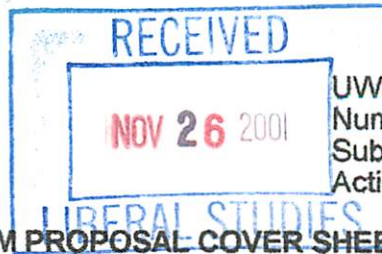


LSC Use Only
Number: 227
Submission Date: _____
Action-Date: _____



02-12d
UWUCC USE Only
Number: 01-410
Submission Date: App UWUCC - 9/10/02
Action-Date: Senate App 11/5/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Alan Baumler Phone 7-2573

Department History

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Modern Japan
Suggested 20 character title

New Course* HIST 337 History of Modern Japan
Course Number and Full Title

Course Revision _____
Course Number and Full Title

**Liberal Studies Approval+
for new or existing course** HIST 337 History of Modern Japan
Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

_____ New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: _____ **Major** _____ **Minor** _____ **Track**

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

[Signature] 9/27/01
Department Curriculum Committee

[Signature] 9/28/01
Department Chair

[Signature] 10-17-01
College Curriculum Committee

[Signature] 10/17/2001
College Dean

[Signature] 3-20-02
Director Liberal Studies



Course proposal

I. Catalog Description

HIST 337 History of Modern Japan

3 class hours
0 lab hours
3 semester hours
(3c-01-3sh)

Prerequisites: none

The history of Japan from the beginning of the Tokugawa period to the present. Japan's early modern political, economic and social systems, their transformation in the Meiji era, and the Japanese people's struggles and successes in the twentieth century.

II. Course Objectives

Students will-

- learn the major themes of modern Japanese history.
- learn the major historiographical themes in the study of modern Japan and reach the point where they are able to engage critically with both primary sources and the secondary literature.
- learn to work with and analyze primary and secondary historical sources
- understand the complex relationships between the dominant groups in Japanese society and non-dominant groups including ethnic minorities, women, and peasants.

III. Course outline

Total of 41 hours of classroom instruction, 1 hour for mid-term exam, 2 hour final exam

A. Creating a Unified Japan 5 hours

Daimyo, Samurai and the society of sengoku Japan. Oda, Toyotomi and Iyeyasu. Taming the Buddhists and the Christians. Hideoshi's peasant policy and the beginnings of true reunification. The growth of centralized feudalism. Sankin kotai and the "closed country."

- Did Tokugawa Iyeyasu just continue Hideoshi's policies, or was there something different about what he did?
- Isn't centralized feudalism a contradiction in terms?
- What were the specific goals of the Tokugawa policies, and how successful were they?

B. The Age of Growth 3 hours

The society of orders, merchant culture, peasant life and economic development.

- Why do some scholars say the Japan was already on the path to capitalism before the westerners arrived. Do you agree?
- To what extent were the Tokugawa able to impose their ideas and control on society?
- Were Japan's peasants irrational hordes of illiterates, rational businessmen, or what?

C Genroku 3 hours

The age of development in Tokugawa. A new society. The floating world and Japanese art

- What was "traditional" Japanese culture before Genroku? After?
- Why were rulers suspicious of this new culture?

D. Tokugawa decline and the wider world 3 hours

The Tempo crisis. Neo-Confucianism, Nativism, and even less comprehensible stuff.
 Japanese understanding of the world and the world's understanding of Japan
 -Why did the Tokugawa favor Neo-Confucianism? What is Nativism and why did it appear?
 -Who are the foreigners and what do they want? How does Japan fit into the international system at this point?

E. Collapse of the Bakufu and Meiji 3 hours

Corruption in the Bakufu. Strengthening and weakening Daimyo. Peasant revolts and Oshio Hehachiro. Perry and the Black Ships. Attempts to reform the Bakufu and final collapse.

- What was wrong with the Bakufu? Why did reform fail?
- What proved to be wrong with the elaborate system the bakufu had set up to control the Daimyo and the society?
- What caused the rising tide of popular discontent? Was it mostly due to temporary problems or structural changes in society?
- To what extent was the Meiji restoration caused by Perry and his Black Ships, and to what extent by existing trends in Japan?
- One of the main slogans of those who opposed the bakufu was "revere the Emperor and expel the barbarian." Why then did the restoration result in a modernizing government?

F. The New Japan 4 hours

Conservative politics and radical social change. The *genro* and the emperor. The new life of ordinary Japanese and the beginnings of mass nationalism. The People's Rights movement.

- What sort of a political system were the *genro* trying to set up? Did they get what they wanted?
- What was the People's Rights movement? What did they want and why?

