

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

Tutor: Konrad M. Lawson

Fall, 2023



The Japanese Empire, 1922

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

Overview

1. **Introduction: Japanese History and the Transitions of the 19th Century**
2. **Entering the World Stage and Building an Empire**
3. **Authority, Ethnography, and Assimilation**
4. **The Idea of Colonial Modernity and its Distortions**
5. **Settler Colonialism and Migration in the Empire**
6. *ILW*
7. **Imperial Innovation in Manchuria**
8. **The Development of Pan-Asianism and the Kōminka Movement**
9. **Japan's Invasion of China**
10. **The Empire in Southeast Asia and Dying for the Emperor**
11. **The Aftermaths of War and Decolonisation**

Key Details

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

Meets: Fall, 2023 - Tue 13:00-15:00 **Location:** St. Katharine's Lodge 1.10

Office: St. Katharine's Lodge B3 **Office Hours:** Tue 11-12 (On Teams/in person; [Sign Up](#))

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

100% Coursework

- 50% Long Essay 5,000 Words
- 15% Long Essay Prospectus (500 Words), Argument, and Indicative Bibliography (2 Drafts)
- 15% Presentation (5 minutes)
- 20% 4 Reflective Posts (2,500 words)
- 3 Reading Handouts (Required; no grade)

Deadline Dates

9 Oct 23:59 - First Draft of Prospectus, Argument, and Indicative Bibliography - Post on Moodle

23 Oct 23:59 - Revised Draft of Prospectus, Argument, and Indicative Bibliography - MMS submission

21 Nov 23:59 - Submit Reflective Posts to MMS

4 Dec 23:59 - Long Essay Due - MMS submission

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, two drafts of a long essay prospectus, one five minute presentation, and a combination of reflective posts and handouts. In addition, students are required to come prepared every week having completed the required reading plus one elective reading category. Students will be expected to be able to articulate the main argument of each assigned reading or, absent one, its contribution to the week's theme.

Note: Paper submissions are not requested for any of the assessments. You may upload the submissions directly onto MMS. Your handout for an in person presentation should also be uploaded to the presentation section of MMS by midnight the evening before class when you give your presentation.

Headers and Formatting

At the top of all your written work or on a cover page, you are required to include the following:

- The date of submission
- The assignment you are submitting (e.g. Long Essay, etc.)
- Your student number
- A *specific title* for your essay in the case of the Long Essay
- The total number of words (use the word count feature of your word processor, including footnotes)

When formatting your assignments, you are required to follow these guidelines:

- Add page numbers
- Use a minimum of 12 sized font
- Please double space your long essays so I may more easily add marginal comments

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:

[School of History Style Sheet](#)

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. You will be penalized in your long essay mark if you do not follow the style guide. Note that blog entries don't need any bibliography.

In your bibliography, please have separate sections for your secondary sources and the primary sources you used.

If you prefer **and do so consistently**, you may use the Chicago Style (Notes and Bibliography) over the St Andrews note formatting. I encourage you to manage your sources in a referencing tool such as [Zotero](#) which makes it easy to automatically generate formatted notes and bibliography if you have the correct information for each source.

Long Essay

The essay for the course is worth 50% of the total coursework and has a limit of 5,000 words including footnotes. This is not an essay you research and compose in the second half of the semester and can expect a good grade for: it requires you to make progress on it throughout the semester. Narrow down an area of interest, read within this area of interest, isolate a few themes 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 most weeks will be dedicated to discussing the essay. It is not uncommon for a student to change topics once or twice during the semester, as the feasibility of one topic or another is evaluated and the sources explored. My suggestion is that you answer two questions for yourself very early in your research: 1) Once you have a general topic or area of history you are interested in, think about what kinds of arguments or historical approaches have been applied to this area before that will serve as the starting point for your intervention? 2) What kinds of primary sources do you have realistic access to for use in the essay. Most first class essays will show an ability to carry out original research that includes use and analysis of primary sources, but students may choose to do a historiographical essay.

Topics for the Essay

Your essay should be an **argument driven** analytic research essay. You may write your essay on any topic related to the history of Japanese empire, or on the history of Japan (1850s up to 1952) or on colonial or early postcolonial Korea/Taiwan.

Journals for Inspiration: I would suggest browsing some of the following journals, and especially note articles that fit the above description:

The Journal of Asian Studies
Monumenta Nipponica
Journal of Japanese Studies
The Journal of Korean Studies
Harvard Journal of Asiatic Studies
Journal of Modern Chinese History
Korean Studies
Korea Journal
Japanese Studies
Modern Asian Studies
Critical Asian Studies
positions: east asia cultures critique
Sungkyun Journal of East Asian Studies
Seoul Journal of Korean Studies
European Journal of Korean Studies

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 religious aspects of the Boxer Rebellion, it should not consider its task complete when the major facts of the Boxer Rebellion and its religious elements 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 such sentences are immediately followed by the explanation, what you ended up understanding, or what the result of your exploration was. Otherwise, there is a danger that your essay will merely provide a summary of some quantity of information you have found, rather than present the results of your analysis of that research in a useful way. 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.

Engaging with the historiography: What does this phrase mean? It means directly and explicitly acknowledging what historians have said about your topic and your specific question in existing work. Point out both positive contributions and problematic ones when appropriate. Who has worked on this before, and what specifically have they argued? See your essay as part of a larger conversation (it doesn't necessarily have to be an adversarial one) that includes previous historians.

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 it move beyond telling the reader what the essay is “about” and what the essay “will do” to tell the reader very clearly what *has been accomplished* in the essay and *what be specifically shown* in the essay, and not leave this only for the conclusion?
- 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? Do I instead summarise, without plagiarising, and cite the work of secondary work except when the particular wording or language is key to the argument I wish to make?

- 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?
- Have I avoided using phrases like “many historians argue” or “much scholarship” or “it is often argued” and offer specific examples and citations?
- 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?
- Have I gone back and considered my major claims from a critical perspective, and answered any major possible weaknesses in my essay?
- Is my argument non-trivial? That is, does it go beyond a well-known historical consensus about a topic?
- Has the long essay engaged with the historiography on the relevant issue effectively throughout?
- 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?

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, especially the further reading of each week. 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
- Google Books and The Internet Archive (archive.org)
- Consult with librarians - they are your friend. Bring them what you have found already and work with them to find further resources.
- LLMs - Large Language Models such as ChatGPT are highly problematic tools given their propensity to confidently manufacture completely false information, but may be useful as *one part* of your early brainstorming process.
- Learn to use Google more effectively:
 - Search for phrases in quotation marks ” ” when appropriate
 - Try adding filetype:pdf to limit results to PDF files
- Find in a Well Primary Source Guides:
 - [Modern Korean History](#)
 - [History of Taiwan](#)
 - [History of Burma](#)
 - [History of the Philippines](#) (under construction)
 - [History of the Malay World](#)
 - [Primary Source Nuggets](#)

The long essays should at least have a dozen sources which are not websites and the inclusion of primary sources is strongly encouraged but not required if you choose to write a historiographical essay. 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

The points that follow should be fairly clear from the questions posed above but are restated from the perspective of the marker of a very strong long essay:

- 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.
- The School of History Style Guide was carefully followed.
- A well-formatted bibliography is provided showing that research was carried out using sources of an appropriate quality and number.
- The essay consistently cites its sources with footnotes and these 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 between empirical examples and presenting 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

Prospectus, Argument, and Indicative Bibliography

15% of your mark for the module comes from two drafts of a 500 word proposal for your long essay, including a draft articulation of a possible argument and an indicative bibliography. The **first draft** (this is a **required** submission) of this will be posted on our Moodle in **Week 5** and we will discuss it in groups in class. You are also strongly encouraged to come to office hours to discuss the draft. No formal written feedback is offered on this.

Prospectus (500 Words): Write a brief summary of your essay *as if you have already written it*. What did it do? What kinds of sources did you use? How did you structure the essay? Include in this 500 words a sentence in **bold** which is a statement of the essay's proposed argument. At this early stage of your research, this is highly speculative, and it is very unlikely to end up being the actual argument you will make in your essay. Your eventual final argument will also likely be much more concrete than it is here in the prospectus but use this as an opportunity to practice stating a possible argument you will make.

Indicative Bibliography: Divided into two sections, primary and secondary sources, offer a list of sources that you will have access to in a language you can read that you think will be useful for your essay based on your reading so far. For each source, include one complete sentence explaining why you think the source is useful. List no fewer than 10 sources and no more than 30 (for this exercise).

The **second draft** of your prospectus, argument, and indicative bibliography is submitted to MMS and will receive a mark. Include a copy of the first draft prospectus after your submission. You will be **primarily** be evaluated on how you have developed your ideas in response to your first prospectus (if you have changed topics, which is not uncommon, you should still work on improving the quality of the proposal) and whether your argument is clear. You will be only **secondarily** marked on the overall historical merit of your proposal, whether the sources appropriate for the task, and whether the structure and scope indicated by your prospectus are well crafted.

Oral Presentations

Being able to synthesise reading and present ideas orally in class is a key skill. You have assessed and non-assessed presentations in this module. You will be formally assessed on **one presentation**. Non-assessed presentations: In any given week, you may be asked to speak to the class for 2-3 minutes about the elective reading you have signed up for that week. You should be able to introduce the reading to other students who may not have read the reading, and articulate its main contributions to the week's themes in a concise manner.

You may choose to deliver your assessed presentation in person, in class (5 minutes, with handout and Q&A), or by means of a recorded presentation presentation (8 minutes, no handout or Q&A).

Recorded Presentation:

You can record your voice over slides in Apple Keynote and in Powerpoint or some other application, **but must export the result as a movie file** - you may not submit a powerpoint or keynote file. The advantage is that you can do this entirely from the comfort of your own home and no supplementary handout is required. The disadvantage is that you must submit the video *at least 3 days before the class* related to the content, or you will receive a late penalty for each day as if it were an essay submitted late. A strong first class recorded presentation will not have very text heavy slides, will have an excellent connection between visual, textual, content and linking of slide content and spoken word, and will be delivered in a dynamic manner.

- **IMPORTANT:** You must submit a movie - *not a powerpoint file with embedded sound, and not a keynote file*, but a movie file. Again: you must submit a movie file (MP4, etc.).
- Confirm that your movie can be viewed using the open source software [VLC](#).
- After saving as a movie file, please confirm that voice is clearly audible (not a faint or unclear voice) and your slides display. If you are unable to do this, then give your presentation in person on the appropriate day relative to your topic.
- The recorded presentation video should be uploaded to the class files in Microsoft Teams no later than 3 days before the class relevant to the content. No handout is required for recorded presentations and no Q&A.
- Please name the video file you upload strictly following this format: the week number, your first name, and a title of the text your presentation is about. For example: W5 - Sarah - The Book Title
- Recorded presentations assess a slightly different set of skills than the in person presentation: they are a good way to practice and improve your ability combine images with your voiced narration and a small amount of text on screen. More time is required to prepare a recorded presentation, but you have the advantage of

being able to re-record sections you are unhappy with. More time is required to find effective visual material and evaluate the amount of textual material you will present to supplement your voice, but you don't need to worry about either the handout or responding to questions.

In Person Presentation:

You may deliver your presentation in class the day of. The advantage is that you give the talk without any slides, and you may prepare until the day of the class related to the content of your presentation. You don't have worry about exporting to a movie file, or be concerned about audibility of your voice, etc. The disadvantage is that you can't simply re-record or edit your presentation for submission since it is delivered live. You are also expected to produce a supplementary handout (up to 2 pages) and answer one or two questions after your presentation. A strong first class live dissertation will not be read from an exact transcript, nor will it reproduce exactly content from handout bullet points: it will be well-practiced and allow the student to spend most of the presentation looking around the room at their audience.

Pair Presentation: You may choose to work together with one other willing student to do an in-person presentation on the same book (together 10 minutes instead of 5). In this case each student will receive a separate mark for their presentation, but part of each mark will relate to how well the presentation works as part of a combined whole. Think about how you want to divide your material in the presentation and work to make it a coherent presentation of the work.

Presentation Content: Unless you secure permission for a special topic from me, the topic of your presentation should be a single author monograph (not an edited volume of different chapters). Throughout the seminar readings provided below you will see a (P) next to appropriate texts you may present on. Many of these are found in the further reading section. Unlike your weekly elective reading handout, however, **your presentation should cover the entirety of the work**, not merely any assigned chapters.

Because you are presenting on the work *as a whole* the presentation assessment will evaluate your demonstration of your ability to:

- choose what is most useful to share: author background, key arguments in the work, cases it considers, strengths and weaknesses, links to other reading of the week when relevant
- choose a quantity of information that will still allow you to speak at a measured pace
- include illustrative examples that give the listener a feel for the work
- project your voice clearly, make use of effective pauses, modulate your voice effectively
- make use of a spoken rather than a written register that engages the listener
- avoid exactly reproducing the content of a handout
- don't sound like you are using bullet points
- present in a way that, even if you are referring to a written set of notes or text, still flows naturally and smoothly
- if a recorded presentation with slides, make effective use of images, show restraint in the use of text, generally slides that are merely a list of bullet points (in other words, don't do what lecturers often do at St Andrews!).

The assessed presentation should be 5 minutes in length for in person and 8 minutes in length for recorded presentations *and not a minute longer*. Being slightly under the time limit is fine. The presentation should summarise the main arguments, point out what was most interesting or useful as a takeaway from the chosen text, and include at least some consideration of your critical evaluation: discuss at least one limitation or shortcoming. This should be substantive, based on an evaluation of concrete content, not superficial ("it was too long", "it was boring", "it was too theoretical"). It should *not* a detailed and exhaustive retelling of the content: it should highlight the arguments, strengths and set the context. Nor is your goal to determine whether or not you can "recommend" that someone should read a book. Part (but not all) of the presentation may offer greater detail on a particularly important section.

Some questions to consider as you prepare:

- Did the student project their voice clearly, modulate their voice appropriately, make effective use of pauses, and speak at an appropriate speed?
- Did the student appear to move beyond simply reading a written document?
- Did the distributed handout 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, key people, or, if necessary, a map that serves as a useful reference?
- Was the 5 (8 for recorded) minute limit very strictly observed in the presentation?
- Did the presentation provide the context of the work, and very briefly introduce the author?
- Was the presentation well-structured, organized, and focus on a only a few key points?
- Was there a good balance of arguments, examples to support them, and critique?
- 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?
- Important: Did the presentation avoid being a reproduction of the handout, using it instead as a complement.

Reflective Posts and Reading Handouts

20% of the grade for this module comes from **four reflective posts** you write in response to weekly reading. Additionally, you are required to submit at least **three reading handouts** (these are not marked, but submission is required to pass the module). Each week on our module Moodle, **by Monday 11pm**, you have the opportunity to upload a reading handout **attached in PDF format**, and/or **paste directly into a Moodle post** a reflective post. This will allow fellow students to read both from week to week. After Week 3, **you may only submit one item of any kind in any given week**. For example you may submit nothing (if you are not running behind), a reflective post, a handout, a reflective post and a handout (but not related to the same text!), but not two reflective posts or two handouts. **Again:** you will receive no credit for more than one item of a given type submitted in any given week. The purpose of this policy is to ensure you engage with your reading across the semester, not merely close to the deadline for final submission on MMS.

Note:

- In week five you are free submit both a first draft of your essay prospectus and either a reflective post or reading handout. Also, you are free to submit something during independent learning week if you want to get ahead. You are also free to submit *more* than the required four posts, and then select the four posts you like the best to MMS at the end of the semester. You still only permitted to post one of these to Moodle per week, however.
- The first reflective post / handout deadline is Week 3. You may submit handouts from readings related to Week 2 or Week 3 and only for this first submission you are permitted to submit up to two posts and up to two handouts (if you want to submit one related to Week 2 readings and one for Week 3 readings)

Example: Student A submits reflective posts to the Moodle in Week 3, 4, 7, and 9. They submit handouts in Weeks 3, 4, and 10. This is fine. Student B is eager to get this out of the way and submits posts on Week 3, 4, 5 and 7, and also handouts on Weeks 3, 4 and 5. They have completed everything in the first half of the semester so they can concentrate on their long essay. Student C is worried about their mark and wants some extra practice. They submit six posts to Moodle in weeks 3, 4, 5, 7, 8, and 9 as well as their three handouts in various weeks. In the end they decide to submit just the last four posts which they thought were strongest. Student D is in trouble: they did all their three handouts but procrastinated on the posts and only submitted reflective posts to the Moodle in Week 9, 10, and 11. Thus they ran out of weeks and will receive a 0 for the missing fourth post.

Submission: While you must post reflective posts and handouts to the Moodle during the semester, the assessed final submission of the reflective posts is Tuesday of Week 11. Submit a document with the usual required headers/cover, and in this document **you must** list the dates you submitted your posts and handouts where these may be found on Moodle (no need to post the handout contents into your MMS submission, just the dates where I can find them on Moodle). They must be visible on the Moodle for the days you list them. Then copy and paste in your four reflective posts that are already on Moodle into the document for submission. **Your reflective posts may vary of length, but together should be at least 2,500 words in length.** If you posted more than four posts on Moodle, select only four them for submission to MMS at the end of the semester. You should not make substantial changes to your original Moodle reflective posts, but you are permitted to correct typos, rephrase a sentence, etc.

Reflective Posts - What to Write:

- You can focus on one or more required readings, elective reading.
- Use the postings to reflect on your reading, highlight or contrast or critique interesting arguments, put readings into conversation with each other, etc.
- Please make explicit reference to at least one source. You don't need formal footnotes or bibliography, but mention the title clearly in the text and include relevant page number references in parentheses. If you are mentioning a text not assigned that week.
- Your reflective posts should ideally each aim to be between 400-1,000 words
- The posts should have a single overarching purpose and unified focus - if you find your post getting too long ask yourself if you have remained focused throughout.
- Avoid vague references to what you like and don't like; what you found interesting or not interesting - unless you follow this up with concrete and specific reasons why something is interesting or valuable.
- Be concise and avoid repetition.

Here are some ideas of what make good postings (but you aren't limited to this):

- Focus in on a passage in a primary source, quote part of the passage (try not to make the quote too long) in the posting and then offer a reflection on it.
- Same as above, but instead of just offering a reflection, put that passage into meaningful conversation with another secondary or primary reading we did either this week or another week.
- Describe or synthesise a point that you find important or interesting from a secondary reading and say why you think it is important.
- Put the arguments of two secondary sources into dialogue with each other
- Reflect on how the arguments of a text might contribute to our understanding of some other class in another place or time
- Write a posting on the use of language or terms in a source and why you think it is meaningful or important
- Write a posting around a certain pattern you see across multiple texts

Reading Handouts

- These are required submissions but not marked.
- If you will submit a handout for a week, compose a 1-2 page overview or outline, or briefing sheet that will primarily be aimed at your fellow students.
- You might have a paragraph at the top that provides a summary
- If it is empirically dense, consider listing some key dates, events, people, or concepts
- Consider providing an overview of the structure, the way it is divided into sections and what those sections contribute.
- The whole thing may be in the form of hierarchical bullet points if you like, but make most of these full sentences whenever possible, rather than fragmented phrases except when outlining structure or listing things.

Feedback

Feedback is generally provided directly on the mark sheet, which will be posted to the MMS within two weeks. Presentation feedback is provided at two points in the semester so they may be marked in groups. Some formative feedback on Moodle posts (before they are submitted to MMS) will be made sporadically throughout the semester, especially on the first or second post made by a student.

Guidelines

Your submitted work should meet the following requirements:

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
- Your student number
- A title for your essay
- The total number of words including footnotes (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

Footnotes and References

Please follow the St Andrews School of History Style Guide, available on the school website:

[School of History Style Guide](#)

Extensions and penalties for late, long or short work

All final submission will be made online with final submissions to MMS. See the section on reflective posts for details on how these are handled. Please see the School of History guidelines for details about other relevant policies related to late, long or short work as well as details about extensions:

[Extensions and Penalties for Late, Long or Short Work](#)

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.

Note on use of Large Language Models (LLMs): Large Language Models such as ChatGPT, Bard, Claude, etc. are powerful tools that generate confident answers to user prompts. LLMs frequently produce blatantly, or sometimes more subtly false information, are unable to effectively preserve their train of thought, and susceptible to sometimes hilarious logical flaws as a result of their innate design. We are all in the process of adapting to the emergence of LLMs and any potential place in our research and writing. The wholesale generation of paragraphs of prose by an LLM for submission is not permitted and is a violation of the rules of academic practice. Students are expected to submit their own original work and are responsible for all errors of fact and reasoning. *You cannot trust anything an LLM tells you and must confirm the veracity of any historical claims it offers you.* The limited use of LLMs as part of your research and editing process is permitted (but is not recommended unless you are fully aware of their shortcomings) for the following purposes: 1) Their use in the early brainstorming stage as you are testing out ideas, making lists of possible avenues, and asking for broad overviews of topics to generate concrete hooks for more targeted research in more accurate sources. 2) To brainstorm possible structures for your writing 3) To solicit critiques of your writing at the sentence or paragraph level. 4) For suggestions on alternative phrasing. Again, for all the above points, you cannot assume LLM responses will be accurate, but asking for a range of possible responses may give you or trigger further useful ideas. Any shortcomings of your work are ultimately yours alone.

For more information:

[Academic Practice](#)

If you are unsure about the correct presentation of academic material, you should approach your tutor. You can also make use of the resources of CEED, which provides an extensive range of training on Academic Skills.

[Centre for Educational Enhancement and Development](#)

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 are available at:

[Semester Dates](#)

Marking Scale

Please refer to the School of History website for assessment for information on the honours marking scale:

[Assessment - School of History](#)

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 read the university policy on self-certification of student absences:

[Self-certification of Absence](#)

Disability Support

The University provides support for students who declare a disability both at entry to their course and whilst on course. If you are an entrant then we can start the process of putting arrangements in place before you start your studies and we would recommend that you contact the Disability Team as soon as you have made an application to study here. The University has a range of reasonable adjustments that it can put in place for you to help you achieve your academic potential and to make the transition to University as smooth as possible.

[Disability Support](#)

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

Weekly average pages of required reading: 180-250

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 fifteen to eighteen hours a week (some weeks you may need a few 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, together with 5-8 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 150-250 pages of required and elective reading, plus reading and research for your assessments. 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.

In most, but not all weeks, your reading is divided between required readings (primary and secondary) which all students do in common, and elective readings (which you should choose one category from). When there are elective reading categories, you should do any reading handouts focused on these. When there are no elective reading categories, you may prepare a handout on any of the assigned secondary readings.

It is **not wise to do your 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. Give yourself more time for the primary sources vs the secondary sources relative to their length to allow you to pay especially close attention to language and detail in the former. I would recommend that you try to "timebox" the readings, giving yourself a fixed period of time for any given reading and, if it looks unlikely that you will have time to read something carefully, skim it 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.

You may find the readings as ebooks, on short loan in the library or in some cases in scanned versions or in digital databases online. We won't be relying on a Talis online list this semester. A few readings will be available on our Microsoft Team.

Chronology

Below are some of the major dates relevant to this course, mostly limited to political history of the empire.

- 1853 - First arrival of Commodore Matthew Perry, who demands an opening of Japan
- 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
- 1889 - Meiji Constitution establishes Japan as a constitutional monarchy
- 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
- 1919 - South Pacific Mandate granted to Japan by the League of Nations
- 1919, Mar - March First Movement for independence in Korea
- 1919, May - May Fourth movement and anti-Japanese protests in China
- 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
- 1931, Sep - The Japanese Invasion of Manchuria
- 1932, Mar - Manchukuo (Manzhouguo) proclaimed independent state
- 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
- 1951 - San Francisco Peace Treaty
- 1952 - End of allied occupation of Japan

Seminars

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

Abbreviations for readings:

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

Week 1 - Introductions

If you have some time before the semester begins, I would strongly recommend that you read some of the chapters of the following survey textbook. I suggest you pick up your own copy as it is a nice text to turn to for reference, or you can always make use of one of our library copies:

Andrew Gordon *A Modern History of Japan: From Tokugawa Times To The Present*

There is a copy in the library, but an ebook is not available.

There are several different editions, along with “international” and non-international (US) versions of this book. While the editions have improved over the years and now include a new chapter on Japan’s most recent times, feel free to use any edition since we are primarily using it as a background reference work to help cover the domestic history of Japan while we focus on its empire. You may find cheap copies of older editions and our library doesn’t have the latest version, anyways.

Please read closely the chapters of this book which cover the period from the end of the Tokugawa age, through the early postwar period, up to 1952. In the fourth edition of the book, this includes chapters 5 (“The Samurai Revolution”) through chapter 13 (“Occupied Japan: New Departures and Durable Structures”) pp60-252.

The reason why this background reading is important is that this module is not a survey history of modern Japanese history, but you will get most out of the module’s study of Japanese imperialism if you can build on a foundation of familiarity with the course of modern Japanese history, which a textbook like this provides.

