

# MO3335: The Japanese Empire and its Aftermath, 1873-1952

Tutor: Konrad M. Lawson

Fall, 2016



**The Japanese Empire, 1922**

1922 Japanese Empire - political. The Edinburgh Geographical Institute, John Bartholomew and Son, Ltd.  
David Rumsey Map Archive.

## **Overview**

0. 08.9 **Introduction: Japanese History and the Transitions of the 19th Century**
1. 13.9 **Entering the World Stage and Building an Empire**
2. 20.9 **Authority, Ethnography, and Assimilation**
3. 27.9 **The Idea of Colonial Modernity and its Distortions**
4. 04.10 **Settler Colonialism and Migration in the Empire**
5. 11.10 **Imperial Innovation in Manchuria and the Development of Pan-Asianism**
6. **Independent Learning Week - No meeting**
7. 25.10 **The Sino-Japanese Conflict and the Kōminka Movement**
8. 01.11 **The Empire in Southeast Asia and Dying for the Emperor**
9. 08.11 **Long Essay Discussion and Pair Writing**
10. 15.11 **The Anti-Empire, and Overcoming Modernity**
11. 22.11 **Decolonisation and the Politics of Memory**

## **Key Details**

**Lecturer:** Konrad M. Lawson **Email:** kml8@st-andrews.ac.uk

**Meets:** Fall, 2016 - Tue 13:00-15:00 **Location:** St Katharine's Lodge 1.10

**Office:** St. Katharine's Lodge B3 **Office Hours:** Tue 15:00-16:00

## **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.

## **Assessment Summary**

### **60% Coursework**

2 Short Essays (600-800 Words 15% each of coursework) - **5pm Thu 6 Oct, 5pm Thu 27 Oct**

Long Essay (5,000 Words 50% of coursework) - **5pm Thu 24 Nov**

Presentation (20% of coursework)

### **40% Exam**

Take-Home Examination - Date TBD, Answer 3 out of 6 Questions, 10 Hours

## **Learning Outcomes**

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

## Seminars

Full references to the readings below can be found in the following section ordered by last name of the author. For each week. Please read all of the primary source reading, all of the secondary reading, and please consider reading one of the further readings.

Abbreviations for readings:

- GORDON: Andrew Gordon *A Modern History of Japan: From Tokugawa Times to the Present*
- SOURCES: *Sources of Japanese Tradition: Volume 2, 1600 to 2000* [Library ebook](#)
- MASON: Mason, Michele, and Helen Lee, eds. *Reading Colonial Japan: Text, Context, and Critique* [Library ebook](#)

### **Week 0 - Introductions: Japanese History and the Transitions of the 19th Century**

#### **Reading:**

- GORDON Ch 4-12 (p48-223, 175 pages)
  - *What to Look For:* These chapters, from a survey history of modern Japan, will be crucial for you to get the broad historical sweep for the course. Given the thematic emphasis of this course and its focus on empire, much of what is in this reading is the only reading you will have that covers some of the domestic developments in Japanese history and the only time that you will have a strictly chronological overview. If you have never studied East Asian or specifically Japanese history before, I would urge you to read this twice, once at the beginning of the semester, and again during the mid-semester break.
  - I would tackle the reading in two or three sessions and read these pages closely, and take good notes to refer to throughout the semester. How long did it take you to read these 175 pages closely? Make a note of this as your “slow rate” - some texts will need slow reading to fully absorb them well, and others can be read twice as fast as you search for the main arguments, closely read difficult theoretical sections, make note of key case studies and evidence, and skim over sections you think are less relevant. This is the key to managing reading of 150-250 pages a week.

#### **Preparation:**

- I would urge students to purchase your own copy of Andrew Gordon's *A Modern History of Japan: From Tokugawa Times to the Present*. The most recent edition is best, but any edition will suffice. It serves as a concise and useful survey of Japanese history in general, as opposed to the empire in particular, and therefore will serve as a good reference for grounding yourself in the broader national narrative of the imperial metropole.
- Bring a list of at least three themes or general areas related to the history of Japanese empire that interest you and be prepared to say something about why you find them interesting
- Be ready to share some thoughts on how a module on Japanese empire might differ from a module entitled, for example, ‘Modern Japanese History’
- You will spend a significant portion of time in this module working on your own original research essay: bring at least 2 ideas of things that interest you for possible research on.
- Look the readings in each of the weeks ahead and read the handbook section on assessed fifteen minute text guides. Be prepared to sign up for the week you would like to do an assessed presentation, and two weeks when you are willing to be a text guide. You may change weeks for the assessed presentation in the future, but only if you do so more than 10 days in advance and either a) there is only one person doing an assessed presentation in a given week, or b) you make an arrangement to switch with someone.

**Overview:**

- Our first meeting will talk about the relationship between studying the history of Japan, and the history of Japanese empire.
- I will offer a short lecture, the only lecture of more than a few minutes you will receive during the semester which will take you on a tour through the course and what we will be covering.
- Group Exercise: We will evaluate the familiarity we have with the history of East Asia and the studies of empire. You will have an opportunity to share what aspects of this topic you find most interesting and want to learn about.
- We will discuss the assignments, and particularly emphasise the importance of beginning early and working consistently on your long essay. I will explain what the expectations are and urge you to make good use of this handbook which offers a lot of detailed advice.
- We will discuss the format of the final examination, and share tips for how to deal with the reading load from week to week.
- We will discuss the collective notes and how it has helped students in past iterations of this module.
- Finally, we will also have a chance to get to know each other a bit better.

## **Week 1 - Entering the World Stage and Building an Empire**

**Primary Source Reading:** 27 pages

- SOURCES:
  - On Korea - Part V, Chapter 37 683-688 Letters from Saigō; Ōkubo Toshimichi's Reasons
  - Fukuzawa Yukichi - Part VI, Chapter 38, 698-707
  - Tokutomi Sohō - Part V, Chapter 41 798-806
  - Konoe Fumimaro - Part V, Chapter 45, 983-986
- Fukuzawa Yukichi - "Good-bye Asia"

**Secondary Source Reading:** ~150 pages

- Eskildsen, "Of Civilization and Savages" (31 pages) [Online](#)
- Yumi Moon, "Immoral Rights: Korean Populist Collaborators and the Japanese Colonization of Korea, 1904–1910" (25 pages) [Online](#)
- Beasley *Japanese Imperialism* Ch 4-8 (80 pages) [Library ebook](#)
- Please read and view carefully one of the following three MIT Visualizing Cultures exhibits, each of which has several sub-pages:
  - [Throwing Off Asia I: Westernization \(Visual Narratives\)](#)
  - [Throwing Off Asia II: Sino-Japanese War 1894-5 \(Visual Narratives\)](#)
  - [Throwing Off Asia III: Russo-Japanese War Woodblock Prints \(Visual Narratives\)](#)
  - [Yellow Promise/Yellow Peril \(Visual Narratives\)](#)

**Further Reading:**

- Lecture by John Dower on [Visualising the Russo-Japanese War](#) (1hr)
- Duus, Peter. *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910*
- Kowner, Impact of the Russo-Japanese War, 1-26
- Valliant, The Selling of Japan, 415-438
- Wolff ed., Russo-Japanese War in Global Perspective, Hashimoto Yorimitsu, White Hope or Yellow Peril?: Bushido, Britain, and the Raj, 379-403
- MASON p55-75 Ch 2: Hokkaido Former Natives Protection Law, Rule in the Name of "Protection"
- "Ainu Identity and the Meiji State" in David L. Howell, Geographies of Identity in Nineteenth-Century Japan
- Auslin, Michael R. *Negotiating with Imperialism: The Unequal Treaties and the Culture of Japanese Diplomacy* Harvard University Press, 2009.
- Cassel, Pär Kristoffer. *Grounds of Judgment: Extraterritoriality and Imperial Power in Nineteenth-Century China and Japan*. Oxford University Press, 2012.
- Paine, S. C. M. *The Sino-Japanese War of 1894-1895: Perceptions, Power, and Primacy*.
- Naoko Shimazu, "Patriotic and Despondent: Japanese Society at War, 1904-5"
- Rotem Kowner, ed., *The Impact of the Russo-Japanese War*, 1st ed. (Routledge, 2006).
- David Wells and Sandra Wilson, *The Russo-Japanese War in Cultural Perspective, 1904-05* (Palgrave Macmillan, 1999).

- Hyman Kublin, “The Japanese Socialists and the Russo-Japanese War,” *The Journal of Modern History* 22, no. 4 (December 1, 1950): 322–39.
- Simon Partner, “Peasants into Citizens? The Meiji Village in the Russo-Japanese War,” *Monumenta Nipponica* 62, no. 2 (July 1, 2007): 179–209.
- David Schimmelpenninck Van Der Oye, “Rewriting the Russo-Japanese War: A Centenary Retrospective,” *Russian Review* 67, no. 1 (January 2008): 78–87.
- Caprio, Mark [Neo-Nationalist Interpretations of Japan’s Annexation of Korea: The Colonization Debate in Japan and South Korea](#)

#### **Preparation:**

- Choosing one of the two long essay ideas from last week, spend 1-3 hours “blitz” researching your topic: who has written about it? What kinds of sources do they use? What kinds of arguments have historians made, write up a few paragraphs on a single page with a fake overview of your quickly researched essay and bring to class. This exercise is to help you start thinking about the broad topic for your long essay. Remember, the short essay (either a prospectus for the long essay or critical review) is due not before long.
- The Moon and Eskildsen pieces will be discussed in depth, please read them closely
- For many, the topics here are unfamiliar. When you run into unfamiliar territory review the survey text by Gordon, or get in the habit of looking up names, places, or people you are unfamiliar with. Note them down if they pop up and bring them up in class - you may not be the only one!
- Review the page load of readings for the weeks ahead, start planning ahead to make time for your long essay research and writing. Take advantage of weeks with a lighter load to schedule time for the long essay.
- Try to commit to memory the basic, mostly political, events in the “Chronology” section of this student handbook, for the years up to 1920. Note down one or two of these events that you know little or nothing about that you think might be interesting and look them up on Wikipedia.
- The Beasley reading gives you a fairly straightforward political narrative that will add some depth to the survey provided by Gordon in his history of modern Japan

#### **Overview:**

- This week covers a lot of ground and could easily have been addressed in detail over the course of half a dozen weeks, rather than a single one. This period, from the early 1870s, until about 1920, represents a huge transformation for Japan, going from a relatively inward looking archipelago to a modern nation with colonial rule over places such as Okinawa, Karafuto (Sakhalin), Taiwan and Korea. It is a period which includes Japan’s victory over the Qing dynasty in the first Sino-Japanese War, its inclusion among the imperial powers who intervened in the Qing’s Boxer Rebellion, and its triumphant victory in the Russo-Japanese War 1904-5 that sealed its hegemony on the Korean peninsula and established its influence in Manchuria. It also includes World War I, in which Japan fought with the Allies, took over German interests in the Pacific and Shandong, and subjected China to its 21 Demands.
- Our primary sources this week give you several Japanese perspectives on the international environment they face, from Fukuzawa’s contemplations of civilisation and Japan’s relationship with the West, to the growing frustrations of Tokutomi and Konoe about Japan’s place in a world of Western empires. We will discuss and compare these perspectives.
- We will spend some time on the arguments of Eskildsen and Moon in particular, which both complicate the narrative in various ways, and introduces new perspectives.

- The MIT exhibits have wonderful sources and we will discuss and analyse a few of those which you have found particularly interesting.
- Between Gordon and Beasley, we now should have a basic skeleton of the major events in Japanese imperialism, we will review these
- We will ask ourselves what commonalities and differences we see so far between Japan as a coloniser and those of other western empires at this time.
- There may be presentations
- Any time left over we will use to discuss topics for the long essay and your overviews

## **Week 2 - Authority, Ethnography, and Assimilation**

### **Primary Source Reading:** 45 pages

- Nitobe Inazo, “Japan as Colonizer” in *The Japanese Nation*, 231-258.
- SOURCES, Part V, Chapter 41, 816-820 Yanagi Muneyoshi and the Kwanghwa Gate
- MASON 109-123 Ch 4: Demon Bird, Violence, Borders, Identity

### **Secondary Source Reading:** 143 pages

- Robinson, *Korea's Twentieth-century Odyssey*, Ch 2 Colonial State and Society, 36-75 [Library ebook](#)
- Tierney, selection from “From Taming Savages to Going Native” *Tropics of Savagery*, 38-63 [Library ebook](#)
- Atkins, selection from “Ethnography as Self-Reflection: Japanese Anthropology in Colonial Korea” *Primitive Selves*, 59-74, 96-101 [Library ebook](#)
- Caprio, *Japanese Assimilation Policies in Korea*, 81-140: Ch 3-4

### **Further Reading:**

- Henry, *Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-45*
- Peattie, *Japanese Colonial Empire*
- Liao, *Taiwan Under Japanese Colonial Rule*
- Kim Brandt, “Objects of Desire: Japanese Collectors and Colonial Korea,” Positions: East Asia Cultures Critique 8, no. 3 (2000): 711–46.
- Chen, Ching-Chih. “The Japanese Adaptation of the Pao-Chia System in Taiwan, 1895-1945.” [Jstor](#)
- Ching, *Becoming Japanese*, 1-50: Introduction and Ch 1-2 [Library ebook](#)
- [Through Formosa: an account of Japan's Island Colony](#), Ch. 7, 11
- Barclay, “Cultural Brokerage” 323-360 [Online](#)
- Antonio C. Tavares, “The Japanese Colonial State and the Dissolution of the Late Imperial Frontier Economy in Taiwan, 1886-1909,” The Journal of Asian Studies 64, no. 2 (May 1, 2005): 361–85 [Online](#)
- Moon, Yumi. *Populist Collaborators: The Ilchinhoe and the Japanese Colonization of Korea, 1896-1910*. 1 edition. Cornell University Press, 2013.
- Brandt, Kim. *Kingdom of Beauty: Mingei and the Politics of Folk Art in Imperial Japan*. Duke University Press Books, 2007.
- Naoko Shimazu, *Japan, Race and Equality: The Racial Equality Proposal of 1919* (London: Routledge Press, 1998)

### **Preparation:**

- Examine a map of the Korean peninsula and of the island of Taiwan. Familiarise yourself with the location of the major cities.
- Robinson will give you the general background on the history of colonial Korea. You can use this chapter and the broader book to help you with the Korean context
- Tierney is not all an easy read, make sure you understand what you are reading.
- Look up Nitobe Inazo and read a little about him.
- Atkins and Tierney will form an important part of the discussion, as will the “Demon Bird” and the Nitobe readings.

- You should be working on your first prospectus or critical review.

**Overview:**

- One way we might have examined the history of colonial territories under Japanese control is to examine the chronology of events in each place. We are taking another approach, one that is more thematic. Our readings today step back from the political events to the cultural realm and also the ways in which the Japanese empire attempted to form and change the peoples and places it colonised. In particular, we the world of folklore, cultural artefacts, and the field of anthropology are key.
- We will take a closer look at the Nitobe Inazo reading and discuss the ways that Japan is described as a colonial power.
- We will set aside some time in class to talk about how your topics for the long essay, and your first prospectus or critical review is coming along. We will discuss this groups and then together.
- There may be assessed presentations

**Questions:**

1. What are some of the ways that knowledge about the colonised peoples were deployed in the Japanese empire?
2. In the period focused on here, what were the primary goals for the Japanese colonisers in attempting to form the peoples under its rule?

**Films of Interest:**

- Warriors of the Rainbow (賽德克・巴萊 2011)
- YMCA Baseball Team (YMCA 야구단 2002)
- The Sword with No Name (불꽃처럼나비처럼 2009)

## **Week 3 - The Idea of Colonial Modernity and its Distortions**

### **Primary Source Reading:** 27 pages

- MASON 77-104 Ch 3: Officer Ukama, Subaltern Identity in Okinawa, 77-89

### **Secondary Source Reading:** 190 pages

- Robinson, *Korea's Twentieth-century Odyssey*, Ch 4 Colonial Modernity, Assimilation, and War, 76-99 [Library ebook](#)
- Todd A. Henry, "Sanitizing Empire: Japanese Articulations of Korean Otherness and the Construction of Early Colonial Seoul, 1905-1919," *The Journal of Asian Studies* 64, no. 3 (August 1, 2005): 639–75 [Jstor](#)
- Matsutani, Motokazu 'A New Perspective on the 'Name-Changing Policy' in Korea" in *Gender and Law in the Japanese Imperium*, 240-266.
- Shin, Colonial Modernity in Korea [Library ebook](#)
  - 1-20: Introduction
  - 21-51: Modernity, Legality, and Power in Korea
  - 52-69: Broadcasting, Cultural Hegemony
- Lee, Hong Yung "A Critique of 'Colonial Modernity'" in Lee ed. *Colonial Rule and Social Change in Korea, 1910-1945*, 3-38
- "The 'Modern Girl' Question in the Periphery of Empire: Colonial Modernity and Mobility among Okinawan Women in the 1920s and 1930s" in Tani Barlow, ed. *The Modern Girl Around the World*, 242-258 [Library ebook](#)

### **Further Reading:**

- Kikuchi, Yūko, ed. *Refractioned Modernity: Visual Culture and Identity in Colonial Taiwan*
- Henry, Todd. *Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-45*
- Oh, Se-Mi. "Consuming the Modern: The Everyday in Colonial Seoul, 1915-1937."
- Tani E. Barlow, ed., *Formations of Colonial Modernity in East Asia*
- Ming-cheng M. Lo, *Doctors within Borders: Profession, Ethnicity, and Modernity in Colonial Taiwan*
- Wang, Taisheng, *Legal Reform in Taiwan Under Japanese Colonial Rule, 1895-1945*

### **Preparation:**

- Think about the case of Officer Ukama. What are some of the features of his story that might be common to others under Japanese colonial rule. Is that experience unique to colonial settings? If so, in what ways? If not, then what other settings resemble it?
- Many of the readings for today are filled with ironies: where intentions of the coloniser often lead to very differing outcomes when seen in retrospect. Some of them also suggest that simplistic nationalist narratives that emerge in a postcolonial setting are also problematic. In what ways is this the case?

### **Overview:**

- There may be assessed presentations

- We'll start by jumping forward a bit to some of the ways that the unfortunately named idea of "colonial modernity" has been come to mean two things today - one thing in the hands of revisionist Japanese historians and politicians, as well as Korean nationalists who oppose them, and another within the scholarly world
- We'll discuss the concepts of modernity, modernisation, the implicit progressivist narrative in these concepts, and the ways in which these are complicated by their place in a colonial setting.
- Group task: We will set aside time again to ask you to reflect on the prospectus or critical review exercise. What did you learn from the process, what advice can you offer your fellow students. Where do you go from here?
- Our MASON readings so far have been literary texts. We will continue to make a lot of use of such fictional works written during or very close to the period. Time permitting we will set aside some time to think about what it means to use literary sources in history. What does it do well which other sources often done? What challenges does it bring as we use them?
- If there is time left over we will discuss what kinds of sources have been used in the secondary readings we have done so far for the course and their strengths and challenges.

**Questions:**

1. What is the difference between modernity and modernisation?
2. According to theorists of colonial modernity, how was it distinct from modernity experienced elsewhere?
3. Apologists for empire have often justified past rule as having had, at the very least, a positive impact on their former colonies in terms of infrastructure and economic development. In what ways does the theory of colonial modernity, and indeed, those who critique the idea, call this into question?

**Film of Interest:**

- 미몽 (죽음의자장가) Sweet Dream (Lullaby of Death) - 1936
  - Available thanks to the Korean Film Archive's youtube channel with English subtitles: <http://www.youtube.com/watch?v=...>
  - click the "captions" button to turn on English subtitles
- 戲夢人生 Puppetmaster - 1993
- Radio Days 라디오데이즈 2008

## **Week 4 - Settler Colonialism and Migration in the Empire**

### **Primary Source Reading:** 69 pages

- MASON 141-177 Ch 5: The Manual of Home Cuisine, Eating for the Emperor (30 pages)
- Kim Sa-ryang “Into the Light” (39 pages)

### **Secondary Source Reading:** 137 pages

- Caprio, Mark and Yu Jia “Occupations of Korea and Japan and the Origins of the Korean Diaspora in Japan” in Ryang, Sonia ed. *Diaspora without Homeland: Being Korean in Japan*, 21-38 [Library ebook](#)
- Uchida, Jun. “The Public Sphere in Colonial Life: Residents’ Movements in Korea Under Japanese Rule.” [Online](#)
- Uchida, Jun, “A Sentimental Journey: Mapping the Interior Frontier of Japanese Settlers in Colonial Korea” [Online](#)
- Young, *Japan’s Total Empire* “The Migration Machine: Manchurian Colonization and State Growth” 352-398 [Library ebook](#)
- Smith, W. Donald. “Beyond ‘The Bridge on the River Kwai’: Labor Mobilization in the Greater East Asia Co-Prosperity Sphere.” *International Labor and Working-Class History*, no. 58 (October 1, 2000): 219–38. [Online](#)

### **Further Reading:**

- Uchida, Jun. *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945*
- Driscoll, Mark. *Absolute Erotic, Absolute Grotesque: The Living, Dead, and Undead in Japan’s Imperialism, 1895–1945*
- Han, Eric C. *Rise of a Japanese Chinatown: Yokohama, 1894-1972*
- O’Dwyer, Emer Sinéad. *Significant Soil: Settler Colonialism and Japan’s Urban Empire in Manchuria*

### **Preparation:**

- The migrations described here exist on a spectrum of coercion. What are some of the differing ways the Japanese state became involved in the migrations described here
- Uchida Jun is the leading historian of Japanese settlers. In her introduction to *Brokers of Empire* (in the further reading) she suggests some of the ways that Japanese settler colonialism can be compared fruitfully with other cases elsewhere. Can you think of what some of these might be and what parallels might exist?
- We will spend some time looking closely at the Kim Sa-ryang piece in light of the secondary sources.
- Look for connections across our readings for this week.

### **Overview:**

- There may be assessed presentations
- Until the full-scale Sino-Japanese war in the 1930s most of the places we have been looking at were assumed to be permanent parts of the Japanese empire. This was a multi-ethnic empire and the strategies of the Japanese government, colonial officials, settlers, and others for what kind of relationships its constituent communities were to have with each other evolved over time. We will focus our time on trying to unpack these relationships.

- We will do a closer reading in class of some parts of the Kim Sa-ryang story and the MASON reading.

**Questions:**

1. How do our readings help us understand some of the dynamics of the relationship between the coloniser and the colonised?
2. How is this relationship complicated, if not completely transformed, in the case of settlers or colonised peoples in the metropole?

**Films of Interest:**

- City of Sadness (悲情城市 1989)
- Blue Swallow (청연 2005)
- Rikidōzan (역도산 2004)
- A significant number of Japanese gangster (yakuza) films include characters who are depicted as Korean or Korean-Japanese. Some films make this an active element of the plot, while others give it merely indirect mention.

## **Week 5 - Imperial Innovation in Manchuria and the Development of Pan-Asianism**

**Primary Source Reading:** 59 pages

- SOURCES
  - Part V, Chapter 41, 811-815 Okakura Kakuzō
  - Part V, Chapter 42, 859-869 Ishibashi Tanzan - Fantasy of Greater Japanism
  - Part V, Chapter 45, 986-989 Plan to occupy Manchuria - Ishiwara Kanji
- MASON 209-224 Ch 7: Manchu Girl, Imperializing Motherhood
- Saaler, *Pan-Asianism : A Documentary History, 1920-Present* [Library ebook](#)
  - Ch 4 - Ōkawa Shūmei “Various Problems of Asia in Revival” 69-74
  - Ch 13 - “The Greater Asia Association and Matsui Iwane, 1933” 137-147
  - Ch 16 - “Japanese Pan-Asianism in Manchukuo, 1935” 163-166
  - Ch 18 - Rōyama Masamichi “Principles of an East Asian Community” 175-178
  - Ch 22 - Ishiwara Kanji “Argument for an East Asian League” 201-207

**Secondary Source Reading:** 135 pages

- Young, *Japan's Total Empire, 1-54: Part I - The Making of a Total Empire* [Library ebook](#)
- Esherick, Joseph, ed. “Railway City and National Capital: Two Faces of the Modern in Changchun.” *Remaking the Chinese City: Modernity and National Identity, 1900-1950*, 65-89
- Tamanoi, Mariko Asano. “Knowledge, Power, and Racial Classification: The ‘Japanese’ in ‘Manchuria.’” *The Journal of Asian Studies* 59, no. 2 (May 1, 2000): 248–76. [Jstor](#)
- Saaler *Pan-Asianism in Modern Japanese History*, Ch 1-2: 1-18, 21-33 [Library ebook](#)
  - Ch 1 Pan-Asianism in modern Japanese history: Overcoming the nation, creating a region, forging an empire
  - Ch 2 Pan-Asianism in modern Japan: Nationalism, regionalism and universalism

**Further Reading:**

- Mitter, Rana. *The Manchurian Myth: Nationalism, Resistance and Collaboration in Modern China*
- Shao, Dan. *Remote Homeland, Recovered Borderland: Manchus, Manchoukuo, and Manchuria, 1907-1985*
- Tamanoi, Mariko, ed. *Crossed Histories: Manchuria in the Age of Empire*
- Aydin, Cemil. *The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought*
- Hotta, Eri. *Pan-Asianism and Japan's War 1931-1945*
- Culver, Annika A. *Glorify the Empire: Japanese Avant-Garde Propaganda in Manchukuo*
- Smith, Norman. “Disguising Resistance in Manchukuo: Feminism as Anti-Colonialism in the Collected Works of Zhu Ti.” *The International History Review* 28, no. 3 (2006): 515–36.
- Yamaura, Chigusa. “From Manchukuo to Marriage: Localizing Contemporary Cross-Border Marriages between Japan and Northeast China.” *The Journal of Asian Studies* 74, no. 03 (August 2015): 565–88
- Duara, Prasenjit “The New Imperialism and the Post-Colonial Developmental State: Manchukuo in comparative perspective” [Online](#)
- “Military fascism and Manchukuo, 1930-36” and “Bureaucratic visions of Manchukuo, 1933-39” in Mimura, Janis. *Planning for Empire: Reform Bureaucrats and the Japanese Wartime State*

### **Preparation:**

- Watch “[Manchukuo: The Newborn Empire](#)” on Archive.org or YouTube (about 13m) and make note of how the Japanese project in Manchuria is justified, and its people and places described.
- How is your progress with your long essay topic coming along? Start thinking about your second prospectus or critical review.
- As you read, please consider the questions listed below for this week carefully.

### **Overview:**

- There may be assessed presentations
- We'll talk about your observations and thoughts regarding the Manchukuo film.
- The class will dive roughly half way between a focus on the Japanese invasion and state building project in Manchuria, and the other half on Japan's evolving Pan-Asianist ideas.

### **Questions:**

1. How did the Manchurian “experiment” differ from Japan’s experience of imperialism in Korea or Taiwan? How does it differ from any kind of colonialism found in Western empires?
2. What are some of the differences between the ways Asian unity was imagined by Japanese in the sources we consider?
3. Compare the Ishiwara Kanji and Ishibashi Tanzan readings. What assumptions do they share, and in what ways do they differ?

### **Films of Interest:**

- The Last Emperor 1987
- The Good, the Bad, the Weird (좋은놈, 나쁜놈, 이상한놈 2008)
- Manchukuo: The Newborn Empire circa 1937
  - you can find this on YouTube or on Archive.org

## **Week 6 - Independent Learning Week**

This is an excellent time to really focus on your research for the long essay and start writing it! Come back having at least written a few paragraphs - even if they are just a stream of ideas and possible directions.

If you have been falling behind on the reading, or are less than satisfied with your notes on our reading up until now, this would also be a good time to catch up on this.

## **Week 7 - The Sino-Japanese Conflict and the Kōminka Movement**

**Primary Source Reading:** ~40 plus some skimming

- SOURCES:
  - Part V, Chapter 45, 991-992 Konoe Radio Address
- Brook, Documents on the Rape of Nanking, selections from between 33-206
- Aso, From Shanghai to Shanghai, selected pages
- Kawakami *Japan in China: Her Motive and Aims*, 71-82, 145-161

**Secondary Source Reading:** ~160

- Fogel ed., *The Nanjing Massacre in History and Historiography*, 133-180: The Challenges of the Nanjing Massacre [Library ebook](#)
- Chou, “The Kōminka Movement in Taiwan and Korea: Comparisons and Interpretations” in Peattie ed. *The Japanese Wartime Empire, 1931-1945*, 40-70 [Library ebook](#)
- “Medical Modernists (1937-1945)” in Lo, *Doctors Within Borders : Profession, Ethnicity, and Modernity in Colonial Taiwan*, 109-150 [Library ebook](#)
- Read either one of the following chapters from Chatani, Sayaka “Nation-Empire: Rural Youth Mobilization in Japan, Taiwan, and Korea 1895-1945\* Dissertation Columbia University, 2014.
  - Ch 6 Taiwanese Youth in the Nationalizing Empire (1937-1945) 205-247
  - Ch 8 The Mobilization of Korean Rural Youth for Total Empire (1930s-1945) 285-329

## **Further Reading:**

- Saaler, *Pan-Asianism : A Documentary History, 1920-Present* [Library ebook](#)
  - Ch 23 - “Nanjing’s Greater Asianism: Wang Jingwei and Zhou Huaren” 209-219
- Lary, Diana. *The Chinese People at War: Human Suffering and Social Transformation, 1937-1945*
- Peattie, Mark, Edward J. Drea, and Hans J. Van de Ven. *The Battle for China: Essays on the Military History of the Sino-Japanese War of 1937-1945*.
- Mitter, Rana. China’s War with Japan, 1937-1945: The Struggle for Survival
- “Breeding the Japanese ‘Race’” in Sabine Früstück and Sabine Frühstück, Colonizing Sex: Sexology and Social Control in Modern Japan (University of California Press, 2003), 152-184.
- John Rabe, *The Good Man of Nanking: The Diaries of John Rabe*, Reprint (Vintage, 2000).
- 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).

### **Preparation:**

- I do not expect you to read all of the Brook documents on the Nanjing massacre. Instead, use this opportunity to practice your skimming skills as a historian might in the process of their research. Spending a total of no more than an hour on these documents take some notes on what you find to be patterns in the sources: what kinds of violence, what strategies does the safety committee have in their response, what are patterns, in turn, of the Japanese response to these efforts.
- Think about the ways the Kawakami propaganda piece resembles the Nitobe Inazo reading we did earlier in the semester. What rhetorical techniques are at work here?
- You should work to complete your second prospectus or critical review

### **Overview:**

- There may be assessed presentations
- The Nanjing massacre is the most famous of Japan's atrocities in war, but unfortunately it was only part of one broader pattern of violence in occupied areas under Japanese forces in almost all parts of the empire, especially from 1937-1945. However, it is one pattern. We will try to evaluate some specific features of the Nanjing episode and then ask how it might have differed in scale and severity from some other areas and times.
- We'll spend the other roughly half of our session on exploring the idea of Kōminka and discussing what this phase of Japanese empire means in relation to earlier periods.

### **Questions:**

1. Discuss the differences or similarities in the portrayal of the Japanese as urban occupiers in the Documents on the Rape of Nanking with the depiction of the same in Aso's memoir From Shanghai to Shanghai
2. What is Kōminka, and what is distinct about it compared to earlier colonial efforts, especially in Taiwan and Korea?

### **Films of Interest:**

- Chocolate and Soldiers (チョコレートと兵隊 1938)
- Devils on the Doorstep (鬼子来了 2000)
- City of Life and Death (南京！南京！ 2009)
- Red Sorghum (红高粱 1987)
- Yellow Earth (黄土地 1984)
- Lust, Caution (色, 戒 2007)
- The Last Emperor (1987)
- The Mountain of Tai Hang (太行山上 2005)
- Back to 1942 (一九四二 2012)
- Feng Shui (风水 2011)
- The Message (风声 2009)
- Scarecrow (Dao cao ren) 稻草人 1987

## **Week 8 - The Empire in Southeast Asia and Dying for the Emperor**

### **Primary Source Reading:**

#### **Choose and read one of the following, skimming as necessary:**

- Lichauco, "Dear Mother Putnam"; *a Diary of the War in the Philippines*
  - A diary tracing the daily life in urban occupied Philippines up to the eve of the battle of Manila
- Ba Maw, *Breakthrough in Burma* (complete)
  - An account of the Japanese occupation of Burma from the perspective of the Burmese head of state under the Japanese and in the nominally independent Burma after 1943
- *I.N.A. Speaks*
  - A pamphlet with justifications of the collaboration of the Indian National Army with the Japanese
- *Malaya Upside Down*
  - An account of British Malaya under Japanese occupation

### **Secondary Source Reading: ~70-90**

- Lebra-Chapman, Joyce. *Japanese-Trained Armies in Southeast Asia: Independence and Volunteer Forces in World War II*  
Choose and read one of the following three chapters:
  - Ch. 2 The Indian National Army 19-38
  - Ch. 3 The Burma Independence Army 39-74
  - Ch. 4 Peta 75-112
- Hayashi, Hirofumi “Government, the Military and Business in Japan’s Wartime Comfort Woman System” *Japan Focus Online*
- Fujitani, *Race for Empire*, National Mobilization, 239-298 [Library ebook](#)

### **Further Reading:**

- John W. Dower, *War Without Mercy* [Library ebook](#)
- MASON 243-295 Ch 8: The Adventures of Dankichi, Popular Orientalism
- Brandon. Palmer, “Imperial Japan’s Preparations to Conscription Koreans as Soldiers, 1942–1945,” *Korean Studies* 31, no. 1 (2008): 63–78.
- Palmer, Brandon. *Fighting for the Enemy: Koreans in Japan’s War, 1937-1945*
- Hayashi, Hirofumi “The Battle of Singapore, the Massacre of Chinese and Understanding of the Issue in Postwar Japan” *Japan Focus Online*
- Christopher Bayly and Tim Harper, *Forgotten Wars: Freedom and Revolution in Southeast Asia*
- Yoshiaki Yoshimi, *Comfort Women: Sexual Slavery in the Japanese Military During World War II*
- Goodman, Grant ed. *Japanese Cultural Policies in Southeast Asia During World War 2*
- Paul H Kratoska, ed., *Southeast Asian Minorities in the Wartime Japanese Empire* (London: Routledge, 2002).
- Alfred W. McCoy, *Southeast Asia under Japanese Occupation*
- Nicholas Tarling, *A Sudden Rampage: The Japanese Occupation of Southeast Asia, 1941-1945*

### **Preparation:**

- The primary sources this week are long, but you may not only skim the works as needed, but might have the pleasure of reading the entirety of a single longer piece for perhaps the first time this semester. Use this as an opportunity to analyse this source critically and look for patterns and interesting features.
- Consider choosing a chapter from Lebra in the secondary sources to dovetail the primary source. For example, if you read the Ba Maw text, then consider reading the Burma Independence Army chapter in Lebra.
- If you are unfamiliar with it, look up the general history of the Burmese, Indian, and British Malayan colonies to get oriented a bit.
- You should now really be making progress on your long essay for the course. If you have not, it is really time to get going so that you are well position to make good use of our group writing exercises in the consolidation week next week.

### **Overview:**

- There may be assessed presentations
- Group Task: We'll spend a good portion of our class today comparing notes with each other (hopefully we will have a good balance of students who read each of the primary sources) on the experience of Japan's "sudden rampage" as one book title calls it, through Southeast Asia.
- Group Task: We will again meet and discuss the experience of working on the second prospectus or critical review, and discuss progress on the long essay.
- Time permitting we'll discuss conscription and colonial soldiering in general, and compare the case of Korean and Taiwanese fighting for Japan with the auxiliaries of Southeast Asia.

### **Questions:**

1. How did the "double occupations" of southeast Asia (western colonialism and Japanese occupation) make serve to make Japan's war a particularly complex memory for the peoples of southeast Asia?
2. The period from 1941-1945 is called the "Pacific War" and many of the films, books, and indeed classes about this period are taught as the war between Japan and the United States. Reflect on what goes missing from a narrative of this period as a US-Japanese war.

### **Films of Interest:**

- Three Godless Years (1976 - Tatlong Taong Walang Diyos)
- The Burmese Harp (1956)
- Bose - The Forgotten Hero (2004)

## **Week 9 - Long Essay Discussion and Pair Writing**

### **Preparation**

There is no assigned reading for this session. The time you would otherwise spend reading for our seminar should be dedicated entirely to work on your long essay. Take good advantage of this time.

Please bring your laptop or tablet to class for this session.

By this point in the semester, you should have made good progress on your long essay and composed at least some portion of it. This might be a first attempt at the introduction, an analytical passage articulating some important argument you wish to make, or an anecdote which provides a piece of support for your argument. It is tempting to have only a detailed outline at this point, but there is a very long way between the beautiful structure apparent on an outline and the reality of text on a screen. Please bring some portion of what you have written, no more than a single printed page in length with you. We will proceed as follows:

1. 30m - First we will form small groups, exchange some of the written work we have done so far, read it silently for 10 minutes, and then have a discussion. Each student can discuss some of their challenges in the research so far, ask for help, and give each other general feedback.
2. 25m - We will form pairs and do a ‘pair writing’ exercise. During this time one student, the ‘driver’ will write on their long essay. This can be a direct continuation of what they have already written, a new section, or more casual free flowing of ideas about their paper. If you like, you can write a summary of your essay as a whole. If you are behind in your work, you can write an updated ‘prospectus’ discussing the direction you are hoping to develop the essay. As you do this, your partner, the ‘observer’ will sit beside you and watch you write, offering occasional feedback, suggestions, or pose questions to you about what you write. If you struggle with a phrase or an idea, your partner should offer you help.
3. 25m - After a five minute break, we will switch driver/observer to allow the other partner to write. Same as above.
4. 30m - Finally we will re-form as a class and share thoughts on the experience and offer each other concrete suggestions on how to overcome problems faced so far, or where to proceed. Did you learn anything from the style or approach of your partner? Did you get any new ideas from interacting with others either in the groups early on or in the partner writing exercise?

## **Week 10 The Anti-Empire, and Overcoming Modernity**

**Primary Source Reading:** ~80-100 pages

- SOURCES:
  - Part V, Chapter 45, 1006-1013 Greater East Asia War
  - Part V, Chapter 45, 1013-1015 Greater East Asia Conference
- Calichman, *Overcoming Modernity*, 151-210 plus at least one of the other chapters

**Secondary Source Reading:** 73 pages

- Calichman, *Overcoming Modernity*, 1-41: Introduction
- Najita, “Japanese Revolt Against the West”, 711-744

### **Further Reading:**

- Harry D. Harootunian, *Overcome by Modernity: History, Culture, and Community in Interwar Japan* (Princeton University Press, 2001).
- Cemil Aydin, *The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought*, Columbia Studies in International and Global History (New York: Columbia University Press, 2007).
- Williams, David. *Defending Japan’s Pacific War: The Kyoto School Philosophers and Post-White Power: The Kyoto Philosophers and the Idea of a Post-White World*

### **Preparation:**

- Don’t be fooled by the somewhat shorter page count: The Calichman and Najita readings are challenging
- Think about the connections between our many readings on Japanese pan-Asianism and the philosophical and literary theoretical material we have read for this week.
- Last push for the long essay!

### **Overview:**

- There may be assessed presentations
- Together we will explore the relationship between the Greater East Asia War and Japan’s wartime struggle to, well, make sense of its place in the world, in time, and bestow, in the midst of its fight, meaning on the project of empire and nation as a whole.

### **Questions:**

1. What does “overcoming modernity” mean and how did Japanese intellectuals believe it could be accomplished?
2. How are the debates we have examined here on modernity connected to and distinct from the broader story of Japanese imperialism?

## **Week 11 - Decolonisation and the Politics of Memory**

**Primary Reading:** 47 pages

- SOURCES:
  - Part VII, Chapter 51, 1279-1281 Logic and Psychology of Ultranationalism - Maruyama
  - Part VII, Chapter 51, 1283-1285 Ienaga Textbook Trials
  - Part VII, Chapter 51, 1288-1290 Fujiwara Akira
  - Part VII, Chapter 51, 1290-1297 Kobayashi Yoshinori
  - Part VII, Chapter 51, 1306-1308 Arano Yasunori and Colleagues
- Brook, *Documents on the Rape of Nanking* Dissenting Opinion of Radhabinod Pal, 269-298

**Secondary Reading:** ~144 pages

- Ching, Leo T. S. *Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation*, 1-11 [Library ebook](#)
- Morris-Suzuki, Tessa “Guarding the Borders of Japan: Occupation, Korean War and Frontier Controls” [Japan Focus Online](#)
- Dower, Embracing Defeat 485-508: What do you tell the dead when you lose? 547-564: Legacies
- Jager, *Ruptured Histories* Carol Gluck “Comfort Women and the World” 47-77
- Watt, Lori. “Embracing Defeat in Seoul: Rethinking Decolonization in Korea, 1945.” *The Journal of Asian Studies* 74, no. 01 (February 2015): 153–74
- Totani, Yuma “The Case Against the Accused” Part 4 Ch. 11 in *Beyond Victor’s Justice?: The Tokyo War Crimes Trial Revisited*, 147-162

**Further Reading:**

- Bayly, Christopher, and Tim Harper. *Forgotten Armies: The Fall of British Asia, 1941-1945*
- Bayly, Christopher, and Tim Harper. *Forgotten Wars: Freedom and Revolution in Southeast Asia*
- Kushner, Barak. *Men to Devils, Devils to Men: Japanese War Crimes and Chinese Justice*
- Shin, Gi-Wook, and Soon Won Park. *Rethinking Historical Injustice And Reconciliation in Northeast Asia: The Korean Experience*
- Igarashi, Yoshikuni. *Bodies of Memory: Narratives of War in Postwar Japanese Culture, 1945-1970*
- Hein, Laura, and Mark Selden. *Censoring History: Citizenship and Memory in Japan, Germany, and the United States*
- Nozaki, Yoshiko. *War Memory, Nationalism and Education in Postwar Japan: The Japanese History Textbook Controversy and Ienaga Saburo’s Court Challenges*
- Totani, Yuma. *The Tokyo War Crimes Trial: The Pursuit of Justice in the Wake of World War II*
- Futamura, Madoka. *War Crimes Tribunals and Transitional Justice: The Tokyo Trial and the Nuremberg Legacy*

**Preparation:**

- Your long essay is in. If you have struggled with the readings for this week, at least cover the primary sources well so that we can have a good set of discussions around them.

**Overview:**

- There may be presentations
- This week we will try to bring the course together. There is a lot of themes our readings give a taste of, and depending on your interests and the degree of your preparation, we will balance the discussion accordingly.
- We will set some time aside to review the handbook section on the final exam, discuss the plan for the review session next week, and strategies for preparing for the take-home exam.