

Department of History
University of Wisconsin-Madison
College of Arts and Sciences

History 500
Culture, Power, and Empire:
Japanese Expansion in Comparative Perspective

Fall 2012
Wednesday 1:20-3:20
5255 Humanities

Professor Louise Young
O.H. Monday 11-1 and by appointment

4102 Humanities; Mailbox 4022
263-1829; louseyoung@wisc.edu

Course Description:

Like the rest of the modern world, Japan developed in the crucible of empire. During the late nineteenth and early twentieth centuries, the world's territory was carved into a handful of colonial empires. With few exceptions, the new imperialism of these years incorporated states into the world system either as colonizers or colonized. Japan's case was unusual: the country started out as a victim of imperialism in the nineteenth century, but became an aggressor in the twentieth. Accounts of Japan's imperial experience tend to focus on this exceptional quality: the peculiarities of a non-Western, late-developing imperial power. But how different, in fact, was the Japanese empire? This course explores this question by looking at different aspects of the Japanese empire and imperial Japan, including imperial ideology, the political economy of empire, metropolitan and peripheral agents promoting expansionism, and the technologies of colonial rule. By considering the Japanese case in comparative terms, we will rethink the problem of Japanese imperialism.

Prerequisites

All readings are in English. Some background in East Asian history preferred, though not required.

Required Readings

The following books are available for purchase at the University Bookstore and on reserve at Helen C. White Library. Shorter readings will be available on the class site at Learn@UW.

- Leela Gandhi, *Postcolonial Theory: A Critical Introduction*
- Frederick Cooper and Jane Burbank, *Empires in World History*
- Wolfgang Mommsen, *Theories of Imperialism*
- James L. Huffman, *Japan and Imperialism, 1853-1945*

- Peter Duus, *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910*
- Jun Uchida, *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945*
- Naoko Shimazu, *Japanese Society at War: Death, Memory, and the Russo-Japanese War*
- Akira Iriye, *After Imperialism: The Search for a New Order in the Far East, 1921-1931*
- Marius Jansen, *The Japanese and Sun Yat-sen*
- Chalmers Johnson, *An Instance of Treason: Ozaki Hotsumi and the Sorge Spy Ring*
- Yamamuro Shin'ichi, *Manchuria Under Japanese Domination*, trans. Joshua Fogel

Assignments and Evaluation

1. Participation. 25% of final grade will be based on the following:
 - Attendance is critical in a course like this, where content knowledge and analytic skills are developed cumulatively through in-class activities. Absences will only be excused in cases of family or medical emergency; each unexcused absence will result in a 3% reduction to your final grade.
 - Evidence of preparation for class, meaning that you have both read the assignment for class that day and thought about it.
 - Active participation in classroom activities, including discussion.
2. Weekly one-page posts to the class website. 20% of final grade will be based on short response essays, due each week by 10 pm on the Tuesday before class.
 - This is a reading intensive course. Generally, I assign one book (or its equivalent) per week. To prepare for class discussion, students will be expected to read the book carefully and summarize their reflections in a one page post to the course website.
 - The post can take any form you wish and sometimes I will give you a specific question to focus your reflections.
 - As a place to start, your response essays may adhere to a basic three-paragraph form. The first paragraph should summarize the key arguments in the readings and their significance. The second paragraph should analyze how the week's readings relate to other course readings or issues that emerged in previous discussions. The third paragraph should offer the student's critical assessment of the week's readings: What was most persuasive? What was least persuasive? Which are the issues and questions and questions need more attention? What kind of new research do the readings inspire?
3. Using theory in history. 20% of your final grade will be based on a cumulative series of assignments culminating in a 3-4 page essay on theories of imperialism.

- Adopt a theorist or school of analysis of imperialism/post-colonialism. You will be responsible for bringing in this perspective throughout the course of the semester. Be prepared to answer the question: what would your theorist/school have to say about the cause of a particular event (e.g. the Russo-Japanese War) or the significance of a particular institution (e.g. the South Manchurian Railway)? How would they try to understand or contextualize events or institutions?
 - Group activity & presentations in class on September 26.
 - 3-4 page essays due 10/3.
4. Making comparisons. 25% of your final grade will be based on a cumulative series of assignments culminating in a 5-6 page essay.
- Adopt a national comparison for the semester. You will be responsible for bringing in this comparison during discussion purposes to highlight both similarities and differences with the Japanese case.
 - You will find out more about your case from the Cooper and Burbank book as well as 2-3 additional readings you should identify, subject to instructor's approval. Topic of comparison and bibliography due 10/10. Depending on the topic of your comparison, you may need to "read ahead" in the syllabus.
 - Possibilities for comparison with Japan: US, Great Britain, France, Belgium, Netherlands, Germany, Russia/USSR, China, Siam/Thailand, Italy
 - You will make a brief (5-7 minute) presentation on your comparison. Possible presentation dates: from 10/31 through 11/28.
 - Write up your findings in a 4-5 page essay, due 11/21.
 - Revised draft due 12/12 (last day of class)
5. Book argument outline. 10% of your final grade.
- Pick one of our assigned readings (Shimazu, Uchida, Jansen, Iriye, Johnson, or Fogel), and make a one-page outline of the book's argument. Due the day the reading is discussed in class.
 - Presentation (under 5 minutes): Share your outline with the class, commenting on effectiveness and clarity of argument.
 - You will not need to submit a post the day your outline is due.

