HISTORY 600--WORLD WAR II IN THE PACIFIC
University of Wisconsin-Madison
Department of History

Spring 2002

Mr. McCoy

I. COURSE DESCRIPTION:-

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 conduct of war, the readings will try to place events in a broader 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, using primary documents, synthesizing information, and critical analysis. Moreover, the course will emphasize clarity in the written and oral expression of ideas.

Class Meetings: Tuesday, 4:00 to 6:00 pm, in the Curti Seminar Room, 5243 Humanities Building. Attendance is compulsory and is a factor in grading.

Office Hours: Thursday 4:00-6:00, Room 5131 Humanities, or by appointment. You can contact me by phone on 263-1855 (office) or 263-1800 (History office); place a message in my Humanities mail box (No. 5026); or send me an email at <awmccoy@facstaff.wisc.edu>

Readings: There is no single text or group of texts capable of meeting the broad agenda of the course. Instead, students are responsible for all of the readings marked with an asterisk, totaling some 100 to 200 pages per week. The syllabus also lists similar supplementary readings—under “Required” and “Background” sections—for each topic to allow students a choice in case the main reading is not on the shelf. Students can also use the “Background Readings” as sources for their 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 Memorial Library stacks.

Grading: During the semester, students shall make short weekly oral presentations, one oral report, write one book review, and complete two longer essays. 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: 40%
--Final paper: 10%

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

Daily Oral Presentations: Every week at the start of class, each student shall deliver a one- to two-minute oral summary of two readings—synthesizing the core thesis of each work and reflecting upon their implications for the topic of the week.

Major Oral Presentation: At each class meeting, one student shall open the class with a 15-minute discussion of the readings, summarizing the main themes and suggesting questions for class discussion.
**Presentation Write-up:** Within a week after the oral presentation, the student who led the discussion shall submit a four-page written summary of the topic, with complete footnotes and bibliography sourced to the "required" readings and selections from the "background" section.

**Book Report:** By 10:00 am on Monday, January 28, students will place in my mailbox (Humanities 5026) a two-page, fully annotated analysis of two of the assigned readings for the week—summarizing the main argument and identifying the main questions they raise. After I return these reports in class on January 29, edited for style and grammar, students will revise their writing and return these corrected essays to my mailbox by 10:00 am, Monday, February 4 for a final mark.

**Major Essay:** Based on a reading of the Allied trials for war criminals, students will explore the guilt or innocence of one of Japan's wartime leaders—Yamashita Tomoyuki, Homma Masaharu, Tojo Hideki, Koki Hirota, or Togo Shigenori. By 10:00 a.m., Monday, March 18, students shall submit a two-page statement on their topic and major sources, placing it in my mailbox. By 10:00 am, Monday, April 22, students will submit a 5,000 word (twelve- to fifteen-page) final draft (see, Part IV for details), written according to the paper format outlined below (see, Part III).

**Final Report:** By 10:00 am, Monday, May 6, students shall submit a three- to four-page essay reflecting on the legacy of the Allied war crimes trials at the end of World War II and exploring whether the United States has complied with the standards of command responsibility under international law since the end of World War II.

**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 advised that there is only one copy of many books, so planning is essential.

**Memorial Library:** Other sources, particularly the journals and background readings, can be found in Memorial Library.

**Textbooks:** Students are advised to purchase the following texts from University Bookstore for general background and weekly reading:


**Background Reading:** Those unfamiliar with the basic chronology of World War II in the Pacific are urged to read one of the general narratives published recently. Almost all provide a similar, and useful, overview of the military and political history of the war in the Pacific.


II. READING LIST  [* Indicates the Main Readings For Each Week]*:

INTRODUCTION (January 22): Orientation

In this initial meeting, we will discuss the structure of the course and assign oral presentations.

[N.B.: Book Reports due, Monday, January 28, at 10:00 a.m.]

WEEK 1 (January 29): The Origins of Geopolitical Conflict in the Pacific

Required Reading:


Background Reading:


[N.B.: Revised Book Reports due, Monday, February 4, at 10:00 a.m.]

**WEEK 2 (February 5): Versailles & the New Era in Asian Diplomacy**

**Required Reading:**


**Background Reading:**


**WEEK 3 (February 12): American Power in the Pacific, 1898-1941**

**Required Reading:**


**Background Reading:**


**WEEK 4 (February 19): The Japanese Empire, 1894-1941**

**Required Reading:**


**Background Reading:**


WEEK 5 (February 26): Ultra-nationalism in Japan

Required Reading:


Background Reading:


**WEEK 6 (March 5): Japan's China War, 1937-1945**

**Required Reading:**


**Background Reading:**


**WEEK 7 (March 12): The Japanese Co-Prosperity Sphere**

*Required Reading:*


**Background Reading:**


[N.B.: At 10:00 a.m. Monday, March 18, Essay Outlines Are Due.]

Required Reading:-


McCoy, Alfred W., Closer Than Brothers: Manhood at the Philippine Military Academy (New Haven: Yale University Press, 1999), Chapter 3.*


Background Reading:-


McCoy, Alfred W., Closer Than Brothers: Manhood at the Philippine Military Academy (New Haven: Yale University Press, 1999), Chapter 2.
WEEK 9 (April 2): Southeast Asia in WWII--Indonesia & Malaya

Required Reading:-


Background Reading--Indonesia :-


**Background Reading--Malaya:-**


**WEEK 10 (April 9): Southeast Asia in WWII--Burma, Thailand & Vietnam**

**Required Reading:-**


**Background Reading--Burma:**


**Background Reading--Thailand:**


**Background Reading—Vietnam:**


**WEEK 11 (April 16): Nuclear Strategy in the Pacific**

**Required Reading:**


**Background Reading:**


[N.B.: At 10:00 a.m., Monday, April 22, Major Essays Are Due.]

**WEEK 12 (April 23): U.S. Occupation of Japan**

**Required Reading:**


**Background Reading:**


WEEK 13 (April 30): Tokyo War Crimes Tribunal

Required Readings:-


Dower, John W., Embracing Defeat: Japan in the Wake of World War II (New York: W.W. Norton, 1999), pp. 319-45, 443-84.*


**Background Readings—Tokyo Trial:**


**Background Readings—Manila Trials:**


[N.B.: At 10:00 a.m., Monday, May 6, Final Papers Are Due in Box 5026]

WEEK 14 (May 7): The Legacy of "Victors' Justice"

**Required Readings:**


**Background Readings--War Crimes:**


McCoy, Alfred W., "America’s Secret War in Laos, 1955-1975," (draft ms.).


### 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.
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 television news or read over the Internet.
      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: Though infinite in its variety, history is often 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. Simply put, history explores 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 in a period following the event itself.
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 per 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, 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 exploring the quality of justice rendered for one of five accused--Koki Hirota, Shigenori Togo, Tojo Hideki, Yamashita Tomoyuki, and Homma Masaharu. Since the IMTFE transcript runs to 49,000 pages and is awkward to use even with indexes, students might find the assignment more manageable if they select the case of a single defendant and ask whether he was guilty as charged. Students should observe these guidelines in completing the essay:

--Sources: Students should use a mix of sources which will include the indictment and judgment, 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 12-15 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 mailbox by 10:00 a.m. on March 18. The final essay is due by 10:00 am, April 22.

Primary Sources:

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

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


Secondary Sources:


