

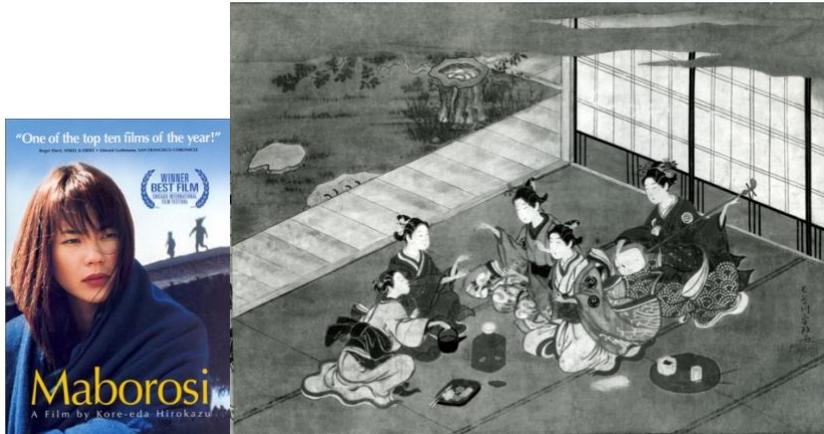
HISTORY 227/AMES 169: THE EMERGENCE OF MODERN JAPAN

Instructor: Linda Ehrlich

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Office Hours: MW 2-2:45 Carr 303

Classroom: Carr 240, Monday/Wednesday 3:05-4:10 pm



Assigned Books You Need to Purchase:

Andrew Gordon, *Japan from Tokugawa Times to the Present*

Mori ōgai, *The Wild Goose* (translated by Burton Watson) Center for Japanese Studies, Univ. of Michigan (0-939512-71-8)

IBUSE, Masuji, *Black Rain* (translated by John Bester). Kodansha

TAKEYAMA, Michio, *Harp of Burma* (translated by Howard Hibbett). Tuttle

Some primary sources are on Sakai (required readings)

DVDs on reserve in Lilly Library for required viewing (a few are available on KANOPY)

Goals of the class:

The overriding goal is that you should get excited about Japanese history: that you should find it interesting and relevant, and that you should want to learn more. Additional goals include:

To gain broad knowledge of the history of modern Japan, including key people, events, and dates

To undertake deeper research on selected topics, exposing you to the historiography of modern Japan

To gain exposure to primary sources in modern Japanese history, and to understand how they relate to historical debates in the field

To explore key novels and films reflecting modern Japanese history. NOTE: All films for the class have English subtitles

Assignments and Grades:

One in-class test (see syllabus detail for dates) on all material since the previous test. Each 75-minute test will consist of brief (1-2 word answer) questions on the Gordon text, primary sources, and lectures; and two essay outlines based on the “longer response” questions listed in the syllabus. The questions on the Gordon text will be selected from those listed in the syllabus. 15% of grade.

6 in-class quizzes (see syllabus detail for dates) on all material since the previous quiz (not including that day’s readings). Each 10-minute quiz will include brief (1-2 word answer) questions on the Gordon text, primary sources, and lectures. The questions on the Gordon text will be selected from those listed in the syllabus. Your top 5 scores will count to your grade. Each 5% of grade.

Two 4-6 page essays. Details of the essay assignments are at the end of the syllabus. Deadlines listed in syllabus. Creative Essay=15% of grade; Analytical Essay=30% of grade

Attendance, participation, and in-class question responses. 10% of grade. (Also includes brief statements/questions on Sakai about the film viewings).

2 excused absences are allowed. After that, the participation grade goes down by one-half points for each extra absence.

Absences and Make-Ups

Absences will be excused if the instructor is informed IN ADVANCE, and if they are for a valid reason, such as a short-term illness or an athletic event. Please consult with the instructor if you are having chronic health issues; otherwise, repeated STINF’s will be viewed with suspicion. A make-up day will be scheduled for those who missed quizzes or tests AND whose absence was previously excused.

Note: Readings/viewings listed on the syllabus are to be COMPLETED by the day indicated. Come prepared with several points for discussion (brief notes would be good)

No open computers in classes—bring an old-fashioned notebook and pen please.

