



HS 336 HISTORY OF TOKYO

IES Abroad Tokyo

DESCRIPTION:

Tokyo is a city that burps and flashes with the flow of people and commodities. This three-credit course explores how the Tokyo metropolitan area has been produced and experienced through human and nonhuman interaction from the early-1600s (1603 - 1868) to the 1970s. We will go over how the water-bound landscape of the old city influenced the ways in which people built their homes, did business, and entertained themselves. We will explore how this city of water was transformed into a city of land, as Tokyo was colonized by parks, statues, and railway systems within the context of empire. We will talk about how different stakeholders imagined, cooperated and contested government plans to rebuild the city of Tokyo in the context of foreign occupation. Finally, we will talk about how people's anxieties about the future of the city have often played out in apocalyptic imaginaries about one of the warmest cities in the world. While the course is taught in a seminar format, it is intended to serve students as a "laboratory," in which Tokyo and other cities with which students are familiar serve as labs. As with any "lab class," students actively participate in class discussions based on readings, lectures, research, and presentations. Please don't be shy about sharing your daily experiences and observations with the class.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

INSTRUCTOR: TBD

LANGUAGE OF INSTRUCTION: English

ADDITIONAL COSTS: Students are required to pay for their transportation to excursion sites and may also have to pay modest entrance fees to events and exhibitions.

PREREQUISITES: None

METHOD OF PRESENTATION:

- Discussions
- Lectures
- Student presentations.

REQUIRED WORK AND FORM OF ASSESSMENT:

1. Participation (10%)
2. Reaction papers (35%)
3. Midterm (15%)
4. Rough Draft of Place Paper (10%)
5. Final Draft of Place Paper (30%)

PARTICIPATION (10%)

- Active participation is evaluated, and I evaluate participation qualitatively, not quantitatively. I realise that some people are more comfortable than others with speaking in class; therefore, students will be evaluated on their active listening as well as their speaking. I hope that those comfortable with talking in class will work on their listening skills, while those more comfortable listening will be prepared to talk as well. In-class discussion is your opportunity to work out your ideas with the other participants of the class.
- You will be rewarded with a perfect score as long as you show up and actively contribute to the class discussion during recitations and lectures. Some things that could chip away at that perfect score are sleeping in class, obsessing over your laptop, playing with your phone, or being ill-prepared to talk with your fellow students. (My feelings will not be terribly hurt if you do not talk with me.)

Participation Grading Rubric				
	Excellent (A)	Good (B)	Average (C)	Inadequate (F)
Attendance/ Promptness	You're always on time and never miss class without documentation	You're occasionally late to class and regularly attend class	You're often late to class and regularly attend class	You are late for most classes and come to class so infrequently that I cannot remember your name.
Level of Engagement in Class	You contribute to class by offering idea and asking questions more than once per class. You never grandstand.	You contribute to class by offering idea and asking questions once per class. You might grandstand.	You rarely contribute to class discussions.	You never ask questions inside or outside of class. I do not know what your voice sounds like.
Listening skills	You listen to others and incorporate what other people have said in your comments and questions.	You listen to others when your fellow participants are speaking.	You are more interested your computer screen than what people are saying.	You frequently interrupt others or are often asleep at your desk.
Preparation	You are always prepared for class. It is clear that you have done the reading for the week.	You are usually prepared for class and you have done most of the reading.	You are not prepared for class and you rarely show that you have done your reading.	You are not prepared and you rarely show that you have done the reading.

WEEKLY REACTIONS (35%)

1. You must turn in 5 out of a possible 12 reaction "papers" for each week that we meet to talk about readings.
2. Please submit your reactions the night before our class (Sunday) by 18:00.
3. Your reactions should engage directly with the readings and course themes of the week. Your reactions need not be profound. They can be a series of questions about the readings, and only have to be a page long. But they should help you prime your mind for in-class discussion and help motivate you to keep up with the readings.
4. I will give you a letter mark for each reaction, so make sure you proofread your work before submitting your writing.
5. LATE PAPERS POLICY: No late responses will be accepted.

