

Liberal Arts E (Japanese Modern History and Industry)

**MODULE HANDBOOK**

**Yutaka Hokura**

Term: Spring Semester

Numbering SLA301

Credits 2

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This handbook provides information about the module and its operation. Please study it carefully.

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## **1. Introduction / welcome**

It is meaningful for the student who learns music to understand the historical context of the specific piece of music and also the current situation of the certain place for his/her music activities.

This module illustrates the modern history of Japan covering the period of 1860 ~ 1960, i.e. from just before the Meiji Restoration to just before post-War high economic growth, because it is essential to know the history of this period for understanding the current Japanese situation and the relation between Japan and foreign countries.

This module has two characteristics. One is that this “history” tells also about the trend of economy of each era, and another point is that the context or background of the major events of each era is the main contents of lecture rather than the historical events themselves.

The target of this module is to broaden and deepen the students’ understandings about Japan.

## **2.0. Module Description**

The students will receive the lecture note illustrating the detail of the historical events in English as well as in Japanese written by module leader. The students are expected to read and learn this lecture note by themselves, and the lecture will be focusing on the context or background of the major historical events and the era.

As the assessment, the students have to write a short thesis on the theme set by module leader and make presentation of the thesis in front of other students and module leader for the open discussion. Each student’s logic and viewpoint are considered to be important in the thesis and presentation.

### **2.1 Overall Module aims:**

The most important aims are as below:

- to acquire the knowledge about the time and sequence of basic historical events
- to strengthen the ability to formulate each student’s own logic and perspective

### **2.2 Subject Specific Module aims:**

This module is designed with the hope that the students would consider and understand the importance of the following points:

- Each historical event has the broad background of the social, economic and ethical factors.
- It is desirable for each student to formulate his/her own perspective about the historical event through learning plural interpretations regarding the same historical event.
- It is important to regard the historical event as a reference to the current situation.

## **2.3 Skills and abilities**

This module expects the growth of the following skills and abilities of the students:

- to formulate his/her logic or story in writing a thesis or making a presentation.
- to analyze the historical or current situation based on statistical data with an appropriate categorization of the relevant factors.

## **2.4 Applied learning**

This module will be conducive to the following learnings:

- In the case of learning the history of other countries than Japan, this module will surely deepen the student's understandings.
- In the case of learning the current economic situation and the activities of enterprises, this module will provide the basic knowledge which makes the student's understandings easier and deeper.
- In the case of learning other fields of art such as paintings, novels, etc., this module can be the basis for appreciating them.

## **3.0. Learning outcomes**

### **3.1. Learning outcomes – overall**

The student will acquire the following knowledge and understandings:

- The outline of Japanese major historical events and their background & meaning
- The international interactive relation between/among Japan and foreign country/countries in relation to Japanese major historical events
- The basic theories of economics and management of enterprise

### **3.2. Learning Outcomes - Specific**

The student will acquire the following knowledge and technique:

- The major players, geographical locations and effects of major Japanese historical events
- The basic statistical numbers concerning each era and each major Japanese historical event
- The technique to search the relevant data and information including the published sources

## **4.0 The module team**

The address for the Department within which your module is situated is:

Tokyo College of Music  
1-9-1 Kamimeguro,  
Meguroku, Tokyo,

Staff involved in the organisation and delivery of this module are as follows:

*Yutaka Hokura*                      *Module Leader*                      *yutaka.hokura@gmail.com*

### **Module Leader**

The Module tutor has the overall responsibility for organising, delivering and assessing a module. It is the Module Leader who you should see with any queries or problems related to a specific module, if the Course administrative officer cannot help.

*Nahoko Sakiya*                      *Course administrator*                      *ESC-office*                      *nahoko\_sakiya@tokyo-ondai.ac.jp*

### **Course administrator**

The Course Assistant has responsibility for providing a full and responsive administrative service in support of the processes and procedures associated with student and course administration.

## **5.0 Indicative Syllabus**

The module syllabus is composed of 13 lectures of Japanese history with the explanation of basic theories of economics, and 2 classes of students' presentation of their short thesis and open discussion as the assessment.

Each of 13 lectures of Japanese history corresponds to the era segmented by major wars of Japan which were the turning-points of the social and economic situation of Japan.

### **6.0. Delivery Information:**

<b>Week</b>	<b>Title</b>	<b>Synopsis</b>
1	Preface and 15 years from Perry Expedition to the Meiji Restoration (1853~1868)	"Preface" explains the basic attitude and frame-works for studying history. Then, the process to the Meiji Restoration is illustrated.
2	10 years from the Meiji Restoration to the Seinan War (1868~1877)	The process of realizing the centralization by the Meiji government is explained.
3	15 years of domestic reign from the	Educational and administrative institutions

	Seinan War to the Sino-Japanese War (1877~1894/95)	in major social sectors were established, and they were conducive to the promotion of social mobility.
4	The foreign relations of Japan with the surrounding areas until the Sino-Japanese War	Japanese actions in relation to Korea, Ryukyu (Okinawa), Taiwan and Northern Territory are explained.
5	10 years from the Sino-Japanese War to the Russo-Japanese War (1894/95~1904/05)	The situation of Japanese development and independence as a Nation State is illustrated.
6	The Russo-Japanese War (1904~1905)	The actual situation of war, the effects of war and its great and prolonging influence over Japan is explained.
7	10 years from the Reconciliation of the Russo-Japanese War to the WWI (1905~1914/18)	The features of Japanese evolution to an Imperialism State, i.e. annexation of Korea, progress of party politics and development of industries, is illustrated. And, the basic knowledge of economics is also explained.
8	World War I (1914~1918)	The process of Japanese evolution to one of world superpower is illustrate, namely participation with WWI, expansion of territory and sharp increase of production of manufactured goods and their export.
9	12 years from the end of WWI to the Manchurian Incident (1919~1931)	Japanese newly emerged serious problems in relation to the military power, interests in Manchuria, economic depression and earthquake are illustrated.
10	5 years from the establishment of "Manchukuo" to the full-scale war between Japan and China (1932~1937)	Japanese social difficulties and the process of increase of the arrogant behavior of the military authorities are illustrated.
11	8 years from "the Sino-Japanese War" to Japanese surrender in the Pacific War (1937 ~ 1945)	The processes of expanding the war front against China and making the decision of opening war against U.S.A. and finally accepting surrender are explained.
12	The end of War and the situation just after the end of War (1945 ~ 1950)	The situation just after the end of war and the actions taken by GHQ (General Headquarters) are explained.

13	Establishment of “1955 System” and preparation for high growth of economy (1951 ~ 1960)	The Japanese situation under the intensified East-West Cold War is illustrated, namely, eruption of the Korean War, Peace Treaty with Western block, military dependence on U.S.A. and change of US policy direction toward Japan.
14	Assessment	The module leader will have indicated the theme of thesis 1 month before this date. Based on this instruction, the student makes a presentation of his/her thesis, and other students and the module leader will make comments on it.
15	Assessment and Summary	Same as above. Finally, the module leader will make a summary comment on desirable improvement for the students’ further studies.

## 7.0 Independent study – Preparation for lecture

The student is expected to make the following preparation:

- Module leader will provide the lecture note of both English and Japanese version he wrote at the beginning of this module.
- The student is expected to read the chapter of the lecture note for the next class beforehand and raise his/her question and/or opinion at the next class during and after the lecture.
- In writing a short thesis, it is desirable that the student reads a book or thesis as his/her reference and mentions his/her opinion about it.

## 8.0 Assessment and practical tasks:

### **Assignment:**

The module leader sets the following two criteria for evaluating each student’s achievement:

- Basic knowledge about the major historical events and understandings about their social and economic background
- Each student’s personal viewpoint and logic in interpreting the major historical events and the situation of the era

To develop the above expected capability, it is essential for each student to make preparation for the class and participate in the class discussion positively. Such activities will surely pave road to a high level thesis of assessment.

Based on the above consideration, the composition of the assignment for each student should be as follows: 40% for the contribution in class and 60% for the thesis with presentation.

<b>Module Grading Bands</b>		
A+	90% +	<p>Very positive contribution in class:</p> <ul style="list-style-type: none"> <li>-Well prepared and makes insightful questions and/or comments.</li> </ul> <p>Excellent academic achievement:</p> <ul style="list-style-type: none"> <li>-Accurate knowledge and understandings about the major historical events and their backgrounds</li> <li>-Demonstrates his/her persuasive personal viewpoint and/or logic for the major historical events in the thesis.</li> <li>-The result of his/her private research is introduced in the thesis.</li> </ul>
A	80-89%	<p>Positive contribution in class:</p> <ul style="list-style-type: none"> <li>-Well prepared and makes relevant questions and/or comments.</li> </ul> <p>Very Good academic achievement:</p> <ul style="list-style-type: none"> <li>-Sufficient knowledge and understandings about the major historical events and their backgrounds</li> <li>-Demonstrates his/her personal viewpoint and/or logic for the major historical events in the thesis.</li> </ul>
B	70-79%	<p>Normal contribution in class:</p> <ul style="list-style-type: none"> <li>-Prepared and makes questions and/or comments.</li> </ul> <p>Good academic achievement:</p> <ul style="list-style-type: none"> <li>-Understands the outline of the major historical events and their backgrounds.</li> <li>-Demonstrates his/her personal viewpoint for the major historical events in the thesis.</li> </ul>
C	60-69%	<p>Acceptable contribution in class:</p> <ul style="list-style-type: none"> <li>-Prepared insufficiently but makes questions and/or comments.</li> </ul> <p>Modest academic achievement:</p> <ul style="list-style-type: none"> <li>-Understands the rough outline of the major historical events and their backgrounds.</li> </ul>
F Fail	40-59%	<p>Poor contribution in class:</p> <ul style="list-style-type: none"> <li>-Makes almost no preparation and makes almost no question and/or comment.</li> </ul>



		Poor academic achievement: -Understands very poorly about the outline of the major historical events and their background. -Does not know even the time sequence of the very big historical events.
F Fail	10-39%	Very poor contribution in class: -Makes no preparation and makes no question and/or comment. Very poor academic achievement: -Has no knowledge and understandings about the outline of the major historical events and their background. -Does not know well even the very big historical events.
F Fail	0-9%	Show almost no interest in the class.

## 9.0 Further Reading Sources

As the general introductory book for the history of Japan written in English, the following is recommendable:

Edwin O. Reischauer (1981) *Japan : The Story of a Nation*

The module leader is pleased to accept any consultation about further reading sources from the student.