

## ASH 3442: Modern Japan

Instructor: Prof. James Gerien-Chen

Class Meeting Times: MWF, 11:45–12:35 pm

Classroom: Keene-Flint 105

Office Hours: Mondays, 4–5, via Zoom only; Wednesdays, 4–5, in person (Keene-Flint 019) or via Zoom; and by appointment

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Still from ŌZU Yasujiro, dir. *Tokyo Story* (1953)

### 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.

## Covid Statement

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 recognize the strain that these challenges may place on you and truly care about your mental and physical health. I encourage you to reach out to me at any time to discuss concerns or questions you might have about the class or otherwise, or if you are finding it challenging to keep up with class attendance and assignments, participate in discussion, or otherwise.

## Required Texts

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

*Note:* UF Libraries has an e-book of the 3<sup>rd</sup> Edition, which you may use in lieu of the 4<sup>th</sup> Edition.

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)

Students are expected to keep up with reading assignments, which average about 75 pages per week. All other readings will be made available on Canvas or through the UF Libraries. Additional primary source documents not listed on the syllabus may be distributed from time to time as necessary.

## Course Format

Our class will meet **synchronously (live)** during the assigned time. If you will have difficulties attending class, please let me know. Monday and Wednesday meetings will generally feature a mixture of lecture and discussion, while we will devote Friday primarily to small group work and discussion.

To accommodate the current conditions of the coronavirus pandemic, if conditions such as quarantine, illness, or other personal health concerns require you to attend remotely, there will be a **synchronous, online option via Zoom ("HyFlex")** for the **first four weeks of class (August 23–**

**September 17). During this period, you may attend via Zoom, but only with advanced notice.** The HyFlex attendance option, available for at least the first four weeks of the semester, is meant to allow for students who cannot attend class in-person because of quarantine or other personal and/or health concerns to participate fully in classroom activities. **After this period, I will reevaluate the availability of the HyFlex option to take into account student need for a remote option to accommodate quarantine needs and health and other personal concerns. Students should not expect the course to have a HyFlex component through the duration of the semester.**

### Course Communication

Please come to office hours! I enjoy getting to know you outside of the classroom, and office hours are an especially good way to discuss your interests and concerns with the class, assignments, your major, and more.

The university requires that office hours must be held in person this semester, but we are allowed to offer you an option to meet via Zoom. I prefer meeting via Zoom but will not penalize you for attending office hours in person. If my scheduled office hours do not work for your schedule, please do not hesitate to email me to set up another time to meet.

Please check your UF email regularly, as I will use it to communicate with you about course announcements, reading suggestions, what to expect in class, etc.

Please email me directly at [jgerienchen@ufl.edu](mailto:jgerienchen@ufl.edu). Messages sent via Canvas do not always get forwarded to my Inbox. I will typically get back to you within 24 hours; if you do not hear back within 48 hours, please feel free to send me a reminder. I may be slower to respond over the weekend.

## Assignments and Grading

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.

**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	10%	
Perusall Annotations	10%	
Midterm Exam	15%	Wednesday, October 6
Primary Source Analysis (3 pgs.)	15%	Friday, October 29
Short Paper (4–5 pgs.)	15%	Friday, November 19
Final Digital Portfolio	25%	Friday, December 10

### 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](#).

### Extensions

You are allowed a one-time, no questions asked 48-hour extension on any written assignment during the semester (not including the midterm or the final). To take advantage of this opportunity, you must email the instructor via email at least 24 hours prior to the assignment deadline. If you anticipate difficulties in meeting subsequent deadlines, please contact the instructor right away to discuss extensions.

## Policies and Expectations

### Attendance and Makeup Policy

Attendance is mandatory in all class sessions. To accommodate unexpected circumstances, you are allowed three unexcused absences throughout the semester, no questions asked. Unexcused absences beyond this will adversely affect your grade. Students who miss more than 50% of class meetings cannot pass the course.

For extended absences related to the coronavirus pandemic, please contact the instructor as soon as possible.

