

Department of History
University of Wisconsin-Madison
College of Letters and Science

History 201—The Historian’s Craft
How Do Empires End? Defeat, Occupation and Post-Imperial Japan

Spring 2013: Tues/Thursday 9:30-10:45: 1221 Humanities

Professor Louise Young
OH Tues 11-1 and by appt
4102 Humanities; Box 4022
263-1829; louiseyoung@wisc.edu

Teaching Assistant: Brett Reilly
OH Friday 1:30-3:30
4260 Humanities
bmreilly@wisc.edu

Course description

World War Two marks a point of rupture for the twentieth century world. The dramatic stories of the war and its aftermath include the momentary triumph of fascism as a global movement and its military defeat; the redrawing of geopolitical maps as hot wars resolved themselves into cold wars; the rise and fall of empires; decolonization and the emergence of a “third world” of new nations.

In what ways did World War Two and its aftermath reshape Asia? This course explores this question by looking at the case of Japan. How do the stories of Japan’s defeat, the process of decolonization in Asia, the US occupation, and the creation of a regional cold war order complicate our understandings of the twentieth century world?

History 201 is a course in the “historian’s craft,” which means we learn basic skills in the practice of history through our study of post-imperial Japan. I have divided the course into five sections, each exploring a key theme and focusing on developing a discrete set of skills. After an introduction in Part I, Part II focuses on the atomic bombing of Japan and its impact on “a-bomb cultures” in the US and Japan, Part III on the transformation of the US-Japan relationship from war to peace and Japan’s position within the US cold war imperium, Part IV on the changes in the position of the emperor in the imperial state before and after 1945, and Part V on the question of war crimes, war crimes trials, and the elision of *Japanese* empire from public memories of the Asia-Pacific War.

Learning to be a good historian is a lifelong process. We begin this journey by improving the following skill sets:

- Note taking and working with your notes to ask historical questions
- Critical evaluation of primary and secondary sources; working with sources
- Generating bibliographies
- Reading for argument; historiographic analysis
- Making historical arguments and using evidence
- Writing compelling and coherent essays

This course satisfies the Comm-B General Education Requirement.

Requirements and grading

- Lecture attendance and participation 10%
- Discussion attendance and participation 20%
- Quizzes 15%
- In-class essays 5%
- Assignment #1: Research journal 5%
- Assignment #2: Primary source exercise 5%
- Assignment #3: Secondary source exercise 5%
- Assignment #4: Book review 5%
- Assignments #5--#8: Historical essay 30% (#5: research proposal 5%; #6: thesis and argument outline 5%; #7: first draft 10%; #8: final draft 10%)

Readings

The following required texts have been ordered for purchase at the University Book Store:

John Dower, *Embracing Defeat*

Yuma Totani, *The Tokyo War Crimes Trial*

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*

Books for assignments #2 and #4 are also available for purchase at the UBS (see list on page 12). Since you will be working with only a selection of these books, please wait until we discuss the assignment to make these book purchases.

All other assigned readings are available in a coursepack for purchase from the Humanities Copy Center.

Absences

Attendance to both lecture and section is crucial for the success of this class—not just for your own success, but also for the success of your classmates and instructors. Please be respectful and responsible to all of us. Of course, we sometimes fail to meet our best intentions. You are permitted 3 unexcused absences over the course of the semester. (In case of illness or emergency, your absence will be excused.) After that, each time you skip class your final grade will be knocked down by 2% (e.g. 94 to 92). You are responsible for making up missed material.

We will take attendance at all class meetings.

Reading Assignments at a Glance

Part I: Frameworks (Weeks 1-2)

- John Dower, *Embracing Defeat*, 33-202

Part II: Sources (Weeks 3-5)

- John Hersey, *Hiroshima* OR NAKAZAWA Keiji, *Barefoot Gen*, Vol. 1
- Barton Bernstein, “introduction,” *The Atomic Bomb: the Critical Issues*, vii-xix (CP #1)
- Laura Hein and Mark Selden, *Living with the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age*, introduction and essays by YUI Daizaburo and ASADA Sadao, 1-34, 52-72, 173-201 (CP #2)
- William Tsutsui, *Godzilla on My Mind*, 13-42 (CP #3)
- Edward Linenthal, “Anatomy of a Controversy,” in *History Wars: The Enola Gay and Other Battles for the American Past*, ed., Edward T Linenthal and Tom Engelhardt, 1-62 (CP #4)
- Paul Boyer, *By the Bomb’s Early Light*, 3-26 (CP #5)

Part III: Perspectives (Weeks 6-8)

- John Dower, *Embracing Defeat*, 203-276.
- Harry Wray and Hilary Conroy, *Japan Examined: Perspectives on Modern Japanese History*, XI: The Allied Occupation: How Significant Was It?, 331-364. (CP #6)
- Carol Gluck, “Entangling Illusions—Japanese and American Views of the Occupation,” in Warren Cohen, ed., *New Frontiers in American-East Asian Relations* 169-236. (CP #7)
- Your book review book. Choose ONE of Sarah Kovner, *Occupying Power*, Howard Schonberger, *Aftermath of War*, or Hiroshi KITAMURA, *Screening Enlightenment*

Part IV: Arguments (Weeks 9-12)

- John Dower, *Embracing Defeat*, 277-442, 485-546.
- Norma Field, *In the Realm of a Dying Emperor*, “Nagasaki: the Mayor”, 177-266 (CP #8)
- Carol Gluck, “The Past in the Present,” in *Postwar Japan as History*, ed. Andrew Gordon, 64-98. (CP #9)

Part V: Writing (Weeks 13-15)

- Yuma TOTANI, *The Tokyo War Crimes Trial*, 1-19, 78-97, 119-150, 218-262
- John Dower, *Embracing Defeat*, 443-485
- Takashi YOSHIDA, “A Battle over History: The Nanjing Massacre in Japan,” in *The Nanjing Massacre in History and Historiography*, ed., Joshua Fogel, 70-132 (CP #10)

In-class Essays, Quizzes, & Assignments at a Glance

<u>Week</u>	<u>Date/day</u>	<u>Quizzes</u>	<u>In-class Essays</u>	<u>Assignments</u>
3	Feb 5 (T)	Part 1. Frameworks		1. Research journal
5	Feb 19 (T)		<i>1. Hellfire</i>	
	Feb 21 (R)		<i>2. Atomic Cafe</i>	2. Primary source
6	Feb 28 (R)	Part 2. Sources		
7	March 5 (T)			3. Secondary source
8	March 14 (T)		<i>3. Japanese Version</i>	
9	March 19 (T)	Part 3. Perspectives		
	March 21 (R)			4. Book review
10	April 4 (R)		<i>4. Japan's Peace Constitution</i>	
12	April 16 (T)			5. Research proposal
	April 18 (R)		<i>5. Japan, the Emperor, and the Army</i>	
13	April 23 (T)	Part 4. Arguments		
14	April 29 (T)			6. Thesis and argument
15	May 7 (T)			7. First draft
	May 9 (R)	Part 5. Writing		
Finals	May 15 (W)			8. Final draft

Class schedule

Classes will combine lecture, discussion, and other activities. Please complete the assigned readings before coming to class because they will be the basis for much of our discussion. The schedule will be adjusted as the semester progresses.

Part I: Frameworks.

Introductory content: An overview of the narrative arc of the course and key themes.

