

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

Fall 2021 Tues/Thurs 9:30-10:45
In Person: Social Science 4308

Professor Louise Young

Teaching Assistant: Zhijun Ren
OH on line M 13:30-15:30* OH on line T
12:30-14:30*

4102 Humanities

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*In person appointments are also available for both instructors. Please email/sign up for appt. and indicate preferred modality.

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 understanding 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
- Develop effective reading strategies to synthesize complex historical material

This course satisfies the Comm-B General Education Requirement and is offered for 4 credits. This means we meet for 4 hours of class time per week. It 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, research, and participating in small working groups.

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 Writing Center guide to [Quoting and Paraphrasing](#) and a terrific [resource list](#) from the Journalism School.

Assignments and Evaluation

● Attendance & participation	42 points/10%
● Writing Assignments	175 points/60%
○ 20 Minute Read	15 points/5%
○ Topic description & annotated bibliography	30 points/10%
○ Thesis paragraph & paper outline	30 points/10%
○ peer review, outline	5 points/2.5%
○ First draft, 2500-3000 word essay	45 points/15%
○ peer review, first draft	5 points/2.5%
○ Reverse outline	15 points/ 5%
○ Final draft, with reverse outline	30 points/10%
● Discussion posts & Working Groups	31 points/10 %
● Presentations (3)	30 points/10%
● High school collaboration (3 meetings)	15 points/5%
● History Lab (2 appointments)	10 points/5%

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.

Discussion board

There is a discussion board for the entire class, which we will use to share progress on research papers and other class assignments. There will not be a discussion post required for every week. Keep up with weekly prompts on canvas, or plan ahead by looking at pp. 9-11 on the syllabus for the full semester schedule. Discussion board posts are due by noon on Mondays.

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

Work groups

Discussion sections will be divided into 2-3 small working groups. These will provide a forum for group work on readings and films, to share work-in-progress and work on group presentations. You should organize a weekly study session to prepare for class. Keep up with weekly prompts on canvas, or plan ahead by looking at pp. 11-14 on the syllabus for the full semester schedule. Group work is due by noon on Mondays.

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 teams of 3-4 people to prepare presentations before the entire class in weeks 6, 10 & 14. Each student will prepare their own powerpoint slide(s) and make a 5-minute presentation, but groups should work together to ensure their presentations connect into a coherent and overarching narrative. Submit your pp and a reflection by Friday after your presentation.

Grading rubric: Your presentation will be graded on substance/content (3 possible points), organization/clarity (3 possible points), and performance (4 possible points).

Collaboration with the American School in Japan (ASIJ)

We will be meeting virtually 3 times over the semester with a Japanese history course taught at ASIJ, a private school in Tokyo for English speakers. History 201 collaboration groups will be paired with small groups from ASIJ, and the UW groups and ASIJ groups will trade off leading discussion. Because of the time difference, the virtual meetings will be scheduled for 7:45 pm Madison time/ 9:45 am Tokyo time on a Tokyo weekday for one hour. (After clocks move back in November this will be 6:45 Madison time). Please let me know asap of any time conflicts with the scheduled meetings on September 16 (Thursday), October 25 (Monday) and November 16 (Tuesday). ASIJ students will be responsible for organizing the meetings and initiating communications.

Document with a brief (1-2 paragraph) report, uploaded to canvas by Friday after your meeting.

Peer review sessions

One of the most challenging aspects of academic writing is learning how to give and receive constructive feedback. We will practice these skills by working in groups to discuss our outlines (week 10) first drafts (week 14).

“20 minute read”

see instructions on canvas. Due 30 September

paper topic conference

sign up for appointment to discuss paper topic in week 5

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 15 October.

Grading rubric: 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 4 November--NO EXTENSIONS on this deadline, because we will be following with a peer review.

Grading rubric: 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 2 December--NO EXTENSIONS on this deadline, because we will follow up with peer review.

Grading rubric: 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 14 December.

Grading rubric: 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 21 December.

Grading rubric: 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.

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. History Lab is staffed with expert history PhD students who 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](#) to schedule an appointment with a Lab TA or to find writing tips, guides, and resources.

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, "Victors and Vanquished" in *Embracing Defeat*, 33-89
 - Katō Kiyofumi, "The Decline of the Japanese Empire and the Transformation of the Regional Order in East Asia," *The Dismantling of Japan's Empire in East Asia*, 15-29.
 - Watch *Wings of Defeat* (90 minutes)

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

- ❖ Week 3
 - Barton Bernstein, "introduction," *The Atomic Bomb: the Critical Issues*, vii-xix
 - Paul Boyer, *By the Bomb's Early Light*, 3-26
 - John Dower, "The Bombed," *Hiroshima in History and Memory*, 116-142.
- ❖ Week 4
 - John Hersey, *Hiroshima* (any edition or online:
 - NAKAZAWA Keiji, *Barefoot Gen*, Vol. 1
- ❖ Week 5
 - Watch *Hellfire* (58 minutes)
 - Watch *Atomic Café* (86 minutes)
 - Watch *Gojira* (96 minutes)
- ❖ 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
 - William Tsutsui, *Godzilla on My Mind*, 13-42

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

- ❖ Week 7
 - Michael Schaller, *Altered States*, 7-112 (chapters 1-6)
- ❖ Week 8
 - Michael Schaller, *Altered States*, 113-162 (chapters 7-9)
 - Bruce Cumings, "Japan's Position in the World System" in *Postwar Japan as History*, ed. Andrew Gordon, 34-63
 - Andrew Levidis, "Politics in a Fallen Empire: Kishi Nobusuke and the Making of the Conservative Hegemony in Japan," *In the Ruins of Empire*, 161-186
- ❖ Week 9
 - Michael Schaller, *Altered States*, 163-260 (chapters 10-epilogue)
- ❖ Week 10

- Walter LaFeber, *The Clash*, 359-395 (chapter 12)
- Koji Taira, “Dialectics of Economic Growth, National Power, and Distributive Struggles”, in *Postwar Japan as History*, 167-186
- J. Victor Koschman, “Intellectuals and Politics”, *Postwar Japan as History*, 395-423

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

- ❖ Week 11
 - John Dower, *Embracing Defeat*, 319-345, 443-521.
- ❖ Week 12
 - Kiichi Fujiiwara, “Hiroshima, Nanjing, and Yasukuni” *Age of Hiroshima*, 201-218
 - Watch *Grave of the Fireflies* (90 minutes)
 - Watch *Nanjing: Memory and Oblivion* (88 minutes)
- ❖ 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
- ❖ Week 14
 - none
- ❖ Week 15
 - none

Class Schedule

PART 1: INTRODUCTION (Sept 9, 14, 16)

Week 1

introduction

Sign up for small group work (see pp. 2-3 for descriptions)

- **group projects:** sign up for a group (2-3 people per group)
- **ASIJ collaboration:** sign up for a group (3-4 people per group).

Week 2

*militarism, imperialism & defeat;
note-taking & using notes*

discussion section: self introductions; note taking

Thursday 9/16 @ 7:45 pm: ASIJ virtual meeting #1 (ASIJ students lead discussion on *Wings of Defeat*)

PART 2: THE BOMB & THE ATOMIC ERA (Sept 21, 23, 28, 30, Oct 5, 7, 12, 14)

Week 3

*the a-bomb and the end of the war in Asia;
research topics & search techniques
library trip*

discussion section: explore research paper topics

Week 4

*Atomic bomb culture in Japan
20-minute read
primary & secondary sources*

discussion section: library visit

20 minute read due Sept 30

Week 5

*Decision to drop the bomb
Primary sources in context: Godzilla as a-bomb story; Atomic café vs. Hellfire*

discussion section: work on presentations

Paper topic conferences with Prof Young

Week 6

Group presentations 1

discussion section: topics and bibliography

topic and bibliography due October 15

PART 3: COLD WAR AND BEYOND (Oct 19, 21, 26, 28, Nov 2, 4, 9, 11)

Week 7 *The US Occupation and transition from war to peace*
reading for arguments
working with secondary and primary source evidence
organizing your paper

discussion section: reading for argument

Week 8 *postwar politics and high growth*
developing arguments & working with outlines

discussion section: working with outlines

Monday 10/25 @ 7:45 pm ASIJ virtual meeting #2

(UW students lead discussion on Gojira & a bomb culture in the US)

Week 9 *Nixon shocks, oil shocks, & “Asia’s new giant”*
Neo-liberalism & neo-nationalism

discussion section: work on presentations

Thesis paragraph and outline due Nov 4--NO EXTENSIONS

Week 10 *Group presentations 2*

discussion section: peer review of outlines

Peer review of outlines due Nov 8

PART 4: WAR CRIMES & POST-IMPERIAL ASIA (Nov 16, 18, 23, 30, Dec 2, 7, 9, 14)

Week 11 *international law and war crimes trials*
Style: paragraphs, sentences, word choice

discussion section: DQ, leading discussion

Tuesday 11/16 @ 6:45 pm: ASIJ virtual meeting #3

(ASIJ students lead discussion on Okinawa)

Week 12 *Nanjing Massacre in real time;*
footnotes and bibliography

discussion section: war crimes discussion

Week 13 *public memory and war responsibility debates*
reverse outlines

discussion section: work on presentations

first draft due Dec 2--NO EXTENSIONS

Week 14

Group presentations #3

discussion section: peer review first draft

peer review of first drafts due Dec 6

Week 15

Wrap Up: Zhijun Ren lecture on Sino-Japanese Relations Today

discussion section: work on reverse outlines

reverse outline due Dec 14

final paper due Dec 21

Assignments, Discussion Groups & Collaboration Schedule

Starting in Week 2, discussion posts & group work are due by Monday at noon each week

Week 1

self introduction *due Friday

- **discussion post:** provide a brief self introduction: where you grew up, your academic major or specialization; and 1 fun thing.

Begin reading Week 2 content and completing Week 2 activities

Week 2

note-taking: “big ideas, big questions”

- **reading:** Do all the assigned readings and watch the film. Practice taking notes on the main ideas
- **group work:** Work with your group to identify three big ideas in your group reading, and write one paragraph explaining each idea. Group 1 focuses on Dower; group 2 focuses on Kato; group 3 focuses on *Wings of Defeat*.

collaborate with Japanese high school students

- first **virtual meeting with ASIJ 9/16 @ 7:45 pm:** ASIJ students will lead discussion on *Wings of Defeat*

Week 3

research questions; brainstorming topics & biblio strategies

- **reading:** Do all the assigned readings, and take note of topics that interest you
- **discussion post (Individual):** Brainstorm paper topics with your group. Come up with 2-3 topics and research questions. List your topics in your individual post.
- **group work:** 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. Group 1 focus on Dower; group 2 focus on Boyer; group 3 focus on Berstein

Week 4

20 minute read of 2 secondary sources

- **assignment:** 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. Upload to assignment tab by Sept 30.

Primary sources in context

- **reading:** Finish all the assigned readings for this section of the course, which you will need for Week 5 & 6.
- **group work:** Think about the context for primary sources of “a bomb culture”: who, what, why, when, how? Groups 1-2 prepare to talk about context for Barefoot Gen; Group 3 prepare to talk about context for Hiroshima.

Week 5

research paper topic

- **assignment:** sign up for appointment & meet with Professor Young to discuss your paper topic
- work with team members on group presentations

Week 6

group presentations

- **assignment:** upload presentation and reflection by Oct 15
- topic description and bibliography
- **assignment:** upload topic description and bibliography by Oct 15

Week 7

reading for argument

- **reading:** Do all the assigned readings in Schaller, pp 3-112. 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.
- **group work:** Write a post on the argument for two chapters. Group 1 focuses on chapters 1-2; Group 2 on chapters 3-4; Group 3 on chapters 5-6.

Week 8

brainstorming thesis paragraphs and outlines

- **reading:** 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.
- **reading:** Do all the assigned readings.
- **group work:** 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.
- **discussion post:** discuss your arguments for your paper and how you might outline. Post what you came up with.
- collaborate with Japanese high school students

- second **virtual meeting with ASIJ 10/25 @ 7:45 pm**: UW students will lead discussion on Gojira & atomic bomb culture in Japan & US

Week 9

work with team members on group presentations

thesis paragraph and outline

- **assignment**: upload your thesis paragraph and outline by Nov 5

Week 10

group presentations

- **assignment**: upload presentation and reflection by Nov 12

peer review

- **assignment**: share a hard copy of your comments on thesis paragraph and outline with your partner during discussion section and upload to canvas by Nov 12

Week 11

prep discussion questions on emperor war responsibility

- **reading**: 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?
- **group work**: 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 your classmates?

collaborate with Japanese high school students

- third **virtual meeting with ASIJ 11/16 @ 6:45 pm**: UW students will lead discussion on war crimes and war responsibility

Week 12

war memory & responsibility

- **reading**: Everyone watches the two films and completes the Fujiwara 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?
- **group work**:
 - ◆ Group 1: 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.

- ◆ Group 2: 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.
- ◆ Group 3: discuss Fujiwara's analysis of historical memory. Write a post about what you learned from this reading.

Week 13

work with your team on group presentation

first draft due

→ **assignment:** upload your first draft to canvas by Dec 3

Week 14

group presentations

→ **assignment:** upload presentation and reflection to canvas by Nov 12

peer review

→ **assignment:** share a hard copy of your comments on the first draft with your partner during discussion section and upload to canvas by Dec 10

Week 15

reverse outlines

→ **assignment:** upload reverse outline canvas by Dec 15