PLACE PAPER (35%)

1. This place paper is due a week after our final class (IES schedule). The paper is an opportunity to explore some of what we have learned over the course. You will choose a place that is located in or close to Tokyo and write a short essay discussion your interpretation of some aspect of its history. In short, I would like you to write about one aspect of that place has changed over time. You may choose from the list of places in the quiz list that you did earlier in the course. Of you could write about a place that you have come up with on your own.
2. How long is the paper? It should be about 8-10 double-spaced pages (2,000 to 2,500 words). Do not be overly ambitious in the scope of your paper. I would rather you write about a few things about the place than many places superficially. I will

be interested in reading a description or a story that explains to me and other people in the class about how the place you are writing on has the shape and qualities that it has today. Think about ways that you can incorporate some of the themes that we discussed in class over the course of the semester. Also you don't have to rely only on books or paper documents to write about your paper. One of the things that you can do is try to "read" the landscape of the place that you are examining. Landscapes are historical. They change over time. So you could read what you are seeing and walking on as a physical text.

Work Plan:

1. By the fifth class (week), I would like you to have an idea of what place you are going to focus on. Come to class with the name of the place that you would like to write about and why you are interested in the place. We will talk about it in class, sharing ideas and thinking allowed of what kinds of sources we can use to write the paper.
2. By the seventh week, you will give a midterm presentation (20%) on preliminary research that you will have done on that place.
3. What do you need to do? Entertain us with a short outline of what you intend to write your paper on. Good presentations — like good essays — have one point. Once you tell us your point, introduce your paper topic and outline what you intend to write in your final paper.
4. You may want to end your presentation with some questions that will encourage your audience to engage with what you talked about. Don't feel that you need to have all the answers. You want to encourage questions.
5. I would like you to produce a rough draft of your paper. It will be worth 10% of your final grade. Your first draft should be at least 1,500 to 1,800 words. (I am fine with something longer.) Please write something thoughtful and grounded in the research you have done for your paper. So it absolutely should have citations. Show me that you can write citations. Pretty please.
6. **IMPORTANT:** Some of students will be leaving the program midway through December, the final paper deadline is the same for everyone.

Writing Rubric:

- A - Your writing will take my breath away. The writing will be a thoughtful, articulate conversation with what we have read and discussed in class. The paper will be a well- organized piece of *academic writing* that does not show any prejudice or ethnocentrism. It will have few passive constructions, typos, or noun contractions. I might not be perfect, but I will wonder if I could have written anything better when I was an undergraduate student. (I probably could not have written something so polished, organized.)
- B - Papers in this range may have decent ideas but will probably be marred by basic flaws or crucial omissions. It will rely on adjectives and adjectives that attempt to cover the gristle of the writing. If you want to push the description, use more proper nouns; otherwise, you risk writing an interpretation that is pedestrian. If the essay spends time simply recounting the content of the readings, that is fine. But it is not going to get you an A grade. It may receive a B grade or lower. (B grades are fine, by the way.)
- C - Papers will receive this grade when they are not of the required length, present superficial arguments. The paper might fall into anachronism. It might fail to engage the readings. It will be poorly written with numerous spelling and grammatical mistakes, and that generally show a lack of effort. (It might look like you wrote it 15- minutes before the start of the class -- on your iPhone.) If the problems mentioned here are severe enough, I will fail the paper. (As I am a pretty soft touch, the writing has to be really bad for me to fail it.)
- The same standards for your papers apply to the writing of short essays and identifications in your exams. (For more on the exams please look at the descriptions above.) I will grade by the following standards. Essays and short identifications that thoughtful, articulate, well-organized argument will get A's; those with some good ideas but certain problems in the presentation will get B's; those which are short, superficial, and poorly written will receive C's or below.

LEARNING OUTCOMES:

By the end of the course students will:

- Analyze critically historical primary and secondary materials on the history of Tokyo.
- Discriminate different historiographical practices for writing about changing human and nonhuman landscapes of the city of Tokyo.

- Describe how the history of nineteenth and twentieth century Tokyo intersects with other histories of urbanization.

CASES OF ACADEMIC DISHONESTY:

Plagiarism or any other form of academic dishonesty is not tolerated in this course. Any assignment (exam, paper, etc.) that is the product of deliberate academic dishonesty will receive a failing grade. Extreme cases (verbatim plagiarism) will be reported to the directorship of the center.

POLICIES ON ELECTRONIC DEVICES:

- Policy on Phones: The use of mobile phones to either make calls or to send text messages is a major distraction to both the instructor and your fellow students. Mobile phones must be turned off during class. (Please see my note above on how the use of a mobile device can make a negative impact on your grade.)
- Laptops. I am cool with them, but if you are overly distracted by something like a game or a chat with one of your mates from back home or in Japan, I will look at your distraction as being an absence for class, which will affect the participation mark and my mood towards you.

