

HISTORY 146B: MODERN JAPAN, 1800-PRESENT

Spring 2020; Monday and Wednesday 1:30-2:45; Brighton Hall 218



General Information

Prof. Jeffrey Dym

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Office Hours: Mondays 12:00-1:00; Tuesdays and Thursdays 10:30-11:30,
& 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

Nancy K. Stalker. *Japan: History and Culture*.

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	20%
Book Critiques	30%
Midterm	25%
Final Exam	25%
Total	100%

Final Grades will be determined overall course %

	B+ = 87-89%	C+ = 77-79%	D+ = 65-69%	
A = 93-100%	B = 83-86%	C- = 73-76%	D = 60-64%	
A- = 90-92%	B- = 80-82%	C- = 70-72%		F = 59% or less

Book Quizzes

There will be two book quizzes. 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” module of Canvas. 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 Canvas 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.

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 Canvas 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.

Canvas: I will be using Canvas 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 Hornet Honor Code.

As Hornets, we will:

1. Promote an inclusive campus and community.
2. Listen and respect each other’s thoughts, interests, and views.
3. Value diversity and learn from one another.
4. Engage daily with mutual trust, care, and integrity.
5. Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct.
6. Be proud to be Sac State Hornets.

Accommodations for Students with Disabilities

If you have a documented disability and require assistance or academic accommodation please contact Services for Students with Disabilities immediately to

discuss eligibility. The Office of Services for Students with Disabilities (SSWD) is located on the Sacramento State Lassen Hall 1008, 916-278-6955 (Phone), 916-278-7239 (TDD). For a complete listing of services and current business hours visit <http://www.csus.edu/sswd/> (Links to an external site.)

Sacramento State is committed to ensuring that our online learning tools are usable by all students and faculty including those with disabilities. If you encounter any accessibility issues with the course or instructional content, please contact our SSWD office. They will assist you in resolving the issue or, where appropriate, connect you with appropriate staff.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>

Course Outline and Schedule

Week	Date	Theme	Readings
Week 1	Jan. 20	Campus Closed MLK Day	
	Jan. 22	Course Introduction Japan's Geographic Setting	
Week 2	Jan.27	The Tokugawa Socio-Cultural Heritage Housing, Hygiene, Clothing, and Diet	<i>Stalker</i> , 144-173; <i>Musui's Story</i> .
	Jan. 29	The Tokugawa Political Structure Shogun, Daimyo, Baku-Han, and Sankin Kotai	<i>Stalker</i> , 144-173; <i>Musui's Story</i> .
Week 3	Feb. 3	Internal Crises Pilgrimages, Popular Protests, Famines, and Reform	<i>Musui's Story</i> .

	Feb. 5	<p>BOOK QUIZ # 1: MUSUI'S STORY</p> <p>Discussion of Musui's story View portions of <i>Twilight Samurai</i></p>	
Week 4	Feb.10	<p>External Threats & The Opening of Japan Dutch Studies, Commodore Matthew Perry, and Unequal Treaties</p>	Stalker, 209-243.
	Feb. 12	<p>The Meiji Restoration Loyalists, Attacking Foreigners, Restoring the Emperor to Power Nation Building: <i>Fukoku kyohei</i>—Rich Country, Strong Country</p>	Stalker, 209-243.
Week 5	Feb. 17	<p>The Impact of Western Culture: <i>Bunmei Kaika</i> (Civilization and Enlightenment)</p>	Stalker, 209-243; <i>Memories of Silk and Straw</i> .
	Feb. 19	<p>Learning from the West: Missions Abroad Resistance to Change</p>	Stalker, 209-243; <i>Memories of Silk and Straw</i> .
Week 6	Feb. 24	<p>Popular Rights and the Meiji Constitution Saigo Takamori, Peasant Rebellions, Political Parties, <i>Ryosai-kenbo</i> (Good Wives, Wise Mothers)</p>	Stalker, 209-243; <i>Memories of Silk and Straw</i> .
	Feb. 26	<p>The Rise of Imperialism Japan's Line of Interest, Opening Korea, Sino-Japanese War, Russo-Japanese War</p>	Stalker, 244-275; <i>Memories of Silk and Straw</i> .
Week 7	March 2	<p>BOOK CRITIQUE # 1 DUE ON <i>Memories of Silk and Straw</i></p> <p>Paper must be submitted by the beginning of class!</p> <p>Discussion of <i>Memories of Silk and Straw</i></p>	

	March 4	Imperialism & Colonialism Colonial Rule in Taiwan and Korea Baseball and Colonialism	Stalker, 276-317.
Week 8	March 9	MIDTERM	
	March 11	Meiji Capitalism and The Social Ramifications of Economic Growth Female Textile Workers; Outcastes, the Impoverished and Korean Miners	Stalker, 276-317.
Week 9	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	Stalker, 276-317.
	March 18	The Road to War Domestic "Incidents": Assassinations and Coup attempts	Stalker, 276-317; <i>Showa 1944-1953.</i>
Week 10	March 23	The Road to War International Manchurian Incident, Manchukou, The Fifteen Year War, Marco Polo Bridge, Rape of Nanking, Comfort Women	Stalker, 276-317; <i>Showa 1944-1953.</i>
	March 25	War in the Pacific Pearl Harbor, Midway, Saipan, Okinawa, Kamikaze, Firebombing, Hiroshima, Nagasaki, Wartime Propaganda	Stalker, 276-317; <i>Showa 1944-1953.</i>
March 28- April 5		SPRING BREAK	
Week 11	April 6	BOOK CRITIQUE # 2 DUE ON <i>Showa 1944-1953</i> Discussion of <i>Showa 1944-1953</i>	<i>Showa 1944-1953.</i>

	April 8	Defeat and Surrender The Emperor Speaks	Stalker, 318-361.
Week 12	April 13	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	Stalker, 318-361.
	April 15	The Economic Miracle & Social Transformation	Stalker, 318-361.
Week 13	April 20	LDP-Bureaucracy-Big-Business Tripod, Ampo Treaty, Tokyo Olympics, Boom Years, Pollution, Female Workers	Stalker, 318-361; <i>The Secrets of Mariko.</i>
	April 22	Postwar Security and Defense Nixon Shocks, Oil Shocks, Tanaka Kakuei, Birth Control	Stalker, 318-361; <i>The Secrets of Mariko.</i>
Week 14	April 27	Japan in the 1980s: Bubble Years Political Scandals, New Religions	Stalker, 362-400; <i>The Secrets of Mariko.</i>
	April 29	BOOK Quiz # 2: <i>The Secrets of Mariko</i> Discussion of <i>The Secrets of Mariko</i> and Women in Contemporary Japan	<i>The Secrets of Mariko</i>
Week 15	May 4	Japan—Post Bubble Earthquakes, Aum Subway Attack, Corporate Scandal, Youth Violence 3/11/11	Stalker, 362-400.
	May 6	Catch up and Review	

FINAL EXAM: TUESDAY, MAY 11, 12:45-2:45

Rubric

Name Essay Rubric

Description _____

Rubric Detail

	Levels of Achievement				
Criteria	A (Excellent)	B (Strong)	C (Adequate)	D (Seriously Flawed)	F (Fundamentally Deficient)
Submitted Properly	<p>14 to 15 points</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>12 to 13 points</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>10 to 11 points</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>12 to 13 points</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>0 to 11 points</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>
Thesis	<p>18 to 20 points</p> <p>The paper has a strong, sophisticated, college level thesis. The thesis is clearly articulated. The thesis is underlined.</p>	<p>16 to 17 points</p> <p>The paper has a sophisticated, college level thesis, but it lacks strength and clarity. The thesis is underlined.</p>	<p>14 to 15 points</p> <p>The paper has a thesis, but it lacks strength and clarity. The thesis is not underlined.</p>	<p>12 to 13 points</p> <p>The paper contains a weak and inarticulate thesis. The thesis is not underlined.</p>	<p>0 to 11 points</p> <p>The paper lacks a thesis or it is unintelligible. The thesis is not underlined.</p>
Arguments and Evidence	<p>18 to 20 points</p> <ul style="list-style-type: none"> Establishes a clearly focused controlling idea Demonstrates coherent and rhetorically sophisticated organization; makes effective connections between ideas. Provides clear 	<p>16 to 17 points</p> <ul style="list-style-type: none"> Establishes a clearly focused controlling idea Demonstrates clear and coherent organization. Provides clear generalizations and effective support and analysis. 	<p>14 to 15 points</p> <ul style="list-style-type: none"> Establishes a controlling idea Demonstrates adequate organization. Provides support for and some analysis of generalizations. 	<p>12 to 13 points</p> <ul style="list-style-type: none"> Strays from the controlling idea, or the idea is unclear. Displays formulaic, random, or confusing organization. Lacks generalizations, or provides generalizations 	<p>0 to 11 points</p> <ul style="list-style-type: none"> Lacks a controlling idea Lacks organization or organizes illogically. Displays inability to generalize, analyze, or support ideas.

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

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