JAPAN:
POLITICS, CULTURE, SOCIAL CHANGE 1868-1952
(HIST10049)

2012-2013
JAPAN: POLITICS, CULTURE, SOCIAL CHANGE 1868-1952
20 credit, Semester 2 course. Course Code: HIST10049

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This document is available in larger print, or on different coloured paper, or as unbound pages, on request. Please contact the School Reception in G.08, Doorway 4, Teviot Place or email M.T.Rafferty@ed.ac.uk (0131 650 3780).
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Introduction

This one semester option course explores the political, social and cultural changes that occurred in Japan from the Meiji Restoration in 1868 to the end of the American occupation in 1952. It particularly focuses on such issues as the evolution and nature of popular protest, the status of ‘minorities’, the formation of national and cultural identities, Japanese ‘fascism’, and the impact of the American occupation after World War Two.

Excellent surveys of modern Japanese history and culture include:


Recommended novels covering, or touching upon, this period include:

Soseki Natsume – *Kokoro*
Junichiro Tanizaki – *The Makioka Sisters*
Osamu Dazai – *The Setting Sun*
Shohei Ooka – *Fires on the Plain*
Yasunari Kawabata – *Snow Country*
Kazuo Ishiguro – *An Artist of the Floating World*
Masuji Ibuse – *Black Rain*

For primary sources (in translation), consult the following:

General Information and the School Intranet

Within this handbook, you will find an overview of your course, including specific information on seminar topics, reading lists and coursework. You will also find information relating to the University’s policy regarding plagiarism.
It will be assumed that you have read and digested these.

Additional important information relating to Honours level study is detailed in the History Honours Handbook, available online via the following link:  
http://www.shca.ed.ac.uk/student/undergraduate/history/.  
It is essential that you familiarise yourself with this.

The School has developed an undergraduate student intranet to provide you with essential information and you are strongly advised to check the Intranet regularly for information or guidance throughout the year. The Intranet is at: http://www.shca.ed.ac.uk/student/undergraduate/  

It covers your current studies, guidance on submitting coursework, assessment regulations, essential forms, plagiarism, important news and events and more. It also has contact information for your Course Secretaries, Student Support Officers and Student Reps. Over the year information will be added on choosing honours courses and degree results.

There are also sections for the School’s Student Support Office and academic guidance, library and computing services and the School's student/staff liaison. In addition there are links to your subject areas and student societies.

Seminars: Thursdays, 11.10am - 13.00 p.m. Room G.15 Doorway 4
Course Assessment

You will be required to write ONE essay for the course (between 2,500-3,000 words), which counts for 33% of your overall course mark. A further 62% of the course mark will come from a two-hour final examination at the end of the academic year (in which you will answer two questions), with the remaining 5% of the course mark decided on the basis of seminar participation. A detailed explanation of all these assessment elements will be given at the first class of the semester.

Visiting Students in 3/4MA courses must fulfil the same course requirements as other students. Those in attendance for the first semester only will be given a take-home examination paper. Those in attendance for a whole year or for the second semester only must sit the degree examinations at the end of the academic year.

Coursework submission

All undergraduate coursework in the School of History, Classics and Archaeology is marked anonymously. All coursework must be submitted in the following way, by the deadlines stated below, to be accepted for marking.

• An electronic copy of your coursework must be submitted via the Learn site by the deadline given below. (Full details of acceptable file types etc will be given in the Learn dropbox area).

• You should make two paper copies of your coursework and insert only your Examination Number in the header of every page

• Do not add your name to your coursework

• Add a completed, personalised cover sheet (with barcode) to each copy

• Staple each copy and paperclip the two copies together

• Add your completed ‘Declaration of Own Work’ to the top copy only

• Put both copies in the marked Drop Box near School Reception (G.08) on the ground floor of the William Robertson Wing by the deadline given below.

• Paper copies can be submitted at any time before 4pm on the day of the deadline. You should aim to submit your copies as early as possible that day. Essay drop boxes will be sealed promptly at 4pm. Do not leave submission until the last minute.
N.B. Coursework will not be considered “complete” and “on time” unless the electronic copy is submitted by the stated deadline, AND the two hard-copies are in the dropbox by the designated deadline.