Class schedule

September 5 *introduction*

September 12 *classic theories of imperialism*

Read: Wolfgang Mommsen, Theories of Imperialism, all; Patrick Wolfe, "History and Imperialism: A Century of Theory, From Marx to Post-Colonialism," AHR, 102, 2 (1997): 388-420

Skills Session: Theory and History

- Thinking about theory historically (how have theories of imperialism changed from the late 19th to the late 20th centuries?)

- Using theory to ask historical questions and to help interpret evidence
- Avoiding pitfalls (jargon alert!; all theory, no history)

September 19 **NO CLASS**

Read: begin Leela Gandhi, Postcolonial Theory: A Critical Introduction, all.

Assignment: Group activity. Pick one of four key debates in the theory of imperialism and discuss with your group; presentations in class 9/26

- What is “subaltern studies”? What are some of its practices and strategies? What is it reacting against? Who do you agree with?
- What is Orientalism? Why was this idea so influential? Can you write a non-Orientalist history of Japanese imperialism?
- What is the difference between a “metropolitan” and a “peripheral” theory of imperialism? What kinds of research topics do they lead you to? What are the advantages and disadvantages to each approach?
- Provide a taxonomy of the main economic and social theories of imperialism. What different causes of expansionism do they point to? Which do you find more persuasive? What factors do they leave out?

September 26 *post-colonialism and the cultural turn*

Read: finish Leela Gandhi, Postcolonial Theory: A Critical Introduction.

Assignment: Group presentations on theories of imperialism

Skills session: Using argument outlines for effective writing.

October 3 *imperial comparisons*

Read: Fred Cooper and Jane Burbank, Empires in World History, 1-22, 287-459.

Assignment: 3-4 page essay on theories of imperialism due in class.

Skills session: comparative strategies; topics and comparisons

October 10 *thinking with Japan*

Read: James L Huffman, Japan and Imperialism, 1853-1945, all; Tani E. Barlow, “Colonial Modernity: An Introduction,” in

Formations of Colonial Modernity in East Asia, 1-20; Mark R. Peattie, "Introduction," in The Japanese Colonial Empire, 1895-1945, 3-60.

Skills session: Selecting books for bibliography: reading "outside in"

October 17 *treaty port imperialism*
Read: William Beasley, "The Treaty Port System," in Japanese Imperialism, 1894-1945, 14-26; Daniel Botsman, Punishment and Power in the Making of Modern Japan, 129-140; Peter Duus, The Abacus and the Sword, 1-102; Marlene Mayo, in Japan and Asia: A Reassessment; Donald Keene, "The Sino-Japanese War of 1894-95 and Japanese Culture," in Landscapes and Portraits: Appreciations of Japanese Culture, 259-299.

Assignment: One paragraph on the topic of comparison and bibliography due in class. Bibliography drawn from class readings plus 2-3 additional books/articles.

October 24 *Japan's "new imperialism"*
Read: Peter Duus, The Abacus and the Sword, 103-396

Skills session: Effective presentations

October 31 *sub-imperialism*
Read: Jun Uchida, Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945, 1-31, 227-402

Presentations; outlines

November 7 *social imperialism*
Read: Naoko Shimazu, Japanese Society at War: Death, Memory, and the Russo-Japanese War, 1-228.

November 14 *new regional order*
Read: Akira Iriye, After Imperialism

Presentations; outlines

November 21 *revolutionary entanglements*
Read: Marius Jansen, The Japanese and Sun-yat Sen

Presentations; outlines

Skills session: Peer review

Assignment: 4-5 page essay on Japanese imperialism in comparative perspective due in class

November 28 *Japan's "China hands"*

Read: Chalmers Johnson, *An Instance of Treason*

Presentations; outlines

Skills session: Reverse outlines

December 5 *the puppet state of "Manchukuo"*

Read: Joshua Fogel, trans. Manchuria Under Japanese Domination, pp TBA

Outlines

December 12 *post-imperial Japan*

Read: John Dower, "The Useful War" in Japan in War and Peace, 9-32; John Dower, "Peace and Democracy in Two Systems," and Bruce Cumings, Japan's Position in the World System," both in Postwar Japan as History, 3-63; Lori Watt, "Introduction," Empire Comes Home, 1-50

Assignment: revised draft of essay due in class.