

# CLTR 204/HIST 145/JPNS 215 Modern Japan

**Instructor:** Michael Hayata

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**Office:** Rush Rhees 459

**Lecture Time:** TR 12:30-1:45 PM

**Lecture Location:** Morey 502

**Office hours:** TR 2:00-3:00PM or by appointment



## Course Description

This course surveys the history of Japan from the eighteenth century to the twentieth-first century. From the Meiji Restoration to the Freedom and People's Rights Movement, Japanese society underwent significant transformation as it was incorporated into the global capitalist system of nation-states. By examining the country's modern experiences, students will analyze a variety of currents that shaped the everyday lives of its people as they strived to recreate Japan in their own vision. The first part of the course examines the domestic and global dynamics that led to the downfall of the Tokugawa regime. The second part focuses on Japanese efforts to establish a nation-state and empire after the Meiji Restoration. The third part examines Japanese society and culture in the context of rapid industrialization and the Cold War international system.

# Course Learning Outcomes

By taking this course, students will be able to:

- Demonstrate a broad acquaintance with important historical, social, and cultural developments in modern Japan.
- Analyze primary and secondary sources and construct original arguments regarding the history of modern Japan.
- Situate historical moments and issues in local, regional, and global contexts.
- Write a clearly argued, formal academic paper using the appropriate style and bibliographic apparatus.

## Course Requirements

### Required Texts

All readings will be posted on the course website in PDF format.

## Course Policies

### Method of Instruction

This is an in-person course that meets on Tuesdays and Thursdays for lecture (12:30–1:45 PM in Morey 502). I will engage in regular and substantive interaction with students through direct instruction, assessment and feedback on student work, and facilitation of group discussion.

### Grading

A. Attendance: Students are expected to complete the readings and attend lecture. You may miss up to two lectures without hurting this portion of the grade.

B. Primary Source Analysis: Students will be responsible for writing an essay (Times New Roman Font 12, double-spaced, 3 pages) that analyzes primary sources on the Freedom and People’s Rights Movement.

C. Midterm Exam: A take-home midterm exam will be uploaded to the course website. It will consist of short essay questions.

D. Historiography Paper: Students will be responsible for writing an essay (Times New Roman Font 12, double-spaced, 3 pages) on the historiography of the postwar economy.

E. Final Exam: A take-home final will be uploaded to the course website.

Attendance	20%
Primary Source Analysis	20%
Midterm Exam	20%
Historiography Paper	20%

Final Exam 20%

### Grading Scale

A	93–100%
A-	90–92.9%
B+	87–89.9%
B	83–86.9%
B-	80–82.9%
C+	77–79.9%
C	73–76.9%
C-	70–72.9%
D	60–69.9%
F	Below 59.9%

### Writing and Speaking Center

The [Writing and Speaking Center](#) supports effective academic communication across all disciplines by offering free writing and speaking tutoring to all members of the University of Rochester community. The center is staffed by professional, graduate, and undergraduate writing and speaking tutors from the humanities, social sciences, and natural and applied sciences. These tutors provide individualized feedback and assistance on all types of academic writing and speaking. To work with a tutor, sign-up for an in-person or online appointment using their scheduling system or visit drop-in hours.

### The Kelly Family History Book Fund

In 2022, the History Department received an endowed fund to purchase class textbooks for undergraduate students enrolled in a history course. If you need help acquiring your books, you may apply for funds through this link <https://forms.gle/c2WArDa5g696oKeU6>. Preference will be given to history majors, but any student may apply.

## University of Rochester Policies

### Academic Honesty

Students and faculty at the University must agree to adhere to high standards of academic honesty in all the work that we do. You are encouraged to discuss course readings and assignments with your fellow students. However, all written work must be done independently and not in collaboration with another. To make appropriate help available for your essays, I encourage you to consult with me and with the [College Writing, Speaking, and Argument Program](#). The College Board on Academic Honesty website gives further information on our policies and procedures: [rochester.edu/college/honesty](https://rochester.edu/college/honesty).

### Family Educational Rights and Privacy Act (FERPA)

The University of Rochester complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. Under FERPA students have, with certain limited exceptions, the right to inspect and review their educational records and to request the amendment of their records to ensure that they are not inaccurate, misleading, or otherwise in

violation of the student's privacy or other rights. Requests to inspect or review records should be addressed to the registrar, or to the appropriate administrator responsible for the record and will be honored within 45 days. Any student questioning the accuracy of any record may state his or her objection in writing to the University administrator responsible for the record, who will notify the student of his or her decision within 45 days of receiving the objection. A student dissatisfied with the administrator's decision may request a hearing pursuant to federal regulations at 34 C.F.R. Part 99. Students concerned with the University's compliance with FERPA have the right to file complaints with the U.S. Department of Education's Family Compliance Office.

### **Nondiscrimination Policy Statement**

The University of Rochester values [diversity](#) and is committed to equal opportunity for persons regardless of age, color, disability, ethnicity, gender identity or expression, genetic information, marital status, military/veteran status, national origin, race, religion/creed, sex, sexual orientation, or any other status protected by law. Further, the University complies with all applicable non-discrimination laws in the administration of its policies, admissions, employment, and access to and treatment in University programs and activities.

### **Inclusion Statement**

The University of Rochester, this course, and I are committed to inclusion, and welcome students of all backgrounds and abilities. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class or your full participation in this course.

Some resources that might be of use include:

- Office of Disability Resources [rochester.edu/college/disability](http://rochester.edu/college/disability)
- Undocumented/DACA Student Support Contacts  
[rochester.edu/college/ccas/undergraduate/daca/index.html](http://rochester.edu/college/ccas/undergraduate/daca/index.html)
- University of Rochester CARE Network [rochester.edu/care/](http://rochester.edu/care/)

### **Disability Resources**

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the [Office of Disability Resources](#). The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations.

# Reading and Lecture Schedule

## WEEK 1: INTRODUCTION

R (8/31) Introduction

## WEEK 2: EARLY MODERN JAPAN

Read: Conrad Schirokauer, Chapter 8

George Wilson, “*Ee ja nai ka* on the Eve of the Meiji Restoration in Japan”

T (9/5) Tokugawa Shogunate

R (9/7) Meiji Restoration

## WEEK 3: EARLY MEIJI SOCIETY AND CULTURE

Read: Conrad Schirokauer, Chapter 9

Stephen Vlastos, “The Popular Rights Movement,” 402-425

Primary sources

T (9/12) Early Meiji Government

R (9/14) Freedom and People’s Rights Movement

## WEEK 4: RISE OF IMPERIALISM

Read: Kaoru Sugihara, “Patterns of Asia’s Integration into the World Economy, 1880-1913”

Bruce Cumings, “Eclipse” (pp.141-162)

T (9/18) Industrial Revolution

R (9/20) Rise of Imperialism

## WEEK 5: TAISHO SOCIETY AND CULTURE

Read: Conrad Schirokauer, Chapter 10

T (9/25) Era of Popular Protests

R (9/27) **PRIMARY SOURCE ANALYSIS DUE**

## WEEK 6: IMPERIAL DEMOCRACY

Read: Sheldon Garon, “Integrating Women into Public Life”

Miriam Silverberg, “The Cafe Waitress Serving Modern Japan”

Primary sources

T (10/3) Imperial Democracy

R (10/5) Great Power

### **WEEK 7: WARTIME JAPAN**

Read: Conrad Schirokauer, Chapter 11

Kaoru Sugihara, "The Economic Motivations behind Japanese Aggression in the Late-1930s"

Louise Young, "Colonizing Manchuria"

T (10/10) Showa Depression

R (10/12) Wartime Japan

### **WEEK 8: RECONSTRUCTION**

T (10/17) Reconstruction

R (10/19) **MIDTERM**

### **WEEK 9: COLD WAR JAPAN**

Read: Conrad Schirokauer, Chapter 12 (pp.236-243)

Hajimu Masuda, "Reconsidering the Red Purge in Japan" (pp.232-244)

Michael Schaller, "Securing the Great Crescent"

T (10/24) Cold War Japan

R (10/26) Reintegration

### **WEEK 10: RAPID INDUSTRIALIZATION**

Read: Andrew Gordon, Chapter 14

Chalmers Johnson, "A Japanese Model?"

Frank Upham, "Unplaced Persons"

T (10/31) Rapid Industrialization

R (11/2) Political Settlements

### **WEEK 11: INFORMATION SOCIETY**

Read: Andrew Gordon, Chapter 15

Chelsea Szendi Schieder, "Everyday Life as a Site of Struggle in the Campus New Left"

T (11/7) Information Society

R (11/9) Peace Movement

### **WEEK 12: REMODELING THE JAPANESE ARCHIPELAGO**

Read: John Sargent, "Remodelling the Japanese Archipelago"

Jennifer Robertson, "It Takes a Village"

M (11/14) Remodeling the Japanese Archipelago

W (11/16)     **PAPER DUE**

**WEEK 14: EXPORT ECONOMY**

Read: Peter Katzenstein, “Japan, Technology, and Asian Regionalism in Comparative Perspective”

T (11/28)     Export Economy

R (11/30)     Realignment

**WEEK 15: LOST DECADE**

T (12/5)      Watch: TBD

R (12/7)      Lost Decade

**WEEK 16: CONCLUSION**

T (12/12)     **FINAL EXAM**