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/>

### Classroom Etiquette

Students are expected to arrive to class on-time. Students should use electronic devices (laptops and tablets) only to take notes or reference assigned texts and materials. Please refrain from using electronic devices for texting or other personal reasons during class.

### Zoom Presence Policy

Your participation grade will be calculated on the basis of your attendance and participation in class activities. The HyFlex attendance option, available for at least the first four weeks of the semester, is meant to allow for students who cannot attend class in-person because of quarantine or other personal and/or health concerns to participate fully in classroom activities. The pedagogical approach of this course depends heavily on student engagement and interaction. Therefore, following the CLAS policy for HyFlex implemented during the Spring 2021 semester, students joining via Zoom are required, at a minimum, to participate through the audio function of Zoom. Your video presence is invited and highly encouraged, especially for discussion and small-group activities.

### Statement Regarding Course Recording

**For lecture-based sessions:** Our lecture-based 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 via Zoom 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. The chat will not be recorded or shared.

**For discussion-based sessions:** Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Discussion sessions will not be recorded by the instructor and may not be recorded by students.

**Student recordings:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **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](#).

Course Schedule (subject to change)

Date	Readings and Assignments	Deadlines and Reminders
<b>UNIT I: EARLY MODERN JAPAN</b>		
<b>Week 1: Introduction</b>		
August 23, 25, 27	Read: Gordon, <i>A Modern History of Japan</i> , Preface, Introduction, and Chapters 1–3. Primary Sources: <ul style="list-style-type: none"> <li>- YAMAGA Sokō, “The Way of the Samurai”</li> <li>- KAIBARA Ekken, “The Great Learning for Women”</li> </ul>	
<b>Week 2: City and Country in Early Modern Japan</b>		
August 30, September 1	Read: Stanley, <i>Stranger in the Shogun’s City</i> , Prologue, Chapters 1–6. Primary Sources: <ul style="list-style-type: none"> <li>- “The Code of the Okaya House”</li> <li>- “Excerpt on Fashion from Ihara Saikaku’s <i>The Japanese Family Storehouse</i>”</li> <li>- “The 1642 Chōnin Code and Public Notice Board of Edo”</li> </ul>	
<b>Week 3: Family, Sex, and Gender in Early Modern Japan</b>		
Sept 6, 8, 10	Read: Stanley, Chapters 7–9, and Amy Stanley blogposts, TBD.	
<b>Week 4: Early Modern Japan in the World</b>		
Sept 13, 15, 17	Read: Gordon, Chapter 4. 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: AIZAWA Seishisai, “New Theses,” excerpt	<b>Make sure you have contributed to the Discussion Board at least once for Unit I.</b>
<b>UNIT II: MODERN REVOLUTIONS</b>		
<b>Week 5: Civilization and Enlightenment I</b>		
Sept 20, 22, 24	Read: Gordon, Chapter 5 and 6. Carol Gluck, “The Invention of Edo,” in Stephen Vlastos, ed. <i>Mirror of Modernity: Invented Traditions of Modern Japan</i> . Berkeley: University of California Press, 1998. Primary Sources: <ul style="list-style-type: none"> <li>- FUKUZAWA Yukichi, “An Outline of a Theory of Civilization,” “An Encouragement of Learning”</li> <li>- Iwakura Mission Documents</li> </ul>	
<b>Week 6: Civilization and Enlightenment II</b>		



Sept 27, 29, October 1	<p>Read: Sidney Xu Lu, “From Hokkaido to California: The Birth of Malthusian Expansionism in Modern Japan”          Robert Eskildsen, “Of Civilization and Savages: The Mimetic Imperialism of Japan’s 1874 Expedition to Taiwan”</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>- KUNIKIDA Doppo, “On the Shores of the Sorachi River”</li> <li>- NITOBÉ Inazō, “The Imperial Agricultural College of Sapporo, Japan”</li> <li>- Nishiki-e shinbun illustrated reportage of Taiwan Expedition from <i>Tokyo nichinichi shinbun</i></li> <li>- FUKUZAWA Yukichi, “On Leaving Asia”</li> </ul>	
<b>Week 7: The “Emperor System”</b>		
Oct 4, 6	<p>Primary Sources:</p> <ul style="list-style-type: none"> <li>- “Imperial Constitution” and “Imperial Rescript on Education”</li> <li>- TANAKA Shōzō, “Appeal to the Emperor,” from Robert Stolz, <i>Bad Water</i>.</li> </ul>	<b>Midterm, October 6</b>