Foundational skills: note taking and “notes-on-notes,” asking good questions, identifying your research interests

Read:

John Dower, *Embracing Defeat*, 33-202

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| Jan 22 | <u>Lecture</u> : “the world war two rupture: thinking with Japan”;
overview of the syllabus;
<u>Skills</u> : the research journal |
| Jan 24 | <u>Lecture</u> : “the atom bomb and the end of the war in Asia”;
<u>Skills</u> : taking notes and “notes-on-notes”; asking questions
<u>Assignment #1</u> . Go over research journal, turn in Feb 5 for review.
<u>Read</u> : Dower, 33-86 |
| Jan 25 | <u>Section</u> : introductions, syllabus review, setting the stage |
| Jan 29 | <u>Lecture</u> : “the US Occupation and Japan’s transition from war to peace”
<u>Skills</u> : Examine & critique lecture notes; asking questions
<u>Read</u> : Dower, 87-167 |
| Jan 31 | <u>Lecture</u> : “Post-war and post-imperial Japan”
<u>Skills</u> : Working with your notes: write quiz questions;
from lecture questions to discussion questions to research questions
<u>Read</u> : Dower, 168-202 |
| Feb 1 | <u>Section</u> : working with notes: lecture notes and reading notes; asking questions. |

Part II: Sources

Theme: the atomic bombing of Japan, a-bomb cultures in America and Japan, and the nuclear age.

Skills: distinguishing primary from secondary sources; critical evaluation of primary sources; mining secondary sources for research; generating bibliography

Read:

- John Hersey, *Hiroshima* OR Nakazawa Keiji, *Barefoot Gen*, Vol. 1
- Barton Bernstein, “introduction,” *The Atomic Bomb: the Critical Issues*, vii-xix (CP #1)
- Laura Hein and Mark Selden, *Living with the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age*, introduction and essays by YUI Daizaburo and ASADA Sadao, 1-34, 52-72, 173-201 (CP #2)
- William Tsutsui, *Godzilla on My Mind*, 13-42 (CP #3)
- Edward Linenthal, “Anatomy of a Controversy,” in *History Wars: The Enola Gay and Other Battles for the American Past*, ed., Edward T Linenthal and Tom Engelhardt, 1-62 (CP #4)
- Paul Boyer, *By the Bomb’s Early Light*, 3-26 (CP #5)

- Feb 5 **Quiz** on Part I
Lecture: “the decision to drop the bomb”
Skills: primary and secondary sources
Read: Bernstein, vii-xix (CP #1)
Assignment #1 due
- Feb 7 Lecture: “a-bomb culture”
Skills: reading “outside in”: working with reading assignments for this section.
Read: Hein and Selden, 1-34, 52-72, 173-201 (CP #2)
- Feb 8 Section: pick books for assignments #2 and #4 (balance within sections); introduction to secondary sources (work with readings for Part II)
- Feb 12 Movie: *Gojira*
Read: Tsutsui, 13-42 (CP #3)
- Feb 14 Lecture: range and types of primary sources; *Hiroshima* and *Barefoot Gen*
Skills: evaluating sources (*Gojira*); sources and arguments; making claims.
Assignment #2. Go over primary source exercise, due in class Feb 21
Read: Hersey or Nakazawa, all
- Feb 15 Section: introduction to primary sources; working with *Hiroshima* and *Barefoot Gen*
- Feb 19 Documentary: *Hellfire*

In-class essay I: one page summary and response, post to class discussion list

Read: Linenthal, 1-62 (CP #4)

Feb 21

Documentary: *Atomic Café*

In-class essay II: one page summary and response, post to class discussion list

Read: Boyer, 3-26 (CP #5)

Assignment #2 due

Feb 22

Section: compare American and Japanese a bomb cultures; work with in class essays; prep group presentations

Feb 26

Group presentations: comparing a-bomb cultures

Discussion: a-bomb cultures, American and Japanese; the importance of analyzing sources in context and in comparison with other sources; differences between understanding the atomic bomb from an American or Japanese or comparative context.

Skills: Using secondary sources: how to “mine” a book for keywords & search terms; what you can tell from a title; generating reading lists for research. Use a chapter from Dower as example.

