

History 3609G—Japan since 1945

Thursdays 1:30-3:30

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Course Description

After its shattering defeat in World War II, Japan was in ruins and placed under US occupation from 1945 to 1952. Under the Occupation, Japan engaged in an arduous political, economic, and social reconstruction that provided a new foundation for its reemergence as an important political and economic power. After the Occupation, Japan embarked on a meteoric rise to emerge as the second most important capitalist economy in the world, with a model that provided prosperity for its citizens, potentially dominating the world economy. This success also included periods of political, economic, and social crisis, which culminated in the bursting of the “bubble economy” in the early 1990’s. Since then, Japan has been confronting economic stagnation, political immobility, and strong social changes, but Japan still has managed to maintain its economic stature and its position as a major power in Asia and the world, in spite of not having strong military resources.

This course will deal with the important events and processes involved in Japan’s renewed rise since 1945. It will deal with the impact of the US occupation; the Japanese model of close government, business, and labour cooperation for economic development; Japan’s role in the Asia-Pacific regional order and its alliance with the United States; the social and cultural impact of rapid economic development; and the reasons why Japan’s model ran into trouble in the end of the 20th century. We will conclude with how Japan is coping with its new challenges and opportunities in the 21st century and what impact this has on Japan, Asia, and the world.

By the end of the course, students should be able to:

- Assess the interaction between political, social, economic, and cultural factors in Japan’s historical development since 1945
- Explain the characteristics of Japan’s postwar political, social, and economic reconstruction and the strengths and weaknesses of Japan’s postwar model
- Understand the interaction between domestic and international policies and their impact on Japan’s position in the world

- Analyze primary and secondary sources on select topics in the history of Japan since 1945 through both oral discussion and written work
- Present findings and views from readings through oral presentations
- Synthesise primary and secondary sources to produce a research paper

Course Readings

Gary D. Allinson, *Japan's Postwar History* (2nd edition) (Ithaca, NY: Cornell University Press, 2004)

Wm Theodore de Bary et al, *Sources of Japanese Tradition, Volume Two: Part Two, 1868 to 2000* (2nd edition), (New York: Columbia University Press, 2006)

Selected readings available on the course OWL site

Course Evaluation

Term Paper (around 15 pages)	45%
3 Article Analyses (4-6 pages: 10% each)	30%
1 Oral Presentation	10%
Discussion Participation	<u>15%</u>
	100%

The term paper will be a research paper on a topic of your choice in the history of Japan since 1945. Suggested topics will be handed out early in the beginning of the semester. The suggested length of the papers will be approximately 15 pages. The paper will due on **Thursday, March 23**.

The three article/document analyses will be based around the readings for each class. During the semester, students will choose **3** of the articles or documents assigned and write a 3-6 page paper each on the articles or documents. These papers are **due on the day of the relevant seminar in which the particular reading is assigned. This assignment will not normally be accepted late. The 1st article analysis, based on readings from Jan. 12 to Jan. 26, must be handed in by Jan. 26. The 2nd article analysis, based on readings from Feb. 2 to March 2, must be handed in by March 2. The 3rd article analysis, based on readings from March 9 to April 6, must be handed in by April 6.** This assignment is more than merely a summary. The main purpose of the paper is to bring forth the main issues of the article or series of documents, discuss how the author(s) bring forth their point of view, and also analyze the effectiveness of the readings in conveying information and opinion, as well as their contribution to the topic

under discussion in the particular seminar. A sheet with further explanation and suggestions will be available on the course OWL site.

Students will also be required to do **1** oral presentation in the course of the semester. These will be based on the articles and documents assigned as readings for the seminar. A sign-up sheet will be passed around in the beginning of the semester. This will involve a brief 10-15 minute presentation on the reading in question, which will include a brief summary of the reading and the launching of questions for discussion

This is a seminar course and the success of the seminar depends a lot on keeping up with the readings, attendance in class, and participation in discussion. It is for this reason that 15% of the course mark depends on seminar participation. Roll will be taken in each class and students will be given marks for participation in the discussions. For each class, students will be marked on a scale of 1 to 5 for each class and at the end of the semester, the marks will be added together to give an overall participation mark.

