I. COURSE REQUIREMENTS:

Course Description: Through reading and discussion, students will reflect upon the issues of
colonialism and geopolitical power in the Asia-Pacific region during the era of the Great Pacific
War, 1931 to 1945. Rather than focusing narrowly on the wartime period, the readings will try to
place the war in a broad context of causality and consequences. Aside from providing a basic
fund of facts and interpretations, the course will develop the students' essential academic skills--
searching for data, synthesizing sources, using primary documents, and critically analyzing
information. Moreover, the course will emphasize clarity in the written and oral expression of
ideas.

Class Meetings: Wednesday, 4:00 to 6:00 pm. Attendance is compulsory and is a factor in
grading.

Office Hours: Mondays 4-6, Rm 5131 Humanities, or by appointment.

Readings: There is no single text or group of texts capable of meeting the broad agenda of the
course. Instead, the syllabus lists a number of similar readings for each topic to allow students a
choice in case the main reading is not on the shelf. In preparation for each meeting, students
should read a selection from the "required readings," and use the "background readings" for
alternative sources or for preparation of essays. The undergraduate library in Helen C. White
will hold 50 of the main books in this course on three-hour reserve, but all journal articles will
have to be searched from the stacks. Selecting and skimming as time and interest allow, students
should finish at least four readings per week.

Grading: Students shall make one oral presentation and complete three pieces of written work.
At each class meeting, one student shall open the class with a 20-minute discussion of the
readings. Within a week after the oral presentation, the student who led the discussion shall
submit a written summary of the topic, sourced to the "required" readings and selections from the
"background" section. By 10:00 am, April 27, students shall submit a 5,000 word research essay,
prepared according to the instructions in Part IV below. The final grade in the course shall be
computed as follows:

- Oral presentations to seminar: 20%
- Write-up of oral presentation: 20%
- Book report: 10%
- Major research essay: 50%

Assignment Guidelines: The work required for completion of the course is:

Oral Presentation: Each student will be required to make two oral presentations, one
major and the other minor. For the major presentation, the student shall give a 20-minute
oral presentation of the topic. For the minor, the student shall make the first response to
another student's major presentation and attempt to play a catalytic role in the subsequent
discussion.
**Presentation Write-up:** Within one week of the major oral presentation, the student shall submit a five-page paper with footnotes and bibliography.

**Book Report:** By 10:00 am, March 2, students will submit a three- to five-page critique of an important book--summarizing the main argument, critically examining its contents, and assessing its contribution to the literature.

**Major Essay:** Selecting a topic based upon the Allied war crimes trials at the end of World War II, students shall define their own questions and submit a brief statement on their topic and major sources, placing it in my mail box by 10:00 a.m., March 23. By 10:00 am, April 27, students will submit a ten- to fifteen-page paper dealing with the Tokyo War Crimes Trial (see, Part IV for details).

Course Readings: Materials for the course can be found through several outlets:

- **College Library:** Almost all of the required readings below are held in reserve in the College Library at H.C. White. Students are warned that there is only one copy of many books, so planning is essential. Other sources can be found in Memorial Library.
- **Course Pack:** If students are interested, we can produce a xeroxed course pack of key readings. This matter will be discussed at the first meeting of the seminar.

II. READING LIST [*_Indicates the Main Readings Discussed Each Week_*]:

**ORGANIZATIONAL MEETING (January 26):**

*Discuss the Course and Assign Seminar Topics.*

**WEEK 1 (February 2): The Politics of War in the Pacific**

**Required Reading:**


**Background Reading:**


WEEK 2 (February 9): Versailles & the New Era in Asian Diplomacy

**Required Reading:**


**Background Reading:**


WEEK 3 (February 16): American Power in the Pacific, 1898-1940

**Required Reading:**


**Background Reading:**


**WEEK 4 (February 23): The Japanese Empire, 1894-1936**

**Required Reading:**


**Background Reading:**


WEEK 5 (March 2): Ultranationalism in Japan

Required Reading:


**Background Reading:**


**WEEK 6 (March 9): Japan's China War, 1937-1945**

**Required Reading:**


**Background Reading:**


WEEK 7 (March 16): The Japanese Co-Prosperity Sphere

**Required Reading:**


**Background Reading:**


**Required Reading:**


**Background Reading:**


[ **SPRING BREAK: March 26--April 4** ]

**WEEK 9 (April 6): Southeast Asia in WWII--Indonesia, Malaya & Thailand**

**Required Reading:**


**Background Reading--Indonesia & Malaya:-**


**Background Reading--Thailand:-**


**WEEK 10 (April 13): Southeast Asia in WWII--Burma and Vietnam**

**Required Reading:-**


*Background Reading--Vietnam:*


*Background Reading--Burma:*


WEEK 11 (April 20): Pacific Alliance

Required Reading:-


Background Reading:-


WEEK 12 (April 27): Nuclear Strategy in the Pacific

Required Reading:-


Background Reading:-


**WEEK 13 (May 4): U.S. Occupation of Japan**

**Required Reading:**


**Background Reading:**


WEEK 14 (May 11): End of Empire--Postwar Decolonization

Required Reading:-


Background Reading:-


Pluvier, J.M., *Southeast Asia from Colonialism to Independence* (Kuala Lumpur, 1974).


III. FORMAT & PROCEDURES FOR RESEARCH ESSAY:

1.) Prose:
   a.) Procedure:
      1.) Write an outline of two pages for a ten-page essay. Each projected paragraph in the essay should be a line in your outline.
      2.) Write a first draft. If using a personal computer, there is a very real possibility that it will read like a long, chatty letter home, not a major research essay.
      3.) Reading aloud to yourself, if necessary, edit the prose and produce a second draft.

   b.) Sentences:
      1.) Each sentence should be a complete sentence with subject, verb and direct object.
      2.) Vary your sentences—short, periodic sentences; simple compound sentences; compound sentences with clauses in apposition; and longer sentences communicating detail.
c.) Paragraphs:
1.) Start your paragraph with a periodic or compound sentence stating the basic message of this particular paragraph.
2.) Varying your sentence structure, elaborate and expand this theme into a fully developed paragraph.
3.) Within the paragraph, try to link your sentences so that they flow from one to another.
4.) Paragraphs should not be too long. If you need a crude guide, have three paragraphs to a page, each about eight to ten typed lines each.

d.) Aspire to style:
1.) There is a music—with melody and rhythm—to prose. Sensitize your mind’s ear to the music of prose and try to make your own word music. Try to make your writing an expression of your inner voice.
2.) As in all forms of social discourse, there is an appropriate style for an academic essay.
   a.) Use a formal voice—not ponderous, just formal.
   b.) Avoid contractions (can’t, didn’t).
   c.) Avoid colloquialisms (e.g., "Colonialism in Southeast Asia was really heavy.")
3.) In short, adopt a tone or voice somewhere between the chatty colloquial and the ponderous.

2.) Argument:
a.) Overall structure: Every scientific report, whether natural or social, has three basic elements:

1.) The Problem: In your introduction, state the problem clearly.
   a.) If necessary, you should give your definition of any key terms that require a specific usage (e.g., "war crime," if the question asks, for example, "Was Tojo Hideki guilty of war crimes as charged by the Tokyo Tribunal?")
   b.) In stating your problem, refer to the literature in the syllabus, not something you saw on CBS news last Saturday.
   c.) A standard and often effective device is to identify two differing schools of thought about a single problem.
   d.) Make sure you are examining the main point, not some minor side issue.

2.) The Evidence: In the middle part of your essay, you must present evidence—in logical order—to deal with the problem posed at the beginning of your essay. Be specific—give the reader brief narratives of an event, or provide some statistical evidence.

3.) The Conclusion: In the final page or two of your essay, reflect on the problem as stated in the introduction in light of the evidence you presented in the middle part of the essay. Stretch the data you present for clarity, but do not exaggerate or over-extend the usefulness of your data.

b.) Level of Argument: It is difficult to spell out in precise terms what I mean by "level of argument."
1.) To overstate the case, you should not deal with the question of "the impact of Dutch colonialism in Java" by probing the problem of whether "the Dutch made life on Java happier for the natives."
2.) How do you define an appropriate question and level of analysis? Simple. You can sensitize yourself to the question by reading several sources with diverse viewpoints and approaches.

c.) The Nature of History Questions: History is the study of change in large-scale human communities, societies and nations, over time. Most history essays ask you to understand or explain two aspects of change--events and their causes, or, simply, what happened and why it happened. Thus, most history questions ask you to explain elements of the following:
1.) In a limited time period, explain the factors underlying a given event. Why did that event happen?
2.) Explain the impact that an event, such as a war or revolution, had upon a human community within a period succeeding the actual event.
3.) Over a longer period of time, explain how and why complex communities changed in a given way.

3.) Sources/Research:
   a.) Need to Read:
       1.) Like all data processing systems, the human mind operates on the GIGO principle: "garbage in, garbage out."
       2.) If you do not read, then you cannot have anything of any substance to say on a subject.

   b.) Basic Format:
       1.) Assuming three paragraphs @ page, you should have one source note per paragraph.
       2.) Every idea that is not your own and every major body of data you use in your essay should be sourced. In particular, quotations must be sourced.
       3.) You may use endnotes or footnotes in the following format:


   4.) For details, see: The University of Chicago Press, A Manual of Style.

c.) How to Read for an Essay:
   1.) Using the course syllabus, begin with a general text to get an overview of the problem.
   2.) Using the syllabus or references in the general text, select more specific sources.
   3.) As you read, begin forming ideas in your mind about:
       (a) your overall hypothesis, and;
       (b) the evidence you need or have found to support your argument.
   4.) As you read, take notes, either on paper, or in the margin of a photocopy of the source. As you take notes, make sure you have the bibliographic information for your source: author, title, place of publication, publisher, etc.
   5.) Towards the end of your reading, draw up an outline of the essay. If you are missing sources for the argument you would like to present, then do additional reading.
IV. MAJOR RESEARCH ESSAY--The Tokyo War Crimes Trial:

The Assignment: Drawing largely upon the transcripts of the proceedings, use the records of the International Military Tribunal of the Far East (IMTFE) and those of the separate trial of General Tomoyuki Yamashita to write a 5,000 word essay on some aspect of the conduct of World War II in the Pacific. Since the IMTFE transcript runs to 49,000 pages and is awkward to use even with indexes below (See below, R. John Pritchard and Sonia Magbanua Zaide, eds.) students might find it best to select the case of a single defendant and ask whether he was guilty as charged. There are several defendants who are particularly appropriate for such study: i.e. Koki Hirota, Shigenori Togo, Tojo Hideki, and Yamashita Tomoyuki. Those who adopt other topics should see me first. Students should observe these guidelines in completing the essay:

--Sources: Students should use a mix of sources which will include the indictment and judgement, the transcript of proceedings, contemporary New York Times press reports, memoirs of participants and secondary sources.

--Length: The essay should run to about 5,000 words or 20 pages double-spaced on standard 8.5x11" paper.

--Annotation: Following the format in Part III above, students should provide a source for every quotation and significant aspect of their evidence.

--Format: See, Part III above.

--Deadlines: A single page precis summarizing topic and sources is due in my mail box by 10:00 a.m. on March 23. The final essay is due by 10:00 am, April 27.

Primary Sources:

--Available in Room 430, Memorial Library, Microfilm No. 5332.  
--Reel 1, Indictment; Reel 37, Judgements.  

--Available in Room 430, Memorial Library, Microfilm No. 4178.  
--Guide from Library of Congress on Reference Shelf, Microform Room.


Secondary Sources:


