

HIEA 115, Social and Cultural History of Twentieth-Century Japan

Spring, 2013

Instructor: Greg DePies
Meeting times: MWF 9:00-9:50
Location: 216 Center Hall

Office: HSS 2302
Office Hours: MW 10:00-11:00 & by appointment
E-mail: gdepies@ucsd.edu

Course Description: This course challenges common stereotypes of Japanese society and culture as harmonious, regimented, or docile by following histories of social conflict during the 20th century. On one hand, capitalist enterprises and the institutions of the nation-state worked to produce disciplined laborers, loyal soldiers/subjects, and self-sacrificing mothers. On the other hand, the many histories of protest movements, riots, and coups point to an enduring culture of social conflict and resistance in Japan. No different from societies anywhere, the peoples of the Japanese archipelago experienced the 20th century as a deeply ambiguous moment; one full of liberatory potential but also new forms of domination.

Proceeding thematically, we will consider a variety of social and cultural spheres, asking:

*How and why did ordinary people come into conflict with, or over, economic enterprises and state institutions?

*How did conflict become a matter of culture? That is, how did people come to connect their struggles to past precedents and represent themselves as inhabiting oppositional communities (for example working class vs. bourgeoisie culture, women's liberation vs. from patriarchy, nations constituted in opposition to empires)?

Course Requirements

25% Term Paper (Due Monday April 22. The prompt will be distributed on April 15.)

25% Midterm Examination (In-class essay exam May 17. The prompts will be distributed on May 6.)

40% Final Examination (Essay exam Wednesday, June 12, 8:00-11:00, location TBA. Prompts will be distributed on June 3.)

10% Quizzes (12 unscheduled reading quizzes will be given throughout the quarter. They will be graded on a credit/no credit basis and are each worth 1% of the total course grade, up to a maximum of 10%. Please bring a pen to every class.)

3% Extra Credit, In-Class Discussion (Awarded for consistent and substantive participation in lecture.)

Reading assignments consist of a combination of primary and secondary sources and should be completed prior to the date of the class listed. Please bring the readings to class and be ready to use them for discussion.

Required Books (Available at the campus bookstore and on 2-hour reserve at the library)

*Gordon, Andrew. *A Modern History of Japan: From Tokugawa Times to the Present, Second Edition*. Oxford: Oxford University Press, 2008. [Gordon]

*Katayama, Sen. *The Labor Movement in Japan*. 1918. Reprint, Nabu Press, 2010. Also available online at http://www.marxists.org/archive/katayama/1918/labor_movement/index.htm

Articles and book excerpts are available on TED or on the UCSD library website as listed below.

Students are expected to attend each class meeting. If an absence is unavoidable, get notes from a fellow student. Students must complete the term paper and the two exams to receive a passing grade. No requests for exam rescheduling will be approved, so please do not enroll in the course if you have

scheduling conflicts preventing you from taking the exams at the designated times. Requests for exceptions/extensions will not be considered without written documentation of a grave emergency. Students must adhere to standards of academic integrity as defined by University policy. All students must do their own work. No collaboration is allowed. Use of others' words or ideas requires a clear citation.

Students requesting accommodations and services due to a disability for this course need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters.

Course Schedule

The schedule is subject to change. Any changes will be announced in lecture.

-----Section A: Social Struggles in the Empire (1900-1945)-----

Week 1: Introduction

Mon, April 1: Introduction, Syllabus & Course Outline/Objectives

Wed, April 3: 1900—Society in Industrial Capitalism. Read: **Gordon**, 61-92.

Fri, April 5: 1900—Cultures of Nation-State and Empire. Read: **Gordon**, 93-137.

Study Questions: What kinds of social transformations did capitalist industrialization entail? In other words, how did capitalism make ordinary people rethink their relations with others? How can we best assess nationalism and imperialism as social and cultural phenomena?

Week 2: Labor

Mon, April 8: The Ashio Mine Riot, 1907. Read: Katayama, Sen. *The Labor Movement in Japan*, 11-68 (Introduction to the end of chapter two).

Wed, April 10: Labor Movements in Heavy Industry, 1910s-1920s. Read: Katayama, Sen. *The Labor Movement in Japan*, 69-99 (chapters three and four).

Fri, April 12: Tenant Unions and Rural Unrest, 1920s. Read: Katayama, Sen. *The Labor Movement in Japan*, 100-147 (chapters five through seven).

Study Questions: What was life like as an industrial or agricultural laborer? How and why did laborer and tenant organizations come into conflict with corporations and state institutions?

Week 3: Women

Mon, April 15: Mothers and Factory Girls. Read: Nolte, Sharon H. and Sally Ann Hastings, "The Meiji State's Policy Toward Women, 1890-1910," 151-174. Available at the UCSD library website in Bernstein, Gail Lee, editor. *Recreating Japanese Women 1600-1945*.

Wed, April 17: Rice Riots, 1918. Read: **Gordon**, 139-181.

Fri, April 19: Modern Girls, 1920s. Read: Hane, Mikiso. "Women Rebels," 246-292. TED

Study Questions: How did capitalist enterprises and nation-state institutions render women as an important resource for industrialization and imperialism? How did this new importance entail exploitation at the same time it opened up avenues for challenging patriarchy?

