HIST3520
WAR, EMPIRE AND CULTURE:
A HISTORY OF MODERN JAPAN

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@Ourimbah, Thursday after tutorial (1pm), or by appointment

Callaghan Campus Timetable
HIST3520
Enquiries: School of Humanities and Social Science
Semester 1 – 2008
Lecture and Tutorial
Wednesday 13:00 - 15:00 [V101]
Wednesday 15:00 - 17:00 [V109]
Commence
Week 2

Ourimbah Campus Timetable
HIST3520
Enquiries: School of Humanities and Social Science
Semester 1 – 2008
Lecture and Tutorial
Thursday 9:00 - 11:00 [O_CS2.01]
Monday 14:00 - 15:00 [O_CN2:1.11]
Commence
Week 2

Online Tutorial Registration:

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008
CTS Download Date: 12.2.2008
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

NB: Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard**: Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Details about the following topics are also available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

**Important Additional Information**

**Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

Submit the assessment item to other forms of plagiarism checking.

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html
Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

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<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
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<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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THE COURSE

HIST3520 covers the history of Japan from the rise of the Tokugawa Shogunate in the early 17th century to the end of the 20th century. It aims to familiarise students with the development of the modern Japanese nation in political, ideological, economic, cultural, and social areas. Some of the themes to be covered include Japanese feudalism (or, Japan’s Middle Ages), the centralised bureaucratic structure of the Tokugawa period, Western encroachments, Japanese nationalism, industrialisation, militarism and imperialism, the post-war Occupation, the economic miracle, the 1990s recession, minorities, social inequalities, globalisation, diasporas, and popular culture.

The course caters for those with an interest in politics and diplomatic processes as well as for those with interest in culture and representation.

COURSE OBJECTIVES

Students will be encouraged to:
- think creatively about, and reflect critically on the nature of, Japanese history
- critically assess the arguments and debates of historians and other writers/researchers in the field
- make good use of their research time in preparation for major items of assessment
- develop strong written and oral skills

ADDITIONAL INFORMATION

Lectures:

Weekly lectures begin on Wednesday 20 February (Callaghan Campus) and Thursday 21 February (Ourimbah Campus). Students are encouraged to attend all lectures as they will not be tape recorded, nor will lecture notes be made available on Blackboard. However, one-page lecture summaries will be up on Blackboard a day or two before each weekly lecture.

Tutorials:

Tutorial classes are crucial to the learning process, and it is imperative that students do not miss any of them unnecessarily. Attendance in tutorials will be recorded, and medical certificates will be requested if students miss more than three tutorials during term.

It is important to prepare for tutorials. A good preparation involves reading and critically thinking about the required readings for the week. Of course, students are encouraged to read beyond the set readings. There will be no class presentation, but every student will be expected to engage in a ‘vigorous’ class discussion. So, do not be afraid to contribute to the class discussion. You will be amongst peers and friends in a very supportive academic environment. Listen to what others have to say and, in turn, others will listen to you. Do not let this opportunity pass you by. Participate and you will feel rewarded.

Key points to bear in mind when preparing for, and participating in, tutorials include:
- Make tutorials interesting by reading sources, thinking about them and raising questions.
- Students are expected to read ‘around’ the tutorial subjects, and look up those words/concepts that are not clear. If something is not understood, find out more about it and raise it in the tutorials.
- Tutorial marks will be allocated on the quality of student participation.
- Overcome shyness and talk in tutorials. There are no ‘stupid questions’. If something is unclear, raise it in class and discuss its relevance. Public speaking is a matter of practice — the more you do it, the easier it gets.

Assessment:

All assignments are to be typed (double-spaced with sufficient margins for markers to comment) and handed to the tutor, with the appropriate cover sheet, by the due date. Essays can only be emailed or sent by mail with the express permission of the course coordinator.
Extensions:

Extensions for written work will only be granted in special circumstances, and will require written evidence (such as a medical certificate), if necessary, and the official approval of the course coordinator. It is a matter of courtesy to contact the course coordinator before the due date of the essay if an extension is required. The Faculty's policy states: ‘assignments submitted after the due date without an extension of time or after the expiry of an extension of time may incur a minimum penalty of 5% per day and up to 25% per week of the maximum value of the assignment’ http://www.newcastle.edu.au/faculty/educ-arts/studentguide/policies.html (18 December 2003).

