School of Humanities and Languages

ARTS3218, Japanese History
Modern ‘Miracles’ & Mythologies

Semester One, 2016

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Room</td>
</tr>
<tr>
<td>Phone</td>
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<tr>
<td>Email</td>
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<tr>
<td>Consultation Time</td>
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<table>
<thead>
<tr>
<th>Lecturer &amp; Tutor</th>
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<tbody>
<tr>
<td>Name</td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course extends from Japan’s imperial restoration of 1868 to after the Pacific War. It features cultural, social and gender history topics, for example on marginalized groups and movements of resistance; on the ‘new woman’, and café culture and sexwork from the ‘roaring twenties’; prewar radical literature; and postwar popular culture. Political history topics include western-style modernization and its discontents; nationalism and emperor-system ideology; and Japan’s wars and empire.</td>
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</tbody>
</table>
| Course Aims           | 1. The course emphasizes Japan’s heterogeneity stemming from class, gender and regional differences.  
2. It also seeks to acquaint students with historiography, with debates about Japan’s history and cultural identity, and the interdisciplinary conceptual paradigms informing them.  
3. Hence, a central theme is the ambivalent nature of progress (Japan’s modern ‘miracles’ and their ‘down-sides’), and contending representations of Japan and its place in Asia and the modern world. |
| Student Learning Outcomes | 1. the critical evaluation of both primary documents (in translation) and arguments in secondary sources;  
2. conducting research in a self-motivated and independent manner;  
3. presenting one’s ideas effectively in writing and verbally;  
4. understanding historiographical and interdisciplinary approaches to the study of Japan’s modern history, cultural traditions and identity, and place in Asia/the world;  
5. appreciating and respecting social and cultural diversity. |
| Graduate Attributes   | 1. an informed understanding of human experience, history, culture and society in the Asian region.  
2. an ability to understand and explain Asian perspectives on the world  
3. a specialized knowledge of at least one Asian country  
4. a capacity to engage in and appreciate the value of reasoned and open-minded discussion and debate  
5. an understanding of the tools and methods used in the |
ARTS3218 Course Outline

<p>| | |</p>
<table>
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<tbody>
<tr>
<td></td>
<td>Humanities, social sciences...including an awareness of the ways in which an interdisciplinary approach enhances the study of the region</td>
</tr>
<tr>
<td>6.</td>
<td>effective oral and written communication skills and an ability to apply these effectively in intercultural contexts</td>
</tr>
<tr>
<td>7.</td>
<td>the capacity for critical analysis of scholarship, writing and sources on and about Asia</td>
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</table>

3. Learning and Teaching Rationale

Through making a research project central to the assessment in the course, I help to furnish students with the skills to conduct research more independently, though guidance is provided through written feedback on a research proposal. Their critical skills are developed also through interpreting primary sources in translation, and being acquainted in lectures and tutorials with historiographical and interdisciplinary debates concerning major issues in Japan’s modern history, Japanese cultural identity, and Japan’s development and place in the modern world. My strong focus on cultural, social and gender history helps to underline the course’s emphasis on internal difference or heterogeneity in Japan.

My focus also on the historiography of Japan—the philosophy of History or History theory and method—should encourage in students an awareness that the two, history and historiography, are inseparable. ‘History’ is not a straightforward exercise merely in gaining ‘objective’ knowledge of ‘facts’, and in the unproblematic ‘recovery’ of past realities. Interpretation (the attribution of meaning) is the real business of the historian, who always is positioned in one way or another: politically, intellectually, temporally, culturally. No history is ever untheorized or unpositioned, even if it has the appearance of being merely descriptive. A familiarity with historiography will serve students well, especially those who seek to do Honours in History, but it can of course contribute to the analytical skills needed to prepare students for honours in other Schools or Programs.

4. Teaching Strategies

I work from an assumption that students embark on their studies at university expecting and wanting to be challenged intellectually—albeit not to the extent of having unusual difficulty passing or doing well in a course. A belief in the maturity of university students is also implied in my lectures, which do not set out to entertain but to teach critical thinking and a reflective, sceptical form of history. I conduct classroom discussions in a manner that treats learning as derived also from a student’s peer group, not just from teachers. Hence, I discourage the habit some students have of continually asking ‘the teacher’ questions (which can be a way of ‘participating’ through masking a lack of preparation for tutes) and often encourage students to work first in small discussion groups so that everyone can get involved, and students learn from each other.
5. **Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz x 4</td>
<td>5% each</td>
<td>1,3,4,5</td>
<td>1 to 7</td>
<td></td>
<td>Wks 5,8,10,13</td>
</tr>
<tr>
<td>Tutorial Facilitation</td>
<td>10%</td>
<td>1,3,4,5</td>
<td>1 to 7, especially 4</td>
<td></td>
<td>Tutes 1-12</td>
</tr>
<tr>
<td>Research Proposal + Bibliography</td>
<td>500 w.</td>
<td>30%</td>
<td>1 to 5, especially 2</td>
<td>1 to 7</td>
<td>Thursday 24 March</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2000-2500w.</td>
<td>40%</td>
<td>1 to 5, especially 2</td>
<td>1 to 7</td>
<td>Thursday 5 May</td>
</tr>
</tbody>
</table>

(Details below)

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

**Submission of Assessment Tasks**

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle. Then go to “Learning Activities” to find where to upload the assignments to Turnitin.

There are two “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal &amp; Bibliography</td>
<td>24 March</td>
</tr>
<tr>
<td>Research Essay</td>
<td>5 May</td>
</tr>
</tbody>
</table>

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:
I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Written feedback on your assignments will be given out in class within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

The course coordinator will not accept assignments sent to her by email. If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

**Details about Assignments & Assessment**

**Quiz x 4 @ 5% each**

In the tutorials in four separate weeks (Wks 5, 8, 10 & 13) there will be a quick quiz based on lectures and readings. It will take the form mostly of 3 multiple choice questions, with one question requiring a short answer. I will try to avoid asking too many questions requiring a memory of Japanese names (of historical personages) since some students will find it easier to recognize and remember them than others.

**Tutorial Preparation & Participation/Facilitation (10%)**

You will be assessed on the basis of your preparation and participation—ie., not just on the frequency of your contributions to discussion but also their quality, which of course includes a familiarity with lectures and set readings. You are also expected to help facilitate small group and class discussion by raising issues or questions you feel are important or interesting—ie., not just participating by answering questions put to the class by the lecturer. Each week, you should read the Guide’s introduction to that tutorial’s topic and the key questions before you begin reading. If your attendance falls much below the Faculty requirement of 80% of tutorials and lectures, you may be refused assessment (i.e., fail), but participation/facilitation
marks will be lost for each absence not covered by a medical certificate or other documentation.

Research (Essay) Proposal & Bibliography (30%)
To help you develop your research skills, both of the written assignments in the course are related to a research project of your choice. The research essay is worth a considerable part of the assessment, and doing a proposal or plan and tentative bibliography due the Thursday of week 4 (24 March) will encourage you to begin researching it well in advance of the due date of the essay on 5 May. Your submitting a written plan will enable your tutor to give you some written feedback on the feasibility of the research project of your choice— the availability of sources, workable approaches, and so on. Of course, submitting a plan that makes sense will require that you do a library search and compile a list of sources, as well as reading up a little on the topic in advance.

The plan itself should be no longer than 500 words. You may set your own research essay question, or choose one already set for weekly tutorial discussions in the Tutorial Guide section of this Course Outline. (Note, however, that some questions may be a bit narrow in focus for a research essay—focused just on one reading in the Kit, for example.) Feel free to ask your tutor for advice, in the plan itself or before that verbally or by email, if you are uncertain of how exactly to proceed.

In the proposal you should:
- give the essay a tentative title (a real title, not just a question)
- set out your general topic (eg. Meiji modernization);
- state the issue or question you will address (eg., for whom was it such a brilliant ‘success’?) as well as the aspect (eg., of modernization) you’d be focusing on;
- comment on the historiographical/scholarly or political significance of the topic/issue;
- refer to available academic sources and their approach (and perhaps to how your own approach will differ);
- don’t forget that references (footnotes or parenthetical notes) as well as a bibliography must be included in any academic writing (and references must include the exact page number of the source you are quoting or referring to);
- and append a tentative bibliography of sources compiled not only from this Course Outline to show that you have done a search yourself.

Research Essay (40%)
This is due in week 10 (5 May) and should be between 2000 and 2500 words in length. Since research and academic writing skills constitute a central part of your tertiary training, the research project (research proposal and essay) represents more than half of the assessment for the course. Apart from having to reference and set out the essay properly in an acceptable academic style, remember that the essay should be problem-oriented or analytical. This means that it should present an argument or interpretation, not merely a descriptive narrative (a ‘story’). Critical thinking, too, is an important skill to be learned at university.

To do well you should therefore try to: a) research your essay widely; 2) demonstrate in it a good critical awareness of the issue at hand; 3) structure your argument clearly and well; 4) express yourself with clarity and polish; and 5) take careful note of the “requirements for assignments” below. Of course, as with any written work, the essay must be entirely in your own words except where you are quoting (“…..”). Be careful with this because Turnitin enables markers to check for plagiarism, and it is quite effective. Note also that reading
works on historiography or the theory and method of the discipline of History (see list below) helps to add conceptual sophistication to your work.

Requirements for Assignments:

- Written work must include references and a bibliography. Essays without references (footnotes or in-text, parenthetical notes) will be penalized because this constitutes plagiarism. You must use either footnotes or parenthetical in-text references, but not both.
- References must also include the exact page number of the text being cited or quoted (p. 23) NOT the Study Kit page number NOR the whole range of pages in an article (pp. 21-32). The whole range is given in a bibliography or just where one refers broadly to a particular work. (Examiners and readers need to be able to find the page you referenced!)
- Do not reference internet sites (such as Wikipedia) unless you are researching something like social opinion expressed on blogs etc. Your sources should be academic ones that have been 'refereed' (meaning reviewed by experts in the field). Of course, online academic journals are fine (e-journals).
- Work must not be plagiarized. That is, your work must be entirely in your own words except where you (occasionally) quote the exact words of an author using quotation marks and acknowledging your source with a reference. When you draw on another author for information or an argument but do not quote them, you must paraphrase or change the author's words substantially (express the information or point in your own words) whilst still acknowledging your source with a reference. Plagiarizing (presenting someone else's written expression or ideas as your own) the first time will mean loss of marks (or failing the essay if it is extensive); you risk failing the course if you plagiarize a second time after a warning! For more on plagiarism, see below.
- Papers that are significantly longer (or a lot shorter) than required will be penalized.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at:
https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.
6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The
University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Remember that failing to use inverted commas or quotation marks for the exact words of another author is still plagiarism even when you cite the author in a footnote. When not quoting directly, you must paraphrase the author’s words, meaning that you express the idea or point or information in your own words; and in either case you must acknowledge your source in a footnote. A common mistake, which also counts as plagiarism, is using footnotes only where you use quotation marks.

Unless it is common knowledge, whenever you refer to ideas, evidence or information supplied by another author, even if you express it in your own words, you must acknowledge your source. Your essay must be entirely in your own words except where you quote an author. You should also use quotations sparingly, only where there is good reason to do so; as a rule essays should normally include at least a few footnotes on every page. (If you are unsure about this, bear in mind that it is better to include too many references than not enough.)

### 10. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Content</th>
<th>Tutorial Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3/3</td>
<td>Course introduction and documentary, <em>The Meiji Revolution</em></td>
<td>See the weekly topic descriptions &amp; readings in the second part of this Outline</td>
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<td>2.</td>
<td>10/3</td>
<td>Restoration &amp; Resistance</td>
<td>Genrō Vs the Grassroots</td>
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<td>3.</td>
<td>17/3</td>
<td>Modernization &amp; its Discontents</td>
<td>The Domestic Costs of the Meiji ‘Miracle’</td>
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<td>4.</td>
<td>24/3</td>
<td>Religious Reformation</td>
<td>New Nation/New</td>
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To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>5.</td>
<td>7/4</td>
<td>‘Tennōsei’ (emperor system) &amp; Imperialism</td>
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<td></td>
<td>Emperor System &amp; Empire</td>
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<td>6.</td>
<td>14/4</td>
<td>Meiji Individualism: Gender &amp; the New Poetry &amp; Fiction</td>
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<td></td>
<td>‘Dangerous Thought’, Poetic Resistance</td>
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<td>7.</td>
<td>21/4</td>
<td>The State Vs Feminism; Gendered (‘Proletarian’) Literature</td>
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<td></td>
<td>Feminism &amp; Literature</td>
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<td>8.</td>
<td>28/4</td>
<td>Taishō ‘Democracy’? Debate &amp; Realities</td>
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<td>The ‘Roaring 20s’: Mass Culture &amp; Social Movements</td>
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<td>9.</td>
<td>5/5</td>
<td>1930s Japan: Radicalism, Right &amp; Left (‘fascism’ &amp; JCP tenkō/apostasy)</td>
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<td>1930s Thought Control &amp; Ultra-Nationalism/Fascism’</td>
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<td>10.</td>
<td>12/5</td>
<td>War, Defeat &amp; War Crimes</td>
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<td></td>
<td>The Pacific War &amp; Wartime Japan</td>
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<td>11.</td>
<td>19/5</td>
<td>Occupation Reforms Vs Revolution: Competing Ideas on Rebuilding Japan</td>
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<td></td>
<td>The Allied Occupation &amp; Postwar ‘Miracle’</td>
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<tr>
<td>12.</td>
<td>26/5</td>
<td>Rewriting Japan’s Dark Past: History as Spot/Blot Remover</td>
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<td></td>
<td></td>
<td>‘Re-Imaging’ Japan’s Past</td>
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<td>13.</td>
<td>2/6</td>
<td>No lecture</td>
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<td></td>
<td></td>
<td>Gender &amp; Postwar Popular Culture</td>
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</tbody>
</table>

**11. Course Resources**

**Textbook Details**

Walthall, Anne, *Japan: A Cultural, Social, and Political History*, Boston and New York: Houghton and Mifflan Co., 2006. Chapters from this textbook form part of the key readings for some tutorials. It is available from the UNSW Bookshop. A few copies have been placed in the High Use Collection in the library; and it is also available in an e-book through the library.

**Study Kit**

This includes the key readings for tutorials. It is available from the UNSW Bookshop. By going to the library homepage you can also type in the course number, and find a list of books and articles or chapters either in the Higher Use Collection or with online access. This should give you on-line access to the readings in the Study Kit by the beginning of the semester.

**Moodle & Lecture PPTs and Recordings**

Lecture recordings will be available to students via Moodle (linked to powerpoints). Powerpoints will be available to download from Moodle the evening before that lecture.

Moodle is the online learning and teaching system at UNSW. All students enrolled in the course have access to the 3218 site, where you will find course information, a complete outline to download if you wish, lecture powerpoints, and links to lecture recordings and Turnitin.

You should also check Moodle regularly for reminders, extra information; and some further readings for research essays.
Subject Guides
These are available from the UNSW Library’s Website through the catalogue/LRD and contain lists of major resources (including reference books, journals, databases and internet sites) in particular subject areas. There are subject guides to ‘Japanese Studies’, ‘East Asian History’, as well as ‘Women’s Studies’ (studies concerned with women, gender, sexualities etc) and ‘Feminism’. These guides can help you find further sources when researching your essay.

Other Textbooks and general texts:
Many general textbooks on modern Japanese history are available; note that some textbooks (by Walthall, Janet Hunter, Elise Tipton, Kenneth Pyle, and McClain) are more cultural or social histories than conventional political or intellectual histories and thus pay more attention to women and the lower classes).


Tipton, Elise K., Modern Japan: A Social and Political History, Routledge, 2002


On Women—
There are a number of relatively recent books that include essays on many topics: Gail Bernstein (ed.), *Recreating Japanese Women, 1600-1945*, University of California Press, 1991 [also *Women and Class in Japanese History; Japanese Women Working; Japanese Women: New Feminist Perspectives...*; and *Re-Imaging Japanese Women*].

The Cambridge histories are comprehensive and useful for research on a broad range of topics. *Multicultural Japan* contains a number of essays broadly on the theme of Japanese cultural identity (on the imperial system, minorities, women/patriarchy, the family system etc.) Other thematically organized texts such Hunter’s and Waswo’s can be more useful for research essays than chronologically organized ones, moreover, since they contain one-chapter overviews of, say, rural Japan since the mid-19th century, or the changing situation/status of women. *The Japan We Never Knew* by David Suzuki and Oiwa Keibo is also good on minorities and Japan’s heterogeneity.

### Journals

- Ampo: *Japan-Asia Quarterly Review*
- *Annals of the Institute of Social Science*
- *Asian Survey*
- *Bulletin of Concerned Asian Scholars*
- *Developing Economies*
- *History and Theory*
- *Japan Interpreter*
- *Japan Forum*
- *Japan Quarterly*
- *Japanese Journal of Religious Studies*
- *Journal of Japanese Studies*
- *Journal of Asian Studies*
- *Modern Asian Studies*
- *Monumenta Nipponica*
- *Positions: East Asia Cultures Critique*
- *Rethinking History*
- *Intersections* (This is an e-journal based at Murdoch Uni, concerning women/gender in Asia. You can download articles from it; one issue in 2004 was entirely on Japan)

### Additional Readings

**Reference Works & Documentary Collections:**

- *Kodansha Encyclopedia of Japan*, Tokyo, Kodansha


The documentary collections may be ‘old’ but can be very useful because they contain translations of primary sources with brief editorial essays about the historical context and significance of the sources and their authors.

### Websites

(H-Japan, H-Asia)

Japanese Studies: [http://www.tandfonline.com/toc/cjst20/current](http://www.tandfonline.com/toc/cjst20/current)

Japan Echo:  [http://www.japanechoweb.jp](http://www.japanechoweb.jp)


Japan Times ( "):  [http://www.japantimes.co.jp/](http://www.japantimes.co.jp/)


Internet sources/websites should be used as sources for essays sparingly (for e.g., no more than a 1/4 of your bibliography)—and, only if they are academic sites subject to the same scholarly checks and balances that apply to standard books and articles. Others may be referenced in special cases such as a desire to access public opinion on some issue (an example might be current Korean views on wartime forced labour, including sexual labour or military sex slavery, and the issue of Japanese government compensation and/or a formal apology). The above Guides prepared by library staff usually include guidelines on the academic evaluation and usage of websites.

### 12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

### 13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:  [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.
16. Japanese Names & Eras

A knowledge of the Japanese language is not necessary to do well in this course, but to avoid confusion remember that in English-language Japanese history texts, Japanese people’s names are now usually given in the traditional East Asian order with the surname first. (However, publishers confuse the issue by sometimes putting them in the Western order on book title pages.)

With a Japanese name like ‘Tanaka Etsuko’, the surname, ‘Tanaka’ (unlike ‘Smith’), would come first in footnotes; but like ‘Smith’ it would also come first in a bibliography since in these works should be listed in alphabetical order by surnames.

I recommend using both names for footnotes (and even parenthetical references if you use them and are unsure which is the surname); as well as when you first refer to either a historical subject (person) or author in the text. The latter is standard academic practice for any names, not just Japanese. The problem is that even students of the Japanese language can confuse surnames with given names, which means that sometimes I don’t know whom they’re referring to in notes and the bibliography, especially if they use initials for what they take to be given names. The full name should be used for all authors in your bibliography.

To help you recognize male and female names, note that the following are typical female ones:

- Etsuko
- Fumiko
- Eiko
- Yûko
- Fumie
- Noe
- Hitomi

So names ending in ‘ko’ or ‘e’ or ‘mi’ are usually female, though occasionally this can be the case with male names, too (eg., ‘Sakae’ or ‘Toshihiko’). Note that male names are often longer, though: eg., 4 rather than 2 or 3 syllables.

Japanese Eras
(terms used by historians to denote different ages)

Imperial age
(ancient to early medieval)

<table>
<thead>
<tr>
<th>Era</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>early Nara</td>
<td>645–710</td>
</tr>
<tr>
<td>late Nara</td>
<td>710–794</td>
</tr>
<tr>
<td>early Heian</td>
<td>794–898</td>
</tr>
<tr>
<td>late Heian (Fujiwara)</td>
<td>898–1185</td>
</tr>
</tbody>
</table>

Warrior rule
(medieval to early modern)

Kamakura 1185–1333
Ashikaga (or Muromachi) 1392–1573
  1482–1558: ‘Warring States’ period
  1540s–1640s: ‘Christian Century’

Early Modern
[Azuchi-]Momoyama 1573–1603
Tokugawa (or Edo) 1603–1867 (from here down most relevant)

Modern ‘Imperial’ Japan

Meiji 1868–1912
Taishô 1912–1926
Shôwa 1926–1989
Heisei 1989–

Note: Modern era names are chosen by emperors and coincide with their reigns; thus emperors themselves are usually referred to as Emperor Meiji, and so on, and eras end with the death of the emperor.

17. Weekly Tutorial Guide
(with topic descriptions, questions & reading lists)

Week Two Tutorial (10 March)
Genrô vs the Grassroots

Because the Friday of Wk7 is a public holiday, both lectures and tutes begin this week. Apart from doing the Study Kit reading for this week, I would advise students to read before this week some background material from the recommended textbook by Walthall. In particular, students who have not done my premodern history course would benefit from doing some reading on the Meiji (Imperial) Restoration of 1868 and events leading up to it, especially from the early 1850s when the demands for trade and diplomatic relations by the American fleet of Commodore Perry led to treaties with several western powers.

Themes:

The tutorial this week is broadly on reforms that followed the Meiji Restoration of 1868, as well as popular resistance to change in the 1870s and eighties. Ultimately, the post-1868 reforms culminated in the promulgation of a new Western-style Constitution in 1889. This heralded a new constitutional monarchy with emperor as formal head of state and a Diet consisting of a house of Peers and House of Representatives, the latter based on a limited, property-based male suffrage. In a number of ways, this was not the sort of ‘people’s constitution’ or ‘democracy’ that many in the liberal Jiyū Minken Undō (Movement for Popular Rights and Freedom) of the late 1870s and early 1880s had envisaged. Thus, we discuss this week both the PRM and the authoritarian Prussian-style Constitution that was the preferred alternative of the Meiji ‘oligarchs’ (‘genrō’, literally meaning elder statesmen), represented by them as the benevolent ‘gift’ of the emperor rather than a somewhat unsatisfactory response to the demands of political critics or ‘the people’.

