SAN JOSE STATE UNIVERSITY
HISTORY 110B (course # 47896)/ASIA 110A (course # 49844) HISTORY OF JAPAN FROM 1750
Fall 2012, MW 0900-1015, DMH 165
Final Exam: Monday, December 17, 0715-0930

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REQUIRED TEXTBOOKS:
Harry Wray and Hillary Conroy, eds, Japan Examined (Honolulu: University of Hawaii Press, 1983).

RECOMMENDED REFERENCE BOOK:

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IF YOU BUY BOOKS ONLINE FROM AMAZON, PLEASE CONSIDER ACCESSING THEIR WEB SITES VIA THE HISTORY DEPARTMENT WEBSITE, AS THE DEPARTMENT WILL GET A PERCENTAGE OF THE PURCHASE PRICE. GO TO http://www.sjsu.edu/depts/history/, CLICK ON THE "DONATIONS" BOX AND FROM THAT PAGE ACCESS THE BOOKSELLER'S WEBSITE. THANK YOU!

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OBJECTIVES AND ASSESSMENT:
This course will focus on Japan’s roller-coaster ride through the last two centuries. The story begins with the decline of the Tokugawa Shogunate, a process hastened by the arrival of Western intruders on Japan’s shores. The subsequent Meiji Restoration (1868) set Japan on a revolutionary course of rapid development along western lines, leading to the nation’s emergence as a great power, a status confirmed by victory over Russia in the Russo-Japanese war (1904-05). Then, after a period when it seemed that Japan would develop into a functioning parliamentary democracy which would cooperate with the Western imperial powers, the nation embarked on an expansionist, Asia-centered policy aimed at guaranteeing economic self-sufficiency. Although this led to a disastrous war with the United States, after a lengthy American occupation Japan regained independence, achieved a “miracle” recovery, and developed into a world economic power.
Students are expected to leave the course with an understanding of the caused and consequences of the Meiji Restoration, the political and socio-economic structure of the state created by Japan’s new leaders, Japan’s determined campaign to become a world power, the success and ultimate failure of “Taisho Democracy,” the rationale for Japanese expansionism that led to war with China and ultimately the United States. And the circumstances that allowed a devastated Japan to make such a rapid recovery. Student learning will be assessed through class participation, three examinations and two book essays.

As the names and events in Japanese history will be new to many students, careful reading of the texts and handouts and regular attendance in class are important. For the same reason, study sheets will be provided for each exam that list key names and terms. Students are encouraged to ask questions both inside and outside class.

**GRADING:**
- Mid-term exam #1  20%
- Mid-term exam #2  20%
- Final Exam  20%
- Book Essay #1  15%
- Book Essay #2  15%
- Participation  10%

**EXAMS:**
There will be two examinations during the semester and a final exam. The dates of the mid-term exams will be announced at least two weeks in advance. The first exam, which will include a map section, will cover through the 1880s, corresponding to chapters 1-6 in the Gordon text. Exam #2 will cover through the mid-1930s, corresponding to chapter 7-11 in the Gordon text. The final exam will cover the material in chapters 12-15 of the Gordon text. Bring a blank exam booklet for each examination. Students who have a legitimate excuse for being unable to take a scheduled exam are expected to inform the instructor, in advance if at all possible. Related excuses will not be accepted. Incompletes will be given only in extraordinary circumstances.

**BOOK ESSAYS:**
Each student is expected to complete two book essays. The books must be selected from the online booklist: [http://www.sjsu.edu/people/bruce.reynolds/courses/](http://www.sjsu.edu/people/bruce.reynolds/courses/) Most are available at the King Library. No paper on a book not on the reading list will be accepted unless prior permission has been granted. The first book essay will be due on Wednesday October 17th; the second on Wednesday November 21st. Late papers will be accepted up to the final day of class (December 8th), but will be marked down one point for each calendar day the paper is late. No late papers will be accepted after December 10th, the final class meeting.

The term "book essay" is used because students often think of a "book report" as little more than a summary of the book's contents. The "book essay" can best be thought of as
a cross between a book report and a term paper because the student is expected to go beyond merely outlining the contents. Although it is, of course, important to summarize the contents of the book as part of the report, the student should analyze it in some depth. In reading the book the student should pay attention to the author's sources (through the notes and bibliography), find reviews of it (particularly in specialized scholarly journals), seek information about the author.

The most important aspect of the essay is to determine the thesis, or main argument, of the book and describe how it is presented and supported. Is the case convincing? Who is the author and what are his or her qualifications? Has the author written other books on related topics? Does the author seemed to have approached the topic from a relatively objective point of view, or is a clear bias apparent? What sources did the author use? If the author is non-Japanese, are Japanese and other Asian-language sources cites? Is the author clearly arguing against another historian's interpretation of the subject? How did the author's peers evaluate the book in their reviews?