General comments on written assignments:

Assignments must be written in clear, error-free English. Written work with a great amount of spelling or grammatical mistakes will be returned for resubmission. For assistance with essay writing, please make use of the learning facilities provided by the university. Consult handbook or web for location


Note: All written work must use non-discriminatory language. Discriminatory language is that which refers in abusive terms to gender, race, age, sexual orientation, citizenship or nationality, ethnic or language background, physical or mental ability, or political or religious views, or which stereotypes groups in an adverse manner that is not supported by evidence. This is not meant to preclude or inhibit legitimate academic debate on any issue; however, the language used in such debate should be non-discriminatory and sensitive to these matters.

Footnotes and bibliography:

Footnotes and bibliographies must be in the correct format, using Chicago-style footnoting as detailed in the course guide. Essays with inadequate footnoting will not be accepted and will have to be resubmitted.

The following points are important:

• Footnotes must be at the bottom of each page, NOT at the end of the essay (these are called ‘endnotes’, not footnotes). Note that there are several different styles of footnoting, and that different disciplines use different styles (historians, sociologists, linguists, etc, use different styles to conform to international conventions in their field). It is important that you conform to the style of your field.

• Footnotes should be used to indicate the source of all direct quotations. At the same time, all quotations not from primary sources should be kept to a bare minimum: arguments from secondary sources should be summarized/paraphrased and not written at length.

• Footnotes should also be used to acknowledge the ideas of others, or when interpretation or information is contentious in some fashion. If all the information and ideas in a particular paragraph are from the same source, then one footnote at the end of the paragraph is sufficient. Ordinarily, almost every paragraph will have at least one footnote — except for the introduction, conclusion, and any paragraphs that are primarily based on your own observations.

• A bibliography must be attached to the essay (on a separate sheet of paper). The bibliography should list, in alphabetical order of author or editor's surname, all works which have substantially contributed to the writing of the essay. It should also include all works cited in the footnotes, or that otherwise proved crucial to the overall writing of the paper.

Plagiarism:
Plagiarism is the act of presenting somebody else's words as your own. You plagiarise if, for example, you do not acknowledge the source of a particular idea (by providing a footnote), if you copy another author's sentences without enclosing them in quotation marks, or if you paraphrase too closely — even if you have acknowledged the source in a footnote. Plagiarism is akin to intellectual theft or fraud, and you should be warned that instances of plagiarism are easily recognisable by the marker, and that the university takes a very dim view of it. Penalties for plagiarism range from the deduction of marks, and the failure of the course as a whole, to expulsion from the university. Plagiarism and ways to avoid it will be discussed in lectures and tutorials, but it is your responsibility to read the University and Faculty's policies on plagiarism, in order to understand how to avoid plagiarism, and the penalties that plagiarism could bring. These can be found at: http://www.newcastle.edu.au/policy/academic/general/plagiarism.htm

MORE DETAIL ON INDIVIDUAL ASSIGNMENTS:

First, a note on Primary and Secondary Sources: Ideally, research essays should be based on a variety of evidence, and should contain both primary and secondary sources. Historians often divide material into 'primary' and 'secondary' sources. Broadly speaking, primary sources are those that were produced at the time under discussion by an observer or participant, while secondary sources were produced later, and may be based on a variety of primary and other secondary material. Newspaper reports, diaries and official reports are usually classed as primary material, while works of analysis produced by historians and others are usually considered secondary material. There are many grey areas: if, for example, one was to investigate changes in interpretations by twentieth-century historians of the French Revolution, then the works produced by those twentieth-century historians will become 'primary' sources, even though in most other cases they would be considered 'secondary' sources. Primary and secondary sources are useful in different ways and for different reasons. Historians generally use both types of material when producing analytical essays or books. Neither is 'objective' or 'unbiased'. Contemporary participants and later observers alike have their own perspectives on a particular event or question, and all historical sources are conditioned by the circumstances under which they were produced. Primary sources may convey certain things more effectively: individual experiences and beliefs, 'private' matters, and emotions, for example. Secondary sources may be better at placing an event or an issue in a broad context, and at conveying the 'big picture'. Students should practice identifying primary and secondary texts in the reading lists provided in the course guide.

Prescribed Text:

Recommended Text:

Other reading material available in the university library:
Alexis Dudden, Japan’s Colonization of Korea: discourse and power, 2005.


Paul H. Kratoska (ed.), *Southeast Asian Minorities in the Wartime Japanese Empire*, 2002


Sonia Ryang (ed.), *Koreans in Japan: critical voices from the margin*, 2000.


**ASSESSMENT**

<table>
<thead>
<tr>
<th>Class Participation &amp; Discussion Thread Exercise</th>
<th>20% or 10% each</th>
<th>Weekly</th>
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<tr>
<td>Presentation &amp; Minor Essay (2000 words)</td>
<td>20%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Major Essay (4000 words)</td>
<td>40%</td>
<td>Due Week 12 Tutorial</td>
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<tr>
<td>Class test (1 hour)</td>
<td>20%</td>
<td>In lecture time, Week 14</td>
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</table>

**Class Participation:**

Students will be assessed on their ability to communicate historical themes and ideas to other members of the class. It is important for all students to actively participate in weekly discussions. Marks will be allocated on the basis of student performance and conduct in the course. This involves students critically engaging with and assessing written material relevant to the week’s topic and not merely turning up and quietly waiting for time to pass.

**Discussion Thread Exercise:**

At the conclusion of each tutorial a question will appear on Blackboard. Students will locate the question by accessing the Discussion tab. Each student is required to respond to the question or to comments made by other students at least once. This is a way to extend discussion beyond the tutorial class. There are no limits in relation to length and number of responses.

**Presentation & Minor Essay:**

Students are required to give one presentation during the course. The presentation should not exceed 20 minutes in duration, and its purpose should be to give a brief critical overview of the topic of the week in the hope of facilitating a convivial class discussion. Topics will be allocated during the first tutorial in week 2. Students are also required to hand in an essay summary of their presentation to the tutor one week later. While the presentations are meant to be scholarly, students are encouraged to be as creative as they like as long as they are addressing the problematic of the week’s topic. The essay write up is not an exercise in creative writing however; students should adhere to the requirements of formal essay writing when handing in written material for marking (refer to notes for essay writing in the next section).

**Major Essay:**

The essay must make use of at least 10 appropriate sources. These should include articles or books or some other comparable source. Sources from the internet should be kept to a minimum. No more than 20% of the bibliography should comprise of sources retrieved from the internet.

**Length:** 4000 words

**Instructions:**

1. References should be footnoted, always with the page numbers included.
2. Double space the narrative (single space indented quotes) using 12 point font.
3. Every page should be numbered.
4. A bibliography must be added to the essay.
5. Proof read the essay before submitting it to be marked.
6. A School of History cover sheet should be attached to the front of the essay.

Some basic guidelines for essay writing:

- Researching your essay. This involves the selection and collection of relevant materials. Take notes that include the important elements of what you are reading: concepts, ideas, details of events and other descriptive information, as well as quotations or paraphrased summaries, which relate to your topic. Make sure that you clearly indicate, in your own notes, those pieces of information that are straight quotes from your sources: this will help you avoid plagiarism when writing your essay.
- Planning your essay. Your sources and relevant information must be organized. Draw up a one or two page plan of the essay using headings and sub-headings.
- Writing the essay. Remember that you are analysing, evaluating, criticizing and arguing, not just summarizing, narrating and describing. You are not only trying to answer the question in a structured fashion, but to engage critically with the question and with your sources. Make sure that you substantiate your analysis throughout the essay. Generalizations need to be supported with specific information and examples. It is useful to start with an introduction, which devotes a paragraph or two to:
  - noting what question you are answering
  - explaining how you intend to answer it, and
  - very generally pointing to the direction of your answer

The essay should also have a conclusion: this is a final paragraph that brings together the various themes or elements of the essay.

A good research essay has the following attributes:

- it has clearly answered the question
- it has considered a wide range of primary and secondary sources and has adequately referenced them.
- it has a clear argument and a good structure (paragraphs follow each other logically, there are no repetitions, links are clearly made between various ideas)
- it is written in clear and correct prose (there are no spelling and grammar mistakes, and it is easily understood)

N.B. You are expected to do much more reading than what is included in the weekly reading list for each essay. Essays that are based solely on the weekly reading material have little chance of passing. If you are not sure that the material you have gleaned on your own is adequate, you are most welcome to discuss it with the course co-ordinator.

**IMPORTANT**

- Your essay must be written in clear, error-free English. You may lose marks if it is not, and essays with a great amount of spelling or grammatical mistakes will be returned for resubmission. If you need help with essay writing, please make use of the learning facilities provided by the University.
This service is free for students at all levels, and it runs classes on essay writing, research methods, note-taking etc. http://home.newcastle.edu.au/centre/elfsc/lsp/index.html

- You must use non-discriminatory language in all your work.
- Footnotes and bibliographies must conform to the footnoting conventions outlined below.
- Any work that is not thoroughly referenced has very little chance of passing.
- Work that has no references will fail.

Referencing Guide

Below is a short guide to the referencing system used by the History Discipline. You can also check the Assignment Cover Sheet for further information. This section is taken from ‘How to Write History Essay’ which will be available through Blackboard.

G. Examples of Footnote and Bibliography Entries

In the following examples, FN indicates the footnote form of a reference and B indicates the same reference as it should appear in your Bibliography. Some points to note:

- Do not use the terms, ibid., op. cit. or any other latinism. Instead, use brief titles for all subsequent references.
- Provide the city (not the suburb or country) of publication.

Book


Journal Article


Other Examples

Translated Book


Chapter in an edited book


Book in a series


Multivolume work


Magazine or Newspaper Article [Published monthly or daily]

FN 1. Patrick Carey, “Home at Last,” Irish Daily Independent (Dublin), 16 June 1904. [If the newspaper is cited only once, there is no need to include it in bibliography. If references are more frequent, the bibliography should list the periodical with the time range consulted for research in the essay.]

B Irish Daily Independent (Dublin), 1900-1914.

Thesis or Dissertation


Electronic Sources

To cite sources available via the World Wide Web, give the author’s name (if known), the full title of the work and any reference number, the nature of digital source, the full web address, and the date of your visit (since web sites change rapidly).


Subsequent references

If there are subsequent references to works that have already been cited refer to the work by surname, short title and page number. Do not use Ibid. or any other Latin abbreviation for immediately following references, just repeat the short title citation:

2. Macintyre, Concise History of Australia, p. 35.


H. Further Reading

Books


Major Essay Questions:

1. Were there discernible changes and continuities in the everyday lives and ideas of the samurai before and after 1600? Discuss.
2. What efforts were made by the Tokugawa rulers to restore Japan's economic prosperity in the second half of the 18th century and the early part of the 19th century? Why did they fail?
3. In what way did the Tokugawa rulers seek to control elite sections of Japanese society? Were they successful in their methods of control?
4. ‘The events of 1867/68 did not in themselves constitute a revolution, although their long term consequences were in the deepest sense revolutionary’. Discuss.
5. How were Japanese citizens mobilised during the Meiji period?
6. Which specific economic and political policies were responsible for the social deprivations of the Meiji period and why? Who were the principal victims?
7. Why did the Meiji leadership equate the modern state with imperialist power?
8. Why did Japan go to war with China in 1894?
9. Was Taisho Japan more 'democratic' than Meiji Japan? How and to what degree?
10. What was the short and long term significance of the 1931 Manchurian Incident?
11. What were the main reasons for the failure of the political parties in challenging the long term control over Japan held by the military and bureaucracy?
12. Why was Emperor Hirohito not tried and punished as a war criminal? Should he have been?
13. ‘Japan is the only country which has succeeded in modernising without betraying its origins’. Do you agree?
14. To what degree was the Occupation (1945-52) a watershed in Japanese history?
15. Of all the reforms of the Occupation, which was the most successful and why?
16. Why was the socialist left unable to establish a strong popular following in Japan after the Pacific War?
17. What were the reasons behind the Liberal Democratic Party's long reign? How successful was the party in managing Japan's recovery after the Pacific War?
18. Why did Japan undergo an 'economic miracle'?
19. What impact did the recession in the 1990s have on Japanese society?
20. What role have minorities had within constructs of Japanese nationalism?
21. How relevant has Japanese youth culture been to Japanese nationalism?
22. Has globalisation altered the way that the Japanese people see themselves and others?
23. (Discuss with the tutor the possibility of devising your own essay question. This question will need to be approved by the tutor. So, make sure that you allow sufficient time for the preparation and completion of an essay based on a question other than the 22 listed above.)

Class Test:
The class test will take place during the final lecture in Week 14. It will run for 1 hour and may comprise of both a short answer component and an essay component. A discussion of the class test will take place during the lecture in Week 13.
# LECTURE OUTLINE

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<td>2</td>
<td>27-28 February</td>
<td>Before Tokugawa: Japan’s Middle Ages?</td>
<td>Introduction &amp; organisation</td>
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<td>5-6 March</td>
<td>The Tokugawa Period</td>
<td>Before Tokugawa: Japan’s Middle Ages?</td>
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<td>4</td>
<td>12-13 March</td>
<td>The End of Pax Tokugawa</td>
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<td>19-20 March</td>
<td>The Meiji State: Democratisation, Industrialisation &amp; Imperialism</td>
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<td>6</td>
<td>26-27 March</td>
<td>Taisho Japan (1912-26): social &amp; political change</td>
<td>The Meiji State: Democratisation, Industrialisation &amp; Imperialism</td>
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<td>7</td>
<td>2-3 April</td>
<td>The 1930s: Japanese militarism ascendant / 1937-45: expansion &amp; war</td>
<td>Taisho Japan (1912-26): social &amp; political change</td>
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<td>8</td>
<td>9-10 April</td>
<td>Reform &amp; Reverse: The Allied Occupation &amp; Japan in the 1950s</td>
<td>The 1930s: Japanese militarism ascendant / 1937-45: expansion &amp; war</td>
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<td>Semester 1 Recess</td>
<td>14-25 April</td>
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<td>9</td>
<td>30 April/1 May</td>
<td>The Japanese ‘Economic Miracle’ / economic recession in the 1990s</td>
<td>Reform &amp; Reverse: The Allied Occupation &amp; Japan in the 1950s</td>
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<td>10</td>
<td>7-8 May</td>
<td>Post war Japanese foreign relations (east &amp; west) / industrialisation &amp; the environment</td>
<td>The Japanese ‘Economic Miracle’ / economic recession in the 1990s</td>
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<td>12</td>
<td>21-22 May</td>
<td>Globalisation, popular culture &amp; the diaspora</td>
<td>Modern Japanese society: corporate management, education, marginalisation &amp; social struggles</td>
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<td>13</td>
<td>28-29 May</td>
<td>Course evaluation, conclusion &amp; exam preparation</td>
<td>Globalisation, popular culture &amp; the diaspora</td>
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<td>14</td>
<td>4-5 June</td>
<td>Class Test</td>
<td>No tutorials</td>
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TUTORIAL GUIDE

Week 1: No tutorials

Week 2: Introduction & organisation

Week 3: Before Tokugawa: Japan's Middle Ages?

FOCUS QUESTIONS:

Who are the Japanese people? Where do they come from? In what way did China and Korea influence the early formation of Japanese society? Why is Japan often referred to as being culturally distinct and isolated when there are clear historical links to China and Korea? What ever happened to the original inhabitants of Japan? What was the nature of political and social organisation in Japan prior to the emergence of the Tokugawa bakufu? Who were the samurai? What were the circumstances behind the emergence of a warrior class? How did Japan become a feudal society? What sustained Japan’s early feudal order?

Readings


Further Readings


B. L. Batten, To the Ends of Japan: premodern frontiers, boundaries, and interactions, 2003.


Week 4: The Tokugawa Period

FOCUS QUESTIONS:

How did the Tokugawa bakufu emerge? How did it enforce power and control over Japanese society? Was the bakufu an authoritarian government? How did the bakufu leadership affect the daily life of the population? What were some of the achievements of the bakufu? Was bakufu leadership effective in integrating disparate parts of Japanese society?

Readings


**Further Readings**


**Week 5: The End of Pax Tokugawa**

**FOCUS QUESTIONS:**

Why did the Tokugawa bakufu collapse? Who were the major groups advocating restoration of imperial power? What were their motivations? How did they achieve their goals? How widely have historians interpretations of the Restoration differed over the years? Can the Restoration be classified as chiefly a nationalist movement? Was it a class struggle between 'lower samurai' and the ruling elites? Was the Restoration a ‘revolution’ or ‘little more than a coup which shifted rule from one sector of the ruling class to another’? What was the impact of the Western intrusion?

**Readings**

Gordon, Part1: 4; Part 2: 5, 6

Tipton, pp.18-35

**Further Readings**


**Week 6: The Meiji State: Democratisation, Industrialisation & Imperialism**

**FOCUS QUESTIONS:**
Who ruled Japan during the Meiji period? How did they rule? What kind of tensions and syntheses existed between modern forms of control and ‘traditional’ equivalents? Was the transformation of Japan into a modern nation-state successful at that time? What areas of society and government did the Meiji leaders attempt to reform and how? Who were the players in this field, and what kind of opposition did they encounter? What was the notion of life without ‘politics’? On whom was it applied? What were the consequences of life without ‘politics’? What impact did ‘modernity’ have on the lives of ordinary Japanese in areas such as education, law, urbanisation, gender relations, and industry? To what degree was rural Japan affected by such societal changes? Can we make a distinction between the urban and rural experience? What was the impetus for Meiji imperialism? How did Japan proceed to form an empire abroad? Explain the origins and course of the Sino-Japanese War? What were the provisions of the Treaty of Shimonoseki and what did it say about Meiji imperialism? Was Meiji imperialism the cement of Japanese modernisation?

**Readings**

Gordon, Part 2: 7, 8

Tipton, pp.36-87

**Further Readings**


**Week 7: Taisho Japan (1912-26): social & political change**

**FOCUS QUESTIONS:**

Why did many Japanese seek liberation from the Meiji past? Why was there a shift away from oligarchy after 1918? Did a new political consciousness appear? Was there a ‘loss of state deals and national purpose’ during the Taisho period? What were the most salient features of Taisho culture? How did the culture interact with and represent changes in government and political practice?

**Readings**

Gordon, Part 3: 9, 10
Further Readings


Week 8: The 1930s: Japanese militarism ascendant / 1937-45: expansion & war

FOCUS QUESTIONS:

When did Japan’s war begin? Why did Japan feel the need to seek territorial aggrandisement on the Asian mainland? Why did ‘militarism’ gain the ascendancy in Japanese political life in the early 1930s? Why did Japan invade China in 1937? Can we simply say that Japan caused the Pacific War? What was the Greater East Asia Co-Prosperity Sphere? What vision of Japan and Asia did it propose? Were subject peoples of Southeast Asia treated any better by the Japanese than they had been by Europeans? Why did some Southeast Asians resist the Japanese? What form did such opposition take? Were Japan’s actions in assisting nationalist movements sincere or simply a strategic spoiling tactic introduced when the tide of war turned against Japan? Was Japan’s occupation/ liberation of Southeast Asia a true manifestation of ‘pan-Asianism’? What were its long term consequences?

Readings

Gordon, Part 3: 11, 12

Tipton, pp.108-142

Further Readings


L. Young, *Japan’s Total Empire: Manchuria and the culture of wartime imperialism*, 1998.

Week 9: Reform & Reverse: The Allied Occupation & Japan in the 1950s

FOCUS QUESTIONS:
To what extent were changes in the immediate post-war period the result of Allied Occupation policy? Assess this in terms of land reform, politics, education, and industrial and social reform. Did the Allies impose, from above and by military force, ideas of democracy? How successful were such ideas? By what understanding of pre- and wartime Japan were these reforms carried out? How did the Japanese population receive the occupying forces? How did they respond to post-war reforms? What other concerns might the population have had in those years?

Readings

Gordon, Part 3: 13
Tipton, pp.143-176

Further Readings


Week 10: The Japanese ‘Economic Miracle’ / economic recession in the 1990s

FOCUS QUESTIONS:

What areas of industry and commerce were seen as crucial to Japan’s future? How was the massive program of economic reconstruction paid for? How and why was Japan able to successfully compete against European manufactures in high tech industries such as electronics and car manufacturing? Was the role of MITI (Ministry of Internal Trade and Investment) a crucial one? What continuities can you see in Japan’s pre-war and post-war economies? Who have been the winners in Japan’s ‘economic miracle’? Who is primarily responsible for this miracle: business, the bureaucracy, the government, or the people? To what degree can Japan’s success be explained in cultural terms? What happened to the miracle in the 1990s? How did the recession affect Japanese society. What impact did it have on national ideology? Was there a growing rupture between competing groups in areas of gender, class, region, generation, etc.?

Readings

Gordon, Part 4: 14
Tipton, pp.177-190, 210-217

Further Readings


Week 11: Post war Japanese foreign relations (east & west) / industrialisation & the environment
FOCUS QUESTIONS:

How would you describe post-war Japan’s relations with the West? What has been its relationship with other Asian countries, particularly China and the nations of Southeast Asia? What impact did the Cold War have on Japan? Has Japan’s ‘economic miracle’ strained its relations with the West, Southeast Asia, and elsewhere? Does the legacy of the Pacific War still haunt Japan? How does Japan react to all such criticism? What has been the impact of industrialisation and the ‘economic miracle’ on the environment? Has environmental degradation threatened the Japanese economy and its concomitant culture of consumption? What have been the responses to this threat, social and political?

Readings
Gordon, Part 4: 16
Tipton, pp.191-197, 207-209

Further Readings
G. Curtis (ed), Japan’s Foreign Policy After the Cold War, 1993.

Week 12: Modern Japanese Society: corporate management, education, marginalisation & social struggles

FOCUS QUESTIONS:

How would you define the Japanese workforce? Are there traditional pressures placed on Japanese students, workers, and others? How is the ‘Japanese Way’ defined by the Japanese? How is it defined by others outside of Japan? Is there a ‘Japanese Way’? What groups in post-war Japan were left out of the ‘economic miracle’? What are the historical and cultural bases of their oppression? How have they been marginalised and how are they seeking liberation? Are ‘traditional’ gender roles being transgressed and/or compromised?

Readings
Gordon, Part 4: 15
Tipton, pp.174-176, 197-207, 217-225

Further Readings


**Week 13: Globalisation, popular culture & the diaspora**

**FOCUS QUESTIONS:**


**Readings**

Gordon, Part 4: 16

Tipton, pp.217-228

**Further Readings**


Mike Douglass & Glenda Roberts (eds), *Japan and Global Migration*, 2000.


**Week 14: No Tutorials**