Also of interest this week is the very large Iwakura Mission or diplomatic embassy (to the U.S. and Europe) of 1871 to 1873. In a variety of ways, not just with respect to political reforms, this set the tone for Meiji development (the Meiji ‘miracle’).

Questions for Discussion (& possibly research essays):

1) After any revolution expectations are high and some people, inevitably, become disenchanted. Who (what classes and groups of people) were the ‘winners’ in the post-Restoration period of rapid and dramatic socio-political reform, and who, the losers?

2) What perceptions did different Japanese citizens have of people’s rights and the sort of constitution needed in Japan? [cf., material on Fukuzawa and the Meirokusha, Hane, Irokawa and/or Roger Bowen]

3) How egalitarian were the movements for ‘civilization and enlightenment’ and then popular rights? [This could include consideration of attitudes toward women: e.g., what did ‘enlightened’ male liberals in the 1870s and 80s actually mean by ‘equal rights’ for women? cf., Meiroku Zasshi]

4) Consider the strengths and weaknesses in the historiographical approaches to the popular rights movement taken by Irokawa and Hane [cf. Bowen; and articles in Gardiner and elsewhere on social versus political history]

5) What do the ideas of Iwakura embassy diarists such as Kume Kunitake and Kido Takayoshi reveal about new Meiji attitudes toward bunmei kaika (‘civilization and enlightenment’)? [cf. Mayo article on Kume, & Kido’s diary]

Textbook: (Walthall), Chap. 7, to p. 148

Kit Readings


**Further Reading**

*Iwakura Mission/Embassy, Early Liberal Intellectuals, Women’s Rights*

Note that Pyle’s Chapter 6 is on the Embassy, Fukuzawa, & the ‘woman question’


Mayo, Marlene, ‘The Western Education of Kume Kunitake, 1871-76’, *Monumenta Nipponica*, vol. 28, no. 1 (1973), pp. 3-67 [a long but very good article with extensive quotes from the diarists].


Popular Rights Movement:


(also Vera Mackie’s Creating Socialist Women, on Fukuda)

On the Meiji Constitutional System and the Genrô (Meiji Oligarchy):


**Historiography:**

Gardiner, Juliet, *What is History Today?*, Macmillan, 1988 [essays on different styles of history, eg., political vs social history].

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**Week Three Tutorial (10 March)**

**The Domestic Costs of the Meiji ‘Miracle’**

**Themes**

This week we consider Meiji modernization, which has often been represented as a brilliant success (and solely due to the efforts of the genrō), and the problems with that view—i.e., the two-sided or ambivalent nature of ‘progress’. Re political rights, rural economic reforms, industrialization, and so on, we might want to ask: ‘progress for whom?’ Did it involve real progress for Japan’s lower classes, for example, dispossessed poor peasants or those forced into the new modern factories; or for women, particularly of the lower classes, subject under the new education system and Civil Code to samurai-style (more patriarchal) morality and familial forms? And what about the effects on the environment of this new ‘wealthy and strong’ (industrialized, militarized) Japan?

The costs of this miracle borne by neighbours in East Asia due to Meiji and later Japanese imperialism will be discussed next week.

Also of interest this week is the routine violence that attended the new political system with groups of professional ‘ruffians’ (see Siniawer) practicing intimidation at the polls and against rival politicians.

**Questions for Discussion (or research essays)**

1) Discuss the domestic social costs of Meiji’s rapid modernization—connected with industrial development, privatization of agriculture, militarization, new forms of sexual and social oppression etc—incorporating a consideration of the government attitudes and policies that caused the social dislocations described in the sources.

2) Was it historically inevitable or ‘necessary’ that so many Japanese people suffer in the interests of national wealth and power?

3) Does the material on women this week suggest a need to revise conventional, arguably androcentric (male-centred/focused) notions of ‘modernity’ and ‘progress’, and thus
standard periodizations of Japan's past? [i.e., was the Meiji 'revolution' really that big a step forward for most women?]

Textbook: (Walthall), pp. 148 –158

Kit Readings


Further Reading

[for material on state policy & women, not just related to the workplace, see the week on feminism]


Hane Mikiso, Peasants, Rebels and Outcasts, New York, Pantheon, 1982 [essential reading on this topic: take your pick of sections on farmers, burakumin (outcasts), miners, or women sold into factory work or prostitution—most recommended is ‘The Coal Miners’, pp. 226-45].

Strong, Kenneth, Ox against the Storm: A Biography of Tanaka Shôzô, Japan’s First Conservationist Pioneer, University of British Columbia Press, 1977 [great book; see esp. Chaps. 7-8].


Mishima Akio, Bitter Sea: The Human Cost of Minamata Disease, Tokyo, Kosei, 1992
Week Four Tutorial (24 Mar)
New Nation; New Religion/s

Themes

This week is concerned with the inseparability in Meiji of developments in the spheres of religion and state-sponsored ideology. Firstly, we focus upon the interrelated themes of Buddhism under attack; the removal of the ban on Christianity; and state sponsorship of a so-called indigenous national religion only now called ‘Shintô’. This involved an attempt to tie the imperial ‘Way of the Kami [gods, spirits, ghosts]’ to popular kami worship and cults, to form a single state religion.

The attempt failed, partly due to Western demands for freedom of religion and partly because of the lack of popular enthusiasm for replacing Buddhism with the newly defined imperial-centred ‘religion’ of Shintô. The popular antagonism derived from the fact that, traditionally, folk kami worship or cults had never before been seen by the Japanese people as a separate religion, distinct from Buddhism. Thus, the state countered by creating ‘State Shintô’ officially defined now as a non-religion, albeit one centred in reality on emperor worship; while also recognizing ‘Sect Shintô’ as one of three legal religions, the other two being Buddhism and Christianity.

The ‘new [Japanese] religions’ or shamanic cults of the 19th century were thereby forced to register themselves legally as sects of ‘Shintô’ to avoid persecution. Some were still viewed with suspicion by the state, however, since most had a shamanic founder who was not only the vehicle through which a kami or Buddha spoke, but viewed as divine him- or herself. In the new imperial Japan ‘living gods’ other than the emperor who competed for people’s loyalties would not be tolerated. The coming into being from Meiji of the ahistorical myth of ‘Shintô’ as Japan’s own indigenous ancient religion (thus core of Japanese religio-cultural identity) represents a singularly successful invention of ‘tradition’ for modern nationalistic purposes.

Questions for Discussion
1) Describe and explain the perilous situation of Buddhism in the decades after 1868.

2) Why did Christianity suddenly become popular in Meiji Japan?

3) Hardacre and others argue that ‘Shintô’ became a popular Japanese ‘religion’ only from Meiji. How spontaneous a phenomenon was this?

4) What were the main features of the Japanese ‘new religions’ [eg., Ōmotokyo, Konkokyo, Tenrikyo etc] and how were these features not so new?

Key Readings


Thelle, Notto R., *Buddhism and Christianity in Japan: From Conflict to Dialogue, 1854-1899*, Honolulu, University of Hawaii Press (Chapter 4: ‘Christianity and Buddhism in the 1870s and 1880s’), pp. 46-60.

Further Reading

On Meiji Religion (Buddhism, Christianity), New Religions (Sect ‘Shintô’), and State Shintô


Murakami, Shigeyoshi, *Japanese Religion in the Modern Century*, University of Tokyo Press, 1980 [good general text on religion; good on new religions if not ‘Shinto’].