Your personalised cover sheet and the Declaration of Own Work can be printed from Learn or the Student Intranet at http://www.shca.ed.ac.uk/student/undergraduate/coursework/

Coursework deadlines

<table>
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<tr>
<th>Coursework: Semester 1 Essay</th>
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<tr>
<td>Deadline: Monday 26 November 2012</td>
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<tr>
<td>Electronic deadline: 12 noon</td>
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<tr>
<td>Hard copy deadline: 4pm (drop boxes will be closed promptly at 4pm)</td>
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It is essential for fairness that all students hand in their coursework by the same deadline. The time of electronic submission is automatically recorded, and there are penalties for late coursework submission.

It is your responsibility to check your own deadlines.

We will be providing a dummy dropbox on Learn for each course which will allow you to practice submitting your coursework electronically. Please use this to practice uploading a file similar to your coursework submission. Technical problems will not be accepted as an excuse for missing the deadline.

Any problems (before the deadline) with the dropbox, please email hca-web@ed.ac.uk stating:

- Your name and student ID
- The course you are trying to submit work for
- A description of the problem
- If it is near the deadline, a copy of your coursework
Late Coursework

Late coursework must be handed in at School Reception where the staff will date and time stamp your work.

Late coursework submitted without an authorised extension will be recorded as late and the following penalties will apply: 5 percentage points will be deducted for every working day it is late, up to a maximum of 5 working days. After this time a mark of zero will be recorded.

An initial mark of 70% will therefore be reduced to 65, 60, 55, 50 and 45 over five working days, and then to 0.

These penalties follow the University’s Assessment Regulations.

Late coursework will only be accepted without penalty if you have provided a good reason and have been granted an extension in advance.

Return of Coursework

You will be notified by email when coursework is ready for collection.

You should collect your marked coursework from School Reception (G.08) and you will be asked to produce your student card to confirm your Examination Number.

Plagiarism

The University takes plagiarism very seriously and is committed to ensuring that so far as possible it is detected and dealt with appropriately.

Plagiarism is the act of including in one’s work the work of another person without providing adequate acknowledgement of having done so, either deliberately or unintentionally. At whatever stage of a student’s course, whether discovered before or after graduation, plagiarism will be investigated and dealt with.

Avoiding plagiarism

Students must ensure that any work they submit for assessment is their own, and they will be required to sign an Own Work Declaration confirming this when submitting their coursework. Where their work includes quotations, theories, ideas, data or any other materials which are the work of another person or persons, they should ensure that they have taken all reasonable steps
to acknowledge the source. Students should ensure that they are familiar with the referencing requirements of their programme of study.

Plagiarism and how to avoid it will be covered in the compulsory SHCA Year Group meetings. Further information can also be found on the University website at the following URL:

http://www.docs.sasq.ed.ac.uk/AcademicServices/Discipline/PlagiarismStudentGuidance.pdf

Plagiarism software

Many areas of the University now use ‘Turnitin’ plagiarism detection software to assist in detecting possible cases of plagiarism. The School of History, Classics and Archaeology will run plagiarism detection software on all courses where electronic submission is a compulsory requirement in addition to the hardcopy submission.

Special Circumstances

Special circumstances can sometimes affect a student's performance in following a course, in producing coursework or in completing examinations. Procedures exist to highlight these circumstances and seek consideration of them in evaluations of academic performance – we will only consider special circumstances requests which are properly reported and fully documented. For more information, please see:

http://www.shc.ed.ac.uk/student/undergraduate/current_studies/Specialcircumstances.htm

Past Exam Papers

Can be located via the following link:
http://www.exampapers.lib.ed.ac.uk.ezproxy.webfeat.lib.ed.ac.uk/History0405.shtml

