althusser, Ideological State Apparatuses

Perpetual reproduction of ideology

We learn → We do (perpetuate) → We teach

LENS: Althusser, Ideological State Apparatuses

- Ideology is in the minutia (details) of our lives and culture
- It is part of who we imagine ourselves to be.

LENS: Althusser, Ideological State Apparatuses

- Teaches us the “right” way of being
- Uses Schools, Churches, Families etc
- Reinforces the dominant class

LENS: Althusser, Ideological State Apparatuses

- We are always already subjects
- Subjects make ideology
- Ideology makes subjects

LENS: Althusser, Ideological State Apparatuses

- Can we remove ourselves from Ideology?
- What happens if we do/could?

LENS: Althusser, Ideological State Apparatuses

- What kind of questions can we ask to help us identify Ideology production?

Anne Allison, "Japanese Mothers and *Obentōs*: The Lunch Box as Ideological State Apparatus."

- In nursery school the level of cultural learning vs content learning is more obvious
- Eating AND making as ideological
- Print culture's role in sustaining and perpetuating the importance of the role of making obento

Anne Allison, "Japanese Mothers and *Obentōs*: The Lunch Box as Ideological State Apparatus."

- Japanese women learn...?
- Japanese children learn...?

Food

- As part of our cultural community
- We are (culturally) what we eat
- Eating food makes us part of a culture
- Culture decides what food we eat

Japanese lunch

- Who is participating
- What are they learning
- How are they learning it

Lunch time as ideology

- <https://www.youtube.com/watch?v=hL5mKE4e4uU>

Anne Allison, "Japanese Mothers and *Obentōs*: The Lunch Box as Ideological State Apparatus."

- Print culture's role in sustaining and perpetuating the importance of the role of making obento
- Magazines teach women how to be "good mothers"
- Gendered state ideology

Allison

- Bento making is a small component of forming the larger ideology of *kyoiku mama*
- *Internalization of routines*
- "the state accrues benefit from this arrangement"
- The ideology of motherhood
- Children LEARN what families are and all that entails. (gender roles, production, societal values)

LENS: Anderson, Imagined Communities

- What is the nation?
- Imagined, political, community
- Imagined, sovereign, limited

LENS: Anderson, Imagined Communities

- Imagined
- But (almost) all communities are imagined

LENS: Anderson, Imagined Communities

- Community
- Limited
- We have to be able to imagine ourselves as part of a community, and it must be bounded in some way for that to happen

LENS: Anderson, Imagined Communities

Limited->nation state

Print capitalism— printing press + capitalism

LENS: Anderson, Imagined Communities

- Print culture defines us
- Brings us together
- Through what is printed.
- Who chooses? Who reads?

Zha, Jianying. "The Whopper."

- State power and print media
- Print media was heavily controlled

Zha, Jianying. "The Whopper."

- State power and print media
- Print media was heavily controlled
- Different relationship between repression and Ideology

Zha, Jianying. "The Whopper."

- Art and fast food
- Mass culture vs high culture

Zha, Jianying. "The Whopper."

- High culture needs the masses
- Artists producing their own ways of manipulating media
- "News" as paid advertising

Zha, Jianying. "The Whopper."

- Food and politics
- Not just what you eat
- Who you eat with
- Where you eat
- What that contributes to as a social act
- At the banquet the food plays a specific political and ideological role

LENS: Anderson, Imagined Communities

Imagined community: the belief we belong to something through the nation

How has this changed with new media? When anyone can produce and/or "publish"?

What kinds of media can make imagined community other than print?

kimchi

- <https://www.npr.org/sections/thesalt/2016/08/22/489805398/how-south-korea-uses-kimchi-to-connect-to-the-world-and-beyond>
- Listen, note how you can find ISA or Imagined Community at work within this.
- Who is teaching?
- Who is participating?
- How is food making imagined community?
- How is the “limited” working?

Key points of ISAs and ICs

- What are some key questions we can ask?

What’s in your bento?



What “thing” are you looking at?

- Write down your “thing”
- How does it re/produces ideology
- How does it participate in an imagined community?
- Name and student number

Share

- Trade with a partner
- Spend a few minutes reading through
- Discuss feedback

Donuts to Donuts

- What are the similarities between Mr Donuts and Tim Hortons marketing campaigns?
- How do they each use ideology?
- Why is nationalism part of donut sales?
- Why is tradition a selling point?