Week 4: Populist Imperialism and Colonial Resistance

Mon, April 22: The Hibiya Riot (1905) and the Era of Popular Protest. Read: Kotoku, Shusui. "Against the War-Time Tax, 1904," Yoshino, Sakuzo. "On Demonstration, 1914," 90, 95-106. McLaren, Walter. "The Political System in Japan." TED **Term Paper Due**

Wed, April 24: Social and Economic Forces for Imperialism & the Experiences of Colonized Peoples. Read: Young, Louise. "Reinventing Agrarianism: Rural Crisis and the Wedding of Agriculture to Empire," 307-351. Available at the UCSD library website in *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism.*

Fri, April 26: Colonial Uprisings: The March First Movement, 1919 (Korea) & and The Wushe Incident, 1930 (Taiwan). Read: Kim, Sa-Ryang. "Into the Light," 13-38. Robinson, Michael. "Colonial State and Society," 36-55. TED

Study Questions: How did popular demonstrations constitute an important part of the politics of imperialism? How did militarism and imperialism offer solutions to the social and cultural conflicts of the first half of the 20th century? What kinds of incidents brought colonized peoples into open conflict with Japanese colonizers?

Week 5: The 15-Year War (1931-1945)

Mon, April 29: Army Officer Coups, 1930s. Read: **Gordon**, 181-223.

Wed, May 1: Regimentation and Wartime Childhood. Read: Manabe, Ichirō. "The Diary of an Evacuated Schoolboy," 235-266. TED

Fri, May 3: Wartime Resistance. Read: Hashikawa, Bunsō. "The 'Civil Society' Ideal and Wartime Resistance," 128-142. TED

Study Questions: How did the idea of resistance change with the state's increasingly pervasive efforts to mobilize the nation for war?

-----Section B: Citizen Movements and Apathy Post-Empire (1945-2000)-----

Week 6: Labor Revisited

Mon, May 6: U.S. Occupation and Labor. Read: **Gordon**, 226-243. "Yomiuri Strike," 153-162. TED

Wed, May 8: Miike Mine Strike, 1960. Read: **Gordon**, 245-269.

Fri, May 10: Salary Men, Day Laborers, Temporary Workers. Read: Fowler, Edward. "Work," 175-224. TED

Study Questions: How did the U.S. occupation and the changed economic and political environment create new challenges and opportunities for labor organizations?

Week 7: Anti-War Protest

Mon, May 13: AMPO protest, 1960. Read: **Gordon**, 270-290. "Treaty of Mutual Cooperation and

Security,” “Formation of the People's Council for Preventing Revision of the Security Treaty,” “On the Revision of the Japan-U.S. Security Treaty,” 235-239, 243-247. Oda, Makoto. “The Ethics of Peace,” 154-170. TED

Wed, May 15: American Bases in Okinawa. Read: Ōshiro, Tatsuhiro. “The Cocktail Party,” 33-77. TED

Fri, May 17: **Midterm Examination**

Study Questions: How did the AMPO treaty ratification issue become the rallying point for so many diverse social protest movements? What problems do US military bases bring upon the residents of Okinawa and what is the history behind the US military occupation of Okinawa?

Week 8: Minority Movements

Mon, May 20: Religious Minorities and the Sarin gas attacks, 1995. Read: Shimazono, “The Evolution of Aum Shinrikyō as a Religious Movement,” 19-52. TED

Wed, May 22: LGBT Movements. Read: Fujimura-Fanselow, “Dialogue: Three Activists on Gender and Sexuality,” 177-196. TED

Fri, May 24: Ainu Movements. Read: Kayano, Shigeru. *Our Land was a Forest*, 23-44, 57-86, 97-109 (chapters 3-4, 6-7, 9). TED

Study Questions: In what ways can religious beliefs become a source of social conflict? What are the goals of and tactics used by movements for minority rights?

Week 9: Youth

Mon, May 27: No Lecture, Memorial Day

Wed, May 29: 1968 student revolt. Read: **Gordon**, 291-332. “Declaration to Begin a Strike, 1968,” “From the Pages of the Japan Times, 1969,” 264-269. TED

Fri, May 31: School Refusers vs. Education Mothers. Read: Allison, Anne. “Producing Mothers” 105-122. Available at the UCSD library website in *Permitted and Prohibited Desires: Mothers, Comics, and Censorship in Japan*.

Study Questions: How have college students created new cultures of social protest? Of what deeper problems might the “school refusal” movement be a symptom?

Week 10: Environmental Movements

Mon, Jun 3: Minamata Disease. Read: “A Plan to Remodel the Japanese Archipelago, 259-264.” “Judging Tanaka's 'Remodeling Japan' Theory” and “Pollution: Basic Theory of Kōgai,” 568-575. TED

Wed: Jun 5: Sanritsuka Struggle. Read: Apter, David E. and Nagayo Sawa. *Against the State*, 1-17, 79-110. TED

Fri: Jun 7: Nuclear Power, Wrap Up. Read: Miyoshi, Masao. “Japan is Not Interesting,” 189-204. Available at the UCSD library website in *Trespasses: Selected Writings*.

Study Questions: In what ways was/is environmental degradation a matter of social conflict? Who suffers from environmental problems and why?