

ASH 3442: Modern Japan

Instructor: James Gerien-Chen

Email: jgerienchen@ufl.edu

T: 5:10–6 PM (10), Th: 5:10–7:05 (10-11)

Office Hours: Wednesdays, 4:30-6:30, by appointment and via Zoom

Course Description

This course charts the history of Japan over the last two hundred years as it transformed from a feudal, semi-centralized polity under samurai rule in 1800 to a global economic superpower at the turn of the millennium. How did people experience and understand the upheavals brought by Japan's modern revolution, emergence as the world's first non-Western, modern empire, total war in the Asia-Pacific, and postwar reemergence and economic resurgence? Using a variety of primary sources and media, we will study the history of modern Japan in local, national, regional, and global contexts. We will see how individuals experienced and made sense of these historical processes across lines of gender, class, and ethnicity. Finally, we will evaluate and debate how historians have analyzed and understood the past.

Course Objectives

This upper-level course will pursue several inter-related objectives. You will:

- Think about Japan's modern history, identifying key themes, events, figures, and narrating change and continuity over time.
- Engage in historical research and analysis, evaluating secondary scholarship and primary sources in a variety of contexts.
- Craft historical questions and arguments, developing skills in written and oral communication.

Course Format

Our class will meet synchronously (live) during the assigned time. If you will have technical or personal difficulties attending class, please let me know. Both Tuesday and Thursday sessions will usually consist of a mini-lecture to contextualize a class discussion of a reading. On Thursday, we will make use of the longer session to discuss secondary scholarship and examine primary sources in greater depth in small groups and as a class.

This is an unusual semester, and may be very unlike any that you (or I) have experienced in the past. These are unusual, unpredictable, and often very stressful times. History classes are built around a classroom community, and this semester more than ever relies on our collective willingness to teach and learn from each other. I also recognize that you may be encountering, or may throughout the semester encounter, challenges beyond the classroom. I encourage you to reach out to me at any time to discuss concerns or questions you might have about the class or otherwise.

History classes thrive on discussion, critique, and learning from one another. The class' success, and what we each get out of it, depend on our collective efforts to complete all reading

assignments and come to meetings prepared to engage course materials and each other's ideas. That said, I recognize that personal, institutional, and societal circumstances are unusual and may continue to change throughout the semester. Please understand that I will make adjustments to the syllabus and assignments as necessary.

Required Texts

Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present*. New York: Oxford University Press, 4th Ed, 2019.

Jun'ichirō TANIZAKI, *Naomi*, trans. Anthony Chambers. New York: Vintage, 2001. (older editions are fine).

Amy Stanley, *Stranger in the Shogun's City: A Japanese Woman and her World*. New York: Scribner, 2020. (Available as an e-book through UF Libraries)

All other readings will be made available on Canvas or through the UF Libraries.

Assignments and Grading

Full assignment guidelines will be provided in advance and posted on Canvas. You must complete all assignments to pass the course.

Attendance and Participation (10%)

Discussion Board Postings (20%): Wednesday (4 times, once per unit, by 6 pm) and Friday (4 times, once per unit, by 11:59pm).

We will make use of the discussion board to facilitate discussion before and after our weekly class meetings. Postings should be between one and two paragraphs. I will post prompts for the Wednesday postings. For Friday postings, please continue and extend the discussion we had in class. The purpose of the postings is not to summarize the readings, but to offer your opinions, critiques, and questions on the material. Please always end your posting with an analytical question, and please do not post twice during the same week. Since contributions must be timely to be useful for class discussion and out of respect for that week's class discussion leaders, late Wednesday postings will not receive credit.

Class Discussion Leaders (10%)

Starting in Week 4, you will be responsible for leading our class discussion during one Thursday session. As a group, you should prepare a short (~5 minute) presentation on:

- Identifying common themes and observations in your classmates' postings
- Identifying 2-3 short passages (1-3 sentences) from the readings that deserve closer analysis
- Formulating 2-3 questions for discussion

Primary Source Analysis (15%)

Please select one text, image, artifact, or otherwise, and offer a close, historical analysis of it. You may select a primary source that we have read together in class, or you may identify one based on your own interests. Due **Friday, October 30, 12pm**.

Short Paper (15%)

By the end of Week 12, you should identify one Friday/post-class posting to extend into a longer analytical piece of writing, of around 4-5 pages. Submit this short paper for feedback by **Friday, November 20, 12pm**.

