

Fall 2013

FYS 70

Uncle Sam(urai): Japan-U.S. Encounters since 1853

TTR 1:30-2:45
Location: King 323

Professor Emer O'Dwyer
Rice 308, Tel. 5-6708

Over the past 160 years, the United States and Japan have been trading partners, political allies, and, for a brief period, wartime enemies. This course explores how the culture, politics, and economies of both societies were shaped and conditioned by sustained mutual interaction. Texts under discussion will include film, diaries, travelogues, manga (and cartoons), literature, and musical performances. There will be one field trip to view the manga collection at the Ohio State University.

Required Texts:

- Peter Duus and Kenji Hasegawa, eds. *Rediscovering America: Japanese Perspectives on the American Century*, eds. Berkeley: University of California Press, 2011.
- Nakaguni Junya and Kitadai Junji, eds. *Drifting Toward the Southeast: The Story of Five Japanese Castaways*. Spinner Pubs Inc., 2003.

Recommended Text:

Gordon, Andrew. *A Modern History of Japan: From Tokugawa Times to the Present*. Third Edition. Oxford: Oxford University, 2013.

The required and recommended texts are available for purchase at the Oberlin Bookstore and on short-term reserve loan at Mudd Library. All other readings are available on Blackboard.

COURSE GOALS:

This seminar is designed to examine main themes in the history of U.S.-Japan relations, both formal and informal. Understanding how these two nations have fluctuated pendulum-like between mutual fascination and mutual antagonism over the past 160 years provides a window into understanding how robust conceptions of national identity have global implications. While history is the dominant discipline guiding inquiry in the seminar, students will also be encouraged to think across disciplinary boundaries and engage in critical interpretation of fiction, film, and manga.

More broadly, the seminar is designed to provide students with a toolbox of foundational skills for college-level work in the social sciences and humanities. Skills related to reading—What are good note-taking practices? What is an argument and how should it be assessed? Do I have to read every word?—represent one important axis of inquiry. Skills related to writing—How do I find library materials on my chosen topic? Should I make an outline? Where does the thesis go, and *what is a thesis*? How can I write good sentences?—represent a second main axis. Most of all, students will be encouraged to practice *writing* and *writing* and *writing* to acquire familiarity and comfort with

expressing ideas on a page. For, as a character in novelist Murakami Haruki's novel, *IQ84* notes: "Writers have to keep on writing if they want to mature, like caterpillars endlessly chewing on leaves."

ASSIGNMENTS AND GRADING POLICY:

The course grade will be based on the following:

- Attendance/Participation: 25%
- Short papers (Two @ 1,400 words each): 20% each
- Weekly written assignments (500 words): 25%
- Individual presentation on reading: 10%

All grading is based on the following scale: A+ 100-97; A 96-93; A- 92-90; B+ 89-87; B 86-83; B- 82-80; C+ 79-77; C 76-73; C- 72-70; D 69-65. A grade below 65 is a failing grade.

Note: Failure to submit any single written assignment for the class will result in a failing final grade and no credit will be granted.

EXPECTATIONS:

Attendance at all class sessions is mandatory and absences will be recorded. (In the case of personal or family emergency, students should contact the instructor to make arrangements for completing missed work.) Additionally, students are expected to be ready to begin promptly at 1:30pm for each class meeting.

Participation: This is a discussion-based course and engaged participation by students is required. That is, the most basic expectation is that students complete all assigned readings and come prepared to discuss. Even one student's failure to complete the readings impacts the learning of the class as a whole. Be responsible for both your own and your fellow students' learning. Together, you can ensure that all class time is spent in a productive discussion of ideas—an endeavor dependent on the *timely and thorough completion of all readings by all*.

Timely Completion of Assigned Work: Assignments are due on (or before) the noted due date. Only one extension will be granted per semester and must be requested during office hours *at least two days before the due date of the paper*. (Note: Requests for extensions may not be granted in all cases.) Late assignments will be reduced by one grade step per day. A paper due on Tuesday, Oct. 8 which is turned in on Oct. 9, for example, will get a "B-" rather than the "B" it merited. A "B" paper turned in on Oct. 10 will earn a "C+", etc.

Honor Code: Students are expected to adhere to the Oberlin Honor Code on all written assignments, concluding each with the handwritten pledge: "*I affirm that I have adhered to the Honor Code on this assignment.*"

Infractions of the Honor Code will be referred to the College Honor Committee.

Questions regarding the citation of sources and proper attribution of information should be directed to the instructor. For more information on the Oberlin Honor Code, please refer to the "Student Policies" section of the Oberlin College website.

Papers: The first paper will be due on **Tues., Oct. 8 in-class**. Note: a rough draft, which will be work-shopped by peers, will be due in class on Tues. Oct. 1. The second will be due on **Thurs., Dec. 5 in-class**, with a rough draft for peer review due in class on Tues. Nov. 26.

Weekly Assignments: Seminar members will be required to complete at least 5 short assignments, as listed under each week's readings. At least 2 of these must be completed before the fall recess. The written response associated with these assignments should be at least (and no more than) 500 words.

Individual Presentation of Readings: Each student will be responsible for leading discussion of a week's readings at least once during the semester. The expectation is for a 10-15 minute summary of main points, themes, and questions raised by the readings. The presenter is thus responsible for getting class discussion started and also for assuming the role of moderator in directing fellow students' comments and questions throughout the discussion period.

In-Class Contributions: In certain weeks, students will be asked to present a map or image related to the week's reading, to focus in groups on specific passages from a given reading, and/or to perform a short writing exercise in class. All such exercises will presume timely completion of that week's readings, so come prepared!

Film Screenings: Three films will be shown during the course of the semester in Wilder 101. The first, "*Sayonara*" (1957) by Director Joshua Logan will be screened on **Mon., Oct. 14 at 7pm**. The second film, "*Rising Sun*" (1993) by Director Philip Kaufman will be screened on **Wed., Nov. 20 at 7pm**. Films will be discussed during lecture in conjunction with the week's readings. A final (optional) film, "*Lost in Translation*" (Dir. Sophia Coppola, 2003) will be screened on **Thurs., Dec. 5 at 7pm**.

Writing Assistance: Students are encouraged to use the Drop-In Writing Center located in Mudd 101A (the Academic Commons) as well as other services offered by Oberlin's Writing Associates Program.

Laptop/Tablet Policy: In the interest of promoting engaged conversations with one's peers, students are asked not to use laptops and tablets during class-time. Please be certain to bring hard copies of all readings to class.

Accommodations for Disabilities: Students requiring accommodation for a disability must present a note from Jane Boomer (Director, Office of Disability Services, Peters Hall G-27) by **Wed. Sept. 11**. The note should include a detailed description of the type of accommodation required.

Office Hours: Students are encouraged to see the instructor with questions about any aspect of the course:

Wed. 2:30 - 4pm and Thurs. 2:45 - 4:15pm

Rice Hall, Room 308

Phone: 5-6708

E-mail: Emer.ODwyer@oberlin.edu

I. First Encounters

Week 1: Introductions

Sept. 3 (Tu.) Introductions
Sept. 5 (Th.) How to Read in College

Timothy Burke Blog-post: “How to Read in College,” *Easily Distracted: Culture, Politics, Academia and Other Shiny Objects*.

Radich, Michael. “What is Good Writing,” “Reading to Write,” and “The Response Paper” in *A Student’s Guide To Writing in East Asian Studies*. EALC, Harvard University: pp. 15-16; 17-18; 75-77.

Week 2: Mid-Nineteenth Century Encounters

Sept. 10 (Tu.) Whale Ships and Castaways
Sept. 12 (Th.) Black Ships and Forced Amity

Readings:

Nakaguni Junya and Kitadai Junji. *Drifting Toward the Southeast: The Story of Five Japanese Castaways*. Spinner Pubs Inc., 2003.

Rosenstone, Robert S. “Learning from those ‘Imitative Japanese’: Another Side of the American Experience in the Mikado’s Empire.” *The American Historical Review*, Vol. 85, No. 3 (June 1980), pp. 572-595.

Assignment: Look through the essays and images presented on the “Black Ships and Samurai” website (of the MIT Visualizing Cultures project.) (Bb)
Write a journal entry considering the manner in which the Japanese and Americans perceived each other during first encounters.

Week 3: Learning to Understand Each Other, Part 1

Sept. 17 (Tu.) ***Meet at the Allen Art Museum**. Allen Museum viewing
Sept. 19 (Th.) Mutual Fascinations

Harris, Neil. “All the World a Melting Pot? Japan at American Fairs, 1876-1904” in Akira Iriye, ed. *Mutual Images: Essays in American-Japanese Relations*. Cambridge: Harvard University, 1975: 24-54.

Rediscovering America:

- pp. 26-32. Inoue Enryō, “Religion in America” (1889)
- pp. 32-37 Uchimura Kanzō, “First Impressions of Christendom” (1893)
- pp. 50-57 Katayama Sen, “Advice on Going to America” (1901)

Assignment: Find a travelogue in Mudd written by an American who visited Japan before 1905 and write a reflection on the observations therein.

II. Internationalism and Unease

Week 4: The Yellow Peril

Sept. 24 (Tu.) Integration

Sept. 26 (Th.) Exclusion

Rediscovering America:

- pp. 69-76. Sasaki Shigetsu, "Excluded Japanese and Exclusionist Americans" (1920)
- pp. 76-80. Anonymous, "The Soul of America," (1921)
- pp. 80-86. Shibusawa Eiichi, "On the Anti-Japanese Movement in America" (1924)

Buell, Raymond Leslie. "Again the Yellow Peril," *Foreign Affairs*, Vol. 2, No. 2 (Dec. 15, 1923), pp. 295-309.

Optional: Kiyama Henry, trans. by Frederik L Schodt. *Four Immigrants Manga: A Japanese Experience in San Francisco, 1904-1924*. (1931) Berkeley: Stone Bridge Press, 1999.

Assignment: Take a look at some of the anti-Japanese propaganda propagated during the Russo-Japanese War (1904-05) and featured on MIT's Visualizing Asia website. (Bb) Write a journal entry comparing and contrasting the Russo-Japanese War-era "yellow peril" and that of the 1920s.

Week 5: Americanism in Vogue & Writing Workshop

Oct. 1 (Tu.) Writing Workshop for Paper #1: Rough Draft due in-class.

Oct. 3 (Th.) **Meet at Mudd:** Library/Archive research session with Librarian Jennifer Starkey and College Archivist Ken Grossi

Rediscovering America:

- pp. 87-92. Introduction to Ch. 3: "Modan America"
- pp. 96-104. Maida Minoru, "The Characteristics and Peculiarities of the Americans" (1925)
- pp. 109-113. Noguchi Yonejirō, "American High Society" (1925)
- pp. 113-117. Sasaki Shigetsu, "The Troublesome American Woman" (1927)
- pp. 117-121. Hirabayashi Hatsunosuke, "Motion Pictures: The Americanization Machine" (1929)

Assignment:

Examine the Oberlin Archives for information about one or more of the Japanese or Japanese-American students who matriculated at Oberlin before December 1941. What details can you find about the student's family background, course schedule, and extracurricular interests at Oberlin? Write a journal entry introducing the student and his/her times.

III. WAR

Week 6: War

Oct. 8 (Tu.) Paper #1 Due in-class
Oct. 10 (Th.) Mutual Antagonisms

Rediscovering America:

- pp. 128-33. Introduction to Ch. 4: “The American Enemy”
- pp. 137-40. Kada Tetsuji, “American Perspectives on Japan, and Vice Versa” (1941)
- pp. 150-55. Muneo Matsuji, “America’s Race Problem” (1941)
- pp. 158-60. Matsushita Masatoshi, “The American Home Front” (1942)
- pp. 160-64. Nakano Gorō, “The Will to Annihilate the American Enemy” (1943)
- pp. 171-80. Roundtable Discussion: “Grasping the Reality of the American Enemy” (1944)

Dower, John. *War Without Mercy: Race and Power in the Pacific War*. Pantheon, 1987.
Ch. 1 (pp. 3-14).

Sundquist, Eric J. “The Japanese-American Internment: A Reappraisal,” *The American Scholar*, Vol. 57, No. 4 (Autumn 1988): 529-47.

Week 7: Peace, or Learning to Understand Each Other, Part 2: America Speaks

*Oct. 15 (Tu.) Total Defeat and Occupation
Oct. 17 (Th.) Re-establishing Old Ties

Dower, *Embracing Defeat*, W.W. Norton, 1999. Ch. 2 (pp. 65-84); Ch. 14 (405-440).

Cary, Otis, ed. *War-Wasted Asia: Letters, 1945-46*. Kodansha, 1975. Selections: pp. 45-51; 61-64; 75-82; and 113-16.

*Reminder: Screening of “Sayonara” (1957) by Dir. Joshua Logan at 7pm on Monday, Oct. 14.

Fall Recess

Week 8: Peace, or Learning to Understand Each Other, Part 2: Japan Speaks

Oct. 29 (Tu.) The Occupied
Oct. 31 (Th.) New Balances of Power

Sodei Rinjirō, edited by John Junkerman. *Dear General MacArthur: Letters from the Japanese during the American Occupation*. (trans. Shizue Matsuda). Lanham, Md.:

Rowman & Littlefield Publishers: Distributed by National Book Network, 2001.
Selections: pp. 1-29; 47-61; 289-300.

Kojima Nobuo, "The American School," (*Amerikan sukuru*, 1954) trans. in Howard Hibbett, ed., *Contemporary Japanese Literature*. New York: Knopf, 1977: 119-144.

Rediscovering America:

- pp. 181-85. Introduction to Ch. 5: "The American Occupiers"
- pp. 185-92. Home Ministry, "Illegal Behavior by American Soldiers" (1945)
- pp. 197-206. Itō Michio, "Culture and the Arts in America," (1945)
- pp. 208-14. Symposium, "What We Have Gained from America, and What We Have Lost" (1952)

Assignment: Choose **one** of the following:

#1: Compile at least three editorials from U.S. newspapers, or magazines commenting on the Allied Occupation of Japan, 1945-52. Write a journal entry summarizing the arguments in each and critically evaluating the viewpoints and assumptions made by their authors.

#2: Draw two political cartoons: the first, from the point of view of an American citizen who disagrees with one or more of Occupation policies; the second, from the point of a Japanese citizen who is critical of Occupation policies.

Week 9: Remembering the War

Nov. 5 (Tu.) WWII and Public Memory

Nov. 7 (Th.) The A-Bomb as History

Rediscovering America:

- pp. 269-75. Ōe Kenzaburō, "Dealing with Pearl Harbor" (1967)

Nosaka Akiyuki, "American Hijiki" (1967) trans. in Howard Hibbett, ed., *Contemporary Japanese Literature*. New York: Knopf, 1977: 435-468.

Yoneyama, Lisa. "For Transformative Knowledge and Postnationalist Public Spheres: The Smithsonian Enola Gay Controversy," in *Perilous Memories: The Asia-Pacific War(s)*. Durham: Duke University, 2001: 323-46.

Assignment:

What was the controversy (or controversies) at the heart of the Smithsonian Enola Gay Controversy? What arguments ultimately matter most (patriotism, moral considerations, etc.) in remembering the *particular* historical event of Hiroshima? Do public memorials of the first use of an atomic bomb against a civilian population stand apart from constructions of historical memory for other wartime events?

IV. Postwar Art and Society

Week 10: Manga!

Nov. 12 (Tu.) Manga's Global Appeal

Nov. 14 (Th.) Trip to Ohio State Manga collection, Columbus, OH

Schodt, Frederik L. *Dreamland Japan: Writings on Modern Manga*. Berkeley: Stone Bridge Press, 1996. Ch. 1 (pp. 19-32)

McGray, Douglas. "Japan's 'Gross National Cool'" *Foreign Policy* 130 (2002).

V. Postwar Commerce and Politics

Week 11: America in Japan, Japan in America

Nov. 19 (Tu.) The World's Two Largest Economies

*Nov. 21 (Th.) A New Yellow Peril?

Theodore H. White, "The Danger From Japan," The New York Times, July 28, 1985.

Dower, John. "Fear and Prejudice in US-Japan Relations," in *Japan in War and Peace: Selected Essays*. New York: New Press, 1993. Ch. 10 (pp. 301-335)

Rediscovering America:

- pp. 314-17. Shimomura Mitsuko, "Glorious America: Where are You?" (1980)
- pp. 317-24. Saeki Shōichi, "Rediscovering America's Dynamic Society" (1987)
- pp. 328-35. Morita Akio, "The Trouble with the American Economy" (1989)

*Reminder: Screening of "Rising Sun" (1993) by Dir. Philip Kaufman at 7pm on Wed., Nov. 20.

Week 12: Writing Workshop

Nov. 26 (Tu.) Writing Workshop for Paper #2: Rough Draft due in-class.

Nov. 28 (Th.) No Class: Happy Thanksgiving!

Week 13: Tokyo, NY

Dec. 3 (Tu.) What's distinctive about metropolises today?

*Dec. 5 (Th.) Paper #2 Due in-class

Ohnuki-Tierney, Emiko. "McDonald's in Japan: Changing Manners and Etiquette," in James Watson, ed. *Golden Arches East: McDonald's in East Asia*. Stanford: Stanford University, 1997: 161-82.

Raz, Aviad. "America in Tokyo: Remaking Disneyland in Japan," in *Riding the Black Ship: Japan and Tokyo Disneyland*. Cambridge, Harvard University, 1999: 31-60.

*Reminder: Screening of "Lost in Translation" (2003) by Dir. Sophia Coppola at 7pm on Thurs., Dec. 5.

Week 14: The Bilateral Partnership Today

Dec. 10 (Tu.) America's Asia?

Dec. 12 (Th.) No Class

Dujarric, Robert. "Shinzō Abe: Friend or Foe of the United States?" May 22, 2013. *The Diplomat* blog.

Smith, Sheila A. "Japan's Uneasy Citizens and the U.S.-Japan Alliance." *Asia Pacific Issues* 54 (September 2001): 133-142. In Ellis Krauss and Benjamin Nyblade, eds. *Japan and North America: The Postwar, Vol. 2*. London: Routledge, 2004.

Assignment: Find a newspaper or magazine article discussing the current state (i.e. fall 2013~) of the U.S.-Japan relationship. How have the attacks of September 11, 2001 and the triple disaster at Fukushima of March 2011 added new dimensions to the U.S.-Japan alliance as described by Sheila Smith, circa summer 2001? Discuss in a journal entry.