G. Industrial Japan 3 hours

Tradition and innovation. Modern machinery, new organizations and traditional ideas. *Oyakata*, socialists, and labor unions.

- How successful was the Japanese economy and why did it have this success?
- How did the changing economy change society?
- To what extent was Japanese business, especially labor-management relations, a product of traditional forces, to what extent imported from the West, and to what extent created on the spot?

H. Meiji to Taisho 3 hours

Japan's role in the world. Party democracy. Consensus and dissent. End of the great era. Movements for political reform. Failure of Democracy? Movements for social reform.

- Why were Japanese unhappy with their international situation? What sort of role did they want, and what were the established powers willing to give them?
- Why were so many Japanese intellectuals Marxists? What other options were there?
- Why might the radicals of the 1930's have looked back on this era with disgust?
- How successful were the reform movements of this period? If the reformers had a coherent view of what Japan should be, what was it?

I. Showa: A Drift to Disaster? 4 hours

Ideas of empire and growing paranoia. Manchukuo and international isolation. End of party government.

- Was the rise of militarism an aberration in the otherwise steady and natural growth of a democratic Japan, or did it represent the deepest realization of the essence of the Japanese people? How did it connect to Tokugawa Nativism and the Great Depression?
- Why did party government end? What were the goals of the new state?

J. War 3 hours

Military politics. The China Incident. Pearl Harbor. The Greater East Asia Co-Prosperity Sphere. The defeat of Japan and the atom bombs.

- Why did Japan invade China? Why did they attack the Western Powers?
- What effect did militarism and the war have on Japan and its people?
- Why did Japan lose? What exactly were they trying to gain in the first place?

K. Occupation and Postwar Japan 3 hours

MacArthur and the re-making of Japan. The reverse course and Japanese ideas about reconstruction. The Liberal Democrats and the economic miracle.

- What did the Americans try to do to Japan and to what extent did they succeed?
- Why did the Japanese economy grow from 1945 to 1980? Was there anything unusual about the Japanese system or people that accounts for this?

L. Japanese society today 4 hours

The structure of Japanese society from burakumin to Todai Law School. The family, the schools, and the companies. Women and men, farm people and city people. The 80's and world economic power. Questions of direction. Collapse of the LDP, international problems and social questions. Confucian development and a Japan that can say no.

- To what extent has modern Japan preserved traditional social forms? Who has encouraged this and why?
- Does Japan prove the thesis that economic development leads to greater rights for all people?
- Is Japan on a path to dominate the world economically? What problems, if any, are there with the current Japanese economy?
- Why are Japanese reluctant to assume a larger role in the world? What problems does Japan have in its relations with the rest of Asia and with the U.S.?

IV. Evaluation Methods

The final grade for the course will be determined as follows:

Quizzes and other assignments 10%

Students will get quiz points for in-class work and also for reaction papers on individual readings or movies.

2 book reviews 40%

One on Walthall and one on a monograph selected by the student.

Mid-term 25%

Short answer and essay.

Final Exam

25% Short answer and essay.

Attendance policy: Students are expected to attend class, but are also assumed to be adults. Thus attendance will not be taken, and there will be no punishment for not attending class beyond the lower grades on exams that inevitably result from not attending class. Students with an excused absence can request make-up exams or turn in assignments late. Other late assignments will be graded down one mark a day (A+ becomes an A, etc.)

V. Required textbooks, supplemental books and readings

Conrad Totman *A History of Japan* Blackwell, 2000

Ihara Saikaku *The Life of an Amorous Woman* Trans Ivan Morris New Directions, 1963

Anne Walthall *The Weak Body of a Useless Woman : Matsuo Taseko and the Meiji Restoration* Chicago, 1998

Norma Field *In the Realm of a Dying Emperor: Japan At Century's End* Vintage, 1991

"Peasant time and factory time in Japan" and "The right to benevolence: Dignity and Japanese workers, 1890-1920" both from Thomas Smith *Native Sources of Japanese Industrialization 1750-1920* California, 1988.

Assorted shorter readings.

VI. Special resource requirements

none

VII. Bibliography

Reference works and general studies

- Encyclopedia of Japan*. Tokyo: Kodansha, 1993
- Cambridge History of Japan*. Cambridge: Cambridge University Press, 1988-1999
- Bowring and Kornicki eds. *Cambridge Encyclopedia of Japan*. Cambridge: Cambridge University Press, 1993
- Hall, John W. *Government and Local Power in Japan, 1500-1700: A Study Based on Bizen Province*. Princeton: Princeton University Press, 1966.
- Hardacre, Helen, ed. *The Postwar Development of Japanese Studies in the United States*. Leiden: Brill, 1998.
- Jansen, Marius. *The Making of Modern Japan*. Cambridge: Harvard University Press, 2000.
- Najita and Koschman, eds. *Conflict in Modern Japanese History: The Neglected Tradition*. Princeton: Princeton University Press, 1982.
- Sansom, George. *History of Japan*. 3 vols. Stanford: Stanford University Press, 1958-1963 ends in 1868
- Seiichi Iwao, ed. *Biographical Dictionary of Japanese History*. Burton Watson, trans. Kodansha, 1978
- Tsunoda, de Barry, and Keene, eds. *Sources of Japanese Tradition*. New York: Columbia University Press 1958
- Totman, Conrad. *Early Modern Japan*. Berkeley: University of California Press, 1993.
- _____. *A History of Japan*. Oxford: Blackwell, 2000 .

Unification

- Berry, Mary Elizabeth. *Hideyoshi*. Cambridge: Harvard University Press, 1982.
- Boscaro, Adrianan, trans. *101 Letters of Hideyoshi: The Private Correspondence of Toyotomi Hideyoshi*. Tokyo: Sophia University, 1975.
- Brown, Philip C. *Central Authority and Local Autonomy in the Formation of Early Modern Japan: The Case of Kaga Domain*. Stanford: Stanford University Press, 1993.
- Jansen, Marius. *China in the Tokugawa World*. Cambridge: Cambridge University Press, 1992.
- Massarella, Derek. *A World Elsewhere: Europe's Encounter with Japan in the Sixteenth and Seventeenth Centuries*. New Haven: Yale University Press, 1990.
- Toby, Ronald. *State and Diplomacy in Early Modern Japan: Asia and the Development of the Tokugawa Bakufu*. Princeton: Princeton University Press, 1984.

Tokugawa Society

- Dore, Ronald, *Education in Tokugawa Japan*. New York: Routledge, 1965.
- Elison, George. *Deus Destroyed: The Image of Christianity in Early-Modern Japan*. Cambridge: Harvard University Press, 1988.
- Hanley, Susan, and Kozo Yamamura. *Economic and Demographic Change in Preindustrial Japan, 1600-1868*. Princeton: Princeton University Press, 1977.
- Leupp, Gary. *Servants Shophands, and Laborers in the Cities of Tokugawa Japan*. Princeton: Princeton University Press, 1992.
- Smith, Thomas C. *The Agrarian Origins of Modern Japan*. Stanford: Stanford University Press, 1959.
- _____. *Native Sources for Industrialization in Japan, 1750-1920*. Berkeley: University of California Press, 1988.
- Totman, Conrad. "Tokugawa Peasants: Win, Lose, or Draw?" *Monumenta Nipponica* 41.4 (1986):457-476.

- Vaporis, Constantine. *Breaking Barriers: Travel and the State in Early Modern Japan*. Cambridge: Harvard University Press, 1994.
- Walker, Bret. *Marsumae Domain and the Conquest of the Ainu Lands: Ecology and Commerce in Tokugawa Expansion*. Berkeley: University of California Press, 1999.

Tokugawa thought

- Ackroyd, Joyce, trans. *Told Round a Brushwood Fire: The Autobiography of Arai Hakuseki*. Princeton: Princeton University Press, 1979.
- Hardacre, Helen. *Shinto and the State*. Princeton: Princeton University Press, 1989.
- Koschman, J. Victor. *The Mito Ideology*. University of California Press, 1987.
- Maruyama Masao. *Studies in the Intellectual History of Tokugawa Japan*. Mikiso Hane trans. Princeton: Princeton University Press, 1974.
- Najita, Tetsuo. *Visions of Virtue in Tokugawa Japan*. Chicago: University of Chicago Press, 1987.
- Nosco, Peter, ed. *Confucianism and Tokugawa Culture*. Princeton: Princeton University Press, 1984.
- Ooms, Herman. *Tokugawa Ideology: Early Constructs*. Princeton: Princeton University Press, 1985.