Class 1: Wednesday January 10

Introduction to the class

Big topics in Japan’s modern history

View part of the film *Twilight Samurai* (*Tasogare Seibei*, dir. Yamada Yōji, 2002).

(Monday January 15: MLK Day, no classes)

Class 2: Wednesday January 17

Read: short story *Growing Up (Takekurabe)* by HIGUCHI Ichiyō (pdf on Sakai). Be prepared to discuss the story in small groups (Higuchi Ichiyō bio is also on Sakai)

Reading: Gordon, Chapters 1-3. (Crisis of the Tokugawa Regime) Consider the following questions:

- Who were the stakeholders in the political “settlements” described by Gordon?
- How did Ieyasu limit the power of the daimyo?
- How did Iemitsu strengthen Tokugawa power?
- What was the “alternate attendance” system?
- How did the Tokugawa family exercise control over the emperor?
- Which “marginal” social groups stood outside the Confucian four-class hierarchy?
- Why is understanding the Tokugawa foreign policy as one of seclusion “ultimately quite misleading”?
- How did economic change affect the Tokugawa social system?
- What factors explain the urban growth of the seventeenth century?
- What major roads/highways connected Japan in the Tokugawa era?
- What was the population of Edo in 1700? Name one other city in the world of a similar size.
- What were the three largest cities in Japan during the Tokugawa era?
- In what ways did “the Tokugawa government [stop] at the village gate”?
- Why did agricultural productivity improve during the Tokugawa era?
- Why did the population stagnate in some parts of Japan after 1720, but continue to grow in others?
- What is “proto-industrialization”?
- How did the Tokugawa family bolster its claim to rule?
- Give some examples of arts that flourished in Japan’s great cities.
- What were the teachings of the school of “National Learning”?
- Which schools of learning contributed to the destabilization of the neo-Confucian orthodoxy?

Important events: Battle of Sekigahara; Perry mission

Class 3: Monday, January 22

Read Donald Richie, “On Viewing Japanese Film” (on Sakai)

Read: Mori Ogai, *The Wild Goose* (at least chapters 1-8). Be prepared to discuss in small groups.

Reading: Gordon, Chapter 4 (Overthrow of the Tokugawa). Consider the following questions:

- Which foreign countries did the Tokugawa government perceive as a threat in the 19th century?
- How did the bakufu and Japanese people respond to the perceived foreign threat?
- What were some of the effects of the opening of Japan to foreign trade?
- Give some examples of the actions of the “men of high purpose” or “loyalists”
- Why did the bakufu feel it should chastise Choshu?
- How was Choshu able to militarily resist the bakufu?

Important events: Meiji Restoration

Primary Source: "Japan Herald", 19th September 1863 (optional)

Class 4: Wednesday January 24

QUIZ #1

Reading: Gordon, Chapter 5 (The Samurai Revolution: 1868-1905). Questions to consider:

- Why did real reform seem so unlikely after the Meiji Restoration?
- How did Japan's modernizing revolution differ from those in Europe?
- What were the major reforms undertaken by the Meiji government in the decade after the Meiji Restoration?
- How did the government prepare the way for abolition of the domains?
- What steps did the government take along the way to final abolition of the samurai class?
- How and why did ordinary people resist compulsory education?
- In what specific ways did government support economic growth and industrialization?
- What was the major foreign policy goal of the government in the early Meiji years?

Primary Source: Extract from Kume, Japan Rising

In class, view part of the film *Gan (Wild Geese, aka The Mistress)*, dir. TOYODA Shiro, b/w, 1953). (Watch the rest on your own, on Streaming Reserve). Also, finish the novel on your own.

Class 5: Monday January 29

Reading: Gordon, Chapter 6 (Participation and Protest). Questions to consider:

- What were the main points of the Charter Oath of 1868?
- What were the demands of the leaders of the "Movement for Freedom and Popular Rights"?
- What were the government responses to the demands of the "Movement for Freedom and Popular Rights"?
- Name one major samurai rebellion in the 1870s. Who was its leader?
- What was the main cause of the peasant uprisings of the 1880s?
- What did women do during the Meiji era to promote greater gender equality?
- How did popular sentiment affect the issue of treaty revision?
- Name two of the genrō. What does this word mean?
- What were the main features of the Meiji Constitution?

Important events: Charter Oath; Satsuma Rebellion; Promulgation of Meiji Constitution

Primary Source: Extract from *Meiroku Zasshi* (Meiji Six Journal) [optional]

Be prepared to discuss novel/film *The Wild Geese (Gan)*

Class 6: Wednesday January 31

Reading: Gordon, Chapter 7 (Social, Economic, and Cultural Transformation)

- Which groups were “especially hard hit” by the industrial revolution in Japan?
- Why was agrarian society so important to Japan’s industrialization?
- What were some of the negative consequences of the “Matsukata Deflation”?
- What were the leading sectors during Japan’s industrial revolution?
- Name two or more of the “zaibatsu”. What does this term mean?
- What help explain “the impressive performance of Japanese capitalism of the Meiji era”?
- What conservative reforms did the government implement in the compulsory education system?
- What are examples of “invented” cultural traditions of the Meiji era?
- Describe the ideal of “good wife, wise mother”

Primary Source: Extract from Whitney, *Clara’s Diary*

Class 7: Monday February 5

Reading: Gordon, Chapter 8 (Empire and Domestic Order). Consider the following questions:

- What was Korea’s role in the strategic thinking of Yamagata Aritomo?
- Identify the causes and outcomes of the Sino-Japanese War
- Which nations were involved in the “tripartite intervention”? What was the territory in question?
- What mutual commitments were contained in the Anglo-Japanese alliance?
- Identify the factors that pushed Japan into war with Russia
- What was the “Gentleman’s Agreement”?
- Identify some of the actors and/or forces that drove Japan to become an imperialist power
- What key powers did the Japanese Diet have?
- What were Hara Kei’s “politics of compromise”?
- What were the challenges to elite authority in the early 1920s?
- In what ways did government ministries “engineer” nationalism in the early 1900s?

Primary Source: Prints from Swinton, *In Battle’s Light* [optional]

Class 8: Wednesday February 7

QUIZ #2

Reading: Gordon, Chapter 9 (Imperial Japan from Ascendance to Ashes: Economy and Society). Consider the following questions:

- What were the positive and negative effects of World War 1 on the Japanese economy and society?
- What shocks did the Japanese economy experience in the 1920s?
- What were the characteristic features of the zaibatsu in the 1920s?

- What actions did tenant farmers take in the 1920s to improve their economic standing vis-à-vis landlords?
- What were the main characteristics of the urban “new middle class”?
- Why did women become participants in more labor disputes in the 1920s?
- How did companies attempt in the 1920s to reduce labor turnover and union activism?
- What groups of marginal workers were the objects of discrimination in the 1920s?
- What are some examples of the “new middle class” lifestyles in the 1920s?

Primary Source: Takuboku, *Romaji Diary* (Biographical section is optional)

Class 9: Monday February 12

In-class viewing of part of *The Wind Rises* (*Kaze wa tachinu*, dir. MIYAZAKI Hayao, animated, 2013).

Class 10: Wednesday February 14 (Valentine’s Day)

Main Topic: “Taishō Democracy”

Reading: Gordon, Chapter 10 (Democracy and Empire between the World Wars). Consider the following questions:

- Identify the major political parties in the 1920s
- Define “Taisho Democracy”, as it refers to the political system in the 1920s
- What were the major checks on the powers of elected politicians?
- What formal and informal political institutions were a part of the governing process under the Meiji Constitution?
- Identify some of the anti-establishment activist individuals or groups during the 1920s (Kita Ikki, socialists, feminists)
- Give some examples of the inherent conservatism of political party leaders
- What gains were made to popular political participation and social welfare during the 1920s?
- Name the most significant clauses of the Twenty-One Demands
- What were some of the features of “post-(WW1) cooperative imperialism”, and what accounts for Japanese resistance to such cooperation
- What were the responses of the Japanese government to the Korean demonstrations of March, 1919

Primary Source: Tannō, “From the Factories and Rice Paddies”

Class 11: Monday February 19

Reading: Gordon Chapter 11 (The Depression Crisis and Responses). Consider the following questions:

- What were some of the shocks that transformed Japan’s political system during the 1930s?
- Why was Japan’s return to the gold standard so damaging?
- What factors contributed to a widespread sense of social crisis during the depression?

