

Fall 2018
Class Time: MW 3:30-4:45 pm
Classroom: KINA 201
Credit Hours: 3
Office Hours: MW 5:00-6:00 pm, TR 2:00-3:00 pm, and by Appointment

Instructor: Catherine Chang
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**HIST 335-001: Modern Japan
(CRN Number: 15001)**

Course Description:

This course will explore the history of Japan mainly from the mid-19th century to the present, focusing on the establishment of the modern Japanese state, the rise of nationalism and Japanese imperialism, World War II, the U.S. occupation, postwar democracy, socioeconomic changes, foreign relations, and the recent issues of US military bases in Okinawa. We will also draw upon translations of original documents, historical writing, memoirs, *manga*, and reportage. Students will assess a range of diverse historical experiences and struggles shaping Japanese society and world views.

Required Readings:

- Gordon, Andrew. *A Modern History of Japan: From Tokugawa Times to the Present*. 3rd ed. New York: Oxford University Press, 2014. (ISBN-13: 978-0199930159)
- Nitobe Inazō. *Bushido: The Soul of Japan*. Renaissance Classics, 2012. (ISBN-13: 978-1490318547)
- Lu, David J. *Japan: A Documentary History*. M. E. Sharpe, 1997. (Selected Pieces from the eBook held by Winthrop University)
- Readings on the Blackboard.

Student Goals of the Course:

This course satisfies the goals of University-Level Competencies (ULC) for the undergraduate students:

Competency 1: Winthrop graduates think critically and solve problems.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

Competency 4: Winthrop graduates communicate effectively.

By its very nature, this course participates in the Global Learning Initiative.

Student Learning Outcomes:

In order to satisfy these complex goals, the course will have the following student learning outcomes:

Students in this course are expected to achieve the following learning objectives of the History Department:

1. History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments (department outcome 2).
2. History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form (department outcome 4).
3. History majors understand and critically discuss important developments of global history, especially issues and events significant to areas outside the United States (department outcome 5).

Students in this course are expected to achieve the following learning objectives related to the historical perspective component:

1. Read, write, and speak standard English on historical topics.
2. Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages.
3. Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competence appropriate to the level of the course. This should be demonstrated through a number of evaluated writing assignments.
4. Identify sound and unsound historical reasoning.
5. Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus.
6. Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another.
7. Demonstrate an understanding of how historical change occurs and what causes it.
8. Articulate a philosophy of history or be able to use the “tools” of historiographical study and research.
9. Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed.
10. Analyze, synthesize, and critically evaluate “difference” and the value of diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong.”
11. Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience.
12. Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures.
13. Identify the root causes of historical changes or conflict and articulate methods of conflict resolution.
14. Demonstrate recognition of historical causes for present realities.
15. Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities.
16. Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines
17. Demonstrate understanding of the relationships among various art forms within their socio-historical contexts.
18. Critically evaluate the connections between the arts and society.

Students in this course are expected to achieve the following learning objectives related to the global perspective component:

1. To expose students to multiple perspective such as the influences of economic, historical, political, social, and cultural forces in the development and functioning of the world.
2. To study the effects of such forces on particular countries, cultures, and geographic regions.
3. To apply critical thinking and analytical skills.
4. To recognize human diversity (both past and present)

Students in this course are expected to achieve the following learning objectives related to the humanities and arts perspective component:

1. Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints.
2. Critically evaluate diverse intellectual and/or cultural viewpoints.
3. Demonstrate knowledge of the history of the arts.
4. Demonstrate understanding of the relationships among various art forms within their sociohistorical contexts.
5. Demonstrate knowledge of and appreciation for diverse values and beliefs.
6. Critically evaluate those values and beliefs.
7. Examine their own values and beliefs.
8. Critically evaluate materials in a variety of formats (e.g., written, oral, visual, etc.)
9. Gather information and to develop and effectively communicate ideas in Standard English.

This course conforms to the General Education guidelines by requiring **writing assignments totaling 3,500 words (around 14 pages) in addition to two essay exams.**

Global Learning Component:

This course participates in the Global Learning Initiative by its very nature. The global learning component of this course is the following: It will compare cultures of different areas, political polities, socioeconomic systems, philosophical thoughts, and religions in Japan and with other parts of the world.

