

Modern Japan: Late Tokugawa Through WWII 1800-1952



History 187B
UCSB Winter 2008
MWF 1:00-1:50
Girvetz 2115

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Office hours: M 2:30-4:00
F 9:00-10:30

please come to office hours for tea and talk!



Course description and objectives

The nineteenth and early twentieth centuries brought a succession of rapid, fundamental changes to the lives of each generation of people throughout the world. We will look at the experience of this political, economic, social and cultural change for people in what became the nation state of Japan. At the beginning of the course we will view the islands in the last half century of Tokugawa rule to consider some of the internal developments that influenced how people in Japan responded to the threat when the United States forced it to become part of a Western-dominated order of nationalism and imperialism in the 1850's. Then Japan became imperialist itself, forcing other lands to change their politics and join the international-colonial industrial economy. These changes were often defined by contemporaries in terms of Westernization and modernization of an Asian, feudal country, but they can also be seen in terms of the common experience of becoming a nation-state politically, socially and culturally. Much of what was changing in Japan and Asia at this time was also changing along similar lines in the U.S. and Europe.

This time I have chosen to include many biographical readings in the course, so that we may get a sense of how individuals navigate their historical contexts, and how individual lives can instruct us on how things really work. You will see how no person's life wholly fits stereotypes and general descriptions, that ideals and norms are a bit like the 65 mph signs on your highways. How often are you moving 65 on the highway? People live their lives dealing with the world around them making diverse choices from a range of available options. Telling their lives reflects the constraints and opportunities that shaped their times.

You will have many small assignments, a midterm, and one formal historical essay that will serve as your final (no final exam). It will be a biography of a Japanese person who was active between 1800 and 1950. You may pick from a list of suggestions that I will provide or, if you wish, you may pick a different individual if you pass your ideas by me first for vetting. You will learn the fundamentals of historical research and writing and how to narrate a person's story so that it tells the reader about the era and the world around that person. You will produce a rough draft, a revised draft and a final draft of this paper, each of which is graded.

Note that some Wednesdays I may show up a few minutes late to class because history department meetings may last up to 1:00.

Requirements and Grading**

Two Maps (4/9, 5/7) 10%; six brief assignments (4/6, 4/13, 4/20, 4/27, 5/11, 5/18) 30%; midterm exam (4/30) 15%; paper bibliography assignment (5/4) 5%; 9 page essay rough draft (5/25) 15%; 9 page revised rough draft (6/1) 5%; 9 page biographical essay final draft (due 6/1) 20%*.

**This is a writing requirement course and you must write a paper of passing quality to pass the course.*

***Late assignment policy:* I will deduct a third of a letter grade (3.33%) from assignments for each day late including weekends and holidays. Assignments turned in after class are considered one day late. I do not accept email submissions. Slide paper under my office door (HSSB 4228) before 5 PM each day M-F for it to be counted that day. *Please be honest. All cases of plagiarism and other academic dishonesty will be reported and punished.*

Required texts

Kenneth Pyle, The Making of Modern Japan (2017 3rd ed.) (2nd ed. is OK too if you want)

Anne Walthall ed., The Human Tradition in Modern Japan

various PDF's of articles and documents, available on the course page at Gauchospace

You should purchase the texts if possible, but the two texts are on reserve in the main library as well. When you use library books please do not underline or write in them. That is a travesty.

Weekly Readings, Assignments and Lecture Topics**Week 1 Edo Period Society**

M Apr 2 Intro, Geography and Social Setting

W Apr 4 Political Organization

F Apr 6 Discussion Day: Your autobiography as history *one pager due*

Readings: **Pyle, Preface and pp. 1-40**
Walthall, pp.xi-xx, pp. 1-2, 25-42 "Mori Yoshiki"

Assignments: First one pager due this Friday April 6
First Map assignment due Monday April 9

Discussion Day Apr 6: Write your autobiography in 250-350 words. Write it so that it tells your reader about the era in which you have lived more than about just yourself. This mainly involves understanding and describing the *contexts* of your life. There are many ways to do this and here are some possibilities: Are you an example of a suburban upbringing? of a city upbringing? of being born into wealth? into middle class? into low income? How have you navigated these conditions? How has your gender or ethnicity or family religious environment influenced your life? What historic events have been important to you and what did you do then? How do your entertainment interests reflect your era? etc. etc.

Form some ideas of the general character of the Tokugawa period from your textbook and the Mori Yoshiki chapter. Think about how Yoshiki's life intersects with broad trends and rules of life in his day. What aspects of his life are "normative" and what aspects are not? What do you learn about Tokugawa era samurai and government from his life? Think also from this example about telling the story of a life in a way that tells about the era in which that person lives.

Week 2 Early Nineteenth Century Culture and Economy

M Apr 9 Education and Literacy *First map is Due*

W Apr 11 Popular Protest and Government Reforms

F Apr 13 Discussion Day: Ōkura Nagatsune reading *one pager due*

Readings: **Pyle, pp. 41-55**
Gauchospace: R.P. Dore, "The Legacy of Tokugawa Education;" Thomas Smith, "Ōkura Nagatsune and the Technologists."

*Literacy was very important in Tokugawa period Japan and the literacy rate was high among the elite and the commercially involved. This was all done without government sponsored public education. The Dore reading explores the educational system and ethos of Tokugawa Japan. Why did people learn? What did they learn? The Smith reading is a biography of Ōkura Nagatsune, a commercial farmer and writer who was deeply interested in improving farm practices to make them more successful. As you write your **one pager** response for the Friday discussion think about and comment on the following: What contexts does Smith situate Nagatsune in to tell his story? What do you learn about rural Japan and the economy from this reading? (single spaced and one full page)*

Week 3 Collapse

M Apr 16	Foreign Relations and the Crisis Caused by Commodore Perry's Arrival
W Apr 18	Treaty Ports and Overthrow of the Tokugawa
F Apr 20	Discussion Day: Letters of British Consuls and Henry Heusken <i>one pager due</i>

Readings:

Pyle pp. 57-75**Gauchospace:** Reinier Hesselink, "The Assassination of Henry Heusken," Jon Livingston comp., diary portion and letter from two Japanese loyalist activists; Letters from the British Consuls (Vyse in Kanagawa, Alcock in Edo) 1860-1861.**Walthall, pp. 43-76 "Nishimiya Hide"**

Discussion Day April 20: Write a one page response to the gauchospace readings. This means the two items from the Livingston collection and the Letters of the Consuls, which are all primary documents, and the Hesselink piece, which is an article by a modern historian and so is not a primary document. What are the worries of the Consuls? How would they like to respond? Why are many people unhappy with the new relations with the west?

The Hesselink article is about one Westerner in Tokugawa Japan after Perry's arrival who was assassinated by Japanese unhappy with the Western intrusion. Why was he assassinated? How did people respond to the assassination? Why? The Nishimiya Hide chapter tells the life of a woman who became an adult in the Tokugawa period and then had to change her own life in drastic ways with the collapse of the Tokugawa order and the Meiji Revolution. What were her options as a samurai woman during the momentous events? What skills did she have that she could use in the new order? Then you have a couple of short writings of samurai activists during this same time which come from a book of documents collected by Jon Livingston. What are their concerns? The official letters from two British government officials living in or near Edo can give you a sense of the impending disintegration of the Tokugawa government, the hostility of a violent minority of Japanese to the Westerners, and the temptation of the Westerners to bring in their own military to try to preserve the peace. Alcock likes to use Japanese words and spelled his way, here are some that might confuse you: Yeddo (Edo) = Edo the city, norrimon (norimono) = palanquin, Tycoon (taikun) = Tokugawa kubō or shogun, Damio (daimyo) = daimyo lord, Prince of Mito is the daimyo of Mito domain Tokugawa Nariaki who was a relative of the ruling Tokugawa but not in line for succession. Alcock thinks the lord of Mito put his samurai up to the attempted assassination of the Shogunal regent, Ii Naosuke Kamon no kami, but this was not the case (this event is briefly described in your textbook and mentioned in the Nishimiya Hide chapter). There was rebellion and civil war going on in Mito domain and many samurai of this realm fled and became activists using violence. "loonin" is rōnin = masterless samurai, in this case radical activists. "yaconin" (yakunin) = government official.

Week 4 Meiji and Making an Imperial Nation

M Apr 23	Overview of Meiji Government Organization and Development 1870's-1918
W Apr 25	New Social Systems: Household, Education and Conscription
F Apr 27	Document Discussion Day: Fukuzawa Yukichi's chapter, <i>one pager due</i>

Readings:

Pyle pp. 77-131**Walthall, pp. 61-75 "The Ishizaka of Notsuda"****Gauchospace:** Fukuzawa Yukichi, "A Discussion of Our National Independence."

Discussion Day Apr. 27: Write a one page response to your reading of Fukuzawa Yukichi's chapter. What does Fukuzawa think about the West? How does he think that Japan should respond?

Fukuzawa Yukichi was an educator, founder of Keio University, and a popular author. He started out a samurai and scholar and traveled to the west in 1860 and 1862 to learn about it. His Conditions in the West (1867-70) was a best seller in a Japan eager to learn about the Western world. I have given you a single chapter from his 1875 book, An Outline of a Theory of Civilization. In this chapter he lays out why he thinks Japanese people should industrialize and change their country so quickly. What does he think of the West's relations with the rest of the world? The chapter

Hatoyama Haruko was a well educated woman of the Meiji period. What opportunities and what limitations did this put on her life? How did she navigate those conditions with her choices? What trends was she a part of? What did she promote? Yoshiya Nobuko was a popular writer of the imperial era. She was very popular but not normative in many ways. What choices did she make in her life and what were the consequences? The Silverberg article looks at why “modern girls” appeared, how they were viewed and what they meant. What is a modern girl? Why were they threatening?

Week 8 Crisis in Empire and beginning the Fifteen Year War 1931-1945

M May 21 “Manchuria” and War on China up to 1941

W May 23 Discussion Day: Crisis in East Asia

F May 25 Paper Workshop **Bring Rough Draft of your paper today**

Pyle, pp. 181-205

Walthall pp. 135-174 “Matsuura Isami,”

Gauchospace: Marius Jansen, "The Rise of Revolutionary Nationalism," Kiyoshi Kawakami, "The Right of Intervention and the New Peace System," (Chapter 15 from *Japan Speaks*).

Matsuura Isami had plans for his children. What did he do for them and how did things turn out? The selections of translations of Japanese activists along with commentary by Marius Jansen should give you an idea of a range of radicals (far right and far left) in Japan during the early 20th century. Who do they perceive to be their enemies and why? What are their solutions? The Kawakami reading is a Japanese pundit justifying to a western audience why Japan invaded the region of northeast China known as Manchuria. What reasons does he give? What does he say is the international context of Japan's actions?

Week 9 The World War, 1940-1945

M May 28 **HOLIDAY Memorial Day**

W May 30 The World War 1941-1945

F June 1 Paper Workshop **Bring Revised Draft of your paper today**

Readings: **Walthall pp. 175-192 “Takahashi Masao”**

Gauchospace: People recounting their war experiences, selections from Japan at War.

Takahashi Masao was an intellectual and a Marxist during and after the war. How did his changing environments affect him? The Gauchospace reading has many selections of Japanese people recounting their experiences of the war. Think about the choices these people made and why they made them. What were the consequences of their choices?

Week 10 Defeat and Memory

M June 4 The Occupation

W June 6 Memories of War

F June 8 Discussion: Your papers **9 page essay on person of your choice due today**

Readings: **Pyle, pp. 207-240.**

Walthall pp. 193-229 “Yokoi Shoichi,” “Misora Hibari”

Gauchospace: Tessa Morris-Suzuki, “Who is Responsible? The Yomiuri Project and the Enduring Legacy of the Asia-Pacific War available on web at http://www.japanfocus.org/-Tessa-Morris_Suzuki/2455

The Morris-Suzuki reading takes up one of the many issues of the politics around war memory. Can you see how history--the way we shape memory of the past--is very political? Yokoi Shoichi was a common soldier in WWII who became a celebrity in Japan in 1972 when he returned home from the war. What issues did his return raise? Misora Hibari is the most famous of enka-style entertainers in postwar Japan. What did people see in her and want from her singing? How did this shape her career?

NO FINAL EXAM, JUST THE FINAL PAPER DUE JUNE 8