Week 2 - Entering the World Stage and Building an Empire

Background Reading:

GORDON Ch 5 Samurai Revolution; Ch 6 Participation and Protest

Primary Source Reading: ~30 pages

- **SOURCES:**

- Ch 37: Letters from Saigō Takamori to Itagaki Taisuke on the Korean Question
- Ch 37: Ōkubo Toshimichi's Reasons for Opposing the Korean Expedition
- Ch 38: Fukuzawa Yukichi's View of Civilization; An Outline of a Theory of Civilization
- Ch 38: Nakamura Masanao: China Should Not Be Despised; Japan's Debt to China
- Ch 41: Tokutomi Sohō: A Japanese Nationalist's View of the West and Asia
- Fukuzawa Yukichi - "Good-bye Asia" (see Teams Files)

Secondary Source Reading:

- Beasley *Japanese Imperialism* Ch 4-7 (60 pages) [Ebook](#)
 - "Intervention in Korea, 1894-5, Peace Settlement with China 1894-6", "New Imperialism and the War with Russia 1895-1905", "Formal and Informal Empire in North-East Asia, 1905-1910"
 - This is a survey text but will help deepen your understanding of the events. Compare this with your reading of GORDON for the same period.
- 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 \(Visual Narratives\)](#)

Elective Reading:

- A: Eskildsen, "Of Civilization and Savages" (31 pages) [Online](#)
- B: Yumi Moon, "Immoral Rights: Korean Populist Collaborators and the Japanese Colonization of Korea, 1904-1910" (25 pages) [Online](#)
- C: Fukuzawa, Yukichi. *An Outline of a Theory of Civilization*. [Ebook](#) Ch 2 pp17-43 (P)
- D: Barclay, Paul D. *Outcasts of Empire: Japan's Rule on Taiwan's "Savage Border," 1874-1945*. [Open Access](#) Ch 1 "From Wet Diplomacy to Scorched Earth" pp43-113
- E: Mizuno, Norihito. "Early Meiji Policies Towards the Ryukyus and the Taiwanese Aboriginal Territories." *Modern Asian Studies* 43, no. 3 (May 2009): 683-739. [DOI](#)
- F: Kowner, *Impact of the Russo-Japanese War*, 1-26 [Ebook](#)
- G: Duus, Peter. *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910* (P), Ch 1 The Korea Question pp29-65 (See Teams Files)

Further Reading:

- Robert Eskildsen, *Transforming Empire in Japan and East Asia: The Taiwan Expedition and the Birth of Japanese Imperialism* [Ebook](#)
- Simon Partner, "Peasants into Citizens? The Meiji Village in the Russo-Japanese War," *Monumenta Nipponica* 62, no. 2 (July 1, 2007): 179-209.
- Wolff ed., *Russo-Japanese War in Global Perspective*, Hashimoto Yorimitsu, "White Hope or Yellow Peril?: Bushido, Britain, and the Raj", 379-403
- Valliant, "The Selling of Japan", 415-438
- 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* [Ebook](#)

- 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. (P) [Ebook](#)
- Paine, S. C. M. *The Sino-Japanese War of 1894-1895: Perceptions, Power, and Primacy*. (P) [Ebook](#)
- 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). [Ebook](#)
- 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.
- 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](#)
- Partner, Simon *The Merchant's Tale: Yokohama and the Transformation of Japan* [Ebook](#)
- Huffmann, James *Down and Out in Late Meiji Japan* [Ebook](#)
- Robert Hellyer and Harald Fuess, *The Meiji Restoration: Japan as a Global Nation* [Ebook](#)
- Byron Marshall, *Learning To Be Modern: Japanese Political Discourse On Education*
- David R. Ambaras, *Japan's Imperial Underworlds: Intimate Encounters at the Borders of Empire* [Ebook](#)
- Minichiello, Sharon, ed. *Japan's Competing Modernities: Issues in Culture and Democracy, 1900-1930* [Ebook](#)
- Kim, Su Yun. *Imperial Romance: Fictions of Colonial Intimacy in Korea, 1905-1945* [Ebook](#)
- Gluck, Carol. *Japan's Modern Myths: Ideology in the Late Meiji Period* [Ebook](#)

Preparation:

- Choosing one of the two long essay ideas you brought to class from last week, spend an hour "blitz" researching your topic some time this week: who has written about it? What kinds of sources do they use? What kinds of arguments have historians made, write down at least a dozen bullet points or a paragraph or two for discussion. This exercise is to help you start thinking about the broad topic for your long essay. Remember, the short essay is due sooner than you think.
- If you are struggling with ideas for topics, go through the primary source suggestions at the end of this handbook and choose one source to browse through and think of possible ideas for it.
- 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. Think about "time boxing" your reading - fixing in advance the hours you will dedicate to your reading and working within those limits to allow other time for the module on your long essay research, presentation, and other preparation.
- Try to commit to memory the basic, mostly political, events in the "Chronology" section of this student handbook, for the years up to 1920 (for this week). 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.

Overview:

- 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.
- The MIT exhibits have wonderful sources and we will discuss and analyse a few of those which you have found particularly interesting. Note that the MIT exhibits have an introductory essay but the bulk of the visual material for each exhibit is accessible from the menus at the top: don't miss out on the visual narrative and additional images for each.
- 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.
- Any time left over we will use to discuss topics for the long essay and your overviews

Questions to Think About:

1. For Japanese leaders at the time what is the relationship between becoming a modern nation and possessing an empire?
2. What tensions and contradictions are to be found among some of the Japanese figures whose works we have been reading?
3. What are some of the patterns to be found in the image sources of the Visualizing Cultures? How do the introductory essays in the collections use these sources to make arguments?

Ideas for Long Essay Themes

- Note: In this section I will put general themes to consider for long essays, but keep in mind that you are by no means limited to them and each of theme contain a full range of more appropriately narrow questions and arguments you might pursue within them.
- There are many sources in non-Japanese languages that will allow you to examine the way Japan's colonization was portrayed abroad, focusing in on one aspect or example of this and making an argument is one possibility for a long essay. Also consider going through the list of further readings in this handbook for the rest of the semester for more ideas of things that are written about.
- Depictions of Japan in some international source or sources, or by Japan of world order in works written by Japanese in English (or another language you know)?
- Aspects of Meiji period transitions within Japan
- Issues of cultural contact between Japan and its neighbors in this period
- Responses of Chinese, Korean, or already colonized peoples to Japan in this period
- Further exploring the visualizations of Japanese imperialism

Films of Interest

- The Battle of Port Arthur 二百三高地 (1980)
- Port Arthur (1936)
- 明治天皇と日露大戦争 (1957)
- 日露戦争勝利の秘史敵中横断三百里 (1957)
- 一八九四·甲午大海战 (2022)
- 불꽃처럼 나비처럼 (The Sword with No Name 2008)

Week 3 - Authority, Ethnography, and Assimilation

Primary Source Reading:

Read either:

- [SOURCES](#), Ch 41: Yanagi Muneyoshi and the Kwanghwa Gate, For a Korean Architecture About to Be Lost
- [MASON](#) 109-123 Ch 4: “Demon Bird, Violence, Borders, Identity”

Read either:

- Nitobe Inazo, “Japan as Colonizer” in *The Japanese Nation* [Internet Archive](#), 231-258 on Taiwan,
- OR “Introduction” in the *Annual Report on Reforms and Progress in Chosen (Korea)* 1918-21 [Internet Archive](#)

Secondary Source Reading:

- Atkins, selection from “Ethnography as Self-Reflection: Japanese Anthropology in Colonial Korea” *Primitive Selves*, pp52-74, pp96-101 [Ebook](#) (P)
- Robinson, *Korea’s Twentieth-century Odyssey*, Ch 2 Colonial State and Society, Ch 3 Class and Nation in Colonial Korea pp36-75 [Ebook](#)
- Caprio, *Japanese Assimilation Policies in Korea*, 81-110: Ch 3 [Ebook](#)

Elective Reading:

- A: Tierney, selection from “From Taming Savages to Going Native” *Tropics of Savagery*, 38-63 [Ebook](#) (P)
- B: Tierney, *Tropics of Savagery*, Ch 4 ‘The Colonial Eyeglasses of Nakajima Atsushi’ [Ebook](#)
- C: Barclay, Paul D. *Outcasts of Empire: Japan’s Rule on Taiwan’s “Savage Border,” 1874-1945*. [Open Access](#) Ch 4 ‘The Geobodies within a Geobody: The Visual Economy of Race Making and Indigeneity’
- D: Caprio, *Japanese Assimilation Policies in Korea*, Ch 4 pp111-156 [Ebook](#)
- E: Hanscom, Christopher P., and Dennis Washburn, eds. *The Affect of Difference: Representations of Race in East Asian Empire* Ch 1 Introduction: Representations of Race in East Asian Empire [Ebook](#)
- F: Hanscom, Christopher P., and Dennis Washburn, eds. *The Affect of Difference: Representations of Race in East Asian Empire* Ch 6 Faces that Change: Physiognomy, Portraiture and Photography in Colonial Korea [Ebook](#)
- G: Stanisław Meyer “Between a Forgotten Colony and an Abandoned Prefecture: Okinawa’s Experience of Becoming Japanese in the Meiji and Taishō Eras” [Open Access](#)

Further Reading:

- Primary Source: [My Proposal for an Interethnic Marriage Was Refused](#)
- Primary Source: [Building and Street Use Codes in the Japanese Empire](#)
- Primary Source: [Letter to Rural Youth](#)
- Hanscom, Christopher P., and Dennis Washburn, eds. *The Affect of Difference: Representations of Race in East Asian Empire* [Ebook](#)
- Yamashita, Shinji, J. S. Eades, and Joseph Bosco, eds. *The Making of Anthropology in East and Southeast Asia* (P)
- Oguma, Eiji, and David Askew. *A Genealogy of ‘Japanese’ Self-Images*
- Oguma, Eiji. *The Boundaries of ‘the Japanese’* Vol. 1 and 2
- Myers, Ramon H., and Mark R. Peattie, eds. *The Japanese Colonial Empire, 1895-1945* [Ebook](#)
- Henry, *Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-45* (P)
- Liao, *Taiwan Under Japanese Colonial Rule*
- Tai, Eika. “The Discourse of Intermarriage in Colonial Taiwan”. *The Journal of Japanese Studies* 40, no. 1 (2014): 87–116.
- Kim Brandt, “Objects of Desire: Japanese Collectors and Colonial Korea,” *Positions: East Asia Cultures Critique* 8, no. 3 (2000): 711–46.
- Chatani, Sayaka. *Nation-Empire: Ideology and Rural Youth Mobilization in Japan and Its Colonies* [Ebook](#) (P)
- 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 [Ebook](#) (P)
- [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, 1887-1909," *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*. (P) [Ebook](#)
- Brandt, Kim. *Kingdom of Beauty: Mingei and the Politics of Folk Art in Imperial Japan*. Duke University Press Books, 2007. (P) [Ebook](#)
- Naoko Shimazu, *Japan, Race and Equality: The Racial Equality Proposal of 1919* (London: Routledge Press, 1998) (P)
- Theodore Jun Yoo, *It's Madness: The Politics of Mental Health in Colonial Korea* (Univ of California Press, 2016).
- Sonja M. Kim, *Imperatives of Care: Women and Medicine in Colonial Korea* [Ebook](#)
- Hong Yung Lee, *Colonial Rule and Social Change in Korea 1910-1945*
- Albert L. Park, *Building a Heaven on Earth: Religion, Activism, and Protest in Japanese Occupied Korea* [Ebook](#)
- Hwansoo Ilmee Kim, *Empire of the Dharma: Korean and Japanese Buddhism, 1877–1912* [Ebook](#)
- Elaine H. Kim and Chungmoo Choi, *Dangerous Women: Gender and Korean Nationalism*
- Christina Yi, *Colonizing Language: Cultural Production and Language Politics in Modern Japan and Korea* [Ebook](#)
- Rabson, Steve. *The Okinawan Diaspora in Japan: Crossing the Borders Within* [Ebook](#)
- Matsuda, Hiroko, Kieko Matteson, and Anand A. Yang. *Liminality of the Japanese Empire: Border Crossings from Okinawa to Colonial Taiwan* [Ebook](#)
- Weiner, Michael, ed. *Japan's Minorities: The Illusion of Homogeneity* (P)
- Wittner, David G., and Philip C. Brown. *Science, Technology, and Medicine in the Modern Japanese Empire*
- Denoon, Donald, and Gavan McCormack, eds. *Multicultural Japan: Palaeolithic to Postmodern* [Ebook](#)
- Kikuchi, Yūko. *Japanese Modernisation and Mingei Theory: Cultural Nationalism and Oriental Orientalism*
- Ka, Chih-ming, and Sidney W. Mintz. *Japanese Colonialism in Taiwan: Land Tenure, Development, and Dependency, 1895-1945*
- Dawley, Evan N. *Becoming Taiwanese: Ethnogenesis in a Colonial City, 1880s to 1950s*
- Liu, Michael Shiyung. *Prescribing Colonization: The Role of Medical Practices and Policies in Japan-Ruled Taiwan, 1895-1945*
- Tsai, Hui-yu Caroline. *Taiwan in Japan's Empire-Building: An Institutional Approach to Colonial Engineering*
- Park, Alyssa M. *Sovereignty Experiments: Korean Migrants and the Building of Borders in Northeast Asia, 1860–1945* [Ebook](#)

Preparation:

- As you consider your long essay topic, consider browsing primary sources related to Japanese Empire available at this website:
 - [Grassroots Operations of the Japanese Empire](#)
- Explore primary sources related to Korea and Taiwan:
 - [Taiwan Primary Sources](#)
 - [Primary Sources: History of Taiwan](#)
 - [Primary Sources: Modern Korean History](#)
- 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. Some of you may be interested in exploring his key role in popularising the idea of "Bushido"
- Atkins and Tierney will form an important part of the discussion, as will the "Demon Bird" and the Nitobe readings.

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 will see how the world of folklore, cultural artefacts, and the field of anthropology are key to understanding other ways that power figure into the relationship between coloniser and colonised.
- We will take a closer look at the Nitobe Inazo reading and discuss the ways that Japan is described as a colonial power and presented to a western audience, with care taken to the rhetoric and language used as well as the selection of material chosen for presentation.
- We will set aside some time in class to talk about how your topics for the long essay.

Questions to Think About:

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?

