

HIST - 3367 - Japan since 1600

3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

1. Course Ownership/Implementation/Justification

Department*	History
Required Approval Steps*	<input type="checkbox"/> Undergraduate Studies Department Committee Review <input type="checkbox"/> Undergraduate Studies Department Chair/Program Director <input checked="" type="checkbox"/> Undergraduate Studies College Curriculum Committee
Will the course be cross-listed with another area?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, has an agreement with department(s) been reached?	<input type="radio"/> Yes <input type="radio"/> No
Department(s) and Course(s) that will be cross-listed with this course	
Catalog year of implementation*	<input checked="" type="radio"/> 2016 - 2017 <input type="radio"/> 2017 - 2018
Term(s) Course will be TYPICALLY Offered:*	<input checked="" type="checkbox"/> Fall (including all sessions within term) <input checked="" type="checkbox"/> Spring (including Winter Mini all sessions within term) <input type="checkbox"/> Summer (including Summer Mini and all sessions within term) <input type="checkbox"/> Contact Your Academic Advisor
Justification(s) for Adding/Revising Course for Core*	1k. Other (use field below)
State the rationale	

for creating this new Core course or revising the existing Core course:*

This is a course on the human condition that looks at different ways that people have experienced the world. The study of Japan since 1600 will expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. The class explores history from multiple perspectives, analyze historical evidence, craft historical arguments. Students will learn to write clearly and concisely. These skills help us understand a multitude of human experiences in a complex world.

Justification - if "other" selected above:

Course meets requirements for category IV. LANGUAGE, PHILOSOPHY & CULTURE.

2. Course Catalog Information

Instructional Area/ Course Prefix* HIST

Course Number* 3367

Long Course Title* Japan since 1600

Short Course Title (30 character limit)* Japan since 1600

Instruction Type* Lecture ONLY

Lecture* 3

Lab* 0

Course Credit Level* Junior

Grade Option* Letter (A, B, C.....)

Can this course be repeated for credit?* Yes No

If Yes, how often and/or under what conditions may the course be repeated?

Maximum number of credit hours required of this course in degree plan* 3.0

Number of course completions (attempts) allowed* 3

Are multiple enrollments allowed for course within a session or term?* Yes No

CIP Code* 54.0106.0001

- Requisite Checks in PeopleSoft (functionality within PeopleSoft)***
- Need to adjust requisite checks already in place - Begin enforcement Fall
 - Need to adjust requisite checks already in place - Begin enforcement Spring
 - Need to create requisite checks for course - Begin enforcement Fall
 - Need to create requisite checks for course - Begin enforcement Spring
 - No adjustment required - requisites not being changed
 - No requisite check desired for course at this time

Prerequisite(s):* junior standing or consent of instructor.

Corequisite(s)

Course Description* History of modern Japan from the Tokugawa period to the present with emphasis on the political, social, and economic transformations.

Course Notes

3. Authorized Degree Program(s)/Impact Study

Is this a required course for any program (degree, certificate, or minor)?* Yes - enter additional information in field below No

If yes, for which program(s)?

Does this change cause a change in any program?* Yes - attach copy of program plan
 No

If yes, to which program(s)?

Does this change force changes in prerequisites for other courses?* Yes - enter additional information in field below
 No

If yes, which course(s) and is a proposal being submitted to reflect the change?

Impact Report*

Regions

4. Core Curriculum Information

Learning Outcomes*

1. Students will understand Japanese history from the Tokugawa period and Meiji Reformation
2. Students will study WWII Japan and the postwar period up to the present.
3. Students will look into the development of Japanese civilization, evaluating its economic, cultural and social changes.
4. Students will explore themes that cover the aspects of the religious, moral and social beliefs of Japan; the assessment of the significance of the institutions of state and family, which have left such a striking imprint on Japanese history.
5. Students will write interpretive papers based on course readings.

