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
OH Mon 1:30-3:15 and by appt
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OH Weds 1:00 - 2:00 and Fri 12:00 – 1:00 or by appt. 4260 Humanities; Box 5119
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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

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<thead>
<tr>
<th>Part I: Frameworks (Weeks 1-2)</th>
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<th>Part II: Sources (Weeks 3-5)</th>
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<th>Part III: Perspectives (Weeks 6-8)</th>
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<tr>
<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>
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<th>Part IV: Arguments (Weeks 9-12)</th>
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<td>• Norma Field, <em>In the Realm of a Dying Emperor</em>, “Nagasaki: the Mayor”, 177-266 (CP #10)</td>
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<td>• Carol Gluck, “The Past in the Present,” in <em>Postwar Japan as History</em>, ed. Andrew Gordon, 64-98. (CP #11)</td>
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<td>• Yoshikuni IGARASHI, “Re-presenting Trauma in Late-1960s Japan”, 164-198 (CP #12)</td>
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<td>• John Dower, <em>Embracing Defeat</em>, 443-546</td>
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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.


#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 Lecture: “the world war two rupture: thinking with Japan”;
overview of the syllabus;
Skills: the research journal

Jan 20 Section: introductions, syllabus review, setting the stage

Jan 21 Lecture: “the atom bomb and the end of the war in Asia”;
Skills: taking notes and “notes-on-notes”; asking questions
Assignment #1. Go over research journal, turn in Feb 2 for review.
Read: Dower, 33-86

Jan 26 Lecture: “the US Occupation and Japan’s transition from war to peace”
Skills: Examine & critique lecture notes; asking questions
Read: Dower, 87-167

Jan 27 Section: working with notes: lecture notes and reading notes; asking questions. Paper topics: hand out.

Jan 28 Lecture: “Post-war and post-imperial Japan”
Skills: Working with your notes: write quiz questions; from lecture questions to discussion questions to research questions
Read: 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)
- Films 2/8; 2/10—Hellfire (58”), Atomic Café (86”)
- Films 2/15; 2/17—Gojira (96”)

Feb 2  
**Quiz** on Part I  
**Lecture:** “the decision to drop the bomb”  
**Skills:** Dower: primary sources  
**Read:** Bernstein, vii-xix (CP #1)  
**Assignment #1 due**

Feb 3  
**Section:** topics for research paper: scope

Feb 4  
**Lecture:** “a-bomb culture”  
**Skills:** talk more about topics  
**Read:** Hein and Selden, 1-34, 52-72, 173-201 (CP #2)

Feb 9  
**Lecture:** “a-bomb culture”. Generating bibliographies from secondary sources. Critical evaluation of primary sources. Working with evidence. Evidence—claims.  
**Read:** Nakazawa, all.

Feb 10  
**Section:** work with primary sources: Barefoot Gen. Rollout group work

Feb 11  
**CANCELLED**  
**Read:** Boyer, 3-26 (CP #3)

Feb 16  
**Discussion:** 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.  
**Skills:** Using primary sources: evidence and claims. Grounds of comparisons.  
**Assignment #2.** Go over primary source exercise, due in class Feb 25.  
**Read:** Tsutsui, 13-42 (CP #4); Linenthal, 1-62 (CP #5)

Feb 17  
**Section:** group work

Feb 18  
**Lecture:** Godzilla in context  
**Discussion:** *Gojira*  
**Skills:** everyone should have topic decided on. Handout on self-evaluation  
**Read:** Hersey, all

Feb 23  
**Group presentations I:** comparing a-bomb cultures

Feb 24  
**Section:** review; TBA
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)

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

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:  
- 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)  

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  

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**
I love how the narrative discusses the increased tempo at the end of the Pacific campaign. The book is just simply terrific in discussing details that the “humanity” crowd just forgets to make their points. The ferocity of the campaigns in Saipan, Iwo Jima and then Okinawa most certainly brought clarity to the intensity of an invasion. As well, the Japanese leadership wanted to maintain fighting. Forgotten in the post-war years was how the leadership of Japan lied to its people, maintained the attitude of racial superiority and the resultant belief on the Empire as sacrosanct such that surrender was unthinkable. The incredible end of the war has been ignored and forgotten - coups and infighting. At the end of the Second World War the Colonial Office wished to maintain a sizeable African army at Imperial expense. However, post-war defence cuts reduced the African armed forces although a small parliamentary and service lobby unsuccessfully urged that an African Army be created as an imperial instrument, and to take the place of the Indian Army. Read more.

Drawing on anthropology and ethnohistory as well as the ‘new military history’ article examines the way of war and the military history of the Pacific campaign. The ferocity of the campaigns in Saipan, Iwo Jima and then Okinawa most certainly brought clarity to the intensity of an invasion. The incredible end of the war has been ignored and forgotten - coups and infighting. At the end of the Second World War the Colonial Office wished to maintain a sizeable African army at Imperial expense. However, post-war defence cuts reduced the African armed forces although a small parliamentary and service lobby unsuccessfully urged that an African Army be created as an imperial instrument, and to take the place of the Indian Army. Read more.

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