

HIST 437 Modern Japan 1850-Present



"Songs of Miss Nippon" sheet music cover, 1930

This class deals with one of the most remarkable periods of change in human history. Between 1853 and today the Japanese people have repeatedly re-made their own society. After the arrival of the Americans in 1853, they built the first modern industrialized state in Asia. In the Twentieth Century they built a jazz age modernist culture and a Pan-Asian empire at the same time. They built Asia's first democracy then abandoned it for fascism. They created one of the world's most militarized states and then officially embraced pacifism. They built the first export-led growth economy, which became a model for the rest of Asia and created a culture that became a model for the entire world.

Book

McClain, James L. *Japan: A Modern History*. New York: W. W. Norton & Company, 2002.

Professor

Alan Baumler Leonard Hall 304M

Office Hours T-Th 12:30-2:00, W 10:30-12:00 and by appointment. I am available to meet with you either in person or over Zoom.

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Weekly schedule

We may get a bit ahead or behind this schedule. Each week there is usually a reading from McClain, which you should do before the start of the week. There is also usually one or more other readings, usually an articles or book chapters, or maybe a film to watch. We will usually do one of these each week and have some sort of quiz assignment on it. You should not use these for your article/chapter reviews. Articles with an asterisk (*) can be found on the library website. Those with two (**) are on D2L

Weeks 1 and 2 8/26 Tokugawa Japan-Breaking down and breaking out

By the 1830s the Tokugawa system was both falling apart and bursting out of its early modern limits. We will use Ōshio Heihachirō to try and understand everything that was going on.

Readings

McClain pp 1-118 -I realize this is a lot, but he does a really good job of summing up the Tokugawa period, so I would like you to at least skim all of it.

Ōshio's Protest (on D2L)

Week 3 9/9 Commodore Perry, science and imperialism

Learning from, struggling with and sometimes fighting with “the foreigners” is one of the main themes of this period. Who were these people, and what did they think they were doing in Japan?

For our reading we will be looking at Black Ships and Samurai I & II and Yokohama Boomtown from this website. https://visualizingcultures.mit.edu/home/vis_menu_02b.html

Week 4 9/16 The Meiji restoration

While the people who won claimed that they were restoring the old traditions of imperial rule, this was in fact a radical and violent and confusing revolution.

McClain 119-168

*“Patriots and Gamblers: Violence and the Formation of the Meiji State” from Siniawer, Eiko Maruko. *Ruffians, Yakuza, Nationalists: The Violent Politics of Modern Japan, 1860-1960*. Cornell University Press, 2008.

Week 5 9/23 Constitutionalism and power

The Genrō wanted to create a stable constitutional order and win Japan a place in the world system. This led to lots of debates on questions like what democracy was and if it was a good idea.

McClain 169-206

** de Bary, Wm Theodore, et al eds. *Sources of Japanese Tradition*, New York: Columbia University Press, 2006. -sections on Constitutional government.

Week 6 9/30 The New people I Citizens and education

Fukuzawa Yukichi tried to bring “Civilization and Enlightenment” to the Japanese people, but not everyone agreed what this meant.

McClain 246-282

** *Autobiography of Fukuzawa Yukichi* (you will each read a section of this)

Week 7 10/7 The New people II-Women and the family

Women were the most obvious group that had to be re-made, and also a group with clear ideas how this should be done.

Watch Osaka Elegy <https://tinyurl.com/5fksfe3u>

*-“The Modern Girl as Militant: Movement on the Streets.” In Silverberg, Miriam, *Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times* Berkeley: University of California Press, 2007.

First article Review paper due by 10/9

Week 8 10/14 The New People III Labor and industrialization An Industrial Revolution is a great thing, but less fun for those doing the work.

McClain 207-247

***“The Enterprise Community: Companies, Unions, and the Working Class” from Gordon, Andrew. *The Evolution of Labor Relations in Japan: Heavy Industry, 1853–1955*. Cambridge: Harvard University Asia Center, 1988.

