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 old city influenced the ways in which people built their homes, did business, and amused 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 plants 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, tours, and presentations. Please don’t be shy about sharing your daily experiences and observation with the class.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:
- Discussions
- Lectures
- Fieldwork
- Student presentations

REQUIRED WORK AND FORM OF ASSESSMENT:
Overall grading:

a. Participation (20%)
b. Reaction papers (30%)
c. Midterm (15%)
d. Historical Biography
   i. Proposal and bibliography (5%)
   ii. First Draft (10%)
   iii. Final Draft (20%)

I. Participation (20%)
A. Active participation is evaluated, and I evaluate participation qualitatively, not quantitatively. I realize 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.
B. 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.)
II. Weekly Reactions (30%)
A. You must turn in 6 out a possible 9 reaction “papers” for each week that we meet to talk about readings.
B. Please submit your reactions the night before our class (Sunday) by 18:00. If you are going to hand in a field report in lieu of a reaction paper, then please hand it in 48-hours after the end of our trip.
C. Your reactions should engage directly with the readings and course themes of the week. (Your field report should show me how you can read a landscape or something else in the trip that interested you.) 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.
D. I will give you a letter mark for each reaction, so make sure you proofread your work before submitting your writing. **LATE PAPERS POLICY:** No late responses will be accepted.

III. Midterm (15%)
A. Your midterm will consist of a combination of short IDs and a short essay. Each section will be worth 50% of your grade.

IV. Historical Biography (35%)
A. Students will write a historical social biography about the life of an ordinary man or woman who lived for 83 years somewhere near or in Tokyo. I am hoping that writing about this person — who was not real — will encourage you to look for how an ordinary person lived through extraordinary times in what has become one of the largest cities in the world.
B. All social biographies spend some time writing about the personal cards that each person was dealt. So you will need to describe the person’s gender, personality, looks, class, level of education, livelihood, and ethnicity — there were (are) non-Japanese people — like me — who lived (live) in Tokyo. That would be a good start. But then you have to think about how their personal life was situated within the neighbourhoods that they lived. (Are you writing under the assumption that this person has never lived anywhere else in Japan? Did they move to Tokyo some time in the late-teens to find work or go to school?) Perhaps your person lived and died in western Tokyo. They were born in 1873 and then died in 1953. That might sound boring, but western Tokyo extends far beyond Shibuya and Shinjuku. It also includes the cities of Machida, Tachikawa, and Hachioji. What were the important societal events that shaped the life of your subject (wars, economic booms or depressions, natural disasters, political upheavals)? How did they experience these events by themselves or with friends or family members? Read general histories of the period and place of your subject’s life to glean further details. You can of course ask people in the class, the staff, friends, or your homestay families to firm of the places and times that your subject was situated.
C. The first part of the assignment is a proposal and tentative bibliography of sources. Please tell me in your proposal when your imaginary subject was born, their gender, their class, the neighbourhood that they lived in, and when they died. You may had more information if you wish. You might want to look at social biographies. Some examples are by Simon Partner’s biography on a headman in Hashimoto, John Dower’s biography on Yoshida Shigeru, or the collection of essays in Anne Wathall’s *The Human Tradition in Modern Japan*. I think that all three of these books focus on people who lived in or near Tokyo for much of their lives. **The proposal is due on 22 October by 23:59.**
D. I would like to see a rough draft of your paper a couple of weeks before the end of the semester (28 November by 23:59). It doesn’t have to be perfect. I will provide comments to what you have written and provide a letter grade.
E. The final paper will be due one week from our last class (19 December by 23:59).

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:
a. **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.)

LEARNING OUTCOMES:
By the end of the course students will be able to:
- 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 nineteenth and twentieth century Tokyo intersects with other histories of urbanization.

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<td>We will be going for a walk around memorials that were built to memorialize some notable &quot;men of Meiji.&quot; The trip Meiji Jingu. After our walk through Meiji Jingu, we will take a walk up to Aoyama Cemetery before ending up just outside of Jingu Gaien.</td>
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<td>*There are a number of copies of this book on reserve in the library.</td>
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| 16 October | Session 7 | **Tokyo at War**   | **Readings:**  
|            |         |                     | **Recommended:**  
| 6 November | Session 8 | **Occupied Tokyo** | **Readings:**  
| 13 November| Session 9 | **Contested Centre** |  
| 20 November| Session 10 | **Olympic Tokyo** |  
| 9 December | Session 11 | **Green Tokyo** | **Readings:**  
| 11 December | Session 12 | **Dirty Tokyo** |  

**Session 7**  
*Tokyo at War*  

**Readings:**  

**Recommended:**  

**Session 8**  
*Occupied Tokyo*  

**Readings:**  

**Session 9**  
*Contested Centre*  

**Readings:**  

**Recommended video to view at home:**  

**Session 10**  
*Olympic Tokyo*  

**Readings:**  

**Session 11**  
*Green Tokyo*  

*We will go for a walk around the University of Tokyo Botanical Gardens, which we can read as a text on the ways in which people valued things green. Since we are going through a kind of “scavenger hunt,” I will provide of list of key terms for you to read through and research on the day of the excursion.*  

**Readings:**  
- O'Bryan, Scott *The Temporalities of Urban Adaptation: Tokyo, Heat Islands, and the*

* Denotes that required text is in the library.

**REQUIRED READINGS:**


**RECOMMENDED READINGS:**


**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.