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.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF PRESENTATION: English

METHOD OF PRESENTATION:

- Lectures
- Discussions
- Student presentations
- Course-related trips
- Moodle

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation – 10%
- Weekly Reading Responses- 20%
- Mid-Term Exam - 30%
- Presentation - 10%
- Final Paper - 30%

Course Participation (10%)
1. Active participation is evaluated. 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. (I will not reward grandstanding.)
2. Actively participating requires that you have done your reading. (It also requires that you are awake.) I am not evaluating you on how much you have learned in past classes. I am evaluating your weekly performance. I will take note of your engagement with the reading and your respectful engagement with your fellow participants. Before you come to class, be ready to discuss what you have read. Bring up what you get and what you don’t get. You can demonstrate you have done your homework by beginning points of discussion, summarizing the main points of discussion, bringing up parts of the readings that are unclear, and asking your fellow participants questions. (I take note of – and give first-class grades to – students that ask their fellow students questions because it is rare.)
3. 1- 2 students will be required to lead a reading discussion. A signup list will be provided in the first week of the class.
Weekly Reading Responses (20%)

1. Each week, students are required to write short responses on one or more of the readings before our class. (This includes the field studies). The responses are meant to demonstrate an engagement with the readings and course themes of the week. You don’t need to write much. I am only looking for a couple of paragraphs on what you think about the readings.

2. The structure of these responses is open, but it should show that you can identify the main argument(s), or theme(s), of the assigned readings. Feel free to include questions that the readings raise, or respond to students’ responses.

3. “Submit” your response in the weekly discussion thread in the Moodle page for the course. It’s important that you are not late when writing these things, as we need to read everyone’s responses before the beginning of class.

4. I know that this looks like a fair amount of work. However, keep the following in mind: each reaction – which should demonstrate that you have done the reading and have put some time into organizing your thoughts – will be given full points. If you miss the response you will not get “marks” for that week. But if you submit all of your reactions, on time, you will receive a full 20% for this element of your final grade.

5. LATE PAPERS POLICY: No late outlines will be accepted.

Midterm (30%)

1. The in-class midterm will be held during the sixth week of our class. It will consist of 5 out of 8 short identification questions and a short essay.

2. Make sure that you take notes in class and ask questions. Why? The examination is meant to measure what you have been able to learn and synthesize from the information that we have read and discussed in class. So I am measuring your competency in what we have covered in class, not on how much you have been able to draw from Wikipedia articles or from what you have learned in your other classes.

3. Students must be present for the midterm exam

4. I will supply the examination booklets on the day of the test.

Final Exam Paper & Presentation (40% total: 30% paper and 10% presentation):

1. For your final assignment, I would like you to produce a 10-12 page paper on one way in which people in Japan felt the industrialization of their workplaces, communities, or regions through their bodies. People living in Japan have experienced industrialization from the late-nineteenth century through their senses. They have felt the ways in which industrialization has transformed the earth, water, and air around them in their bones, lungs, and eyes.

2. In the first couple of weeks I will provide a list of possible topics to choose from. Some topics that I can come up with right now are the following: beriberi disease, itai itai disease, Minamata disease, Yochaichi asthma, cholera, malaria, typhus, and tuberculosis.

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 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 me 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 after 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 been seen and felt by people living in the Japanese archipelago
- Identify continuities and differences between current environmental concerns of the present and the past
- Describe historiographical and methodological trends in environmental history as a sub-discipline of history
- Develop, analyze, and present primary, secondary, and visual texts in short- and medium-length presentations

ATTENDANCE POLICY:
Following the attendance policy of IES Abroad Tokyo, attendance to all class meetings is strictly required for the students. In other words, students are required to attend every class meeting including course-related trips.

The format for classes makes missing a single class equivalent to missing a full week during a regular semester. Unexcused absences will therefore result in significant grade penalties. The first unexcused absence will result in a penalty of one-third of a letter grade from your final grade; additional unexcused absences will result in a penalty of one letter grade for each additional absence. That is, one missed class turns an A into an A-, two missed classes turns it into a B-, three turns it into a C-, and so on. An absence is considered “excused” only if it is unavoidable due to illness or other health conditions, or for other reasons approved by the instructor in advance.

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.

CONTENT

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
</table>
  Recommended:  

Global brilliance begins here.
Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Understanding Civilization and Empire through Industrialization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this class we will examine the beginning of changing of the somatic energy regime to one that was dependent on fossil fuels and the industrialization of the land from the early-1870s to late-1890s. We will begin our discussion on how this industrialization had the potential to cause pain to the bodies in human and nonhuman animals.</td>
</tr>
<tr>
<td></td>
<td>• 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: 139-157</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Marine Resources and the Expansion of Japan’s Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Earthquake Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Displaying Nature: Course-related trip to Ueno Park and the National Museum of Science and Nature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this course-related trip, we will write and talk about the centrality of animals in the Japan-wing of the National Museum of Nature and Science. How are animals juxtaposed with humans in the environment of the museum? How do animals help to tell how human beings have</td>
</tr>
<tr>
<td>Week 6</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Course-related trip to the University of Tokyo Botanical Gardens</th>
</tr>
</thead>
</table>
|        | **In this course-related trip, we will go to the oldest botanical garden in Tokyo. First established in the late-eighteenth century as a medicinal herb garden, this botanical garden was the nation-state’s center of calculation for knowledge about plants that could be used commercially.**
|        | During our walk around the garden, we will learn to write and talk about how the values of plants and city space have changed over time. |

<table>
<thead>
<tr>
<th>Week 8</th>
<th>War and the Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>In this class we will examine the environmental consequences of warfare from the early-1930s until the end of the Asia Pacific War (1931-1945). We will examine these consequences transnationally throughout places of conflict in Northeast Asia and the North Pacific.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>The Pain of Industrialization and Environmental Injustice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>Week 10</td>
<td>The Consequences of Urban Growth</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Tokyo’s average temperature increase over the last 100 years is three times greater than other comparable cities. This will look at how the growth of some of the largest cities in the world has led to changes in regional climate, increases in waste, and human-animal conflict.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Week 11</th>
<th>Atomic Dreams and Nightmares</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dawn of the atomic age brought about atomic dreams and nightmares. This class will talk about how people living in Japan have lived with the legacies of atomic disasters from August 1945 to March 2011.</td>
</tr>
</tbody>
</table>


Along with reading the article please take some time to visit the Lucky Dragon Permanent Exhibit at Yumenoshima Park *(JR Shinkiba Station)*. It is close and very much worth visiting. (It is closed on most Mondays.)

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Final Research Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week later</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>

**COURSE-RELATED TRIPS:**
- Ueno Park and the National Museum of Science and Nature
- University of Tokyo Botanical Gardens

**REQUIRED READINGS:**
All of the readings will be posted on the Moodle page of the course.


**RECOMMENDED READINGS:**
• 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.