<b>UNIT III: IMPERIALISM AND TOTAL WAR</b>		
<b>Week 8: Imperialism and Its Challengers</b>		
Oct 11, 13, 15	<p>Read: Gordon, Chapter 7–8.          Todd Henry, “Sanitizing Empire: Japanese Articulations of Korean Otherness and the Construction of Early Colonial Seoul, 1905–1919”</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>- TAKEKOSHI Yosaburō, “Japanese Rule in Formosa,” excerpts</li> <li>- “Korean National Declaration” First Korean Congress Documents</li> <li>- Excerpt from the “Petition for the Establishment of a Taiwanese Parliament”</li> <li>- YI Kwangsu, “On National Reconstruction”</li> </ul>	
<b>Week 9: Interwar “Imperial Democracy”</b>		
Oct 18, 20, 22	<p>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>.          TANIZAKI Jun’ichirō, <i>Naomi</i>, all.</p>	
<b>Week 10: Rural Crisis</b>		

Oct 25, 27, 29	Read: Gordon, Chapter 11. Sayaka Chatani, <i>Nation-Empire: Ideology and Rural Youth Mobilization in Japan and Its Colonies</i> , selections. Primary Sources: - "Appeal to Rural Youth" and "Youth Associations and Thought Guidance"	Primary Source Analysis due Friday, October 29, 11:59pm
<b>Week 10: Total War</b>		
November 1, 3, 5	Read: Gordon, Chapter 12. Sayaka Chatani, <i>Nation-Empire: Ideology and Rural Youth Mobilization in Japan and Its Colonies</i> , selections. Primary Source: - KIM Sa-Ryang, "Into The Light"	

UNIT IV: POSTWAR AND POST-POSTWAR JAPAN		
<b>Week 12: The Allied Occupation, High Growth, and Its Costs</b>		
Nov 8, 10, 12	Read: Gordon, Chapter 13, 14, 15. Mire Koikari, "Gender, Powers, and U.S. Imperialism: The Occupation of Japan, 1945–1952" Primary Sources: - William Hume, "Baby-san" - James Michener, "Pursuit of Happiness by a GI and a Japanese" - OZU Yasujirō, dir. "Tokyo Story" (film, 136 min.)	
<b>Week 13: The Bubble and Its Aftermath</b>		
Nov 15, 17, 19	Read: Gordon, Chapter 16–17. Norma Field, <i>In the Realm of a Dying Emperor</i> , Chapter 1. Akemi Johnson, <i>Night in the American Village</i> , selections.	Short Paper due Friday, November 19, 11:59pm
<b>Week 14: Historical Memory and Responsibility</b>		
Nov 22	In-class screening of Miki Dezaki, dir. "Shusenjō"	
<b>Week 15: Historical Memory and Responsibility</b>		
Nov 29, December 1, 3	Read: Gordon, Chapter 18. Carol Gluck, "Operations of Memory: 'Comfort Women' and the World," in <i>Ruptured Histories: War, Memory, and the Post-Cold War in Asia</i> Primary Sources: - Selections related to Comfort Women	
<b>Week 16: Japan in the 21<sup>st</sup> Century World</b>		
Dec 6, 8	Read: Gordon, Chapter 19. Yukiko Koga, <i>Inheritance of Loss: China, Japan, and the Political Economy of Redemption Across Empire</i> , Chapter 3.	

FINAL PORTFOLIO
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Due Friday, December 10, 11:59pm
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