

# **HISTORY 146B: MODERN JAPAN, 1800-PRESENT**

Spring 2017; Tuesday and Thursday 10:30-11:45; Brighton Hall 214



## ***General Information***

Prof. Jeffrey Dym

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Office Hours: Tuesdays 8:30-10:00;

Wednesdays 11:00-12:00; Thursdays 8:30-10:00;

And by appointment

## ***Catalog Description***

History 146B: The roots of modernization in feudal Japan; Western impact; political, economic and social modernization; the growth and decline of democratic institutions; militarism and World War II; U.S. occupation; and Japan's impressive "success story" 1950-present. GE Area D

## ***Course Description***

This is an upper-division course designed for dedicated students who wish to expand their knowledge of Japan. This course seeks to convey a nuanced understanding of Japanese history from about 1800 until the present with a focus on the modern period. These aims will be pursued through lectures, videos, readings, discussions, and written assignments. The lectures will attempt to analyze the background out of which modern Japan emerged, to identify the principal developments in her transition to a modern industrial society, and to explain the rise and fall of Japan's empire and her emergence as a major world power.

Topics include, The Opening of Japan; The Meiji Restoration; Rich Country, Strong Country (*Fukoku kyohei*); The Impact of Western Culture; Popular Rights and the Meiji Constitution; The Rise of Imperialism; The Social-cultural Ramifications of Modernization; Japanese Colonialism; Direct Action Abroad and at Home; Toward a New Order in East Asia; The Path to Pearl Harbor; War in the Pacific; Defeat and

Surrender; SCAP and the Tokyo War Crimes Trial; The Economic Miracle; Japan in Crisis; Japan Today.

I hope that by the end of the course you will have both a firm understanding of Modern Japanese history and that you will have gained a sense of how to read, think, and write critically about history. I am here not just to impart facts but also to train minds how to think critically about the world around them.

### ***Area D Learning Outcomes***

1. Describe and evaluate ethical and social values in their historical and cultural contexts.
2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
3. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
4. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

### ***Course Objectives***

1. To survey the major events, people, and developments of Japan's history with a focus on the modern period.
2. To seek to understand the long-term structures of Japanese history and the ways in which Japan has interacted with the world.
3. To gain an awareness and appreciation for a society in great contrast to our own.
4. To delve into the interpretation of history.
5. To gain a sense of how to read, think, and write critically about history.

### ***Required Text***

McClain, James. *Japan: A Modern History*.

Katsu Kokichi. *Musui's Story: The Autobiography of a Tokugawa Samurai*.

Mizuki Shigeru. *Showa 1944-1953: A History of Japan (Showa: A History of Japan)*.

Bumiller, Elisabeth. *The Secrets of Mariko*.

### **Coursepack**

Saga Junichi, *Memories of Silk and Straw: A Self-Portrait of Small-Town Japan*.

***Requirements and Grading Criteria***

There will be two book quizzes, two book critiques, one midterm exam, and a final exam that will be weighed in the following manner:

Book Quizzes	2 X 50	100 points	13%
Book Critiques	2 X 100	200 points	29%
Midterm		200 points	29%
Final Exam		200 points	29%
Total		700 points	100%

Final Grades will be determined by your overall accumulation of points according to the following schedule:

	B+ = 615-629	C+ = 540-559	D+ = 470-489	
A = 651-700	B = 580-614	C- = 490-509	D = 440-469	
A = 651-700	B- = 560-579	C- = 490-509	D- = 420-439	
				F = 419 points or less

***Book Quizzes***

There will be two book quizzes worth fifty points each. They will be given at the beginning of class on the dates listed below. The quizzes are designed to see how well you have read the book. We will discuss the book following the quiz. If upon completion of the quiz you leave class early without a valid reason, you will receive a zero on the quiz.

**NOTE: SPECIAL BOOK QUIZ RULE:** I expect you to read the entire book and to come to class prepared to take the quiz. If you have read the book, you should do well on the quiz. If you have not read the book, or have only read parts of the book, you do not deserve credit. You must get at least 15 of the 25 questions on the quiz correct to earn a score. If you earn a failing grade (14 or less correct), your score for the quiz will be 0 (ZERO).

If you miss a book quiz for a valid reason determined by me, you must write a four to five page essay on a topic of my choosing. The paper will be due one week following the quiz date. Consequently, you must get the question from me as soon after you missed the quiz as possible. Failure to hand in the make up essay within one week will result in you receiving a zero on the quiz. Be forewarned, that this is the much more difficult option and you are only allowed to pursue this option once with a valid reason and proof for missing the in-class quiz.

***Book Critiques***

Papers should be between 1,000-1,500 words in length. That is roughly 3-4 double spaced pages. Use the word count function in your word processor to verify the

number of words in your paper. Papers should be double-spaced using a 12 point font. Do not insert blank lines between paragraphs.

The book critique questions are posted in the “Book Critique Questions and Rubric” section of SacCT. Book critiques are due on the dates listed below. These deadlines are absolute.

General expectations:

- The paper must have a thesis!
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- Ideally the thesis will be expressed in a well articulated sentence in the introductory paragraph. You should lay out your argument without explicitly saying, "In this paper I am going to show. . . ."
- There should be a smooth transition of ideas between paragraphs. The paper should flow seamlessly between arguments.
- There should be a conclusion that sums up your paper and contains some insight and interpretation.
- Your paper must have a good title; NOT: Paper # 1
- The paper should be clearly written and free of errors, especially blatant ones like missing pages that indicate you did not proofread.
- Papers should be free of spelling and grammatical errors.
- All character's names should be spelled correctly

Book critiques will be evaluated using the rubric posted in the “Book Critique Questions and Rubric” section of SacCT and attached to end of this syllabus. PLEASE READ IT CAREFULLY BEFORE YOU HAND IN YOUR PAPER.

For free, one-on-one help with writing in any class, visit the University Reading and Writing Center in Calaveras 128. The Reading and Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Reading and Writing Center in CLV 128. They also offer tutoring for one unit of academic credit through ENGL121. For current Reading and Writing Center hours and more information, visit the website at [www.csus.edu/writingcenter](http://www.csus.edu/writingcenter).

### ***Exams***

The exams will consist of matching, short identifications, and one essay question. They will cover the assigned portions of the text, the assigned readings, my lectures, and everything we discuss in class. About two weeks prior to the examination date I will post a study guide on SacCT of all the terms and essay questions that you will need to know for the exam.

Make up exams are allowed only under the following conditions. A student must contact me before the exam or during the exam day. Next, the student will confer with me in my office to determine whether a make up exam is warranted. If a student contacts me after the exam, he/she must provide extensive documentation explaining the failure to take the exam before I decide whether a make up will be given.

***SacCT:***

I will be using SacCT to post copies of my lecture outlines, to post the syllabus, and to keep track of your grades.

***Readings*** assigned from the text are expected to be done. They are assigned to help you understand the lectures which form the backbone of the course.

***Attendance*** is expected at all class meetings. (How else can you learn?) Students should notify the instructor in the event of extended absence. Withdrawals will be permitted only up to the scheduled deadline.

No students may leave the classroom before the class hour ends unless I am informed before class of an unavoidable appointment.

All cellular telephones must be turned off or set on Silent Mode (what they call “Manner Mode” in Japanese). A disruption of class caused by your phone ringing will be held against you.

***Class Participation*** pertinent to the topic under discussion, is encouraged. Everyone is expected to be prepared and to participate. Active participation may be used to determine the final grade in borderline cases.

***Academic Honesty*** This course follows the CSUS Academic Honesty policy. If you are not familiar with California State University, Sacramento’s Policies and Procedures Regarding Academic Honesty, please read them.

In short, **CHEATING OR PLAGIARISM** will not be tolerated and may result in failure of the course and possible referral for academic discipline. I expect your book critiques to be your own work. If they are not, beware!

***Course Outline and Schedule***

<b>Week</b>	<b>Date</b>	<b>Theme</b>	<b>Readings</b>
Week 1	Jan. 24	Course Introduction Japan’s Geographic Setting	
	Jan. 26	The Tokugawa Socio-Cultural Heritage Housing, Hygiene, Clothing, and Diet	McClain: chapter 2, pp. 48-75; chapter 3,

			76-112; <i>Musui's Story</i>
Week 2	Jan. 31	The Tokugawa Political Structure Shogun, Daimyo, Baku-Han, and Sankin Kotai	McClain: chapter 1, pp. 1-47; <i>Musui's Story</i>
	Feb. 2	Internal Crises Pilgrimages, Popular Protests, Famines, and Reform	McClain: chapter 4, pp. 119-129; <i>Musui's Story</i>
Week 3	Feb. 7	<b>BOOK QUIZ # 1: MUSUI'S STORY</b>  Discussion of Musui's story View portions of <i>Twilight Samurai</i>	
	Feb. 9	External Threats & The Opening of Japan Dutch Studies, Commodore Matthew Perry, and Unequal Treaties	McClain: chapter 4, pp. 129-154
Week 4	Feb. 14	The Meiji Restoration Loyalists, Attacking Foreigners, Restoring the Emperor to Power Nation Building: <i>Fukoku kyohei</i> —Rich Country, Strong Country	McClain: chapter 5, pp. 155-182
	Feb. 16	The Impact of Western Culture: <i>Bunmei Kaika</i> (Civilization and Enlightenment)	McClain: chapter 8, pp. 246-275; <i>Memories of Silk and Straw</i>
Week 5	Feb. 21	Learning from the West: Missions Abroad Resistance to Change	<i>Memories of Silk and Straw</i>
	Feb. 23	Popular Rights and the Meiji Constitution Saigo Takamori, Peasant Rebellions, Political Parties, <i>Ryosai-kenbo</i> (Good Wives, Wise Mothers)	McClain: chapter 6, pp. 183-206; <i>Memories of Silk and Straw</i>
Week 6	Feb. 28	The Rise of Imperialism Japan's Line of Interest, Opening Korea, Sino-Japanese War, Russo- Japanese War	McClain: chapter 9, pp. 277-315; <i>Memories of Silk and Straw</i>

	March 2	<b>BOOK CRITIQUE # 1 DUE ON</b> <i>Memories of Silk and Straw</i> <b>Discussion of <i>Memories of Silk and Straw</i></b>	
Week 7	March 7	Imperialism & Colonialism Colonial Rule in Taiwan and Korea Baseball and Colonialism	
	March 9	Meiji Capitalism and The Social Ramifications of Economic Growth Female Textile Workers; Outcastes, the Impoverished and Korean Miners	McClain: chapter 7, pp. 207-245;
Week 8	March 14	<b>MIDTERM</b>	
	March 16	Party Government & Taisho Democracy Growth of the Zaibatsu, Japan in World War I, Women's Right's Movement Direct Action Abroad and at Home	McClain: chapter 10, pp. 316-356; chapter 11, pp. 357-397 McClain: chapter 12, pp. 400-440;
March 18-26		<b>SPRING BREAK</b>	
Week 9	March 28	<b>No Class: Watch <i>Know Your Enemy Japan</i> on Blackboard</b>	
	March 30	Japanese American Internment	
Week 10	April 4	<b>Quiz on <i>Know Your Enemy Japan</i></b>  The Road to War Domestic "Incidents": Assassinations and Coup attempts	McClain: chapter 13, pp. 441-481; <i>Showa 1944-1953</i>
	April 6	The Road to War International Manchurian Incident, Manchukou, The Fifteen Year War, Marco Polo Bridge, Rape of Nanking, Comfort Women	McClain: chapter 14, pp. 482-515; <i>Showa 1944-1953</i>
Week 11	April 11	War in the Pacific Pearl Harbor, Midway, Saipan, Okinawa, Kamikaze, Firebombing, Hiroshima, Nagasaki, Wartime	<i>Showa 1944-1953</i>

		Propaganda	
	April 13	<b>BOOK CRITIQUE # 2 DUE ON</b> <i>Showa 1944-1953</i> <b>Discussion of <i>Showa 1944-1953</i></b>	
Week 12	April 18	Defeat and Surrender The Emperor Speaks	
	April 20	The American Occupation: SCAP & the Tokyo War Crimes Trial Douglas MacArthur, Black Markets, Land Reform, Emperor Hirohito, Victor's Justice, Unit 731, Widows and Orphans, The New Constitution, Women's Rights	McClain: chapter 15, pp. 518-561
Week 13	April 25	The Economic Miracle & Social Transformation	<i>The Secrets of Mariko</i>
	April 27	LDP-Bureaucracy-Big-Business Tripod, Ampo Treaty, Tokyo Olympics, Boom Years, Pollution, Female Workers	McClain: chapter 16, pp. 562-598; <i>The Secrets of Mariko</i>
Week 14	May 2	Postwar Security and Defense Nixon Shocks, Oil Shocks, Tanaka Kakuei, Birth Control	<i>The Secrets of Mariko</i>
	May 4	Japan in the 1980s: Bubble Years Political Scandals, New Religions	<i>The Secrets of Mariko</i>
Week 15	May 9	<b>BOOK Quiz # 2: <i>The Secrets of Mariko</i></b> Discussion of <i>The Secrets of Mariko</i> and Women in Contemporary Japan	
	May 11	Japan—Post Bubble Earthquakes, Aum Subway Attack, Corporate Scandal, Youth Violence 3/11/11	McClain: chapter 17, pp. 599-632

**FINAL EXAM: THURSDAY MAY 18, 10:15-12:15**



# Rubric

Name Essay Rubric

Description

Rubric Detail

	Levels of Achievement				
Criteria	A (Excellent)	B (Strong)	C (Adequate)	D (Seriously Flawed)	F (Fundamentally Deficient)
<b>Submitted Properly</b>	<p><b>14 to 15 points</b></p> <p>Submitted on time. Paper has a strong title. Appropriate length (1000-1500 words). Word Count Provided. Paper formatted properly and consistently. 12 point font and double spaced. Overall professionalism of submission.</p>	<p><b>12 to 13 points</b></p> <p>Submitted on time. Issues with one or more of the following: Paper has a strong title. Appropriate length (1000-1500 words). Word Count Provided. Paper formatted properly and consistently. 12 point font and double spaced. Overall professionalism of submission.</p>	<p><b>10 to 11 points</b></p> <p>Submitted on time. Issues with 2 or more of the following: Paper has a strong title. Appropriate length (1000-1500 words). Word Count Provided. Paper formatted properly and consistently. 12 point font and double spaced. Overall professionalism of submission.</p>	<p><b>12 to 13 points</b></p> <p>Submitted late. Multiple issues with: Paper has a strong title. Appropriate length (1000-1500 words). Word Count Provided. Paper formatted properly and consistently. 12 point font and double spaced. Overall professionalism of submission.</p>	<p><b>0 to 11 points</b></p> <p>Submitted late. Multiple issues with: Paper has a strong title. Inappropriate length (1000-1500 words). Word Count Provided. Paper formatted properly and consistently. 12 point font and double spaced. Overall professionalism of submission.</p>
<b>Thesis</b>	<p><b>18 to 20 points</b></p> <p>The paper has a strong, sophisticated, college level thesis. The thesis is clearly articulated. The thesis is underlined.</p>	<p><b>16 to 17 points</b></p> <p>The paper has a sophisticated, college level thesis, but it lacks strength and clarity. The thesis is underlined.</p>	<p><b>14 to 15 points</b></p> <p>The paper has a thesis, but it lacks strength and clarity. The thesis is not underlined.</p>	<p><b>12 to 13 points</b></p> <p>The paper contains a weak and inarticulate thesis. The thesis is not underlined.</p>	<p><b>0 to 11 points</b></p> <p>The paper lacks a thesis or it is unintelligible. The thesis is not underlined.</p>
<b>Arguments and Evidence</b>	<p><b>18 to 20 points</b></p> <ul style="list-style-type: none"> <li>Establishes a clearly focused controlling idea.</li> <li>Demonstrates coherent and rhetorically sophisticated organization; makes effective connections between ideas.</li> <li>Provides clear</li> </ul>	<p><b>16 to 17 points</b></p> <ul style="list-style-type: none"> <li>Establishes a clearly focused controlling idea.</li> <li>Demonstrates clear and coherent organization.</li> <li>Provides clear generalizations and effective support and analysis.</li> </ul>	<p><b>14 to 15 points</b></p> <ul style="list-style-type: none"> <li>Establishes a controlling idea.</li> <li>Demonstrates adequate organization.</li> <li>Provides support for and some analysis of generalizations.</li> </ul>	<p><b>12 to 13 points</b></p> <ul style="list-style-type: none"> <li>Strays from the controlling idea, or the idea is unclear.</li> <li>Displays formulaic, random, or confusing organization.</li> <li>Lacks generalizations, or provides generalizations</li> </ul>	<p><b>0 to 11 points</b></p> <ul style="list-style-type: none"> <li>Lacks a controlling idea.</li> <li>Lacks organization or organizes illogically.</li> <li>Displays inability to generalize, analyze, or support ideas.</li> </ul>

	generalizations with specific detail, compelling support and cogent analysis			with inadequate support or analysis.	
<b>Prose</b>	<p><b>18 to 20 points</b></p> <ul style="list-style-type: none"> <li>• Superior</li> <li>• Displays superior, consistent control of syntax, sentence variety, word choice, and conventions of Standard English.</li> <li>• Book titles and film titles are italicized.</li> <li>• No typographical nor spelling errors.</li> <li>• Clear evidence that the paper was proofread.</li> </ul>	<p><b>16 to 17 points</b></p> <ul style="list-style-type: none"> <li>• Consistent</li> <li>• Displays consistent control of syntax, sentence variety, word choice, and conventions of Standard English.</li> <li>• Book titles and film titles are italicized.</li> <li>• Few typographical and spelling errors.</li> <li>• Evidence that the paper was proofread.</li> </ul>	<p><b>14 to 15 points</b></p> <ul style="list-style-type: none"> <li>• Adequate</li> <li>• Displays adequate control of syntax, sentence variety, word choice, and conventions of Standard English; errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer.</li> <li>• A number of spelling and grammatical errors.</li> <li>• Limited evidence that the paper was proofread.</li> </ul>	<p><b>12 to 13 points</b></p> <ul style="list-style-type: none"> <li>• Deficient</li> <li>• Shows deficient control of syntax, word choice, and convention of Standard English; errors impede understanding.</li> <li>• Numerous spelling and grammatical errors.</li> <li>• No evidence that the paper was proofread.</li> <li>• Book titles and film titles are not italicized.</li> </ul>	<p><b>0 to 11 points</b></p> <ul style="list-style-type: none"> <li>• Seriously deficient</li> <li>• Shows inadequate control of syntax, word choice, and convention of Standard English.</li> <li>• Paper is plagued with spelling and grammatical errors that seriously impede understanding.</li> <li>• Book titles and film titles are not italicized.</li> </ul>
<b>Overall Quality of the Paper</b>	<p><b>23 to 25 points</b></p> <ul style="list-style-type: none"> <li>• Addresses the assignment thoughtfully and analytically, setting a challenging task.</li> <li>• Displays awareness of and purpose in communicating to an audience.</li> </ul>	<p><b>20 to 22 points</b></p> <ul style="list-style-type: none"> <li>• Addresses the assignment clearly and analytically, setting a meaningful task.</li> <li>• Addresses audience needs and expectations.</li> </ul>	<p><b>18 to 19 points</b></p> <ul style="list-style-type: none"> <li>• Addresses the assignment with some analysis.</li> <li>• Addresses most audience needs and expectations.</li> </ul>	<p><b>15 to 17 points</b></p> <ul style="list-style-type: none"> <li>• Addresses the assignment inadequately.</li> <li>• Shows insufficient audience awareness.</li> </ul>	<p><b>0 to 14 points</b></p> <ul style="list-style-type: none"> <li>• Fails to address assignment.</li> <li>• Demonstrates a lack of audience awareness.</li> </ul>

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