Global Events Calendar: <https://www.winthrop.edu/culturalevents/events.aspx>

Grading System:

Lecture Attendance	10%
Discussion	10%
In-class submissions of study questions on class materials	5%
1 st Writing Assignment (Sep 21)	15%
2 nd Writing Assignment (Oct 26)	15%
3 rd Writing Assignment (Nov 30)	15%
Midterm Exam (Sep 26)	15%
Final Exam (Dec 10)	15%

This course will be graded on a plus/minus basis. All course components will receive a number grade, but the final grade will be a letter grade and result from a weighted average of the grades of these course components. I will only give incompletes in extraordinary circumstances. According to the Winthrop’s academic regulations, the letter grades are assigned on the following basis:

93-100 =A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 59 or less=F

1. **Attendance:**

- Attendance is mandatory and regularly graded. **Arriving 10 minutes late, leaving 10 minutes early, or leaving the classroom more than 10 minutes in the middle of class will be considered as absence. Sleeping, texting, or reading other materials during class time will also be considered as absence. For each absence after two, the final grade will drop by 1 point.** If a student’s absences in a course total **25 percent or more** of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the Withdrawal from Courses section of the University catalogs, a grade of **F or U** shall be assigned.
- Each student is allowed two unexcused absences for circumstances beyond your control; every unexcused absence more than that will result in points being subtracted from the grade. For an excuse to be valid, the student must submit written verification from a physician, advisor, or administrator to explain the reason of the absence, or it probably will not be accepted. Excuses will be accepted for deaths in the family but must be supported by such evidence as an obituary or a funeral program containing the student’s surname. The student must understand that I may or may not accept any excuse for a missed class.
- Coming to class is the minimum requirement. To obtain the full credit of this component, you need to finish reading the assigned readings before class. **Failure to bring the readings to class will be considered as half-absence.**

2. **Discussion:**

- To obtain the full credit of this component, you are expected to speak in class at least once per class on average, i.e. raising questions and making critical arguments about the readings in class preparation and to respond to other students’ findings and questions. Chatting or complaining will not be counted. The quality of our discussion and classes depends on you and your classmates—reasoning logically, evaluating and using information sources, appreciating diverse cultural viewpoints and beliefs, and sharing with others your opinions, observations, and questions.

- There are **five specific classes for discussion on class materials (readings & documentaries)**.
 - Bring a **hardcopy of one-page study question(s) and your preliminary answers (typed, double-spaced, in Times New Roman 12-point font with one-inch margins.)** Each will be at least **250** words long and constitute **1 percent of your course grade**, counted into the discussion.
 - Each student will present the study question(s) in class and offer his/her answer.
 - Submit the assignment to the instructor in the end of the class for the instructor's feedback.
- You are welcome to meet the instructor to show your own notes (not the copy of the information on the instructor's PowerPoint slides) to the instructor and/or discuss your questions, which will be counted into your discussion grade.

3. Three Writing Assignments:

- **Grade and Length:** Each assignment will be 15 percent of the course grade. Each assignment is **1,000-word** minimum in length. A separate prompt for each assignment will be delivered in class.
- **Types of Assignments:** There are two options to finish the three writing assignments.
 - **Option 1:** They are three independent assignments irrelevant to each other.
 - **Option 2:** They are three parts of a **research paper**. Combined together, the length and depth of this research project could help you to apply for writing awards or to submit the final paper to a conference. If you select this option, please discuss with the instructor by the end of **Sep 14** about the topic and primary sources which are related to modern Japan.
- **Reading Drafts:**
 - I will also happily comment on your drafts submitted at least **48 hours** before the deadline. You may send me either hard copies or electronic ones by email. For the best result, please discuss your essay and the feedback in person with the instructor after submission.
 - Submission of drafts does not guarantee your grades if your final work shows little revision and progress after receiving the feedback from the instructor.
- **Turnitin:** Submit your electronic copy of each essay to Turnitin by 10:00 pm of the due date (**Sep 21, Oct 26, and Nov 30**) with the following ID and password.

Turnitin ID: 18735749
Turnitin password: MJ1F2018

- **Late Essay Policy:**
 - If you have an illness or an extreme emergency that will force you to miss a deadline, please **email me — at least one day before the deadline — a written explanation and a firm deadline** by which you will be able to complete the essay. You must also submit **written verification** from a physician, advisor, or administrator as soon as possible for rescheduling the deadline.
 - Without the instructor's prior approval, late essays will not be accepted for full credit. They must be submitted to me via email and will receive a **late penalty of one letter grade for each day (including non-class days and weekends)** because they would be rejected by Turnitin after each deadline.

4. One Midterm Exam and One Final Exam:

- Both exams will cover **all lectures and materials (readings and films)**. About a week before each exam, students will receive study guides to help students' preparation for them.
- Bring bluebooks to the classroom (without your names on them) to take the exams. The instructor will immediately exchange them with prepared ones for your use.
- There is no makeup exam without the instructor's prior consent. If you have a serious illness or an extreme emergency that will force you to miss the midterm exam, **please email me—at least one day before the exam—a written explanation** and discuss with me a firm date on which you will be able to take the makeup exam. You must submit **written verification from a physician, advisor, or administrator** for as soon as possible for rescheduling the makeup exam. Regarding the final exam, make your travel plans around the exam schedule, and not the other way around.

