

History 367

Modern Japan

現代日本

Fall 2009

MWF 1:00-1:50 Brock 406

Instructor:

Richard Rice: Brock Hall 408D

425-5314

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Office Hours: MWF 10:00- 12:00 or by request. I will also respond to student email (but usually not on weekends).

Texts:

Dower, John. *Embracing Defeat*

Gordon, Andrew. *A Modern History of Japan*

Hopper, Helen. *Fukuzawa Yukichi*

LR: Library Reserve: available on-line at the Lupton Library site under my name and the course number. You may have to scroll down past 105 assignments. Other readings may be added as we progress to cover specific topics.

Garon, Sheldon. *Molding Japanese Minds* (Chapter 3 and 6)

BB: These will be placed on our Blackboard site under “Assignments.” More may be added to cover contemporary topics and issues or I may substitute for more timely updates, especially on recent political, economic and social topics as they develop.

Class Schedule:

One: Traditional Japan

Aug 17 (M) Does geography and climate influence Japanese history?

Aug 19 (W) How did the shoguns rule Japan? Gordon, 1

Aug 21 (F) What was peasant life like in Tokugawa Japan? **BB:** Rice, *Changing Traditional Economy*

Aug 24 (M) How did Japanese commerce grow? Gordon, 2; Hopper 1

Aug 26 (W) What were the intellectual debates in Tokugawa Japan? Gordon, 3; Hopper 2

Two: Meiji Japan

Aug 28 (F) Video on Meiji Japan (era overview) **BB:** Rice, *The Empire of Japan*

Aug 31 (M) What was the role of Choshu and Satsuma? Gordon, 4

Sept 2 (W) Was the Meiji “restoration” a revolution? Gordon 5-6; Hopper 4

Sept 4 (F) How did Meiji leaders build a new society? Gordon, 7; Hopper 5

Sept 7 (M) **UTC Holiday**

Sept 9 (W) Why was a constitution adopted? Gordon, 8;

Sept 11 (F) How did both modern industry and traditional economic activity develop?

Sept 14 (M) Describe daily life in Meiji Japan

Sept 16 (W) **Exam One:** Tokugawa and Meiji Japan
Note: Your midterm grade is your score on this exam

Three: Imperial Japan

Sept 18 (F) How did Japan build an empire? Gordon, 9; Hopper 7, Epilogue

Sept 21 (M) How did modern politics emerge in the Taisho? Gordon, 10

Sept 23 (W) Why were the 1920s difficult? Gordon, 11

Sept 25 (F) How did state social policy affect women? **LR:** Garon, 3

Sept 28 (M) Why did Chinese nationalism lead to war?

Sept 30 (W) How was the economy transformed in the 1930s?

Oct 2 (F) Video: Writers and Revolutionaries **BB:** Duus, *Japanese Political Cartoons*

Oct 5 (M) How did Japan expand in the Pacific War? Gordon, 12

Oct 7 (W) How did America win the Pacific War?
Discussion: The atomic bomb **BB:** Rice, *Thank God for the bomb?*

Oct 9 (F) **Exam Two:** Imperial Japan

Four: Occupied Japan

Oct 12 (M) What was the immediate aftermath of war? Dower, 1-2

Oct 14 (W) What was the “culture of defeat”? Dower, 3-5

Oct 16 (F) Video: Catching Up: Japan Since 1945 #2 Gordon, 13

Oct 19 (M) **Fall Break**

Oct 21 (W) How did the U.S. sponsor political revolution? Dower, 6-7

- Oct 23 (F) What was the nature of postwar left-wing politics? Dower, 8
- Oct 26 (M) How did SCAP retain and reform the Emperor? Dower, 9-11
- Oct 28 (W) Who really built postwar democracy? Dower, 12-14
- Oct 30 (F) What is “victor’s justice” and war responsibility? Dower, 15-16
- Nov 2 (M) How did SCAP reverse course? Dower, 17; Epilogue

