

HISTORY 145/JAPANESE 215 Modern Japanese History

Instructor: Michael Hayata

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Office: Rush Rhees 459

Office hours: MW 12:30-1:30PM or by appointment

Lecture Time: MW 9:00-10:15AM

Instruction Modality: in-person

Teaching Assistant: Claire Becker

E-mail: cbeck13@ur.rochester.edu

Office: Zoom

Office hours: T 10:00-11:00AM

Lecture Location: Morey 205



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 its modern experiences, students will analyze a variety of currents that shaped everyday life in the archipelago as its people strived to recreate Japan in their own vision. The first part of the course examines the domestic and international dynamics that led to the downfall of the Tokugawa regime. The second part focuses on state and popular efforts to establish a nation-state, civil society, and empire after the Meiji Restoration. The third part examines the construction of a postwar society and culture in the framework of the Cold War world system.

Credit

This is a 4-credit course. It meets for two, 75-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 4 hours out of the classroom for every class period.

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.
- Evaluate such cultural works as literature, film, and the visual arts as historical sources.
- 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

Course Website

https://learn.rochester.edu/webapps/portal/frameset.jsp?tab_group_id=2_1&url=/webapps/board/execute/courseMain?course_id=71931_1

Required Texts

- Andrew Gordon. *A Modern History of Japan: From Tokugawa Times to the Present, 4th Edition* (Oxford University Press, 2019).

All other 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 Mondays and Wednesdays for lecture (9:00 AM–10:15 AM in Morey 205). 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 a primary source analysis essay (Times New Roman Font 12, double-spaced, 3-4 pages) on the Meiji Restoration. You

must construct your own thesis and defend it with an argument that synthesizes primary and secondary sources.

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, 3-4 pages) on the historiography of the postwar Japanese 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.

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
- Undocumented/DACA Student Support Contacts
rochester.edu/college/ccas/undergraduate/daca/index.html
- University of Rochester CARE Network 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

UNIT 1: TOKUGAWA JAPAN

WEEK 1: INTRODUCTION

W (8/31) Introduction

WEEK 2: TOKUGAWA SHOGUNATE

Read: Gordon, Chapters 1 and 2

John Hall, "Rule by Status in Tokugawa Japan"

M (9/5) NO CLASS – LABOR DAY HOLIDAY

W (9/7) Tokugawa Shogunate

WEEK 3: TOKUGAWA SOCIETY AND CULTURE

Read: Gordon, Chapter 3

Eiko Ikegami, "The Information Revolution"

Noriko Sugano, "State Indoctrination of Filial Piety in Tokugawa Japan"

M (9/12) Social and Economic Transformations

W (9/14) Floating World

WEEK 4: MEIJI RESTORATION

Read: Gordon, Chapter 4

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

Aizawa Seishisai, "National Defense"

M (9/19) Tenpo Crisis

W (9/21) Meiji Restoration

UNIT 2: IMPERIAL JAPAN

WEEK 5: MEIJI SOCIETY AND CULTURE

Read: Gordon, Chapters 5 and 6

M (9/26) Early Meiji Government

W (9/28) Freedom and People's Rights Movement

WEEK 6: RISE OF IMPERIALISM

Read: Gordon, Chapters 7 and 8

M (10/3) Rise of Imperialism

W (10/5) Great Power Politics
PRIMARY SOURCE ANALYSIS DUE

WEEK 7: TAISHO SOCIETY AND CULTURE

Read: Gordon, Chapters 9 and 10

Sheldon Garon, "Integrating Women into Public Life" (pp.115-140)

Fukuda Hideko, "The Solution to the Woman Question"

Hiratsuka Raicho, "Seito Manifesto"

M (10/10) NO CLASS – FALL BREAK

W (10/12) Taisho Democracy

WEEK 8: COLONIAL KOREA

Read: Bruce Cumings, "Eclipse" (pp.154-184)

M (10/17) Colonial Korea

W (10/19) **MIDTERM**

WEEK 9: WARTIME JAPAN

Read: Gordon, Chapters 11 and 12

Louise Young, "Colonizing Manchuria"

Chong-Sik Lee, "Separation of Insurgents from the Masses"

M (10/24) Showa Depression

W (10/26) Wartime Japan

UNIT 3: POSTWAR JAPAN

WEEK 10: COLD WAR JAPAN

Read: Gordon, Chapter 13

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

M (10/31) Reconstruction

W (11/2) Cold War Japan

WEEK 11: RAPID ECONOMIC GROWTH

Read: Gordon, Chapter 14

Chalmers Johnson, "The Institutions of High-Speed Growth"

William Nester, "Japan and Southeast Asia"

M (11/7) Rapid Industrialization

W (11/9) New National Culture

WEEK 12: CULTURES OF PROTEST

Read: Gordon, Chapter 15

Frank Upham, "Unplaced Persons"

M (11/14) Peace Movement

W (11/16) Environmental Movement

WEEK 14: EXPORT-ORIENTED GROWTH

Read: Gordon, Chapter 16

M (11/28) Export-Oriented Growth

W (11/30) **HISTORIOGRAPHY PAPER DUE**

WEEK 15: COLD WAR READJUSTMENT

M (12/5) Cold War Readjustment

W (12/7) Watch: TBD

WEEK 16: CONCLUSION

M (12/12) Lost Decade/s

W (12/14) Conclusion

FINAL EXAM DUE DECEMBER 22