Foundational Component Area for which the course is being proposed (select one)*
Language, Philosophy, & Culture
Component Area Option (optional)
None Selected
UH Core: Single or Double Category Listing

- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

Core Objectives addressed by the course*
Communication Skills
Critical Thinking
Personal Responsibility
Social Responsibility

**Critical Thinking,
if applicable**

Students will demonstrate critical thinking skills through a paper (5-7 pages) based on an analytical and interpretative reading of Yukichi Fukuzawa, The Autobiography of Yukichi Fukuzawa, or John Hersey, Hiroshima. The paper will be argumentative rather than descriptive, and engage the ideas presented in one or more of the readings or relevant ideas presented in class.

**Communication
Skills, if
applicable**

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

**Empirical &
Quantitative
Skills, if
applicable****Teamwork, if
applicable****Social**

Responsibility, if applicable

The same assignment will demonstrate social responsibility by requiring students to engage different social groups and cultural contact in their analysis.

Personal Responsibility, if applicable

The same assignment will demonstrate personal responsibility by requiring students to engage different social groups and cultural contact in their analysis.

Will the syllabus vary across multiple section of the course?*

- Yes
 No

If yes, list the assignments that will be constant across sections

5. Supporting Documentation

Type of Attachments*

- Course Syllabus
 Degree Plan
 Memo
 Other Document(s)

**"Other"
documents:**

6. Additional Information Regarding This Proposal

**Contact person
for questions
about proposal:*** Ramos, Raul - raramos@uh.edu

Comments: see History master memo

Administrative Use Only

**(Administrative
Use Only)
Proposal ID#**

**Original Course
Prefix**

**Original Course
Code**

**Original Course
Title**

**Original Course
OID**

History 3367
Instructor: **Dr. Xiaoping Cong**
Office: 562 Agnes Arnold Hall
Tel.: (713) 743-3096
Office Hours: MW 2:30-3:30 or by appointment

Spring 2015
Classroom: **304AH**
Class meetings: **MW 4:00-5:30PM**
Email: xcong@uh.edu

JAPAN SINCE 1600

Course Description and Requirements

This is a survey course on the general history of modern Japan. The course will start with Japan from Tokugawa period and Meiji Reformation; then continue to look into Japan in WWII and the postwar period up to the present. The emphasis of the course will be on the major political, social, and economic transformations of the time. It reviews the cultural changes in an age when Japan faced the challenge of the West and examines the rise of militarism in Japan and the major transformation of Japan in the postwar period. It also examines the remained issues of the war and the challenges Japan is facing in its politics and economy in contemporary time. The course is a combination of lectures, readings, discussions, presentations, and films. Students will be responsible for each week's reading and attendance of lectures. Students are also expected to participate in class discussion. The course requires the student to take two exams and write one reading report (3-4 pages) and one paper (5-7 pages each in length) based on the reading of the course materials.

Required Textbooks

1. James Huffman, *Modern Japan: A History in Documents*, Oxford University Press, 2011.
2. Yukichi Fukuzawa, *The Autobiography of Yukichi Fukuzawa*, New York: Columbia University Press, 1966.
3. John Hersey, *Hiroshima*, New York: Vintage Books, A Division of Random House, 1985.
4. Norma Field, *In the Realm of a Dying Emperor*, New York: Pantheon Books, c1991.
5. Course reader (marked with "*" and available on Blackboard Learning).

