



## ES/HS 339 ENVIRONMENTAL HISTORY OF MODERN JAPAN

IES Abroad Tokyo

### DESCRIPTION:

In this course we will explore the modern environmental history of Japan the late-1860s to the early-2000s. This course is designed for students without any background in Japanese history. But even for students who are familiar with the modern history of Japan will find that the historical terrain covered in this course will look different because we will be examining how people felt these changes of Japan in their bodies. The modernization of Japan was fundamentally (although not exclusively) a process of material transformation by which natural resources were converted into railway tracks, electric wiring, and a vast array of commodities and by-product wastes which were distributed unequally throughout the Japanese archipelago. We will also be discussing the historical change of current environmental issues such as the problem of so-called invasive species, industrial whaling, waste management, and nuclear power in Japan. Environmental history sources from wide range of disciplines – ecology, economy, anthropology - all helping to understand our current problems better and to become a better decision-maker on any level now and in the future.

**CREDITS:** 3

**CONTACT HOURS:** 45

**LANGUAGE OF INSTRUCTION:** English, with some Japanese terms

**INSTRUCTOR:** TBD

**PREREQUISITES:** None

**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.

### METHOD OF PRESENTATION:

- Lectures
- Class discussion
- Field trips
- Student presentations
- Moodle

### REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation – 10%
- Weekly Moodle responses - 20%
- Weekly sketch + note (observation drawing and writing journal page) on Moodle -20%
- Mid-term exam - 20%
- Presentation - 10%
- Final paper - 20%

### COURSE PARTICIPATION (10%)

1. Active participation is evaluated. It requires that you have done your reading and are involved in the class activities. I will take note of your engagement with the reading and your respectful engagement with your fellow participants.

### WEEKLY MOODLE RESPONSES (in the class) (20%)

1. Each week, students are required to write short responses during the last 15 minutes of our class (this includes the field studies). Due date – the day of the class. The responses are meant to demonstrate an engagement with the readings and course themes of the week and reflect on the class. I am looking for a couple of paragraphs on what you think about the

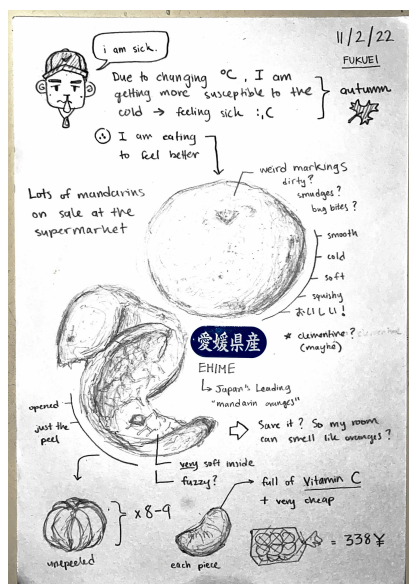
readings and class discussion and activity. What kind of questions emerged in your head when you were reading? Did you remember something related to the topic?

2. **LATE PAPERS POLICY:** No late outlines will be accepted.

### WEEKLY JOURNAL PAGE SKETCH AND NOTE (at home) (20%)

1. Each week, students are encouraged to do a creative task: sketch-note - very short visual material. Each week we will have a decided topic to create a frame for our observations.
2. What do I mean by sketch+ note? The structure of sketch+ note is simple: It is a hand-drawn image with a short description/explanation/comment. It can contain a mix of drawing with text. It doesn't have to be a "beautiful picture", rather present an opportunity to observe, reflect and convey it to the reader. The accent of the task is to communicate your observation, your perception of the theme and make it broader for everyone by sharing. It can be an observation of your living environment in Japan – where the oranges you eat are made, which tree is growing near your station, or visual analysis of a key word – ex. origin of some Japanese *kanji* describing environment etc. I will provide examples during our first week.
3. Introducing this exercise, I am aiming to expand our curiosity towards the environment in the broader sense and share different perspectives we have. It will possibly lead to unexpected discoveries, help to perceive the subject beyond "reading text" format.
4. Submit your response in the weekly forum discussion thread in the Moodle page for the course. It's important that you are not late when posting these things, as we will read everyone's responses in the beginning of class.
5. It would be great if you have a plain sketchbook throughout your stay in Japan (there are options in 100-yen store), where you can write/draw your observations and questions. Just take a photo of a page and upload it to the Moodle designated forum.
6. If you submit all of your reactions on time, you will receive a full 20% for this element of your final grade. However, what I expect is that you will have fun with this task. Finally, if you do these small sketches and notes, by the end of your stay in Japan you will have a sketchbook full of your own unique observations and memories.
7. **LATE PAPERS POLICY:** No late outlines will be accepted. To count for grade, submission must be done on the week, deadline is "before the class".

Example:



### MIDTERM (20%)

1. The in-class midterm will be held during the seventh week of our class. It will consist of presentations of your research proposals and sharing your journals.

### FINAL EXAM PAPER & PRESENTATION (30% total: 20% paper and 10% presentation):

1. For your final assignment, I would like you to produce a 10-12 page paper on environmental history in Japan.
2. In the first couple of weeks, I will provide a list of possible topics to choose from.
3. You can be creative when writing your paper, and I expect that the approaches that people will bring will be different as we all have different skill sets and different disciplinary interests and experiences. A good paper should bring together many different ways of knowing and doing. It will also include a variety of sources. Please limit the number of internet sources that you use in your paper, and I encourage you to make use of primary sources.
4. Paper Proposal: Before submitting your project, you need to submit a typed single page 200-300 word proposal (abstract) with a tentative bibliography in a standard bibliographic format (Chicago Manual of Style, MLA, etc.). At the beginning of your proposal, please write a tentative thesis statement or a historical problematic that you hope to solve. Limit your project by space and time. Telling about the history of tuberculosis in Japan would be too large. However, a paper on the history how the industrialization of sericulture in the late nineteenth-century led to the increase of TB in women would be a totally doable — and interesting — topic.
5. **This proposal is due on the day before our fifth week of class. Please upload your proposal on our Moodle. I must have this proposal for you to continue on with your project.**
6. The first draft of your paper (at least 8 double-spaced pages) is due the night before the tenth session of the course. Please make sure that you cite what sources you have consulted with.
7. In the final session, students will give a 10-minute presentation of their project (10%) using Powerpoint or Keynote. (Don't try getting away with just throwing a bunch of pictures on the screen.) We will go over the "dos and don'ts" of Powerpoint presentations during the course. Feel free to add participants' comments into the final version of your paper.
8. **The final version of your paper is due a week of our final class by Moodle.**
9. **LATE PAPERS POLICY: No late papers will be accepted.**

### LEARNING OUTCOMES

By the end of the course students will be able to:

- Critically address the material transformations of Japan and how they could be seen and felt by people living in the Japanese archipelago
- Understand Japan beyond its contemporary "popular" image, through understanding its changes in history
- Identify continuities and differences between current environmental concerns of the present and the past
- Develop, analyze, and present primary, secondary, and visual texts in short- and medium-length presentations
- Develop knowledge about the Japanese environment through personal observations

### ATTENDANCE POLICY:

At IES Abroad Tokyo, attendance is mandatory for all classes, including course-related trips. Given the three-hour format, missing one class is the equivalent of missing an entire week of a regular semester. Unexcused absences will result in grade penalties. The first unexcused absence will lower your final grade by one-third of a letter grade, and each additional unexcused absence will reduce your grade by a full letter grade. For example, one missed class turns an A into an A-, two missed classes turn it into a B-, three into a C-, and so on.

Absences are excused only for unavoidable reasons, such as documented illness or other circumstances approved in advance by the instructor. Lateness to class (including class excursions) may count as unexcused absences at the instructor's discretion. Missed exams, tests, presentations, or assignments can only be rescheduled for documented medical or family emergencies.