MID-SEMESTER BREAK

Week Five Tutorial (7 April)
Emperor System & Empire

Themes

This week we look at the creation, through education/propaganda and (Western-style) pomp and ceremony, of a fitting monarch for a ‘modern’ nation, together with a suitably awed, patriotic modern citizenry.

The creation of a modern empire is intimately related. This was achieved partly through what is commonly termed ‘Tennôsei (emperor-system) ideology—an ultra-nationalistic discourse centred on emperor-worship, propagated by both State Shintô and the new state-sponsored education system.

Meiji nationalism is discussed in connection with the imperialist ambitions of the oligarchs and other expansionists, arguably from well before the Sino-Japanese War of 1894–95. Thus, we also survey Meiji foreign relations, particularly with Korea and China; as well as historians’ debates about the prime cause of, or primary motivations for, Japanese expansion.

Questions for discussion (or research essays)

1) How was Japan's traditional emperor re-made and re-imaged in Meiji? [cf. Gluck in Study Kit, Fujitani etc.]

2) What led Japan’s leaders to want to acquire a colonial empire: the need to defend Japan from external threats, economic considerations, or demands for expansion from some sectors of society? [cf. Wray & Conroy, Duus, Lone, Norman]

3) What is your assessment of longstanding arguments amongst historians concerning Japanese imperialism? As Marlene Mayo expressed it, was it planned long in advance by Japan’s political leaders (a conspiratorial ‘grand design of conquest’) or an unforeseen, spontaneous response to external pressures? [cf. Mayo, Wray & Conroy, Lehmann, Halliday etc.]

4) Discuss the evolution of tennôsei ideology, including how the meaning of ‘kokutai’ shifted over time [cf. Wakabayashi and Gluck, Chap. V, etc.]

Key Readings


Further Readings

Modern Monarch & Emperor System


Historiography

Imperialism


Historiography:


**Week Six Tutorial (14 April)**

‘Dangerous Thought’, Poetic Resistance

**Themes**

The focus this week is on cultural trends in Meiji: on the influence of Western literature upon Meiji writers and educated youth; and on individualism/egoism as a more socially acceptable ideal than hitherto (at least amongst progressives) or even as a fad. Needless to say, for government and other ideologues, individualism represented a threat to Japan’s natural (sic) ‘harmony’, as did other creeds or movements that were styled by their critics as entirely Western in origin: feminism, unionism and socialism (Marxist, anarchist and social democratic). Whilst we discuss literary trends more generally, we focus particularly on famous Meiji poetry reformers, tanka poets such as Yosano Akiko and Tekkan, Masaoka Shiki and Ishikawa Takuboku. Note that ‘tanka’ means short poem: it (or ‘waka’) traditionally contained a total of 31 syllables in a 5-7-5-7-7 arrangement. This reform movement represented the beginning of tanka’s metamorphosis from high art form to mass medium.

Also of interest is a phenomenon known as the ‘anguished youth’ who, partly under the influence of radical individualism, Romanticism and Nietzsche, were fixated on the ‘big
questions’ of death and the meaning of life. Kinmonth suggests some sound material reasons for their ‘anguish’, however.

A ‘new’ spirit of individualism in Meiji has commonly been discussed in the sources, especially in connection with Japan’s new literature. Though Western influence upon both Meiji literature and ‘egoism’ is undeniable, such discussions have often been framed in terms of ‘individualism’ as entirely a Western export. But, should we be accepting the common (orientalist) binary distinction between an individualistic West and ‘groupist’ East that was propagated by the oligarchs and their supporters? Even if ‘individualism’ as a conscious doctrine or ideal became popular in and from Meiji largely due to Western influence, does this mean that Japanese culture did not have its own individualistic traditions and impulses?

**Questions for Discussion**

1) In terms of their social context, social-personal situation and ideational influences, explain the phenomenon of the Meiji ‘anguished youth’ [discussed by Kinmonth; cf. other sources on Meiji culture such as Pyle’s *New Generation*…, Rubin, Walker…]

2) Which of the tanka poets do you think would have been the most subversive of conventional social morality? And which the most radical reformer of the medium? [you may compare just Takuboku and Akiko, or all four poets—Tekkan and Shiki, as well]

3) How did perceptions of the individual (or the individual ‘self’ or ‘ego’) change in Meiji, and what sorts of factors influenced these changes? [cf. Walker, Rubin, Arima, Ueda, Lippit etc]

4) In what sense was individualism an import from the West?

**Kit Readings**


**Further Reading**

*Meiji Culture, Novelists, Individualism etc*


**Critical works re individualism Vs groupism:**


(works in cultural theory such as Befu Harumi’s *Hegemony of Homogeneity*, Sugimoto Yoshio’s *Images of Japanese Society*, Peter Dale’s *The Myth of Japanese Uniqueness*, Stefan Tanaka’s *Japan’s Orient*, etc, should also be useful)

**Meiji Poets:**


Week Seven Tutorial (21 April)
Feminism & (Gendered, Leftist) Literature

Themes

There are a few interrelated parts to this week’s topic: first, state policy toward women and the situation of women in Meiji and Taishō; second, feminist critiques—what liberal and leftist (ie., communist and anarchist) feminists had in common and how they differed; and, third, the works of leftist women novelists such as Miyamoto Yuriko and Sata Ineko, both involved in the Proletarian Literary Movement from the late 1920s.

It is interesting to consider the question of whether such works by radical women reflect or contest the conventional gender constructs of the day. This requires reading them, not in isolation from, but compared to novels written by men such as Kobayashi Takiji. For, even ‘proletarian’ literature written by communists differed greatly in terms of thematic content and narrative strategies, depending upon whether the author was male or female. If female, the narrative was likely to be personal and relational: about a personal relationship perhaps with a ‘significant (usually male) other’, perhaps even written in the first-person. Works by men would typically be about the external, public-political world, say, about a strike by urban proletarians or peasants/tenants.

We might want to consider why this was the case: was it just a case of gendered social expectations of (public/political) male and female (private/personal) concerns and writing; or did their styles differ because of different political ideas and commitments? After all, Miyamoto and Sata were communists, but they were also feminists who would doubtless have accepted the postwar feminist maxim in English-speaking countries that ‘the personal is political’.

Another issue that might be re/considered is a long-standing bias against political (‘propagandistic’) literature held by conservative literary critics and scholars, including historians (e.g. Donald Keene). Arguably, like with empiricist scholarship where the conventional ideal was impartiality or objectivity, this prejudice partly stemmed from the liberal-humanist notion that literary excellence or fine or true ‘art’ is unpositioned—that is, classless, ungendered, and so on. Of late, literary criticism takes a markedly different approach, as is illustrated in a recent collection of memoirs by leftist women writers of prewar Japan (R. Loftus, ed., Telling Lives). This reflects the influence of recent feminist literary criticism or theory (for e.g., Sidonie Smith and Julia Watson (eds), De/Colonizing the Subject, and similar works on transnational women’s and other resistance writing).
Questions for Discussion

1) In what sense and to what extent were the state’s attitudes and policies concerning women, ‘traditional’? [start with Nolte & Hastings; also Mackie, Ueno, Sievers etc].

2) Japanese feminists from Meiji to Taishō had their differences, yet were united on some issues. What aspects of society did most condemn? OR

3) Why would some feminists have preferred red or black ‘stockings’ to blue? [red is the traditional socialist colour; black is anarchist]

4) Kobayashi Takiji, Miyamoto Yuriko and Sata Ineko were all communists. What do their writings suggest about what communism meant to each of them? OR

5) How and why did female and male proletarian novelists differ in their concerns, approaches and narrative styles?

6) To deny leftist literature the status of ‘true’ literature due to its lack of impartiality is to judge it by bourgeois-liberal, equally political standards. Discuss [cf. critical essays by Keene and Arima versus the abovementioned feminist works on ‘resistance writing’/‘outlaw autobiography’ etc]

Textbook: Walthall, pp. 160 – 168

Kit Readings


Further Reading

On Women and the State, the ‘Good Wife, Wise Mother’ hegemonic ideology etc


[cf. works on conservative, patriotic women in 1930s week & other collections of essays on women such as *Japanese Women Working*; and *Recreating Japanese Women*]

Memoirs by feminist activists (not novelists):


Ishimoto Shidzue, *Facing Two Ways: The Story of My Life*, New York, Farrar and Rinehart, 1935 (reprinted by Stanford University Press, 1986) [Ishimoto was the leader of the prewar birth control movement—cf. works on her by Elise Tipton].

Yamakawa Kikue, *Women of the Mito Domain: Recollections of Samurai Family Life*, University of Tokyo, 1992 [Yamakawa was an active prewar Marxist]


On Prewar Japanese Feminism (liberal and leftist)


Note also that E. Patricia Tsurumi published an article once in the Bulletin of Concerned Asian Scholars on the prewar anarcha-feminist, Takamura Itsue, who’s more famous as the founder of women’s history/studies in Japan. It shouldn’t be hard to find through a journal search of BCAS via Sirius.

Sievers, Sharon L., ‘Feminist Criticism in the 1880s: The Case of Kishida Toshiko’, *Signs*, vol. 6, no. 4 (Summer 1981), pp. 602-16


Sievers, Sharon L., Flowers in Salt: The Beginnings of Feminist Consciousness in Modern Japan, Stanford University Press, 1983 [includes chapters on temperance-style activists, on Meiji socialist women, and one on the anarchist, Kanno Suga].


Mackie, Vera, Creating Socialist Women in Japan, 1900-1937, Cambridge University Press, 1997 [most comprehensive work on socialist/Marxist women; also her later book, Feminism in Modern Japan, above].

Marran, Christine L., Poison Woman: Figuring Female Transgression in Modern Japanese Culture, Univ of Minnesota Press, 2007 (wasn’t sure where to list this, but it’s an interesting book on representations of female violence, both murderers and radical political activists)

Proletarian & Feminist Literature (primary and secondary sources):


Mizuta-Lippit Noriko & Iriye-Selden Kyoko (eds, trans.), Stories by Contemporary Japanese Women Writers, M. E. Sharpe, 1982 [biographical info. and stories by Sata, Miyamoto, Hirabayashi Taiko, among others].

Loftus, R., *Telling Lives* (above)


**Week Eight Tutorial (28 April)**

The ‘Roaring 20s’: Mass Culture & Social Movements

**Themes**

The topic this week is Taishô mass or popular culture in its various expressions, from fashion and modern materialism to grassroots political radicalism, neither of which the State and conservatives looked upon very kindly. The Taishô period of 1912 to 1926 has often been referred to as the era of ‘Taishô Democracy’, largely because the parliamentary system had been becoming gradually more democratic since the first elections in 1890 (a bill for universal male suffrage, for example, was passed in 1925). In part, the era has been seen as such, however, also because of the rapid growth of unionism, social movements and leftist radicalism.

While some people were joining unions or political groups, the most radical of which were influenced first by anarchism and then (after the Russian Revolution of 1917) also by communism/Bolshevism, many more were experimenting with less dangerous Western-influenced fads. Dressed in their modern finery, *moga* and *mobo* (‘modern boys and girls’) frequented dance halls and cafés, and were doubtless more inclined to discuss the finer
points of fashion than to dwell on politics or the deep questions of life: the ‘anguished youth’ of Meiji had been left behind.

The characterization of the era as ‘democratic’ has been questioned by numerous scholars. And it would have been seen as a joke by those in the 1920s who suffered repression simply for going out on strike for better workplace conditions, or for criticizing the government, or joining social movements! By the late 1920s, those anarchists, communists, Korean and ‘burakumin’ (outcaste) activists, or labour and tenant union organizers who were not in prison were underground; yet in the thirties, the rise of ultra-nationalism (again, after the Manchurian Incident) brought with it even greater dangers for social critics.

Note: Those doing the question on anarchism would be advised to rely mainly on specialist works (eg., by Crump and HBR) to avoid stereotypes of the anarchist necessarily as a ‘terrorist’, which are the product either of ignorance or liberal or Marxist biases.

Questions for Discussion

1) Did urban popular culture in Taishô differ substantially from Meiji’s? In which era do you locate the origins of postwar Japan’s popular culture?

2) How did the ‘modern girl’ of the 1920s differ from the ‘new woman’ of the 1910s?

3) How did Japan’s anarchists differ, doctrinally and organizationally, from those they would have regarded as ‘authoritarian’ socialists: i.e., social democrats and Marxists?

4) Explain the high number of peasant tenancy disputes and growth of a significant tenant protest movement by the 1930s. Isn’t it likely that this struggle had been brewing for decades?

5) Why was the Suiheisha critical of earlier ‘reconciliation’-style Burakumin groups? Which would have been more effective in countering social prejudice and discrimination?

6) How democratic was ‘Taishô Democracy’?

Textbook: Walthall, pp. 161 –172

Kit Readings


Further Reading
[Readings specifically on communism/Marxism are listed under next week’s topic, which is partly on the JCP and tenkō: ideological conversion or recantation.]

General: 1920s Popular & Political Culture, Taishō ‘Democracy’, repression etc
McClain (above) Chapter on ‘The Tumultuous Twenties’

Famous Ethnographies:

Social Democracy (reformist socialism—also labour conditions):


Mackie, Vera [book entitled *Creating Socialist Women*]


Anarchism:


Bowen Raddeker [others listed in week 7].


Sievers, *Flowers in Salt* [Chapter on executed anarchist, Kanno Suga].


Tsurumi, E. Patricia, ‘Feminism and Anarchism in Japan: Takamure Itsue, 1894-1964’, *Bulletin of Concerned Asian Scholars*, vol. 17, no. 2 (1985), pp. 2-19. [Takamure was active in anarchist groups around 1930, and devoted the rest of her life to the study of Japanese women’s history; hence she is now the most famous of Japan’s founders of women’s studies.]


Minorities in Japan


Burakumin:

Hane Mikiso [below]


de Vos, George, *Japan’s Outcasts: the Problem of the Burakumin* [...?]
Week Nine Tutorial (5 May)
1930s Thought Control & Ultranationalism ('Fascism')

Themes

Since there was little difference ideologically between communists who recanted in the 1930s and embraced a nationalist form of ‘socialism’ and rightists, this week is about both communist tenkō and Japanese ultranationalism or ‘fascism’.

We first look at the state policy of encouraging tenkō (ideological recantation or conversion to emperor-centred nationalism) amongst radical leftists, who by this time were mostly in prison. We consider the individual reasons for tenkō, which was the abandonment, en masse, by Japanese leftists (particularly communists) of their ‘un-Japanese’ ideas and activities in favour of some form of emperor-centred nationalism—bearing in mind that it was never entirely spontaneous. The tenkō of much of the JCP occurred in a context of severe state repression, combined with the institutionalization of a policy of ‘re-education’ or indoctrination. Ultimately, the policy was more successful than repression alone, to the extent that many previously ‘unpatriotic thought criminals’ could now be reintegrated into Japan’s ‘naturally/uniquely harmonious, familial’ [sic] society.
The second part of the topic concerns the close parallels between the ideas of fascists and lapsed communists. Since fascist ideology anywhere both drew on traditional leftism whilst competing against it, it is unsurprising that Japan’s ‘fascists’ (for e.g., Kita Ikki, the young officers, and the agrarian nationalists) could be difficult to distinguish from former communists—those, that is, who recanted and now supported imperialist expansion. We therefore look at the ideologies of both fascists and tenkôsha such as the JCP leaders, Sano Manabu and Nabeyama Sadachika.

Finally, concerning Japan and fascism, few would deny that there were ‘fascists’ (such as the abovementioned) in Japan in the 1930s and 40s; that there were parallels between their ideas and fascist thought in Italy and/or Germany (and perhaps Franco’s Spain); or even that some leading intellectuals or politicians wished to emulate European fascist policies.

Yet there has been a longstanding debate on whether or not 1930s-40s Japan was ‘fascist’. In answer to the question of whether the prewar-war time regime or system was ever ‘fascist’, most western scholars have said ‘no’ yet, interestingly, many Japanese (leftist) scholars have no qualms about describing it as such.

Questions for Discussion

1) Explain the effectiveness of the state’s policy of tenkô in defeating the JCP? [see Bowen, Steinhoff, Wagner etc]

2) Can Sano Manabu’s tenkô be seen to symbolize the special compatibility in Japan of nationalism and socialism, or did he simply convert to fascism? [see Wagner, Bowen etc]

3) With reference to Kita Ikki, the young officers, and the agrarian nationalists, discuss the defining features of ‘fascist’ thought in Japan.

4) Was 1930s-40s Japan ‘fascist’? [cf. articles by Maruyama, Fletcher, McCormack, Kasza etc]

Kit Readings


Extracts (H. Bowen, trans.) from Sano Manabu & Nabeyama Sadachika, ‘Kyôdô hikoku dôshi ni tsuguru sho’ [Letter to the Joint Defendants], Kaizô (July 1933), pp. 191-99 [this is the tenkô statement by the two JCP leaders who initiated the mass renunciation of communism].


Further Readings

Marxism/Communism:
Bowen, Hélène L., ‘Janus in Japan: The Two Faces of Prewar Communism’, Unpublished Honours Thesis, Department of History, La Trobe University, 1982 (for some reason this is in our library…..?)
Mackie, Vera [books listed under week on women]

On Tenkô
Bowen, Hélène L., 'Janus in Japan: The Two Faces of Prewar Communism', Unpublished Honours Thesis, History Department, LaTrobe University, 1982 (this is in our library), pp. 79-116.


Steinhoff, Patricia G., Legal Control of Ideology in Prewar Japan, 1970.


Hoston, Germaine, Marxism and the Crisis of Development in Prewar Japan, Princeton University Press, 1986 (Chap 8 on tenkô)


Ultranationalists/Fascists & 'Fascism' Debate


Ueno, Chizuko, Nationalism and Gender, (Beverley Yamamoto, trans.) Melbourne, TransPacific Press, 2004

White, James et al (eds), The Ambivalence of Nationalism: Modern Japan between East and West, Lanham, Md.: University Press of America, 1990

Tansman, Alan (ed.), The Culture of Japanese Fascism, Duke UP, 2009


Wilson, 'A New Look at the Problem of “Japanese Fascism”', *Comparative Studies in Society and History*, vol. 10, no. 4 (July 1968), pp. 401-12.


Wilson, Sandra, 'Women, the State and the Media in Japan in the Early 1930s: *Fujo shinbun and the Manchurian Crisis*, *Japan Forum*, vol. 7, no. 1 (April 1995), pp. 87-106.


[Kenneth Pyle’s Chap. 11, especially pp. 192-98 on the ‘question of Japanese “fascism”’, in his *Making of Modern Japan*].

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**Week Ten Tutorial (12 May)**

**The Pacific War & Wartime Japan**
Themes

The topic this week will include discussion of the Pacific War or the ‘Fifteen Year War’ from the Manchurian Incident of 1931 to Japan’s surrender in 1945; and also the conduct of the war by Japanese forces. In the latter connection, discussion will include war crimes or atrocities committed by the Japanese armed forces and debates over whether they were quantitatively or qualitatively different from those committed by others. These include the phenomenon of what was euphemistically referred to as ‘comfort stations’ in Japanese (and, unfortunately, usually also in English) —ie., the system of forcing mostly Korean and other Asian women, but also a few western woman, into serving the Japanese armed forces as prostitutes. In other words, this was a system of military sexual slavery which is the sort of language that should be used rather than the insulting term ‘comfort women’.

We will also look at wartime Japan, at the experiences and attitudes of people at home during the war, reconsidering the common view that ‘the’ Japanese (ie., all or most of them) were enthusiastic supporters of imperialism and war; or the common implication that only non-Japanese suffered for the policies and actions of government/military leaders.

Questions for discussion (or research essays)

1) Evaluate Tanaka Yuki’s explanation of Japanese war crimes and/or atrocities. Does he merely explain or, rather, justify them?

2) Explain the wartime phenomenon where women (mostly Asian women) were forced into sexual slavery in the interests of the ‘comfort’ of the Japanese armed forces. (I.e., what was the Japanese rationale for this, and what other factors might explain it?)

3) How would you evaluate the war crimes trials? For example, was this just arbitrary and vengeful ‘victor’s justice’? Did they involve fair and equal retribution? Were they just morally or also politically motivated?

4) A common image of wartime Japanese is that they were all patriotic, all single-mindedly united behind the emperor, Japan’s leaders and the war. Evaluate this image, drawing on sources read earlier in the course and memoirs of the war.

5) Was it only non-Japanese who suffered from Japanese militarism and the repeated wars waged by Japanese governments/military leaders?

Textbook
Walthall, (on the war and wartime Japan), pp. 173–88
Kit Readings


Further Reading

On the Pacific War:

Young, Louise, *Japan’s Total Empire : Manchuria and the culture of wartime imperialism*, Berkeley : University of California Press, 1998


Wartime Japan, including Oral Histories/Memoirs:


On War Crimes:
Tanaka Yuki’s book on the so-called ‘comfort women’…..

Week Eleven Tutorial (19 May)
The Allied Occupation and Postwar ‘Miracle’

Themes

Following Japan’s surrender in August 1945, there was a period of occupation by Allied forces led by the U.S. under General Douglas Macarthur (Supreme Commander for the Allied Powers: SCAP). GHQ (the Allied Powers General Headquarters) was not abolished till the time of the San Francisco Peace Treaty of April 1952. Important policy proposals for reform by the Japanese government had to be approved by GHQ or, rather, SCAP; thus, the postwar constitution of 1947 was more the result of Allied than Japanese efforts (the Japanese draft having been rejected) and contained a number of significant reforms. War crimes trials were conducted during this period, General Tōjō (former PM, War Minister, Chief of Staff etc) being one of the ‘Class A war criminals’ hanged in 1948. The Shôwa emperor, however, was spared, largely due to a fear of popular reprisals.

The Occupation’s Constitutional reforms were too far-reaching for some Japanese and not radical enough for others. SCAP also proved to be less than democratic when it came to the resurgence of labour unionism and radical demands amongst unionists for better pay and conditions, including a say in management (in some cases workers actually occupied and took over factories). Thus, by 1947 it instituted a purge of communists and other ‘radicals’, not just in the workforce but also in the education system. Once again, like after the Meiji Revolution, the aspirations of some for full equality or grassroots democracy remained unfulfilled. Hence there have been many severe critics, both Japanese and non-Japanese, of the postwar social and political system. They have doubted, for example, how far the prewar and wartime system of a lack of democracy/authoritarian, militarism and glaring social inequities was really transformed after the war.

Questions for discussion (or research essays)
1) What were the important reforms of the Occupation period and their effects on postwar society?

2) How democratic were the occupation authorities, and whose interests did their reforms serve?

3) What were the reasons for the workers’ movement that instigated several cases of production control of factories or businesses during the Occupation period? And how effective were these enterprises run by workers?

4) What were some of the social problems and political issues that came to the fore or continued into postwar Japan?

Kit Readings


Further Readings

Occupied Japan (including the War Crimes Trials)


Steiner, Kurt, ‘The Occupation and the Reform of the Japanese Civil Code’, in Ward and Sakamoto (eds), Democratizing Japan [listed below], pp. 188–220.


General (on postwar Japan)
Other essays in Moore (ed.), *The Other Japan: Conflict, Compromise and Resistance since 1945*, M. E. Sharpe, 1997 (+ the book by E. Patricia Tsurumi under the same main title)
Curtis, Gerald (ed.), *Japan’s Foreign Policy after the Cold War*, New York, M. E. Sharpe, 1993.
Schaller, Michael, *Altered States; The United States and Japan since the Occupation*, Oxford University Press, 1974?
Gordon, Andrew (ed.), *Postwar Japan as History*, University of California Press, 1993

**Ethnographies & Memoirs etc**

**Postwar Women: Law, Workplace, Family etc**
[some of the above ethnographies are relevant]
[articles in *Women and Class...*, *Japanese Women Working; Re-Imagining Japanese Women; and Japanese Women: New Feminist Perspectives...*]
White, Merry, ‘Home Truths: Women and Social Change in Japan’, *Daedalus*, vol. 121, no. 4 (Fall), pp. 61–82.

Essays on women in the workforce, women’s liberation etc, in Moore (ed.), *The Other Japan: Conflict, Compromise and Resistance since 1945*, M. E. Sharpe, 1997

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**Week Twelve Tutorial (26 May)**

‘Re-Imagining’ the Past:

History (Writing) as Spot- or Blot- Remover

**Themes**

Political discourse in Japan (and East Asia) today is still haunted by Japan’s earlier emperor system, colonialism and Pacific War, featuring frequent debates on war responsibility and guilt, war crimes and reparation. All this became topical once again from the late 1980s with legal suits by Koreans and others for compensation from the Japanese government; with the school textbook censorship case brought against the Ministry of Education by Ienaga Saburô; and with the beginning of the new emperor’s reign in 1989. Once again questions were asked about the war role and responsibility of the Shôwa emperor (by some of the braver critics), and about why formerly nationalistic/militaristic ‘state Shintô’ rituals were still being conducted by emperors, PMs and others.

In other words, some doubted that there really had been a separation of state and religion as set out in the postwar constitution. Others criticized Japan’s leaders for failing to adhere to the constitutional commitment to peace, either through the above actions or by remilitarizing (building up Japan’s ‘self-defence’ force). Some scholars have also pointed to a deliberate ‘re-imaging’ of the Shôwa emperor as a lovable and harmless pacifist who wouldn’t ‘hurt a fly’ (well, but for the fact that he loved collecting and studying insects….).

Meanwhile, with all this and with the longstanding discourse on Japanese cultural identity (‘Nihonjinron’), ‘uniqueness’ and often implied superiority, came a reinvigoration of neo-nationalism in Japan. Neo-nationalists typically paint Japan as ‘victim’ and deny war guilt or responsibility, or war crimes altogether; they are thus anti-compensation whilst, of course, pro-emperor.

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Significantly, it has not only been Japanese who have ‘re-imaged’ Japan’s past. As we see in John Dower’s classic historiographical essay of 1975 about ‘modernization theory’, conservative Western historians did their bit, too (in the interests of American/Allied foreign policy in Cold War Asia), painting Japan’s early modern and modern history in brighter hues than hitherto. For them, Japan was a better model of historical ‘progress’ for developing postwar Asian nations than communist China. (It is important for anyone who wants to understand the historiography of Japan to read this!)

Nb: A documentary on the Shôwa emperor and the question of his war guilt may be shown this week.

**Questions for Discussion**

1) Discuss the changing images or ‘re-invention’ of the Shôwa Emperor from wartime to postwar Japan.

2) In Japan today, Japan’s militaristic past is still a hotly contested site. Discuss the competing discourses amongst Japanese on its 20th century history with respect to topical issues such as government compensation for war crimes (or the lack of it) and censorship of school textbooks.

3) Naturally, the nature of Japan’s past has been debated, on moral/political grounds, also by Western historians. Reflect on the historiographical lessons implicit in the excerpt from Dower’s classic essay of 1975, and on how they might affect your own writing of Japanese history.

**Kit Readings**


**Further Reading**


Dower [also his 1975 historiographical introduction to Halliday’s book]


Hogan, Michael J., Hiroshima in History and Memory, Cambridge University Press, 1996.


Tanaka, Stefan, Japan’s Orient; Rendering Pasts into History, Berkeley, University of California Press, 1993.


Sugimoto Yoshio [various works critiquing ‘uniqueness’, ‘homogeneity’ etc]


Heine, Steven & Fu, Charles Wei-hsun (eds), Japan—in Traditional and Postmodern Perspectives, Albany, State University of New York, 1995.

Week Thirteen Tutorial (2 June)
Gender & Postwar Popular Culture

Themes

Clearly, one could take one’s pick from a host of different aspects of Japan’s postwar to contemporary mass and/or popular culture. One might choose the media (manga, animé or other film genres, TV, ‘adult’ or women’s magazines) or broader cultural practices, attitudes, fads (say, the 50s-style rock n roll kids abroad in parks about the country; changing attitudes toward sex; porn and sexual violence in that and manga/anime etc; or sexual/gender ambivalence or amongst youth or in the ‘camp’ media. It should be noted, however, that the blurring of gendered roles/boundaries, cross-dressing etc has in Japan long been a feature of traditional formal, i.e., Buddhist religion, and popular millenarianism, for example in some new religions: see Hardacre on Omotokyo listed in the week on religion).
Questions for Discussion

1) Discuss sexism and gender stereotyping in the postwar to contemporary media with reference to more than one medium (manga, animé, film, TV, magazines etc)

2) Discuss gender/sexual ambivalence in more than one popular medium (say, the Takarazuka all-female theatre and manga/animé).

3) Consider contemporary representations of lesbianism and male homosexuality in Japan in terms of myths vs historical realities.

4) Discuss the historical continuities and discontinuities reflected in today’s sex/prostitution or ‘hostess’ industry.

5) Choose one or more popular medium and discuss it/them in terms of popular culture as political resistance to mainstream values and institutions (or the reverse: merely a reflection of them).

Kit Readings


Further Reading

General


**Gender-crossing, Sexuality, Sex Industry**


Darling-Wolf, Fabienne, ‘Male Bonding and Female Pleasure: Refining Masculinity in Japanese Popular Cultural Texts,’ *Popular Communications*, vol. 1, no. 2 (2003, pp. 73-88


McLelland, Mark, *Queer Japan from the Pacific War to the Internet Age*, Lanham MD, Rowman & Littlefield, 2005