Meiji

- Fukuzawa Yukichi. *Autobiography of Fukuzawa Yukichi Eiichi Kiyooka* trans. several editions.
- Gluck, Carol. *Japan's Modern Myths: Ideology in the Late Meiji Period*. Princeton: Princeton University Press, 1985.
- Hackett, Roger. *Yamagata Aritomo in the Rise of Modern Japan, 1838-1922*. Cambridge: Harvard University Press, 1971.
- Jansen and Rozman, eds. *Japan in Transition from Tokugawa to Meiji*. Princeton: Princeton University Press, 1986.
- Ketelaar, James. *Of Heretics and Martyrs in Meiji Japan: Buddhism and its Persecution*. Princeton: Princeton University Press, 1990.
- Smith, Thomas. *The Agrarian Origins of Modern Japan*. Stanford: Stanford University Press, 1959.
- _____. *Native Sources of Japanese Industrialization*. Berkeley: University of California Press, 1988.
- Wilson, George. *Patriots and Redeemers in Japan: Motives in the Meiji Restoration*. Chicago: University of Chicago Press, 1992

Taisho

- Gordon, Andrew. *Labor and Imperial Democracy in Prewar Japan*. Berkeley: University of California Press, 1991.
- Najita, Tetsuo. *Hara Kei in the Politics of Compromise*. Cambridge: Cambridge University Press, 1967.

Empire and War

- Dower, John. *War Without Mercy: Race and Power in the Pacific War*. New York: Pantheon, 1987.
- Duus, Peter. *The Abacus and the Sword: The Japanese Penetration of Korea*. Berkeley: University of California Press, 1995.

Postwar Japan

- Dore, Ronald. *Shinohata, A Portrait of a Japanese Village*. New York: Pantheon, 1978.
- Dower, John. *Embracing Defeat: Japan in the Wake of World War II*. New York: Norton, 1999.
- Fowler, Edward. *San'ya Blues, Laboring Life in Contemporary Japan*. Cornell, 1996.
- Gordon, Andrew, ed. *Postwar Japan as History*. Berkeley: University of California Press, 1993

- Robertson, Jennifer. *Native and Newcomer, Making and Remaking a Japanese City*. Berkeley: University of California Press, 1991.
- Schlesinger, Jacob. *Shadow Shoguns: The Rise and Fall of Japan's Postwar Political Machine*. Stanford: Stanford University Press, 1997.
- Weiner., Michael. *Japan's Minorities, The Illusion of Homogeneity*. New York: Routledge, 1997.
- Yoshino, Kosaku. *Cultural Nationalism in Contemporary Japan: A Sociological Inquiry*. New York: Routledge, 1992.

Course Analysis Questionnaire

Section A: Details of the Course

A1 This course is intended as an elective for History majors. It will be one of several courses which will fulfill the departmental Non-Western requirement. It is also intended for students in other majors who are interested in Japan, and will carry university Non-Western and Liberal Studies credit.

A2 This course requires no changes in existing courses.

A3 This course was offered as a Special Topics 481 class in Fall 2002.

A4 This will not be a dual-level course

A5 This course will not be offered for variable credit

A6 This course is offered at many institutions. Examples include University of Illinois, Northern Illinois University, University of Wisconsin-Milwaukee, and University of Pittsburgh

A7 This course is not connected to any outside agency

Section B: Interdisciplinary Implications

B1 This course will be taught by one instructor

B2 This course is not related to courses in any other department

B3 Seats will be made available to Continuing Education students

Section C: Implementation

C1 Faculty resources are adequate. The course will be taught by the same faculty member who is currently teaching it as a 481. 481 will be taught less frequently because of this.

C2 Although increased library holdings would be very helpful, no new resources are needed. No new equipment, supplies or travel are required, and space is adequate.

C3 No grant funds are involved

C4 The course will be offered about every other year

C5 One section

C6 30 students

C7 No professional society recommends any limits.

Section D: Miscellaneous

Liberal studies IV

A. This course will be taught in a single section by a single instructor.

Officially, Japan is an entirely homogenous society that has no racial or ethnic minorities.. We will look at how this position was created and why it was so important to the Japanese state. We will look at how this idea had affected Japan's relationship with its neighbors and how it relates to the treatment of those considered un-Japanese, e.g. *Burakumin*, Koreans, and workers. The treatment of Okinawans is a major theme of the Field book.

Saikaku presents, and we will analyze, the complexities of the position of women in Tokugawa society. Changing the position of women was an important theme in Japan's modernization, and this is a crucial theme in the Wathall and Field books.

C. Students will read Saikaku, Walthall, Field and a monograph of their own choosing.

D. It is assumed that this course will draw Asian Studies minors with little familiarity with historical method, as well as other non-majors. Almost all students will have had HI 195. The course will introduce students to the distinction between primary and secondary sources and train them in the use of both. Each student will work with historical monographs and learn how to critique author's use of historical evidence through their book reviews. In-class discussions of short primary sources will introduce students to their use.