Students with Disabilities / Need of Accommodations for Access:

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290 or accessibility@winthrop.edu, as early as possible to discuss your concerns.

OA Staff (located on the third floor of the Bancroft Annex, accessibility@winthrop.edu):

- Tina Vires – Program Director, extension 6174, virest@winthrop.edu;
- Shardae Nelson – Assistant Coordinator, extension 6188, nelsons@winthrop.edu;
- Hope Williams – Administrative Specialist, extension 3290, williamsh@winthrop.edu; Bancroft 307;
- From off campus – 803-323-3290

Student Code of Conduct—Cheating and Plagiarism:

- All academic work (including both tests and short essays) produced by you is the result of your own efforts and the explicit acknowledgement of other people’s contribution. Cheating and plagiarism are intellectual thefts and have been considered two of the most common forms of academic dishonesty. You are responsible for knowing the university-wide policy as found in the *Student Conduct Code* and listed in the *Student Handbook* (You can find it in the following website < <http://www.winthrop.edu/student-affairs/> > under Section V of “Student Academic Misconduct.” **Academic misconduct can result in failure of the assignment, failure of the course and even expulsion from the university.**
- **Cheating** is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another’s test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, “cheat sheets,” or other information devices inappropriate to the prescribed test conditions. **Any student caught cheating, either conscious or unconscious, in any test will receive zero for it. The Dean of Students will be notified; additional measures could be imposed.**
- **Plagiarism** is defined as the act of using the ideas or works of another person or persons as if they were one’s own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were derived through independent reasoning or logic or that the thought or idea is common knowledge. **Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, in-text citations, footnotes, or commentary. Copying from or paraphrasing one or more paragraphs of any source and copying the structure of any source, even recognizing the author(s), are also plagiarism.** Examples of plagiarism include but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another’s writing without credit or originality; use of another's project or programs or part thereof without giving credit. No proper documentation of your sources in writing assignments will be considered plagiarism. **If any part of your essays is plagiarized, or if you recycle your or anyone’s old writing assignments (part or whole), you will receive punishments such as a grade of zero on the writing assignment or F for the course grade. The Dean of Students will be notified; additional measures could be imposed.**

Writing Center:

The Center located in 242 Bancroft Hall helps writers analyze assignments, address audiences appropriately, improve their composing processes, strengthen the focus and organization of their writing, and improve their control of the language. You can also schedule your appointment online. Find center hours and additional information in the following website: <http://www.winthrop.edu/writingcenter/>.

Manners and Communication:

- **Please be considerate to all students** to improve our learning environment.
 - **Computers, cell phones, iPods, I-Pads, and other electronic devices must be turned off (not just silenced) and put away during class.**
 - No food is allowed in classroom. Personal conversations should be restrained.
 - Do not wear hoodie or sunglasses during class.
 - ❖ Any disruptive behavior listed above will cause the student to be considered as absence. The instructor might silently record the disruptive behavior.
 - Respect all students’ rights to express their opinions. All students enjoy the same freedom of speech to express their opinions or to raise questions with evidence and logic.
 - *Briefly* express your opinions or respond to others’ questions or opinions with logic, analysis and evidence. Avoid dominating the “discussion.”
- If you have any needs to keep any electronic device on, please inform the instructor before class.
- I will leave my cell phone on (on silence mode) only for campus emergency purpose.
- **Email Etiquette Basics:** Emails for this course (and when you start your career after graduation) are formal communication; they are not text messages or chats in social media. Whenever you email the instructor,
 - Use your Winthrop email account and make it formal, clearly telling the instructor your name and which course (including the days and time) you are in all the time.
 - Give a subject to indicate the topics of your emails.
 - Properly address your recipient, here, the instructor. You may address the instructor Dr. Chang.
 - ❖ Note: I do not reply to emails not from Winthrop email accounts; neither do I reply to emails that their senders, content, and addressee are unclear. No grade will be given in emails. If you want to know your grades and status in class, please come to my office for discussion.

Syllabus Change Policy:

I will do my best to adhere to the syllabus, but circumstances (such as the class’s own experiences, world events, weather conditions, or health conditions) may require changes in syllabus. The instructor reserves the right to revise the reading schedule and assignments with one week’s notice. Any changes and modification of the classroom policies, events, or items on this syllabus will be announced during class. All students are responsible for knowing these changes, regardless of attendance.

