

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 2018: Tues/Thursday 9:30-10:45: 5233 Humanities (Curti Lounge)

Professor Louise Young
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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.

History Lab

In addition to consulting with Professor Young and Mr. Timinsky, we urge you to take advantage of the History Lab, a resource center for writing and research staffed by graduate students from the Department of History. You can make appointments on line at <http://go.wisc.edu//hlab> or by following the link on the History Department home page.

Readings

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

John Dower, *Embracing Defeat*

John Hersey, *Hiroshima*

NAKAZAWA Keiji, *Barefoot Gen*, vol. 1

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

All other assigned readings are available in a coursepack for purchase.

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.

Disabilities

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see one of the instructors so that such accommodations may be arranged. You will also need to contact the McBurney Disability Resource Center: mcburney.wisc.edu, 608-263-2741 (phone), or 608-225-7956 (text).

Plagiarism

Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. This includes but is not limited to turning in all or part of an essay written by someone other than yourself (a friend, an internet source, etc.) and claiming it as your own, and including information or ideas from research material without citing the source. Avoid plagiarism by carefully and correctly citing your sources whenever you use someone else's words, equations, graphics, or ideas. If you are unsure of something and are worried you may be plagiarizing, come see one of the instructors. Cite sources carefully, completely, and meticulously; when in doubt, cite. For additional help, see <https://writing.wisc.edu/Handbook/QuotingSources.html>
<http://www.library.wisc.edu/journalism/research-help/plagiarism-resources/>

Requirements and grading

- Lecture attendance and participation 10%
- Discussion attendance and participation 20%
- Quizzes 15%
- Outside lectures 5%
- Assignment #1: Research journal 5%
- Assignment #2: Primary source exercise 5%
- Assignment #3: Secondary source exercise 5%
- Assignment #4: research topic with source 5%
- Assignment #5: research proposal 5%
- Assignment #6: thesis and argument outline 5%;
- Assignment #7: first draft 10%
- Assignment #8: final draft 10%

Reading Assignments at a Glance

<p>Part I: Frameworks (Weeks 1-2)</p> <ul style="list-style-type: none">• John Dower, <i>Embracing Defeat</i>, 33-202
<p>Part II: Sources (Weeks 3-5)</p> <ul style="list-style-type: none">• John Hersey, <i>Hiroshima</i>• NAKAZAWA Keiji, <i>Barefoot Gen</i>, Vol. 1• Barton Bernstein, “introduction,” <i>The Atomic Bomb: the Critical Issues</i>, vii-xix (CP #1)• Laura Hein and Mark Selden, <i>Living with the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age</i>, introduction and essays by YUI Daizaburo and ASADA Sadao, 1-34, 52-72, 173-201 (CP #2)• Paul Boyer, <i>By the Bomb’s Early Light</i>, 3-26 (CP #3)• William Tsutsui, <i>Godzilla on My Mind</i>, 13-42 (CP #4)• Edward Linenthal, “Anatomy of a Controversy,” in <i>History Wars: The Enola Gay and Other Battles for the American Past</i>, ed., Edward T Linenthal and Tom Engelhardt, 1-62 (CP #5)•
<p>Part III: Perspectives (Weeks 6-8)</p> <ul style="list-style-type: none">• John Dower, <i>Embracing Defeat</i>, 203-276.• Harry Wray and Hilary Conroy, <i>Japan Examined: Perspectives on Modern Japanese History</i>, 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., <i>New Frontiers in American-East Asian Relations</i> 169-236. (CP #7)• John Dower, “The San Francisco System: Past, Present, Future in US-Japan-China Relations”, <i>The Asia-Pacific Journal</i> 12,8 No 2 (Feb 24, 2014), 1-22 (CP #8)• Yoshikuni IGARASHI, “The Bomb, Hirohito, and History: The Foundational Narrative of Postwar Relations between Japan and the United States”, 19-46 (CP #9)
<p>Part IV: Arguments (Weeks 9-12)</p> <ul style="list-style-type: none">• John Dower, <i>Embracing Defeat</i>, 277-442, 485-546.• Norma Field, <i>In the Realm of a Dying Emperor</i>, “Nagasaki: the Mayor”, 177-266 (CP #10)• Carol Gluck, “The Past in the Present,” in <i>Postwar Japan as History</i>, ed. Andrew Gordon, 64-98. (CP #11)• Yoshikuni IGARASHI, “Re-presenting Trauma in Late-1960s Japan”, 164-198 (CP #12)
<p>Part V: Writing (Weeks 13-15)</p> <ul style="list-style-type: none">• John Dower, <i>Embracing Defeat</i>, 443-546• Takashi YOSHIDA, “A Battle over History: The Nanjing Massacre in Japan,” in <i>The Nanjing Massacre in History and Historiography</i>, ed., Joshua Fogel, 70-132 (CP #13)

Quizzes, Assignments & Outside Lectures at a Glance

<u>Week</u>	<u>Date/day</u>	<u>Quizzes</u>	<u>Outside Lectures</u>	<u>Assignments</u>
3	Feb 2 (T)	Part 1. Frameworks		1. Research journal
6	Feb 25 (R)	Part 2. Sources		2. Primary source
7	March 8 (T)			3. Secondary source
	March 10 (T)			
9	March 17 (T)	Part 3. Perspectives		
10	March 29 (T)			4. Research topic and sources
	March 30 (W)		<i>1. Johanna Waley-Coben</i>	
11	April 6 (W)		<i>2. Marilyn Young</i>	
12	April 12 (R)			5. Research proposal
13	April 19 (T)	Part 4. Arguments		
	April 21 (R)			6. Thesis and argument
15	May 3 (T)			7. First draft
	May 5 (R)	Part 5. Writing		
Finals	May 11 (W)			8. Final draft

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 2. (Instructors may spot check research journals throughout the semester.)

Part II: **Sources.**

#2. Primary source exercise. Pick John Hersey, *Hiroshima* OR Nakajima Keiji, *Barefoot Gen*. In two to three paragraphs critically evaluate the source: who, when, what, where, why? Due Feb 25

#3. Secondary source exercise. Explore a potential research paper topic by critically evaluating a secondary source. Pick a provisional topic and one secondary source related to this topic. Use the “20 minute read” strategy to critically evaluate your source. In addition, examine your source 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 two-three paragraphs about your source. Due March 8

Part III: **Perspectives.**

#4. Research topic and source exercise. Work with a provisional list of primary and secondary sources to explore your research topic. (a) Pick a primary source and explore its possibilities for a research paper by making one claim based on evidence from your source. (b) Identify three secondary sources related to your topic and dive into them to see if they help to provide context for your primary source claim. (c) With this information, write two-three paragraphs about your research topic and supporting primary and secondary sources. Due March 29

Part IV: **Arguments.**

#5. Research proposal. Hypothesis and finalized annotated bibliography of 4-6 secondary sources and one primary source, due April 13

Part V: **Writing.**

#6. Thesis and argument outline, due April 21

#7. First draft of 7-8 page essay (1800-2000 words), due May 2

#8. Final draft, including reverse outline, due May 11

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

Jan 19	<u>Lecture:</u> “the world war two rupture: thinking with Japan”; overview of the syllabus; <u>Skills:</u> the research journal
Jan 20	<u>Section:</u> introductions, syllabus review, setting the stage
Jan 21	<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 2 for review. <u>Read:</u> Dower, 33-86
Jan 26	<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 27	<u>Section:</u> working with notes: lecture notes and reading notes; asking questions. Paper topics: hand out.
Jan 28	<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

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*
- 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)
- Paul Boyer, *By the Bomb’s Early Light*, 3-26 (CP #3)
- William Tsutsui, *Godzilla on My Mind*, 13-42 (CP #4)

- 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 #5)
- Films 2/8; 2/10—Hellfire (58”), Atomic Café (86”)
- Films 2/15; 2/17—Gojira (96”)

Feb 2	<p>Quiz on Part I <u>Lecture</u>: “the decision to drop the bomb” <u>Skills</u>: Dower: primary sources <u>Read</u>: Bernstein, vii-xix (CP #1) Assignment #1 due</p>
Feb 3	<p><u>Section</u>: topics for research paper: scope</p>
Feb 4	<p><u>Lecture</u>: “a-bomb culture” <u>Skills</u>: talk more about topics <u>Read</u>: Hein and Selden, 1-34, 52-72, 173-201 (CP #2)</p>
Feb 9	<p><u>Lecture</u>: “a-bomb culture”. Generating bibliographies from secondary sources. Critical evaluation of primary sources. Working with evidence. Evidence—claims. <u>Read</u>: Nakazawa, all.</p>
Feb 10	<p><u>Section</u>: work with primary sources: Barefoot Gen. Rollout group work</p>
Feb 11	<p>CANCELLED <u>Read</u>: Boyer, 3-26 (CP #3)</p>
Feb 16	<p><u>Discussion</u>: 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. <u>Skills</u>: Using primary sources: evidence and claims. Grounds of comparisons. <u>Assignment #2</u>. Go over primary source exercise, due in class Feb 25. <u>Read</u>: Tsutsui, 13-42 (CP #4); Linenthal, 1-62 (CP #5)</p>
Feb 17	<p><u>Section</u>: group work</p>
Feb 18	<p><u>Lecture</u>: Godzilla in context <u>Discussion</u>: <i>Gojira</i> <u>Skills</u>: everyone should have topic decided on. Handout on self-evaluation <u>Read</u>: Hersey, all</p>
Feb 23	<p><u>Group presentations I</u>: comparing a-bomb cultures</p>
Feb 24	<p><u>Section</u>: review; TBA</p>

Part III: **Perspectives**

Theme: the US-Japan relationship

Skills: evaluating secondary sources, the “20 minute read”; bias & “presentism”; historical method; reading for argument; what is historiography?

Read:

- John Dower, *Embracing Defeat*, 203-302.
- 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)
- John Dower, *The San Francisco System: Past, Present, Future in US-Japan-China Relations*, 22pp (CP #8)
- Yoshikuni IGARASHI, “The Bomb, Hirohito, and History: The Foundational Narrative of Postwar Relations between Japan and the United States”, 19-46 (CP #9)

Feb 25

Quiz on part II.

Lecture: “Japan in the cold war imperium: the San Francisco System”

Skills: what is historiography?

Read: Wray and Conroy, 331-364 (CP #6)

Assignment #2 due

March 1

Lecture: “The 1955 System and the US-Japan relationship”

Skills: the “20 minute read”; explain assignment #3: secondary source evaluation, due March 8

Read: Dower, 203-276

March 2

Section: evaluating secondary sources; working with Bibliographies; presentations on “versions of the past”

March 3

Lecture: “Changing presents: 50 years of Japanese studies in the US.”

Discuss: Gluck essay

Read: Gluck (CP #7)

March 8

Lecture: “The Persistence of the Cold War in Asia”

Discuss: Igarashi essay

Read: John Dower, “The San Francisco System”, 1-22 (CP #8); Igarashi, 19-46 (CP #9); Dower, 277-302

Assignment #3 due

March 9

Section: presentations on “versions of the past”; review for quiz

March 10

Library tour, room 231 Memorial Library

March 15

Group presentations II: versions of the past

March 16 Section: work with topics; assignment #4, topic and bibliography of primary and secondary sources, due March 29

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*, 302-405.
- Norma Field, *In the Realm of a Dying Emperor*, “Nagasaki: the Mayor”, 177-266 (CP #10)
- Carol Gluck, “The Past in the Present,” in *Postwar Japan as History*, ed. Andrew Gordon, 64-98. (CP #11)
- Yoshikuni IGARASHI, “Re-presenting Trauma in Late-1960s Japan”, 164-198 (CP #12)

March 17 **Quiz** on Part III
Lecture: “the emperor and the emperor system in Japanese history”
Read: Dower, 302-405

March 19-27 SPRING BREAK

March 29 Lecture: Public memory and war responsibility debates; Ienaga Saburo and Fujioka Nobukatsu; South Korea and China
Discussion: What is Field’s argument about public memory? What is Dower’s argument about the emperor?
Read: Field, 177-266 (CP #10); review Dower, chapters 9, 10, 11.
Assignment #4 due.

March 30 Section: working with evidence; prep for student interviews of JWC on memory politics in China; being a historian; NYU in Shanghai.

March 31 Guest lecture: Johanna Waley-Cohen, “China: the politics of memory”; group presentations III, student interviews of Prof Waley-Cohen

April 5 Lecture: The “trinity”: emperor as person, institution, and ideology
Skills: arguments and evidence. Work with two constitutions, make arguments about position of emperor.
Assignment #5: research proposal and hypothesis, due April 13.

April 6 Section: research proposals; two constitutions; prep for student interviews of Marilyn Young: the impact of the Vietnam War and being there; the shifting politics of Asian Studies; American East Asian relations then and now; the Smithsonian exhibit controversy over the Enola Gay.

April 7 Guest Lecture: Marilyn Young; group presentations IV, student interviews of Prof. Young

- April 12 Lecture: Myths of “postwar” and the new transwar history. The old and the new Japan.
Assignment # 5 due
- April 13 Section: discuss Gluck and Igarashi;
review for quiz
Read: Gluck, 64-98 (CP #11); Igarashi, 164-198 (CP #12)
- April 14 Peer group work on outlines
Skills: Assignment #6: thesis and argument outline, due April 21

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:

- John Dower, *Embracing Defeat*, 443-546
- 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 #13)

- April 19 **Quiz** on Part IV, present and discuss papers, outlines.
- April 20 Section: argument outlines
- April 21 Lecture: International Law and the War Crimes trials
Read: Dower, 443-546
Assignment #6 due
- April 26 Lecture: “Nanjing Massacre – the trials and aftermath”
Discussion: Nanjing and the atom bomb in history and Memory
Read: Yoshida, 70-132 (CP #10)
- April 27 Section: work with research papers
- April 28 Lecture: Post-imperial Japan
Skills: reverse outlines
- May 3 Documentary: *Nanjing – Memory and Oblivion*
Assignment #7 due
- May 4 Section: work with paper drafts
- May 5 **Quiz** on Part V
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 11 **Assignment #8 due**