- Give examples of physical attacks on leading politicians and businessmen
- What strategic benefits did Japanese military figures and political leaders see from the takeover of Manchuria?
- How did the Manchurian Incident affect Japan's international relations?
- How did Japan's policy toward Korea and Taiwan shift in the 1930s?
- What were the reasons for Japan's strong economic growth during the first half of the 1930s?
- Give some examples of the new, interventionist industrial policies of the 1930s
- Give some examples of the continued modernization of social and material life during the 1930s
- What were some commonalities and difference between Japan in the 1930s and European fascist societies?

In-class viewing, in part, *No Regrets for Our Youth (Waga seishun ni wa kui nashi*, KUROSAWA Akira, dir., b/w, 1945).

Class 12: Wednesday February 21

QUIZ #3

In-class viewing (in part) *Makioka Sisters (Sasameyuki*, ICHIKAWA Kon dir., 1983)

Class 13: Monday February 26

Reading: Complete the novel *Harp of Burma*

Reading: Gordon, Chapter 12 (Japan and Wartime). Consider the following questions:

- What was the Marco Polo Bridge Incident?
- What were the goals of the "expansionist faction" in committing to war with China in 1937?
- What was the Nomonhan incident?
- Why did Japanese strategists consider attacking Malaysia, Indochina and Indonesia?
- Who were the parties to the Anti-Comintern Pact?
- Why did Japan decide on a pre-emptive strike against the US?
- What major miscalculations did Japanese leaders make along the road to the outbreak of war between Japan and the US?
- How were Koreans and Taiwanese mobilized during the Korean war
- What countries were members of the Greater East Asia Co-Prosperty Sphere?
- What parties participated in the Imphal Campaign?
- What was the American military strategy in the war?
- What was Kishi Nobusuke's philosophy of economic management?
- What actions were taken under the National Economic Mobilization Law?
- What were the key features of the "Economic New Order"?
- Give some examples of the bureaucracy's anti-free market policies
- What initiatives were taken as a part of the "Political New Order"?
- What was the economic impact of the war on ordinary people?
- Give some examples of the government's cultural policies
- What three decisive factors led the Japanese government to surrender in August, 1945?

Primary Source: Arita Hachirō, “The Greater East Asia Co-Prosperity Sphere”

In-class viewing, in part, *Twenty Four Eyes (Niju shi no hitomi)*, KINOSHITA Keisuke, dir. , b/w, 1954)

Class 14: Wednesday February 28

Turn in quotations for your focus of *Harp of Burma*

Continue viewing and discussion of *Twenty-four Eyes*

Class 15: Monday March 5

Discuss the film *Harp of Burma*

Primary Source: Yamashita, “An Evacuated Schoolgirl” from *Leaves from an Autumn of Emergencies*

In class viewing, in part, of *Harp of Burma (Biruma no tategoto)*, ICHIKAWA Shiro, dir., 1956).

Class 16: Wednesday March 7

TEST ONE

View beginning of *MacArthur’s Children* (dir. SHINODA Masahiro, color, 1987)

SPRING BREAK!!

Over Spring Break, view (on Warpwire) *Black Rain (Kuroi ame)*, IMAMURA Shōhei, b/w, 1989)

Class 17: Monday March 19

QUIZ 4

Discuss film *Black Rain*. (IMAMURA Shōhei, dir., 1989).

Pacific Century: The Allied Occupation (on Warpwire)—view in class

Reading: Gordon, Chapter 13 (Occupied Japan). Consider the following questions:

- What does “SCAP” stand for?
- What two words encapsulate the initial American strategy in Japan?
- What was the outcome of the “Tokyo Trials”?
- What were some of the major reforms implemented by SCAP?
- Name some key features of the new postwar constitution
- How did SCAP’s own actions run counter to the spirit of the new constitution?
- How did labor-management relations change during the occupation?

- How did women's status change during the occupation?
- What new political parties emerged during the occupation?
- What changes in policy characterized the "Reverse Course"?
- Give some examples of the policies of the Priority Production program
- What economic policies did Joseph Dodge impose on Japan?
- Which major powers did NOT sign the San Francisco peace treaty?