CONTENT:

Session	Content	Assignments / Readings
Session 1	Course Introductions and Geography	Recommended Readings: • Gordon, Andrew. A Modern History of Japan from Tokugawa Times to the Present. Second ed. London: Oxford University Press, 2008.
Session 2	Fluid City	Readings: • Jinnai, Hidenobu. 'The Cosmology of a City of Water'. In Tokyo: A Spatial Anthropology, 66–118. Berkeley: University of California Press, 1985.
Session 3	Building the Lungs of the City	Readings: • Matsui, Tetsuya. 'Meiji Shrine: An Early Old-Growth Forest Creation in Tokyo'. Restoration & Management Notes 14, no. 1 (Summer 1996): 45–52. • Miller I. Didactic Nature: Exhibiting Nation and Empire at the Ueno Zoological Gardens. In: JAPANimals: History and Culture in Japan's Animal Life. Ann Arbor: Center for Japanese Studies, University of Michigan. 2005.
Session 4	Disaster Proofing a City	Readings: • Fuyuko M. Fires and Recoveries Witnessed by the Dutch in Edo and Nagasaki: The Great Fire of Meireki in 1657 and the Great Fire of Kanbun in 1663. Itinerario. 2013;37(3):172-187.

		Burns, Susan L. 'Public Health, Urban Development, and Cholera in Tokyo, Japan, 1877–95'. In <i>Epidemic Urbanism: Contagious Diseases in Global Cities</i>, edited by Gharipour, Mohammad and DeClercq, Caitlin, 260–70. Bristol: Intellect, 2021. Work Plan Due (Not Graded): Come to class with the name of the place that you would like to write your final paper about and why you are interested in the place. We will talk about it in class, sharing ideas and thinking about what kinds of sources we can use to write the paper.
Session 5	The Great Kanto Disaster	Readings: - Smits, Gregory. 'Shaking up Japan: Edo Society and the 1855 Catfish Picture Prints'. <i>Journal of Social History</i> 39, no. 4 (2006): 1045–78. - Schenking, J. Charles. 'The Great Kanto Earthquake and the Culture of Catastrophe and Reconstruction in 1920s Japan'. <i>Journal of Japanese Studies</i> 34, no. 2 (Summer 2008): 295–331.
Session 6	Erotic, Grotesque, Nonsense	Readings: Kawabata Yasunari. <i>The Scarlet Gang of Asakusa</i>. Translated by Alisa Freedman. Berkeley: University of California Press, 2005. *There are a number of copies of this book on reserve in the library.
Session 7	Midterm	You will give a midterm presentation (15%) on preliminary research that you will have done on your place paper. What do you need to do? Entertain us with a short outline of what you intend to write your paper on. Good presentations — like good essays — have one point. Once you tell us your point, introduce your paper topic and outline what you intend to write in your final paper. You may want to end your presentation with some questions that will encourage your audience to engage with what you talked about. Don't feel that you need to have all the answers. You want to encourage questions.

Session 8	Tokyo at War	Readings: - Karacas, Cary. "Place, Public Memory, and the Tokyo Air Raids." <i>Geographical Review</i> 100, no. 4 (2010): 521-37. - Minear, Richard H. <i>The Scars of War: Tokyo During World War II, Writings of Takeyama Michio</i>. New York: Rowman & Littlefield, 2007, 31-51 Recommended: - Karacas, Cary, and Bret Fisk. "Japan Air Raids.Org: A Bilingual Historical Archive." http://www.japanairraids.org/.
Session 9	Occupied Tokyo	Readings: - Hatsuda, Kosei. 'Tokyo's Black Markets as an Alternative Urban Space: Occupation, Violence, and Disaster Reconstruction'. <i>Journal of Urban History</i> 48, no. 5 (2022): 1046–65. - Kramm, Robert. 'Sexual Violence, Masculinity, and Agency in Post-Surrender Japan, 1945'. <i>Journal of Women's History</i> 31, no. 1 (Spring 2019): 62–85.
Session 10	Mobilizing in Tokyo	Readings: - Sand, Jordan "Hiroba: The Public Square and the Boundaries of the Commons" in <i>Tokyo Vernacular: Common Spaces, Local Histories, Found Objects</i> (Berkeley: University of California Press, 2013) - Rio Otomo (2007) <i>Narratives, the Body and the 1964 Tokyo Olympics</i>, <i>Asian Studies Review</i>, 31:2, 117-132.
Session 11	Paper Consultations	
Session 12	Presentations on Final Papers	

REQUIRED READINGS:

- Amano, Ikuho. *Financial Euphoria, Consumer Culture, and Literature of 1980s Japan: Dreams of the Bubble Economy*. London: Routledge, 2022. , 1-15, 85-101, 117-132.
- Burns, Susan L. 'Public Health, Urban Development, and Cholera in Tokyo, Japan, 1877–95'. In *Epidemic Urbanism: Contagious Diseases in Global Cities*, edited by Gharipour, Mohammad and DeClercq, Caitlin, 260–70. Bristol: Intellect, 2021.
- Cassegard, Carl. *Youth Movements, Trauma and Alternative Space in Contemporary Japan*. Leiden: Brill, 2013., 117-179.