Assignment #3. Go over secondary source exercise, due in class March 5

Part III: **Perspectives**

Theme: the US-Japan relationship

Skills: evaluating secondary sources; bias & “presentism”; historical method; reading for argument

Read:

- John Dower, *Embracing Defeat*, 87-276.
- Harry Wray and Hilary Conroy, *Japan Examined: Perspectives on Modern Japanese History*, XI: The Allied Occupation: How Significant Was It?, 331-364. (CP #6)
- Carol Gluck, “Entangling Illusions—Japanese and American Views of the Occupation,” in Warren Cohen, ed., *New Frontiers in American-East Asian Relations* 169-236. (CP #7)
- Your book review book: choose one of the following:

Feb 28

Quiz on part II.

Lecture: “what is historiography? Three approaches to the US Japan Relationship”

Skills: evaluating secondary sources, work with books review books.

Assignment #4. Book review, due March 21.

- Read: Wray and Conroy, 331-364 (CP #6)
- Feb 29 Section: evaluating secondary sources, work with book review books
- March 5 Lecture: “history-writing on the occupation in America and Japan”
Skills: Identify bias and presentism, work with book review books.
Read: Gluck, 169-236 (CP #7)
Assignment #3 due
- March 7 Lecture: “economic and cultural miracles”
Skills: reading for argument, work with book review books.
Writing book reviews in history: a basic template.
- March 8 Section: writing book reviews
- March 12 Lecture: “who are the protagonists of history? Bureaucrats, pan-pan girls, and talking heads”
Skills: Identifying and evaluating historical method, work with book review books.
Read: Dower, 203-276
- March 14 Documentary: *The Japanese Version*
In class essay III: Write a critical review of the documentary. When was this documentary made? What “presentism” does it reflect? What are the strengths and shortcomings? Post to class website.
- March 15 Section: peer evaluation of documentary review

Part IV: **Arguments**

Theme: The Old and the New Japan: Emperor as symbol and substance

Skills: Reading for argument; making arguments; evidence backed arguments

Read:

- John Dower, *Embracing Defeat*, 277-442, 485-546.
- Norma Field, *In the Realm of a Dying Emperor*, “Nagasaki: the Mayor”, 177-266 (CP #8)
- Carol Gluck, “The Past in the Present,” in *Postwar Japan as History*, ed. Andrew Gordon, 64-98. (CP #9)

- March 19 Quiz on Part III
Lecture: “the emperor and the emperor system”
Discussion: What is Dower’s argument about the emperor?
Read: Dower, 277-345

- March 21 Exercise: thesis statement and outline of Tuesday lecture
Discussion: book reviews, different arguments, use of evidence.
Read: Dower, 346-373
Assignment #4 due
- March 22 NO SECTIONS
- April 2 Lecture: “The Meiji Constitution/ the Peace constitution”
Skills: arguments and evidence. Work with two constitutions, make arguments about position of emperor.
Read: Dower, 374-442
- April 4 Documentary: *Japan’s Peace Constitution*
In class essay IV: What is the central argument of the documentary? What evidence is used to back it up? Post to class website
- April 5 Section: working with evidence; discuss in class essays
- April 9 Lecture: the research proposal and hypothesis.
Discussion: working with topics and arguments.
Assignment #5: research proposal and hypothesis, due April 16
- April 11 Lecture: Public memory and war responsibility debates
Skills: the “so what question”; significance. Work with student topics
Read: Field, 177-226 (CP #8)
- April 12 Section: research proposals: drafting assignment #5
- April 16 Lecture: Myths of “postwar” and the new transwar history
Skills: the “so what question”, again; lessons of the past.
Work with student topics
Read: Gluck, 64-98 (CP #9)
Assignment # 5 due
- April 18 Documentary: *Japan, the Emperor, and the Army*
In class essay V: What is the central argument of the documentary? What is the “so what” question? What is the take home message? Post to class website.
Read: Dower, 485-546
- April 19 Section: research proposals: presentations and peer review;

discuss in-class essays

Part V: **Writing**

Theme: War Crimes and War Crimes Trials; post-colonial and post-imperial subjects in Asia

