

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 2021 Mon/Wed 4-5:15

Professor Louise Young
OH Mondays 1-3 and by appointment
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Course description

World War Two represents a transformational event 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. After a short introductory section, I have divided the course into three thematic sections, each exploring one aspect of the World War Two transformation and its impact on postwar Japan. Part 2 focuses on the atomic bombing of Japan and its impact on “a-bomb cultures” in the US and Japan. Part 3 looks at the transition of the US-Japan relationship from war to peace and the impact of Japan’s integration into the American cold war imperium. Part 4 examines the question of war crimes, war crimes trials, and the long afterlife of World War Two in public memory in Asia.

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
- Making historical arguments and using evidence
- Writing compelling and coherent essays
- Making effective presentations
- Peer review and constructive critique

This course satisfies the Comm-B General Education Requirement and is offered for 3 credits. This means we meet as a group for 3 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 6 hours per week for reading, writing, research, and participating in small working groups.

Required texts for purchase

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

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 let me know so that such accommodations may be arranged. For additional assistance, please 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 the instructor. 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/>

Assignments and Evaluation

- | | |
|--|---------------|
| ● Attendance & participation | 28 points/10% |
| ● Discussion board posts | 30 points/10% |
| ● Presentations | 30 points/10% |
| ● Topic description & annotated bibliography | 30 points/10% |
| ● Thesis paragraph & paper outline | 30 points/10% |
| ● First draft, 2500-3000 word essay | 45 points/15% |
| ● Reverse outline | 15 points/ 5% |
| ● Final draft, with reverse outline | 30 points/10% |
| ● high school collaboration | 30 points/10% |
| ● History Lab, 2 appointments | 30 points/10% |

Attendance and Participation

Promptness and regular attendance is crucial for the success of this class—not just for your own success, but also for the success of your classmates and instructor. Please be respectful and responsible to all of us by arriving on time.

28 points total: 1/2 point for each class attendance (possible 14); 1 point each week for participation (possible 14). Whether you get full points will depend on the evidence of preparation. The attendance and participation grade is a reflection of effort.

Discussion board & work groups

The class will be divided into 5 small working groups. These will provide a forum for group work on readings and films, and to share work-in-progress and offer peer feedback. These will also be the groups for collaboration with the American School in Japan (see below). You should organize a weekly virtual study session to prepare for class and are required to post to the discussion board by Tuesday at midnight each week.

30 points total: 2 points for weekly contribution; 2 bonus points for completing posts for all 14 weeks.

Please see the [Discussion Weekly Rhythm](#) to help you plan and manage your time so that you can collaborate with your group to submit a post on time.

Presentations

One of the learning outcomes of this class is to improve public speaking. Students will work in 3 groups of 4-5 to prepare presentations on 3 March, 31 March and 21 April. (These are different than your discussion board groups!) You will help prepare all of these presentations, though will be “on stage” for two of them. Everyone will make a presentation on their paper during the final week of class. (See p. 10 of syllabus for more details.)

30 points total: 10 points per presentation. Your presentation will be graded on substance/content (3 possible points), organization/clarity (3 possible points), and performance (4 possible points).

Topic description & annotated bibliography

See instructions on canvas. You should include 4-6 secondary sources and 1 primary source. Use Chicago Manual of Style for proper citations. Due 24 February.

30 points total: 15 points for including all three elements (topic description, list of sources, annotations); up to 5 points for quality of each element (15 possible points).

Thesis and argument outline

See instructions on canvas. Due 24 March.

30 points total: 15 points for including all three elements (thesis paragraph, sentence outline, evidence); up to 5 points for quality of each element (15 possible points)

First draft of essay

Your essay should be 10-12 pages, or 2500-3000 words (word count may include footnotes and bibliography). Use at least 4-6 secondary sources and 1 primary source, and document these using footnotes and a bibliography of works cited following the Chicago Manual of Style. Due 19 April.

45 points total: 15 possible points for quality and clarity of argument; 15 possible points for organization and coherence of the essay; 15 possible points for supporting evidence (examples to support argument and the use of evidence to make claims).

Reverse outline

See instructions on canvas. Due 26 April.