Grading

1. Participation (Quizzes/attendance/presentation)	15%
2. Midterm	20%
4. Reading report	15%
5. Paper	30%
6. Final	20%

Class Schedule (subject to change)

WEEK 1. Introduction

1/21 Introduction to the course

WEEK 2. The Rise of the Tokugawa Period

1/26 Lecture: Japan from early civilization to 1600

1/28 Lecture: Establishment of the Tokugawa System and its culture

Reading:

1. James Huffman, *Modern Japan: A History in Documents*, pp. vi-ix
- *2. "Early Shinto" from *Sources of Japanese Tradition*, vol. I, pp. 17-29
- *3. "Zen Buddhism" from *Sources of Japanese Tradition*, vol. I, pp. 306-17, 325-8

WEEK 3. The Tokugawa System in Decline

Required Readings:

1. James Huffman, *Modern Japan: A History in Documents*, pp. 1-26
- *2. Selections from “The Woman Who Spent Her Life in Love,” by Ihara Saikaku translated by Howard Hibbett in *The Floating World in Japanese Fiction*, pp. 154-217.
3. (Recommended movie: “Ran” 1985, directed by Akira Kurosawa, and “Seven Samurai”)
- 2/2 Discussion (including the previous week’s readings)
- 2/4 Lecture: The Decline of Tokugawa System

WEEK 4. The Age of Shoguns

Required Reading:

1. James Huffman, *Modern Japan: A History in Documents*, pp. 26-37.
- *2. Charles Sheldon, “The Happy Society of the Genroku Period (1688-1703)” in *The Rise of the Merchant Class in Tokugawa Japan*, pp. 85-99.
3. Fukuzawa, *The Autobiography of Yukichi Fukuzawa*, 1-93
- 2/9 Discussion
- 2/11 Film: “The Age of the Shoguns, 1600-1868”

WEEK 5. The Meiji Restoration

Required Reading:

1. James Huffman, *Modern Japan: A History in Documents*, pp. 39-47
2. Fukuzawa, *The Autobiography of Yukichi Fukuzawa*, 94-238
- 2/16 Lecture: Meiji Restoration
- 2/18 Discussion

WEEK 6. The Emergence of the Modern State (Reading report due on Feb. 23)

Required Reading:

1. Fukuzawa, *The Autobiography of Yukichi Fukuzawa*, 239-336, 390-397
- 2/23 Lecture: The Emergence of the Modern State and Imperial Japan
- 2/25 Discussion

WEEK 7. The Emergence of Modern Japan

Required Reading:

1. James Huffman, *Modern Japan: A History in Documents*, pp. 49-95
- *2. “The Constitution in the Making” in *Sources of Japanese History* (SJH, II), compiled by David John Lu, pp. 60-70
- *3. “Rescript on Education” (SJH, II) pp.70-71
- *4. Tayama Katai, “One Soldier” in *Modern Japanese Literature: An Anthology*, compiled and edited by Donal Keene, pp. 142-158
- 3/2 Discussion
- 3/4 Lecture: The “Taisho Democracy” and Japanese Society from the 1910s to 1920s

WEEK 8. The “Taisho Democracy” and Japanese Society from the 1910s to 1920s

Required Reading:

1. James Huffman, *Modern Japan: A History in Documents*, pp. 97-119
- *2. “Universal Suffrage and Peace Preservation Laws” (SJH, II) pp. 115-118
- *3. David Titus, “Political Parties and Nonissues in Taisho Democracy” in *Japan Examined*, pp. 181-190
- *4. Mikiso Hane, “The Outcaste in Japan” in *Peasants Rebels and Outcastes: The Underside of Modern Japan*, pp. 139-145, 163-171
- *5. Mikiso Hane, “The Textile Factory Workers” in *Peasants Rebels and Outcastes*, pp. 173-181
- 3/9 Discussion
- 3/11 **Midterm**

WEEK 9. (Spring Break, 3/16-3/21)

WEEK 10. The Rise of Militarism and the Road to War

3/23 Lecture: The rise of militarism and the road to war

3/25 Documentary Film: "In the Name of the Emperor: the Rape of Nanjing"

Readings:

1. James Huffman, *Modern Japan: A History in Documents*, pp. 121-147

*2. "Decision for War" (SJH, II) pp. 144-147

*3. Watanabe Kazuko, "Militarism, Colonialism, and the Trafficking of Women: 'Comfort Women' Forced into Sexual Labor for Japanese Soldiers," in *Bulletin of Concerned Asian Scholars*, vol. 26, no. 4 (1994), see: <http://csf.colorado.edu/bcas/sample/comfdoc.htm>

WEEK 11. The Surrender and the American Occupation

Required Reading:

*1. Edward I-te Chen, "Japanese Colonialism: An Overview," in *Japan Examined: Perspectives on Modern Japanese History*, pp. 203-207

*2. Selections from *Japan at War: An Oral History*, by Haruko Taya Cook and Theodore Cook, pp. 177-184, 203-231

*3. Wartime Cartoons in *War Without Mercy: Race and Power in the Pacific War*, cartoon no. 1-28 (pp. 181-198)

4. Recommended Movies: "Tora, Tora, Tora" [compare it with "Pearl Harbor"] and "Midway"

3/30 Discussion (including Week 10's reading)

4/1 Lecture: The Surrender and the American Occupation

WEEK 12. Postwar Japan

Required Reading:

1. John Hersey, *Hiroshima*

4/6 Debate on *Hiroshima*

4/8 Lecture: Postwar Japan: from the 1950s to the 1980s

WEEK 13. Japan in Transformation: From the 1980s to the 1990s

Required Readings:

1. James Huffman, *Modern Japan: A History in Documents*, pp. 149-173

*2. "The Constitutions compared" in *Japan's Modern Century*, pp. 490-497

*3. Gary Allison, "The Structure and Transformation of Conservative Rule," in *Postwar Japan as History*, edited by Andrew Gordon, pp. 123-144

*4. Laura Hein, "Growth versus Success" in *Postwar Japan as History*, pp. 99-122

4/13 Discussion

4/15 Lecture: Japan in Transformation: From the 1980s to the 1990s

WEEK 14. Japan Facing the 21st Century

Required Reading:

1. James Huffman, *Modern Japan: A History in Documents*, pp. 175-189

2. Norma Field, *In the Realm of a Dying Emperor*, pp. 3-104

4/20 Discussion

4/22 Lecture: Japan Facing the 21st Century: Unsolved Issues with Asian countries

WEEK 15. Discussion and final review (Paper due on Wednesday, 4/22, before the class)

Required Reading:

1. Norma Field, *In the Realm of a Dying Emperor*, pp. 107-273

4/27 Film: "Hirohito: Emperor of War"

4/29 Discussion

WEEK Make-up

5/4 **Final examination: 4:00-5:30 pm @ 304AH**

Reading Report: (Due on Feb. 23 before the class)

One reading report (3-4 pages) will be in a Q-A form. The report questions are posted on Blackboard Learning. Any late report will be penalized as a late paper (see lateness policy).

Paper: (Paper due on Wednesday, 4/22, before the class)

A paper (5-7 pages) should be written based on your **analytical** and **interpretative** reading of the texts. The paper should be **argumentative** rather than descriptive. It should engage the ideas presented in one or more of the readings or some ideas we discuss in class. The main sources of your paper should come from the course reading materials. The suggested paper topics have been posted on Blackboard Learning. You do not need to provide a hardcopy but must submit your electronic copy via my email: xcong@uh.edu before the class on the due day. The paper must be in the Microsoft word readable form and must be confirmed by professor's reply message (if you do not received the confirmation by the day after you turn in, you need to contact me via email). You will get your graded paper (with my comment) back on the final examination day. Otherwise, see lateness policy.

Format of the report/paper:

- Double space, typed, one-inch margin on all sides, 12-point letter, Times New Roman for your font, half-inch paragraph indentation. Please check your grammar and spelling!
- Put your name and your section number on the top of the first page only! Please do not use cover page. **Please staple your report** in the upper left-hand corner. Do not use paper clips, folders, etc.

When using citations or direct paraphrasing from the appointed book, cite them with a parenthetical note (e.g. Fukuzawa, *Autobiography*, p. 71). If you cite or paraphrase from other sources which are included in our syllabus, please use author's name, the title of book or article, and page number (e.g. Hane, "The Textile Factory Workers," pp. 173-181).

Lateness Policy

All papers and reports should be submitted on the due day before the class. A late paper will be penalized one-half of a grade down (e.g. from A to A-) if it submitted within three days after the due day. Any paper submitted after three days of the due day will be penalized a half grade down each day. No paper will be accepted the day before the final examination day. Under special circumstances (see below), student must provide valid proof (doctor's notes, police report, funeral announcement, etc.) in order to request an extension.

Definition of Special Circumstance:

Special circumstances are the situation of which a student has a serious illness, gets injury in an accident, hospitalized, or having a death in the immediate family member (immediate family member means your parents, your spouse, and your children). In a special circumstance, a student can request for an extension of his/her paper if the student is able to provide a valid proof (doctor's notes, police report, funeral announcement, etc.).

Quizzes and Absence

There will be quizzes each week and the quizzes will be given at the beginning of the class. There is NO make-up quiz. It is **your responsibility** to maintain your attendance record. If you are late for attendance check or quiz at the beginning of class, you should make sure your attendance is recorded after the class.

Each absence will affect your participation one grade down (e. g. from A to B). If you are absent due to a special circumstance (see above), you must provide valid proof (see above) to avoid the grade penalty. Missing more classes will definitely affect your final grade!

Discussion Section and Class Participation:

There will be discussion section almost for each week. Students are required to finish the reading of the week before attending to that week's discussion section. The study questions for that week's reading are available on Blackboard Learning. The study questions will be used as a guideline for reading and for discussion. Discussion section is very important for students to understand the reading and will help students grasp the key points of the reading. Many study questions may appear in examinations.

Students should bring textbooks or/and reading materials of the week to their class discussion. It is important to talk (!) in class and exchange opinions with your fellow students. I encourage everyone to put forth questions related to the lectures and readings. No activity in classroom discussion will receive a low participation grade regardless of the student's attendance record. On the other hand, the active performance in class discussion will receive award for his/her participation at the end of semester.

Policy on cell-phone

Please turn off cellular phones and other equipment that might disturb lecture or class discussion. Computers and ipads are allowed in classroom but it must be used for learning purpose. If someone's cell phone or other equipment disturbs the class, she/he may be asked to leave the classroom. His/her leave is counted as one absence.

University of Houston Grading Scale

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-69
B-	80-83	F	59-

Recommended Readings and Films:

Books:

1. Herbert Bix, *Hirohito and the Making of Modern Japan*, Perennial, 2000.
2. Iris Chang, *The Rape of Nanking: The Forgotten Holocaust of World War II*, Penguin, 1997.
3. Asahi Shimbun, *Senso: The Japanese Remember the Pacific War*, Sharpe, 1995.
4. Therese Park, *A Gift of the Emperor*, Spinsters Ink Duluth, 1997.
5. Daniel Barenblatt, *A Plague upon Humanity: the Secret Genocide of Axis Japan's Germ Warfare Operation*, HarperCollins, 2004.
6. Honda Katsuichi, *The Nanjing Massacre: A Japanese Journalist Confronts Japan's National Shame*, M. E. Sharpe, Inc., 1999.

Movies and Films:

1. *Ran* (Akira Kurosawa, 1985)
2. *Seven Samurai* (Akira Kurosawa, 1954)
3. *Rashomon* (Akira Kurosawa, 1950)
4. *Tokyo Story* (Yasujirō Ozu, 1953)
5. *Tora! Tora! Tora!* (Richard Fleischer, 1970) (compare it with "Pearl Harbor")
6. *Midway* (Jack Smight, 1976)
7. *Sandakan No. 8* (Kei Kumai, 1974)
8. *Proof of the Man* (Junya Sato, 1977)