Skills: writing with outlines; revising with outlines

Read:

- Yuma TOTANI, *The Tokyo War Crimes Trial*, 1-19, 78-97, 119-150, 218-262
- John Dower, *Embracing Defeat*, 443-485
- Takashi YOSHIDA, “A Battle over History: The Nanjing Massacre in Japan,” in *The Nanjing Massacre in History and Historiography*, ed., Joshua Fogel, 70-132 (CP #10)

- April 23 **Quiz** on Part IV.
Lecture: “what is historical memory?”
Skills: Thesis statement and argument outline/ road map
Assignment #6: thesis and argument outline, due April 29
- April 25 Lecture: “international law and the war crimes trials”
Skills: in class work on student papers
Read: Totani, 1-19, 78-97, 119-150, 218-262
- April 26 Section: work on thesis and argument outlines
- April 29 Discussion: student thesis/ argument outlines
Assignment #6 due
- May 2 Lecture: “Nanjing Massacre – the trials and aftermath”
Discussion: Nanjing and the atom bomb in history and Memory
Read: Yoshida, 70-132 (CP #10)
- May 3 Section: discussion: history and memory. How is this issue reflected in treatments of war crimes and the Nanjing massacre? How does this issue come up in student papers? What are the differences between the relationship of history to memory with atomic bomb and war crimes?
- May 7 Documentary: *Nanjing – Memory and Oblivion*
Skills: reverse outlines
Assignment #7 due
- May 9 **Quiz** on Part V
Group presentations: history and memory

Discussion: War crimes trial and history writing

May 10 Section: peer review of paper drafts; revising with outlines

ASSIGNMENTS

Part I: **Frameworks.**

#1. Research journal exercise. Using the research journal to identify topics of interest: working list of key categories, questions, topics. Working from lecture, reading, discussion notes; notes-on-notes to generate ideas, lists, outlines and directions for further study. Turn journal in to TA to evaluate. Due Feb 5. (Instructors may spot check research journals throughout the semester.)

Part II: **Sources.**

#2. Primary source exercise. Read John Hersey, *Hiroshima* OR Nakajima Keiji, *Barefoot Gen*. In two to three paragraphs: (a) Critically evaluate the source: who, when, what, where, why? (b) Make a claim and use evidence from source to support. Due Feb 21

#3. Secondary source exercise. Topic and annotated bibliography. Pick a provisional topic and primary source from the atomic bomb unit. Generate a list of three secondary sources that contextualize your primary source. **DO NOT READ YOUR THREE SECONDARY SOURCES.** Instead, examine them to identify the following: (a) from the book title--topic, thesis, and time frame; (b) from the table of contents—five keywords or key themes of the book; and (c) from footnotes and/or bibliography—three additional books for further research. (d) With this information, write a few sentences to describe (annotate) these titles in your bibliography. (Your bibliography will include three annotated titles and three other titles). Due March 5

Part III: **Perspectives.**

#4. Book review. Pick one of the following three books to evaluate and review in 2-3 pp, due March 21.

Sarah Kovner, *Occupying Power*

Howard B Schonberger, *Aftermath of War: Americans and the Remaking of Japan, 1945-1952*

Hiroshi KITAMURA, *Screening Enlightenment: Hollywood and the Cultural Reconstruction of Defeated Japan*

Part IV: **Arguments.**

#5. Research proposal. Hypothesis and finalized annotated bibliography of 4-6 secondary sources and one primary source, due April 16

Part V: **Writing.**

#6. Thesis and argument outline, due April 29

#7. First draft of 8-10 page essay, due May 7.

#8. Final draft, including reverse outline, due May 15.