Book reviews will not only provide additional perspective on the book and demonstrate how professional historians analyze and criticize each other's work. The best place to look for reviews is the JSTOR database of scholarly journals. Go to http://www.sjlibrary.org/gateways/academic/ and click on "databases". The only problem is that journal issues from the last few years will not be included. Another useful tool for finding reviews is the Google search engine. An online source for reviews of many books published since 1998 is http://www.h-net.msu.edu/reviews/

Another way to find reviews is to look in the print copies of journals in the King Library, including the bound volumes of journals in the basement. Scan the year-end indexes or the table of contents of individual issues for the 1-3 years after the date the book under review was published. Scholarly reviews are more extensive and useful than brief reviews found in library-oriented journals like Choice or Library Journal. Important journals with Asian studies book reviews include: The Journal of Asian Studies, The Journal of Japanese Studies, Monumenta Nipponica, Pacific Affairs, Japan Quarterly; American Historical Review, Pacific Historical Review, and History: Reviews of New Books.

Information on authors can usually be found using GOOGLE and other on-line search engines. Many are university faculty and have Web pages on their university site. An excellent published source on American academic is the Directory of Japan Specialists and Japanese Studies Institutions in the United States and Canada (Vol. 1). A European version is Japanese Studies in Europe. Other printed sources include Biography Index, the Biography and Genealogy Master Index, various Who's Who volumes, Contemporary Authors, World Authors, and Directory of American Scholars.

If you run into trouble finding reviews or information about the author, contact a librarian or the instructor for assistance. Don't make the mistake of saying that you could not find any reviews without first making a serious effort to look. If I have reason to doubt such a claim, I will check it out.
Some of the books on the list are edited collections of articles by several authors. In analyzing such books the student should focus first on the collection as a whole. Does the book have a coherent theme? Or do the chapters seem to lead off in different directions with little continuity? Are the chapters of consistent quality? Beyond this, and a general summary of the contents, you may focus on one or two chapters of particular interest and discuss these and their authors in greater depth. It is not necessary to provide information on all the authors who have chapters in an edited collection.

The main body of each book essay should be at least six pages in length, typed, double spaced, and in type size no larger than 12 point. Each paper must have a full citation of the book being reviewed (in bibliographical format) at the top of the first page.

Acquisition and use of the Turabian guide is strongly recommended because many students have never learned the proper style for a research paper. If not, now is the time to learn. It is a handy reference book that students should keep for future use. Pay particular attention to Turabian chapter 7 (how to use quotations and avoid plagiarism), chapter 15 (introduction to citation practices), and especially chapters 16 and 17 (which provide specific examples of how to cite a wide variety of sources according to what Turabian calls the "note-bibliography" style.

In your paper you must use this "note-bibliography" style, not the parenthetical format (explained in chapters 18 & 19). The one exception to this rule is that you may parenthetically cite quotations from the book under review. For example, if your book is John Dower’s *Embracing Defeat* and you quote from it in the paper, it can be cited after the quotation with a parenthetical reference to the page number. The regular notes may be placed either at the bottom of the page (footnotes) or at the end (endnotes). The bibliography goes at the very end. The instructor is available for help and advice.

**PLAGIARIAM:**

SJSU policy SO4-12) defines plagiarism as "The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another’s work, without giving appropriate credit, and/or representing the product as one's own work."

For the complete university policy go to: http://sa.sjsu.edu/judicial_affairs/index.html and click on “Academic Integrity Policy”. For the purposes of this course, plagiarism means using someone else's words without quotation marks and a proper note, or borrowing someone else's idea without a proper note. This is not acceptable. If you have questions about what constitutes plagiarism, read Turabian chapter 7. If it is still not clear, come and discuss it with me. Any student found guilty of flagrant plagiarism will receive a zero grade on the assignment and the case will be referred to the appropriate authorities on campus. Do not assume that the instructor will not be able to tell the difference. Academic honesty is expected.
PARTICIPATION/BEHAVIOR STANDARDS:

Students are expected to be active learners by attending, asking questions and participating in class discussions. The evaluation of participation will count for ten percent of the final grade: full credit for active participation, partial credit for passive participation, and no credit for non-participation. Obviously you cannot participate if you are absent.

The class begins at 9 a.m. The roll will be called at the beginning of the period. If you arrive late, it is your responsibility to make your presence known to the instructor after class. While it is understandable that circumstances may occasionally cause late arrival, coming to class late day after day is not acceptable. If you do arrive late, enter quietly through the back door.

If for some reason you must leave class early, inform the instructor before class begins. Otherwise, sudden illness or personal emergencies are the ONLY acceptable reasons for leaving the room in the middle of class. During an examination do not leave the room without the instructor's permission.

SJSU POLICY S12-3

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

AMERICANS WITH DISABILITIES ACT COMPLIANCE:

If you need course adaptations or accommodations because of a disability, or if you need special arrangement in case the building must be evacuated, please make an appointment with the Disability Resource Center (924-6000, located in ADM 110) as soon as possible. The Presidential Directive 97-03 requires that students with disabilities register with DRV to establish a record of their disability.