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

Professor Louise Young
OH Tuesday 1-3 and by appt
4102 Humanities; Box 4022
263-1829; louiseyoung@wisc.edu

Teaching Assistant: Bailey Albrecht
OH Monday 1:45-3:45 and by appt
4272 Humanities
263-1939; balbrecht2@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 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:

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.

#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

<table>
<thead>
<tr>
<th><strong>Part I: Frameworks</strong> (Weeks 1-2)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• John Dower, <em>Embracing Defeat</em>, 33-202</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part II: Sources</strong> (Weeks 3-6)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• John Hersey, <em>Hiroshima</em></td>
</tr>
<tr>
<td></td>
<td>• NAKAZAWA Keiji, <em>Barefoot Gen</em>, Vol. 1</td>
</tr>
<tr>
<td></td>
<td>• Laura Hein and Mark Selden, <em>Living with the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age</em>, introduction and essays by YUI Daizaburo and ASADA Sadao, 1-34, 52-72, 173-201 (CP #2)</td>
</tr>
<tr>
<td></td>
<td>• Paul Boyer, <em>By the Bomb’s Early Light</em>, 3-26 (CP #3)</td>
</tr>
<tr>
<td></td>
<td>• William Tsutsui, <em>Godzilla on My Mind</em>, 13-42 (CP #4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part III: Perspectives</strong> (Weeks 7-9)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Yoshikuni IGARASHI, “The Bomb, Hirohito, and History: The Foundational Narrative of Postwar Relations between Japan and the United States”, 19-46 (CP #9)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part IV: Arguments</strong> (Weeks 10-11)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Norma Field, <em>In the Realm of a Dying Emperor</em>, “Nagasaki: the Mayor”, 177-266 (CP #10)</td>
</tr>
<tr>
<td></td>
<td>• Carol Gluck, “The Past in the Present,” in <em>Postwar Japan as History</em>, ed. Andrew Gordon, 64-98. (CP #11)</td>
</tr>
<tr>
<td></td>
<td>• Yoshikuni IGARASHI, “Re-presenting Trauma in Late-1960s Japan”, 164-198 (CP #12)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part V: Writing</strong> (Weeks 12-14)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• John Dower, <em>Embracing Defeat</em>, 443-546</td>
</tr>
<tr>
<td>Week</td>
<td>Date/day</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>2</td>
<td>Jan 27 (M)</td>
</tr>
<tr>
<td>3</td>
<td>Feb 5 (M)</td>
</tr>
<tr>
<td>6</td>
<td>Feb 24 (M)</td>
</tr>
<tr>
<td>6</td>
<td>Feb 26 (W)</td>
</tr>
<tr>
<td>7</td>
<td>March 2 (M)</td>
</tr>
<tr>
<td>8</td>
<td>March 11 (W)</td>
</tr>
<tr>
<td>9</td>
<td>March 25 (W)</td>
</tr>
<tr>
<td>10</td>
<td>March 30 (M)</td>
</tr>
<tr>
<td>10</td>
<td>April 1 (W)</td>
</tr>
<tr>
<td>11</td>
<td>April 6 (M)</td>
</tr>
<tr>
<td>11</td>
<td>April 8 (W)</td>
</tr>
<tr>
<td>12</td>
<td>April 13 (M)</td>
</tr>
<tr>
<td>12</td>
<td>April 15 (W)</td>
</tr>
<tr>
<td>13</td>
<td>April 20 (M)</td>
</tr>
<tr>
<td>14</td>
<td>April 27 (M)</td>
</tr>
<tr>
<td>14</td>
<td>April 29 (W)</td>
</tr>
<tr>
<td>15</td>
<td>May 4 (M)</td>
</tr>
</tbody>
</table>
**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:
- Film: *Wings of Defeat* (89") 1/27 6 pm

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 22</td>
<td>“the world war two rupture: thinking with Japan”; overview of the syllabus;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills: the research journal</td>
<td></td>
</tr>
<tr>
<td>Jan 22</td>
<td>NO SECTION</td>
<td></td>
</tr>
<tr>
<td>Jan 27</td>
<td>“the atom bomb and the end of the war in Asia”; taking notes and “notes-on-notes”; asking questions Assignment #1. Go over research journal, turn in Feb 5 for review.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: Dower, 33-86</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Movie Night:</strong> <em>Wings of Defeat</em> 6 pm</td>
<td></td>
</tr>
<tr>
<td>Jan 29</td>
<td>“the US Occupation and Japan’s transition from war to peace”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills: Examine &amp; critique lecture notes; asking questions; discuss movie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: Dower, 87-167</td>
<td></td>
</tr>
<tr>
<td>Jan 29</td>
<td>Section: working with notes: lecture notes and reading notes; asking questions. Paper topics: hand out.</td>
<td></td>
</tr>
<tr>
<td>Feb 3</td>
<td>“Post-war and post-imperial Japan”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills: Working with your notes: write quiz questions; from lecture questions to discussion questions to research questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: Dower, 168-202</td>
<td></td>
</tr>
</tbody>
</table>

**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*
• 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)
• 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:**
- 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:**
- Norma Field, *In the Realm of a Dying Emperor*, “Nagasaki: the Mayor”, 177-266 (CP #10)  
- 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