The purpose of this course is to re-think Japanese history by engaging with the writings, images, and actions of those on the intellectual fringes of society, that is, those ordinarily placed outside mainstream contemporary historical narratives on Japan or outside the dominant ideologies of their own time. Each week we will concentrate on a particular form (or combination of forms) of exclusion based on, for example, class, ethnicity, gender, religion, political views, imperialism, etc. We will, in other words, be dealing with eccentrics, rebels, prostitutes, heretics, fools, traders, outcasts, fanatics, women, and others. Throughout we will consider the following questions: Where are the “margins” of a society? Why do some fall outside a society’s dominant ideals and norms? How do members of “mainstream” society represent those on the margins? Are these representations “accurate” or “inaccurate” – or is this question itself problematic? How do those on the margins resist, re-direct, or internalize these representations? Finally, what relevance/significance do these issues and questions have for us in the present?

Readings: Our main texts will be Mikiso Hane’s *Peasants, Rebels, Women, and Outcastes: The Underside of Modern Japan* and Michael Weiner’s *Japan’s Minorities: The Illusion of Homogeneity*. Both will be available for purchase at the F&M College Bookstore (Distler House). All other readings will be available electronically on Blackboard (and on hard-copy reserve at Shadek-Fackenthal Library if available). To navigate to Blackboard from the F&M homepage: Homepage > “Academics” Menu > Blackboard > User Login > Enter username & password > select course “China in the Western Imagination” > select “weekly readings” button.

Course Requirements:
Regular on-time attendance of all classes and active participation in discussions is expected. Come to class prepared to discuss the readings. (See “Participation” section at end of syllabus.) There will also be three writing assignments: the first 3-4 pages in length on readings for week one, the second, an expanded 6-7 page version of the first writing assignment (bringing in readings for week two), and the third an 18-20 page research paper, the final revised version of which will be due at the end of the course. You will have the opportunity to lead our discussion during the week covering your research field. There will also be two short essays assigned midway through the course on topics from weeks one through seven. (See “Writing Assignments,” “Short Essays,” “Discussion Leading,” and “Suggestions for structuring your
essays” at the end of the syllabus.) There is no final exam. Finally, I would like all students to stop by my office during office hours sometime during the first two weeks of the term so that I can learn about your background and interests.

Grading: Your final grade will be calculated with the percentages below. (Also see “Grading Criteria” section at the end of the syllabus.)

<table>
<thead>
<tr>
<th>Participation</th>
<th>10%</th>
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<tbody>
<tr>
<td>Writings Assignment #1:</td>
<td>5%</td>
</tr>
<tr>
<td>Writing Assignment #2:</td>
<td>15%</td>
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<tr>
<td>Short Essays:</td>
<td>25%</td>
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<tr>
<td>Discussion Leading:</td>
<td>10%</td>
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<tr>
<td>Writing Assignment #3:</td>
<td>25%</td>
</tr>
<tr>
<td>Writing Assignment #3 (revised)</td>
<td>10%</td>
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</tbody>
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Academic Integrity: All students are responsible for knowing and adhering to the academic integrity policy of this institution. All exams, papers, and other graded work are to be completed in conformance with this policy. For specific guidelines, please refer to the statement on academic policies and procedures in the F&M Catalog.

Disability Services: If you qualify for accommodations because of a disability please notify me as soon as possible. You will need to submit a disability notification form to Disability Services, located at the Counseling Services office on the lower level of Appel (tel. 717-291-4083). Disability Services determines accommodations based on documented disabilities.

Religious Observances: I will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or other required attendance, provided they notify me well in advance of the scheduled conflict. Whenever possible, students should notify me at least two weeks in advance of the conflict to request special accommodation.

WEEK 1
INTRODUCTION
Sept 3(Wed)
- Thongchai, Siam Mapped (1-19)
- Nakasone Promotes Pride and Prejudice (2 pages)

WEEK 2
REPRESENTING THE MARGINS
Sept 9 & 10
- Peasants, Rebels (xi-xv, 3-27, skim 29-49)
- Japan’s Minorities (xi-xvii, 1-14)
- Eagleton, Literary Theory (110-30)

Part One: The Limits of the Tokugawa Order

WEEK 3
A CULTURE OF DISSENT
Sept 15 & 17
- Lu, Japan: A Documentary History (240-41, 245-46)
- The Life of the Gay Shidoken (168-244)
- Ghost Stories at Yotsuya (843-884)
- Suggested: Kabuki Plays on Stage (147-63)
- Viewing in class: Selections from Yotsuya Kaidan
- **DUE: Writing Assignment #1 (Sept 15, in class)**

WEEK 4
ECCENTRICS
Sept 22 & 24
• Yasunaga, Ando Shoeki (19-98, 119-140)
• Najita, Visions of Virtue in Tokugawa Japan (101-21)
• Tominaga, Jottings of an Old Man (99-110)

WEEK 5
REBELS
Sept 29 & Oct 1
• Oshio’s “A Call to Arms” (183-86)
• Najita, Oshio Heihachiro (155-79)
• Wakabayashi, Modern Japanese Thought (47-51)
• Yoshida, Record of an Immortal Soul (263-271)
• DUE: Writing Assignment #2 (Sept 29, in class)

Part Two: The Nation-State and Exclusion

WEEK 6
IMAGINING THE CENTER
Oct 6 & 8
• Anderson, Imagined Communities (5-46, 141-54, 192-206)

WEEK 7
ANARCHISTS & TRADERS
Oct 13 & 15
• Peasants, Rebels (51-76)
• Duus, Socialism, Liberalism & Marxism (147-206)
• Crump, The Origins of Socialist Thought in Japan (338-350)
• Hane, Reflections on the Way to the Gallows (51-74)

**Fall Break: Oct 18-21**

WEEK 8
REVIEW
Oct 22
• No readings. Review weeks one through seven.
• Short essay assignment distributed. Due next week.

WEEK 9
DANGEROUS WOMEN
Oct 27 & 29
• Peasants, Rebels (247-92)
• Recreating Japanese Women (151-198)
• Clement, The New Woman in Japan (693-98, in JSTOR)
• Reich, Japan’s Literary Feminists (280-91, in JSTOR)
• Lu, Japan: A Documentary History (398-399)
• DUE: Short essay assignment (Oct. 29, in class)

WEEK 10
THE COLONIZED
Nov 3 & 5
• Becoming Japanese (89-173)
• Japan’s Minorities (79-104)

Part Three: The Margins of Contemporary Japan

WEEK 11
OUTCASTES AND NON-HUMANS
Nov 10 & 12
• Peasants, Rebels (139-71)
• Japan’s Minorities (50-77)
• Nagahara, “The Medieval Origins of the Eta-Hinin” (385-403, JSTOR)
• Suggested: Reber, “Buraku Mondai in Japan” (297-359) JSTOR

WEEK 12
FANATICS
Nov 17 & 19
• Religious Violence in Contemporary Japan (1-7, 95-124, 196-249)
• Viewing in class: Selections from “A” (Aum Shinrikyo documentary)
• DUE: Writing Assignment #3 (Nov 19, in class)

WEEK 13  NON-JAPANESE
Nov 24 (Mon)
• Japan’s Minorities (17-44)
• Suggested: Multiethnic Japan (111-41, 150-69)

**Thanksgiving Break (Nov 26-30)**

WEEK 14  NON-JAPANESE (cont’d) & DISAFFECTED YOUTH
Dec 1 & 3
For Monday:
• Koreans in Japan (1-11)
• Japan’s Minorities (108-136, 140-174)

For Wednesday:
• Kinsella, “Blackfaces, Witches, and Racism (selections)
• Ishihara, The Morality of Japan

WEEK 15  DISAFFECTED YOUTH: REVIEW
Dec 8 & 10
For Monday:
• Kinsella, Japanese Subculture in the 1990s: Otaku and the Amateur Manga Movement (289-316, JSTOR)

For Wednesday: Review for Final Exam
• DUE: Writing Assignment #3 Revised (Dec. 10, in class)

Participation (10% of total grade)
Participation includes regular on-time attendance and thoughtful contribution to class discussion. I strongly encourage you to take advantage of my office hours to discuss your work, the readings, etc. I will consider this a form of “participation.” Please note: Absences and arriving late to class will negatively affect your course grade.

- Unexcused Absences: Your overall course grade will be reduced by 0.2 points (on a 4.0 scale) for each unexcused absence beyond the first two.
- Excused Absences: More than five excused absences will result in a participation grade of zero and, potentially, a failing grade for the course.

(See http://www.fandm.edu/medicalexcuse.xml for F&M’s Medical Excuse Policy.)

Writing Assignment #1
In three to four pages (typed, double-spaced), discuss Thongchai’s theory of “two-way identification” and apply this to the Nakasone article. Do the creation of community, identity, and a sense of sameness also exclude? More details to be distributed in class. (5% of total grade, due Sept 15 in class)

Writing Assignment #2
Expand your first essay (above) to six to seven pages. This time, bring in readings for week two, especially the Eagleton readings. Specifics on this assignment to be handed out in class. (15% of total grade, due Sept 29 in class)

Short Essays
Write two short essays (3 pages each) addressing questions handed out in class on Oct. 22. In your response, you should draw upon key ideas and/or theories addressed in class thus far. Follow the guidelines
below for other writing assignments. (25% of total grade, due Oct 29, in class)

**Discussion Leading**
Each student will act as a discussion leader during the week covering his or her area of research for writing assignment #3. Try to raise thought provoking questions and help us to think more deeply about the issues at hand. Discussion leaders will meet with me briefly prior to the class session to go over his or her discussion plan/questions. (Dates to be arranged, 10% of total grade)

**Writing Assignment #3**
Revise your work in writing assignment #2 and draw upon insights and questions that came out of your discussion session to produce a research paper of 18-20 pages. Your focus will be on one of the marginalized groups covered in class. Apply any/all theoretical tools acquired thus far to discuss your topic. Additional guidelines will be provided. (First draft due Nov 19, 25% of total grade; revised draft due Dec 10, 10% of total grade)

Additional guidelines for writing assignments:

- The essay should be typed, double spaced, and the appropriate length
- Include a bibliography (in addition to the assigned page requirement)
- Your essay should include a main claim (argument) that is clearly stated in your introduction. Please underline your main claim.
- Quote brief passages from key texts to illustrate your claims. (But avoid overly long block quotations.)
- When you cite/quote from sources, use the MLA system of citation. Examples:

  **In a footnote:**

  **In your bibliography, put in alphabetical order with author’s last name first:**

- Be certain to put quotes around words that are not your own.
- When multiple drafts are required for an assignment, the first draft is a rough draft only in a loose sense. Both the first and the revised drafts should be well-written, free of grammatical errors and typos, and should represent your best effort. Your revised draft should take account of my suggestions for revision.

*Please note: Late writing assignments will be accepted, but they will be marked down 0.4 grade points for every day they are late: e.g. a 4.0 (A) paper turned in one day late will receive a 3.6 (A-).*

**Grading Criteria for Assignments**
Your essays should:

- Have a clear thesis or main claim
- Directly address the assignment or question and otherwise conform to the assignment guidelines
- Include analysis, not merely descriptions or summaries (to this end, it should avoid overly long block-quotations that simply fill up space)
- Show familiarity with both readings and class lectures/discussions
- Have no serious problems with grammar, style or sentence structure, and contain no serious factual errors.

If your paper falls short in one of the above areas, it will fall into the “C” range. Assignments with problems in more than one of these areas will fall into the “D” or “F” range. If your assignment meets all of the above criteria, I will then look for the following:

- A creative or thoughtful thesis or main claim
- A thesis that thoroughly engages with the assignment or question rather than addressing only one part of it
- Thoughtful and careful analysis
- Solid support or evidence to back up your thesis or main claim
- A thorough understanding of the readings/lectures
- Organization (Is the argument consistent? Is there unnecessary, irrelevant or redundant information?)

Your paper will fall into the “A” or “B” range depending upon how well it reflects the second set of criteria.

F&M Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Suggestions for structuring your essays

Introductions
Perhaps the most important part of your essay. Clearly state your main argument (main claim) in your introduction. Also, an introduction generally includes the following:

Stable Context:
- Begin with a "stable context" - a kind of common ground. A shared understanding regarding the current status of a problem. This should not be a matter of controversy, but something generally accepted. (Give thought to your first words. Don’t start w/ a dictionary entry: “Webster’s defines syncretism as…” Avoid: “This paper will examine…” Don’t start grandly: “Since the dawn of time…” “Throughout history the Chinese have always…”)

Disruption:
- Usually signalled by: but, however, on the other hand, yet, etc.
- Here introduce your "problem," e.g. an error, a condition of ignorance, etc.
- Costs/Benefit: Briefly discuss the consequences of this problem (the cost of leaving it unresolved, or the benefit of resolving it)

Resolution:
- This should be your essay's Main Claim. This should resolve the "problem" mentioned above.
- Your claim should matter to people (otherwise why read the essay?), and it should be somewhat controversial (if everyone already agrees with your argument, there's no need to make it)
- If you give your essay a title, it's a good idea to include the key terms from your main claim in your title.

Example of an Introduction

[Stable Context] It is not uncommon to find scholarly works on international affairs referring to the "characteristics" of some society, nation, civilization or people. (Reader: "no debate")
[Disruption] Attributing "characteristics" to an entire society or nation, however, relies upon a highly problematic set of presuppositions that ignore differences (ethnic, religious, ideological, linguistic, etc.) (Reader: "so what?")
[Costs/Benefits] The uncritical acceptance of such presuppositions only reinforces nationalistic claims to cultural exceptionalism and sustains the violence often carried out in the name of "national essence." (Reader: "so what have you found?")
[Main Claim] Contemporary statements on "National character" then, although putatively reflecting some timeless "essence" or "animating spirit" of the nation, are tied to a specific nineteenth century discourse associated with the emergence of the modern nation-state and nationalism.

Many stories will open in the same way: One sunny morning, Little Red Riding Hood was skipping happily through the forest on her way to Grandmother’s house. Suddenly, Hungry Wolf jumped out from
behind a tree, frightening her very much. [Here, you already have a stable context, disruption (“suddenly, the wolf.”), and the cost (“frightening her...”)] The rest of the story provides the “resolution.”

**Body of Essay**
Your Main Claim will be supported by a number of "sub-claims."
• Each of your sub-claims should support your Main Claim (your main argument)
• each sub-claim, in turn, needs to be supported by evidence (e.g. a quotation from a primary text, or from a secondary text)
• be sure the connection between your evidence and your sub-claim is clear. This is where you can analyze or interpret the passage just quoted.

E.g. "You should be checked by a doctor (claim), because your blood-test reading is 200 (evidence)."

Ok, perhaps we accept the evidence, but why does a reading of 200 mean we should see a doctor? We need to connect the evidence to the claim:

E.g. "whenever someone has a blood-test reading of higher than 120, it oftentimes indicates they have diabetes."

**Conclusion**
• Don't merely re-state your main claim. Point out the significance of the problem that you addressed and the way you resolved it. Be sure you answer the "so what" question. In other words, now that we all accept your Main Claim, tell us its deeper implications. (This might refer back to and elaborate upon the "Costs and Benefits" mentioned in your introduction.)

Much of this comes from Booth, Colomb, and Williams ed. “The Craft of Research.” I recommend this book to each of you.