

LSC Use Only Proposal No:  
LSC Action-Date: AP-4/11/13

UWUCC Use Only Proposal No: 12-112c  
UWUCC Action-Date: AP-4/16/13 Senate Action Date: App-4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) <b>Alan Baumler</b>	Email Address <b>baumler@iup.edu</b>
Proposing Department/Unit <b>History</b>	Phone <b>4066</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: HIST 337 History of Modern Japan

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

2. Liberal Studies Course Designations, as appropriate  
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship       Information Literacy       Oral Communication  
 Quantitative Reasoning       Scientific Literacy       Technological Literacy

3. Other Designations, as appropriate

Honors College Course       Other: (e.g. Women's Studies, Pan African) Asian Studies

4. Program Proposals

Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	<u>1-31-13</u>
Department Chairperson(s)	<i>[Signature]</i>	<u>1-31-13</u>
College Curriculum Committee Chair	<i>[Signature]</i>	<u>3-27-13</u>
College Dean	<i>[Signature]</i>	<u>3/27/13</u>
Director of Liberal Studies (as needed)	<i>[Signature]</i>	<u>4/15/13</u>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>[Signature]</i>	<u>4/17/13</u>

**Received**  
APR 17 2013  
Liberal Studies
**Received**  
APR 15 2013  
Liberal Studies
**Received**  
MAR 27 2013  
Liberal Studies

## Part II.

### 1. New Syllabus of Record

#### Catalog Description

HIST 337 History of Modern Japan

3c-0l-3cr

Prerequisites: Sophomore standing and 3 cr of college history

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 20th century.

#### Ila. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Students will be able to:

##### Objective 1:

Explain the major themes in Modern Japanese History **Expected Student Learning Outcomes 1 and 2: Informed and Empowered Learners**

##### Rationale:

Assignments and class discussions will require students to demonstrate their ability to analyze some of the major themes in Modern Japanese history. Some of these themes include the rise of the *daimyo* in the Sengoku period and their changed role in the Tokugawa, the nature of the post-Sekigahara political settlement, the rise of the floating world and *chonin* culture, ecological pressures before and after the Tempo era, Bakumatsu and the end of the so-called *saikaku* policy, Meiji from *sonno joi* to *bunmei kaika*, Empire in Taiwan and Korea and its impact on Japan, the rise of militarism, decline of Taisho democracy, and export-led growth. As *Informed Learners* students will demonstrate knowledge and understanding of: -the interrelationships within and across cultures and global communities, especially in the work on Japan's post 1853 relations with the non-Japanese world. As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation - reflective thinking and the ability to synthesize information and ideas. These skills will be demonstrated in the exams and papers

**This objective meets the Informed Learners Outcome as a Liberal Studies elective and specifically as an Information Literacy course**

**This objective is attained in such a way that the class meets the required course content expected learning outcomes for a Global and Multicultural Awareness class:** it presents the evolution of a Japanese political order and Japanese ideas about society and the individual in a time of heavy influence from foreign examples, foreign teachers, and foreign imperialism. Having made what they could of these examples in the first third of the class, the Japanese spend most of the middle third exporting them to the rest of Asia through formal and informal imperialism. Hence, students will be able to show a knowledge and understanding of the interrelationships within and across cultures and global communities.

##### Objective 2:

Students will demonstrate their understanding of some of the major themes in the historiography of Modern Japan.

**Expected Student Learning Outcome 2: Empowered Learners**

##### Rationale:

Assignments will require students to demonstrate their knowledge of the major debates in the historiography of Modern Japan. Some of these issues are the debate on Sengoku economic growth and change, the relationship between the early Tokugawa rulers and Hayashi Razan, The meaning and impact of nativism, reasons for rapid economic growth in Meiji and its connection to earlier economic patterns, reasons for the rise of militarism and its connection to European models, social impact of the War years and reasons for Japan's postwar economic success. As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation. -reflective thinking and the ability to synthesize information and ideas. These skills will be demonstrated in student's papers and exams.

**Objective 3:**

Students will identify and examine primary and secondary sources

**Expected Student Learning Outcomes 1 and 2:**

Informed and Empowered Learners

**Rationale:**

Assignments will require students to analyze both primary and secondary sources. The current syllabus includes both primary sources (Kawabata, a number of shorter readings taken from DeBarry's *Sources of Japanese Tradition*) and secondary sources (Walthall, McClain) As *Informed Learners* students will demonstrate knowledge and understanding of: -the past and present from historical, philosophical and social perspectives As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation - reflective thinking and the ability to synthesize information and ideas. These skills will be demonstrated in their papers and exams.

**Objective 4:**

Students will demonstrate their understanding of the complex relationships between dominant and non-dominant groups in Japanese society.

**Expected Student Learning Outcomes 2 and 3:**

Empowered and Responsible learners

**Rationale:**

Ethnic minorities, women, and peasants will be examined, as well as the relations between the Japanese empire and those outside of it. Assignments will require students to demonstrate their ability to analyze these issues. As Empowered learners they will demonstrate:- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources. As *Responsible Learners* students will demonstrate:- an understanding of themselves and a respect for the identities, histories, and cultures of others, and how such issues played out in Japanese society. These skills will be demonstrated in their papers and exams.

**III. Course Outline**

**Week 1 The Tokugawa order** Sengoku and Japan in Crisis Conquest and the Shogunate

Daimyo and Samurai

[Code of warrior households](#)

McClain pp. 5-47

**Week 2 Commerce and urbanization** Castle Towns and Daimyo encouragement, Rural life

Merchants and guilds

Ishida Baigan [City and Country Dialogues](#)

McClain pp. 48-75

### **Week 3 Self and society and the Tempo crisis**

Genroku culture and the Chomin

Tokugawa ideology and nativism

Tempo Crisis

Hirata Atsutane [On Japanese Learning; The Land of the Gods](#)

Oshio Heihachiro [Oshio's Protest; Notes on "Cleansing the Mind"](#)

McClain pp. 76-118

### **Week 4 Bakumatsu and the crisis of the Tokugawa order**

Foreigners and crisis

*Shishi* and restoration

Three drafts of [Charter oath](#) and the oath itself.

[Black Ships and Samurai](#) (website)

McClain pp. 119-154

### **Week 5 Meiji restoration and *Matsuo Taseko***

Read *Weak Body*

### **Week 6 Civilization and Enlightenment**

Civilization and Enlightenment

Urban and rural economy

Empire and colonial economics

Fukuzawa [Autobiography](#)

Saigo Takamori and Okubo Toshimichi [on Korea](#)

[Throwing off Asia](#) (website)

McClain pp. 155-206

### **Week 7 Constitutionalism and democracy**

Constitutionalism and Popular rights

Labor and capital

Kido on [Constitutionalism](#)

Itagaki Taisuke "[On Liberty](#)"

McClain pp. 207-282

### **Week 8 Democracy and the people**

Parties and party cabinets

Blue Nippon-Jazz, the Mogo and the Mobo

Red Nippon-The workers and Lenin

"The Soundtrack of Modern Life: Japan's Jazz Revolution", From Taylor Atkins *Blue Nippon: Authenticating Jazz in Japan* Duke U.P. 2001.

Read *Scarlet Gang*

Kawakami Hajime [A Letter From Prison, Concerning Marxism](#) pp.923-926

McClain pp. 316-406

### **Week 9 Empire and its meaning**

Empire in Korea and Taiwan, China's Northeast and informal empire  
The empire's meaning in Japan

["War means jobs for machinists" and "I wanted to build Greater East Asia"](#) both from Cook and Cook *Japan at War*  
McClain pp. 283-315

### **Week 10 Depression and rise of militarism**

Depression and Japanese economy  
Universal Suffrage and the Peace Preservation Law  
Young officers and Manchukuo  
Kita Ikki [Outline Plan for the Re-Organization of Japan](#)  
McClain pp. 405-440

### **Week 11 New order and the *kokutai***

International position  
Economic autarchy  
Repression and *tenka*  
Tokutomi Soho [The Basis of the Imperial Way](#)  
Okakura Kakuzo [The Ideals of the East](#)  
Sano Manabu and Nabeyama Sadachika [Letter to Our Fellow Defendants](#)  
McClain pp. 441-481

### **Week 12 The Greater East Asia War**

From Singapore to Operation Ichigo  
Home Front and IRAA  
Bombs and *hibakusha*  
Maruyama Masao [The Logic and Psychology of Ultrationalism](#)  
Ryu Shintaro [Japan's Economic Reorganization](#)  
["Eight Hundred Meters from the Hypocenter"](#) and ["A Korean in Hiroshima"](#) both from Cook and Cook *Japan at War*  
McClain pp. 482-522

### **Week 13 Occupation and re-making of Japan**

America re-makes Japan  
Read *Mariko's Secrets*  
McClain pp. 523-561  
Book reviews due, 11/21

### **Week 14 MITI and the Japanese miracle**

Export Led Growth  
Women, Burakumin, and Farmers  
Japan in the stagnation lane

McClain pp. 562-end

**Final exam 2 hours**

### **Grades**

Quiz grades 20%

*Weak Body* paper 20%

Book Review 20%

Mid-term 20%

Final 20%

-Each of you will write a short paper on *Weak Body of a Worthless Woman*. Each of you will also write a [review](#) of an academic monograph on modern Japanese history that you choose.

-Everything else we do in class will be part of your quiz grade. Small writing assignments, source analysis papers, etc.

### **Grading scale**

90%+ =A

80-90 =B

70-80 =C

60-70 =D

Below 60 =F

### **VI. Undergraduate Course Attendance Policy**

The IUP Attendance policy will be followed, as describe in the IUP Undergraduate Catalog.

### **VII. Required Textbook**

-James McClain *Japan: A Modern History*. New York: Norton, 2002.

### **Non-textbook reading**

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

-Kawabata, Yasunari. *The Scarlet Gang of Asakusa*. 1st ed. University of California Press, 2005.

-Bumiller, Elisabeth. *The Secrets of Mariko: A Year in the Life of a Japanese Woman and Her Family*. Vintage, 1996.

### **VIII. Special Resource Requirements**

None

## **IX. Bibliography**

- Berry, Mary Elizabeth. *Japan in Print: Information and Nation in the Early Modern Period*. 1st ed. University of California Press, 2007.
- Clancey, Gregory. *Earthquake Nation: The Cultural Politics of Japanese Seismicity, 1868-1930*. 1st ed. University of California Press, 2006.
- Gluck, Carol. *Japan's Modern Myths*. Princeton University Press, 1987.
- Howell, David L. *Geographies of Identity in Nineteenth-Century Japan*. 1st ed. University of California Press, 2005.
- Kalland, Arne. *Fishing Villages in Tokugawa Japan*. 1st ed. Routledge, 1995.
- Kratoska, Paul H. *Asian Labor in the Wartime Japanese Empire: Unknown Histories*. M E Sharpe Inc, 2005.
- Nenzi, Laura Nenz Detto. *Excursions in Identity: Travel and the Intersection of Place, Gender, and Status in Edo Japan*. Univ of Hawaii Pr, 2008.
- Ooms, Herman. *Tokugawa Village Practice: Class, Status, Power, Law*. University of California Press, 1996.
- Silverberg, Miriam. *Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times*. 1st ed. University of California Press, 2009.
- Skya, Walter. *Japan's Holy War: The Ideology of Radical Shinto Ultrationalism*. Duke University Press Books, 2009.
- Stanley, Amy. *Selling Women: Prostitution, Markets, and the Household in Early Modern Japan*. 1st ed. University of California Press, 2012.
- Vaporis, Constantine Nomikos. *Tour of Duty: Samurai, Military Service in Edo, and the Culture of Early Modern Japan*. Univ of Hawaii Pr, 2008.
- Walker, Brett. *Toxic Archipelago: A History of Industrial Disease in Japan*. University of Washington Press, 2010.
- Young, Louise. *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism*. New Ed. University of California Press, 1999.

## **Part II.**

### **2. Summary of the proposed revisions.**

1. Objectives – the course objectives were revised from the original syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives
2. Updated readings
3. Updated bibliography.

## **Part II.**

### **3. Justification/Rationale for the revision.**

The course is a currently approved Liberal Studies Elective and Non-Western Course. The revisions will allow it to remain as a LS Elective and qualify as Global and Multicultural Awareness.

### **Global and Multicultural Awareness justification**

The course deals primarily with non-dominant cultures. Cultures are presented on their own terms, going beyond mere description of a culture. Students will examine the ways Japanese people have established systems of values, norms, and ideas. Students will be enabled to gain knowledge of the past and interrelations among communities.

**LS elective justification**

The course addresses critical-thinking and scholarly discourse. There is content that addresses the contributions of racial minorities and of women. The course extends beyond core concepts.

**Liberal Studies Elective Competencies** (this course meets the standards for Information Literacy

**Information literacy** students will analyze various types of sources, both primary and secondary. They will demonstrate their ability to analyze these sources in the papers and exams



## **Liberal Studies Course Approval General Information**

1. This is not a multiple instructor or multiple section course.
2. Although the readings for the course will vary from semester to semester the current version is typical in that includes two works that deal extensively with the role of women. (Walthall and Bumiller) The course also includes readings on the relationship between ethnic majorities and minorities, most notably the works on imperialism and the Japanese empire.
3. Although the readings for the course will vary from semester to semester the current version is typical in that includes three non-textbook works of fiction or non-fiction

-Anne Walthall *The Weak Body of a Useless Woman: Matsuo Taseko and the Meiji Restoration*. Chicago: University of Chicago Press, 1998  
-Kawabata, Yasunari. *The Scarlet Gang of Asakusa*. 1st ed. University of California Press, 2005.  
-Bumiller, Elisabeth. *The Secrets of Mariko: A Year in the Life of a Japanese Woman and Her Family*. Vintage, 1996.

4. Although this course will enroll both majors and non-majors it does not assume any knowledge of Japanese history or of historical method.

## Book review guidelines

### Picking a book (assuming I have not already picked one for you)

This is the hardest and also the most rewarding part of the assignment. Since you can pick a book on pretty much any topic you like, there is no reason that you should end up with something boring, but on the other hand if you wait till the last minute you may get stuck with something you find boring or that is hard to get a good review out of. The book you pick should be a historical **monograph**, not a survey text, an edited volume, a memoir or a novel. All of those things are useful in studying history, but they are not the point of this assignment.

A monograph is a book on one, fairly limited, topic. It is not the same as a survey text (*History of Medieval Europe*) or a collection of essays. Usually a monograph is based on primary source research and it is almost always by a single author. It is usually pretty easy to tell a monograph from other types of books by the title. Monographs usually have a colon, thus *Dangerous Pleasures: Prostitution and Modernity in Twentieth-Century Shanghai* by Gail Hershatter and *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism* by Louise Young are both monographs. Usually what comes before the colon is intended to draw in readers, and the bit after tells you what the book actually is. Monographs don't always have a colon. *Policing Shanghai 1927-1937* by Frederick Wakeman and *Forests and Peasant Politics in Modern France* by Tamara White are both monographs. When in doubt you should look at the table of contents and try to figure out if the book is focused on a single topic and has a clear enough thesis for you to critique.

Academic presses (ones run by universities, like the Harvard University Press, Cambridge, etc.) publish most of the better historical monographs. If a university press publishes something a group of scholars have decided that it is a good book with something to say. They aren't always right, but they rarely publish really awful books. Routledge and St.Martin's, among others, also publish solid works on history. In general you should try to pick fairly recent books, after 1980 at least, since many (though not all) older books have been at least partially superseded by later work. If you are only going to read one book on a topic you might as well read the most current one.

Your book must be approved by me before you can start reading, so you need to start work on this early. Note that your book selection is part of your grade for the paper in the sense that if you pick a good book writing a good review will be easy, and if you pick a bad book it will be very hard and maybe impossible. I will be able to tell you if a book looks o.k. to me, but the ultimate responsibility for picking a good book rests with you.

### Where to find a book

There are a few good books in the library, but you will probably end up having to use [interlibrary loan](#) or [PALCI](#). It is important, therefore, to get started on finding a book as soon as possible. The American Historical Association's *Guide to Historical Literature* (it's in the library (REF D 20 .155 1995) is probably the best source for a good book. I can also make recommendations if you tell me what you are looking for. I have provided a short list of possible books for some of my Asian history classes on the web site. Some are in the library, some are not. Some may not even be good review books, (I have not read all of these, many are just things that caught my eye) but they should give you an idea what sort of things to look for.

### Reading the book

This is not as easy as it may sound. These are hard books with some hard ideas in them, and the point is not just to run your eyes over each page, but to understand the author's argument enough to make a critique of it. This takes at least three steps, figuring out what the argument is, figuring out how it is being proved, and then putting the book in context.

The first of these, figuring out the argument, is usually easy, although authors sometimes assume you know quite a bit about the topic already and therefore don't explain what they are arguing as clearly as they could. It is important to figure out what the book is trying to do before you start reading page by page. You should usually start by reading the introduction and the conclusion. When you start reading the body of the book you should already know what the author is trying to prove, making the second part of your task, figuring out how well this has been proved, fairly easy.

In your paper you need to explain *why* you think something is convincing. It is not enough to just say that you accept or don't accept their argument, you need to be able to explain why you think that. Almost always you will start having opinions about the book before you are capable of explaining why you think this and proving to the reader why they should think the same. This is natural, but you need to move beyond that. Rather than thinking of the author as Moses coming down from the mountain with the truth, think of them as a lawyer presenting a case and think of yourself as the jury. What evidence is the author using? What are their sources? In writing a book review you will probably have to spend more time looking at footnotes than you are used to.

The third part, putting the book in context is the hardest. This book was written in the context of an existing scholarship and the author is both responding to and building on that literature. In an academic review you would be expected to explain how this book fit into this larger literature from the point of view of a person who had read this larger literature. You obviously have not done that, but you have at least read a textbook on this topic, and should have some knowledge. You should be able to make at least a few comments on how this fits into our larger understanding of the period.

### **Writing the paper**

The book review is not a book report. **I do not want a mere summary of the book, but rather an analysis of how well the author has done what they set out to do.** Do not go through the book summarizing chapter by chapter. In your first page or so tell me what the book is trying to prove. Then tell me if you think they have proved their thesis or not, and what evidence in the book makes you think this. While your opinion is at the center of the review, it is not a personal opinion. (This book was booring!) but rather proving to the reader of the review that your position is correct. Why do you think what you do about the book? What specific evidence does the book give that convinces you? Why do you think that some parts of the book are weak? Although you don't want too many long quotes or too much summary of the argument, you will need some in order to back up your assertions. You don't have to entirely agree or disagree with the author. Most monographs come in several parts, and you may find some more convincing than others.

At the end you may or may not want to include a section on the larger implications of the book. All monographs are part of a larger literature, and in a review for a journal you would be expected to explain how this book fits into this. You might also be expected to talk about the author's sources. In this case you may or may not think that you have enough information to discuss these issues, but if you feel that you can it is almost

always a good idea.

## **Grades**

Your grade for the paper will be based on

- The appropriateness of the book you selected (if you selected a book)
- The clarity of your explanation of the author's argument
- The cogency of your critique of the book
- Proper format and presentation

-You may want to look at my [general guidelines on writing](#) for some tips on how to structure your argument.

-Your review should be typed and double-spaced. You should provide the title of the book, the name of the author, the publisher and the year of publication. You should use references (embedded page numbers are fine) to show where the information in your paper is coming from.

-If the paper is turned in on time and all the other requirements have been met you will have the option of revising the paper for a higher grade. All revisions must be turned in within one week of the date the papers are returned. Note that to get a better grade the paper must actually be better. If you struggled with it the first time you will probably struggle with it the second time, and I strongly recommend you come and talk to me before starting on the revisions.

Here is a [Sample book review](#)

Here are some [general guidelines on writing](#)

## Checklist for Liberal Studies Electives Course Proposals

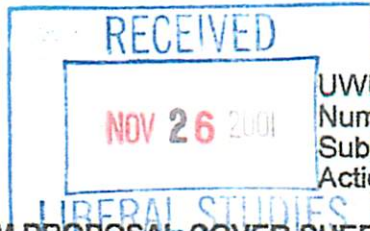
1.  Review the [Criteria for a Liberal Studies Elective](#) – note how the competencies are to be handled.
  2.  Follow the [2012 Undergraduate Curriculum Handbook](#) for new (p. 20-27) or revised courses (p. 15-19).
  3.  Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
  4.  Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.
  5.  Course content – meets the required [course content for a Liberal Studies Elective](#). While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.
  6.  Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least [ONE of the following SIX competencies](#): Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.
  7.  Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
  8.  Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
  9.  Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).
- If this is a course revision (p. 18 UWUCC Handbook)
10.  Summary of the proposed revisions.
  11.  Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
  12.  The old syllabus of record.
  13.  Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).

## Checklist for Global and Multicultural Awareness Course Proposals

1.  Review the [Criteria for Global and Multicultural Awareness](#) – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
  2.  Follow the [2012 Undergraduate Curriculum Handbook](#) for new (p. 20-27) or revised courses (p. 15-19).
  3.  Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
  4.  Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. <http://www.iup.edu/page.aspx?id=113234>.
  5.  Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. <http://www.iup.edu/page.aspx?id=113234>.
  6.  Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
  7.  Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
  8.  Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).
- If this is a course revision** (p. 18 UWUCC Handbook)
9.  Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.
  10.  Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
  11.  The old syllabus of record.
  12.  Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).

LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

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Action-Date: \_\_\_\_\_

*02-12d*  
*01-41e*  
*App UWUCC - 9/16/02*  
*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)**

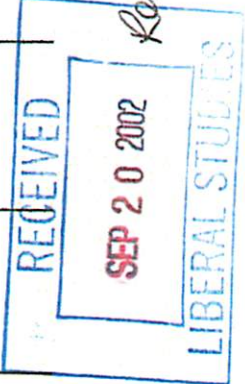
*Alan Baumler* 9/27/01  
Department Curriculum Committee

*Alan Baumler* 9/28/01  
Department Chair

*Phil D. Nemi* 10-17-01  
College Curriculum Committee

*Alan Baumler* 10/17/2001  
College Dean

*Cheryl Sellen* 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, Phillip 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 Walthall 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.**