Five: Japan Since 1952

- Nov 4 (W) What were postwar economic and social Gordon, 14
- Nov 6 (F) What policy led to 1960s growth; how did Japan react to the 1970s economic shocks? Gordon, 15
- Nov 9 (M) How are postwar Japanese women different? **LR:** Garon, 6
- Nov 11 (W) Why did postwar religions emerge in popular culture? **BB:** TBA
- Nov 13 (F) What is the demographic crisis facing Japan? **BB:** TBA or video
Class Paper Due (Saga/Dower based historical fiction)
- Nov 16 (M) What are the causes of the 1980s bubble economy? **BB:** *Bubble Economy*
- Nov 18 (W) Why has Japan had a long economic stagnation? Gordon, 17
BB: *What Ails Japan*
- Nov 20 (F) What is Japan’s role in the world economy 2009? **BB:** *Economic Recovery*
- Nov 23 (M) What are Japanese security issues today? Gordon, 16
BB: TBA
- Nov 25 (W) Describe Japanese global youth culture **BB:** *Otaku Culture Robots*
- Nov 30 (M) How does Japan play? Video: The Japanese Version **BB:** *Mizu Shobai*
- Dec 1 (T) **Reading Day:** 8:00-9:00 a.m. make-up exams for excused absences
- Dec 7 (F) **Exam Three:** Occupied and Postwar Japan 11:00-1:00

Exams: you will be asked to write an essay and short identifications on material covered since previous exams. No student will be allowed to take an exam after the first student leaves the room, so please be on time. You may not leave the room during the exam, so

use the restrooms beforehand. Notes and outlines are not allowed, and their detection and other violations of the honor code will be taken to the Honors Court. It is your responsibility to read and understand the UTC policy on Honors Code violations in the catalog. Bring an unmarked bluebook to the exams to be exchanged for one I will have prepared for you. If everyone brings a bluebook, I will add a bonus point to the exam. I will charge you \$1 if I have to supply a bluebook: I do not like to handle money and replace bluebooks.

Assignments: If you do your reading before class, the lectures will be more meaningful and you will be prepared to ask questions. You are required to write a **6-8 page paper** which will be a semi-fictional history or autobiography of a Japanese born in 1910 and ending in 1952, strongly reflecting the political, economic, and social changes described in Gordon, Dower, and lectures. This personal history, while made-up, should show how depression, militarism, war, and especially the occupation era of 1945-1952 influenced the life of your subject. Changes in values, education and work, and family life should also be included. Use Dower's book as a reference. In short, your paper should be an overview of early 20th century Japanese history seen through the eyes of one semi-fictional character that sees the 1952 Peace Treaty. The paper should be typed, double-spaced, and an example not only of your research and creativity, but of your best writing: be sure to have others proof-read it before submission on November 13. Earlier submissions will be accepted and are welcome.

Exams	300	Make-ups only with <u>written proof</u> : your grandparent's
Paper	100	obituary, towing or car repair bill, note from your
Total	400	doctor, arrest warrant, ransom note, and so on.

An "A" grade would be 360 and above, a "B" 320, a "C" 280, a "D" 240 and above. Students often ask what a good essay answer looks like. I look for organization, examples, an appropriate complexity of analysis, and a sense of audience.

Note: I reserve the right to alter the above means of evaluation if I sense that the class as a whole is not keeping up with readings (quizzes may be administered). If you are having trouble in this class, or want to discuss a point of interest, please do not hesitate to contact me. I am quite willing to set a time to meet with you if my office hours are inconvenient as I am on campus almost every day. I will also respond to email ASAP (I do not always check email on weekends).

If you have a disability please speak with me as soon as possible, or contact the Disabilities Office (425-4006) to request special assistance.

Goals: Although it is your responsibility as a student to attend class, ask questions, study on your own, and prepare for exams and quizzes, I obviously have an essential role to play in your learning. I have a set of goals as a teacher that I will try my best to meet:

1. Clearly define objectives for the course and each class
2. Clear testing and grading procedures
3. Encouragement of questions and discussions
4. Answer student questions
5. Prepare informative and interesting lectures using technology
6. Be organized and well-prepared
7. Periodically summarize major points and issues
8. Be considerate of students
9. Share enthusiasm about teaching and history
10. Be open to student ideas and suggestions about learning.

Communication: "To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 425-2676.

Behavior: As a university student, you are expected to observe certain adult standards of decorum and behavior appropriate to the classroom. This precludes use of pagers and cell phones during class. Please turn off all such devices before class; disrupting class with a phone call will result in the loss of ten points in this course. This is equivalent to a grade on one of the tests. You have been warned! [If there is a true emergency situation, please inform me before class and ignore the above].