Final Digital Portfolio (30%)

Compile a digital portfolio that consists of:

1. A summative analytical essay of 4-5 pages, reflecting on your experience this semester of studying the modern history of Japan. This can be a conventional analytical essay, or it can also take the form of a letter to me; a letter to a family member or a friend; an op-ed; or otherwise. Regardless of what form you choose, your essay should compare and

evaluate at least two primary and two secondary sources we have read throughout the semester.

2. A summary of your participation in class and online discussions, detailing your experience leading discussion, progress and struggles this semester, memorable moments of insight, particular takeaways, and ongoing questions.
3. A revised version of the “short paper” you submitted in Week 12, with a short paragraph detailing how and why you incorporated feedback.
4. Copies of your 8 discussion board postings.
5. A final self-evaluation of two paragraphs, evaluating your work and progress over the semester, skills and analytical tools you learned, challenges you faced, and takeaways for the future.

Due: December 17, 5pm.

Grading Scale

93.3-100%	A	73.3-76.6%	C
90-93.2%	A-	*70-73.2%	C-
86.7-89.9%	B+	66.7-69.9%	D+
83.3-86.6%	B	63.3-66.6%	D
80-83.2%	B-	60-63.2%	D-
76.7-79.9%	C+	Below 60	E

*A grade of C- does not count as a passing grade for major, minor, Gen Ed, Gordon Rule, or basic distribution requirements.

For more information in UF’s grading systems and policies, please see the [UF Undergraduate Catalog](#).

Policies and Expectations

Attendance and Makeup Policy

Attendance is mandatory, and unexcused absences will adversely affect your grade. Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at Attendance Policies.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Academic Honesty

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/students/get-started/> or 352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the [Gatorevals website](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. Summaries of course evaluation results are available to students at the [public results website](#).

Statement Regarding Course Recording

Our class sessions may be audio visually recorded for students in the class to refer back to and for use of enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are unwilling to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

ASH 3442: Modern Japan Syllabus
Gerien-Chen, Fall 2020

The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Course Schedule

Date	Readings and Assignments	Deadlines and Reminders
UNIT I: EARLY MODERN JAPAN		
Week 1		
Sept 1 (T)	Introduction	
Sept 3 (Th)	Read: Gordon, <i>A Modern History of Japan</i> , Preface, Introduction, and Chapters 1–3. Primary Sources: <ul style="list-style-type: none"> - YAMAGA Sokō, “The Way of the Samurai” - “Code for the Military Houses” - KAIBARA Ekken, “The Greater Learning for Women” 	
Week 2: City and Country in Early Modern Japan		
Sept 8 (T)	Read: Stanley, <i>Stranger in the Shogun’s City</i> , Prologue, Chapters 1–3.	Begin contributing weekly postings to Canvas Discussion Board
Sept 10 (Th)	Read: Stanley, Chapters 4–6. Primary Sources: <ul style="list-style-type: none"> - “The Code of the Okaya House” - “Excerpt on Fashion from Ihara Saikaku’s <i>The Japanese Family Storehouse</i>” - “The 1642 Chōnin Code and Public Notice Board of Edo” 	
Week 3: Family, Sex, and Gender in Early Modern Japan		
Sept 15 (T)	Read: Stanley, Chapters 7–9. Primary Source: <ul style="list-style-type: none"> - TADANO Makuzu, “Hitori Kangae” 	
Sept 17 (Th)	Amy Stanley Class Visit Read: Amy Stanley’s blog posts, selections TBD	Prepare questions for Stanley’s visit
Week 4: Early Modern Japan in the World		
Sept 22 (T)	Read: David Howell, “Foreign Encounters and Informal Diplomacy in Early Modern Japan” <i>The Journal of Japanese Studies</i> , Vol. 40, No. 2, 2014. Primary Source: <ul style="list-style-type: none"> - AIZAWA Seishisai, “New Theses,” excerpt 	
Sept 24 (Th)	Read: Gordon, Chapter 4. Primary Sources: <ul style="list-style-type: none"> - Selections from “The Opium War in Japanese Eyes,” “Black Ships and Samurai,” and “Yokohama Boomtown,” MIT Visualizing Cultures 	Make sure you have completed a Wednesday and a Friday post for Unit I.