Primary Source: Sodei, *Dear General MacArthur*. Read either Chapter 6 or Chapter 9, or both if you find it interesting

Class 18: Wednesday March 21

Creative ESSAY/WRITING #1

Reading: Gordon, Chapter 14 (Postwar and Contemporary Japan: Economic and Social Transformation). Consider the following questions:

- What industries led in Japan's postwar economic growth?
- What are some of the factors that help explain Japan's postwar "economic miracle"?
- What industrial policies did the government implement?
- In what ways did transwar social and economic trends continue into the postwar era?
- What new "standardized" ways of life emerged?
- What new inequalities emerged?
- How did the burakumin fight discrimination?
- What was the role of the government and business elites in "managing" social change?
- What kinds of the mass media programming helped reduce social divisions and tensions?

Class 19: Monday March 26

Read short story "Downtown" (*Shitamachi*) by HAYASHI Fumiko (on Sakai, along with Hayashi Fumiko bio)

In-class viewing, *One Wonderful Sunday* (*Subarashki Nichiyōbi*, KUROSAWA Akira, dir., 1947). In part Pacific Century: JAPAN INC.

Class 20: Wednesday March 28

In-class viewing of *Tokyo Olympiad 1964* (opening ceremony)

Reading: Gordon, Chapter 15 (Political Struggle and Settlements of the High Growth Era). Consider the following questions:

- What were the major political parties in Japan after 1955?
- What were the components of the "iron triangle"?

- What movements were at the core of “progressive” politics in the 1950s?
- What political causes did women get involved in during the 1950s
- Name two major domestic conflicts that took place in 1960
- What were the core constituencies of the LDP in the 1960s?
- What concessions or benefits did business leaders offer workers to encourage union cooperation?
- What protest or activist movements rose to prominence during the 1960s?
- Name some examples of what Gordon calls the “politics of accommodation” and compromise
- What have been the costs and benefits of Japan’s position of “subordinate independence” to the USA?
- How did the Japanese government and society respond to the “oil shock” of 1973?

In-class viewing in part: TOKYO STORY [Write comments on Forum]

Class 21: Monday April 2

QUIZ 5 (Gordon chapters 13-15, plus films and readings)

In-class viewing (in part): In-class viewing (in part): more of TOKYO STORY (*Tōkyo monogatari*, Ozu Yasujiro, dir., b/w, 1953). Write comments on Forum. Available on KANOPY

Class 22: Wednesday April 4

Watch some of *Dream Window* (about Japanese gardens)

FIRST TWO PAGES OF ANALYTICAL ESSAY (draft) [and bibliography of 3 sources]

Reading: Gordon, Chapter 16 (Global Power in a Polarized World: Japan in the 1980s). Consider the following questions:

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- What were the “Nixon shocks”?
- What were the major causes of tension between the US and Japan in the 1970s-80s? What attempts were made to resolve them?
- Name some examples of economic cooperation between Japan and the US in the 1980s
- What were some examples of tension and cooperation between Japan and its former colonial possessions?
- How did Japanese government officials contribute to tensions over the wartime past?
- What were some of the features of the “Japanese management system”?
- What is *Nihonjinron*? Name a significant feature of its message
- Name two scandals affecting LDP politicians
- Give some examples of new LDP policies during the 1980s and 90s
- Define the terms *shinjinrui*, *furiitaa*, and *karōshi*

In-class viewing in part: *Shall we Dance?* (*Shall we dansu?*, dir. Suo Masayuki, 1997) [We’ll watch more on the last day of class]

Sat. April 7: Optional Field Trip (to make up for Snow Day): Duke Gardens (Japanese garden). Meet at 12 noon in front of Carr Bldg. We'll go by the campus bus. 1 p.m. tour of the Japanese garden with the curator. We'll return by 2:30.

Class 23: Monday April 9

Reading: short story "Tony Takitani" (Murakami). Be prepared to discuss in small groups.

In-class viewing: part of the film *Tony Takitani* (ICHIKAWA Jun, dir., 2004). Watch the rest on your own, and write comments on Forum.