- Fuyuko M. Fires and Recoveries Witnessed by the Dutch in Edo and Nagasaki: The Great Fire of Meireki in 1657 and the Great Fire of Kanbun in 1663. *Itinerario*. 2013;37(3):172-187
- Hatsuda, Kosei. 'Tokyo's Black Markets as an Alternative Urban Space: Occupation, Violence, and Disaster Reconstruction'. *Journal of Urban History* 48, no. 5 (2022): 1046-65.
- Jinnai, Hidenobu. 'The Cosmology of a City of Water'. In *Tokyo: A Spatial Anthropology*, 66-118. Berkeley: University of California Press, 1985.
- Karacas, Cary, and Bret Fisk. "Japan Air Raids.Org: A Bilingual Historical Archive." <http://www.japanairraids.org/>. 1- 100.
- Kawabata Yasunari. *The Scarlet Gang of Asakusa*. Translated by Alisa Freedman. Berkeley: University of California Press, 2005. 3 - 181.
- Kramm, Robert. 'Sexual Violence, Masculinity, and Agency in Post-Surrender Japan, 1945'. *Journal of Women's History* 31, no. 1 (Spring 2019): 62-85.
- Matsui, Tetsuya. 'Meiji Shrine: An Early Old-Growth Forest Creation in Tokyo'. *Restoration & Management Notes* 14, no. 1 (Summer 1996): 45-52.
- Miller I. Didactic Nature: Exhibiting Nation and Empire at the Ueno Zoological Gardens. In: *JAPANimals: History and Culture in Japan's Animal Life*. Ann Arbor: Center for Japanese Studies, University of Michigan. 2005.
- Minear, Richard H. *The Scars of War: Tokyo During World War II, Writings of Takeyama Michio*. New York: Rowman & Littlefield, 2007, 31-51
- Okiura, Hiroyuki. "Jin-Roh." 102. Japan: Bandai Visual, 2000.
- Otomo, Rio (2007) Narratives, the Body and the 1964 Tokyo Olympics, *Asian Studies Review*, 31:2, 117-132.
- Schenking, J. Charles. 'The Great Kanto Earthquake and the Culture of Catastrophe and Reconstruction in 1920s Japan'. *Journal of Japanese Studies* 34, no. 2 (Summer 2008): 295-331.
- Siniawer, E. M.. *Waste : Consuming postwar Japan*. Ithaca: Cornell University Press. 2018, 93-132
- Smits, Gregory. "Shaking up Japan: Edo Society and the 1855 Catfish Picture Prints." *Journal of Social History* 39, no. 4 (2006): 1045-78.
- Tsutsui, William M. "Oh No, There Goes Tokyo:: Recreational Apocalypse and the City in Postwar Japanese Popular Culture." In *Noir Urbanisms*, 104-26. Dystopic Images of the Modern City. Princeton University Press, 2010.
- Wilson, Sandra, "Exhibiting a new Japan: the Tokyo Olympics of 1964 and Expo '70 in Osaka." *Historical Research*, vol. 85, no. 227 (February 2012) 159-178.
- Yamazaki, Kenji, and Tomoko Yamazaki. "The Grassroots Movement to Save the Sanbanzae Tidelands, Tokyo Bay." In *Local Environmental Movements: A Comparative Study of the United States and Japan*, edited by Pradyumna P. Karan and Unryu Suganuma, 187-206. Lexington: University of Kentucky Press, 2008.

RECOMMENDED READINGS:

- Bestor, Theodore C. *Neighborhood Tokyo*. Stanford: Stanford University Press, 1989.
- ———. "Tsukiji: The Fish Market at the Center of the World." Berkeley: University of California Press, 2004.
- Fujitani, Takashi. *Splendid Monarchy: Power and Pageantry in Modern Japan*. Berkeley: University of California Press, 1996, 197-247.
- Cook, Haruko and Theodore F. Cook, ed. *Japan at War: An Oral History*. New York: New Press, 1992.
- Dower, John W. *Embracing Defeat: Japan in the Wake of World War II*. New York: W.W. Norton & Co., 1999.
- Coaldrake, William H. "Edo Architecture and Tokugawa Law," *Monumenta Nipponica* 36/3 (Autumn 1981), pp. 239-253.
- Freedman, Alisa. *Tokyo in Transit: Japanese Culture on the Rails and Road*. Stanford: Stanford University Press, 2011., 27-115.
- Fujii, James A. "Intimate Alienation: Japanese Urban Rail and the Commodification of Urban Subjects." *differences: A Journal of Feminist Cultural Studies* 11, no. 2 (Summer 1999): 106-33.
- Gibney, Frank. *Sensô: The Japanese Remember the Pacific War*, edited by Frank Gibney, 201-14. Armonk: M.E. Sharpe, 2007.
- Gluck, Carol. *Japan's Modern Myths: Ideology in the Late Meiji Period*. Princeton: Princeton University Press, 1985.
- Gordon, Andrew. *A Modern History of Japan from Tokugawa Times to the Present*. Second ed. London: Oxford University Press, 2008.
- Hatano, Jun. In *Edo and Paris: Urban Life and the State in the Early Modern Era*, edited by James L. McClain, John M. Merriman and Kaoru Ugawa, 310-31. Ithaca: Cornell University Press, 1994. "Edo's Water Supply," 234-50

- Huddle, Norie, Michael Reich, and Nahum Stiskin. "Urban Explosion." In *Island of Dreams: Environmental Crisis in Japan*, 194-228. New York: Autumn Press, 1975.
- Igarashi, Yoshikuni. "From the Anti-Security Treaty Movement to the Tokyo Olympics: Transforming the Body, the Metropolis, and Memory." In *Bodies of Memory: Narratives of War in Postwar Japanese Culture, 1945-1970*, 131 - 63. Princeton: Princeton University Press, 2000.
- Jesty, Justin. "Tokyo 1960: Days of Rage & Grief." Massachusetts Institute of Technology, http://ocw.mit.edu/ans7870/21f/21f.027/tokyo_1960/anp2_essay01.html, 1-50
- Kelly, William W. "Incendiary Actions: Fires and Firefighting in the Shogun's Capital and the People's City." In *Edo and Paris: Urban Life and the State in the Early Modern Era*, edited by James L. McClain, John M. Lu, David John, Ed. Sources of Japanese History. Vol. 2. New York: McGraw-Hill, 1974.
- Markus, Andrew J. "The Carnival of Edo: Misemono Spectacles from Contemporary Accounts." *Harvard Journal of Asiatic Studies* 45, no. 2 (1985): 499-541.
- Murphey, Rhoads, and Ellen Murphey. "The Japanese Experience with Pollution and Controls." *Environmental Review* 8, no. 3, Special Issue: International Dimensions of Environmental History (1984): 284-94.
- Napier, Susan J. "Panic Sites: The Japanese Imagination of Disaster from Godzilla to Akira." *Journal of Japanese Studies* 19, no. 2 (Summer, 1993): 327-51.
- Rozman, Gilbert. "Edo's Importance in Changing Tokugawa Society," *Journal of Japanese Studies* 1/1 (Autumn 1974), pp. 91-112.
- Seidensticker, Edward. *Low City, High City: Tokyo from Edo to the Earthquake*. New York: Knopf, 1983.
- Sorensen, André. "The Meiji Period." In *The Making of Urban Japan: Cities and Planning from Edo to the Twenty-First Century*, 45-84. London: Routledge, 2002.
- Steele, William. "Edo in 1868. The View from Below." *Monumenta Nipponica* 45, no. 2 (Summer 1990): 127-55.
- Takeuchi, Makoto. "Festivals and Fights: The Law and the People of Edo." In *Edo and Paris: Urban Life and the State in the Early Modern Era*, edited by James L. McClain, John M. Merriman and Kaoru Ugawa, 384-406. Ithaca: Cornell University Press, 1994.
- Vaporis, Constantine N. "To Edo and Back: Alternate Attendance and Japanese Culture in the Early Modern Period." *Journal of Japanese Studies* 23, no. 1 (1997): 25-67.
- Walthall, Anne. *The human tradition in modern Japan*. Wilmington: SR Books, 2002.
- Waterman, Talbot. "Sunday Afternoon in Tokyo." *American Scientist* 35, no. 3 (1947): 377-87.

Note on Possible Changes to the Syllabus: The instructor reserves the right to adjust the syllabus based on the general capabilities and interests of the students enrolled in the class. I am open to suggestions for changes to what I have written above.