

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 2020 Mon/Wed 4:00-5:15 2121 Humanities

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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 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. Part I provides an introduction and course “warm up”, 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 and is offered for 4 credits. This means we meet as a group for 4 hours per week and carries the expectation that you will spend an average of 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

History Lab

In addition to consulting with Professor Young and Bailey Albrecht, 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* (Norton, 2000)

John Hersey, *Hiroshima* (any edition or online:

<https://www.newyorker.com/magazine/1946/08/31/hiroshima?intcid=mod-most-popular>)

NAKAZAWA Keiji, *Barefoot Gen*, vol. 1 (any edition)

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 9th edition preferred (Bedford Martins, 2017)

All other assigned readings are available at the class website.

Absences and Lateness

Promptness and regular 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 by arriving on time. 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. Come early; come often!

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 10%
- Discussion attendance and participation 20%
- Quizzes 15%
- Movie attendance 5%
- Assignment #1: 5%
- Assignment #2: 5%
- Assignment #3: 5%
- Assignment #4: 5%
- Assignment #5: 5%
- Assignment #6: 5%
- Assignment #7: 10%
- Assignment #8: 10%

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

#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 11

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 April 1

Part IV: Arguments.

#5. Research proposal. Hypothesis and finalized annotated bibliography of 4-6 secondary sources and one primary source, due April 8

Part V: Writing.

- #6. Thesis and argument outline, due April 20
- #7. First draft of 7-8 page essay (1800-2000 words), due April 27
- #8. Final draft, including reverse outline, due May 4

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 3-6)</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 7-9)</p> <ul style="list-style-type: none">• John Dower, <i>Embracing Defeat</i>, 203-276.• 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 #6)• 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 #7)• 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 #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 10-11)</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 12-14)</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 & Movie Nights at a Glance

<u>Week</u>	<u>Date/day</u>	<u>Quizzes</u>	<u>Movie Nights</u> 6 pm	<u>Assignments</u>	<u>Group</u> <u>Presentations</u>
2	Jan 27 (M)		Wings of Defeat		
3	Feb 5 (M)	Part 1. Frameworks		1. Research journal	
6	Feb 24 (M)		Gojira		
6	Feb 26 (W)				I. A bomb cultures
7	March 2 (M)	Part 2. Sources		2. Primary source	
8	March 11 (W)			3. Secondary source	
9	March 25 (W)				II. Versions of the past
10	March 30 (M)	Part 3. Perspectives			
10	April 1 (W)			4. Research topic and sources	
11	April 6 (M)		Grave of the Fireflies		
11	April 8 (W)			5. Research proposal	
12	April 13 (M)				III. Has anything changed?
12	April 15 (W)	Part 4. Arguments			
13	April 20 (M)		Nanjing: Memory and Oblivion	6. Thesis and argument	
14	April 27 (M)	Part 5. Writing		7. First draft	
14	April 29 (W)				IV: History and Memory
15	May 4 (M)			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
- Film: *Wings of Defeat* (89”) 1/27 6 pm

Jan 22	<u>Lecture:</u> “the world war two rupture: thinking with Japan”; overview of the syllabus; <u>Skills:</u> the research journal
Jan 22	<u>NO SECTION</u>
Jan 27	<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 <u>**Movie Night:</u> <i>Wings of Defeat</i> 6 pm
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; discuss movie <u>Read:</u> Dower, 87-167
Jan 29	<u>Section:</u> working with notes: lecture notes and reading notes; asking questions. Paper topics: hand out.
Feb 3	<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)
- Film *Hellfire* (58") 2/10
- Film *Atomic Café* (86") 2/12
- Films *Gojira* (96") 3/2, 6 pm

- Feb 5 **Quiz** on Part I
Lecture: "the decision to drop the bomb"
Skills: picking topics
Read: Bernstein, vii-xix (CP #1)
Assignment #1 due
- Feb 5 Section: topics for research paper: scope
- Feb 10 Film screening: *Hellfire*
Read: Nakazawa, all.
- Feb 12 Film screening: *Atomic Café*
Read: Hersey, all
- Feb 12 Section: work with primary sources. Rollout group work
- Feb 17 Lecture: "a-bomb cultures"
Skills: Generating bibliographies from secondary sources. Critical evaluation of primary sources. Working with evidence to make claims.
Read: Hein and Selden, 1-34, 52-72, 173-201 (CP #2)
- Feb 19 Discussion: a-bomb cultures, American and Japanese: differences between understanding the atomic bomb from an American or Japanese or comparative context.
Skills: Grounds of comparisons; sources in context.
Read: Boyer, 3-26 (CP #3)
- Feb 19 Section: discuss movies; work with primary source: Hersey
- Feb 24 Lecture: *Godzilla* in context
Assignment #2. Go over primary source exercise, due in class March 2.
Read: Tsutsui, 13-42 (CP #4); Linenthal, 1-62 (CP #5)
****Movie Night**** *Gojira*, 6 pm