**“A Crisis in Relations between Labor and Capital, 1918-22” from Sheldon M Garon *The State and Labor in Modern Japan*. Berkeley: University of California Press, 1987.

Mid-Term exam

Fall Break 10/22

Week 9 10/24 Colonialism

Like so many other nations, the Japanese wanted to spread the benefits of their civilization and gain money and power.

McClain 283-315

*-“Post-March First Policy Reform and Assimilation” from Caprio, Mark E. *Japanese Assimilation Policies in Colonial Korea, 1910-1945*. Seattle: University of Washington Press, 2009.

*-“From Wet Diplomacy to Scorched Earth: The Taiwan Expedition, the Guardline, and the Wushe Rebellion” from Paul D Barclay *Outcasts of Empire: Japan’s Rule on Taiwan’s “Savage Border,” 1874-1945*. Oakland, California: University of California Press, 2018

Week 10 10/28 Taisho Things Taisho was known for its democracy and political liberalism. We will look at the new world of consumerism and mass culture.

Mc Clain 316-404

** “The Discovery of Mingei” from Brandt, Kim. *Kingdom of Beauty: Mingei and the Politics of Folk Art in Imperial Japan*. Duke University Press Books, 2007.

**”Talkin’ Jazz: Music, Modernism and Interwar Japan’s Culture Wars” from Atkins, E. Taylor. *Blue Nippon Authenticating Jazz in Japan*. Durham: Duke University Press, 2001.

**“Democratizing Leisure” Camera Clubs and the Popularization of Photography” from Ross, Kerry, *Photography for Everyone: The Cultural Lives of Cameras and Consumers in Early Twentieth Century Japan*. Palo Alto: Stanford University Press, 2015.

Week 11 11/4 War, Fascism and war Somehow, the Japanese people found themselves abandoning democracy and going to war with all their neighbors.

Mc Clain 405-522

*-Saaler, Sven. “The Kokuryūkai (Black Dragon Society) and the Rise of Nationalism, Pan-Asianism, and Militarism in Japan, 1901–1925.” *International Journal of Asian Studies* 11, no. 2 (2014): 125–60.

*- The Rhetoric of Unspoken Fascism: The Essence of the National Polity” from Tansman, Alan. *The Aesthetics of Japanese Fascism*. Berkeley, University of California Press, 2009.

**” Reinventing Agrarianism: Rural Crisis and the Wedding of Agriculture to Empire” from Louise Young. *Japan’s Total Empire*. University of California Press, 1998.

Week 12 11/11 Out of war and the occupation

McClain 523-561

*-Ohnuki-Tierney, Emiko. *Kamikaze diaries : reflections of Japanese student soldiers*. Chicago: University of Chicago Press, 2006. You will each pick a selection from this (available on-line through the library), or if you want you can borrow Yamashita, Samuel Hideo. *Leaves from an autumn of emergencies : selections from the wartime diaries of ordinary Japanese*. Honolulu: University of Hawaii Press, 2005. and select something from that.

Second article Review paper due by 11/13

Week 13 11/18 Japan Inc. The economic miracle. What happened to Japan and its people to make it a model for the world and a world leader in suicide rates.

Mc Clain 362-599

Watch The Bad Sleep Well <https://vimeo.com/523026696> OR Stray Dog
<https://www.dailymotion.com/video/x8nk5at>

Thanksgiving

Week 14 12/2 Stagnation and J-pop The problems of Japan's economy (and birthrate) and the cultural imperialism of Hello Kitty™.

Mc Clain 599-end

I was thinking of just watching *Akira* or some *Salaryman Kintaro*, but we can discuss this later.