UNIT II: MODERN REVOLUTIONS		
Week 5: Civilization and Enlightenment I		
Sept 29 (T)	Read: Gordon, Chapter 5. Carol Gluck, "The Invention of Edo" Primary Sources: - FUKUZAWA Yukichi, "An Outline of a Theory of Civilization," "An Encouragement of Learning" - Iwakura Mission Documents	
Oct 1 (Th)	Read: Gordon, Chapter 6. Primary Source: - NAKAE Chōmin, "Discourse of Three Drunkards on Government"	
Week 6: Civilization and Enlightenment II		
Oct 6 (T)	Read: KAYANO Shigeru, "Our Land Was A Forest," Chapter 6. Primary Source: - KUNIKIDA Doppo, "On the Shores of the Sorachi River"	
Oct 8 (Th)	Read: Robert Eskildsen, "Of Civilization and Savages: The Mimetic Imperialism of Japan's 1874 Expedition to Taiwan" Primary Sources: - Nishiki-e shinbun illustrated reportage of Taiwan Expedition from <i>Tokyo nichinichi shinbun</i> - FUKUZAWA Yukichi, "On Leaving Asia"	
Week 7: The Emperor System and the Japanese Empire		
Oct 13 (T)	Primary Sources: - "Imperial Constitution" and "Imperial Rescript on Education" - TANAKA Shōzō, "Appeal to the Emperor," from Robert Stolz, <i>Bad Water</i> .	
Oct 15 (Th)	Read: Gordon, Chapter 7–8. Todd Henry, "Sanitizing Empire: Japanese Articulations of Korean Otherness and the Construction of Early Colonial Seoul, 1905–1919" Primary Sources: - TAKEKOSHI Yosaburō, "Japanese Rule in Formosa," excerpts	

UNIT III: IMPERIALISM AND ITS AFTERMATH		
Week 8: Interwar "Imperial Democracy"		

Oct 20 (T)	Read: Gordon, Chapters 9–10. Miriam Silverberg, “The Modern Girl as Militant,” from <i>Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times</i> . Start reading <i>Naomi</i> .	
Oct 22 (Th)	Finish reading <i>Naomi</i> .	
Week 9: Empire, Fascism, and Mobilization		
Oct 27 (T)	Read: Gordon, Chapter 11. Sayaka Chatani, <i>Nation-Empire: Ideology and Rural Youth Mobilization in Japan and Its Colonies</i> , selections.	
Oct 29 (Th)	Read: Louise Young, <i>Japan’s Total War: Manchuria and the Culture of Wartime Imperialism</i> , selections. Primary Source: - KURAMOTO Kazuko, “Manchurian Legacy: Memoirs of a Japanese Colonist,” excerpts	Primary source analysis due Friday, October 30, 12pm.
Week 10: Total War		
Nov 3 (T)	Read: Gordon, Chapter 12. Sayaka Chatani, <i>Nation-Empire: Ideology and Rural Youth Mobilization in Japan and Its Colonies</i> , selections.	
Nov 5 (Th)	Primary Source: - KIM Sa-Ryang, “Into The Light”	

UNIT IV: POSTWAR AND POST-POSTWAR JAPAN		
Week 11: The Postwar		
Nov 10 (T)	Read: Gordon, Chapter 13. Mire Koikari, “Gender, Powers, and U.S. Imperialism: The Occupation of Japan, 1945–1952” Primary Sources: - “Baby-san” - James Michener, “Pursuit of Happiness by a GI and a Japanese”	
Nov 12 (Th)	Read: Yoshikuni Igarashi, <i>Bodies of Memory</i> , Chapter 3 Primary Source: - KURAMOTO Kazuko, “Manchurian Legacy: Memoirs of a Japanese Colonist,” excerpts	
Week 12: High Growth and Its Costs		
Nov 17 (T)	Read: Gordon, Chapters 14–15. Primary Source: - OZU Yasujiro, dir. “Tokyo Story” (film)	

Nov 19 (Th)	Read: Gordon, Chapter 16. Primary Source: - Ezra Vogel, "Japan As Number One"	Short paper due Friday, November 20, 12pm
Week 13: The Bubble and Its Aftermath		
Nov 24 (T)	Read: Gordon, Chapter 17. Norma Field, <i>In the Realm of a Dying Emperor</i> , Chapter 1.	
Nov 26 (Th)	Thanksgiving (no class)	
Week 14: Historical Memory and Responsibility		
Dec 1 (T)	Sarah Soh, <i>The Comfort Women: Sexual Violence and Postcolonial Memory in Korea and Japan</i> , Selections. Primary Sources: - Selections related to Comfort Women and Nippon Kaigi	
Dec 3 (Th)	In-class screening of Miki Dezaki, dir. "Shusenjō"	
Week 15		
Dec 8 (T)	Read: Gordon, Chapter 18. Yukiko Koga, <i>Inheritance of Loss: China, Japan, and the Political Economy of Redemption Across Empire</i> , Chapter 3.	

FINAL PORTFOLIO
Due Thursday, December 17, 5pm