Feb 26 Group presentations I: comparing a-bomb cultures
Skills: everyone should have topic decided on. Handout on self-evaluation

Feb 26 Section: discuss *Gojira*; primary materials for research topics

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.
- John Dower, *The San Francisco System: Past, Present, Future in US-Japan-China Relations*, 22pp (CP #6)
- Harry Wray and Hilary Conroy, *Japan Examined: Perspectives on Modern Japanese History*, XI: The Allied Occupation: How Significant Was It?, 331-364. (CP #7)
- 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 #8)
- Yoshikuni IGARASHI, “The Bomb, Hirohito, and History: The Foundational Narrative of Postwar Relations between Japan and the United States”, 19-46 (CP #9)

March 2 **Quiz** on part II.
Lecture: “Japan in the cold war imperium: the San Francisco System”
Skills: the “20 minute read”; explain assignment #3: secondary source evaluation, due March 11
Read: John Dower, “The San Francisco System”, 1-22 (CP #6)
Assignment #2 due

March 4 Library tour, Wisconsin Historical Society
Read: Dower, 203-276

March 4 Section: evaluating secondary sources; working with bibliographies

March 9 Lecture: “The 1955 System and the US-Japan relationship”
Skills: what is historiography?
Read:); Dower, 277-302; Wray and Conroy, 331-364 (CP #7)

March 11 Lecture: “Changing presents: 50 years of Japanese studies in the US.”
Discuss: Gluck essay
Read: Gluck (CP #8)
Assignment #3 due

March 11 Section: presentations on “versions of the past”; work with topics

March 14-March 22 SPRING BREAK

March 23 Lecture: “The Persistence of the Cold War in Asia”
Discuss: Igarashi essay
Read: Igarashi, 19-46 (CP #9)

March 25 Group presentations II: versions of the past

March 25 Section: assignment #4, topic and bibliography of primary and secondary sources, due April 1; review for quiz

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)
- Film *Grave of the Fireflies* (90”) 4/6, 6 pm

March 30 Quiz on Part III
Lecture: “the emperor and the emperor system in Japanese history”
Read: Dower, 302-405

April 1 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 #5: research proposal and hypothesis, due 4/8
Assignment #4 due.

April 1 Section: working with evidence; research proposals; two constitutions;

April 6 Lecture: The “trinity”: emperor as person, institution, and ideology
Skills: arguments and evidence. Work with two constitutions, make arguments about position of emperor.
****Movie Night**** *Grave of the Fireflies* 6 pm

- April 8 Lecture: Myths of “postwar” and the new transwar history. The old and the new Japan.
Read: Gluck, 64-98 (CP #11); Igarashi, 164-198 (CP #12)
Assignment # 5 due
- April 8 Section: discuss Gluck and Igarashi; group presentations
- April 13 Group Presentations III: 1945—ruptures and continuities
Skills: Assignment #6: thesis and argument outline, due 4/20

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)
- Film *Nanjing: Memory and Oblivion* (88”) 4/20, 6 pm

- April 15 **Quiz** on Part IV
Lecture: International Law and the War Crimes trials
Read: Dower, 443-546

- April 15_ Section: argument outlines

- April 20 Lecture: “Nanjing Massacre – the trials and aftermath”
Discussion: Nanjing and the atom bomb in history and Memory
Read: Yoshida, 70-132 (CP #10)
Assignment #6 due
****Movie Night**** *Nanjing: Memory and Oblivion*

- April 22 Lecture: Post-imperial Japan
Skills: reverse outlines

- April 22 Section: movie discussion; group presentations

- April 27 **Quiz** on Part V
Lecture: Comfort Women and the New Politics of Memory
Assignment #7 due

- April 29 Group Presentations IV: 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 4 **Assignment #8 due**