Assignments

Two article /chapter reviews 15 % each

Each of you will write two reviews of articles or book chapters that you select. Guidelines for writing these are on D2L

Mid term 20 %

Final 25 %

Quiz grade 25%

All the other small assignments we will do are part of your quiz grade. At the end of the semester I will total up everyone's points and set the highest number anyone got as 100%

Grading Scale

90%+ =A

80-89.999% =B

70-79.999% =C

60-69.999% =D

60% or less =F

Article review assignment

Each of you will write two (2) short analysis papers of articles or book chapters you choose. These should not be the ones we do in class. These need to be approved by me before you do them. If you like you can do more than two and keep the high grades. Guidelines for writing the paper are on D2L

One should be on the period up to the end of Taisho (1925)

The second should be on the post Meiji period (after 1912)

(Note that a lot of articles straddle one or more periods. That is fine, but do make sure that the article/chapter deals at least partially with the period.)

The best place to find articles/chapters is JSTOR, although you can also use things from any other database or even the library. They just have to be academic stuff published after 1980 or so.

I would like each of you to do at least one brief (under 4 minutes) oral presentation to the class on one of your papers. This is optional, but it is worth up to 100 quiz points. You can only do this after you have gotten your grade for the written paper and talk to me about it.

Attendance policy-- You are expected to come to class every meeting, but the point is not just to come to class, but to come having done your reading and being ready to talk about it. That said there is no penalty for not coming to class besides the fact that you will not learn anything. If you are not in class it is your responsibility to get the notes from a fellow student and find out what we did and be ready for any upcoming assignments. I am required by IUP to report your class attendance periodically. This will be based on your completing on-line assignments, so if you are not doing the assignments/quizzes you will be considered to not be attending even if you do log into Zoom or D2L occasionally.

Class recordings – Classes may be recorded, and these recordings will be made available to the entire class.

Due Dates-All work is due on the date announced. Almost all assignments are turned in on d2l. Without a medical or other official excuse, quiz assignments cannot be turned in late. Other assignments (book papers, major essays) may be turned in late, but unexcused late work will be marked down one grade a day (90 becomes 85, etc.).

Writing statement -The History Department commits itself to developing the writing skills of students throughout the curriculum. In this class, you will complete writing assignments and activities designed to improve your ability to communicate in written formats.

Academic Integrity-- All students are required to abide by the University's policies on Academic Integrity, as found in the catalog. <https://www.iup.edu/registrar/catalog/>

Class disruption – All students are required to abide by the University's policies on Classroom Disruption, as found in the catalog. <https://www.iup.edu/registrar/catalog/>

Title IX and Protection of Minors

Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the university's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the university requires faculty members to report incidents of sexual violence shared by students to the university's Title IX Coordinator. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy.

Disability Statement

Indiana University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the Department for Disability Access and Advising (D2A2). If you have any kind of disability, whether apparent or non-

apparent, learning, emotional, physical, or cognitive, chronic, or short-term, please make an appointment to meet with me as soon as possible to discuss your accommodations and your access needs. All discussions will remain confidential.

You must be registered with the Department for Disability Access and Advising (D2A2) and request them to provide your accommodation letter to me before I can accommodate you. If you have not yet contacted D2A2, and would like to request accommodations or have questions, you can make an appointment by emailing (preferred) D2A2 at disability-access@iup.edu or by calling 724-357-4067. The office is in Stouffer Hall, Room 246, 1175 Maple Street. All services are confidential.

Use of plagiarism detection services

IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that academic work must be the result of an individual's own effort. To assist instructors in detecting plagiarism, and to protect students from plagiarism, your written work may be submitted to a detection service that reviews submitted material for originality of content.

- IUP email is IUP's official means of communicating with the student during the course.

Catalog description and course objectives

HIST 437 Modern Japan 1850 to present 3c-01-3cr

Japan's modern transformation from the age of the samurai to the present. Looks at both the Japanese elites' quest for wealth and power in the late 19th and the 20th centuries and the impact this quest has had on ordinary people.

Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Students will demonstrate their ability to:

Objective 1:

Explain the major themes in Modern Japanese History

Objective 2:

Students will demonstrate their understanding of some of the major themes in the historiography of Modern Japan.

Objective 3:

Analyze primary and secondary sources

Objective 4:

Students will demonstrate their understanding of the complex relationships between dominant and non-dominant groups in Japanese history