If a student has accumulated absences representing 25% of the total class hours, the Academic Program Manager (APM) and Centre Director (CD) will contact them to schedule a disciplinary review, and their home institutions will be informed of the result.

### CASES OF ACADEMIC DISHONESTY

**This is important. Plagiarism or any other form of academic dishonesty will not be 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 IES Abroad Tokyo Center. If you are unclear on what counts for plagiarism, let me know.

#### Rubrics for assessing student participation

|                                    | A                                                                                                                                                                                                                                                                                                                                     | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | C                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing</b>                     | A-level writing have developed, insightful arguments that go beyond surface-level analysis. It is clear, with a strong thesis and supporting evidence. It has consideration of historical context and chronology. With minimal to no grammatical or spelling errors. Proper citation of sources and adherence to required formatting. | Good engagement with course readings and materials, though some aspects may be overlooked. Clear arguments, but they may not be as fully developed or insightful as A-level work. Generally good organization, though some sections may lack clear connections. Consideration of historical context and chronology, with occasional gaps. Minor grammatical or spelling errors acceptable. Mostly proper citation of sources, with perhaps a few formatting issues. | Limited engagement with course materials, relying more on general knowledge or assumptions. Weak or unclear thesis statement. Poor organization that makes it difficult to follow the argument. Limited use of evidence to support claims. Inconsistent or incorrect citation of sources. Meets only minimal requirements for the assignment. |
| <b>Journal page (sketch +note)</b> | Journal page visually tells a story about some phenomena/subject, reflecting the thinking process of the creator. It is rich with information and your classmates can learn something by looking at it. Author (observer) asks questions and seek answers on the page.                                                                | Journal page have drawing and text describing the subject but lack depth of reflection on the subject. Author asks question, but do not go further than that.                                                                                                                                                                                                                                                                                                       | Meets only minimal requirements for the assignment: there is a simple drawing, but there is no comment or comment poorly conveys any meaning/ pose any question. No drawing, only comment.                                                                                                                                                    |
| <b>Class participation</b>         | Consistently offers insightful, thought-provoking comments that advance discussion. Demonstrates exceptional preparation and understanding of assigned readings. Actively and respectfully engages with peers; enhances group discussions.                                                                                            | Often contributes valuable ideas and questions. Shows good preparation and understanding of most readings. Often engages with peers in a positive manner.                                                                                                                                                                                                                                                                                                           | Only occasionally offers relevant comments. Demonstrates basic preparation and understanding. Sometimes engages with peers; generally respectful.                                                                                                                                                                                             |

#### CONTENT:

| Week | Content | Assignments |
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| <b>Week 1</b> | <p style="text-align: center;"><b>Introduction to Environmental History</b></p> <p>After going over the basics of environmental historical methods in our first week in class, we will talk about life in Japan before its industrialization from the late nineteenth century. What were the biophysical structures of everyday life that governed people's lives?</p>                                 | <ul style="list-style-type: none"> <li>Hanley, Susan. "Urban Sanitation in Preindustrial Japan." <i>Journal of Interdisciplinary History</i> 18, no. 1 (1987): 1-26.</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>Oosthoek, Jan. "What Is Environmental History?" In <i>Environmental History Resources</i> (2011). <a href="https://www.eh-resources.org/what-is-environmental-history/">https://www.eh-resources.org/what-is-environmental-history/</a></li> </ul>                                                                                                                                                                                                                                                           |
| <b>Week 2</b> | <p style="text-align: center;"><b>Japan as Organic Empire, Famine Among People and Animals</b></p>                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Walker, Brett L. Commercial Growth and Environmental Change in Early Modern Japan: Hachinohe's Wild Boar Famine of 1749 <i>The Journal of Asian Studies</i>, Vol. 60, No. 2 (2001), 329-351</li> <li>Walker, Brett L. "Meiji Modernization, Scientific Agriculture, and the Destruction of Japan's Hokkaido Wolf." <i>Environmental History</i> 9, no. 2 (2004): 248-74.</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>Higuchi, Toshiro. "Japan as an Organic Empire: Commercial Fertilizers, Nitrogen Supply, and Japan's Core-Peripheral Relationship." In <i>Environment and Society in the Japanese Islands: From Prehistory to the Present</i>. OSU Press, 2015: 139-157</li> </ul> |
| <b>Week 3</b> | <p style="text-align: center;"><b>Looking at Japanese History through Marine Environmental History</b></p> <p>In this class we will follow fishers, feather hunters, and whalers. These hard luck, hard scrabble men and women in their search for fish, feathers, and whales in the late nineteenth century. We will talk about how this search for islands of access expanded Japan's territory.</p> | <ul style="list-style-type: none"> <li>Tsutsui, William. "The Pelagic Empire: Reconsidering Japanese Expansion." In <i>Japan at Nature's Edge: The Environmental Context of a Global Power</i>, edited by Ian J. Miller, Julia Adeney Thomas and Brett L. Walker, 21-38. Honolulu: University of Hawaii Press, 2013.</li> <li>Muscolino, Micah. "The Yellow Croaker War: Fishery Disputes between China and Japan, 1925-1935." <i>Environmental History</i> 13 (April 2008): 305-24.</li> </ul>                                                                                                                                                                                                                                                         |
| <b>Week 4</b> | <p style="text-align: center;"><b>Plants for Japanese: course-related trip to the Mukōjima-Hyakkaen Garden and surrounding area</b></p>                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Haruo Shirane - <i>Japan and the Culture of the Four Seasons_ Nature, Literature, and the</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|               | <p>What is your image of Japanese garden? Be ready to broaden the perspective. Mukōjima-Hyakkaen is a unique flower garden from Edo era. During your stay in Japan, you will have multiple opportunities to visit parks (Hibiya, Yoyogi, Ueno) and gardens (daimyo residences, temples), however this one is special. It is a flower garden, and we will try to see “seven autumn flowers” and other culturally significant plants, which are part of a bigger Japanese cultural code – poetry, arts, tea ceremony, kimono, etc. We will critically reflect on Japanese “affiliation with nature” and see how green spaces were seen in the past and function now.</p> | <p>Arts-Columbia University Press (2012) Intro part 5-18</p> <ul style="list-style-type: none"> <li>Havens, Thomas R.H. Parksapes: Green Spaces in Modern Japan. Honolulu: University of Hawaii Press, 2011, Intro, Chapter 1: 1-53, Chapter 3: 85-121</li> </ul>                                                                                                                                                                                                                                      |
| <b>Week 5</b> | <p><b>Earthquake Nation</b></p> <p>In this class we will look at physical and cultural shocks caused by Japan's first two major earthquakes: the Nobi (1891) and Kanto Earthquakes (1923). Central to our discussion will be the nature of disasters. How natural are so-called natural disasters in Japan? How do they test the limits of the resiliency of cities?</p> <p><b>Due date: 12 October submit paper proposals (abstracts)</b></p>                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Smits, Gregory. "Shaking Up Japan: Edo Society and the 1855 Catfish Picture Prints." <i>Journal of Social History</i> 39, no. 4 (2006): 1045-1078.</li> <li>Clancey, Gregory. "The Meiji Earthquake: Nature, Nation, and the Ambiguities of Catastrophe." <i>Modern Asian Studies</i> 40, no. 4 (October 2006): 909-51.</li> </ul>                                                                                                                              |
| <b>Week 6</b> | <p><b>Reading Modernity in Japan through Animal Human Interactions</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Pflugfelder, Gregory M., and Brett L. Walker, eds. <i>Japanimals: History and Culture in Japan's Animal Life</i>. Ann Arbor: Center for Japanese Studies University of Michigan, 2005.</li> </ul>                                                                                                                                                                                                                                                               |
| <b>Week 7</b> | <p><b>Midterm Exam</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Week 8</b> | <p><b>Displaying Nature: Course-related trip to Ueno Park and the National Museum of Science and Nature</b></p> <p>In this course-related trip, we will write, draw and talk about the centrality of animals in the Japan-wing of the National Museum of Nature and Science.</p> <p>How are animals juxtaposed with humans in the environment of the museum? How do animals help to tell how human beings have engaged with nature in</p>                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Miller I. Didactic Nature: Exhibiting Nation and Empire at the Ueno Zoological Gardens. In: <i>JAPANimals: History and Culture in Japan's Animal Life</i>. Ann Arbor: Center for Japanese Studies, University of Michigan. 2005.</li> <li>Skabelund, Aaron. <i>Empire of Dogs: Canines, Japan, and the Making of the Modern Imperial World</i>, Studies of the Weatherhead East Asian Institute. New York: Columbia University Press, 2011, 87- 170.</li> </ul> |