15 points total: 5 possible points for a full sentence outline; 10 possible points for quality of organization and argument.

Final draft, submitted together with reverse outline and first draft

The final draft should demonstrate substantial revision based on feedback from peers, History Lab and your instructor. This is your opportunity to unearth buried arguments and tighten up the organization. You can also polish your prose—making sure paragraphs are coherent, you have good topic sentences, and the introduction/ conclusion work as an effective pair. Don’t forget to spell check! Due 5 May.

30 points total: 15 possible points for revisions to address feedback; 10 possible points for improvement in writing style (coherent paragraphs, word choice, sentence structure); 5 possible points for overall quality.

Collaboration with the American School in Japan (ASIJ)

We will be meeting synchronously four times over the semester with a Japanese history course taught at ASIJ, a private school in Tokyo for English speakers. Your small groups will be paired with small groups from ASIJ. Because of the time difference, the virtual meetings will be scheduled for 6:45 pm Madison time/ 9:45 am Tokyo time on a Tokyo weekday for one hour. Please let me know asap of any time conflicts Sundays through Thursdays 6:45-7:45 pm. These will meet once each in weeks 2, 6, 11 and 13. ASIJ students will be responsible for organizing the meetings and initiating communications. (See p. 14 of syllabus for a detailed schedule).

20 possible points. 5 points for each meeting; document with a brief (1-2 paragraph) report.

History Lab

You are required to make at least two visits to the History Lab to help you with your essay. The History Lab is a fantastic resource for moving your writing skills to the next level. The Lab is a resource where expert history PhD students work with you and your history projects 1-on-1. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. Visit the History Lab website <http://go.wisc.edu/HLAB> to schedule an appointment with a Lab TA or to find writing tips, guides, and resources.

30 points total: 15 points per meeting. Document your meeting by submitting the date and person you met with, as well as a brief summary of discussion.

Reading Assignments at a Glance

Part I: introduction (Weeks 1-2)

- ❖ Week 1
 - read ahead - readings for week 2 should be completed in the latter part of week 1.
- ❖ Week 2
 - John Dower, *Embracing Defeat*, 33-89
 - Michael Schaller, *Altered States*, 3-30.
 - Watch *Wings of Defeat* (90 minutes)
<https://www.cultureunplugged.com/documentary/watch-online/play/10772/Wings-of-Defeat>

Part II: the bomb & the atomic era (Weeks 3-6)

- ❖ Week 3
 - John Dower, *Embracing Defeat*, 277-318
 - 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
 - Yoshikuni IGARASHI, "The Bomb, Hirohito, and History: The Foundational Narrative of Postwar Relations between Japan and the United States", 19-46
- ❖ Week 4
 - 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
 - Barton Bernstein, "introduction," *The Atomic Bomb: the Critical Issues*, vii-xix
 - Paul Boyer, *By the Bomb's Early Light*, 3-26
- ❖ Week 5
 - William Tsutsui, *Godzilla on My Mind*, 13-42
 - Watch *Hellfire* (58 minutes)
https://fod-infobase-com.ezproxy.library.wisc.edu/p_ViewVideo.aspx?xtid=141916
 - Watch *Atomic Café* (86 minutes)
 - https://dll.lss.wisc.edu/player/player.php?item_id=4705
 - Watch *Gojira* (96 minutes) (MP4)
- ❖ Week 6
 - 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

Part III: Cold War and beyond (Weeks 7-10)

- ❖ Week 7
 - Michael Schaller, *Altered States*, 31-112
- ❖ Week 8
 - Michael Schaller, *Altered States*, 113-183
 - Bruce Cumings, "Japan's Position in the World System" in *Postwar Japan as History*, ed. Andrew Gordon, 34-63
- ❖ Week 9
 - *Routledge Handbook of Japanese Culture and Society*, essays by Duus, Lehene, Slater, Le Blanc, Siddle, Stevens & Thang, 13-41, 103-128, 150-185
- ❖ Week 10
 - Michael Schaller, *Altered States*, 184-260

Part IV: war crimes and postimperial Asia (Weeks 11-14)

- ❖ Week 11
 - John Dower, *Embracing Defeat*, 319-345, 443-521.
- ❖ Week 12
 - Takashi YOSHIDA, “A Battle over History: The Nanjing Massacre in Japan,” in *The Nanjing Massacre in History and Historiography*, ed., Joshua Fogel, 70-132
 - Watch *Grave of the Fireflies* (90 minutes)
https://mediaspace.wisc.edu/media/Grave+Of+The+Fireflies+%281988%29/0_gou60830
 - Watch *Nanjing: Memory and Oblivion* (88 minutes).
 - <https://video-alexanderstreet-com.ezproxy.library.wisc.edu/watch/nanjing>
- ❖ Week 13
 - Laura Hein, “Savage Irony: The Imaginative Power of the ‘Comfort Women’ in the 1990s”, *Gender and History*, 336-372
 - “War, Memory and the post-cold War” in *Ruptured Histories*, 1-14

Class Schedule

PART 1: INTRODUCTION

Week 1 25 January *introduction*
 27 January *the world war two rupture; note-taking*

discussion: self-introduction
sign up for groups by Jan 27

Week 2 1 February *choosing a paper topic; asking questions*
 3 February *decolonization/ Cold War Asia*

discussion: note taking; “big ideas, big questions”

first virtual meeting with ASIJ: ASIJ will lead discussion on *Wings of Defeat*

PART 2: THE BOMB & THE ATOMIC ERA

Week 3 8 February *Primary and secondary sources; search techniques & keywords*
 10 February *the a-bomb and the end of the war in Asia; research questions*

discussion: research questions; brainstorming topics & biblio strategies

Week 4 15 February *the decision to drop the bomb; 20-minute read*
 17 February *Atomic bomb culture; primary sources in context*

discussion: 20 minute read of 2 secondary sources

Week 5 22 February *Godzilla as a-bomb story; Atomic café vs. Hellfire*
 24 February *Group work: comparing US and Japan on the Atomic Bomb*

discussion: no post-work in small groups

topic and bibliography due Feb 24

Week 6 1 March *atomic commemorations in Japan and the US: discussion of annotated bibliography*
 3 March *Group presentations 1*

discussion: group presentation

second virtual meeting with ASIJ: peer review of ASIJ papers on Hiroshima

individual conferences with Professor Young to discuss topics & bibliography

PART 3: COLD WAR AND BEYOND

Week 7	8 March	<i>The US Occupation and transition from war to peace; working with secondary and primary source evidence</i>
	10 March	<i>The San Francisco System; working with outlines</i>
		<u>discussion:</u> reading for argument
Week 8	15 March	<i>1955 system; developing arguments</i>
	17 March	<i>Japan's 1960s; the thesis paragraph</i>
		<u>discussion:</u> brainstorming thesis paragraphs and outlines
Week 9	22 March	<i>Nixon shocks, oil shocks, & "Asia's new giant"; check in on thesis and outline work</i>
	24 March	<i>Group work: link between domestic politics and society and regional geo-politics in Asia</i>
		<u>discussion:</u> no post-work in small groups
		<u>Thesis paragraph and outline due March 24</u>
Week 10	29 March	<i>Neo-liberalism & neo-nationalism; peer review of outlines</i>
	31 March	<i>Group presentations 2</i>
		<u>discussion:</u> group presentations

PART 4: WAR CRIMES & POST-IMPERIAL ASIA

Week 11	5 April	<i>international law and war crimes trials; paragraphs</i>
	7 April	<i>Nanjing Massacre in real time; footnotes and bibliography</i>
		<u>discussion:</u> prep discussion questions on emperor's war responsibility
		<u>third virtual meeting with ASIJ:</u> lead discussion of imperial war responsibility
Week 12	12 April	<i>public memory and war responsibility debates; reverse outlines</i>
	14 April	<i>Group work: war crimes and war responsibility</i>
		<u>discussion:</u> war memory and responsibility
Week 13	19 April	<i>Comfort women as transnational politics; polishing your prose</i>
	21 April	<i>Group Presentations 3</i>

discussion: group presentations

fourth virtual meeting with ASIJ: give presentations on final papers and field questions

first draft due April 19

Week 14

26 April *Final papers*

28 April *Final papers*

discussion: peer review of first draft

reverse outline due April 26

final paper due May 5

Discussion Groups & Collaboration Schedule

Discussion posts are due by Tuesday at midnight each week.

Week 1

self introduction, orientation

1. provide a brief self introduction: where you grew up, your academic major or specialization; and 1 fun thing.
2. What is your relationship/ interest in WW2? To Japan?
3. Sign up for your small group on G Suite by Jan 27.

Week 2

note-taking: “big ideas, big questions”

1. Do all the assigned readings and watch the film. Practice taking notes on the main ideas
2. Work with your group to identify three big ideas in your group reading, and write one paragraph explaining each idea.
3. Groups 1-2 focus on Dower; groups 3-4 focus on Schaller; groups 4-7 focus on Wings of Defeat

first virtual meeting with ASIJ: ASIJ students will lead discussion on *Wings of Defeat*

Week 3

research questions; brainstorming topics & biblio strategies

1. Do all the assigned readings, and take note of topics that interest you
2. Brainstorm paper topics with your group. Come up with 2-3 topics and research questions. List your topics in your post.
3. Work with your group to identify three topics covered in your group reading. What research questions are the historians asking of their topic? Write a post on these topics and their research questions.
4. Groups 1-3 focus on Dower; groups 4-5 focus on Linenthal; groups 6-7 focus on Igarashi

Week 4

20 minute read of 2 secondary sources

1. Explore your research paper topic by critically evaluating potential secondary sources. Pick a topic and two secondary sources related to this topic. Use the “20 minute read” strategy to critically evaluate your sources. 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 up your findings about your source.
2. Do all the assigned readings, which you will need for Week 5 & 6.
3. Think about the context for primary sources of “a bomb culture”: who, what, why, when, how? Groups 1-4 prepare to talk about context for Barefoot Gen; Groups 5-7 prepare to talk about context for Hiroshima.

Week 5

work with team members on group presentation. No discussion board post this week.

Week 6

group presentations

second virtual meeting with ASIJ students/ peer review of their Hiroshima papers

Week 7

reading for argument

1. Do all the assigned readings in Schaller, pp 31-112. As you read, think about the take home point Schaller is making. What is he saying about the US-Japan relationship? About how American policy shaped Japanese government choices? Take the chapter titles as a starting point and explain what the text of the chapter has to say about the theme of the chapter. Some of the chapter titles express an argument more directly than others. Think about each of the arguments expressed in the chapter titles.
2. Write a post on the argument for one chapter. Groups 1-2 focus on chapter 2; Group 3 on chapter 3; Group 4 on chapter 4; Group 5 on chapter 5; Groups 6-7 on chapter 6.

Week 8

brainstorming thesis paragraphs and outlines

1. One way to learn how to build arguments is to follow the example of master practitioners. Pay attention when you read a piece of historical writing that you think is especially clear and cogent. Try taking notes in the form of an outline. For this week, as you read, think about the bones of the outline structure. This is reading for argument at a more granular level.
2. Do all the assigned readings.
3. For your discussion post this week, try to outline a section of the Cumings essay. Group 1= pp. 35-37; Group 2=pp. 38-41 (end of section); Group 3=pp. 41 (beginning of section)-43; Group 4=pp. 45 (beginning of section)-48; Group 5=pp. 49-52 (end of section); Group 6=pp. 52-55 (whole section); Group 7=pp. 55-57.
4. discuss your arguments for your paper and how you might outline. Post what you came up with.

Week 9

connections between domestic and international

Week 10

group presentations, thesis paragraph and outline peer review

Week 11

prep discussion questions on emperor war responsibility

1. Read assigned chapters from John Dower, Embracing Defeat. What is Dower's argument about the emperor in pp. 319-345? Why does the Emperor's leadership matter for the larger question of war crimes and war guilts that Dower covers in pp. 443-521?
2. Your small groups will be leading discussions with ASIJ students this week. Work together to come up with discussion questions. Look at the handout on fostering discussion, and make a plan to tag team your group members as you jointly lead discussion. In your post, list three discussion questions. Elaborate on your discussion question -- where you hope this question will lead? Why is it important? How can you use some examples from the Dower reading to provide additional context for the ASIJ students?

third virtual meeting with ASIJ students: lead discussion of imperial war responsibility

Week 12

war memory & responsibility

1. Everyone watches the two films and completes the Yoshida reading. As you read and watch, think about the relationship between all three texts. What do they say about issues of war memory and war responsibility in Japan?
2. Groups 1-3: Consider *Grave of the Fireflies* as a primary source in context--the production and reception of this animated film: who, what, why, when and how? Think about how this film tells the story of World War Two. What is included? What is left out? Write a post about the narratives of the war embedded in this film.
3. Groups 4-6: Consider *Nanjing: Memory and Oblivion* as a primary source in context--the production and reception of this documentary: who, what, why, when and how? Think about how this film tells the story of World War Two. What is included? What is left out? Write a post about the narratives of the war embedded in this film.
4. Group 7: discuss Yoshida's analysis of "the battle over history". Write a post about what you learned from this reading.

Week 13

group presentations

fourth virtual meeting with ASIJ students - give presentations on essays

Week 14

peer review, first draft

Presentations

- ❖ Ground rules
 - We will create three groups of five members to work as a group to prepare presentations in weeks 6, 10, and 13.
 - Presentations will be based on class readings and films.
 - You will help prepare all the presentations, but will be “on stage” for two of them.
 - Each presenter will use a power point and speak for 5 minutes.
 - The individual presentations for each group will be connected to a single theme.
 - You will be evaluated on your individual presentation, though the quality of that presentation will also depend upon cooperation among the group and an equal division of labor. Please let me know if you have concerns about fairness or cooperation within your group and I can help you work things out.
 - All students will make 5 minute presentations, with powerpoint slides, of their final papers in week 14.

- ❖ Week 6 Presentations: the Atomic Bomb in American and Japanese history & memory
 - Group A: Japanese A bomb culture
 - Group B: American A bomb culture
 - Group C: Comparing American and Japanese views of the A-bomb

- ❖ Week 10 Presentations: Connecting domestic and international histories
 - Group A: the postwar settlement (1950s-1960s)
 - Group B: 1970s as turning point (1970s-1980s)
 - Group C: contemporary Japan (1990s-2000s)

- ❖ Week 13 Presentations: war crimes and war responsibility
 - Group A: war crimes trials
 - Group B: Nanjing Massacre
 - Group C: contemporary politics of memory

- ❖ We will follow each set of presentations with a class discussion and self-evaluation of the presentations
 - From an audience perspective, what were some effective strategies and presentation elements ?
 - From a presenter perspective, what were some of the most challenging aspects?
 - As a group, what are the lessons learned for future presentations? What took the most time? Are there ways to be more efficient? What skills did you develop, and what do you want to improve upon?

University of Wisconsin-Madison/The American School in Japan Collaboration History 201 and Japan Seminar

7 groups of 2-3 UW students and 2-3 ASIJ students.

Generally the times for meetings will be:
6:45 PM Madison/ 9:45 AM Tokyo

****All meetings will be recorded under ASIJ's SAFEGUARDING STANDARDS and for assessment purposes. ASIJ students will be responsible for setting up the google meets and recording.*

Week 2

ASIJ students lead discussion of *Wings of Defeat*
(Discussion Questions will be sent at least two days prior to the discussion.)

UW: 2/3/2021 7pm
ASIJ: 2/4/2021 10 am
OR
UW: 2/7/2021 7pm
ASIJ: 2/8/2021 10 am

Week 6

UW students offer peer review of ASIJ Hiroshima papers

UW: 3/7/2021
ASIJ: 3/8/2021
OR
UW: 3/9/2021
ASIJ: 3/10/2021

Week 11

UW students lead discussion of Emperor's war responsibility

UW: 4/5/2021
ASIJ: 4/6/2021

Week 13

UW students give paper presentations & ASIJ students ask questions and give feedback

UW: 4/19/2021
ASIJ: 4/20/2021
or
UW: 4/21/2021
ASIJ: 4/22/2021