If you should have any questions pertaining to the structure or content of the course, please do not hesitate to contact me during my office hours, or by phone or e-mail to make an appointment.

Lateness and Absence Policy

The term papers will be accepted late. However, there will be a penalty of 2% a day that will be applied for every day the assignments are late, including weekends and holidays. In case of family emergency or illness, penalties can be removed from assignments by undergoing the process laid out in the next paragraph relating to academic accommodation on medical or compassionate grounds. The article/document analyses will normally not be accepted late. If you have missed class, try and get notes from another member of the class.

Students are reminded that academic accommodation on medical grounds can in most instances **only** be granted if supported by a **University of Western Ontario Student Medical Certificate**. This form can be accessed at the following website: https://studentservices.uwo.ca/secure/medical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty. (For Social Science students 2105 SSC.) Further details on this policy can be found at the following website: <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

If you do hand in your assignment late, please hand it in to the wooden drop-off box outside the History Department office at Lawson Hall. The staff will pick up the assignment and stamp it with a date and time and put it in my mailbox. This provides greater security and clarity for the handing in of the assignment. Please avoid shoving the paper under my office door if at all possible, because it could get lost.

Academic Dishonesty

It is expected that proper footnoting and referencing will be used for all the papers of this course. Plagiarism is a serious offence and can bring forth severe academic penalties. Please refer to the University calendar and to the department website for more details. More detailed information is provided at the end of this course outline.

Schedule of Readings—History 3609G –January-April 2017

Allinson=Gary Allinson, *Japan's Postwar History*

Jan. 5—Introduction

Jan. 12—The Occupation and Politics and Education

Allinson, p. 11-44

SJT2, p. 323-343 (Selected from Chapter 44—"The Occupation Years, 1945-1952")

John Dower, "Victor's Justice, Loser's Justice" in John Dower, *Embracing Defeat: Japan in the Wake of World War II*, (New York: W.W. Norton, 1999), p.443-484 (available at the course OWL site)

Jan. 19—The Occupation and Economic Development

Allinson, p. 45-82

SJT2, p. 343-360 (Selected from Chapter 44—"The Occupation Years, 1945-1952")

"The Rise of the Big Four" from Jeffrey W. Alexander, *Japan's Motorcycle Wars*, (Vancouver: UBC Press, 2008), p. 109-165 (available at the course OWL site)

Jan. 26—The Occupation and Society

Lori Watt, "The Coproduction of the Repatriate" in Lori Watt, *When Empire Comes Home: Reconciliation and Reintegration in Postwar Japan* (Cambridge, MA: Harvard University Press, 2009), p. 56-97 (available at the course OWL site)

Naoko Shibusawa, "Women and Children First" in Naoko Shibusawa, *America's Geisha Ally: Reimagining the Japanese Enemy* (Cambridge, MA: Harvard University Press, 2006), 13-53 (available at the course OWL site)

******Last chance to hand in 1st Article Analysis—Jan. 26******

Feb. 2— Japanese Foreign Policy and the Early Cold War

“Peace and Democracy in Two Systems: External Policy and Internal Conflict” in John Dower, *Ways of Forgetting, Ways of Remembering: Japan in the Modern World* (New York: The New Press, 2012), p. 185-226 (available at the course OWL site)

Tsuyoshi Hasegawa, “Treacherous Ground: Soviet-Japanese Relations and the United States” in Klaus Larres and Kenneth Osgood (eds.), *The Cold War after Stalin’s Death: A Missed Opportunity for Peace*, (Lanham, MD: Rowman and Littlefield, 2006), 277-302 (available at the course OWL site)

Feb. 9— High Growth: Economic and Social Transformations in the 1950’s and 1960’s

Allinson, p. 83-124

Duncan McCargo, “The Changing Political Economy” in Duncan McCargo, *Contemporary Japan* (Basingstoke, UK: Macmillan Press, 2000), p. 31-58 (available at the course OWL site)

Susan C. Townsend, “The Miracle of Car Ownership in Japan’s ‘Era of High Growth’, 1955-73”, *Business History* 55:3 (2013), 498-523 (available at the course OWL site)

Feb. 16—Democracy and Society in the 1950’s and 1960’s

SJT2, p. 382-412 (Chapter 45—“Democracy and High Growth”)