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|         | the Japanese archipelago? Which animals are central in this story?                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                       |
| Week 9  | <b>What Forests Hide</b>                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Tsing, A. L. (2017). <i>The mushroom at the end of the world</i>. Princeton University Press.</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• Fedman, David. <i>Seeds of control: Japan's empire of forestry in colonial Korea</i>. University of Washington Press, 2020.</li> </ul> |
| Week 10 | <b>Atom Dreams and Nightmares (First Draft Due)</b>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Selections from Oishi, Matashichi. <i>The Day the Sun Rose in the West: Bikini, the Lucky Dragon, and I</i>. University of Hawai'i Press, 2011.</li> </ul>                                                                                                                                                   |
| Week 11 | <b>The Pain of Industrialization and Environmental Injustice</b><br><br>In this class we will examine how people felt during the postwar construction of the Japanese economy. From the mid-1950s, the Japanese were beginning to have inequitable distribution of environmental ills. | <ul style="list-style-type: none"> <li>• Walker, Brett L. <i>Toxic Archipelago: A History of Industrial Disease in Japan</i>. Seattle: University of Washington Press, 2010. 1-21, 108-174.</li> <li>• Avenell, Simon. <i>Transnational Japan in the Global Environmental Movement</i>. University of Hawai'i Press, 2017, 1-51.</li> </ul>           |
| Week 12 | <b>Final Research Presentations</b><br><br><b>Final Paper Due December 15</b>                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                       |

#### COURSE-RELATED TRIPS:

- Mukōjima-Hyakkaen Garden and surrounding area
- Ueno Park and the National Museum of Science and Nature

#### REQUIRED READINGS:

All of the readings will be posted on the Moodle page of the course.

- Aldrich, Daniel. "Postcrisis Japanese Nuclear Policy: From Top-down Directives to Bottom-up Activism" in Ian Miller et. al. Eds. *Japan At Nature's Edge*. University of Hawai'i, 2013
- Avenell, Simon. *Transnational Japan in the Global Environmental Movement*. University of Hawai'i Press, 2017
- Bestor, Victoria Lyon, and Theodore C. Bestor. "Japan and the Sea." *Education about Asia* (2014).
- Clancey, Gregory. "The Meiji Earthquake: Nature, Nation, and the Ambiguities of Catastrophe." *Modern Asian Studies* 40, no 4 (October 2006 2006): 909-51.
- Havens, Thomas R.H. *Parkscapes: Green Spaces in Modern Japan*. Honolulu: University of Hawaii Press, 2011

- Higuchi, Toshiro. "Japan as an Organic Empire: Commercial Fertilizers, Nitrogen Supply, and Japan's Core-Peripheral Relationship." In *Environment and Society in the Japanese Islands: From Prehistory to the Present*. OSU Press, 2015.
- Kirby, Peter. "Tokyo's Vermin Menace" in *Troubled Natures*. University of Hawai'i Press, 2011. 85-101
- 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.
- Muscolino, Micah. "The Yellow Croaker War: Fishery Disputes between China and Japan, 1925-1935." *Environmental History* 13 (April 2008): 305-24.
- O'Bryan, Scott. "The Climatic Dilemmas of Built Environments: Tokyo, Heat Islands, and Urban Adaptation" In *Environment and Society in the Japanese Islands: From Prehistory to the Present*. OSU Press, 2015: 139-157
- Oosthoek, Jan. "What Is Environmental History?" In *Environmental History Resources* (2011). [http://www.ehresources.org/environmental\\_history.html](http://www.ehresources.org/environmental_history.html)
- Oishi, Matashichi. *The Day the Sun Rose in the West: Bikini, the Lucky Dragon, and I*. University of Hawai'i Press, 2011.
- Skabelund, Aaron. *Empire of Dogs: Canines, Japan, and the Making of the Modern Imperial World*, Studies of the Weatherhead East Asian Institute. New York: Columbia University Press, 2011, 87-170.
- Smits, Gregory. "Shaking up Japan: Edo Society and the 1855 Catfish Picture Prints." *Journal of Social History* 39, no. 4 (2006): 1045 -78.
- Shirane, Haruo. *Japan and the culture of the four seasons: nature, literature, and the arts*. Columbia University Press, 2011, 5-18.
- Walker, Brett L. *Toxic Archipelago: A History of Industrial Disease in Japan*. Seattle: University of Washington Press, 2010.
- Yoneyama, Shoko. "'Life -World': Beyond Fukushima and Minamata." *Asian Perspective* 37 (2013): 567-592.

#### RECOMMENDED READINGS:

- Bestor, Theodore C. "Supply-Side Sushi: Commodity, Market, and the Global City." *American Anthropologist* 103, no. 1 (2001): 76-95.
- Bird, Winifred. *Eating Wild Japan: Tracking the Culture of Foraged Foods, with a Guide to Plants and Recipe*. Stone Bridge Press, 2021.
- Brady, Lisa M. "The Wilderness of War: Nature and Stragety in the American Civil War." *Environmental History* 10, no. 3 (July 2005): 421-47.
- Brockway, Lucile H. "Science and Colonial Expansion: The Role of the British Royal Botanic Gardens." *American Anthropologist* 6, no. 3 (2009): 449-65.
- Burke, Edmund, and Kenneth Pomeranz. *The Environment and World History*. Berkeley: University of California Press, 2009.
- Cook, Haruko, and Theodore Cook. *Japan at War: An Oral History*. 1. ed. New York: New Press, 1992.
- Clancey, Gregory. *Earthquake Nation: The Cultural Politics of Japanese Seismicity*. Berkeley: University of California Press, 2006.
- DeShano, Cathy, Michelle Niemann, Brian Hamilton, Emma Schroeder, Abigail Popp, Stillman Wagstaff, Kevin Gibbons, et al. *Sources: How to Read a Landscape*. Madison, 2008. <http://www.williamcronon.net/researching/landscapes.htm>.
- Dore, Ronald P. *City Life in Japan: A Study of a Tokyo Ward*. Berkeley: University of California Press, 1958.
- 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.
- Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. 1st rev. ed. New York: Hill and Wang, 2003.
- ———. *Nature's Metropolis: Chicago and the Great West*. New York: W.W. Norton, 1991.
- ———. "A Place for Stories: Nature, History, and Narrative." *The Journal of American History* 78, no. 4 (March 1992 1992): 1347-76.
- Crosby, Alfred W. *Germs, Seeds, and Animals: Studies in Ecological History*. Armonk: M.E. Sharp, 1994.
- Dower, John W. *Japan in War and Peace: Selected Essays*. New York: W.W. Norton & Co., 1993.
- ———. *War without Mercy: Race and Power in the Pacific War*. New York: Pantheon Books, 1986.
- Figal, Gerald. "Between War and Tropics: Heritage Tourism in Postwar Okinawa." *The Public Historian* 30, no. 2 (May 2008 2008): 83-107.
- Fedman, David. *Seeds of control: Japan's empire of forestry in colonial Korea*. University of Washington Press, 2020.
- Foster, Michael Dylan. "Haunting modernity: Tanuki, trains, and transformation in Japan." *Asian Ethnology* 71.1 (2012): 3.

- Haraway, Donna J. *The Companion Species Manifesto: Dogs, People, and Significant Otherness*. Chicago: Prickly Paradigm Press, 2003.
- Havens, Thomas RH. "Land of Plants in Motion." *Land of Plants in Motion*. University of Hawaii Press, 2020.
- Kalland, Arne, and Pamela J. Asquith. "Japanese Perceptions of Nature: Ideals and Illusions." In *Japanese Images of Nature: Cultural Perspectives*, edited by Pamela J. Asquith and Arne Kalland. 1-35. Richmond, Surrey: Curzon Press, 1997.
- Kalland, Arne, and Brian Moeran. *Japanese Whaling: End of an Era?* Scandinavian Institute of Asian Studies Monograph Series. London: Curzon Press, 1992.
- McNeill, John Robert. *Something New under the Sun: An Environmental History of the Twentieth-Century World*. 1st ed. New York: W.W. Norton & Company, 2000.
- Muscolino, Micah S. *Fishing Wars and Environmental Change in Late Imperial and Modern China*. Cambridge, Mass.: Harvard University Asia Center : Distributed by Harvard University Press, 2009.
- Nash, Linda L. "The Agency of Nature or the Nature of Agency?" *Environmental History* 10, no. 1 (2005 2005): 67-69.
- O'Connor, Kaori. "The King's Christmas Pudding: Globalization, Recipes, and the Commodities of Empire." *Journal of Global History* 4 (2009 2009): 127-55
- Pflugfelder, Gregory M., and Brett L. Walker, eds. *Japanimals: History and Culture in Japan's Animal Life*. Ann Arbor: Center for Japanese Studies University of Michigan, 2005.
- Pomeranz, Kenneth, and Steven Topik. *The World That Trade Created: Society, Culture, and the World Economy*. 2nd ed. Armonk: M.E. Sharpe, 2006.
- Russell, Edmund P. "'Speaking of Annihilation': Mobilizing for War against Human and Insect Enemies, 1914-1945." *The Journal of American History* 82, no. 4 (March 1996 1996): 1501-29.
- Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1998.
- Shirane, Haruo. *Japan and the culture of the four seasons: nature, literature, and the arts*. Columbia University Press, 2011.
- Selden, Mark. *Our land was a forest: An Ainu memoir*. Routledge, 2018.
- Siniawer, Eiko Maruko. *Waste: Consuming Postwar Japan*. Cornell University Press, 2018.
- Totman, Conrad D. *Japan's Imperial Forest, Goryôrin, 1889-1946*. Kent: Global Oriental, 2007.
- ———. *Early Modern Japan*. Berkeley: University of California Press, 1995.
- ———. *The Origins of Japan's Modern Forests: The Case of Akita*. Honolulu: University of Hawaii Press, 1985.
- Tsing, Anna, and Shiho Satsuka. "Diverging Understandings of Forest Management in Matsutake Science." *Economic botany* 62, no. 3 (2008): 244-53.
- Tsutsui, William. "Landscapes in the Dark Valley: Toward an Environmental History of Wartime Japan." *Environmental History* 8, no. 2 (2003 2003): 294-311.
- Voss, Julia, and Sahotra Sarkar. "Depictions as Surrogates for Places: From Wallace's Biogeography to Koch's Dioramas." *Philosophy & Geography* 6, no. 1 (2003): 59-81.
- Walker, Brett L. *The Lost Wolves of Japan*. Seattle University of Washington Press, 2005.
- UNU-IAS, and Ministry of the Environment. "Satoyama Initiative." United Nations University, <http://satoyama-initiative.org/en/>.
- Walker, Brett L. "Meiji Modernization, Scientific Agriculture, and the Destruction of Japan's Hokkaido Wolf." *Environmental History* 9, no. 2 (April 2004 2004): 248-74.
- ———. *Toxic Archipelago: A History of Industrial Disease in Japan*. Seattle: University of Washington Press, 2010.
- White, Richard. *The Organic Machine*. New York: Hill and Wang, 1995.