Ethics Policy

The School of History, Classics and Archaeology has an Ethics policy designed to ensure that all research conducted by its staff and students meets a high standard of respect, consideration, accountability and objectivity. Instances where ethical issues may arise include: interviewing as part of an oral history project; the use of private papers where consent both to use and then make use of the papers may be required; work potentially involving defamation and detraction; material
over which copyright is either unclear or formal permission of use must be obtained; and duties of confidentiality and disclosure. Fuller details of the School’s Ethical criteria and procedures may be found at:

http://www.ed.ac.uk/schools-departments/history-classics-archaeology/research/ethics-procedures

This site also contains the relevant forms for completion; if in doubt, fill them out. These should then be sent to Lesley.McLean@ed.ac.uk to be read in the first instance by the Research Director, possibly in consultation with your supervisor and/or Head of Subject Areas. We would aim to provide you with a response within 48 hours during semester time.
SEMINAR PROGRAMME

Week One – Introduction to the Course

Week Two – The Meiji Moment: 1868 – 1889

Questions:
- Who were the Meiji leaders – in social and cultural terms – and how inclusive of broad Japanese interests were their aims in government?
- What were the pillars of the new state?
- How significant were foreign pressures in shaping Japan in this period?
- To what extent was the 1889 Constitution based on open, wide-ranging consultation?

General
H. Wray, H. Conroy (eds), Japan Examined (Honolulu, 1983).
S. Vlastos, Peasant Protests and Uprisings in Tokugawa Japan (Berkeley, 1986).
Helen Hardacre (ed.) New Directions in the Study of Meiji Japan (Brill, 1997).

Politics and the Early Leadership


D. Keene, Emperor of Japan (NY, 2002).


Japan and the World


Questions:
- Which reforms were ‘revolutionary’ and why?
- How effective was the Japanese state in shaping public thinking?
- What was the nature of the relationship between government and business in this period?
- Did protest achieve anything in this period, and what general lessons about ‘protest’ arise from this context?

The State and the Public


**Business and Workers**


A. Walthall, "The Life Cycle of Farm Women in Tokugawa Japan" in G. Lee
J. Lebra, "Women in All-Male Industry: The Case of Sake brewer Tatsu'uma Kiyo", in *ibid*.

**Everyday Life and Protest**

D. Ambaras, *Bad Youth: Juvenile Delinquency and the Politics of Everyday Life in Modern Japan* (Berkeley, 2006),
M. Hane, *Peasants, Rebels and Outcasts: The Underside of Modern Japan* (NY, 1982).

**Week Four – Japan’s Minorities**

**Questions:**

- To what extent were Japanese women made to suffer for the sake of the new nation?
- Who did Japan’s feminists think they were, and what did they want?
- Were Japanese women in general a ‘minority’ – in social and political terms – or only the troublesome ones?
- By what means was a clear ‘Japanese’ identity created or imposed in this period, and what were its contradictions?
- Was Hokkaido Japan’s first colony?
- In what ways did ordinary Japanese discriminate against minorities, and where did they ‘learn’ their hatred or suspicion?
Japanese Identity
T. Morris-Suzuki, "Becoming Japanese: Imperial Expansion and Identity Crisis in the early Twentieth Century", in *ibid*.
D. Doak, "Culture, Ethnicity and the State in the Early Twentieth Century" in *ibid*.

Ainu and Okinawans
Gender and Feminism in Japan


Ayako Kano, *Acting Like a Woman in Modern Japan* (NY, 2001).


Week Five – The Failure of Politics

Questions:
- What is meant by ‘Taisho democracy’? Does it connote just the mood of the time or imply a lasting impact on Japanese culture and politics?
- Were Japanese in this period psychologically and/or culturally incapable of democracy?
- Might better politicians have saved Japan’s political system in the 1920s and early 1930s?
- To what extent can insufficient popular will and involvement be held responsible for the disintegration of Japanese democracy?
- To what extent did the Japanese Left embody ‘foreign’ values, and how much of a problem was this?

General Politics
K. Shuichi, "Taisho Democracy as the Pre-Stage for Japanese Militarism", in B. Silberman, H. Harootunian (eds), Japan In Crisis: Essays on Taisho Democracy (Princeton, 1974).
L. Carlile, "Zaikai and Taisho Demokurashii 1900-1930", in S. Minichiello *Japan's Competing Modernities* (Honolulu, 1998).
S. Garon, "Fashioning a Culture of Diligence and Thrift: Savings and Frugality Campaigns in Japan 1900-1931", in *ibid*.
S. Garon, "State and Society in Interwar Japan", in M. Goldman, A. Gordon (eds), *Historical Perspectives on Contemporary East Asia* (Cambridge, Mass. 2000).

**Christianity and Socialism**
M. Mullins, “Christianity as a Transnational Social Movement”, *Japanese Religions*, 32.

**Japanese Conservatism**
Week Six – Ideology and Activism

Questions:
- What is the relationship between institutional education and big ideas?
- Did radical activism change hearts, minds, and policy, or did the majority of Japanese find it off-putting?
- In your opinion which aspects of European culture and philosophy most affected Japanese politics and society from the mid-nineteenth century onward?
- Was right-wing ideology something new in this period, or merely the continuation of an older thread?
- How useful is ‘modernity’ as a conceptual category in the Japanese context, and what does it actually mean?

Big Ideas
A. Swale, *The Political Thought of Mori Arinori* (Richmond, 2000).

The Education System
D. Roden, *Schooldays in Imperial Japan* (Berkeley 1980).
M. Nagai, "Westernization and Japanization: The Early Meiji Transformation of


**Activism**


H. Smith, Japan’s First Student Radicals (Cambridge, Mass. 1972).


W. Dean Kinzley, Industrial Harmony in Modern Japan (London 1991), for the State's response to the 'labour problem'.


A. Gordon, Labor and Imperial Democracy in Prewar Japan (Berkeley, 1991).


R. Scalapino, Democracy and the Party Movement in Prewar Japan (Berkeley, 1953).


S. Garon, The State and Labor in Modern Japan (Berkeley, 1987).


L. Carlile, Divisions of Labor (Honolulu, 2005).


Week Seven – The Question of Japanese ‘Fascism’

Questions:
- What is the difference between militarism and fascism, and what light does this distinction shed on the Japanese experience in the 1930s and early 1940s?
- In social–demographic terms, who were Japan’s ‘fascists’?
- How great was the domestic reach of Japan’s police and intelligence services?
- How does Japanese ‘fascism’ differ from that of those European countries associated with fascism in this period?

Japanese Nationalisms
D. Brown, Nationalism in Japan (Berkeley, 1955).
T. Havens, Farm and Nation in Modern Japan: Agrarian Nationalism (Princeton, 1974).
E. Ohnuki-Tierney, Kamikaze, Cherry Blossoms and Nationalisms (Chicago, 2002).
B. Marshall, Capitalism and Nationalism in Pre-war Japan (Stanford, 1967).

Military Institutions and the Rise of Militarism
R. Smethurst, A Social Basis For Prewar Japanese Militarism in the Army and Rural Community (Berkeley, 1974).
T. Najita, "Japanese Revolt Against the West: Political and Cultural Criticism in the Twentieth Century", in The Cambridge History of Japan, vol. 6 (Also in B. Tadashi, Wakabayashi, ed. Modern
Japanese Thought, ch. 5).


M. Peattie, Ishiwara Kanji and Japan's Confrontation With the West (Princeton, 1975).


‘Fascism’


W. Miles Fletcher, The Search For a New Order: Intellectuals and Fascism in Prewar Japan (Chapel Hill, 1982).


Week Eight – Empire in Asia

Questions:
- What factors prompted Japan to become a colonial power in the early twentieth century?
- Was there anything distinctly ‘Japanese’ about Japanese imperialism?
- Does the Japanese claim of ‘defensive imperialism’ hold water?
- In what parts of Japanese society did the impetus for imperialism originate, and was there ever mass support for it?
- At what point – if any – did Japan’s Empire reach over-stretch?

General
S. Tanaka, Japan's Orient (Berkeley, 1993).
Urs Matthias Zachmann, “Blowing up a Double Portrait in Black and White: The Concept of Asia in the Writings of Fukuzawa Yukichi and Okakura Tenshin”, Positions 15:2 (Fall 2007): 345-68.

Japan's Early Empire
M. Jansen, "Japanese Views on China During the Meiji Period", in A. Feuerwerker et. al., Approaches to Modern Chinese History (Berkeley, 1967).
M. Mayo, The Emergence of Imperial Japan (Cambridge, 1970).
A. Iriye, "Japan's Drive to Great Power Status", in The Cambridge History of Japan, vol. 5. (Also in M. Jansen, The Emergence of Meiji Japan, ch. 5).

Korea and China
H. Conroy, Japan’s Seizure of Korea (1960).
M. Mayo, "The Korean Crisis of 1873 and Early Meiji Foreign Policy", Journal of
Week Nine – The Sino-Japanese and Pacific Wars

Questions:
- What was – and has been since – the meaning of Nanjing?
- What characterized Japanese women’s experiences of the war?
- How effective was the Japanese state at truly mobilizing the population?
- Why did Japan lose the Pacific War?

General / The Course of the Wars
See previous material on Japan’s empire and relations with China, plus:
E. Ohnuki-Tierney, Kamikaze, Cherry Blossoms and Nationalisms (Chicago, 2002).


**The Home Front**


The Military Dimension

Week Ten – Remembering Hiroshima and Nagasaki

Questions:
- In what ways is the war remembered by the Japanese?
- In what ways have war memories shape the Japanese views of war, peace, and their country’s place in the world?

General
A. Gordon (ed), Postwar Japan as History (Berkeley, 1993).

On Memory
L. Hein & M. Selden, Censoring History: Citizenship and Memory in Japan, Germany and the United States (2000).

**Hiroshima and Nagasaki**


[New College Library]
Maruki Gallery, *The Hiroshima Panels* [from an exhibition of artwork relating to the Hiroshima bombing].
Norma Field, *In the Realm of a Dying Emperor* (NY, 1993).

**Novels of interest**

S. Ooka – *Fires on the Plain*
D. Osamu – *The Setting Sun*
D. Osamu – *No Longer Human*
M. Ibuse – *Black Rain*
See also:

Week Eleven – The American Occupation

Questions:
- How do you measure the ‘success’ or ‘failure’ of the occupation?
- To what extent are the post-war reforms a complete break from the past?
- How significant is the occupation period in Japan’s modern history?

General Postwar Japan
G. Allinson, Japan's Postwar History (Ithaca, 1997).
M. Hanneman, Japan Faces the World 1925-1952 (Harlow, 2001).
R. Sims, Japanese Political History Since the Meiji Renovation.
M. Hane, Eastern Phoenix: Japan Since 1945 (Boulder, 1996).

The Occupation
K. Kawai, Japan’s American Interlude (Chicago, 1960).
J. Dower, "Occupied Japan and the Cold War in Asia", in J. Dower, Japan in War and Peace:
J. Dower, "Yoshida in the Scales of History", in ibid.
S. Garon, The State and Labour in Modern Japan, Epilogue
L. Hollerman, "International Economic Controls in Occupied Japan", in ibid.
T. McNelly, "Induced Revolution: The Policy and Process of Constitutional Reform in Occupied Japan", in ibid.
K. Steiner, "The Occupation and the Reform of the Japanese Civil Code", in ibid.
S. Pharr, "The Politics of Women's Rights", in ibid.
R. Ward, "Conclusion", in ibid.
Yukiko Koshiro, Trans-Pacific Racisms and the U.S. Occupation of Japan (NY, 1999).
Sodei Rinjiro, Dear General MacArthur (Lanham,2001).
L. Carlile, Divisions of Labor (Honolulu,2005).

**A New Deal for Japan's Women?**


**Creativity and Censorship**


M. Mayo & J. Rimer (eds.), *War, Occupation and Creativity* (Honolulu, 2001)

M. Mayo, 'To Be or Not To Be: Kabuki and Cultural Politics in Occupied Japan', in *ibid*