
course time: Monday, Wednesday, and Friday, 11:00 am – 11:50 am

classroom: Winton-Scott Hall 169

e-mail: michael.strausz@tcu.edu

coffee hours: Thursdays, 1:45 pm-3:45 pm at *Stay Wired* (across Berry from Fuzzy's)

office hours: Fridays, 12:00 pm-1:00 pm, or by appointment

office: Scharbauer 2007F

Course Description and Objectives: Japan's relationship with the rest of the world has changed dramatically over and over again in the last two centuries. Japan has gone from being an isolated semi-feudal state to a constitutional monarchy officially committed to westernization to an expansionist fascist state aiming to create an Asian empire to an advanced industrialized democracy that is constitutionally forbidden from having a military.

In this class, we examine the causes of some of these great transformations, as well as their results. The course will be divided into four units. First, we will take a broad look at the history of Japan's international relations, focusing on issues of international security. Second, we will examine Japan's relationship with the rest of the world during World War Two. While we will spend some time discussing military issues, we will spend a great deal more time examining the ways that Japan thought about its relationship with the rest of the world during the war. Third, we will look at Japan's trade policy, focusing on the question of how the Japanese state has supported the interests of Japanese companies in international trade forums. Fourth, we will look at the way that international norms have influenced domestic politics in postwar Japan.

This course has three objectives. First, this course aims to advance students' understanding of Japan's relationship with the rest of the world. It is relatively easy for those residing in the United States to get a sense of America's relationship with the rest of the world, but more difficult to get a sense of another country's international relations. I hope that after taking this class, students have a more clear sense of Japan's international relations. Second, this course aims to improve students' understanding of international relations. Theories of international relations, in general, tend to advance very broad claims about the way that the world works. It is my hope that focusing relatively narrowly, on the international relations of one country, can give us a variety of kinds of data that we can use to evaluate the claims of international relations theories. Third, this class aims to advance students' skills in reading difficult texts, thinking about important ideas critically, and communicating those thoughts verbally and in writing.

Expectations:

1. Prepare for each class by carefully reading the assigned materials.
2. Regularly (at least once before each class – so three times per week) read an online newspaper that focuses on Japan (there will be several useful links on ecollege). If the newspaper that you are reading does not have much coverage of Japan's foreign affairs on a particular day, than supplement your reading by looking at one or more of the

Japanese politics blogs that are linked from the course's ecollege site (from the course's site on teuglobal.edu, click the tab that says "webliography").

3. Attendance Policy: Come to class on time, and stay for the duration. If you miss a class where an in-class activity or pop quiz was administered, you will receive a grade of zero unless the absence was an Official University Absence or unless you have a note from a medical professional or Campus Life indicating that you were ill. If you leave early on a day when you submitted work (without prior approval) you will receive a grade of zero on that work.
4. Extra Credit: If there are events at TCU or in the community that are related to this course, I may decide to grant extra credit to students who both attend and write a brief paper about the event. If I decide to make this kind of extra credit assignment, the specifics will be emailed out to all students enrolled in the class (so check your TCU email!). These extra credit papers will usually count as the equivalent of one quiz, although the specific weight of the paper will be mentioned on the assignment.
5. Turning it in: Students will turn in all papers using www.turnitin.com, unless otherwise noted. I will provide more specific information about this when the first paper assignment is distributed in class.
6. TCU complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Services for Students with Disabilities in the Center for Academic Services located in Sadler Hall 11. Accommodations are not retroactive and, therefore, students should contact the coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129; 817/257-7486; or <http://www.acs.tcu.edu/DISABILITY.htm>.
7. Academic Misconduct (See Section 3.4 from the Student Handbook): I expect that the work that you turn in will be your own. Students determined to have committed academic misconduct will face penalties including (but not limited to) a grade of zero on the related assignment. Also, I will not hesitate to bring suspected academic misconduct to the proper authorities.

Grading: Grades in this course will be determined as follows:

Reading Quizzes (at least 8) and other in-class exercises: 25%

First Paper (Due **October 4** at the beginning of class): 30%

Second Paper (Due **December 8** at the beginning of class): 30%

Paper about in-class debate (Due one week after your debate): 15%

Grades are determined on a 100-point scale as follows:

A: 93.5 and above	B: 82.5-86.4	C: 72.5-76.4	D: 62.5-66.4
A-: 89.5-93.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4
B+: 86.5-89.4	C+: 76.5-79.4	D+: 66.5-69.4	F: 59.4 and below

I will use the +/- system for all students, and the TCU registrar will automatically convert the grades of students not under the +/- system to the old system.

Paper deadline extensions will not be allowed except in the cases of university-excused absences or illnesses, and proper documentation is required.

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be started one week after the exam/homework was returned.

Assignments are due at the *beginning of class*. I am strict about enforcing this rule. Late assignments will be penalized 10 points (out of 100) per date late. Once grades have been officially submitted for the course, late assignments will no longer be accepted.

Quizzes: We will have at least eight quizzes in this class. The quizzes will mostly cover assigned readings, but might also touch on current events related to the international relations of Japan and/or materials that we have covered in class. If you do the readings, follow current events, and pay attention in class, your quiz grade should end up being quite high. Quizzes will usually take place at the beginning of class, and no extra time will be granted to students arriving late. If you miss a class because of a properly documented illness or an Official University Absence, you have one week to either visit my office hours or make an appointment with me to make up your quiz. If you wait more than one week to see me after missing a class where a quiz was given, you will receive a grade of zero for the missed quiz. Students who miss classes for reasons other than Official University Absences or properly documented illnesses will receive a grade of zero for missed quizzes.

Papers: There will be three papers assigned in this class. One of these papers will be a reflection paper about an in-class debate. Each student will be required to participate in an in-class debate (topics and dates will be assigned later in the semester). One week after your in-class debate, you will be required to turn in a reflection paper about your experiences preparing for and participating in the debate. If you miss the debate (except in the case of an illness documented by a medical professional or Campus Life), you will not be permitted to turn in a reflection paper. If you do have do miss a debate due to a properly documented illness, you are required to meet with me within one week after the missed debate so that we can work out an alternate assignment. If you miss a debate due to illness but fail to meet with me within one week of the debate, you will receive a grade of zero on the debate reflection paper. The assignment will be distributed at the same time that the first debate topics are distributed.

For the other two papers, you will be required to analyze issues that we have covered in class. I will expect you to give these issues some thought on your own, rather than simply reproducing what we have covered in class. More specific assignments will be distributed later in the semester.

If you would prefer, you have the option to write a research paper instead of writing these three analysis papers. You are also permitted to revise and lengthen a research paper that you have written for another class. If you are interested in writing or revising and expanding a research paper, you are required to see me during the first two weeks of class to discuss possible topics.

If I don't hear from you by **September 15**, you will be required to write the three analysis papers (i.e. you are not permitted to decide that you are writing a research paper only after you have failed to get your first analysis paper in on time).

Office Hours and Coffee Hours: I encourage students to take advantage of my office hours and coffee hours in order to ask questions about the course materials or to chat about issues related to the course or political science more generally. Coffee hours are just like office hours, but they take place in a coffee shop – *Stay Wired*, across Berry from Fuzzy's. You don't have to order coffee to take advantage of my coffee hours.

If you would like to get in touch with me to ask a question or schedule an appointment, I encourage you to e-mail me.

Course Materials: The following books are required. They are available at the TCU bookstore, but feel free to buy copies at other bookstores or online. Readings that aren't in this book will be available online, through the course's ecollege site (log in to tcuglobal.edu, go to the "Doc Sharing" section, and then view "Assigned Readings").

Kenneth Pyle, *Japan Rising: The Resurgence of Power and Purpose*

John W Dower, *War Without Mercy: Race and Power in the Pacific War*

Saadia M. Pekkanen, *Japan's Aggressive Legalism: Law and Foreign Trade Politics
Beyond the WTO*

David Leheny, *Think Global, Fear Local: Sex, Violence, and Anxiety in Contemporary
Japan*

Schedule:

8/23 *Introduction*

8/25 *Cool Japan or Galapagos Syndrome?*

McGray, Douglas. "Japan's Gross National Cool." *Foreign Policy* (2002): 44-54.

Stewart, Devin. "Slowing Japan's Galapagos Syndrome." *Huffington Post* (2010), 29 April, Accessed 16 June 2010, < http://www.huffingtonpost.com/devin-stewart/slowing-japans-galapagos_b_557446.html>

Also, look over this class's ecollege site (particularly the webliography).

UNIT 1: HISTORY AND SECURITY

8/27 *The history of Japan's international relations: an overview*
Pyle, 1-17

8/30 *Pyle's argument*
Pyle, 18-33

9/1 *Identity in international relations*
Pyle, 33-65

- 9/3 *19th Century Japan's international relations*
Pyle, 98-136
- 9/6 **Labor Day (Class Cancelled)**
- 9/8 *The structure of the Meiji government*
Pyle, 137-169
- 9/10 *World War II*
Pyle, 170-209
- 9/13 *The Yoshida Doctrine*
Pyle, 210-240
- 9/15 *Japanese Postwar Pacifism*
Pyle, 241-277
- 9/17 *US-Japan Alliance: Futenma and Beyond*
Pyle, 278-309
- 9/20 *Japan and China*
Pyle, 310-339
- 9/22 *Japan's territorial disputes*
Pyle, 340-362
- 9/24 **Class is cancelled because of the Southwest Conference for Asian Studies**
- 9/27 *Wrapping up Pyle*
Pyle, 363-75
- 9/29 **FIRST DEBATE**
No assigned reading
- 10/1 *Japan's About Face*
No assigned reading
- 10/4 *What is Dower doing?*
Dower, 3-14
First analysis paper due at the beginning of class
- 10/6 *Kamikaze*
Dower, 15-32

- 10/8 *Race, Power and War*
Dower, 33-73
- 10/11 **Fall break**
- 10/13 *Image Comparison Exercise*
Dower, 181-200
- 10/15 *The self and war*
Dower, 203-233
- 10/18 *The other and war*
Dower, 234-261
- 10/20 *Wrapping up Dower*
Dower, 292-317
- 10/22 *Megumi and Wartime Anime*
No assigned reading
- 10/25 **SECOND DEBATE**
No assigned reading
- 10/27 *GATT, the WTO, and Japan*
Pekkanen, 1-42
- 10/29 *Why does Japan sometimes adopt protectionist policies?*
Pekkanen, 52-85
- 11/1 *Fights about dumping*
Pekkanen, 85-110
- 11/3 *Japan, China, and trade*
Pekkanen, 116-165
- 11/5 *Japan and development aid*
Pekkanen, 166-196
- 11/8 *Intellectual property and international trade*
Pekkanen, pp. 196-224
- 11/10 *Japan and economic regionalism*
Pekkanen, pp. 225-271

- 11/12 *Wrapping up Pekkanen*
Pekkanen, pp. 273-296
- 11/15 **THIRD DEBATE**
No assigned reading
- 11/17 *Why are we reading a book about prostitution and counterterrorism?*
Leheny, 1-25
- 11/19 *Japan and international human rights norms*
Leheny, 27-47
- 11/22 *Japan and international environmental norms*
Leheny, 50-82
- 11/24- **Thanksgiving Break**
11/26
- 11/29 *Sex tourism and enjo kōsai*
Leheny, 85-113
- 12/1 *Counterterrorism*
Leheny, 115-144
- 12/3 *Japan, its neighbors, and historical memories*
Leheny, 147-180
- 12/6 *Wrapping up Leheny and the course*
Leheny, 183-192
- 12/8 *Conclusion*
Final paper due at the beginning of class