

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

Tutor: Konrad M. Lawson

Fall, 2015



The Japanese Empire, 1922

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

Overview

1. 15.9 **Introduction: Japanese History and the Transitions of the 19th Century**
2. 22.9 **Entering the World Stage and Building and Empire**
3. 29.9 **Authority, Ethnography, and Assimilation**
4. 06.10 **The Idea of Colonial Modernity and its Distortions**
5. 13.10 **Settler Colonialism and Migration in the Empire**
6. 20.10 **Imperial Innovation in Manchuria and the Development of Pan-Asianism**
7. 27.10 **The Sino-Japanese Conflict and the Kōminka Movement**
8. 03.11 **The Empire in Southeast Asia and Dying for the Emperor**
9. 10.11 **Long Essay Discussion and Pair Writing**
10. 17.11 **The Anti-Empire, and Overcoming Modernity**
11. 24.11 **Decolonisation and the Politics of Memory**
12. 01.12 **Revision Session**

Key Details

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

Meets: Fall, 2015 - Tue 13:00-15:00 **Location:** St Katharine's Lodge 0.02

Office: St. Katharine's Lodge B3 **Office Hours:** Tue/Thu 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 Fri 2 Oct, Fri 23 Oct**

Long Essay (5,000 Words 50% of coursework) - **5pm Fri 20 Nov**

Presentation (20% of coursework)

40% Exam

Take-Home Examination - Date TBD, Answer 3/6 Questions, 12 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

Assignments

The assessed portion of the coursework for this module consists of one long essay, a presentation, and two short essays. In addition, students are required to come prepared each week having completed the assigned reading and ready to discuss them.

Headers and Formatting

At the top of all your written work or on a cover page, please include:

- The date of submission
- The assignment you are submitting (e.g. Short Essay 1, Long Essay, etc.)
- Your student number
- A title, when appropriate
- The total number of words (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

- Add page numbers
- Use a minimum of 12 sized font
- Use a serif font (such as Times Roman, Georgia, Garamond), not a sans serif font (such as Arial, Helvetica, Verdana)
- Please double space your essays

Other aspects of formatting are highlighted in the School of History style sheet. See the following section.

Footnotes and References

Please carefully read the St Andrews School of History Style Sheet:

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

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. In particular, please follow the instructions for footnotes carefully. See below for more on the simpler citation method for use in the critical review essay and in the final examination.

Short Essays

There are two short essays for this course which should be between 500-800 words in length, including any footnotes. They are designed to help you in preparation for your longer essay and may take one of two forms:

1. **Critical Review:** You may write a critical review of one secondary or primary source in the form of a book (which is a minimum of 150 pages in length) that you have selected to help you write your long essay. In it you should state clearly and briefly what the book argues and what you have extracted from it that will help you make the argument in your longer essay. Your critical review should include your evaluation of the work. What are its strong points? Where does it fall short? Include a full reference for the book at the top and you

may make reference to page numbers within by means of simple page numbers in parentheses rather than full footnotes. When writing a critical review, consider using book reviews in major academic journals as your model.

2. **Prospectus:** Alternatively, you may write a short essay that summarises the argument you plan to make in the coming long essay, or are exploring at the moment for your longer essay. Look to article, dissertation, and book abstracts as the model for this assignment. This is an excellent opportunity to test some early ideas you have, or give me an indication of where you are going with your thinking. Due to the very short nature of this assignment, state your topic broadly, then write in a bit more detail about one or two specific examples of what you will be arguing in greater depth in your long essay to come. This exercise can be very helpful to you in processing your thinking about the long essay, and giving me an opportunity to offer feedback along the way.

You may decide to write one of each of these, or two of either. Please indicate at the top of your short essay which you are selecting. If you change topic during the semester, making both short essays a prospectus is a good way to make the adjustment and give me an opportunity to provide feedback on your new topic.

Questions to consider as you write the short essay:

- Was my short essay written in a coherent and highly focused manner, and avoid distraction or unnecessary information?
- If I am writing a critical review, did I include a concise overview of what the source is about?
- If I am writing a critical review, did I tie the arguments of the book to where I hope to go in the argument for my longer essay?
- If I am writing a critical review, did I include an evaluation of the work with a specific example of its strong and/or problematic aspects?
- If I am writing a prospectus, did I include a concise presentation of what I plan to argue in my coming long essay, even if I'm not yet entirely sure if I can demonstrate the argument?
- If I am writing a prospectus, did I include some reference to the kinds of sources I will be using, or hope to use in making the argument?
- If I am writing a prospectus, did I include a specific example or two illustrating the argument I will be making in the long essay to come?

Long Essay

The essay for the course is worth 50% of the total coursework and has a limit of 5,000 words including footnotes. The process of composing an essay of this length is made far easier if you 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 in week four 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 our module, 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 and your final list of sources.

Making an Argument

The academic study of history embraces change in the past as a way to explore solutions to particular problems. The object of an analytical historical research essay is not to tell us simply what happened, but to use what happened in order to make a historical argument about some problem clearly defined. For example, if an essay was written (to take an example from Chinese history) about some aspect of the Boxer Rebellion, it should not consider its task complete when the major facts of the Boxer Rebellion have been retold. That is closer to the genre of the encyclopaedia entry than of academic historical study. It should endeavour to use the Boxer Rebellion as an opportunity to tell us something, to make an argument about something: what does the rebellion reveal about the nature of Western imperialism? The rise of new religious movements in China? The weakness of the late Qing state? The rise of Japan? And so on. The possibilities are many, but in every case, they offer an answer to the question: So what? Why does this history matter? History can and should tell stories, but a research essay embeds a story within an arc of an argument - if it contains narrative elements, it must also always include an analytic element.

The historical argument in your long essays, in particular, should be clearly and unambiguously stated in the span of 1-3 sentences somewhere in the opening third of the essay, preferably in the opening paragraph or two. It should not be obvious, trivial, or a well-known and rarely contested fact. Challenging as false an existing historian's argument that has become considered obvious and rarely contested, however, is one ambitious way to find your way to an interesting and original argument but only if your evidence is sufficient. Alternatively, if you have found evidence that supports the existing arguments of historians in a given area of research in a new set of sources, from a fresh perspective, or in greater depth, or in a comparative light, that also often yields a strong argument. If you have identified a debate in the historiography and wish to take a position on it without simply repeating all of the points made by one of the participants of the debate, that can also yield an essay with a strong argument but you should take care to acknowledge the position and evidence of the other side.

Presenting your Argument: There are a number of different ways to write a strong essay and present the argument, but in this module, I would like to strongly encourage you to "front-load" your argument and do so clearly, that is, to present clearly early in the essay what it is you will argue and why it is important. For example, avoid sentences such as "I will explain..." or "I aim to understand..." or "I will explore..." unless these are immediately followed by the explanation, what you ended up understanding, or what the result of your exploration was. In other words, do not use the introduction to make predictions about what you will do, but tell the reader in very clear terms what you **have argued and shown** in the essay. There are many ways to do this in more or less subtle

language but there is no harm in a very clear, “In this essay, I will argue that...” followed by a short overview of what kinds of evidence you will use, how your argument fits into a historiographical context (how your argument relates to what other historians have to say about the matter), and why you think it is important.

For example replace:

In this essay, I will explore the relationship between the alarm clock sleep function and our productivity in modern life.

with something like:

I will argue that the alarm clock sleep function is a major hindrance to our productivity without contributing at all to our rest after a night of sleep. I will base this upon the studies of Hansen and Jenson in 1983 and in a series of interviews with wise old people in 2014. This argument is important because, as I will show, evidence shows that the increased availability of time in the morning to eat a healthier breakfast, carry out some light house chores, and do morning exercise, not only allows for greater evening rest after a long day of work, but decreases the tiredness we feel throughout the day.

Sticking to your Argument: All of us come across many interesting stories, anecdotes, and sub-points that we want to share in writing our essays. However, it is important to stay sharply focused on the argument you are going to make in the essay. After you have finished writing your essay, read it through and for each paragraph and sentence ask yourself if it supported your argument, provided essential background to establishing your argument, or else if it does not offer much of a contribution. If it doesn't, cut it ruthlessly from your essay to make room for better material.

Some other 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 and then makes some effort to contextualise the findings in the broader issues of the course?
- Does the essay situate the argument being made in the context of the sources used, and its relevance to the study of our module topic?
- Does the essay show a good understanding of the sources used, and use them effectively in supporting my argument with clear and specific examples to enforce my points?
- Does the essay avoid long quotations from secondary works whenever possible?
- Have I been careful not to plagiarise sources and cite them whenever used?
- Have I cited with footnotes all claims that are not a well-known and general historical fact.
- Have I used a variety of appropriate sources?
- 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?
- Is my argument non-trivial? That is, does it go beyond a well-known historical consensus about a topic?
- Does the essay consider alternative explanations, acknowledge inconvenient facts, and point out sources or historians who may have differing approaches?
- Did I proofread my essay, check the spelling, and reread for sentences that are unclear?
- Did I carefully follow the style guide for the School of History for all my footnotes?

- Did I include a bibliography at the end of my essay and is it formatted according to the School of History style guide?
- Have I avoided using websites and newspaper articles not by academic authors to support my claims when there are good academic historical scholarship (in monograph, journal article, or online published forms)
- Have I taken care that the background for the argument does not take up too much of the entire length of the essay (less than 25%, usually)
- Did I include a word count in the header and followed the other header guidelines?
- Did I follow the formatting guidelines below?

Carrying Out Research for Essays

When you have selected a question or topic for your longer essay the first, most obvious place to look for information on the topic is among the various books and articles that are assigned or proposed in this course. Early on, it is useful to focus on skimming through sources as you find them, noting carefully works of potential interest found in the footnotes or bibliographies of these works to help you broaden and then later focus in your research. As you find works of interest, make note of the authors and look for other articles or books by the same author, then repeat the process, looking again through the footnotes and bibliography for sources more specifically related to the topic you are researching.

When you do not find enough through the above method of beginning your trail with our existing assigned works, proceed to search in various databases for relevant keywords:

- Our library catalogue
- Major journal databases we have access to such as JSTOR
- Google Scholar (scholar.google.com) which can then direct you to other journals our library may provide access to
- Consult with librarians - they are your friend. Bring them what you have found already and work with them to find further resources.
- Learn to use Google more effectively:
 - Search for phrases in quotation marks " " when appropriate
 - Try adding filetype:pdf to limit results to PDF files
 - You can limit searches to a particular domain or top-level domain, e.g. including: site:st-andrews.ac.uk or site:.edu

The long essays should use at least half a dozen sources which are not websites and the inclusion of primary sources is encouraged but not required. An essay based on sources that are the results of a simple google search can be written in an evening of frantic last minute work, but rarely demonstrates much effort, research skill, or ability to isolate high-quality materials to support an argument. This is not because there are not excellent websites with overviews on a topic, excellent wikipedia entries, etc. but because there is still usually far greater quality material found in published articles and books on most historical topics, including those which are assigned above. It is wise to make use of online research skills to get oriented in a new topic, but use this course as an opportunity to explore the wealth of academic research on your topics. Your essays will be assessed, in part, on how effectively your sources demonstrate your research efforts. Of course, digitized primary (archival sources, documents) or secondary sources (e.g. articles in academic databases) found in digital collection are permitted and an online source or two in addition to your other sources beyond the minimum is fine if chosen carefully for quality.

When you have found a good selection of a dozen or two sources through a process of skimming of footnotes and bibliographies etc., start your more detailed reading with something of broader coverage to give you some ideas of potential specific arguments or hypotheses. Then move swiftly and with more focus to search through the other sources in the specific sections that are likely to show whether your potential argument holds or not. In researching for an essay you rarely have to read an entire work, and even when you do so, you should skim less relevant sections. Unlike reading for pleasure, historical research involves reading as a hunt for answers to problems. If you find that your argument does not hold or has insufficient evidence to support it, zoom out again and restart the process.

This circular movement is one very effective approach to historical research. Start broad, find potential key arguments and inspiring ideas. Moving quickly, test these ideas and arguments by searching in other sources and zooming into detailed cases and examples. If this doesn't work or is insufficient, zoom out again and repeat. Once you are happy with an argument and the available evidence, then read more slowly and with determination, taking more detailed notes, and outlining your essay as you go.

The Worst Possible Way to Proceed: Perhaps the worst possible way to do research for your essay is to find a dozen or two works on your broad topic by title search. This usually results in you finding several very general and introductory works on your topic. Allow this collection of books and articles to rest comfortably on your shelf until the deadline nears, and then sit down and attempt to read all these works and hope that your essay will emerge from the vast knowledge you have gained in reading these books.

How your Long Essay is Evaluated

Here are some of the features of a superb long essay that I look for as I mark your work:

- The essay gives a clear presentation of its argument in the introduction of the essay
- The essay is written well and has a clear structure.
- The essay is within the word limit and of a sufficient length for its proposed scope.
- The argument is well signposted, with different sub-arguments of the essay clearly introduced with clear topical sentences.
- The essay shows that extensive reading and research was done in order to write this essay.
- A well-formatted bibliography is provided showing that research was carried out using sources of an appropriate quality and number.
- Evidence is well cited in the footnotes and the footnotes are generally formatted well.
- This essay employs evidence based on its sources in an effective manner.
- Unless it is a historiographical essay, the essay works with primary sources which make a substantive contribution to its main argument.
- The essay engages with the relevant historiography on this topic directly and effectively
- The essay has a good balance of empirical examples and evidence on the one hand, and strong analysis contributing to the argument on the other
- The argument of the essay is not trivial, overly general, or merely represent a summary of the widely recognized academic consensus on a given topic

Online Submission

Unless otherwise indicated, work will be considered submitted by the date the document was submitted online on the MMS. The digital submission is the only submission that matters for the mark. Paper copies of your submissions

are requested and may be submitted in class or directly to my box on the first floor of St Katharine's Lodge.

If you are concerned that any given assignment was not correctly submitted to the MMS, you are free to email a copy of your submitted assignment, if you like. In the event an assignment was not correctly uploaded to the MMS for some reason, but an emailed copy was sent in time, that date of submission will be used, but a copy will still need to be submitted to the MMS thereafter.

Late Work

This module follows the official School of History penalties for late work:

<http://www.st-andrews.ac.uk/history/infoug/penalties%20for%20late%20work.html>

Word Limits

Assessed work with word limits should be always submitted within those limits. Writing in a clear and concise manner, and being able to structure and execute an argument that may be shorter than you feel is required is a skill that is of great use in academic fields as well as the workplace beyond. Please do not go over the limit and force yourself to work within them as a practice that will be important for writing assignments in your future careers.

The official School of Histories penalties for short/long work are followed in this module:

<http://www.st-andrews.ac.uk/history/infoug/penalties%20for%20late%20work.html>

Feedback

General feedback is provided directly on the mark sheet, which will be posted to the MMS within 10 weekdays (2 weeks). Additional feedback, especially for longer essays is sometimes available on an annotated copy of your submitted work, usually return via MMS. Occasionally, feedback is written on a paper copy of the assigned work, which will usually be returned after the mark has already been posted to MMS.

Presentation

Shorter Presentations: Most weeks of the semester one or more students will be given an opportunity to present a summary, critique, and raise some discussion questions related to one of the required or supplementary readings. These presentations are not formally assessed and need only be 5 minutes in length and the student may be cut off at any point after that. They should aim to clearly and succinctly summarise the main arguments of a text, its context, and what kinds of sources are used. If the presenting student has taken good notes on the reading, they are encouraged to share them on the class shared notes document. A handout is welcome but not required, and should be distributed via the class shared notes document.

Assessed Long Presentation: The shorter presentations serve as good practice for one presentation for each student that will be given more time and assessed formally. The assessed presentation should be 15 minutes in length and not longer. As in the shorter non-assessed presentations, the presentation will focus on an assigned text.

The longer presentation should also briefly summarise the main arguments, and make 1-3 focused critiques or observations about the read material. The summary and setting of context should be less than half the total presentation. A supplementary handout (1-2 pages at most) should be brought that includes some bullet points from the summary, and any key sources, persons or dates. The bullet points should be complete sentences (describing an argument or concrete point), not merely short phrases representing vague topics in an outline form. Please also add (or link) the handout text to the class collaborative notes document. The presentations should ideally focus on connecting what is read and presented to our other readings and the discussion of the day and focus on engaging with the arguments and issues. Thus, it is very important that you do not focus on your assigned reading to the exclusion of other readings for that week. Connecting the reading to past readings and discussions in the module is also a very welcome. Outside research is not required, but if the student finds an interesting or problematic issue, they are welcome to bring in observations from an outside source. Please consult with the tutor if you choose to do this.

Please note, when discussion questions have been provided in advance on a topic, the presentation need not provide any answer to these, though the presentation may raise points that are a relevant contribution to those questions.

Feedback for presentations will be sent to multiple students at two or three points during the semester, rather than on a rolling basis.

Some questions to consider as you prepare:

- Did the distributed handout of one or at most two pages accurately summarize the general points to be made in the presentation in the form of concise bullet points
- Did the handout include any important dates, sources, or a map that serves as a useful reference?
- Was the 15 minute limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a only few key points?
- Was there a good balance of arguments and a few examples to support them?
- Did the presentation avoid being a presentation of a series of bullet-point style facts?
- Did the presentation make an effort to connect the readings to other readings for the day or find ways to connect to the reading and discussion from previous weeks?

Exam

The final examination is a take-home exam worth 40% of your total grade. The questions (six, of which you choose three), will be made available online through our MMS at the appointed start time, and you will be required to submit the answers within 12 hours online to the MMS. The exam is still designed to only take you a few hours (3-5 hours, there are strict word limits) but to give you the freedom to complete it at a time that works for you, as well as other benefits such as: giving you the freedom to draft and initial answer and then review notes to strengthen areas you feel are weak before returning to complete the final version.

Those who are not experienced with this format often make one critical mistake: They see the questions, and immediately begin a long and intensive process of reading and reviewing on the questions before beginning the writing process. This has never, in my experience, produced the strongest answers. You tend to become exhausted and produce poor quality answers, answer in great empirical detail but stray from the question, and sometimes find yourself critically short on time. I strongly encourage you to consider the following approach:

- View the questions
- Review your existing notes and draft out an outline for half an hour or so
- Write a full draft of all three answers
- Read over your work and find the areas you think are weak
- Eat a meal or snack, take a nice break, go for a walk, have a nap, do something fun
- Read over your notes or return to the original texts to address the weaknesses in your answer
- Revise your drafted answers and submit the exam

Questions for the exam typically will strive to get you to think synthetically, to make observations and comparisons across the themes of the semester, and as such should show an ability to make sharp analytical arguments, combined with the ability to employ a few detailed empirical examples to support these arguments.

The exam uses a modified citation practice for the exam and does not need any footnotes or a bibliography because the body of evidence you are using should consist of our course readings (whether those are the required weekly readings or supplemental readings from each week). You should not have to do any outside reading for the exam, and in fact, it is not required that you make use of any of the further reading. Indeed, doing outside reading beyond works listed in our required or further reading show that you have not sufficiently digested our existing available material. Thus, for citation, you need only indicate the author last name (when only one work by them, a short version of title if there are multiple works by same author) and a page number. Quotes should be kept to a very minimum but you should cite where you are taking arguments and ideas from, as in any essay. Example: Lawson makes the argument that ... (Lawson, 233). If we have read multiple works by an author during the semester, add the title as well, or make it clear in your sentence which work you are referring to. If, for some reason, you really want to include an outside reading to support your argument, then you must follow the School of History Style Guide citation practices, and the footnote will be included in your overall word count.

Previous versions of the examination are available, as with most classes at St Andrews, through the online portal for that purpose.

If you have any problems submitting the exam through MMS, please email a copy of it to me before the deadline. It is critical that you get the exam submitted by the appointed time so please leave enough time to make sure you have uploaded the exam to MMS or at least emailed me a copy.

Questions to ask yourself as you review over your answers on the examination:

- Did I state my answer concisely and clearly at the outset?
- Did I use evidence from our readings to support my answer?
- Did I use some specific examples to support my answer?
- Was everything in my answer relevant to the question as asked?
- Have I included a parenthetical citation for each of the claims I make which come from the module reading?

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

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.

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.

Emails

If you have a question that requires an answer with significant detail, please consider asking during office hours, or at the beginning or end of class. If the email requires a particularly long answer, I may ask you to bring the question up again after our next class or in office hours. I will strive to offer a reply to emails received within 48 hours, whenever possible. Emails are usually not responded to over the weekend and may not even be read until Monday.

In writing emails, please try to be clear about what you are asking, and keep in mind that your message is one among many from students of multiple classes and differing contexts. Please mention which course you are in and what specific matter you are referring to. As in class, feel free to address me by first name in emails.

Finally, before hitting the send button, please confirm that the answer to your question is not found in the handbook, on official school websites, or other handouts provided to the class.

Laptops in Class

Recent studies are increasingly showing that, for whatever reasons, the handwriting of notes, and the reading of essays on physical paper as opposed to computers or other reading devices increases the quality of notes, significantly boosts recall, and better processing of content in general.

There are, however, many strong benefits to using a laptop for notes, and keeping reading content in digital form, not the least ready access, easy distribution, ability to re-sort notes, searchability, and for those who have handwriting as poor as mine: simple readability.

You are welcome to bring a laptop to class and use it for notes and reading. If you do not bring a laptop, I ask that you bring printed copies of assigned reading that is made available every week so that you can easily refer to the readings as we discuss them. Not bringing them makes for very ineffective use of a seminar that is based on the discussion of reading.

Please do not use applications not related to our class, including email applications and social media. It is not only that you are interfering with your own learning and showing your tutor disrespect, but it is a severe distraction to anyone sitting next to you.

Collective Notes

I believe in the benefits of sharing notes, not only with your classmates, but with future potential students of the class. For this purpose, I have created, and will provide the link for a Google document where you can post readings, organize reference material and online links to info and sources, etc. throughout the semester. I will also provide a link to notes from previous years (which may include some different readings and seminar topics). Both present and past years should be treated as you might any historical source: you should not use them to replace your own reading and note taking, and you should not treat content and notes provided by others as something you can uncritically accept as accurate. Use them as a productive supplement, as an alternative perspective as you conduct your own studies.

Knowledge Transfer and Ongoing Feedback

The collective notes document is one example of how communication can happen from one year of students in this module to the next. In addition to this, as coordinator, I share my own thoughts about how the ways in which the module worked or fell short online here:

<http://muninn.net/teaching/>

There are also links to a repository containing the full history of changes to this handbook over time. The reflections on the course include some selections from student feedback. I value your evaluations a great deal and take them, both the formal evaluation at the end of the semester, and any feedback informally received during the course of the semester, very seriously. Please do not hesitate to share with me your concerns as well as suggestions for how you think the module might be improved in the future. I also encourage all students to consider including advice to future students of the module in the shared collective notes document, especially suggestions on the selection of topics, research, and the writing process.

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 Good academic practice policy. 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. The policies and practices described in this document do not cover misconduct by academic staff; other procedures exist to deal with these.

For more information:

<https://www.st-andrews.ac.uk/students/rules/academicpractice/>

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/>

Advice and Support for Students

For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the Advice and Support Centre, 79 North Street, 01334 462020, theasc@st-and.ac.uk.

Semester Dates

The Semester Dates for 2015-16 are available at:

<http://www.st-andrews.ac.uk/semesterdates/2015-2016/>

Examination Dates

The dates for 2015-16 are:

S1 Exam Diet: Mon 7-Thursday 17 December 2015

S2 Exam Diet: Mon 9 – Thursday 19 May 2016

Common Reporting Scale (20-point)

The University uses a 20-point Common Reporting Scale for grades (i.e. a 20-point basic scale reported to one decimal point for final module grades). Details of the Common Reporting Scale can be found at

<https://www.st-andrews.ac.uk/staff/teaching/examinations/scale/>

<https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/grades-definition.pdf>

Good Academic Practice

<http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf>

[http://www.st-andrews.ac.uk/media/teaching-and-learning/documents/September 2014 Updated GAP Guide for Students.pdf](http://www.st-andrews.ac.uk/media/teaching-and-learning/documents/September%202014%20Updated%20GAP%20Guide%20for%20Students.pdf)

Special Circumstances - 'S' coding

'S' Coding is the method the University uses to recognise that special circumstances have affected performance in the modules concerned. 'S' coding may only be applied to Honours or taught postgraduate modules, except for taught postgraduate project or dissertation modules which are excluded. 'S' coding may only be applied with the explicit consent of the student and with the approval of the School. The final decision to 'S' code a module grade rests with the School. You should be aware that a maximum of 25% of the overall Honours credits required or 50% of the taught element of a postgraduate award may be 'S' coded.

If you feel that most or all of the work of a module has been adversely affected by personal circumstances during your final junior and senior Honours years or during the taught modules of a taught postgraduate programme you should contact your School in the first instance indicating the circumstances of the difficulty experienced. This may relate to ongoing illness, close family bereavement or other significant personal difficulties.

You must bring this information to the attention of the School as soon as possible as there are a number of ways to deal with such situations, 'S' coding being the final option. It may be possible (and it is viewed as preferable) to arrange deferred assessments or extended submission dates rather than applying 'S' to the entire module. However, it should be noted that if such arrangements are made (extensions or deferred assessments etc.) it is unlikely that you will be entitled to have the module 'S' coded as well. Academic appeals, complaints and disciplinary issues

The University is committed to ensuring as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty, or are dissatisfied with your academic experience, you should raise concerns as soon as possible. This allows effective resolutions to be worked out quickly.

Such issues normally fall into one of three categories:

- An appeal requesting a formal review of an academic decision - where, for example, the University has made a judgement about your assessed work or progression within a course of study which you have grounds to query (see the relevant Policy on Student Academic Appeals);
- Complaints - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (see the University's Complaints Handling Procedure);
- Disciplinary cases - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the Good Academic Practice Policy; Non-Academic Misconduct is dealt with under separate procedures. If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you must bring these to the attention of an appropriate member of staff (for example your Academic Adviser, module coordinator or the appropriate Pro Dean) as soon as possible and normally prior to completing any assessment. If you base a subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

Using the Right Procedure

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself. What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, a decision about progression, or termination of studies), then you must use the Appeals procedure. The permissible grounds for submitting an appeal are clearly detailed therein. If you are dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic judgment or decision is not one of the outcomes from the Complaints procedure used alone.

Further guidance and support

The Students' Association provides independent and confidential help and advice for students who are contemplating submitting an academic appeal, complaint or are having discipline proceedings taken against them. The Students' Association employs Iain Cupples, the Student Advocate (Education), whose job it is to ensure that you receive help with writing and submitting a submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.

Contact

Iain Cupples Student Advocate (Education)

Telephone: 01334 462700 Email: inc@st-andrews.ac.uk

Termination of Studies on Academic Grounds – Undergraduates

If your academic performance is unsatisfactory, i.e. you have gained insufficient credits to progress to the next stage of your degree programme, your studies may be terminated. You will then be notified by the Dean or the Pro Dean (Advising) that your studies are terminated and you will normally have no more than five working days to request a review of this decision using the appropriate form. This should be supported by documentary evidence specifying the reasons for your unsatisfactory performance. If you do not submit a request for review of the decision you will have your studies automatically terminated. This decision is taken by the Dean in accordance with Senate Regulations. Your full student record is taken into account in any review, including any instances of non-academic misconduct.

If your request for review is successful, the Dean will contact you with conditions for your return to studies. If you do not meet these conditions (e.g. you do not pass the specified amount of credits within the time period given by the Dean) your studies may be terminated again.

If your request for review is unsuccessful, you may have a further right of appeal to the Senate of the University. Appeals to Senate are admissible only on limited grounds and the process cannot be used to challenge matters of academic judgment. To make a Senate submission, you must complete and submit to the Senate Office a Stage 2 appeal form within 10 working days of the date stated on your termination letter. Late submissions may not be considered further by the University. For further information, see the University's Policy on Student Academic Ap-

peals at <http://www.st-andrews.ac.uk/students/rules/appeals/policy/> International students here at St Andrews on a Tier 4 visa should be aware that any terminations will be reported to the UKVI and their visa curtailed.

Contact

Student Services, The ASC, 79 North Street, KY16 9AL

Telephone: 01334 462020

Email: theasc@st-andrews.ac.uk

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 Alert' policy as stated elsewhere in this handbook. 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.

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Services 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 Services, 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 UKVI any student who fails to enrol on a module or programme of study, or who fails to attend, or who discontinues their studies.

Absence from Examinations

Absence from Examinations due to illness or any other unavoidable reason should be reported by submitting a Self Certificate of Absence form (through e-Vision) as soon as you are able to do so, preferably before the examination is due to take place and in any case no later than 24 hours after the examination. You must contact the School responsible for the module being examined in order to request alternative arrangements, which are at the discretion of the School. You are only required to notify the University Examinations Officer if there is a problem submitting the self-certificate.

Contact

Examinations Officer

The Old Burgh School, Abbey Walk

Telephone: 01334 464100

Email: examoff@st-andrews.ac.uk

Deferred Assessment

[http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Assess Policies Procedures.pdf](http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Assess%20Policies%20Procedures.pdf).

Deans' List

This is an annual award for academic excellence, promoted by the Deans of the University. Undergraduate and Postgraduate Taught students who achieve an outstanding overall result in the course of an academic year have their names inscribed on the Deans' List, an honour which will also appear on your University transcript. The criteria for the award are strict. Only students taking no fewer than 120 credits counting towards an approved degree programme over the course of an academic year will be eligible and all credits have to be taken within the four Faculties of the University of St Andrews. Any student who meets all the criteria and who obtains a credit-weighted mean grade of 16.5 or above for the year will be recorded on the Deans' List. The rules will be adapted for part-time students, who must achieve the minimum credit-weighted mean of 16.5 in 120 credits taken part-time over no more than three academic sessions. Full details of all the criteria and conditions for the Deans' List are available at

<https://www.standrews.ac.uk/students/academic/awards/universityprizes/deanslist/> and

[http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/PGT Credit Grades Awards.pdf](http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/PGT%20Credit%20Grades%20Awards.pdf)

Laidlaw Undergraduate Internship Program

The Laidlaw Undergraduate Internship Programme in Research and Leadership is sponsored by a generous donation from The Rt Hon Lord Laidlaw of Rothiemay, an honorary graduate of the University. This exciting summer vacation Programme, now in its second year, equips students with the skills and values to become leaders in their chosen occupations beyond University.

Interns will design, pursue and report on a research question of their own devising working on this research with an academic in their chosen School during the summer vacation. Importantly, interns will also complete two intensive, bespoke Leadership training sessions.

This programme is open to undergraduate students in their penultimate year of study. Vacation projects last between 8 and 10 weeks; interns are supported with a weekly stipend of £400. In addition those who successfully complete their internship will also be awarded a further £1000 in their final year of study as part of the Excellence Bursary. Applications open on 5 October. Please see the Laidlaw website for more information at <http://www.st-andrews.ac.uk/students/involve/laidlaw/>.

Undergraduate Research Assistantship Scheme (URAS)

This programme was introduced to promote projects that emphasise the many ways in which Research and Teaching can come together and to give undergraduate students the opportunity to gain experience doing independent research. The URAS is open to any undergraduate student matriculated at the University of St Andrews. URAS funding (currently at £50 per 6 hours of work, up to £2,000 per school) cannot be used to support research for a credit-bearing programme. The programme is administered by the Proctor's Office. For full details of the application process visit www.st-andrews.ac.uk/students/academic/internships/

Illegible Exam Scripts

It is your responsibility to ensure that your handwritten answers provided in examination scripts are legible and can be read by the markers. If a script cannot be read by the marker then this could result in a delay in confirming your module grade. You may be charged for a transcription service and could be required to return to the School(s) concerned in order to transcribe the script. If you have already left St Andrews then you will have to bear the costs of any return travel to the University. More information is available at: <https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/illegible-scripts.pdf>

Recording Devices in Lectures

If you have a disability or some medical condition which means that you are unable to take notes in lectures, you may seek permission from Student Services to use a voice recorder or other computer-based device to record lectures and/or tutorials. If you are not authorised by Student Services to record lectures then you must request permission from the relevant academic member of staff prior to the lecture taking place. More information is available at: <https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/recording-lectures.pdf>

Academic Flexibility for Students with Recognised Sporting Talent

There is a policy which allows eligible students (with the permission of the School and Sports Performance Manager) to have time off from their studies in order to participate in key sporting tournaments and competitions. Further information is available from Debby Sargent, Department of Sport and Exercise (email dls4) or see <http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/sports%20flexibility.pdf>

Degree Regulations

A regulatory structure determined by Senate and Court governs the award of all degrees. Undergraduate and Post-graduate Resolutions and Regulations are available at <https://www.st-andrews.ac.uk/students/rules/ugsenateregulations/> and <https://www.st-andrews.ac.uk/pgstudents/rules/pgsenateregulations/>.

Leave of Absence

Note to schools: A new Leave of Absence policy came into effect in May 2015. Please ensure you reference the most up to date policy, which can be found at <https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/LOA.pdf>.

Withdrawal from Studies

If you are considering withdrawing from your studies at the University you should discuss the matter with your Adviser of Studies in the first instance or your Supervisor if you are a Research Postgraduate student. You should arrange to do this as early as possible as there are often alternative options open to you that would not require the final step of permanent withdrawal from the University. If you do decide you wish to withdraw from your studies you must contact the appropriate Pro Dean who will be able to offer guidance on your options and who will ensure that the process is completed correctly. You should be aware that there are fee implications, as well as implications to your leave to remain in the UK if you are an overseas student, when you withdraw from your studies part of the

way through an academic year. You should therefore ensure you contact the Money Adviser and the International Adviser in Student Services to obtain early advice on the final implications of your decision before you complete your withdrawal.

Academic Alerts

Academic Alerts are a way of helping students who are having trouble coping with their studies, such as missing deadlines for handing in work, or missing compulsory tutorials. The aim of the Alert system is to help students by flagging up problems before they seriously affect students' grades. Academic Alerts will be issued by email from the Director of Teaching, Director of Postgraduate Studies, Module Coordinator or School administrator and will tell students what is wrong and what they are required to do (e.g. attend classes in future). The Alerts will also tell students what support the University can offer. If students do not take the action required they will get another Alert, and eventually will automatically get a grade of zero and will fail that module. The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student's permanent transcript. For more information on Academic Alerts and details on how the categories work, see <http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Academic%20Alerts.pdf>

Penalties for Late Work and/or Work of Incorrect Length

See <https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf>

Student Fees

Graduating in person or in absentia marks the end of your degree or diploma course of studies at the University of St Andrews. If you have been accepted onto a new degree or diploma programme at the University, the new programme is separate and distinct from the course of studies from which you are about to graduate, and you will be liable for all fees associated with that new programme.

Disability Support

If you require support for disability reasons, for example teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as learning difficulties, visual and hearing impairments, mobility difficulties, Asperger's, mental health, long standing medical condition and much more.

Chronology

Below are some of the major dates relevant to this course, mostly limited to political history. Note that this is not a timeline of Japanese history in general, but focuses more on those dates most relevant to the study of the development of its empire. Please become familiar with them as it will help to put our various readings into the context of other events around them:

- 1868 - New government established, the Meiji Restoration
- 1873 - Debate by oligarchy over punishing Korea
- 1874 - Taiwan punitive expedition
- 1876 - Kanghwa Treaty
- 1879 - The Ryūkyū islands become Okinawa prefecture
- 1894-1895 - The (First) Sino-Japanese War
- 1895, Apr - Taiwan Becomes a Colony of Japan
- 1900 - Boxer Rebellion, Japanese forces join allied forces sent to China
- 1902 - Anglo-Japanese alliance concluded
- 1904-5 - Russo-Japanese War
- 1905 - Korea made into a protectorate of Japan
- 1905 - Karafuto (South Sakhalin) becomes Japanese colony
- 1909 - Itō Hirobumi assassinated by Korean independence activist
- 1910, Aug - Korea is Annexed by Japan
- 1912 - Death of Meiji emperor, Taishō period begins
- 1914-1918 - Japan fights in WWI as one of the Allies
- 1915, Jan - Japan Issues the 21 Demands to China
- 1918 - Japan sends military forces to Siberia
- 1919, Mar - March First Movement for independence in Korea
- 1919, May - May Fourth movement and anti-Japanese protests in China
- 1922 - Washington Conference establishes naval power ratios
- 1923 - Great Kantō earthquake in Japan, leading to slaughter of minorities
- 1925 - Universal suffrage and Peace Preservation Act in Japan
- 1926 - Death of Taishō emperor, Shōwa period begins under Hirohito
- 1928 - Japanese assassination of major Chinese warlord Zhang Zuolin
- 1930 - Japan experiences deep deflation
- 1931, Sep - The Japanese Invasion of Manchuria
- 1932, Mar - Manchukuo (Manzhouguo) proclaimed independent state
- 1932, Oct - Lytton report on Japan in Manchuria published
- 1933 - Japan withdraws from the League of Nations
- 1933 - Japan occupies Rehe (Jehol) province in inner Mongolia
- 1936 - Japan joins the Anti-Comintern Pact
- 1936, Feb - “2.26” attempted coup by Imperial Way faction in Tokyo
- 1937, Jul - The Marco Polo Bridge Incident
- 1937-1945 - The (Second) Sino-Japanese War
- 1937, Dec - Fall of Nanjing to Japan and the Nanjing Massacre

- 1938, Feb - National General Mobilisation Law in Japan
- 1940 - Japan, Italy and Germany form tripartite alliance
- 1940, Mar - Japan forms new Chinese government in occupied zone under Wang Jingwei
- 1940, Sep - Japanese troops occupy northern French Indochina
- 1941, Jun - Japanese occupy all of French Indochina
- 1941, Jun - US freezes Japanese assets and implements strict embargo
- 1941, Dec - Japanese attack on Pearl Harbor and Southeast Asia
- 1942, Jun - Battle of Midway
- 1942, Jun - “Overcoming Modernity” conference
- 1942, Nov - Greater East Asia Ministry established
- 1943, Feb - Fall of Guadalcanal
- 1943, Nov - Great East Asia conference
- 1944 - Imphal campaign attempts Japanese invasion of India
- 1944, Jun - Saipan falls to US forces, now Japan within bomber range
- 1945, Jul - Potsdam Declaration
- 1945, Aug - Hiroshima and Nagasaki atom bomb attack, Soviets invade Manchuria
- 1945, Aug - Japanese surrender
- 1946 - New Japanese constitution with peace clause
- 1951 - San Francisco Peace Treaty
- 1952 - End of allied occupation of Japan

Films of Interest

For each week of our seminar I have listed one or more films that relate somewhat to the theme for that week. Many of these films are, to be frank, awful. Some of them use a historical event as a backdrop for their own plots. Some generally focus on the historical event or some historical figure in it, but almost all of them deviate significantly from the historical events and generally should be treated as fictional accounts.

However, I am a very strong supporter of watching bad historical films, especially around the time when one is studying the same period with good historical accounts and primary sources. A great pioneer of this is Henry Smith and other historians who put together [the book *Learning from Shogun* \(1980\)](#) to allow students to learn something about Tokugawa period Japanese history from the very popular novel (and later horrible but also very popular TV series) called *Shogun*. This work was my own first encounter with Japan as a child, and like for many of us, seeing these films or television shows, for better or for worse, leaves us with incredibly long-lasting images of a historical event. Thus, instead of ignoring them, dismissing them contemptuously, or merely non-critically accepting them as pure entertainment, I think it can be productive to watch them while you are studying a historical period and critique them.

When I say critique them, I do not mean to complain about anachronistic historical dress, or invented composite characters, or impossible to recreate dialogue, or even more blatant distortions of historical events. I mean to think of them as a narrative, because, like the narratives of historians, these films are forced every minute of the way to make important decisions about what to show and not to show, who to highlight and who not to, what aspects of a historical story are important and which ones aren't. Critiquing this in films is a fun and perhaps easier way to practice the art of being sensitive to these decisions made by historians in their own writings.

These films are listed for your reference and I welcome student comments in class who have seen them and wish to raise thoughts they have about them. However, you are not required to watch any of these films during the semester and, indeed, many of them are very difficult to get a hold of, and some cannot be found with official or fan based subtitles.

Reading

This honours module is by no means an easy one. The fact that the module is on East Asian history, an area which students may have very little familiarity with, but not a sub-honours survey module, means that students should be prepared to take the initiative to read around the assigned materials and delve into the further reading in order to get a better understanding of the material.

A work load of an average of fifteen hours a week (some weeks more, some weeks less) outside of seminar is expected. Of this, you should expect your weekly preparation for class in terms of reading to be 7-12 hours in all weeks except the consolidation week, together with 3-6 hours of work on your assignments and research, especially for the long essay. I urge you to spread the load of your work on assignments across the weeks, to prevent stress towards the end of the semester.

Your weekly reading will usually consist of 180-220 pages of required reading, plus some reading that you should select from the further reading, or other supplementary reading chosen by yourself to address content you may have trouble understanding. Thus, working on an estimate of 250 pages a week total is a safe bet, or, at roughly 30 pages an hour (taking some limited notes), about 8.5 hours.

Obviously, it is not wise to do this reading in a single sitting, as your concentration will fade, so I suggest you split the readings into two or three, and read them across several days. You may want to “timebox” the readings, giving

yourself a fixed period of time for a reading and, if it looks unlikely that you will have time to read something carefully, skim with general notes on the main arguments, events, and issues, as necessary. This is especially useful in weeks when you need to limit your reading preparation time in order to work more on your research for the long essay.

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 at least one of the further readings. Be prepared to be called upon in class to introduce the further reading you have chosen and briefly summarize its argument or main points.

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 1 - Introductions: Japanese History and the Transitions of the 19th Century

Reading:

- GORDON Ch 4-8 (90 pages), and at some point in semester: Ch 9-13 (100 pages)
- Wikipedia pages for “History of Japan” (from Tokugawa period on) and “Empire of Japan”

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.
- Having read the wikipedia pages along with Gordon’s account, what are some strengths and weaknesses you note in the wikipedia narrative of Japanese history?
- 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’
- Look the readings in each of the weeks ahead and read the handbook section on assessed fifteen minute and shorter five minute unassessed presentations. Be prepared to sign up for the week you would like to do an assessed presentation, and two weeks when you are willing to do an unassessed presentation (you don’t need to choose the specific readings yet). 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 less than two people 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.
- 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 2 - 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:

- 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.
- 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.
- 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 unassessed or assessed presentations
- Any time left over we will use to discuss topics for the long essay

Week 3 - 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 Kwanghwamun 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 unassessed or 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 4 - 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 unassessed or 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 라듸오데이즈 2008

Week 5 - 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 unassessed or 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 6 - 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 unassessed or 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 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 unassessed or 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 positioned to make good use of our group writing exercises in the consolidation week next week.

Overview:

- There may be unassessed or 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 unassessed or 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 unassessed or assessed 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.

Readings

Background Reading

- GORDON: Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present*. (Oxford University Press, 2009).
- Beasley, W. G. Japanese Imperialism 1894-1945. Oxford: Clarendon, 1987.
- Mark Peattie, ed., *The Japanese Colonial Empire, 1895-1945* (Princeton University Press, 1984).

Primary Sources

- MASON: Michele Mason and Helen Lee, eds., *Reading Colonial Japan: Text, Context, and Critique* (Stanford University Press, 2012).
- SOURCES: Bary, Wm Theodore de de, Carol Gluck, and Arthur Tiedemann. *Sources of Japanese Tradition: Volume 2, 1600 to 2000*. 2nd ed. Columbia University Press, 2005.
- Timothy Brook, ed., *Documents on the Rape of Nanking* (University of Michigan Press, 1999).
- Saaler, Sven, and Christopher W. A. Szpilman. *Pan-Asianism: A Documentary History, 1920–Present*. Rowman & Littlefield Publishers, 2011.

All Readings

Atkins, E. Taylor. Primitive Selves: Koreana in the Japanese Colonial Gaze, 1910-1945. 1st ed. University of California Press, 2010.

Aydin, Cemil. 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.

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.

Wm Theodore de de Bary, Carol Gluck, and Arthur Tiedemann, *Sources of Japanese Tradition: Volume 2, 1600 to 2000*, 2nd ed. (Columbia University Press, 2005).

Bayly, Christopher, and Tim Harper. Forgotten Armies: The Fall of British Asia, 1941-1945. Cambridge, Mass: Harvard University Press, 2005.

Bayly, Christopher, and Tim Harper. Forgotten Wars: Freedom and Revolution in Southeast Asia. Belknap Press of Harvard University Press, 2007.

Timothy Brook, ed., *Documents on the Rape of Nanking* (University of Michigan Press, 1999).

Richard Calichman, ed., *Overcoming Modernity: Cultural Identity in Wartime Japan* (Columbia University Press, 2008). 1-41.

Mark Caprio, *Japanese Assimilation Policies in Colonial Korea, 1910-1945*. (University of Washington Press, 2009).

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>.

Ching-Chih Chen, “The Japanese Adaptation of the Pao-Chia System in Taiwan, 1895-1945,” *The Journal of Asian Studies* 34, no. 2 (February 1, 1975): 391–416.

Leo T. S. Ching, *Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation*, 1st ed. (University of California Press, 2001). 1-50.

Haruko Taya Cook and Theodore F. Cook, *Japan at War: An Oral History*, (New Press, 1993).

Culver, Annika A. Glorify the Empire: Japanese Avant-Garde Propaganda in Manchukuo. UBC Press, 2013.

John W. Dower, *Embracing Defeat: Japan in the Wake of World War II*, First edition. (W. W. Norton & Company, 2000). 443-524. 547-564.

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.

Prasenjit Duara, *Sovereignty and Authenticity: Manchukuo and the East Asian Modern* (Rowman & Littlefield Publishers, 2004). 9-40, 89-130.

Prasenjit Duara, “The New Imperialism and the Post-Colonial Developmental State: Manchukuo in Comparative Perspective”, n.d., <http://www.japanfocus.org/-Prasenjit-Duara/1715>.

Peter Duus, *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910* (University of California Press, 1998). 29-65.

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.

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.

Joshua A. Fogel, ed., *The Nanjing Massacre in History and Historiography*, 1st ed. (University of California Press, 2000). 133-180.

Poshek Fu, *Passivity, Resistance, and Collaboration: Intellectual Choices in Occupied Shanghai, 1937-1945*, 1st ed. (Stanford University Press, 1997). 110-154.

Fujitani, Takashi. Race for Empire: Koreans as Japanese and Japanese as Americans During World War II. University of California Press, 2011.

Fukuzawa Yukichi “Good-bye Asia (Datsu-a)” trans. David John Lu, in *Japan: a documentary history : The Late Tokugawa Period to the Present*, (M.E. Sharpe, 1997). 351-3.

Futamura, Madoka. War Crimes Tribunals and Transitional Justice: The Tokyo Trial and the Nuremberg Legacy. London ; New York: Routledge, 2008.

Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present*. (Oxford University Press, 2009).

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Hein, Laura, and Mark Selden. Censoring History: Citizenship and Memory in Japan, Germany, and the United States. M.E. Sharpe, 2000.

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.

Hotta, Eri. Pan-Asianism and Japan’s War 1931-1945. New York: Palgrave Macmillan, 2007.

David L. Howell, **Geographies of Identity in Nineteenth-Century Japan** (University of California Press, 2005).

- Akira Iriye, *Power and Culture: The Japanese-American War, 1941-1945* (Harvard University Press, 1982). 36-95.
- Akira Iriye, “Japan’s Drive to Great Power Status,” in *Cambridge History of Japan*, vol. 6, n.d., 721–783.
- Kikuchi, Yūko, ed. Refracted Modernity: Visual Culture and Identity in Colonial Taiwan. Honolulu: University of Hawaii Press, 2007.
- Rotem Kowner, ed., *The Impact of the Russo-Japanese War*, 1st ed. (Routledge, 2006). 1-26, 29-46, 91-108, 199-218.
- Kushner, Barak. Men to Devils, Devils to Men: Japanese War Crimes and Chinese Justice. Harvard University Press, 2015.
- Kratoska, Paul H. Asian Labor in the Wartime Japanese Empire: Unknown Histories. Armonk, N.Y: Sharpe, 2005.
- Lary, Diana. The Chinese People at War: Human Suffering and Social Transformation, 1937-1945. Cambridge University Press, 2010.
- Michele Mason and Helen Lee, eds., *Reading Colonial Japan: Text, Context, and Critique* (Stanford University Press, 2012).
- Matsutani, Motokazu ‘A New Perspective on the“Name-Changing Policy” in Korea’ in Susan L. Burns and Barbara J. Brooks ed. Gender and Law in the Japanese Imperium University of Hawai’i Press, 2014, 240-260.
- Mimura, Janis. Planning for Empire: Reform Bureaucrats and the Japanese Wartime State. Cornell University Press, 2011.
- Mitter, Rana. The Manchurian Myth: Nationalism, Resistance and Collaboration in Modern China. Berkeley: University of California Press, 2000.
- 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.
- Yumi Moon, “Immoral Rights: Korean Populist Collaborators and the Japanese Colonization of Korea, 1904–1910,” **The American Historical Review** 118, no. 1 (February 1, 2013): 20–44
- 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.
- Tetsuo Najita, “Japanese Revolt Against the West,” in *Cambridge History of Japan*, vol. 6, n.d., 711–744.
- Nozaki, Yoshiko. War Memory, Nationalism and Education in Postwar Japan: The Japanese History Textbook Controversy and Ienaga Saburo’s Court Challenges. Routledge, 2008.
- O’Dwyer, Emer Sinéad. Significant Soil: Settler Colonialism and Japan’s Urban Empire in Manchuria. Harvard East Asian Monographs ; 377. Cambridge, Massachusetts: Harvard University Asia Center, 2015.
- Oh, Se-Mi. “Consuming the Modern: The Everyday in Colonial Seoul, 1915–1937.” Ph.D., Columbia University, 2008.
- Paine, S. C. M. The Sino-Japanese War of 1894-1895: Perceptions, Power, and Primacy. New Ed. Cambridge University Press, 2005.
- Mark Peattie, ed., *The Japanese Colonial Empire, 1895-1945* (Princeton University Press, 1984).
- 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. Stanford University Press, 2010.

- Shao, Dan. *Remote Homeland, Recovered Borderland: Manchus, Manchoukuo, and Manchuria, 1907-1985*. World of East Asia. Honolulu: University of Hawai'i Press, 2011.
- Naoko Shimazu, "Patriotic and Despondent: Japanese Society at War, 1904-5," **Russian Review** 67, no. 1 (January 1, 2008): 34–49.
- Gi-Wook Shin and Michael Robinson, eds., *Colonial Modernity in Korea* (Harvard University Asia Center, 2001). 1-20, 21-51, 52-69, 336-362.
- 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.
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- Robert Tierney, *Tropics of Savagery: The Culture of Japanese Empire in Comparative Frame*, 1st ed. (University of California Press, 2010). 38-77.
- Ryang, Sonia, and John Lie, eds. *Diaspora without Homeland: Being Korean in Japan*. 1st ed. University of California Press, 2009.
- Jun Uchida, *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945* (Harvard University Asia Center, 2011). 1-32, 188-226, 394-403.
- Uchida, Jun. "The Public Sphere in Colonial Life: Residents' Movements in Korea Under Japanese Rule." *Past & Present* 220, no. 1 (August 1, 2013): 217–48. doi:10.1093/pastj/gtt002.
- Wang, Taisheng. *Legal Reform in Taiwan Under Japanese Colonial Rule, 1895-1945: The Reception of Western Law*. University of Washington Press, 2000.
- 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*. Routledge, 2004.
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- 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.
- Louise Young, *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism*. (University of California Press, 1999).

Primary Sources on East and Southeast Asia

Below are a selection of potential starting points for primary sources relevant for historical research on East and Southeast Asia. Many of these are available through our library electronic resources. Others you can contact me about if you are having trouble finding them. Not all of these sources are in English and I have included some sources here for use by students who are able to read Chinese, Japanese, and Korean.

Newspapers and Periodicals:

- [The Times](#)
- [Japan Chronicle](#)
- [19th Century British Newspapers](#)
- [19th Century British Periodicals](#)
- [British Periodicals I & II](#)
- [British Newspapers 1600-1950](#)
- [Historic American Newspapers](#)
- [Irish Times](#)
- [Los Angeles Times](#)
- [North China Herald](#)
- [Guardian & Observer](#)
- [Periodical Archives Online](#)
- [Times of India](#)
- [Economist 1843-2010](#)
- [Scotsman](#)
- [HeinOnline - Legal Journals](#)
- [Newsvault](#)
 - Combines some of the Databases above
- [Old Hong Kong Collections and Newspapers](#)
 - Here you may want to check:
 - * [Hong Kong Collection](#)
 - * [Old HK Newspapers](#)
 - * [Hong Kong Oral History \(you can filter by language\)](#)
- [Singapore Newspaper Archive 1831-2009](#)
 - Some of these 200 newspapers can be viewed directly but not all of them)
- [XXth Century 1941-1945](#)
 - unusual magazine from Japanese occupied Shanghai
- [Australian Historical Newspaper Archive](#)
- [明六雜誌 1874-5](#)
 - Digitized version of the famous Meiji period journal (Japanese).
- [国民之友 1887-8](#)

- [滿州技術協會誌](#)
 - Journal of Manchuria Technical Association journal 1925-1941
 - Digitized version of “The Nation’s Friend” (Japanese).
- [Chinese Women’s Magazines in the Late Qing and Early Republican Period \(Chinese\)](#)
- [Xiaobao - Chinese Entertainment Newspapers \(Chinese\)](#)
- [Funü Zazhi - Chinese women’s magazine \(Chinese\)](#)
- [Ling Long Magazine \(Chinese\)](#)
- [Korean Historical Newspapers \(Korean\)](#)
- [PRCHistory.org Archive of Journals Remembrance and Yesterday](#)
- [奈良女子大学所藏資料電子画像集](#)
 - Digital collection of historical journals and other materials related to women’s university education in Japan. (Japanese)

Government Documents

- [Cabinet Papers 1915-1984](#)
- [Parliamentary Papers](#)
- [FRUS - Foreign Relations of the US](#)
- [Hong Kong Government Reports Online 1842-1941](#)
- [US Occupation Government in Korea Documents](#)
 - The index is in Korean, but the language of the documents is English
- [Japanese Diet Proceedings Archive \(Japanese\)](#)
- [Archive of Japanese Foreign Policy Documents \(Japanese\)](#)
- [Truman Library Documents on Decision to Drop the Atomic Bomb](#)
- [The Gazette \(British Government newspaper\)](#)
- [Digital South Asia Library](#)
- [Burma, the Struggle for Independence, 1944-1948: Documents from Official and Private Sources \(books\)](#)
 - Many British documents on Burma from this time
- [Towards Freedom: Documents on the Movement for Independence in India, 1943-1944](#)
 - Many documents on India from this time
- [The Transfer of Power 1942-7](#)
 - Many British documents on India from this time

Memoirs, Diaries, Digitised Books etc.

- [Archive.org](#)
- [Google Books](#)
- [Gutenberg Project](#)
- [Historical Texts](#)
 - Especially the British Library digitised books 1789-1914
- [Hathi Trust](#)
 - massive collection of digitized books
 - when they cannot be viewed because they are in copyright, they can still help you pin point which pages things are mentioned
- [Robert Hart Diaries](#)
 - http://digitalcollections.qub.ac.uk/site/hart-diaries/diaries/show_vol.php?v=31
 - <http://gis.rchss.sinica.edu.tw/cmcs/collections-at-academia-sinica/the-diaries-of-sir-robert-hart>
 - <http://cdm15979.contentdm.oclc.org/cdm/landingpage/collection/p15979coll2>
- [Joseph Berry Keenan Digital Collection](#) - Important primary sources from war crimes trials and early postwar Japan.
- [Ming Qing Women's Writings](#)
 - Digitised Chinese works by women from Ming and Qing dynasties (Chinese)
- [National Taiwan University Open Access Books](#) (Chinese)
- [Diary of Joseph Stilwell 1900-1946](#)
- [World War II Diaries of Ernest F. Easterbrook, 1944-45](#)

Visually Rich Materials

- [Memories of Metropolis - Tokyo](#) - Japanese (and some English), mostly photographs from various sources on the history of Tokyo. OA.
- [Joseph Needham Photographs](#) - Wartime China, 1942-1946
- [Historical Chinese Postcard Project](#): 1896-1920
- [Sidney D. Gamble's Photographs of China](#) 1908-1932
- [Shackford Collection of Photographs of China](#)
- [Francis E. Stafford photographs of China](#) 1909-1933
- [Visualising China](#) 1850-1950
- [Hoover Institution Political Poster Database](#)

Maps and GIS

- [David Rumsey Map Library](#)
- [Japanese Historical Maps - David Rumsey](#)
- [Old Maps Online](#)
- [University of Texas Perry-Casteñada Map Archive](#)

- contains a lot of WWII military maps of Asia
- Virtual Shanghai Map Collection
- 東洋文庫中華帝国図等
 - Historical maps of China in the Oriental library
- USC Asian Map Collection

Other

- Harvard Yenching Library Chinese Republican Period 1911-1949 digitization project - Chinese books digitized by Harvard-Yenching library.
- Chinese maritime digitization project
 - Digitised books in Harvard-Yenching from 1860s-1940s
- Selection of Scanned Open Access Harvard-Yenching Books from Japan on Google Books
- Japan Air Raids Bilingual Historical Archive
- Hiroshima Archive
- Chinese Pamphlet Digital Archive (Chinese)
- PRCHistory.org Document of the Month
- Taiwan Postwar National Historical Archive (Chinese)
- Japanese National Diet Library (Japanese)
 - has a variety of digital resources
- Korean National Archives (Korean)
 - some documents can only be viewed within Korean libraries
- Korean History Digital Archive (Korean)
 - a variety of historical sources can be found here
- Japanese American Evacuation and Resettlement Digital Archive
- Korean American Digital Archive
- Japanese Wartime Policy in Korea Digital Archive (Korean/Japanese)
- Atlas of Mutual Heritage
 - Good archive of documents, maps, and images from the Dutch East India Company and the West-Indische Compagnie
- Foreign Broadcast Information Service 1974-1996
 - search SAULCAT
- National Taiwan University Digital Projects Home (Chinese)
- Taiwan History Digital Library (Chinese)
- Taiwan National Repository of Cultural Heritage (Chinese)
- Taiwan Colonial Court Records (Chinese/Japanese)
 - requires online application for access
- Taiwan Database for Empirical Legal Studies (Chinese)

- [Digital Repository of Taiwan Provincial Assembly \(Chinese\)](#)
 - requires online application for access
- [National Taiwan University Taiwan Historical Photo Archive \(Chinese\)](#)
- [National Taiwan University Institutional Repository \(Chinese\)](#)
 - historical records related to NTU
- [Lafayette College East Asian Postcard Collections](#)
- [Joseph B. Keenan Digital Collection](#)
 - chief prosecutor in the Tokyo war crimes trials
- [National Archives of Japan Digital Collections](#)
- [Showa Period Photo Archive from Shashin Shūhō 1938-1944 \(Japanese\)](#)
- [Kobe University Newspaper Clippings Archive \(Japanese\)](#)
- [Korean Movie Database](#)
 - Often with English subtitles
 - Includes full length Korean historical movies from earlier decades
 - see more at <http://www.kmdb.or.kr/>
- [Japan Center for Asian Historical Records \(Japanese\)](#)
 - Massive archive of especially military records from pre-1945 Japan
- [Prange Digital Children's Book Collection 1945-49 \(Japanese\)](#)
- [Digital Library of the Meiji Period \(Japanese\)](#)
 - pretty much every book published in the Meiji period is digitized here, Taisho period books increasingly available too
- [British Pathe Historical Footage](#)
- [Chinese Digital Archive 1966-1976](#)
 - much of it in Chinese
- [Virtual Shanghai](#)
- [Sydney Gamble Photographs of China and Japan](#)
- [Japanese Photographs from Late-Tokugawa and Meiji period](#)
- [Vintage Formosa](#)
 - some 7000 photos of historical Taiwan
- [Formosa Nineteenth Century Images](#)
- [Hedda Morrison Photographs of China](#)
- [Botanical and Cultural Images of Eastern Asia](#)
- [Korean War Propaganda Leaflets](#)
- [1945-50 Korean Literary Collection \(Korean\) Univ. Washington](#)
- [MIT Visualising Cultures](#)
- [Histopia \(Korean\)](#)
 - Collection of digitized historical Korean sources

- [Chinese Text Project](#)
 - Collection of classical Chinese texts with translations
- [Heidelberg University China Digital Archive](#)
 - need to apply for an account to access, application online
- [China Historical GIS](#)
 - can download shapefiles for creating historical maps of China
- [Chinese Civilization in Time and Space](#)
- [Chinese Propaganda Poster Collection](#)
- [1900-1950 Japanese Sound Archive \(Japanese\)](#)
- [NHK Japanese Oral History Testimony Archive \(Japanese\)](#)
 - Also contains historical news clips and other footage
- [Colonial Film Database of the British Empire](#)
- [Hiroshima Archive](#)
- [Korean Independence Outbreak Movement Online Exhibit](#)
- [Denshō Archive for Japanese-American internment](#)

See Me

- Some of these databases may be accessible in Edinburgh or elsewhere. Please see me for more information:
- Shanghai Municipal Police Archives
- US State Department Records on Japan
- US Intelligence Files on East Asia (mostly post-WWII)
- Chinese Recorder - missionary journal from China
- Shenbao (Chinese newspaper Shanghai)
- Renmin Ribao (Communist newspaper)
- Taiwan Nichi Nichi Shinbun (Taiwanese colonial newspaper in Japanese)
- Keijo Nippo (Korean colonial newspaper in Japanese)
- Choson Ilbo (Korean newspaper)
- Tonga Ilbo (Korean newspaper)
- Minbao (Taiwan newspaper, early postwar)

Some Key Secondary Source Databases

- [CiNii Japanese Article Database](#) - the “Google Scholar” of Japan. Often has links to PDFs of Japanese language scholarship