

History 426: Modern Japan (Spring 2008)

Classroom: Woodburn 106
Class time: TR 2:30-3:45
Office hours: TR: 10:00-11:45
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Reading assignments are from the following paperbacks. Those marked with an asterisk are at the Access Services Desk (first floor) in Wise Library. Some of your readings will be on electronic reserve (**ER**). For access you will need to type in Hammersmith; the password is 611.

- *John W. Dower, *Embracing Defeat* (ED)
- Peter Duus, *The Japanese Discovery of America* (JDA)
- *Shusaku Endo, *Silence*. (S)
- *Saburō Ienaga, *The Pacific War* (PW)
- *Marius Jansen, *The Making of Modern Japan*. 2d ed. (MJ)

LECTURE TOPICS AND READING ASSIGNMENTS

- JAN. 15 Shinto, one Japanese tradition (“Shinto”: [F 2380]) (**ER**: Reischauer, “Land and People” from *Japan: The Story of a Nation*, 4th ed., 4-15.)
17 Ancient Japan (VT 635/636) (S: 7-20; **ER**: Reischauer, “Adoption of the Chinese Pattern” and “Development of a Native Culture,” 16-37.)
18 LAST DAY TO REGISTER OR ADD NEW CLASSES
22 Feudal Japan (VT 637) (S: vii-78)
24 **QUIZ #1** and The Tokugawa Bakufu (MJ: 1-62; S: 79-120)
29 The Tokugawa Bakufu in decline (MJ: 63-95; 101-126; S: 121-201)
31 Black ships and crisis diplomacy (MJ: 257-293)
- FEB. 5 "Sonno Joi" (MJ: 294-332)
7 **QUIZ #2** and The new nation emerges (MJ: 333-370)
12 Economic development: The First Miracle? (MJ: 371-413; Mikiso Hane, “Modernization and the Peasants,” *Peasants, Rebels, and Outcasts*, 3-27.)
14 **FIRST ESSAY DUE**; The Meiji Constitution (“Meiji Revolution”[VT: 4088]) (MJ: 414-494)
19 Expansion and pride (MJ: 494-536)
21 World War I: Japan's advantage from Europe's distress; **FIRST GRADUATE REVIEWS DUE**
26 Taishō democracy (MJ: 537-575)
28 **MID-TERM EXAMINATION**
- MAR. 4 Manchuria or Manchukuo? (“Writers and Revolutionaries” [VT 4090]) MJ:576-590
4 **MID-SEMESTER GRADES DUE**

- 6 Government by assassination (MJ: 590-605)
- 11 From "incident" to war: 1937-41 (MJ: 605-624)
- 13 Pearl Harbor and the Pacific War (**ER**: George Hicks, "Mars and Venus" from *The Comfort Women*, 27-44)
- 18 A nation at war (MJ: 625-674)
- 20 **QUIZ #3** ("Hiroshima: The Legacy" [VT: 3908])
- 21 LAST DAY TO WITHDRAW FROM CLASSES WITH A W
- 21 SPRING BREAK
- 27 SPRING BREAK

- APR. 1 Atomic diplomacy, black rain, and defeat (MJ: 211-213; ED: 19-64; Ronald Takaki, *Hiroshima: Why America Dropped the Atomic Bomb*, 141-51; Hiroshima Peace Culture Foundation, *Hiroshima Peace Reader*, 23-40)
- 3 SCAP, the MacArthur shogunate, and punishment (MJ: 675-690; ED: 65-167; 203-13)
 - 8 "Reinventing Japan" (VT4091) (ED: 308-404)
 - 10 **QUIZ #4** & Victor's justice (ED: 443-484; 504-521)
 - 15 Reversing course (MJ: 690-702)
 - 17 Making a miracle: economic change (MJ: 702-714; ED: 525-546)
 - 22 **SECOND ESSAY DUE**; The politics of conservatism (ED: 547-564)
 - 24 Japan and the U.S.: Tokyo's view ("Rice Ladle" [VT 879]); (MJ: 716-737; **SECOND GRADUATE REVIEWS DUE**)
 - 29 Japan, Inc.: fact or fantasy? ("Faces of Japan: Sumo, An American Portrait"[VT 2513; pt. 7]) (MJ: 753-765)

- MAY 1 Japanese society: rich country, poor people? (MJ: 737-753) ("Faces of Japan: Cram School [VT 2513; pt. 2]). 1 LAST DAY TO WITHDRAW FROM UNIVERSITY

MAY 9 **FINAL EXAMINATION (Friday from 8:00-10:00)**

REQUIRED PAPERS

_____ There will be two short papers required for this course. Each should be 750-1,000 words in length (3-4 pages, typewritten and double-spaced or the equivalent in neat longhand). The first will be due **February 14**; the second, **April 22**. Unless there are special circumstances which you have discussed with me prior to the submission of this paper, I will not accept late papers. Failure to submit a paper means a zero for this exercise. Each paper will count 15% of the course grade.

The purpose of these papers is to focus your thinking on important questions which relate to modern Japanese history. These are not research papers but analytical essays in which you need to bring your thoughts together in a concise and meaningful manner. If you wish to quote from sources, and you probably should, you may simply indicate in parenthesis the page(s) from which you have taken a thought or a quote. Take seriously the word limitations for this paper. Your grade will be based on how well you answer the questions, not the length of your responses. The key to success is thought and time; good writing is re-writing, and not many of us can dash off a successful essay a few hours before it is due.

In preparing each paper, please adhere rigidly to the elementary rules of good writing. In particular, construct your essays with attention to clarity, sound organization, and correctness in grammar, spelling, capitalization, and punctuation. Proofread carefully and leave margins sufficiently wide for my written comments. Papers markedly deficient mechanically (e.g., more than six misspellings or typos) will be returned for re-writing before being graded. You will have one class day to make the corrections. (Beyond fundamental mechanical errors, the most frequent shortcomings are over-reliance on passive voice, the lack of proper credit for material taken from the books, and a failure to include an introduction, conclusion, and systematic development of key points in the body of the essay with clear topical sentences at the start of each paragraph.)

In all written work, adhere to the standards of honesty. If you use the ideas or words of others, credit them. Anything less is plagiarism, an ethical breach so serious as to bring a zero for that assignment as a minimum penalty and, quite possibly, formal WVU action as well.

The first short essay will be based on the edited volume by Peter Duus, *The Japanese Discovery of America*. Using documents found in that volume, compare and contrast the American and Japanese views of each other as highlighted during and immediately after the Perry expedition to Japan in 1853-54. Upon what were those views based? Were the prevailing views, insofar as you can determine, reflected in the attitudes and in the behavior of those who negotiated the Perry treaty? Don't be misled by the relatively slim volume. It will take some time to absorb its contents; please avoid doing it at the last minute. This essay will be due **February 14**.

The second short essay will be based on Dower's *Embracing Defeat*. It will be due **April 22**. Do one of the following: (1) How did defeat affect the Japanese culturally? How did Japanese men and women respond differently to the Occupation? (2) How did Americans succeed in writing a constitution in 1946 which has lasted, unchanged, to the present? Was their success due to their foresight, Japanese submissiveness, or simply good luck? (3) Was Tetsuji Hideki right in characterizing the war crimes trials as nothing more than victor's justice? Based upon your understanding of those trials, were Americans justified in conducting them as they did? Explain. (Although other nations were involved in the trials, you may confine yourself to the U.S. contribution.) Be sure to consider other class materials, too, especially videos and readings.

Should you prefer, I will permit your choosing a different topic and assignment for the second essay. Please consult with me and gain my permission **no later than March 1**.

QUIZZES

The four short quizzes this semester will either be map quizzes or will be based on the required readings. I will count the highest four quiz grades. There will be no make-ups. Students doing well on all four quizzes, however, will improve their course average. In other words, the additional quiz may be used as "extra credit." Based on past student history, this boost will advance course marks to the next highest letter grade for about 10% of the class. Attending class regularly will also improve your grade. For those with three or fewer absences, I will double-count the highest quiz grade. (Thus, only two of the four quiz grades will actually count.)

EXAMINATIONS

There will be a mid-term examination and a final exam. The mid-term is scheduled for **February 28**, a date I will confirm or change at least one week in advance. The final exam is on **May 9, from 8:00-10:00**. Copies of old exams are on file at the Access Services desk of Wise Library and on my web page.

EXAMINATION AND QUIZ PROCEDURES

Please answer quiz questions on paper I provide. You may do the questions in any order and may write on both sides of the paper. "A" and strong "B" essays ordinarily take three to five pages (one side); a good short answer or ID is usually a solid paragraph (at least four or five sentences). For IDs, remember to indicate one reason the item is important, and keep in mind the journalistic "w's:" who or what, when, where, and why. Be aware that the most important element of the when is often not a specific date but an ability to fit the event within a meaningful chronological context. If any pages are missing in your bluebook, tell me before the exam. I will not accept bluebooks with pages missing. On the front of your bluebook you should indicate the major essay you have chosen. This will aid me in grading the exams more efficiently. For purposes of anonymity, write your name on the back of the bluebook, not the front. I also request that you use pen rather than pencil. Neatness does not count; visibility does, and pencil often proves quite difficult to decipher.

FINAL EXAMINATION

Since the second most-asked question about the course (after "May we have more assigned reading?") always concerns the final exam, let me indicate that the final will be comprehensive in this sense. About two weeks before the end of the semester, I will distribute three comprehensive questions. You may prepare these questions in any way you choose, including asking me for guidance, but you may not bring notes to the final exam. I will choose one of the three for the final; all students will answer this question. It will count 30% of the final exam grade. The rest of the final will feature material only from the mid-term to the end of the semester. Like the mid-term, the final will be designed to examine student understanding of the readings as well as of lecture material.

