

MO335 Honors: The Japanese Empire and its Aftermath, 1873-1952

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Meets: Tue 15-17:00 **Office:** St. Katherine's Lodge 0.0

Office Hours: Mon, Wed 9-10

Description

This module traces the history and contradictions of Japan's empire from the first debate over how to "punish" Korea in 1873 and through to consider the early postwar aftermath of Japanese defeat in 1945. We will compare Japanese colonialism in Taiwan, Korea and Okinawa to that of Western empires, the important role of the Sino-Japanese war, and the development of nationalist and pan-Asian ideals.

Overview

- **17.9 Introduction: Japanese History and the Transitions of the 19th Century**
 - GORDON Ch 4-6
- **24.9 Japan: A Student of Imperialism**
 - GORDON Ch 7; 2:681-688; 14:29-65; 15:388-418; 7
- **01.10 Taiwan after 1895: What to do with your new colony?**
 - 23:111-140; 1:323-360; 26:37-61; 31:38-77
- **08.10 Entering the World Stage: the Boxer expedition and the Russo-Japanese War**
 - GORDON Ch 8-10; 25:1-26, 29-46, 91-108, 199-218; 33:415-438; 29:179-209
- **15.10 Japan's Changing Colonialism in Korea, Taiwan, and Okinawa**
 - 26:97-121; 32:1-32; 6:??; 8:1-50; 28:??
- **22.10 The Idea of Colonial Modernity and its Distortions**
 - 23:111-140; 30:1-20, 21-51, 52-69, 336-362; 31:38-77; 12:9-40
- **29.10 Struggling to Build an Anti-Empire and Overcome Modernity**
 - GORDON Ch 11; 5:1-41; 12:89-130; 27:711-744; 18:110-154
- **05.11 The Sino-Japanese Conflict and Japan's Move to Total War**
 - **Group Presentations**
 - 34:1-54; 17:133-180; 4:?? ; 16:1-24; 13
- **12.11 The Double Occupations of Southeast Asia: Japan and Western Imperialism**
 - **Essay Due**
 - GORDON Ch 12; 21:36-95
- **19.11 The Cosmopolitics of Urban Space in the Japanese Empire**
 - **Group Presentations**
 - 11:1-24,101-134, 263-314; 20:279-301, 325-345
- **26.11 Decolonization, Retribution, and the Politics of Memory**
 - **Group Presentations**
 - 3:423-456; 10:443-524,547-564; 24:15-46,47-77,172-191
- **02-07.12 Revision**
- **09-20.12 Examination Period**

Reading assignments indicate the reading number and page numbers. See the readings section.

Assessment Summary

60% Coursework

Essay (4,000-4,500 Words 30%) - November 11

Group Presentation (15%) - November 5, 19, or 26

3 Short Essays (300-400 Words 15%) - May submit weeks 2-11

40% Exam

Take-Home Examination - Date TBD, 3/6 Questions, 24 Hours

Learning Outcomes

- Understand how imperialism was translated and transformed by Japan
- Assess the role of colonialism on the development of China, Japan, and southeast Asia
- Analyse the creative responses in Asia to ideas of modernity as seen through the rise of pan-Asianism and competing resistance nationalisms

Readings

Basic Texts and Primary Sources

- GORDON: Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present*. (Oxford University Press, 2009).
- Mark Peattie, ed., *The Japanese Colonial Empire, 1895-1945* (Princeton University Press, 1984).
- Mark Caprio, *Japanese Assimilation Policies in Colonial Korea, 1910-1945*. (Univ. of Washington Press, 2009).
- Louise Young, *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism*. (University of California Press, 1999).

Primary Sources

- Michele Mason and Helen Lee, eds., *Reading Colonial Japan: Text, Context, and Critique* (Stanford University Press, 2012).
- Wm Theodore de Bary, Carol Gluck, and Arthur Tiedemann, *Sources of Japanese Tradition: Volume 2, 1600 to 2000*, 2nd ed. (Columbia University Press, 2005).
- Haruko Taya Cook and Theodore F. Cook, *Japan at War: An Oral History*, (New Press, 1993).
- Timothy Brook, ed., *Documents on the Rape of Nanking* (University of Michigan Press, 1999).

All Readings

1. Paul D. Barclay, "Cultural Brokerage and Interethnic Marriage in Colonial Taiwan: Japanese Subalterns and Their Aborigine Wives, 1895–1930," *The Journal of Asian Studies* 64, no. 02 (2005): 323–360.
2. Wm Theodore de Bary, Carol Gluck, and Arthur Tiedemann, *Sources of Japanese Tradition: Volume 2, 1600 to 2000*, 2nd ed. (Columbia University Press, 2005).
3. Christopher Bayly and Tim Harper, *Forgotten Armies: The Fall of British Asia, 1941-1945* (Cambridge, Mass: Harvard University Press, 2005).
4. Timothy Brook, ed., *Documents on the Rape of Nanking* (University of Michigan Press, 1999).
5. Richard Calichman, ed., *Overcoming Modernity: Cultural Identity in Wartime Japan* (Columbia University Press, 2008). 1-41.
6. Mark Caprio, *Japanese Assimilation Policies in Colonial Korea, 1910-1945*. (University of Washington Press, 2009).
7. Mark Caprio, "Neo-Nationalist Interpretations of Japan's Annexation of Korea: The Colonization Debate in Japan and South Korea", n.d., <http://www.japanfocus.org/-Mark-Caprio/3438>.
8. Leo T. S. Ching, *Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation*, 1st ed. (University of California Press, 2001). 1-50.
9. Haruko Taya Cook and Theodore F. Cook, *Japan at War: An Oral History*, (New Press, 1993).
10. John W. Dower, *Embracing Defeat: Japan in the Wake of World War II*, First edition. (W. W. Norton & Company, 2000). 443-524. 547-564.
11. Mark Driscoll, *Absolute Erotic, Absolute Grotesque: The Living, Dead, and Undead in Japan's Imperialism, 1895–1945* (Duke University Press Books, 2010). 1-24, 101-134, 263-314.
12. Prasenjit Duara, *Sovereignty and Authenticity: Manchukuo and the East Asian Modern* (Rowman & Littlefield Publishers, 2004). 9-40, 89-130.

13. Prasenjit Duara, "The New Imperialism and the Post-Colonial Developmental State: Manchukuo in Comparative Perspective", n.d., <http://www.japanfocus.org/-Prasenjit-Duara/1715>.
14. Peter Duus, *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910* (University of California Press, 1998). 29-65.
15. Robert Eskildsen, "Of Civilization and Savages: The Mimetic Imperialism of Japan's 1874 Expedition to Taiwan," *The American Historical Review* 107, no. 2 (April 1, 2002): 388-418.
16. Chongyi Feng and David S. G. Goodman, eds., *North China at War: The Social Ecology of Revolution, 1937-1945* (Lanham, MD: Rowman & Littlefield Publishers, 2000). 1-24.
17. Joshua A. Fogel, ed., *The Nanjing Massacre in History and Historiography*, 1st ed. (University of California Press, 2000). 133-180.
18. Poshek Fu, *Passivity, Resistance, and Collaboration: Intellectual Choices in Occupied Shanghai, 1937-1945*, 1st ed. (Stanford University Press, 1997). 110-154.
19. Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present*. (Oxford University Press, 2009).
20. Christian Henriot and Wen-hsin Yeh, eds., *In the Shadow of the Rising Sun: Shanghai Under Japanese Occupation*, 1st ed. (Cambridge University Press, 2009). 279-301, 325-345.
21. Akira Iriye, *Power and Culture : The Japanese-American War, 1941-1945* (Harvard University Press, 1982). 36-95.
22. Akira Iriye, "Japan's Drive to Great Power Status," in *Cambridge History of Japan*, vol. 6, n.d., 721-783.
23. Michele Mason and Helen Lee, eds., *Reading Colonial Japan: Text, Context, and Critique* (Stanford University Press, 2012).
24. Sheila Miyoshi Jager and Rana Mitter, eds., *Ruptured Histories: War, Memory, and the Post-Cold War in Asia* (Harvard University Press, 2007). 15-46, 47-77, 172-191.
25. Rotem Kowner, ed., *The Impact of the Russo-Japanese War*, 1st ed. (Routledge, 2006). 1-26, 29-46, 91-108, 199-218.
26. Binghui Liao and Dewei Wang, *Taiwan Under Japanese Colonial Rule, 1895-1945: History, Culture, Memory* (Columbia University Press, 2006). 37-61, 141-159, 160-185.
27. Tetsuo Najita, "Japanese Revolt Against the West," in *Cambridge History of Japan*, vol. 6, n.d., 711-744.
28. Mark Peattie, ed., *The Japanese Colonial Empire, 1895-1945* (Princeton University Press, 1984).
29. Simon Partner, "Peasants into Citizens? The Meiji Village in the Russo-Japanese War," *Monumenta Nipponica* 62, no. 2 (July 1, 2007): 179-209.
30. Gi-Wook Shin and Michael Robinson, eds., *Colonial Modernity in Korea* (Harvard University Asia Center, 2001). 1-20, 21-51, 52-69, 336-362.
31. Robert Tierney, *Tropics of Savagery: The Culture of Japanese Empire in Comparative Frame*, 1st ed. (University of California Press, 2010). 38-77.
32. Jun Uchida, *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945* (Harvard University Asia Center, 2011). 1-32, 188-226, 394-403.
33. Robert B. Valliant, "The Selling of Japan. Japanese Manipulation of Western Opinion, 1900-1905," *Monumenta Nipponica* 29, no. 4 (December 1, 1974): 415-438.
34. Louise Young, *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism*. (University of California Press, 1999).

Assignments

The assessed portion of the coursework for this module consists of one essay, a group presentation, and three short essays responding to weekly discussion questions. In addition, students are required to come prepared each week having completed the assigned reading and prepared to discuss them.

Long Essay

The essay for the course is worth 30% of the total grade and should be between 4,000-4,500 words. The process of composing an essay of this length is made far easier if make steady progress throughout the semester rather than face potential panic and disappointment nearer the deadline. Narrow down an area of interest, read within this area of interest, isolate a few questions of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument.

Some class time on week three will be dedicated to discussing the essay. At that time, please send me two or three general potential topics of interest that are related to the Japanese empire, the name of one or two secondary or primary historical works related to each, and a brief note as to why you chose that work. I will give feedback on the ideas, and throughout the semester encourage students to visit me in office hours to help discuss the move from general topics of interest to specific historical questions. I am also willing to look at an outline of your essay, your final list of sources (at least six, and at least one primary source unless you are writing a historiographical piece), and a draft of the essay.

The essay should follow the school of history style sheet and observe the rules for conduct. See the relevant sections below.

Some questions to ask yourself as you write the long essay:

- Does the essay have a clear introduction which articulates the argument I wish to make in the essay?
- Does the essay have a clear conclusion which restates the main points?
- Does the essay situate the argument being made in the context of the sources used, and its relevance to the study of Japanese imperialism (the “so what” question)?
- Does the essay show a good understanding of the sources used, and use them effectively in supporting my argument?
- Does the essay avoid long quotations from secondary works whenever possible?
- Have I used a variety of appropriate sources?
- Did I make connections between my essay and the readings and discussions throughout the semester in the module?
- Does the essay retain a strong focus on the main argument, and avoid passages which stray significantly from the main points?
- Does the essay avoid being a summary or introduction to a particular topic, event, or person in order to make a clear argument that is falsifiable?
- Does the essay consider alternative explanations, acknowledge inconvenient facts, and point out sources or historians who may have differing approaches?

Group Presentation

In three sessions towards the end of the semester, we will open the class with one or two presentations lasting 15-20 minutes each. This will make up 15% of the total grade for the module. Each presentation will be given by a group of two to four students and each are required to deliver at least part of the presentation. Please distribute a handout to classmates before the session which gives an outline of the presentation and a list of any sources discussed. Broadly speaking, these are to have a historiographical theme. The presentations may take any of the following three forms:

- Compare two or three of the assigned secondary readings in terms of their approach to one particular question or aspect of Japanese imperialism, and include a discussion that evaluates both strengths and weaknesses of each.
- Focus on one particular question or aspect of Japanese imperialism addressed in the module and discuss it in a broader global or comparative frame. How does what we have learned relate to developments elsewhere at the same time, or have connections with broader historical questions that are important in other places and periods?
- Introduce a new case, example, or problem related to Japanese imperialism, based on reading in at least three works, either new or unassigned portions of existing readings. Consider it a proposal for an additional week for the module and connect it to our existing themes and readings. Argue for its importance relative to the other topics of the course.

Questions to consider as you prepare:

- Did the distributed handout accurately summarize the general points to be made in the presentation
- If appropriate, did the handout include any important dates, sources, or a map for the discussion?
- Was the 20 minute limit strictly observed in the presentation as divided between presenters?
- Was the presentation well structured, organized, and focus on a few key points?
- Was there a good balance of arguments and a few examples to support them?
- Did the material presented by each member of the group fit coherently together as a unit?

Short Essays

There will be two discussion questions circulated for every week except the first. These questions will help you think about the assigned readings for the following week's session. On the day the readings are discussed, you may choose to submit a short essay of 300-400 words answering either question. You may only submit one at a time, and only on the day the relevant readings are discussed. Three of these are required during the course of the semester, with at least two of these being submitted before or on the due date for the Long Essay.

Questions to consider as you write the short essay:

- Did my short essay clearly state a summary of my answer somewhere near the opening of the short essay?
- Did my short essay consider, acknowledge, and address alternative interpretations or counter arguments to the argument?
- Did my short essay use strong examples from the assigned reading to make my argument?
- Was my short essay written in a coherent and highly focused manner, and avoid distraction or unnecessary information?

Marking

Within the School of History all work is assessed on a scale of 1-20 with intervals of 0.5. Module outcomes are reported using the same scale but with intervals of 0.1. The assessment criteria set out below are not comprehensive, but are intended to provide guidance in interpreting grades and improving the quality of assessed work. Students should bear in mind that presentation is an important element of assessment and that failure to adhere to the guidelines set out in the School of History Style Sheet will be penalised.

Find the style sheet here: <http://www.st-andrews.ac.uk/history/infoug/stylesheet.html>

Outstanding First: 19.0, 19.5, 20.0

Clear First: 18.0, 18.5

Borderline First: 16.5, 17.0, 17.5

First Class work will be distinguished in some or all of the following ways: originality of thought or interpretation; independence of judgement; wide-ranging reading, often beyond that recommended; intelligent use of primary sources; historiographical awareness and criticism; clarity and rigour of argument and structure, well directed at the title; clarity and elegance of style; unusual and apt examples; comparison e.g. with themes and topics covered in other modules.

Upper Second Class 13.5, 14.0, 14.5, 15.0, 15.5, 16.0

Upper Second Class work will be distinguished in some or all of the following ways: clarity and rigour of argument and structure, well directed at the title; thorough coverage of recommended reading; intelligent use of primary sources; historiographical awareness; well chosen examples; comparison e.g. with themes and topics covered in other modules; clarity of style.

Lower Second Class: 10.5, 11.0, 11.5, 12.0, 12.5, 13.0

Lower Second Class work will have some of the following features: some evidence of knowledge and understanding, but limitations in clarity and rigour of argument and structure; restricted coverage of recommended reading; restricted use of primary sources; weaknesses of style; failure to address the title set.

Third Class: 7.5, 8.0, 8.5, 9.0, 9.5, 10.0

Third Class work will have some of the following features: very limited knowledge and understanding; confusion in argument or structure; insufficient reading; confused style; failure to address the title set.

Pass: 7.0

Fail (with the right to re-assessment): 4.0, 4.5, 5.0, 5.5, 6.0, 6.5

Work with very serious deficiencies that falls below the required standard, failing to address the literature with the seriousness required and with an inadequate grasp of the subject matter and of historical analysis.

Fail (without the right to re-assessment): 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

Work so weak as to indicate that only a nominal attempt has been made to complete the assignment, or that it displays virtually total confusion and misunderstanding of the subject.

Unclassifiable: 0

No acceptable work presented.

Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the Academic Alerts regulations.

<http://www.st-andrews.ac.uk/history/infoug/academicalerts12-13.doc>

If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self Certificate of Absence form (through e-Vision) as soon as possible.

https://e-vision.st-andrews.ac.uk/urd/sits.urd/run/siw_lgn

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Support in order to organise the appropriate documentation.

If you submit more than three Self Certificates in a single semester, or if the period of absence extends to fifteen working days, you may be contacted by Student Support, the relevant Pro Dean, or by an appropriate member of staff in your School.

Completion of a Self Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the United Kingdom Borders Agency any student who fails to enrol on a module or programme of study or who fails to attend or who discontinues their studies.

See also the undergraduate handbook section on permission to proceed:

<http://www.st-andrews.ac.uk/history/infoug/ptp.html>

Extensions

Prior permissions for late submission of work (“Extensions”) to make fair allowance for adverse circumstances affecting a student’s ability to submit the work on time will be considered on a case by case basis. Normally such permissions will only be granted for circumstances that are both unforeseen and beyond the student’s control.

Academic Misconduct and Plagiarism

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree.

Academic misconduct includes inter alia the presentation of material as one’s own when it is not one’s own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Academic Misconduct policy. Please note that the above are not exhaustive, and other forms of academic misconduct not listed here will be treated as such by the University.

All work submitted by students is expected to represent good academic practice.

The University’s policy covers the behaviour of both undergraduate and postgraduate students.

All students are advised to familiarise themselves with the University’s Guide to Academic misconduct or the relevant information in the Students’ Association’s web site.

<http://www.st-andrews.ac.uk/students/rules/academicmisconduct/> <http://yourunion.net/studentvoice/content/693803/education>

if you are unsure about the correct presentation of academic material, you should approach your tutor. You can also contact CAPOD, which provides an extensive range of training on Academic Skills.

<http://www.st-andrews.ac.uk/capod/>