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)

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


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


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

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

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**


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.


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**


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**


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


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


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

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

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