History 3413 X1 – Modern Japan
Fall 2012
Room: BAC 204
Time Slot: 1:30-3:00pm (Tuesday, Thursday)

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Office Hours
Tuesday: 3:00-5:00pm
Wednesday: 4:00-6:00pm
Thursday: 3:00-5:00pm

Course Description
From the Acadia University Calendar: “This course examines Japanese history from the Tokugawa era (1600-1868) through to the end of the Pacific War. Topics to be covered include: samurai and chonin (townspeople) cultures; the political structure of the shogun’s government (bakufu); the Meiji Restoration; the failure of Taisho democracy in the 1920s; and Japanese imperialism in Asia ending with the war in the Pacific, 1937-1945.” This iteration also covers the Allied Occupation of Japan after World War II and related memory and justice issues.

Course Objectives
This senior-level seminar course focuses on the history of modern Japan, primarily during the nineteenth and twentieth centuries. It presents multiple historical perspectives from geopolitics and ideology to emotions, lifestyles, and lived experiences. Students will develop and apply analytical, research, and discursive skills through classroom participation, extracurricular work, and digital learning. The course will build knowledge of several major themes, including transformation, international relations, war, imperialism, and personal contingencies. Participants will learn to dissect common myths & misconceptions about Japanese history and culture.

The reading load is substantial, averaging 100 pages per week, plus assignment research. These demands are designed to help students form efficient reading habits and use critical and synthetic thinking. You don’t need to read every word, but you do need to discern and contemplate salient ideas and issues. Students are expected to read the assigned pages and indicated articles before coming to class. This expectation will be checked through your participation each week; especially during “seminar” sessions. As this is a senior seminar, the rules are different from a general survey course. In addition to class-time, it is expected that students will devote 6 hours on average to course preparation each week. My advice: Start reading now!

It is imperative that students attend every class. Lectures are important supplements to the assigned readings, but will not be posted on ACORN. Note taking is an important skill, and this course (in class and out) presents an excellent avenue to work on this crucial learning attribute. Students will need thorough notes from lectures and readings to prepare for the final exam.
Required Reading


Course Assignments and Policies
There will be no extensions for any reason. The marking scheme allows for missing one small “gobbet” assignment, but this is not recommended. Your chance of a high grade improves with each submission. Students who fail to submit written assignments, or who miss more than one quiz, must submit formal documentation (medical or other) to the Registrar’s Office. Alternate arrangements will only be made once the instructor has received the exculpating documentation through official channels. Note: your grade includes participation. This is a small sized class: Everyone must attend and contribute in order for the course to prove successful.

i. **Participation (20%)** – This includes attendance and overall contribution.

ii. **Questions (5%)** – Students must submit two discussion question to ACORN by midnight every Monday. These should be based on the weekly readings. Insight, synthesis, originality will be rewarded. In the least, it should be evident that you done the readings.

iii. **Gobbet (15%)** – The exact particulars will vary for each “gobbet” assignment. These will include preparing concise (100-200 word) abstracts of, and responses to, specified readings. Do not be fooled by the word count. Pith is an art form. There will be two conventional submissions, one virtual assignment, and one in class writing. They are due respectively: September 18, October 9, October 25, and November 22. Only the top three grades (out of four) result will count towards final marks.

iv. **Essay (30%)** – A 2500 word paper due November 27. A specific handout will be circulated later. Broadly, the essay will examine the 1945 nuclear bombing of Japan. Students will be asked to perform a comparative task incorporating George Weller’s *First Into Nagasaki* and Kyoko Selden & Mark Selden, *Voices from Hiroshima and Nagasaki*, as well as other textbook and article readings on the attacks and their aftermath.

v. **Final Exam (30%)** – This will be scheduled during the formal exam period. It will consist of two thematic essay questions that will cover all of the material discussed during the course. There will be several options for each essay.

vi. **Bonus (1%)** Students will be awarded an extra 1% on their final grade by coming to office hours at least once. Mention the bonus point and say the secret word: “Japandroids”

Acadia Advantage
This course includes the use of PowerPoint presentations in lectures, an emphasis on working with the interactive digital and online material, and – of course – the use of e-mail for communications. I will endeavour to answer all emails within 24 hours of receipt. However, do not assume all-hours service, and students should expect delays over evenings, weekends, and holidays. Instead, students are encouraged to pose questions in class time or during office hours. Questions regarding assignments are best asked well in advance rather than at the last minute. You may not receive an email response in time to beat the deadline in question.
Disability Access
If you are a student with a documented disability who anticipates needing accommodations in this class, please inform me after you meet with Jill Davies or Kathy O’Rourke in Disability Access Services, in the Student Resource Centre, lower floor of the old SUB (Old Student Union Building). You can reach them at jill.davies@acadiau.ca (585-1127) or disability.access@acadiau.ca (585-1823).

Writing Help
Your best path to success in writing is to maintain contact with your professors in all your courses. This way you can ensure that you know exactly what they’re looking for, and you may also be able to show them samples (drafts) of the assignment that you’re working on and receive feedback. The Writing Centre also offers free help to all students wishing to improve their writing skills. This service is not only for first-year students or for inexperienced essayists. Everyone can gain from writing advice and feedback. To book a one-on-one appointment with a writing tutor, visit the sites below:

- Is English your first language? writingcentre.acadiau.ca/writing-tutorials.html
- Is English a second language? writingcentre.acadiau.ca/esl-writing-tutorials.html

To see which helpful presentations and workshops you might want to attend this year, see here: writingcentre.acadiau.ca/workshops-and-presentations.html

Academic Integrity and Dishonesty
Refer to the “Academic Integrity” subsection found on pages 33-34 of the Acadia University Calendar, 2012-2013. You must be familiar with these guidelines to be enrolled in this or any other course. The Department of History & Classics considers plagiarism a very serious transgression: it is departmental policy that plagiarised work will receive a grade of F (zero), with no departmental appeal possible. More severe penalties are possible, including a course grade of F (zero) and/or a recommendation for expulsion from the university. I will not hesitate to seek the application of such a penalty if warranted by the offence.

That said, I am aware that warnings about plagiarism are both worrisome and confusing. Deliberate cheating is one thing. Cheaters know they are cheating. Unfortunately, most plagiarisers do it unconsciously; a much more pressing issue in the age of cutting and pasting, digital research, and online learning. Be meticulous when you research, especially with electronic sources. You may also find the superb resources put together by the Vaughan Library staff helpful (http://library.acadiau.ca/guides/plagiarism/), and you should complete their online “You Quote it, You Note it!” tutorial. These will ensure that you will be able to avoid the various plagiaristic pitfalls that exist. In any event, it all boils down to: IF IN DOUBT, FOOTNOTE!!!

Feedback
I welcome comments and feedback regarding any aspect of the course. This can be emailed directly to me or brought up during office hours. A gmail account has been created for students who prefer to submit feedback anonymously. Go to www.gmail.com. Log on to the account/username FEEDBACK.SEDGWICK with the password “4U2improve” (case sensitive). Then email feedback to james.sedgwick@acadiau.ca. Unless you include your name in the email’s text, it will arrive in my inbox anonymously.
Lecture Schedule

WEEK 1
Sep. 6    Introduction to course

WEEK 2     Tokugawa: Prelude and Primacy (1600-1868)
Readings
- MMJ, pages 1-60 and 96-125
- Wakita Osamu, “The Emergence of the State in Sixteenth-Century Japan: From Oda to

Lectures/Discussion
Sep. 11    The Unifiers
Sep. 13    Crafting a State: Polity and Power

WEEK 3     Tokugawa Foreign Relations: Trickle and Deluge (1600-1868)
Readings
- MMJ, pages 63-95 and 257-93
- M. Chaiklin, “Monopolists to Middlemen: Dutch Liberalism and American Imperialism
  in the Opening of Japan,” *Journal of World History* 21:2 (June 2010): 249-69

Lectures/Seminar
Sep. 18    Looking in, Looking out?
            *Gobbet 1 Due (Chaiklin, “Monopolists to Middlemen”)*
Sep. 20    Seminar

WEEK 4     Bakufu Collapse, Meiji ‘Restored’ (1868-1912)
Readings
- MMJ, pages 294-370
- Conrad Totman, “Fudai Daimyo and the Collapse of the Tokugawa Bakufu,” *Journal of
  Asian Studies* 34:3 (1975): 581-91

Lectures/Seminar
Sep. 25    Regime Change, Revolution, and Restoration
Sep. 27    Seminar

WEEK 5     Meiji Japan (1868-1912)
Readings
- MMJ, pages 371-456

Lectures/Seminar
Oct. 2     Economic and Political Transformation
Oct. 4     War(s) and imperialism – Part I
WEEK 6  Meiji Mythos and Meaning (1868-1912)
Readings
- MMJ, pages 457-94

Lectures/Seminar
Oct. 9 Social and Cultural Transformation
Gobbet 2 Due (Karlin OR Ravina)
Oct. 11 Seminar

WEEK 7  Taisho Era: Within and Without (1912-1926)
Readings
- MMJ, pages 495-575

Lectures/Seminar
Oct. 16 (World)War and imperialism – Part II
Oct. 18 Democracy / Depression / Dissonance

WEEK 8  Colonial Expansion & the China War (1927-1941)
Readings
- MMJ, pages 576-624

Lectures/Seminar
Oct. 23 War and imperialism – Part III: The Making of Total Empire
Oct. 25 No class BUT . . .

Virtual Assignment (Timed)

WEEK 9  The Pacific War (1941-1945)
Readings
- MMJ, pages 625-75

Lectures/Seminar
Oct. 30 (World) War and (counter) imperialism – Part IV
Nov. 1 Seminar
WEEK 10  Reveling and Reckoning (1945-1952)
Readings
- MMJ, pages 675-715

Lectures/Seminar
Nov. 6  The Bomb(s), The End
Nov. 8  Occupation Overhaul

Week 11  Justice? (1945-1952)
Readings

Lectures/Seminar
Nov. 13  No Class/ Fall Study Day
Nov. 15  Guilt, Responsibility, and Allied War Crimes Operations

WEEK 12  Memory Controversies
Readings

Lectures/Seminar
Nov. 20  Seminar
Nov. 22  In-Class Gobbet

Week 13
Nov. 27  Seminar

Term Paper Due

Nov. 29  Exam Preparation and Wrap Up