Class 24: Wednesday April 11

Reading: Gordon, Chapter 17 (Japan's `Lost Decades': 1989-2008). Consider the following questions:

- Why is the year 1990 an appropriate marker of change in Japanese history?
- What does the Showa emperor's death reveal about Japanese attitudes to the monarchy?
- What are some of the problems arising from Japan's declining birth rate?
- What were some perceived problems affecting schools and schoolchildren?
- What data supports and counters the theory that divisions between rich and poor have sharply increased in Japan since 1990?
- What is the evidence for an increase in gender equality in Japan since the 1990s?
- What is Aum Shinrikyō best known for?
- What steps did the government take to address the economic stagnation of the 1990s?
- What evidence does Gordon give to argue against the notion that the 2000s were a "second lost decade"?
- What challenges have faced Japan's relations with China and the Koreas since the 1990s?
- In-class viewing in part: *Taxing Woman* (*Marusa no onna*, ITAMI Jūzo, dir., 1987). [Write comments on Forum]

Primary Source: Partner, "Ricoh Family Values"

Class 25: Monday April 16

DEADLINE, ANALYTICAL ESSAY/WRITING #2. Accepted until April 18, with grade penalty

Panel discussion

In-class viewing: part of *Tampopo* (Itami Jūxō, dir., 1985). Watch the rest on your own, and write comments on Forum.

Class 26: Wednesday April 18

QUIZ 6 (covers Gordon chapters 16-17, plus films and readings)

Reading: Kumamoto-Healey, "Women in the Japanese Labor Market" (just Conclusion, pp. 468-470, and p. 467 (international comparisons)

Reading: White Paper on Gender Equality 2016 (summary)

View in part *Tokyo Sonata* (dir. Kurosawa Kiyoshi, 2008). [Write comments on Forum]

Class 27: Monday April 23

Reading: Gordon Chapter 18 ("Shock, Disaster, and Aftermath: Japan since 2008)

Primary Source: "The Atlantic images - Japan Earthquake: Aftermath". See

<http://www.idarchive.org/en/collection/2057103>

Jennifer Robertson article about Robots (on Sakai)

Start to present your 5 key images from the course

Class 28: Wednesday April 25

POT LUCK Asian food!

Finish presenting 5 key images

Any extra-credit presentations

View the "Soldier's Dream", part of *Yume (Akira Kurosawa's Dreams, 1990)*

View more of *Shall We Dance?*

EXTRA CREDIT OPTIONS: Spring 2018

Due Wednesday April 11 (Can add up to 3 points to your total grade)

Watch any of the films that we view IN PART in class (i.e., not films like GAN, HARP OF BURMA, BLACK RAIN etc that you are to complete for class discussion). Another option is to read the short story "Phantom Lights" and see the film MABOROSHI. Then do the same (see below).

5-10 page paper that debates with (at least) 3 published reviews of the films. Offer your own interpretation as well. If it is a film based on a literary work (MAKIOKA SISTERS, 24 EYES), you'll need to read the novel as well. Do not repeat what you've done for either of the 2 essays.

Present your report to the class on the last day of classes (5 minutes maximum)

Essay Assignments

Essay 1: Creative

Write an account of any significant event in Japan's modern history, through the eyes of an invented person of your choice (e.g. farmer, factory worker, office worker, engineer, soldier, housewife, politician, landlord, etc.). If in doubt, check with instructor. You will be graded on the following criteria:

- Does the essay narrate relevant events?
- Does it include details of daily life? – food, urban/rural landscape, transport, workplace, etc.
- Does it reflect prevailing political and social attitudes?
- Does it draw on a variety of sources from within the syllabus? – e.g. textbook, primary sources, lectures.
- Does the writer succeed in conveying a mentality or frame of mind?
- Does the writer follow the conventions of fiction-writing? – e.g. consistent point of view, believable voice, avoidance of anachronism, characterization, plot, dialogue, etc.

Essay 2: Primary Source/ Analytical

Write an essay on one of two secondary readings posted on Sakai/Resources:

- (1) Dower, John, "An Aptitude for Being Unloved: War and Memory in Japan"
- Or
- (2) Uno, Kathleen, "The Death of 'Good Wife, Wise Mother'"?

- Does your essay summarize important themes in the secondary source?

- Does it use specific examples from the source?

How effective do you think the essay is in presenting a picture of historical period(s) in modern Japan?

Does it contradict, or underscore, any of the readings and viewings we've had for the class?

- Does it identify key historical issues addressed by the source?
- Does your essay have a consistent theme or argument?
- Is it coherently and clearly structured?
- Is it written in clear and grammatically-correct English?