“The Birth of the *Shimin*” in Simon Andrew Avenell, *Making Japanese Citizens: Civil Society and the Mythology of the Shimin in Postwar Japan* (Berkeley and Los Angeles: University of California Press, 2010), p. 62-105 (available at the course OWL site)

Feb. 20-24—Reading Week—No class

March 2—Cultural and Social Transitions in the Era of Economic Development

Gary S. Cross & Gregory Smits, “Japan, the US, and the Globalization of Children’s Consumer Culture”, *Journal of Social History*, Volume 38, no. 4 (Summer 2005), p.873-890 (available at the course OWL site)

Tomiko Yoda, “The Rise and Fall of Maternal Society: Gender, Labor, and Capital in Contemporary Japan”, *The South Atlantic Quarterly*, Volume 99, no. 4 (Fall 2000), p.865-902 (available at the course OWL site)

******Last Chance to hand in 2nd Article Analysis—March 2******

March 9--Japan and the World in the 1970's and 1980's (I)

Allinson, p. 125-167

Jean-Marie Bouissou, "A Shock-Absorber System" in Jean-Marie Bouissou, *Japan: The Burden of Success* (Boulder, CO : Lynne Rienner Publishers, 2002), p. 167-213 (available at the course OWL site)

March 16--Japan and the World in the 1970's and 1980's (II)

Tsuyoshi Hasegawa, "A Strategic Quadrangle: The Superpowers and the Sino-Japanese Treaty of Peace and Friendship, 1977-1978" in Tsuyoshi Hasegawa (ed.), *The Cold War in East Asia, 1945-1991* (Stanford, CA: Stanford University Press, 2011), p. 213-240 (available at the course OWL site)

William R. Nester, "Japan and Southeast Asia" in William R. Nester, *Japan and the Third World: Patterns, Power, Prospects* (New York: St. Martin's Press, 1992), p. 119-139

SJT2, p. 553-573 (Selected from Chapter 49—"Thinking with the Past")

March 23— The Bubble Bursts: Economic and Social Crisis in the 1990's

Allinson, p. 168-210

"Economic and Financial Distress from 1990 to 2001 and the Turning Point" in Thomas F. Cargill and Takayuki Sakamoto, *Japan since 1980* (Cambridge: Cambridge University Press, 2008), p. 101-122 (available at the course OWL site)

*******Term Paper due—March 23*******

March 30—Japan, Asia and the World in the New Millennium

Yū Uchiyama, "Domestic Affairs: The Battle over Neoliberal Reform" in Yū Uchiyama, *Koizumi and Japanese Politics: Reform Strategies and Leadership Style* (Abingdon, UK: Routledge, 2010), p. 26-78 (available at the course OWL site)

Nick Bisley, "Securing the Anchor of Regional Stability? The Transformation of the US-Japan Alliance and East Asian Security", *Contemporary Southeast Asia: A Journal of International and Strategic Affairs*, Vol. 30, no. 1 (April 2008), p. 73-98 (available at the course OWL site)

Wendy Suiyi Wong, “Globalizing Manga: From Japan to Hong Kong and Beyond”, *Mechademia*, Vol. 1 (2006), p. 23-45 (available at the course OWL site)

April 6—Whither Japan?

“Shock, Disaster, and Aftermath: Japan since 2008” in Andrew Gordon, *A Modern History of Japan, 3rd edition* (New York: Oxford University Press, 2014), p. 336-354 (available at the course OWL site)

T.J. Pempel, “Between Pork and Productivity: The Collapse of the Liberal Democratic Party”, *Journal of Japanese Studies* 36:2 (Summer 2010), p. 227-254 (available at the course OWL site)

Sato Yochiro, “Leadership Changes and Japan in 2012-2013”, *Asia Policy* No. 15 (Jan. 2013), p. 49-55 (available at the course OWL site)

Bhubhindar Singh, “The Development of Japanese Security Policy: A Long-Term Defensive Strategy”, *Asia Policy* No. 19 (Jan. 2015), p. 49-64 (available at the course OWL site)

******Last chance to hand in 3rd Article Analysis—April 6******

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been

explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca