MO335 Honours: The Japanese Empire and its Aftermath, 1873-1952

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Meets: Fall, 2014 - Tue 13:00-15:00 **Location:** TBD
Office: St. Katharine's Lodge B3 **Office Hours:** Tue 11-12, 15:00-16:45

Description

This module traces the history and contradictions of Japan's empire from the first debate over how to "punish" Korea in 1873 and through to consider the early postwar aftermath of Japanese defeat in 1945. We will compare Japanese colonialism in Taiwan, Korea and Okinawa to that of Western empires, the important role of the Sino-Japanese war, and the development of nationalist and pan-Asian ideals.

Overview

1. 16.9 **Introduction: Japanese History and the Transitions of the 19th Century**
2. 23.9 **Japan: A Student of Imperialism**
3. 30.9 **Taiwan after 1895: What to do with your new colony?**
    - 03.10 - Short Essay Due
4. 07.10 **Entering the World Stage: the Boxer expedition and the Russo-Japanese War**
5. 14.10 **Japan's Changing Colonialism in Korea, Taiwan, and Okinawa**
    - 17.10 - Short Essay Due
6. 21.10 **The Idea of Colonial Modernity and its Distortions**
7. [—] **The Sino-Japanese Conflict and Japan's Move to Total War**
    - 31.10 - Short Essay Due
8. 04.11 **Struggling to Build an Anti-Empire and Overcome Modernity**
9. 11.11 **Southeast Asia and the US-Japan Pacific War**
10. 18.11 **Japan Under Occupation**
    - 21.11 - Long Essay Due
11. 25.11 **Decolonization, Retribution, and the Politics of Memory**
12. 02.12 **Optional Revision Session**

Reading assignments indicate the reading number and page numbers. See the readings section.

Assessment Summary

60% Coursework
03 Oct - Short Essay 1 (5%)
17 Oct - Short Essay 2 (5%)
31 Oct - Short Essay 3 (5%)
21 Nov - Long Essay (30%)
Presentation (15%)

40% Exam
Take-Home Examination - Date TBD, 3/6 Questions, 24 Hours

Learning Outcomes

- Understand how imperialism was translated and transformed by Japan
- Assess the role of colonialism and Japanese expansion on the development of China, Japan, and south-east Asia
- Analyse the creative responses in Japan and throughout Asia to ideas of modernity as seen through the rise of pan-Asianism and competing resistance nationalisms

Assignments

The assessed portion of the coursework for this module consists of one essay, a presentation, and three short essays responding to weekly discussion questions. In addition, students are required to come prepared each week having completed the assigned reading and prepared to discuss them.

Short Essays

There are three short essays for this course which should be between 500-700 words in length, not including footnotes. They are designed to help you in preparation for your longer essay and may take one of two forms:

1. **Critical Review:** You may write a critical review of one secondary or primary source in the form of a book that you have selected to help you write your long essay. In it you should state clearly and briefly what the book argues and what you have extracted from it that will help you make the argument in your longer essay. It should also include at least a few sentences with your evaluation of the such as whether it is particularly effective or problematic as a source. Include a full reference for the book at the top and you may make reference to page numbers within by means of simple page numbers in parentheses.
2. **Prospectus:** Alternatively, you may write a short essay that summarises the argument you plan to make in the coming long essay, or are exploring at the moment for your longer essay. This is an excellent opportunity to test some early ideas you have, or give me an indication of where you are going with your thinking. Due to the very short nature of this assignment, state your topic broadly, then write in a bit more detail about one or two specific examples of what you will be arguing in greater depth in your long essay to come. This exercise can be very helpful to you in processing your thinking about the long essay, and giving me an opportunity to offer feedback along the way.

You may decide to write any combination of these approaches, but a common approach will be to write two critical reviews and one prospectus. Please indicate at the top of your short essay which you are selecting. If you change topic during the semester, writing a new prospectus for your new topic is a good way to make the adjustment and give me an opportunity to provide feedback on your new topic.

Questions to consider as you write the short essay:

- Was my short essay written in a coherent and highly focused manner, and avoid distraction or unnecessary information?
- If I am writing a critical review, did I include a concise overview of what the source is about?
- If I am writing a critical review, did I tie the arguments of the book to where I hope to go in the argument for my longer essay?
- If I am writing a critical review, did I include an evaluation of the work with a specific example of its strong and/or problematic aspects?
- If I am writing a prospectus, did I include a concise presentation of what I plan to argue in my coming long essay?
- If I am writing a prospectus, did I include a specific example or two illustrating the argument I will be making in the long essay to come?

Long Essay

The essay for the course is worth 30% of the total grade and should be between 4,000-4,500 words. The process of composing an essay of this length is made far easier if make steady progress throughout the semester rather than face potential panic and disappointment nearer the deadline. Narrow down an area of interest, read within this area of interest, isolate a few questions of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument.

Some class time on week three will be dedicated to discussing the essay. At that time, please send me two or three general potential topics of interest that are related to the Japanese empire, the name of one or two secondary or primary historical works related to each, and a brief note as to why you chose that work. I will give feedback on the ideas, and throughout the semester encourage students to visit me in office hours to help discuss the move from general topics of interest to specific historical questions. I am also willing to look at an outline of your essay and your final list of sources.

Making an Argument

The academic study of history embraces change in the past as a way to explore solutions to particular problems. The object of a historical research essay is not to tell us simply what happened, but to use what happened in order to make a historical argument about some problem clearly defined. For example, if an essay is written about some aspect of the Boxer Rebellion, it should not consider its task complete when the major facts of the Boxer Rebellion have been retold. That is closer to the genre of the encyclopaedia entry than of academic historical study. It should endeavour to use the Boxer Rebellion as an opportunity to tell us something, to make an argument about something: what does the rebellion reveal about the nature of Western imperialism? The rise of new religious movements in China? The weakness of the late Qing state? The rise of Japan? And so on. The possibilities are many, but in every case, they offer an answer to the question: So what? Why does this history matter? History can and should tell stories, but a research essay embeds a story within an arc of an argument - if it contains narrative elements, it must also always include an analytic element.

The historical argument in your long essays, in particular, should be clearly and unambiguously stated in the span of 1-3 sentences somewhere in the opening third of the essay, preferably in the opening paragraph or two. If you are answering one of the questions rather than choosing one of the broader topics, this can usually be accomplished by giving a clear answer and adding at least some detail about how you will go on to support your answer. Your argument should be falsifiable, that is, it should be possible to meaningfully contradict the argument you make and demonstrate that it is false if the presented evidence is not sufficient or poorly deployed. It should not be obvious, trivial, or a well-known and rarely contested fact. Challenging as false an existing historian's argument that has become considered obvious and rarely contested, however, is one ambitious way to find your way to an interesting and original argument but only if your evidence is sufficient. Alternatively, if you have found evidence that supports the existing arguments of historians in a given area of research in a new set of sources, from a fresh perspective, or in greater depth, or in a comparative light, that also often yields a strong argument. If you have identified a debate in the historiography and wish to take a position on it without simply repeating all of the points made by one of the participants of the debate, that can also yield an essay with a strong argument but you should take care to acknowledge the position and evidence of the other side.

Some questions to ask yourself as you write the long essay:

- Does the essay have a clear introduction which articulates the argument I wish to make in the essay?
- Does the essay have a clear conclusion which restates the main points?
- Does the essay situate the argument being made in the context of the sources used, and its relevance to the study of Japanese imperialism (the "so what" question)?
- Does the essay show a good understanding of the sources used, and use them effectively in supporting my argument?

- Does the essay avoid long quotations from secondary works whenever possible?
- Have I used a variety of appropriate sources?
- Did I make connections between my essay and the readings and discussions througout the semester in the module?
- Does the essay retain a strong focus on the main argument, and avoid passages which stray significantly from the main points?
- Does the essay avoid being a summary or introduction to a particular topic, event, or person in order to make a clear argument that is falsifiable?
- Does the essay consider alternative explanations, acknowledge inconvenient facts, and point out sources or historians who may have differing approaches?

Carrying Out Research for Essays

When you have selected a topic for your longer essay the first, most obvious place to look for information on the topic is among the various books and articles that are assigned or proposed in this course. Early on, it is useful to focus on skimming through sources as you find them, noting carefully works of potential interest found in the footnotes or bibliographies of these works to help you broaden and then later focus in your research. As you find works of interest, make note of the authors and look for other articles or books by the same author, then repeat the process, looking again through the footnotes and bibliography for sources more specifically related to the topic you are researching.

When you do not find enough through the above method of beginning your trail with our existing assigned works, proceed to search in various databases for relevant keywords:

- Our library catalogue
- Major journal databases we have access to such as JSTOR
- Google Scholar (scholar.google.com) which can then direct you to other journals our library may provide access to
- Consult with librarians - they are your friend. Bring them what you have found already and work with them to find further resources.
- Learn to use Google more effectively:
  - Search for phrases in quotation marks " " when appropriate
  - Try adding filetype:pdf to limit results to PDF files
  - You can limit searches to a particular domain or top-level domain, e.g. including: site:st-andrews.ac.uk or site:.edu

The long essays should use at least ten sources which are not websites and the inclusion of primary sources is strongly encouraged except in the case of an explicitly historiographical essay. An essay based on sources that are the results of a simple google search can be written in an evening or two of frantic last minute work, but rarely demonstrates much effort, research skill, or ability to isolate high-quality materials to support an argument. This is not because there are not excellent websites with overviews on a topic, excellent wikipedia entries, etc. but because there is still usually far greater quality material found in published articles and books on most historical topics, including those which are assigned above. It is wise to make use of online research skills to get oriented in a new topic, but use this course as an opportunity to explore the wealth of academic research on your topics. Your essays will be assessed, in part, on how effectively your sources demonstrate your research efforts. Of course, digitized primary (archival sources, documents) or secondary sources (e.g. articles in academic databases) found in digital collection are permitted and an online source or two in addition to your other sources beyond the minimum is fine if chosen carefully for quality.

When you have found a good selection of a dozen or two sources through a process of skimming of footnotes and bibliographies etc., start your more detailed reading with something of broader coverage to give you some ideas of potential specific arguments or hypotheses. Then move swiftly and with more focus to search through the other sources in the specific sections that are likely to show whether your potential argument

holds or not. In researching for an essay you rarely have to read an entire work, and even when you do so, you should skim less relevant sections. Unlike reading for pleasure, historical research involves reading as a hunt for answers to problems. If you find that your argument does not hold or has insufficient evidence to support it, zoom out again and restart the process.

This circular movement is one very effective approach to historical research. Start broad, find potential key arguments and inspiring ideas. Moving quickly, test these ideas and arguments by searching in other sources and zooming into detailed cases and examples. If this doesn't work or is insufficient, zoom out again and repeat. Once you are happy with an argument and the available evidence, then read more slowly and with determination, taking more detailed notes, and outlining your essay as you go.

The Worst Possible Way to Proceed: Perhaps the worst possible way to do research for your essay is to find a dozen or two works on your broad topic by title search. This usually results in you finding several very general and introductory works on your topic. Allow this collection of books and articles to rest comfortably on your shelf until the deadline nears, and then sit down and attempt to read all these works and hope that your essay will emerge from the vast knowledge you have gained in reading these books.

Headers and Formatting

At the top of all your written work, please include:

- The date of submission
- The assignment you are submitting (e.g. Short Essay 1, Long Essay, etc.)
- Your student number
- A title, when appropriate
- The total number of words (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

- Add page numbers
- Use a minimum of 12 sized font
- Use a serif (such as Times Roman, Georgia, Garamond), not a sans serif font (such as Arial, Helvetica, Verdana)
- Please double space your essays

Other aspects of formatting are highlighted in the School of History style sheet. See the following section.

Footnotes and References

Please carefully read the St Andrews School of History Style Sheet:

http://www.st-andrews.ac.uk/history/infoug/stylesheet.html

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. In particular, please follow the instructions for footnotes carefully.

Online Submission

Unless otherwise indicated, work will considered submitted by the date the document was submitted online on the MMS. The digital submission is the only submission that matters for the mark. Paper copies of your submissions are requested and may be submitted in class or directly to my box on the first floor of St Katharine's Lodge.

If you are concerned that any given assignment was not correctly submitted to the MMS, you are free to email a copy of your submitted assignment, if you like. In the event an assignment was not correctly uploaded to the MMS for some reason, but an emailed copy was sent in time, that date of submission will be used, but a copy will still need to be submitted to the MMS thereafter.

Extensions and Late Work

Prior permissions for late submission of work ("Extensions") to make fair allowance for adverse circumstances affecting a student's ability to submit the work on time will be considered on a case by case basis. Normally such permissions will only be granted for circumstances that are both unforeseen and beyond the student's control.

Without an approved extension, 0.5 points will be deducted for every day (including Saturday, Sunday, and any holiday) after the relevant deadline.

Work submitted more than two weeks after the relevant deadline but before the School's final deadline for semester work will receive an automatic fail mark of 1.

Word Limits

Assessed work with word limits should be always submitted within those limits. Writing in a clear and concise manner, and being able to structure and execute an argument that may be shorter than you feel is required is a skill that is of great use in academic fields as well as the workplace beyond. A piece of work that is under 10% over the limit will not be penalised. Work that ranges around 10-20% too long, will be penalised by 1 point. Anything above 20% of the word limit the work will be returned unmarked. Once resubmitted the piece of work will be marked and late submission penalties apply.

Feedback

General feedback is provided directly on the mark sheet, which will usually be posted to the MMS within 10 weekdays (2 weeks). Additional feedback, especially for longer essays is sometimes available on an annotated copy of your submitted work, usually return via MMS. Occasionally, feedback is written on a paper copy of the assigned work, which will usually be returned after the mark has already been posted to MMS.

Presentation

Most weeks of the semester students will be given and opportunity to present a summary, critique, and raise some discussion questions based on supplementary readings. One such presentation for each student will be given more time and assessed formally. The assessed presentation should be 15-20 minutes in length and not longer. It may either focus on one or two books, or a collection of articles (3 articles to replace a book) from among the assigned required or supplementary readings for each week. It should summarise the main arguments, and make 1-3 to focused critiques or observations about the read material. A supplementary handout (1-2 pages at most) should be brought that includes some bullet points from the summary, any key persons or dates, and a few questions about the themes in the reading to kick off our discussion.

Please note, when discussion questions have been provided in advance on a topic, the presentation need not provide any answer to these, though the presentation may raise points that are a relevant contribution to those questions. The new discussion questions by the student should try not to repeat or significantly overlap with any previously supplied discussion questions.

Occasionally, there will also be non-assessed presentations that students will be asked to volunteer for in some weeks that are shorter (5-10 minutes) and do not require a handout to be prepared (though they are welcome).

Some questions to consider as you prepare:

- Did the distributed handout of one or at most two pages accurately summarize the general points to be made in the presentation in the form of concise bullet points
- If appropriate, did the handout include any important dates, sources, or a map for the discussion?
- Did the handout include 1-3 discussion questions?
- Was the 20 minute limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a few key points?
- Was there a good balance of arguments and a few examples to support them?

Marking

Within the School of History all work is assessed on a scale of 1-20 with intervals of 0.5. Module outcomes are reported using the same scale but with intervals of 0.1. The assessment criteria set out below are not comprehensive, but are intended to provide guidance in interpreting grades and improving the quality of assessed work. Students should bear in mind that presentation is an important element of assessment and that failure to adhere to the guidelines set out in the School of History Style Sheet will be penalised.

Find the style sheet here: http://www.st-andrews.ac.uk/history/infoug/stylesheet.html

Outstanding First: 19.0, 19.5, 20.0
Clear First: 18.0, 18.5
Borderline First: 16.5, 17.0, 17.5
First Class work will be distinguished in some or all of the following ways: originality of thought or interpretation; independence of judgement; wide-ranging reading, often beyond that recommended; intelligent use of primary sources; historiographical awareness and criticism; clarity and rigour of argument and structure, well directed at the title; clarity and elegance of style; unusual and apt examples; comparison e.g. with themes and topics covered in other modules.

Upper Second Class 13.5, 14.0, 14.5, 15.0, 15.5, 16.0
Upper Second Class work will be distinguished in some or all of the following ways: clarity and rigour of argument and structure, well directed at the title; thorough coverage of recommended reading; intelligent use of primary sources; historiographical awareness; well chosen examples; comparison e.g. with themes and topics covered in other modules; clarity of style.

Lower Second Class: 10.5, 11.0, 11.5, 12.0, 12.5, 13.0
Lower Second Class work will have some of the following features: some evidence of knowledge and understanding, but limitations in clarity and rigour of argument and structure; restricted coverage of recommended reading; restricted use of primary sources; weaknesses of style; failure to address the title set.

Third Class: 7.5, 8.0, 8.5, 9.0, 9.5, 10.0
Third Class work will have some of the following features: very limited knowledge and understanding; confusion in argument or structure; insufficient reading; confused style; failure to address the title set.

Pass: 7.0

Fail (with the right to re-assessment): 4.0, 4.5, 5.0, 5.5, 6.0, 6.5
Work with very serious deficiencies that falls below the required standard, failing to address the literature with the seriousness required and with an inadequate grasp of the subject matter and of historical analysis.

Fail (without the right to re-assessment): 1.0, 1.5, 2.0, 2.5, 3.0, 3.5
Work so weak as to indicate that only a nominal attempt has been made to complete the assignment, or that it displays virtually total confusion and misunderstanding of the subject.

Unclassifiable: 0
No acceptable work presented.

Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the Academic Alerts regulations.

http://www.st-andrews.ac.uk/history/infoug/academicalerts12-13.doc

If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self Certificate of Absence.

https://e-vision.st-andrews.ac.uk/urd/sits.urd/run/siw_lgn

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Support in order to organise the appropriate documentation.

If you submit more than three Self Certificates in a single semester, or if the period of absence extends to fifteen working days, you may be contacted by Student Support, the relevant Pro Dean, or by an appropriate member of staff in your School.

Completion of a Self Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the United Kingdom Borders Agency any student who fails to enrol on a module or programme of study or who fails to attend or who discontinues their studies.

See also the undergraduate handbook section on permission to proceed:
http://www.st-andrews.ac.uk/history/infoug/ptp.html

Emails

If you have a question that requires an answer with significant detail, please consider asking during office hours, or at the beginning or end of class. If the email requires a particularly long answer, I may ask you to bring the question up again after our next class or in office hours. I will strive to offer a reply to emails received within 48 hours, whenever possible. Emails are usually not responded to over the weekend and may not even be read until Monday.

In writing emails, please try to be clear about what you are asking, and keep in mind that your message is one among many from students of multiple classes and differing contexts. Please mention which course you are in and what specific matter you are referring to. As in class, feel free to address me by first name in emails.

Finally, before hitting the send button, please confirm that the answer to your question is not found in the handbook, on official school websites, or other handouts provided to the class.

Laptops in Class

Recent studies are increasingly showing that, for whatever reasons, the handwriting of notes, and the reading of essays on physical paper as opposed to computers or other reading devices increases the quality of notes, significantly boosts recall, and better processing of content in general.

There are, however, many strong benefits to using a laptop for notes, and keeping reading content in digital form, not the least ready access, easy distribution, ability to re-sort notes, searchability, and for those who have handwriting as poor as mine: simple readability.

You are welcome to bring a laptop to class and use it for notes and reading. If you do not, I ask that you bring printed copies of assigned reading that is made available every week so that you can easily refer to the readings as we discuss them. Not bringing them makes for very ineffective use of a seminar that is based on the discussion of reading.

Please do not to use applications not related to our class, including email applications and social media. It is not only that you are interfering with your own learning and showing your tutor disrespect, but it is a severe distraction to anyone sitting next to you.

Collective Notes

I believe in the benefits of sharing notes, not only with your classmates, but with future potential students of the class. For this purpose, I have created, and will provide the link for a Google document where you can post readings, organize reference material and online links to info and sources, etc. throughout the semester. I will also provide a link to notes from previous years (which may include some different readings and seminar topics). Both present and past years should be treated as you might any historical source: you should not use them to replace your own reading and note taking, and you should not treat content and notes provided by others as something you can uncritically accept as accurate. Use them as a productive supplement, as an alternative perspective as you conduct your own studies.

Exam

The final examination is a take-home exam. The questions (six, of which you choose three), will be made available online through our MMS at the appointed start time, and you will be required to submit the answers within 24 hours online to the MMS. The exam is still designed to only take you a few hours (3-5 hours, there are strict word limits) but to give you the freedom to complete it at a time that works for you, as well as other benefits such as: giving you the freedom to draft and initial answer and then review notes to strengthen areas you feel are weak before returning to complete the final version.

Those are not experienced with this format often make one critical mistake: They see the questions, and immediately begin a long and intensive process of reading and reviewing on the questions before beginning the writing process. This has never, in my experience, produced the strongest replies. You tend to become exhausted and produce poor quality answers, answer in great empirical detail but stray from the question, and sometimes find yourself critically short on time and sleep.

I strongly encourage you to attempt the following approach:

- View the questions
- Review your existing notes and draft out an outline for half an hour to an hour
- Write a full draft of all three answers
- Read over your work and find the areas you think are weak
- Read over your notes or return to the original texts for another hour or two
- Revise your drafted answers either immediately, or later in the day, or after a good night's sleep.

Questions for the exam typically will strive to get you to think synthetically, to make observations and comparisons across the themes of the semester, and as such should show an ability to make sharp analytical arguments, combined with the ability to employ a few detailed empirical examples to support these arguments

The exam uses a modified citation practice for the exam and does not need any footnotes. You should not have to do any outside reading for the exam. Indeed, doing outside reading beyond works listed show that you have not sufficiently digested our existing material. Thus, for citation, you need only indicate the author last name (when only one work by them, a short version of title if there are multiple works by same author) and a page number. Quotes should be kept to a very minimum but you should cite where you are taking arguments and ideas from, as in any essay.

Previous versions of the examination are available, as with most classes at St Andrews, through the online portal for that purpose.

Academic Misconduct and Plagiarism

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect

the security and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree.

Academic misconduct includes inter alia the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Academic Misconduct policy. Please note that the above are not exhaustive, and other forms of academic misconduct not listed here will be treated as such by the University.

All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students.

All students are advised to familiarise themselves with the University's Guide to Academic misconduct or the relevant information in the Students' Association's web site.

http://www.st-andrews.ac.uk/students/rules/academicmisconduct/ http://yourunion.net/studentvoice/content/693803/edu

if you are unsure about the correct presentation of academic material, you should approach your tutor. You can also contact CAPOD, which provides an extensive range of training on Academic Skills.

http://www.st-andrews.ac.uk/capod/

Seminars

Full references to the readings below can be found in the following section ordered by last name of the author.

For each week. Please read all of the primary source reading, all of the secondary reading, and at least one of the further readings. Be prepared to be called upon in class to introduce the further reading you have chosen and briefly summarize its argument or main points.

Week 1 - Introductions: Japanese History and the Transitions of the 19th Century

Reading:

- GORDON Ch 4-8
- Wikipedia pages for "History of Japan" (from Tokugawa period on) and "Empire of Japan"
- **Task:** Having read the wikipedia pages along with Gordon's account, what are some strengths and weaknesses you note in the wikipedia narrative of Japanese history?

Week 2 - Japan: A Student of Imperialism

Primary Source Reading:

- DE BARY (2):
  - p681-688 Iwakura Mission, Letters from Saigō, Ōkubo Toshimichi's Reasons
  - p798-811 Tokutomi Sohō selections
- Fukuzawa Yukichi "Good-bye Asia"

Secondary Source Reading:

- Finish GORDON Ch 4-8 if you haven't, read on to Ch 9-13
- Eskildsen, "Of Civilization and Savages"
- Duus, Abacus and the Sword, p29-65: The Korean Question, 1876-1894

Further Reading:

- MASON p55-75 Ch 2: Hokkaido Former Natives Protection Law, Rule in the Name of "Protection"
- "Ainu Identity and the Meiji State" in David L. Howell, Geographies of Identity in Nineteenth-Century Japan
- Auslin, Michael R. Negotiating with Imperialism: The Unequal Treaties and the Culture of Japanese Diplomacy. Harvard University Press, 2009.
- Cassel, Par Kristoffer. Grounds of Judgment: Extraterritoriality and Imperial Power in Nineteenth-Century China and Japan. Oxford University Press, 2012.

Week 3 - Taiwan after 1895: What to do with your new colony?

Primary Source Reading:

- MASON 109-140 Ch 4: Demon Bird, Violence, Borders, Identity
- Through Formosa: an account of Japan's Island Colony, Ch. 7, 11
  - https://archive.org/details/throughformosaac00ruttuoft

Secondary Source Reading:

- Tierney, Tropics of Savagery, 38-77
- Barclay, Cultural Brokerage, 323-360
- Chen, Ching-Chih. "The Japanese Adaptation of the Pao-Chia System in Taiwan, 1895-1945."

Further Reading:

- Continue reading in Liao and Wang's Taiwan Under Japanese Colonial Rule
- Antonio C. Tavares, "The Japanese Colonial State and the Dissolution of the Late Imperial Frontier Economy in Taiwan, 1886-1909," The Journal of Asian Studies 64, no. 2 (May 1, 2005): 361–85, doi:10.2307/25075754.

Questions:

1. Discuss at least two ways that our readings have highlighted the role of civilisation and savagery in Japanese colonialism in Taiwan?
2. Evaluate, with examples from more than one reading, the importance of colonial knowledge in Japanese imperialism.

Week 4 - Entering the World Stage and the Russo-Japanese War

Primary Source Reading:

- Nitobe Inazō, Bushido: The Soul of Japan
  - http://www.gutenberg.org/ebooks/12096
  - no need to read the whole thing but skim
- MIT Visualizing Cultures Exhibit on Russo-Japanese War and Yellow Peril:
  - http://ocw.mit.edu/ans7870/21f/21f.027/throwing_off_asia_03/toa_essay01.html
  - http://ocw.mit.edu/ans7870/21f/21f.027/yellow_promise_yellow_peril/

Secondary Source Reading:

- Kowner, Impact of the Russo-Japanese War, 1-26
- Valliant, The Selling of Japan, 415-438
- Wolff ed., Russo-Japanese War in Global Perspective, Hashimoto Yorimitsu, White Hope or Yellow Peril?: Bushido, Britain, and the Raj, 379-403
- Yumi Moon, "Immoral Rights: Korean Populist Collaborators and the Japanese Colonization of Korea, 1904–1910"
- Naoko Shimazu, "Patriotic and Despondent: Japanese Society at War, 1904-5"

Further Reading:

- Lecture by John Dower on Visualising the Russo-Japanese War
  - http://video.mit.edu/watch/john-dower-visualizing-the-russo-japanese-war-3512-11920/
- Lecture by Andrew Gordon on the Hibiya Riots:
  - http://video.mit.edu/watch/mit-visualizing-cultures-andrew-gordon-on-the-hibiya-riot-10053/
- Rotem Kowner, ed., The Impact of the Russo-Japanese War, 1st ed. (Routledge, 2006).
- David Wells and Sandra Wilson, The Russo-Japanese War in Cultural Perspective, 1904-05 (Palgrave Macmillan, 1999).
- Hyman Kublin, "The Japanese Socialists and the Russo-Japanese War," The Journal of Modern History 22, no. 4 (December 1, 1950): 322–39.
- Simon Partner, "Peasants into Citizens? The Meiji Village in the Russo-Japanese War," Monumenta Nipponica 62, no. 2 (July 1, 2007): 179–209.
- David Schimmelpenninck Van Der Oye, "Rewriting the Russo-Japanese War: A Centenary Retrospective," Russian Review 67, no. 1 (January 2008): 78–87.

Questions:

1. Discuss some of differing or contrasting ways in which Japan was seen by the world around the time of the Russo-Japanese war and its early aftermath. How did discourse of Japan at the time point to ways that it would be seen by the world in later times and how did it sometimes differ from how it might have been seen in the Pacific War?
2. Discuss the interaction between the transformations at the international versus the domestic level within Japan when it came to the impact of the Russo-Japanese war.

Week 5 - Japan's Changing Colonialism in Korea, Taiwan, and Okinawa

Primary Source Reading:

- MASON 77-104 Ch 3: Officer Ukama, Subaltern Identity in Okinawa

Secondary Source Reading:

- Liao, Taiwan Under Japanese Colonial Rule, 97-121
- Uchida, Brokers of Empire, 1-32
- Peattie, Japanese Colonial Empire, Ch 4, 5, 6 (read 2/3)
- Caprio, Japanese Assimilation Policies in Korea, 81-140: Ch 3-4
- Ching, Becoming Japanese, 1-50: Introduction and Ch 1-2

Further Reading:

- Continue reading Caprio, Japanese Assimilation Policies
- Continue reading Ching, Becoming Japanese
- Continue reading Liao, Taiwan Under Japanese Colonial Rule
- Todd A. Henry, "Sanitizing Empire: Japanese Articulations of Korean Otherness and the Construction of Early Colonial Seoul, 1905-1919," The Journal of Asian Studies 64, no. 3 (August 1, 2005): 639–75, doi:10.2307/25075828.

Questions:

1. Focusing in on one aspect or institution, how did Japanese administration of its colonies transform over time and how does this transformation reflect both reactions to the challenges of imperial rule as well as an evolving idea of what Japan's role should be in its empire.
2. Choosing either the case of Taiwan or Korea, what were the strengths and weaknesses of an evolving policy of assimilation?

Week 6 - The Idea of Colonial Modernity and its Distortions

Primary Source Reading:

- MASON 141-177 Ch 5: The Manual of Home Cuisine, Eating for the Emperor

Secondary Source Reading:

- Shin, Colonial Modernity in Korea
  - 1-20: Introduction
  - 21-51: Modernity, Legality, and Power in Korea
  - 52-69: Broadcasting, Cultural Hegemony
  - 288-311: National Identity and the Creation of the Category "Peasant"
- Duara, Sovereignty and Authenticity
  - 9-40: Imperialism and Nationalism in the Twentieth Century
  - 89-130: Asianism and the New Discourse of Civilization

Further Reading:

- MASON 209-239 Ch 7: Manchu Girl, Imperializing Motherhood
- "The 'Modern Girl' Question in the Periphery of Empire: Colonial Modernity and Mobility among Okinawan Women in the 1920s and 1930s" in Tani Barlow, ed. The Modern Girl Around the World (Duke University Press, 2008).
- Tani E. Barlow, ed., Formations of Colonial Modernity in East Asia (Duke University Press Books, 1997).
- Kim Brandt, "Objects of Desire: Japanese Collectors and Colonial Korea," Positions: East Asia Cultures Critique 8, no. 3 (2000): 711–46.
- Michael Robinson, Korea's Twentieth-Century Odyssey: A Short History, Chapter 4.
- Ming-cheng M. Lo, Doctors within Borders: Profession, Ethnicity, and Modernity in Colonial Taiwan (University of California Press, 2002).

Questions:

1. How was colonial modernity distinct from that experienced elsewhere?
2. Discuss the critical approach of colonial modernity in comparison with Duara's idea of an East Asian Modern.

Week 7 - The Sino-Japanese Conflict and Japan's Move to Total War

Primary Source Reading:

- SKIM: Brook, Documents on the Rape of Nanking, 33-206
- Aso, From Shanghai to Shanghai, pages TBD

Secondary Source Reading:

- Fogel, The Nanjing Massacre in History and Historiography, 133-180: The Challenges of the Nanjing Massacre
- Young, Japan's Total Empire, 1-54: Part I - The Making of a Total Empire

Further Reading:

- Brandon. Palmer, "Imperial Japan's Preparations to Conscript Koreans as Soldiers, 1942–1945," Korean Studies 31, no. 1 (2008): 63–78.
- "Breeding the Japanese 'Race' " in Sabine Früstück and Sabine Frühstück, Colonizing Sex: Sexology and Social Control in Modern Japan (University of California Press, 2003), 152-184.
- John Rabe, The Good Man of Nanking: The Diaries of John Rabe, Reprint (Vintage, 2000).
- Yoshiaki Yoshimi, Comfort Women: Sexual Slavery in the Japanese Military During World War Ii, trans. Suzanne O'Brien (New York: Columbia University Press, 2000).
- Chongyi Feng and David S. G. Goodman, eds., North China at War: The Social Ecology of Revolution, 1937-1945 (Lanham, MD: Rowman & Littlefield Publishers, 2000).

Questions:

1. How did the Manchurian "experiment" differ from Japan's experience of imperialism in Korea or Taiwan?
2. Discuss the differences or similarities in the portrayal of the Japanese as urban occupiers in the Documents on the Rape of Nanking with the depiction of the same in Aso's memoir From Shanghai to Shangai

Week 8 - Struggling to Build an Anti-Empire and Overcome Modernity

Primary Source Reading:

- DE BARY:
  - 811-816: Okakura Kakuzō: Aesthetic Pan-Asianism
  - 860-871: The Fantasy of Greater Japanism
  - 959-967: An Outline Plan for the Reorganization of Japan
  - 983-1017: Konoe Fumimaro, Ishihara Kanji, Hashimoto Kingorō, Ryū Shintarō, Arita Hachirō, Greater East Asia Conference
- Calichman, Overcoming Modernity, 151-210 plus at least one of the other chapters

Secondary Source Reading:

- Calichman, Overcoming Modernity, 1-41: Introduction
- Najita, Japanese Revolt Against the West, 711-744

Further Reading:

- Harry D. Harootunian, Overcome by Modernity: History, Culture, and Community in Interwar Japan (Princeton University Press, 2001).
- Cemil Aydin, The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought, Columbia Studies in International and Global History (New York: Columbia University Press, 2007).

Questions:

1. What does "overcoming modernity" mean and how did Japanese intellectuals believe it could be accomplished?
2. Discuss two contrasting views on Japan's role within Asia from among the De Bary readings.

Week 9 - Southeast Asia and the US-Japan Pacific War

Primary Source Reading:

Read 3/4 and skim as needed:

- Brook, Documents on the Rape of Nanking: Dissenting Opinion of Radhabinod Pal, 269-298
- Lichauco, "Dear Mother Putnam"; a Diary of the War in the Philippines (complete)
- Ba Maw, Breakthrough in Burma (complete)
- I.N.A. Speaks

Secondary Source Reading:

- John W. Dower, War Without Mercy, 3-117

Further Reading:

- MASON 243-295 Ch 8: The Adventures of Dankichi, Popular Orientalism
- Christopher Bayly and Tim Harper, Forgotten Wars: Freedom and Revolution in Southeast Asia (Belknap Press of Harvard University Press, 2007).
- Japanese Cultural Policies in Southeast Asia During World War 2 (New York: St. Martin's Press, 1991).
- Paul H Kratoska, ed., Southeast Asian Minorities in the Wartime Japanese Empire (London: Routledge, 2002).
- Alfred W. McCoy, Southeast Asia under Japanese Occupation (New Haven, Conn: Yale University Southeast Asia Studies, 1980).
- Nicholas Tarling, A Sudden Rampage: The Japanese Occupation of Southeast Asia, 1941-1945 (University of Hawaii Press, 2001).

1. How did the "double occupations" of southeast Asia (western colonialism and Japanese occupation) make serve to make Japan's war a particularly complex memory for the peoples of southeast Asia?
2. How do some of the racial perceptions of the Japanese people continue in the postwar? In stereotypes about the "Japanese character"?

Week 10 - Japan Under Occupation

Secondary Reading:

- Review GORDON Ch 13: Occupied Japan
- John Dower Embracing Defeat, selections TBD

Further Reading:

Week 11 - Decolonisation, Retribution, and the Politics of Memory

Primary Reading:

- DE BARY 1029-1036: The 1947 Constitution, 1060-1065: Morito Tatsuo, Yokota Kisaburō

Secondary Reading:

Choose one of the following three:

- Bayly, Forgotten Armies, 1-70: Prologues, 423-464: Ch 8-9
- Bayly, Forgotten Wars, 1-136: Ch 1-3
- Totani, The Tokyo War Crimes Trial 1-97, 246-264

Choose either of the following:

- Dower, Embracing Defeat 485-508: What do you tell the dead when you lose? 547-564: Legacies
- Jager, Ruptured Histories 15-46: Relocating War Memory, 47-77: Comfort Women and the World, 172-191: China's "Good War"

Readings

Background Reading

- GORDON: Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present.* (Oxford University Press, 2009).
- Mark Peattie, ed., *The Japanese Colonial Empire, 1895-1945* (Princeton University Press, 1984).
- Mark Caprio, *Japanese Assimilation Policies in Colonial Korea, 1910-1945.* (Univ. of Washington Press, 2009).
- Louise Young, *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism.* (University of California Press, 1999).

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- MASON: Michele Mason and Helen Lee, eds., *Reading Colonial Japan: Text, Context, and Critique* (Stanford University Press, 2012).
- DE BARY: Wm Theodore de de Bary, Carol Gluck, and Arthur Tiedemann, *Sources of Japanese Tradition: Volume 2, 1600 to 2000*, 2nd ed. (Columbia University Press, 2005).
- Haruko Taya Cook and Theodore F. Cook, *Japan at War: An Oral History*, (New Press, 1993).
- Timothy Brook, ed., *Documents on the Rape of Nanking* (University of Michigan Press, 1999).

All Readings

Paul D. Barclay, "Cultural Brokerage and Interethnic Marriage in Colonial Taiwan: Japanese Subalterns and Their Aborigine Wives, 1895–1930," *The Journal of Asian Studies* 64, no. 02 (2005): 323–360.

Wm Theodore de de Bary, Carol Gluck, and Arthur Tiedemann, *Sources of Japanese Tradition: Volume 2, 1600 to 2000*, 2nd ed. (Columbia University Press, 2005).

Christopher Bayly and Tim Harper, *Forgotten Armies: The Fall of British Asia, 1941-1945* (Cambridge, Mass: Harvard University Press, 2005).

Timothy Brook, ed., *Documents on the Rape of Nanking* (University of Michigan Press, 1999).

Richard Calichman, ed., *Overcoming Modernity: Cultural Identity in Wartime Japan* (Columbia University Press, 2008). 1-41.

Mark Caprio, *Japanese Assimilation Policies in Colonial Korea, 1910-1945.* (University of Washington Press, 2009).

Mark Caprio, "Neo-Nationalist Interpretations of Japan's Annexation of Korea: The Colonization Debate in Japan and South Korea", n.d., http://www.japanfocus.org/-Mark-Caprio/3438.

Ching-Chih Chen, "The Japanese Adaptation of the Pao-Chia System in Taiwan, 1895-1945," *The Journal of Asian Studies* 34, no. 2 (February 1, 1975): 391–416.

Leo T. S. Ching, *Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation*, 1st ed. (University of California Press, 2001). 1-50.

Haruko Taya Cook and Theodore F. Cook, *Japan at War: An Oral History*, (New Press, 1993).

John W. Dower, *Embracing Defeat: Japan in the Wake of World War II*, First edition. (W. W. Norton & Company, 2000). 443-524. 547-564.

Mark Driscoll, *Absolute Erotic, Absolute Grotesque: The Living, Dead, and Undead in Japan's Imperialism, 1895–1945* (Duke University Press Books, 2010). 1-24, 101-134, 263-314.

Prasenjit Duara, *Sovereignty and Authenticity: Manchukuo and the East Asian Modern* (Rowman & Littlefield Publishers, 2004). 9-40, 89-130.

Prasenjit Duara, "The New Imperialism and the Post-Colonial Developmental State: Manchukuo in Comparative Perspective", n.d., http://www.japanfocus.org/-Prasenjit-Duara/1715.

Peter Duus, *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910* (University of California Press, 1998). 29-65.

Robert Eskildsen, "Of Civilization and Savages: The Mimetic Imperialism of Japan's 1874 Expedition to Taiwan," *The American Historical Review* 107, no. 2 (April 1, 2002): 388–418.

Chongyi Feng and David S. G. Goodman, eds., *North China at War: The Social Ecology of Revolution, 1937-1945* (Lanham, MD: Rowman & Littlefield Publishers, 2000). 1-24.

Joshua A. Fogel, ed., *The Nanjing Massacre in History and Historiography*, 1st ed. (University of California Press, 2000). 133-180.

Poshek Fu, *Passivity, Resistance, and Collaboration: Intellectual Choices in Occupied Shanghai, 1937-1945*, 1st ed. (Stanford University Press, 1997). 110-154.

Fukuzawa Yukichi "Good-bye Asia (Datsu-a)" trans. David John Lu, in *Japan: a documentary history : The Late Tokugawa Period to the Present*, (M.E. Sharpe, 1997). 351-3.

Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present.* (Oxford University Press, 2009).

Christian Henriot and Wen-hsin Yeh, eds., *In the Shadow of the Rising Sun: Shanghai Under Japanese Occupation*, 1st ed. (Cambridge University Press, 2009). 279-301, 325-345.

David L. Howell, **Geographies of Identity in Nineteenth-Century Japan** (University of California Press, 2005).

Akira Iriye, *Power and Culture : The Japanese-American War, 1941-1945* (Harvard University Press, 1982). 36-95.

Akira Iriye, "Japan's Drive to Great Power Status," in *Cambridge History of Japan*, vol. 6, n.d., 721–783.

Rotem Kowner, ed., *The Impact of the Russo-Japanese War*, 1st ed. (Routledge, 2006). 1-26, 29-46, 91-108, 199-218.

Michele Mason and Helen Lee, eds., *Reading Colonial Japan: Text, Context, and Critique* (Stanford University Press, 2012).

Sheila Miyoshi Jager and Rana Mitter, eds., *Ruptured Histories: War, Memory, and the Post-Cold War in Asia* (Harvard University Press, 2007). 15-46, 47-77, 172-191.

Yumi Moon, "Immoral Rights: Korean Populist Collaborators and the Japanese Colonization of Korea, 1904–1910," **The American Historical Review** 118, no. 1 (February 1, 2013): 20–44

Binghui Liao and Dewei Wang, *Taiwan Under Japanese Colonial Rule, 1895-1945: History, Culture, Memory* (Columbia University Press, 2006). 37-61, 141-159, 160-185.

Tetsuo Najita, "Japanese Revolt Against the West," in *Cambridge History of Japan*, vol. 6, n.d., 711–744.

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Robert Tierney, *Tropics of Savagery: The Culture of Japanese Empire in Comparative Frame*, 1st ed. (University of California Press, 2010). 38-77.

Jun Uchida, *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945* (Harvard University Asia Center, 2011). 1-32, 188-226, 394-403.

Robert B. Valliant, "The Selling of Japan. Japanese Manipulation of Western Opinion, 1900-1905," *Monumenta Nipponica* 29, no. 4 (December 1, 1974): 415–438.

Louise Young, *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism.* (University of California Press, 1999).