ABSENCES FOR EXAMINATIONS

I will excuse a student from an exam only if he or she can furnish proof of illness or crisis or has discussed an unavoidable absence with me prior to the exam. Students should contact me at my office (220B Woodburn Hall; 293-2421 x 5235) or by e-mail. If I am not in my office, please leave your telephone number on my voice mail--using the above number and extension. (Be patient: the

phone will ring several times before my voice mail message comes on.) You may also call me at home (292-7945) at a reasonable time (not after 11:00 p.m. or before 7:00 a.m. please!). A student excused from an examination may be asked to write an essay and/or to take an oral examination. A student who misses a test for reasons other than those noted will receive a zero for this assignment.

ATTENDANCE POLICY

Attendance, though not required, is highly recommended and will be rewarded in three ways: (1) by more insights than you can gain from someone else's notes or by simply doing the reading assignments; (2) by the dazzling impression you make on me with your thoughtful questions and insightful answers; (3) by being able to double-count your highest quiz score, if you have no more than three absences all semester. Remember that lectures, classroom videos, and other visual materials go beyond the text and required readings, so you are unlikely to do well in the course without regular attendance.

OFFICE HOURS

I will hold office hours Tuesdays and Thursdays from 10:00-11:45 and by appointment in 220B Woodburn Hall. Ordinarily, I will be in my office at other times. If I am there, you are welcome to stop in and talk with me. To be certain that I am available, however, you should let me know in advance that you would like to see me. Please bring your notes and any graded material with you; the more specific I can be, the more helpful in guiding you toward improvement.

COURSE GRADES

Grades for undergraduates will be computed as follows: quizzes 20%; essays 30%; mid-term; 20%; final examination 30%. For graduate students: quizzes 20%; essays 30%; mid-term 20%; book reviews 10%; final examination 20%. The grading scale is as follows: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59.

In an effort to return your quizzes, exams, reviews, and essays promptly, I may use the following abbreviations in grading your papers: g: good insight or point; ex an: excellent analysis; ex sum: excellent summary; ex or: excellent organization; top: effective topical sentence; ww: well written; mi: much improved; ?: questionable statement; c: confusing; tr: poor transition in thought; no: incorrect; bms: be more specific; ex: give example(s); irr: irrelevant; rep: repetitious; cw: poor word choice; sp: spelling error.

DISABILITY

Those who are learning, sensory, or physically disabled, and feel in need of special assistance in lecture, reading assignments, and testing should contact me during office hours or by appointment. The first week of the semester is the best time for these confidential discussions.

FAIRNESS

WVU is committed to social justice. I concur with the University's commitment and will strive to maintain a positive learning environment based on open communication, mutual respect, and non-discrimination. WVU does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. I will appreciate and consider suggestions on extending and enhancing such an environment. If you have a disability and anticipate needing any type of accommodation to participate fully in this class, please let me know and make appropriate arrangements with Disability Services (293-6700). It would be best to discuss this matter with me during the first week of class or as early as possible in the semester.

E-MAIL

I will be using the MIX system to facilitate communication, update assignments, enhance understanding, and, in general, to provide additional information in a timely and easily-accessible manner. Please check it regularly. You may also e-mail me with individual questions, using either of my addresses provided at the beginning of this syllabus. Although this is not a substitute for face-to-face contacts, it provides an excellent way to communicate at our mutual convenience.

CELL PHONE SYMPHONIES

While admitting that the next true art form may be musical compositions created by the various dulcet tones of pagers and phones, I ask that you thwart your creative impulses during class and turn off all such devices upon entering the classroom. I reserve the right to answer any incoming calls during class.

ADDITIONAL WRITTEN REQUIREMENTS FOR GRADUATE STUDENTS

In addition to the essay assigned to all students, each graduate student must submit two book reviews. These reviews should be no less than 750 nor more than 1,250 words (approximately three- to five-typewritten, double-spaced pages or the equivalent in neat longhand.)

The review should give the student's own appraisal of the volume as a whole and contain comments on the author's purpose, method, arguments, and conclusions. The student can usually gain this information from a close reading of the preface, conclusion, and bibliography. This review must not be a mere page-by-page summary of the contents; nor should it reflect the thinking or writing of other reviewers unless those individuals are credited.

Students should, of course, adhere rigidly to the elementary rules of good writing as specified in the section on the class essays. They may choose any book they wish as long as they have obtained prior permission from me.

There is one major addition to the review itself. Appended to it should be a bibliographical note of approximately 250 words. In this note the student should describe briefly five other books (other than textbooks) which cover all or part of the subject dealt with by the book being reviewed. For these additional titles, monographs or specialized works and biographies are preferred to primary works (letters, diaries, or autobiographies) or general histories; but the latter types may be included if pertinent. In general, the newest volumes are preferred, but this principle should not be applied

blindly. In exceptional cases, an article from an historical journal or a collection of essays may be used, but only if the quality so justifies. In every instance, the basis for selection should be the scholarly character of the volume and its usefulness for the subject under discussion.

These reviews will be due on **February 21** and **April 24**.