Schedule of Lectures, Readings, and Assignments:

All readings are required and should be completed before the beginning of class on the day for which they are assigned. *Bring your readings to every class.*

Date	Topic	Readings
Week One		
Aug 21	Introduction	
Week Two		
Aug 27	Japanese Food History	Bester, “How Sushi Went Global,” 54-63. (on Blackboard) Solt, “Rāmen and U.S. Occupation Policy,” 186-200. (on Blackboard)
Aug 29	Early Modern Japan: The Tokugawa Polity	Gordon, Chap 1 Lu, “Free Market and Abolition of Za, 1577 Regulations for Azuchi Yamashita Machi,” “Collection of Swords, 1588,” 189, 191-2. Lu, “Laws of Military Households (<i>Buke Shohatto</i>) 1615,” “Amendments of Kanei to Buke Shohatto, 1635,” 206-8. (eBook)

Week Three		
Sep 3	Labor Day	
Sep 5	Early Modern Japan: Tokugawa Society; Film	Gordon, Chap 2 Lu, "Regulations for the Residents of Edo, 1655," 215-8. (eBook)
Week Four		
Sep 10	Free Time to explore research topics in modern Japanese history, and then discuss with the instructor in this week asap.	
Sep 12	The Black Ships and the Road to the Meiji Restoration	Gordon, Chap 4 Lu, "The Treaty of Amity and Commerce Between the United States and Japan, 1858," and "Sakamoto Ryōma's Eight-Point Program, 1867," 289-91, 301-2. (eBook)
Week Five		
Sep 17	The Samurai Revolution: The Meiji Revolution	Gordon, Chap 5 Lu, "Ito Hirobumi's Memorial on Constitutional Government," 334-8. (eBook)
Sep 19	Meiji Politics	Gordon, Chap 6 Lu, "Commentaries on Constitutional Provisions Relating to the Emperor's Position, 1889," 339-43. (eBook) "The Constitution of the Empire of Japan" (http://history.hanover.edu/texts/1889con.html)
Sep 21	1st Writing Assignment Due at 10:00 pm	
Week Six		
Sep 24	Meiji Social, Economic, and Cultural Transformation	Gordon, Chap 7 Lu, "Good-bye Asia (<i>Datsu-a</i>), 1885," 351-3. (eBook)
Sep 26	Midterm Exam	
Week Seven		
Oct 1	Bushido	Nitobe, <i>Bushido</i> , 1-29.
Oct 3	Bushido	Nitobe, <i>Bushido</i> , 31-64.
Oct 4	Interim Grade Due	
Week Eight		
Oct 8	Bushido	Nitobe, <i>Bushido</i> , 65-95.
Oct 10	Rise of the Japanese Empire	Gordon, Chap 8 Lu, "Declaration of the Social Democratic Party, 1901," 366-71. (eBook)
Oct 12-15	Fall Break	
Week Nine		
Oct 15	Fall Break	
Oct 17	Imperial Japan	Gordon, Chap 9 Lu, "Restoring Women's Talents, 1911," 398-9. (eBook)
Week Ten		
Oct 22	Imperial Japan	Gordon, Chap 10 Lu, "Peace Preservation Law, April 22, 1925," 397-8. (eBook)
Oct 24	Imperial Japan	Gordon, Chap 11 Lu, "Excerpts from Lamentations of Female Factory Workers, 1925," 392-4. (eBook)
Oct 26	2nd Writing Assignment Due at 10:00 pm	
Week Eleven		
Oct 29	Japan and WWII	Gordon, Chap 12 Lu, "Fundamental Principles of National Polity" and "Joint Declaration of the Assembly of Greater East Asiatic Nations, 1943," 418-20, 423-4. (eBook)
Oct 31	Atomic Bombings; Documentary	Dower, "War Hates and War Crime," 33-74 (on Blackboard)

Week Twelve		
Nov 5	Election: No Class	
Nov 7	Occupied Japan	Gordon, Chap 13 Lu, "Initial Postsurrender Policy for Japan, 1945," 461-6. (eBook)
Week Thirteen		
Nov 12	The Tokyo Trial	Totani, "The Trial of Emperor Hirohito?" and "Tōjō and Other Suspects," 42-77. (on Blackboard)
Nov 14	Postwar Japan	Gordon, Chap 14 Lu, "Plan to Double Individual Income, December 27, 1960," "Background for Income Doubling Plan, November 1, 1960," 527-31. (eBook)
Week Fourteen		
Nov 19	Postwar Japan	Gordon, Chap 15 Lu, "Yoshida's Reflection on Japanese Politics, 1957," "Formation of the People's Council for Preventing Revision of the Security Treaty, 1959," 509-12, 514-6. (eBook)
Nov 21	Thanksgiving	
Week Fifteen		
Nov 26	Postwar Japan; Documentary	Gordon, Chap 16
Nov 28	Postwar Japan	Gordon, Chap 17 Lu, "Japan and America: The Major Players in the New Era, 1991," 558-62. (eBook)
Nov 30	3rd Writing Assignment Due at 10:00 pm	
Week Sixteen		
Dec 3	Japanese Popular History	Tsutsui, "Sources of the Japanese Popular Imagination," 23-34. (on Blackboard)
Dec 10 (Monday)	Final Exam at 3:00 pm @ KINA 201	