HISTORY 573--WORLD WAR II IN THE PACIFIC
Department of History
UNIVERSITY OF WISCONSIN-MADISON

Spring 1990

Mr. McCoy

I. COURSE REQUIREMENTS:

Course Description: Through reading and discussion, students will reflect upon the issues of racism, colonialism, and geopolitical power in the Asia-Pacific region during the era of the Great Pacific War, 1931 to 1945. Aside from providing a basic fund of facts and interpretations, the course will try to develop certain basic academic skills--searching for sources, synthesis of sources, critical analysis, and clear written and oral expression of ideas.

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

Office Hours: In Room 5131 Humanities, Mondays 4-5, Wednesdays 4-5, and other hours 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, two theoretical and two empirical.

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. At the end of Week 12, students shall submit a 5,000 word research essay, sourced to both the syllabus and additional references. Final grade in the course shall be computed as follows:

--Oral presentation to seminar: 20%
--Write-up of oral presentation: 20%
--Book report: 20%
--Major essay: 40%

Assignment Guidelines:

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 oral presentation, the student shall submit a five page paper with footnotes and bibliography.

Book Report: On March 13, 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: On April 23, students will submit a fifteen to twenty page paper dealing with one of the main themes in the course. Students shall define their own questions and submit a brief statement on their topic and major sources by April 3rd.

Course Readings: Materials for the course can be found through two 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 and forethought is essential.

Textbooks: The University Bookstore is selling copies of two books central to the concerns of this course: Peter Hayes et al, American Lake: Nuclear Peril in the Pacific (Penguin, 1987) and Alfred W. McCoy, ed., Southeast Asia Under Japanese Occupation (Yale, 1980).

II. READING LIST:--

WEEK 1 (January 23): The Politics of War in the Pacific

Required Reading:--


Background Reading:--


WEEK 2 (January 30): Versailles & the New Era in Asian Diplomacy

Required Reading:--


Background Reading:-


WEEK 3 (February 6): American Power in the Pacific, 1898-1940

Required Reading:-


Background Reading:-


WEEK 4 (February 13): The Japanese Empire, 1894-1936

Required Reading:-


Background Reading:-


WEEK 5 (February 20): Ultranalionalism in Japan

Required Reading:-


Background Reading:-


WEEK 6 (February 27): Japan's China War, 1937-45

Required Reading:-


**Background Reading:-**


WEEK 7 (March 6): The Japanese Co-Prosperity Sphere

Required Reading:-


Background Reading:-


Jones, F.C., Japan's New Order in East Asia: Its Rise and Fall 1937-45

Required Reading:-


Background Reading:-


WEEK 9 (March 27): Southeast Asia in WW II--Indonesia, Malaya & Thailand

Required Reading:-


Background Reading:-


Lebra, Joyce, Japanese-Trained Armies in Southeast Asia: Independence and Volunteer Forces in World War II (Hong Kong: Heinemann, 1977), pp. 75-112.


Background Reading--Thailand:-


WEEK 10 (April 3): Southeast Asia in WW II--Burma & Vietnam

Required Reading:-


**Background Reading--Vietnam:-**


Patti, Archimedes, Why Vietnam?: Prelude to America's Albatros (Berkeley: University of California, 1980).


**Background Reading--Burma:-**


WEEK 11 (April 10): Pacific Alliance

Required Reading:


Background Reading:


WEEK 12 (April 17): Nuclear Strategy in the Pacific

Required Reading:


Background Reading:


WEEK 13 (April 24): U.S. Occupation of Japan

Required Reading:-


Background Reading:-


WEEK 14 (May 1): End of Empire--Postwar Decolonization

**Required Reading:**


**Background Reading:**


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


**WEEK 15 (May 8): Cold War Comes to the Pacific--China, Korea & Vietnam**

*Required Reading:*


*Background Reading:*


Nagai Yonosuke, "The Roots of Cold War Doctrine: The Esoteric and Exoteric," in,


III. FORMAT & PROCEDURES FOR RESEARCH ESSAY:

1.) Prose:
   a.) Procedure:
      1.) Write an outline of 2 pages for a 10 page essay. Each projected paragraph in the essay should be a line in your outline.
      2.) Write a first draft. If using a PC, there is a very real possibility that it will read like a long, chatty letter home, not a major research essay.
      3.) Reading out loud 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, then 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 3 to page, or 8 to 10 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 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 3 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. revolution, if the question asks, for example, "was the 1896 revolution in the Philippines a social
b.) In stating your problem, refer to the literature on 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 outset of your essay.
   a.) Be specific—give the reader brief narratives of an event, or provide us with some statistical evidence.

3.) The Conclusion: In the final page or two of your essay, you reflect on the problem, as stated in the introduction, in light of the evidence you presented in the middle part of the essay.
   a.) Stretch the data you present for an understanding, but do not break away altogether.

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 on 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 understand or explain two aspects of change—events and their cause, or what happened and why it happened. Thus, most history questions ask you to explain elements of the following
   1.) In a certain limited time period, explain the factors underlying a given event. Why did something happen?
   2.) Explain the impact that an event, such a war or revolution, had upon a human community in a period succeeding the actual event.
   3.) Over a broader period of time, explain how or 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 principle of "garbage in, garbage out."
      2.) If you do not read, then you cannot have anything of any substance to stay on a subject.
   b.) Basic Format:
      1.) Assuming 3 paragraphs @ page, you should have one note per paragraph.
      2.) Every idea not your own and every major body of data should be sourced. Quotations must be sourced as well.
      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 kind 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 xerox copy of the source.
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 a bit of additional reading.