Ideas for Long Essay Themes

- There is a much more rich literature on ethnography and empire (not limited to East Asia either) and many other possible sources for anthropologists in East Asia to explore these questions of knowing the author. The even richer and broader literature on orientalism offer another way to look at both Japan's use of knowledge in its domination of its neighbours but also of European empires simultaneously jockeying for power in the region.
- Assimilation policies across multiple empires is a fascinating area that opens lots of possible topics that take a comparative approach
- The "Annual Report on Reforms and Progress in Chosen" collection published in several volumes available online through Internet Archive. These are an example of some of the English language primary sources related to Japanese depictions of its colony.
- Travellers to Japan at around this period are an interesting way to explore how a rapidly modernizing and growing empire are depicted. Isabella Bird is one interesting figure, and there are many other works written in English by travellers to Japan's first colonies that you can explore both for their (very often highly racist) depiction of the Japanese and their approach to empire, or Japan's imperial subjects in Korea and Taiwan etc.
- Our text by Nitobe this time was only one of many such texts, exploring others or a pattern within multiple of them is another area.
- Kim Brandt's piece in the further reading is part of a growing literature (not limited to Japan) which looks at the intersection of art and antiquities related to empire that may give you ideas.

Films of Interest:

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

Week 4 - The Idea of Colonial Modernity and its Distortions

Background Reading:

GORDON Ch 8 Empire and Domestic Order

Primary Source Reading: 27 pages

- [MASON](#) 77-104 Ch 3: "Officer Ukuma, Subaltern Identity in Okinawa", 77-89
- Youtube video of Japanese Propaganda clip: "Korea Under Japanese Rule 1931" [YT](#)

Secondary Source Reading:

- Robinson, *Korea's Twentieth-century Odyssey*, Ch 4 Colonial Modernity, Assimilation, and War, 76-99 [Ebook](#)
- Todd A. Henry, *Assimilating Seoul* Ch 4 Civic Assimilation: Sanitary Life in Neighborhood Keijō [Ebook](#)
- 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* [Ebook](#)
 - 1-20: Introduction
- 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 [Ebook](#)

Elective Reading:

- A: Shin, *Colonial Modernity in Korea* [Ebook](#) Ch 1 Modernity, Legality, and Power in Korea
- B: Shin, *Colonial Modernity in Korea* Ch 2 Broadcasting, Cultural Hegemony [Ebook](#)
- C: Shin, *Colonial Modernity in Korea* Ch 4 Limits of Cultural Rule [Ebook](#)
- E: Nayoung Aimee Kwon *Intimate Empire: Collaboration and Colonial Modernity in Korea and Japan* Ch 1 Colonial Modernity and the Conundrum of Representation [Ebook](#)
- F: Nayoung Aimee Kwon *Intimate Empire: Collaboration and Colonial Modernity in Korea and Japan* Ch 7 Overhearing Transcolonial Roundtables [Ebook](#)
- G: Kikuchi, Yūko, ed. *Refracted Modernity: Visual Culture and Identity in Colonial Taiwan* Ch 8 Taiwanese Aboriginal Art and Artifacts: Engangled Images of Colonialization and Modernization [Ebook](#)

Further Reading:

- Primary Source: [Commentary on Discriminatory Rice Policy](#)
- Primary Source: [Request for Divorce](#)
- Kikuchi, Yūko, ed. *Refracted Modernity: Visual Culture and Identity in Colonial Taiwan* [Ebook](#)
- Chatani, Sayaka. *Nation-Empire: Ideology and Rural Youth Mobilization in Japan and Its Colonies* [Ebook](#)
- rest of Henry, Todd. *Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-45* (P)
- Oh, Se-Mi. "Consuming the Modern: The Everyday in Colonial Seoul, 1915-1937."
- Tani E. Barlow, ed., *Formations of Colonial Modernity in East Asia* (P)
- Ming-cheng M. Lo, *Doctors within Borders: Profession, Ethnicity, and Modernity in Colonial Taiwan* (P)
- Wang, Taisheng, *Legal Reform in Taiwan Under Japanese Colonial Rule, 1895-1945* (P)
- rest of *The Modern Girl Around the World* (P)
- Hyaeweol Choi, *New Women in Colonial Korea: A Sourcebook*
- rest of *Gender and Law in the Japanese Imperium* (P)
- Robinson, Michael *Cultural nationalism in colonial Korea, 1920-1925* (P)
- Choi, Hyaeweol *New Women in Colonial Korea : a Sourcebook*
- Kim, Janice *To Live to Work: Factory Women in Colonial Korea* (P)
- Morris, Andrew *Colonial Project, National Game: A History of Baseball in Taiwan* (P)
- Jina E. Kim, *Urban Modernities in Colonial Korea and Taiwan* [Ebook](#)
- Sungyun Lim, *Rules of the House: Family Law and Domestic Disputes in Colonial Korea* [Open Access](#)

- Theodore Jun Yoo, *The Politics of Gender in Colonial Korea: Education, Labor, and Health, 1910–1945* [Ebook](#) (P)
- Janet Poole, *When the Future Disappears: The Modernist Imagination in Late Colonial Korea* [Ebook](#)
- Chong-Sok Ko and Jongsok Koh, *Infected Korean Language, Purity Versus Hybridity: From the Sinographic Cosmopolis to Japanese Colonialism to Global English*
- Serk Bae Suh, *Treacherous Translation: Culture, Nationalism, and Colonialism in Korea and Japan from the 1910s to the 1960s*
- Kirsten L. Ziomek, *Lost Histories: Recovering the Lives of Japan's Colonial Peoples*
- Choi, Hyaeweol. *Gender Politics at Home and Abroad: Protestant Modernity in Colonial-Era Korea*
- Yuasa, Katsuei. *Kannani and Document of Flames: Two Japanese Colonial Novels* Translated by Mark Driscoll. [Ebook](#)
- Buswell, Robert E., Ellie Choi, et al. *Imperatives of Culture: Selected Essays on Korean History, Literature, and Society from the Japanese Colonial Era* [Ebook](#)

Preparation:

- Continue your exploration of topics for the long essay. As soon as you are settled on a topic your most important question is: what primary sources can I use? If you are still struggling to find an interesting topic, spend a few hours with one or two of the primary source collections. Browse journals on East Asian History to see the kind of scope and detail aimed at by academic articles. Is your topic broader than an academic article? Then focus in more.
- Think about the case of Officer Ukuma in Okinawa. What are some of the features of his story that might be common to the experience of other people under Japanese colonial rule that we have been reading about. Is that experience unique to colonial settings? If so, in what ways? If not, then what other settings resemble it?
- Many of the readings for today are filled with ironies: where intentions of the coloniser often lead to very differing outcomes when seen in retrospect. Some of them also suggest that simplistic nationalist narratives that emerge in a postcolonial setting are also problematic. In what ways is this the case?

Overview:

- There may be assessed presentations
- We'll start by jumping forward a bit to some of the ways that the unfortunately named idea of "colonial modernity" has been come to mean two things today - one thing in the hands of revisionist Japanese historians and politicians, as well as Korean nationalists who oppose them, and another within the scholarly world
- We'll discuss the concepts of modernity, modernisation, the implicit progressivist narrative in these concepts, and the ways in which these are complicated by their place in a colonial setting.
- Group task: We will set aside time again to ask you to reflect on the prospectus. 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 don't? 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?

Ideas for Long Essay Themes

- This week, perhaps more than any others, offers chances to explore literary sources as a way into the period. There is a growing body of English translations of not only Japanese literature from this period but Korean, Chinese, and Taiwanese literature. Many of these offer settings that give the appearance of a bustling early 20th century modern society, but often with all the distortions and limitations of that apparent modernity that we expect to find in a colonial setting.
- Despite talking about “modernity” which is a more abstract concept, we have said relatively little of modernization, of economic and technological transformations in the colonies, and the development of infrastructure under colonial rule that was of benefit to the coloniser and its increased extraction of resources from its possessions. This could be explored in an essay through an example or comparison, but when doing so, be aware that this is a field that demands careful consideration of: for whom and who benefits.
- We also see this week that the colonizer - colonized two-sided approach has severe limitations and a long essay can look in more depth at some impact of colonisation on a particular group in metropole or colony.
- Students interested in urban history might consider exploring a long essay with a topic related to cities in the empire - also the topic of a fourth year module I offer for those who want more readings on this.

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 (2008 - 라디오데이즈)
- Assassin (2015 - 암살)
- Modern Boy (2008 - 모던보이)

Week 5 - Settler Colonialism and Migration in the Empire

Primary Source Reading: 39 pages

- Kim Sa-ryang “Into the Light” in Wender, Melissa L. ed., *Into the Light: An Anthology of Literature by Koreans in Japan* (39 pages) [Ebook](#)

Secondary Source Reading:

- Sidney Xu Lu, *The Making of Japanese Settler Colonialism* [Ebook](#) Introduction
- Mark R. Peattie *The Japanese Informal Empire in China, 1895-1937* Ch 6 “Japanese Treaty Port Settlements, 1895-1937” pp167-174, pp188-209 [Ebook](#)
- 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 [Ebook](#)
- Uchida, Jun. *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945* Ch 1 “The Growth of Settler Communities” p62-70, Ch 2 Settlers and the State p96-139 [Ebook](#)
- Young, *Japan’s Total Empire* “The Migration Machine: Manchurian Colonization and State Growth” 352-398 [Ebook](#)

Elective Reading:

- A: Han, Eric C. *Rise of a Japanese Chinatown: Yokohama, 1894-1972* Ch 2 “Expatriate Nationalists and the Politics of Mixed Residence, 1895-1911” Ch 1 pages from 23-41, Ch 2 pp72-80 [Ebook](#) (P)
- B: Uchida, Jun, “A Sentimental Journey: Mapping the Interior Frontier of Japanese Settlers in Colonial Korea” [Online](#)
- C: Sidney Xu Lu, ‘Eastward Ho! Japanese Settler Colonialism in Hokkaido and the Making of Japanese Migration to the American West, 1869–1888’, *The Journal of Asian Studies* 78, no. 3 (August 2019): 521–47, [DOI](#).
- D: O’Dwyer, Emer Sinéad. *Significant Soil: Settler Colonialism and Japan’s Urban Empire in Manchuria*. Introduction + Ch 1 Dairen, A City Like No Other [Ebook](#) (P)
- E: Sidney Xu Lu, *The Making of Japanese Settler Colonialism* [Ebook](#) Ch 2, 7
- F: Ambaras, David R. *Japan’s Imperial Underworlds: Intimate Encounters at the Borders of Empire* Ch 3 Embodying the Borderland in the Taiwan Strait [Ebook](#)
- G: Ambaras, David R. *Japan’s Imperial Underworlds* Ch 4 Borders in Blood, Water, and Ink

Further Reading:

- Uchida, Jun. “The Public Sphere in Colonial Life: Residents’ Movements in Korea Under Japanese Rule.” [Online](#)
- 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](#)
- Driscoll, Mark. *Absolute Erotic, Absolute Grotesque: The Living, Dead, and Undead in Japan’s Imperialism, 1895–1945*
- O’Dwyer, Emer Sinéad. *Significant Soil: Settler Colonialism and Japan’s Urban Empire in Manchuria* (P)
- Rest of Uchida’s *Brokers of Empire* (P) [Ebook](#)
- Rest of Han *Rise of a Japanese Chinatown* (P)
- Lie, John. *Multicultural Japan*. Cambridge, Mass.; London: Harvard University Press, 2004.

Preparation:

- You should really be making progress on your long essay topic at this point and have located some primary and secondary sources and begun to think about some potential arguments.
- Think about ways of tying the Kim Sa-ryang piece to our readings in the secondary sources.
- Look for connections across our readings for this week.

Overview:

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

Questions:

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

Ideas for Long Essay Themes

- Migration in the empire is an ideal way in to the deeply transnational possibilities of studying the Japanese empire, and exploring contradictions of identity, of power relationships, and networks. Consider exploring the bibliographies of Uchida, Han, Caprio, and O'Dwyer for some inspiration. Our Kim Sa-ryang piece is only one of many Korean works, for example, now available in English translation which attempt to capture the challenges of minorities in the empire.
- Uchida's *Brokers of Empire* introduction suggests the rich possibilities of comparative studies of settler colonialism with other empires.
- The idea of "informal empire" has been used as a replacement for an alternative Marxist inspired language of "half-colonialism" as it is still known in China today. This area offers a huge variety of possible case studies, potential comparisons, and questions you might explore.

Films of Interest:

- Anarchist From Colony (박열 2017)
- City of Sadness (悲情城市 1989)
- Blue Swallow (청연 2005)
- Rikidōzan (역도산 2004)
- The Last Princess (2016 - 덕혜옹주)
- A significant number of Japanese gangster (yakuza) films include characters who are depicted as Korean or Korean-Japanese. Some films makes this an active element of the plot, while others give it merely indirect mention.

Week 7 - Imperial Innovation in Manchuria

Primary Source Reading: ~30 pages

- [MASON](#) 209-241 Ch 7: Text and Critique “Manchu Girl”, Imperializing Motherhood”
- 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.

Secondary Source Reading:

- Young, *Japan's Total Empire* Ch 2 pp29-35,40-54: Part I - The Making of a Total Empire [Ebook](#)
- Duara, Prasenjit *Sovereignty and Authenticity* Ch 2-3 Manchukuo: A Historical Overview; Asianism and the New Discourse of Civilization pp41-122 [Ebook](#)
- Chow, Rey, Harry Harootyan, Marilyn Ivy, Masao Miyoshi, and Alan Tansman, eds. *The Culture of Japanese Fascism* [Ebook](#) “All Beautiful Fascists?: Axis Film Culture in Imperial Japan”

Elective Reading:

- A: 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](#)
- B: Ruoff, Kenneth J. *Imperial Japan at Its Zenith: The Wartime Celebration of the Empire's 2,600th Anniversary* Ch 5 Touring Manchuria's Sacred Sites [Ebook](#)
- C: 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 [DOI](#)
- D: Tamanoi, Mariko, ed. *Crossed Histories: Manchuria in the Age of Empire* Ch 3 Princess, Traitor, Soldier, Spy: Aisin Gioro Xianyu and the Dilemma of Manchu Identity [Ebook](#)
- E: Tamanoi, Mariko, ed. *Crossed Histories: Manchuria in the Age of Empire* Ch 2 City Planning without Cities: Order and Chaos in Utopian Manchukuo [Ebook](#)
- F: Seow, Victor. *Carbon Technocracy: Energy Regimes in Modern East Asia*. University of Chicago Press, 2022. Ch 4 Imperial Extraction [Ebook](#)
- G: Shepherdson-Scott, Kari. ‘Conflicting Politics and Contesting Borders: Exhibiting (Japanese) Manchuria at the Chicago World's Fair, 1933–34’. *The Journal of Asian Studies* 74, no. 03 (August 2015): 539–64. [DOI](#)
- H: Dubois, Thomas David. ‘Inauthentic Sovereignty: Law and Legal Institutions in Manchukuo’. *The Journal of Asian Studies* 69, no. 3 (2010): 749–70. [JSTOR](#)

Further Reading:

- Seow, Victor. *Carbon Technocracy: Energy Regimes in Modern East Asia*. University of Chicago Press, 2022. [Ebook](#) (P)
- Primary Source [Fulfilling the Targets](#)
- Mitter, Rana. *The Manchurian Myth: Nationalism, Resistance and Collaboration in Modern China* (P) [Ebook](#) (P)
- Itō, Takeo. *Life Along the South Manchurian Railway: The Memoirs of Itō Takeo* Translated by Joshua Fogel.
- Esherick, Joseph, ed. “Railway City and National Capital: Two Faces of the Modern in Changchun.” *Re-making the Chinese City: Modernity and National Identity, 1900-1950*, 65-89
- Tamanoi, Mariko, ed. *Crossed Histories: Manchuria in the Age of Empire* [Ebook](#)
- Kuramoto, Kazuko. *Manchurian Legacy: Memoirs of a Japanese Colonist*
- Shin'ichi Yamamuro, *Manchuria Under Japanese Dominion* trans. Joshua A. Fogel
- Yoshihisa Tak Matsusaka, *The Making of Japanese Manchuria 1904-1932* (P)
- Culver, Annika A. *Glorify the Empire: Japanese Avant-Garde Propaganda in Manchukuo* (P)
- Akiko, Yosano. *Travels in Manchuria and Mongolia* Translated by Joshua A. Fogel [Ebook](#)
- Susanne Hohler, *Fascism in Manchuria: The Soviet-China Encounter in the 1930s*.
- Annika A. Culver and Norman Smith, *Manchukuo Perspectives: Transnational Approaches to Literary Production* [Ebook](#)
- 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.
- 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*
- Dan Ben-Canaan, Frank Grüner, and Ines Prodöhl, *Entangled Histories: The Transcultural Past of Northeast China* [Ebook](#)
- Blaine R. Chiasson, *Administering the Colonizer: Manchuria's Russians Under Chinese Rule, 1918-29* [Ebook](#)
- Mariko Asano Tamanoi, *Memory Maps: The State and Manchuria in Postwar Japan* [Ebook](#)
- Dan Shao, *Remote Homeland, Recovered Borderland: Manchus, Manchoukuo, and Manchuria, 1907-1985, World of East Asia* [Ebook](#) (P)
- Norman Smith, *Intoxicating Manchuria: Alcohol, Opium, and Culture in China's Northeast* (P) [Ebook](#)
- Sandra Wilson, *The Manchurian Crisis and Japanese Society, 1931-33* (Routledge, 2003). (P)

Preparation:

- As you read, please consider the questions listed below for this week carefully.
- Consider posting one of your reflective posts about a source you have been reading closely for your long essay research.

Overview:

- There may be assessed presentations
- We'll talk about your observations and thoughts regarding the Manchukuo film.
- We'll focus our discussion on what makes the story of Japan's Manchurian occupation similar and different from the rest of its imperial history

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?

Ideas for Long Essay Themes

- Japan's Manchurian project is arguably unique in 20th century history, and yet paradoxically, has many characteristics that invite deep comparisons with many other state building, nationalist, and legitimization projects in many other places, including in Japan's Chinese occupied areas in years to come. An essay might focus in on one of these areas, and if English sources are short, then a comparative study might work well.
- Manchukuo created a crisis for an already crisis ridden League of Nations. There are a range of possibilities for exploring the international context for Manchuria that will have a range of non-Japanese sources
- Manchukuo was not just a site of Japanese occupation, within it many other things were going on. The work of Duara, Norman Smith, and Rana Mitter show this. It was also the crucible of Korean nationalism and resistance that would later play a critical role in the development of North Korea in particular.

Films of Interest:

- The Last Emperor 1987
- The Good, the Bad, the Weird 좋은놈, 나쁜놈, 이상한놈 2008
- The New Earth / Die Tochter Des Samurai 新しき土 1937

Week 8 - The Development of Pan-Asianism and the Kōminka Movement

Primary Source Reading:

- [SOURCES](#)
 - Ch 41 Okakura Kakuzō: Aesthetic Pan-Asianism; “The Ideals of the East”
- Saaler, *Pan-Asianism : A Documentary History, 1920-Present* [Ebook](#)
 - Ch 4 - Ōkawa Shūmei “Various Problems of Asia in Revival” 69-74
 - Ch 8 - “The Pan-Asiatic Society and the ‘Conference of Asian Peoples’ ” 97-105
 - Ch 13 - “The Greater Asia Association and Matsui Iwane, 1933” 137-147
 - Ch 16 - “Japanese Pan-Asianism in Manchukuo, 1935” 163-166
 - Ch 17 - “The Konoe Cabinet’s ‘Declaration of a New Order in East Asia’ ” 167-175
 - Ch 18 - Rōyama Masamichi “Principles of an East Asian Community” 175-178
 - Ch 22 - Ishiwara Kanji “Argument for an East Asian League” 201-207
- Kang, Hildi. *Under the Black Umbrella: Voices from Colonial Korea, 1910–1945* Ch 11 Becoming Japanese pp111-122 [Ebook](#)

Secondary Reading:

- Saaler *Pan-Asianism in Modern Japanese History*, Ch 1-2: pp1-18, pp21-33 [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
- Chou, “The Kōminka Movement in Taiwan and Korea: Comparisons and Interpretations” in Peattie ed. *The Japanese Wartime Empire, 1931-1945*, 40-70 [Ebook](#)

Elective Reading:

- A: “Medical Modernists (1937-1945)” in Lo, *Doctors Within Borders : Profession, Ethnicity, and Modernity in Colonial Taiwan*, 109-150 [Ebook](#)
- B: Chatani, Sayaka “Between”Rural Youth” and Empire: Social and Emotional Dynamics of Youth Mobilization in the Countryside of Colonial Taiwan under Japan’s Total War *The American Historical Review*, Volume 122, Issue 2, 1 April 2017, Pages 371–398, [DOI](#)
- C: Aydin, Cemil *The Politics of Anti-Westernism in Asia : Visions of World Order in Pan-Islamic and pan-Asian Thought* [Ebook](#) Ch 4-5.
- D: Aydin, Cemil *The Politics of Anti-Westernism in Asia : Visions of World Order in Pan-Islamic and pan-Asian Thought* Ch 6-7.
- E: Hotta, Eri *Pan-Asianism and Japan’s War 1931-1945* Introduction + Conclusion [Ebook](#) (P)
- F: Torsten Weber, *Embracing Asia’ in China and Japan: Asianism Discourse and the Contest for Hegemony, 1912-1933* Ch 3-4 [Ebook](#) (P)
- G: Caprio, *Japanese Assimilation Policies in Korea*, 81-110: Ch 5 Radical Assimilation under Wartime Conditions [Ebook](#)
- H: Kishida, Yuka Hiruma. *Kenkoku University and the Experience of Pan-Asianism: Education in the Japanese Empire*. Bloomsbury Publishing, 2021. Ch 1 Dreaming Big About Pan-Asianist Education: From ‘Asia University’ to ‘Kenkoku (Nation-Building) University’

Further Reading:

- [Youth Associations and Thought Guidance](#)
- CuUnjieng Aboitiz, Nicole. *Asian Place, Filipino Nation: A Global Intellectual History of the Philippine Revolution, 1887-1912* [Ebook](#) (P)
- Saaler, *Pan-Asianism : A Documentary History, 1920-Present* [Ebook](#)
- Kishida, Yuka Hiruma. *Kenkoku University and the Experience of Pan-Asianism: Education in the Japanese Empire*. Bloomsbury Publishing, 2021. (P)

- Saaler, *Pan-Asianism : A Documentary History, 1850-1920* [Ebook](#)
- Linkhoeva, Tatiana. *Revolution Goes East: Imperial Japan and Soviet Communism* [Ebook](#)
- Chatani, Sayaka. *Nation-Empire: Ideology and Rural Youth Mobilization in Japan and Its Colonies* [Ebook](#) (P)
- Sen, Tansen, and Brian Tsui, eds. *Beyond Pan-Asianism: Connecting China and India, 1840s-1960s* [Ebook](#)
- Matthiessen, Sven. *Japanese Pan-Asianism and the Philippines from the Late Nineteenth Century to the End of World War II: Going to the Philippines Is Like Coming Home?* [Ebook](#)
- Tankha, Brij, ed. *Okakura Tenshin and Pan-Asianism: Shadows of the Past* [Ebook](#)
- McDonald, Kate. *Placing Empire: Travel and the Social Imagination in Imperial Japan* [Open Access](#)
- Peng, Huan-Sheng, and Jo-Ying Chu. 'Japan's Colonial Policies – from National Assimilation to the Kōminka Movement: A Comparative Study of Primary Education in Taiwan and Korea (1937–1945)'. *Paedagogica Historica* 53, no. 4 (4 July 2017): 441–59. [DOI](#)
- Toten, Miyazaki, and Eto Shinkichi. *My Thirty-Three Year's Dream: The Autobiography of Miyazaki Toten* Translated by Marius B. Jansen. [Ebook](#)
- Ching, Leo T. S. *Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation* [Ebook](#)
- Wang, Taisheng. *Legal Reform in Taiwan Under Japanese Colonial Rule, 1895-1945: The Reception of Western Law*
- Liao, Binghui, and Dwei Wang. *Taiwan Under Japanese Colonial Rule, 1895-1945: History, Culture, Memory* [Ebook](#)

Overview:

- There may be assessed presentations
- We will discuss the evolution of pan-asianism over time and some of its varieties.
- 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.

Long Essay Topic Ideas

- Pan-asianism is an entire sub-field to itself now in East Asian studies with a host of works out in the past decade, not least in Japanese but also in English. Comparative studies with other pan-movements, or an essay exploring one particular aspect or argument made by pan-Asianists or looking at its reception or its development are some examples of where to go, as well as essays that look at the manifestation of pan-Asianism in a particular area such as architecture, education, wartime propaganda, etc. Look to the further reading for guidance.
- Kōminka manifested itself somewhat differently in different colonies but also there are interesting possibilities for comparisons between it and assimilation efforts in other empires, or even of minority peoples within nation-states.

Questions:

1. What is Kōminka, and what is distinct about it compared to earlier colonial efforts, especially in Taiwan and Korea?
2. What are some of the differences between different conceptions of pan-Asianism, subtle or obvious? Is there evolution over time?

Week 8 - Japan's Invasion of China

We will all be reading a longer chunk of Diana Lary, so we will not have a separate set of elective readings. You are also getting closer to your essay deadline so consider using sources and readings from your essay as your reflective posts, when you wish. Handouts in weeks where there are no elective readings can be from any assigned secondary source.

Primary Source Reading:

- **SOURCES:**
 - Ch 41, Tokutomi Sohō 'Justification for the China War'
 - Ch 45, Konoe Fumimaro - Radio Address
- Kawakami *Japan in China: Her Motive and Aims*, 71-82, 145-161 [Archive.org](#)
- The above readings will allow us to critical evaluate how Japan attempted to justify its invasion, while our secondary readings turn to focus on the experience of the war from the Chinese perspective. If you wish to pair the two and focus on one famous example of wartime atrocities, you may prepare this *alternative primary source reading*:
 - Brook, *Documents on the Rape of Nanking*, 9-11,21-24,28-34,54-56,60-61,77-79, 125-128,137-8,156-7,163,234-236 (30 pages total, but no ebook available 3 day loan)

Secondary Source Reading:

- Lary, Diana. *The Chinese People at War: Human Suffering and Social Transformation, 1937-1945* [Ebook](#)
 - Please read most of this book pp1-77, pp112-211 - I would suggest getting your own copy.

Further Reading

- Primary Source: [Concerning the Management of Women Traveling to China](#)
- Henshaw, Jonathan, Craig A. Smith, and Norman Smith. *Translating the Occupation: The Japanese Invasion of China, 1931-45*
- Fogel ed., *The Nanjing Massacre in History and Historiography*, 133-180: The Challenges of the Nanjing Massacre [Ebook](#)
- 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*.
- Schoppa, R. Keith. *In a Sea of Bitterness: Refugees During the Sino-Japanese War* (P) [Ebook](#)
- Mitter, Rana. *China's War with Japan, 1937-1945: The Struggle for Survival* (P)
- "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). (P)
- 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). (P)
- Yoshiaki, Yoshimi. *Grassroots Fascism: The War Experience of the Japanese People* (P) [Ebook](#)
- Tansman, Alan. *The Aesthetics of Japanese Fascism* (P) [Ebook](#)
- Wei, Shuge *News Under Fire: China's Propaganda Against Japan in The English-Language Press, 1928-1941* [Ebook](#)
- Jeremy E. Taylor, *Iconographies of Occupation: Visual Cultures in Wang Jingwei's China, 1939-1945* [Open Access](#)
- Bob Tadashi Wakabayashi, *The Nanking Atrocity, 1937-1938: Complicating the Picture*
- Suping Lu, *They Were in Nanjing - The Nanjing Massacre Witnessed by American and British Nationals*
- Gatu, Dagfinn *Village China at War*
- Suping Lu, ed., *A Dark Page in History: The Nanjing Massacre and Post-Massacre Social Conditions Recorded in British Diplomatic Dispatches, Admiralty Documents, and U.S. Naval Intelligence Reports*
- Yan, Lu. *Re-Understanding Japan: Chinese Perspectives, 1895-1945*. [Ebook](#)
- Esselstrom, Erik. *Crossing Empire's Edge: Foreign Ministry Police and Japanese Expansionism in Northeast Asia* [Ebook](#)

Preparation:

- 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?
- Make substantive progress on your long essay.

Questions:

1. In this week we have shifted our focus, via Diana Lary, to the experience of China in wartime. Ask yourself what are some of the defining differences but also similarities between the experience of conquest in the case of colonies and invasion?
2. What makes the invasion of China different than some of the other military occupations taking place around the world in the 1930s and 1940s?

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
- John Rabe (2009)

Week 9 - The Empire in Southeast Asia and Dying for the Emperor

There is choice built into both the primary and secondary readings so we will not have separate elective reading this week.

Background Reading:

Review GORDON Ch 12, Japan in Wartime

Primary Source Reading:

Choose and skim one of the following

- Lichauro, “*Dear Mother Putnam*”; a *Diary of the War in the Philippines* (Teams Files)
 - 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 Teams Files)
 - 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
- *L.N.A. Speaks* (Teams Files)
 - A pamphlet with justifications of the collaboration of the Indian National Army with the Japanese

Secondary Source Reading:

- Lebra-Chapman, Joyce. *Japanese-Trained Armies in Southeast Asia: Independence and Volunteer Forces in World War II* [Ebook](#)
 - Ch. 2 The Indian National Army 19-38
 - Ch. 3 The Burma Independence Army 39-74
- 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 [Ebook](#)

Further Reading:

- Primary Source: [Yasukuni’s Mass Enshrinement Lists](#)
- Primary Source: [Justo Cabo Chan and the Chinese in the Philippines during the Japanese Occupation](#)
- Kushner, Barak. *The Thought War: Japanese Imperial Propaganda* [Ebook](#)
- Kratoska, Paul H. *Asian Labor in the Wartime Japanese Empire: Unknown Histories*
- Yellen, Jeremy A. *The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War* [Ebook](#)
- John W. Dower, *War Without Mercy* [Ebook](#) (P)
- MASON 243-295 Ch 8: The Adventures of Dankichi, Popular Orientalism
- Brandon. Palmer, “Imperial Japan’s Preparations to Conscript 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* (P)
- Ruoff, Kenneth J. *Imperial Japan at Its Zenith: The Wartime Celebration of the Empire’s 2,600th Anniversary* [Ebook](#)
- 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*
- Hack, Karl, and Tobias Rettig, eds. *Colonial Armies in Southeast Asia* [Ebook](#)
- 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* (P)
- Paul H Kratoska, ed., *Southeast Asian Minorities in the Wartime Japanese Empire* (London: Routledge, 2002). (P)
- Alfred W. McCoy, *Southeast Asia under Japanese Occupation* (P)
- Miller, Ian Jared. *The Nature of the Beasts Empire and Exhibition at the Tokyo Imperial Zoo* (P) [Ebook](#)
- Nicholas Tarling, *A Sudden Rampage: The Japanese Occupation of Southeast Asia, 1941-1945*
- Brecher, W. Puck, et al. *Defamiliarizing Japan’s Asia-Pacific War* [Ebook](#)
- Yang, Timothy M. *A Medicated Empire: The Pharmaceutical Industry and Modern Japan* [Ebook](#) (P) Esp. Ch 5-8

- Moore, Aaron Stephen. *Constructing East Asia: Technology, Ideology, and Empire in Japan's Wartime Era, 1931-1945* [Ebook](#)
- Moore, Aaron William. *Writing War: Soldiers Record the Japanese Empire* [Ebook](#)
- Goodman, Grant Kohn, ed. *Japanese Cultural Policies in Southeast Asia During World War 2*
- Mark, Ethan. *Japan's Occupation of Java in the Second World War: A Transnational History*
- Gin, Ooi Keat. *The Japanese Occupation of Borneo, 1941-45*
- Lebra, Joyce. *The Indian National Army and Japan* [Ebook](#)

Preparation:

- Following things chronologically, this would normally where many books or classes on Japanese history would turn to Pearl Harbor, to the war in the Pacific, and the dropping of the atomic bomb on Hiroshima and Nagasaki. These were monumental events in the history of the climatic conflict between the United States and Japan and, domestically, are what stand out the most for the people of Japan and the United States today. However, what is often neglected with this focus, and what had a broader long term impact on the entire history of a region is the massive invasion by Japan in late 1941 of almost all of southeast Asia and the destruction of European colonial power there. This was the last disastrous stage of Japanese imperialism.
- Put your main priority on working on your long essay (half the preparation time at least) which should be well along by now.
- 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.
- If you are unfamiliar with it, look up the general history of the Burmese, Indian, and British Malayan colonies to get oriented a bit.

Overview:

- There may be assessed presentations
- Short Lecture and 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.
- 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:

- Spring of Korean Peninsula 반도의 봄 (1941) [YT](#)
- Three Godless Years (1976 - Tatlong Taong Walang Diyos)
- Bose - The Forgotten Hero (2004)
- The Eternal Zero (2013 - 永遠の0)
- Fires on the Plain (1959 - 野火)
- Letters from Iwo Jima (2006)
- Tora! Tora! Tora! (1970)
- The Bridge on the River Kwai (1957)
- Human Condition series (1959-1961 - 人間の条件)
- Merry Christmas, Mr. Lawrence (1983)
- Empire of the Sun (1987)
- My Way (2011 - 마이 웨이)

Week 10 - The Aftermaths of War and Decolonisation

We are getting closer to the essay deadline so no elective reading categories. Reflective posts can be on any assigned text but consider reflecting on readings or sources from your long essay research. Handouts in weeks where there are no elective readings can be from any assigned secondary source.

Primary Reading: ~40 pages

- Brook, *Documents on the Rape of Nanking* Dissenting Opinion of Radhabinod Pal, 269-298
- Selections of Philippine treason trial documents (will be provided in class)

Secondary Reading:

- Morris-Suzuki, Tessa “Guarding the Borders of Japan: Occupation, Korean War and Frontier Controls” *Japan Focus* [Online](#)
- Totani, Yuma “The Case Against the Accused” Part 4 Ch. 11 in *Beyond Victor’s Justice?: The Tokyo War Crimes Trial Revisited*, 147-162 [Ebook](#)
- Dower, *Embracing Defeat*
 - Ch 1 - “Shattered Lives”
 - Ch 2 - “Gifts from Heaven”
 - Ch 16 - “What do you tell the dead when you lose?”
 - Epilogue: “Legacies/Fantasies/Dreams”

Further Reading:

- Kushner, Barak, Sherzod Muminov, *The Dismantling of Japan’s Empire in East Asia: Deimperialization, Postwar Legitimation and Imperial Afterlife* [Ebook](#)
- Kushner, Barak, and Andrew Levidis, eds. *In the Ruins of the Japanese Empire: Imperial Violence, State Destruction, and the Reordering of Modern East Asia* [Ebook](#)
- Muminov, Sherzod, and Barak Kushner. *Overcoming Empire in Post-Imperial East Asia: Repatriation, Redress and Rebuilding* [Ebook](#)
- Kushner, Barak. *Men to Devils, Devils to Men: Japanese War Crimes and Chinese Justice* (P) [Ebook](#)
- Consider reading more of Dower’s fantastic survey of the occupation period in Japan *Embracing Defeat*
- Eiji Takemae, *The Allied Occupation of Japan*
- Watt, Lori. “Embracing Defeat in Seoul: Rethinking Decolonization in Korea, 1945.” *The Journal of Asian Studies* 74, no. 01 (February 2015): 153–74
- Lori Watt, *When Empire Comes Home: Repatriation and Reintegration in Postwar Japan*
- 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*
- Totani, Yuma. *The Tokyo War Crimes Trial: The Pursuit of Justice in the Wake of World War II* (P)
- Totani, Yuma *Justice in Asia and the Pacific Region, 1945-1952* [Ebook](#)
- Futamura, Madoka. *War Crimes Tribunals and Transitional Justice: The Tokyo Trial and the Nuremberg Legacy*
- Igarashi, Yoshikuni. *Homecomings: The Belated Return of Japan’s Lost Soldiers*, 2016. (P)
- Barshay, Andrew E. *The Gods Left First: The Captivity and Repatriation of Japanese POWs in Northeast Asia, 1945–1956*. University of California Press, 2013. (P)
- Marr, David G. *Vietnam 1945: The Quest for Power*. Berkeley: University of California Press, 1995. (P)
- Armstrong, Charles K. *The North Korean Revolution, 1945-1950*. Cornell University Press, 2004. (P)
- Dikötter, Frank. *The Tragedy of Liberation: A History of the Chinese Revolution 1945-1957*. Bloomsbury Publishing, 2013.
- Itoh, Mayumi. *Japanese War Orphans in Manchuria: Forgotten Victims of World War II* (P)
- Sandra Wilson et al., *Japanese War Criminals the Politics of Justice After the Second World War* [Ebook](#)
- Kerstin von Lingen, ed., *Debating Collaboration and Complicity in War Crimes Trials in Asia, 1945-1956* [Ebook](#)
- Robert Kramm, *Sanitized Sex: Regulating Prostitution, Venereal Disease, and Intimacy in Occupied Japan, 1945-1952* [Ebook](#)
- Christopher Aldous, *The Police in Occupation Japan: Control, Corruption and Resistance to Reform*
- Masuda, Hiroshi, and Reiko Yamamoto. *MacArthur in Asia: The General and His Staff in the Philippines, Japan, and Korea* [Ebook](#)

Preparation

- Please read the primary sources well as we will do a group exercise involving them
- Try to complete a full draft of your essay by now. The best writing is writing that has been written and revised multiple times.

Overview

- We will split this class in three: a discussion on the Tokyo War Crimes trials, a group exercise based on some treason trial documents provided to you, and then a discussion around the US occupation of Japan.
- There may be presentations

Questions:

1. What makes Pal's dissenting opinion an unusual document for the age? What is left unsaid? What different ways can a document like the opinion be used?
2. What are the biggest challenges to conducting a legal reckoning with the past in the aftermath of the war?
3. What are some of the ways in which Japan's decolonization is unique among the major empires of the world?

Films of Interest:

- The Burmese Harp (1956)
- Hurrah for Freedom (1946) 자유만세 [YT](#)
- Emperor (2012)
- Pride (1998 - プライド運命の瞬間)
- Better Wishes for Tomorrow (2007 - 明日への遺言)
- The Tokyo Trial (2006 東京裁判)
- Tokyo Trial (2016 mini-series)
- Merdeka 17805 (2001)
- Japan's Longest Day (1967 - 日本の一番長い日)
- Under the Flag of the Rising Sun (1972 - 軍旗はたためく下に)
- Merah Putih (2009)
- Spirits' Homecoming (2016 - 귀향)

Readings on Domestic Developments

Our weekly themes have heavily focused on empire and its imperial wars, without dedicated weeks on domestic developments beyond Andrew Gordon's survey text. However, you are welcome to write your essay on a domestic focused theme. Below are some works on Japanese history that may be of interest to you:

- Takashi Fujitani, *Splendid Monarchy: Power and Pageantry in Modern Japan*
- Andrew Barshay, *State and Intellectual in Imperial Japan: The Public Man in Crisis*
- Elise K Tipton, *The Japanese Police State: The Tokkō in Interwar Japan*
- Ben-Ami Shillony, *Politics and Culture in Wartime Japan* [Ebook](#)
- Byron K. Marshall, *Academic Freedom and the Japanese Imperial University: 1868 - 1939*
- Amy Bliss Marshall, *Magazines and the Making of Mass Culture in Japan*
- Elise K. Tipton and John Clark, *Being Modern in Japan: Culture and Society from the 1910s to the 1930s*
- Benjamin Uchiyama, *Japan's Carnival War: Mass Culture on the Home Front, 1937-1945* [Ebook](#)
- Max M. Ward, *Thought Crime: Ideology and State Power in Interwar Japan*
- Mikiso Hane, *Peasants, Rebels, Women, and Outcasts: The Underside of Modern Japan*
- Dickinson, Frederick R. *War and National Reinvention: Japan in the Great War, 1914-1919*
- Chow, Rey, Harry Harootunian, Marilyn Ivy, Masao Miyoshi, and Alan Tansman, eds. *The Culture of Japanese Fascism* [Ebook](#)
- Lucken, Michael, Karen Grimwade, and Michael Lucken. *The Japanese and the War: Expectation, Perception, and the Shaping of Memory* [Ebook](#)
- Skya, Walter et al. *Japan's Holy War: The Ideology of Radical Shinto Ultranationalism* [Ebook](#)

- Drea, Edward J. *Japan's Imperial Army: Its Rise and Fall, 1853-1945*
- Pennington, Lee K. *Casualties of History: Wounded Japanese Servicemen and the Second World War* [Ebook](#)
- Atkins, E. Taylor. *Blue Nippon: Authenticating Jazz in Japan* [Ebook](#)
- Kiyosawa, Kiyoshi. *A Diary of Darkness: The Wartime Diary of Kiyosawa Kiyoshi* [Ebook](#)
- Yoshimi, Yoshiaki, and Ethan Mark. *Grassroots Fascism: The War Experience of the Japanese People* [Ebook](#)
- Person, John. *Arbiters of Patriotism: Right-Wing Scholars in Imperial Japan* [Ebook](#)
- Hofmann, Reto. *The Fascist Effect: Japan and Italy, 1915-1952* [Ebook](#)
- Abel, Jessamyn R. *The International Minimum: Creativity and Contradiction in Japan's Global Engagement, 1933-1964* [Ebook](#)
- Frederick, Sarah. *Turning Pages: Reading and Writing Women's Magazines in Interwar Japan*
- Yamashita, Samuel Hideo. *Leaves from an Autumn of Emergencies: Selections from the Wartime Diaries of Ordinary Japanese* [Ebook](#)
- Nish, Ian. *The Japanese in War and Peace, 1942-48: Selected Documents from a Translator's In-Tray*
- Nanbara, Shigeru, and Richard H. Minear. *War and Conscience in Japan: Nanbara Shigeru and the Asia-Pacific War*
- Kelly A. Hammond, *China's Muslims and Japan's Empire: Centering Islam in World War II*
- Driscoll, Mark. *Absolute Erotic, Absolute Grotesque: The Living, Dead, and Undead in Japan's Imperialism, 1895-1945* [Ebook](#)
- Cook, Haruko Taya, and Theodore Failer Cook. *Japan at War: An Oral History*
- Yoshiaki, Yoshimi. *Grassroots Fascism: The War Experience of the Japanese People*
- Sato, Barbara Hamill. *The New Japanese Woman: Modernity, Media, and Women in Interwar Japan* [Ebook](#)
- Lincicome, Mark Elwood. *Imperial Subjects as Global Citizens: Nationalism, Internationalism, and Education in Japan* [Ebook](#)
- Yang, Daqing. *Technology of Empire: Telecommunications and Japanese Expansion in Asia, 1883-1945*
- *Critical Readings on Japan, 1906-1948: Countering Japan's Agenda and the Communist Menace in East Asia* - 10 volumes DS885.48C8G11
- [Japan Air Raids](#) - A wonderful online resource about the wartime bombings of Japan.
- [Fanning the Flames: Propaganda in Modern Japan](#) - explore some of the kinds of materials and media that were used in Japanese propaganda, especially in the earlier period of Japanese expansion through this online resource.

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.

SCONUL: St Andrews students may get a [SCONUL](#) card which allows them to access libraries elsewhere in Scotland, including the University of Edinburgh, which has a very extensive East Asia collection of books and resources.

Frog in a Well Primary Source Guides

See these guides on Frog in a Well for many useful resources:

- [Primary Sources: Modern Korean History](#)
- [Primary Sources: History of Taiwan](#)
- [Primary Sources: Missionary Perspectives on China](#)
- [Primary Sources: History of Burma](#)
- [Primary Sources: History of the Malay World](#)
- [Primary Sources: History of the Philippines](#) - Under construction
- [Primary Sources: Cities of East and Southeast Asia](#) - Under construction
- [Historical Works on Japanese Gardens](#)

Newspapers and Periodicals:

- [East Asian Newspapers and Periodicals 1850-1950](#) - A very large collection of newspapers on the Internet Archive. Most in Chinese but also several important newspapers in Japanese, Korean, and English languages
- [Southeast Asian Newspapers](#)
- [Late Qing and Republican-Era Chinese Newspapers](#)
- [Korea Times 1950-2016](#)
- [Korea Times](#) - This is for 1998 to present.
- [Chinese Newspaper Collection](#)
- [Historical Newspapers: Communist Historical Newspaper Collection](#)
- [South China Morning Post 1903-1941](#)
- [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](#) - Also see Internet Archive

- [Guardian & Observer](#)
- [Periodical Archives Online](#)
- [Times of India](#)
- [Economist 1843-2010](#)
- [Scotsman](#)
- [HeinOnline - Legal Journals](#)
- [Biblioteca Gino Bianco](#) (Italian)
- [Leo Baeck Institute Library Periodical Collection](#) (mostly German)
 - [Shanghai Jewish Chronicle](#) (1939-1945), [Shanghai Echo](#) (1946-1948), [Shanghai Woche](#) (1939, 1942), [Sport](#) (1942-1943), [Shanghaier Morgenpost](#) (1941), [S. Z. am Mittag der Shanghai Post](#) (1939-1940), [Jüdisches Nachrichtenblatt](#), [Acht Uhr Abendblatt](#) (1939-1941), [Mitteilungen der Vereinigung der Emigranten-Ärzte in Shanghai](#) (1940-1), [Gelbe Post: Ostasiatisch Halbmonatsschrift](#) (1939-40)
- [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](#)
 - Large collection of newspapers, but not all viewable off site.
 - [Syonan Shimibun](#) (1942-1945), [The Straits Times](#) (1845-2018), [Malaya Tribune](#) (1914-1951), [The Singapore Free Press and Mercantile Advertiser](#) (1884-1942), [The Singapore Free Press](#), [Morning Tribune](#) (1936-1949), [南洋商报](#) (1923-1983), [Indian Daily Mail](#) (1946-1956), [The Daily Advertiser](#) (1890-1894)
- [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](#)
- [満州技術協会誌](#)
 - 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](#)

- [奈良女子大学所蔵資料電子画像集](#)
 - Digital collection of historical journals and other materials related to women's university education in Japan. (Japanese)
- [Puka Puka Parade](#)
 - Post 1945 Newsletter of 100th Infantry Battalion of Japanese-American veterans
- [Japan Times 1998-](#)
- [Press Translations, Japan 1945-1946](#)
- [Kobe University Newspaper Clippings Archive \(Japanese\)](#)
- [Hsinhua News Agency 1977-Present \(Nexis UK\)](#)

Government Documents

- [Wilson Center Digital Archive](#)
 - Massive collection of Cold War period documents, many of them translated and transcribed
- [Wilson Center Chinese Foreign Policy Database](#)
- [Foreign Office Files for China 1919-1980](#)
- [Foreign Office Files for Japan 1919-1952](#)
- [British Documents on the End of Empire](#)
- [Cabinet Papers 1915-1984](#)
- [Parliamentary Papers](#)
- [FRUS - Foreign Relations of the US](#)
- [US Occupation Government in Korea Documents](#)
 - The index is in Korean, but the language of the documents is English
- [Japanese Diet Proceedings Archive \(Japanese\)](#)
- [日本外交文書デジタルアーカイブ](#)
- [帝国議会議録](#)
- [朝鮮王朝實錄](#)
- [Truman Library Documents on Decision to Drop the Atomic Bomb](#)
- [The Gazette \(British Government newspaper\)](#)
- [Office of Strategic Services](#) - United States intelligence agency formed during World War II, predecessor to CIA. Archive.org collection contains many East Asia related documents.
- [National Security Internet Archive \(NSIA\)](#) - Archive.org collection of documents related to US government documents, includes many East Asia related documents.
- [Digital South Asia Library](#)
- [National Archives of Singapore ArchivesOnline](#) - online collections include government records, maps, oral histories, photographs, and legal documents
 - Includes many oral interviews of former POWs in the Changi Military Camp
- [CIA National Intelligence Estimates on China](#)
- [Tokyo War Crimes Trial Digital Collection](#)
- [LTD Legal Tools Database - Tokyo Trials Documents](#)
- [IMFTE Judgement transcript](#)
- [League of Nations Archives](#)
- [Nineteenth Century Collections Online - Asia and the West](#)
 - U.S. State Department Consular and Diplomatic Records - despatches from many US consuls in region
 - British Foreign Office Political Correspondence: Japan
 - Korean, Siamese, Japanese and Chinese legations in the United States
 - Missionary Correspondence and Journals
- *Annual Report of the Minister of State for Education* - Japanese education ministry reports volumes often on Archive.org

- *Japan in the Beginning of the 20th Century* - Government reports available in several volumes on Archive.org
- *An Official Guide to Eastern Asia* - Five volumes. Japanese railroads office produced guides going back to early 20th century. Volumes available on Archive.org
- *Annual report on reforms and progress in Chosen* - Japanese colonial reports on Korea 1911-1923. Search for this title on [HeinOnline](#), some years available on Archive.org.
- *Annual Reports to the League of Nations on the Administration of the South Sea Islands under Japanese Mandate* - Japanese reports to the League on its rule over former German controlled territories in the Pacific. Many volumes of these reports available on Archive.org but the titles are not accurately produced, search for Annual Reports, League, Micronesia, etc. to get more hits.
- Burma, *The Struggle for Independence, 1944-1948: Documents from Official and Private Sources*
 - 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

Missionary Reports and Publications

- *Chinese Recorder and Missionary Journal* - Many issues available at Archive.org
- [Missionary Research Library pamphlets](#) Columbia University - digitized pamphlets available on Archive.org with many East Asia related pamphlets
- [Majority World Collection](#) - Publications include many missionary works related to East Asia from Princeton Theological Seminary Library.
- *The Christian Movement in the Japanese Empire including Korea and Formosa* - Many volumes published by the Conference of Federated Missions Japan, and often available on Archive.org.
- *The Japan Christian Yearbook* - Volumes available on Archive.org
- *Presbyterian Church of England : report of the Foreign Missions China, Formosa, the Straits Settlements, and India* - Many volumes on Archive.org
- *China and Formosa : the story of the Presbyterian Church of England* (1897)

Memoirs, Diaries, Digitised Books etc.

- [Archive.org](#) - Huge and fantastic resource for published works before 1920s
- [Google Books](#) - If there is only snippet view on old works, try archive.org
- [Gutenberg Project](#) - Pure text versions of many popular out of copyright books
- [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
- [Historical Texts](#)
 - Especially the British Library digitised books 1789-1914
- [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](#)
- [Hawaii Karate Museum Collection](#)
 - PDFs of books in English, Japanese, and Korean on Karate and martial arts, mostly 1950s.
- [Gallica](#) (French)
 - National Library of France has digitised a huge amount of materials, including a wide range of materials, memoirs, books, images, related to East Asia and Indochina.

Propaganda, Posters, and Pamphlets

- [Chinese Propaganda Poster Collection](#)
- [Chinese Pamphlets](#)
 - from early People's Republic of China - browse by subject, may not show all pamphlets in browse mode
- [Korean War Propaganda Leaflets](#)
- [Korean War Propaganda Digital Horizons](#)
- Scanned propaganda at the US Naval Academy Nimitz Library:
 - [American Propaganda in Japan](#)
 - [Japanese Propaganda in the Philippines](#)

Photographs, Postcards, Films

- [Showa Period Photo Archive from Shashin Shūhō 1938-1944](#)(Japanese)
- [National Archives UK on Flickr](#)
- [US National Archives on Flickr](#)
- [New York Public Library Digital Collections](#)
- [Boston Museum of Fine Arts Image Collection](#)
- [Mainichi Photo Bank](#)
 - You can search the archive of photos from the Mainichi newspaper and see relatively small watermarked images
- [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](#)
- [Historical Photographs of China](#)
- [Sidney D. Gamble's Photographs of China 1908-1932](#)
- [UW-Madison East Asian Collection Photograph Collection](#)
- [Shackford Collection of Photographs of China](#)
- [Francis E. Stafford photographs of China 1909-1933](#)
- [Visualising China 1850-1950](#)
- [Hoover Institution Political Poster Database](#)
- [Lafayette College East Asian Postcard Collections](#)
- [MIT Visualising Cultures](#)
- [Formosa Nineteenth Century Images](#)
- [Sydney Gamble Photographs of China and Japan](#)
- [Japanese Photographs from Late-Tokugawa and Meiji period](#)
- [UW Milwaukee Asia and Middle East Photos from American Geographical Society](#)
- [An American GI in Japan, Autumn 1945: A Photographic Memoir](#)
- [Philippine Photographs Digital Archive](#)
- [The United States and its Territories 1870-1925 photographic collections](#)
- [Vintage Formosa](#)
 - some 7000 photos of historical Taiwan
- [Hedda Morrison Photographs of China](#)
- [Dutch East Indies in Photographs, 1860-1940](#)

- [Botanical and Cultural Images of Eastern Asia](#)
- [Colonial Film Database of the British Empire](#)
- [British Pathe Historical Footage](#)
- [Everyday in Mao's China](#) - Use these photographs with care and note the source.
- [Korean Movie Database](#)
 - Often with English subtitles
 - Includes full length Korean historical movies from earlier decades
 - see more at <http://www.kmdb.or.kr/>

Recordings and Sound

- [1900-1950 Japanese Sound Archive \(Japanese\)](#)
- [NHK Japanese Oral History Testimony Archive \(Japanese\)](#)
 - Also contains historical news clips and other footage

Maps and GIS

- [David Rumsey Map Library](#)
- [Japanese Historical Maps - David Rumsey](#)
- [Visual Cultures in Asia - Maps](#)
- [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](#)
- [ChinaX Map](#)
 - Amazing collection of GIS layers related to Chinese history
- [Disaster of Japan's 2011 Disasters](#)
- [Japan Map](#)
 - Collection of GIS layers related to Japan's 2011 Disasters
- [WorldMap](#)
 - Many GIS layers and maps are available to browse and sometimes download here
- [China Historical GIS](#)
 - can download shapefiles for creating historical maps of China
- [Collection of Colonial Period Maps of Taipei](#) and [more maps from Academia Sinica Map Club](#)

Old Books Related to East and Southeast Asian Region

- [The War in the East](#) by Trumbull White (1895)
- [Travels in the Far East](#) by Ellen Mary Hayes Peck (1909)

Other

- [Voices of Civil Internment: WWII Singapore](#) - The Royal Commonwealth Society Collection at Cambridge University Library has digitised the archives of two Second World War civilian internment camps
- [Public Library of India](#) - Archive.org hosted collection of scanned materials, includes many scanned books related to East Asia
- [Digital Bodleian](#)
- [Atlas of Mutual Heritage](#)
 - Good archive of documents, maps, and images from the Dutch East India Company and the West-Indische Compagnie
 - Digitised books in Harvard-Yenching from 1860s-1940s
- [Digital Vatican Library](#)
- [California Digital Library](#) - Many scanned historical works related to East Asia, hosted by Archive.org.

Japan

- [Selection of Scanned Open Access Harvard-Yenching Books from Japan on Google Books](#)
- [Japan Air Raids Bilingual Historical Archive](#)
- [Databases of the Historiographical Institute at the University of Tokyo](#) - Most of it on pre-modern Japanese history
- [Waseda Kotenseki Sogo Database](#) - Contains a lot of materials related to Japanese and Chinese classics but also some special collections from a more modern period, much in Japanese
 - [Modern Japan and Waseda](#)
 - [Japanese History through the Library Collections](#)
 - [Edo-Period Japanese Literature Collection](#)
 - [Western Studies Collection](#)
 - [Okuma Shigenobu Collection](#)
- [Prange Digital Children's Book Collection 1945-49 \(Japanese\)](#)
- [Joseph B. Keenan Digital Collection](#)
- [Japanese American Evacuation and Resettlement Digital Archive](#)
- [Hiroshima Archive](#)
- [PRCHistory.org Document of the Month](#)
- [Illustrated Books from the Edo and Meiji Periods](#) - at the Smithsonian Libraries
- [Japanese National Diet Library \(Japanese\)](#)
 - has a variety of digital resources
- [National Archives of Japan Digital Collections](#)
- [Japan Center for Asian Historical Records \(Japanese\)](#)
 - Massive archive of especially military records from pre-1945 Japan
- [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
- [Denshō Archive for Japanese-American internment](#)
- [Japanese Historical Text Initiative](#)
- [Japan Air Raids Historical Archive](#)
- [ジャパンアーカイブズ 1850-2100](#)
- [Exhibition of the Empire of Japan: Official Catalogue \(1904\)](#)
- [A Handbook for Travellers in Japan](#) Basil Hall Chamberlain - volumes from different years on Archive.org
- [Terry's Japanese empire, including Korea and Formosa, with chapters on Manchuria, the Trans-Siberian railway, and the chief ocean routes to Japan](#) - various editions available on Archive.org
- [Pocket Guide to Japan](#) - Old prewar government produced guidebook for tourists to Japan, volumes available on Archive.org
- [Japan to America](#) - collection of papers and translations on Japan produced by the Japan Society of America going back to early 20th century. Many volumes on Archive.org

- *Transactions of The Asiatic Society of Japan* - early journal published in Japan going back to prewar days. Many volumes on Archive.org
- Satow, Ernest Mason. *A Diplomat in Japan: An Inner History of the Critical Years in the Evolution of Japan*. Rutland, VT: Charles E. Tuttle Company, 1983.
- Cortazzi, Hugh. *Victorians in Japan: In and around the Treaty Ports*. London ; Atlantic Highlands, NJ: Athlone Press, 1987.
- Holme, Charles, Toni Huberman, Sonia Ashmore, Emma Lasenby Liberty, and Yasuko Suga. *The Diary of Charles Holme's 1889 Visit to Japan and Northamerica: With Mrs Lazenby Liberty's Japan: A Pictorial Record*. Folkestone, UK: Global Oriental Ltd, 2008.
- *Unbeaten Tracks in Japan* by Isabella L. Bird
- *Japanese Homes and Their Surroundings* by Edward Sylvester Morse (1885)
- *Glimpses of Unfamiliar Japan: First Series* by Lafcadio Hearn
- *Glimpses of Unfamiliar Japan: Second Series* by Lafcadio Hearn (1895)
- *Kimiko, and Other Japanese Sketches* by Lafcadio Hearn (1896)
- *Kokoro: Hints and Echoes of Japanese Inner Life* by Lafcadio Hearn (1896)
- *My Japanese Wife* by Clive Holland (1895)
- *The Gist of Japan: The Islands, Their People, and Missions* by R. B. Peery
- *Japanese Girls and Women* by Alice Mabel Bacon (1891)
- *Things Japanese: Being Notes on Various Subjects Connected with Japan for the Use of Travellers and Others* by Basil Hall Chamberlain (1902)
- *Kobo: A Story of the Russo-Japanese War* by Herbert Strang (1905)
- *A Journal from Japan: A Daily Record of Life as Seen by a Scientist* by Marie Stopes (1910)
- *The Shinto Cult: A Christian Study of the Ancient Religion of Japan* by Milton Terry (1910)
- *A Daughter of Japan* by F. D. Bone (1914) - also on [GP](#)
- *An Artist's Letters from Japan* by John La Farge
- *The Japanese Spirit* by Yoshisaburo Okakura (1905) also [GP](#)
- Heisig, James W., Thomas P. Kasulis, and John C. Maraldo, eds. *Japanese Philosophy: A Sourcebook. Nanzan Library of Asian Religion and Culture*. Honolulu: University of Hawai'i Press, 2011.
- This is a wonderful series of volumes in our library containing books on Japan, thus serving as contemporary primary sources of a sort, and a separate series of books with pamphlets and press articles from 1906-1948:
 - O'Connor, Peter, ed. *Critical Readings on Japan, 1906-1948: Countering Japan's Agenda in East Asia. Series 1, Books*; a Collection in Ten Volumes. Folkestone, Kent : Tokyo, Japan: Global Orient ; Edition Synapse, 2008.
 - O'Connor, Peter, ed. *Critical Readings on Japan, 1906-1948: Countering Japan's Agenda and the Communist Menace in East Asia. Series 2, Pamphlets and Press*: A Collection in 10 Volumes. Folkestone, Kent : Tokyo: Global Oriental ; Edition Synapse, 2011.
- [Pocket Guide to Japan \(1926\)](#)
- [Pocket Guide to Japan \(1935\)](#)

Korea

- [Korean National Archives \(Korean\)](#)
 - some documents can only be viewed within Korean libraries
- [Korean History Digital Archive \(Korean\)](#)
 - a massive variety of historical sources can be found here
- [1945-50 Korean Literary Collection \(Korean\) Univ. Washington](#)
- [Histopia \(Korean\)](#)
 - Collection of digitized historical Korean sources
- [Korean American Digital Archive](#)
- [Korean Independence Outbreak Movement Online Exhibit](#)
- [Japanese Wartime Policy in Korea Digital Archive \(Korean/Japanese\)](#)
- [Korean Literary Collection Digital Archive 1945-1950](#)
 - Some rare books in Korean from the early postwar period digitised by the University of Washington

- Foreign Broadcast Information Service 1974-1996
 - search SAULCAT
- *Prospectus of the Oriental Development Company* - colonial period land development and expropriation company.
- [Japanese Atrocities in Korea: reports emphasized and made convincing by Japanese propaganda](#) (1919)
- *Fifteen Years Among the Top-Knots; Or, Life in Korea* (1908)
- *Corea or Cho-sen: The Land of the Morning Calm* by Arnold Henry Savage Landor (1895)
- *Our Little Korean Cousin* by H. Lee M. Pike (1905)
- *Korea's Fight for Freedom* by Fred A. McKenzie (1920)
- *Quaint Korea* by Louise Jordan Miln (1895)
- *The Case of Korea: A Collection of Evidence on the Japanese Domination of Korea* by Henry Chung (1921)

Taiwan

- [Taiwan Postwar National Historical Archive](#) (Chinese)
- [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
 - chief prosecutor in the Tokyo war crimes trials
- *Japanese Rule in Formosa* by Yosaburo Takekoshi (1907)
- *From far Formosa the island: The island, its people and missions* George Mackay (1896)
- *Glimpses of Japan and Formosa* by Harry A. Franck
- *The island of Formosa : historical view from 1430 to 1900: history, people, resources and commercial prospects* James Davidson (1903)
- *The Statistical Summary of Taiwan* Japanese Government General in Japan.
- *Sketches from Formosa* by W. Campbell (1915)
- *Among the head-hunters of Formosa* by Janet McGovern (1922) - raw text on [Project Gutenberg](#)
- *The call of the East; a romance of far Formosa* by James Davidson (1902) also on [PG](#) by Thurlow Fraser
- *Formosa Today: An Analysis of the Economic Development and Strategic Importance of Japan's Tropical Colony* Andrew J. Grajdanzev (1943)
- *Fireproof moth : a missionary in Taiwan's white terror* (in library)
- *The heathen heart : an account of the reception of the gospel among the Chinese of Formosa* by Campbell N. Moody (1907)
- *The Black-Bearded Barbarian : The Life of George Leslie Mackay of Formosa* (1912)

China

- [Chinese Cultural Revolution Database](#)
- [Chinese Anti-Rightist Campaign Database](#)
- [Chinese maritime digitization project](#)
- [Bibliothèque Numérique Asiatique / Asian Digital Library](#) - many digitized materials from Asia, especially China
 - [Shanghai Municipal Council Minutes](#)
 - [Scanned Books](#) - over a thousand volumes here, mostly related to China

- [Harvard Yenching Library Chinese Republican Period 1911-1949 digitization project](#) - Chinese books digitized by Harvard-Yenching library.
- [The Cultural Revolution in Images: Caricature-Posters from Guangzhou 1966-1977](#)
- [Chinese Rare Book Digital Collection](#)
- [Chinese Digital Archive 1966-1976](#)
 - much of it in Chinese
- [Virtual Shanghai](#)
- [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
- [Chinese Civilization in Time and Space](#)
- [Hiroshima Archive](#)
- [International Dunhuang Project: The Silk Road Online](#)
- [Yale Nanjing Massacre Archival Project](#)
- [Ailing Zhang \(Eileen Chang\) Papers](#) at USC
- *Three Years' Wanderings in the Northern Provinces of China* by Robert Fortune (1847)
- *Memoirs of Father Ripa, during thirteen years' residence at the court of Peking in the service of the emperor of China; with an account of the foundation of the college for the education of young Chinese at Naples* (1849)
- *China and the Chinese* by Herbert Allen Giles (1902)
- *A Tale of Red Peking* by Constanca Serjeant (1902)
- *With the Allies to Peking: A Tale of the Relief of the Legations* by G. A. Henty (1904)
- *New Forces in Old China: An Inevitable Awakening* by Arthur Judson Brown (1904)
- *Lion and Dragon in Northern China* by Sir Reginald Fleming Johnston (1910)
- *Notable Women of Modern China* by Margaret E. Burton (1912)
- *A Woman In China* by Mary Gaunt (1914)
- *The Fight for the Republic in China* by B. L. Putnam Weale (1917)
- *Peking Dust* by Ellen N. La Motte (1919) also on [PG](#)
- Kuo Sung-t'ao, Liu Hsi-hung, Chang Te-yi, and John David Frodsham, eds. *The First Chinese Embassy to the West: The Journals of Kuo Sung-Tao, Liu Hsi-Hung and Chang Te-Yi*. Oxford: Clarendon Press, 1974.
- The works of Mao Zedong: When citing his writings avoid the occasionally problematic [online marxists.org version](#) and use the series collection of his works found in the library: Mao, Tse-tung, and Stuart R. Schram. *Mao's Road to Power: Revolutionary Writings, 1912-1949* Armonk NY: M.E. Sharpe, 1992.

Hong Kong

- [Hong Kong Government Reports Online 1842-1941](#)
- [Hong Kong and the West Until 1860](#) - database of historical sources, over 400 volumes and hundreds of images.
- [Hong Kong Image Database](#)
- [Hong Kong's War Crimes Trials Collection](#)

Southeast Asia

- *The Former Philippines thru Foreign Eyes* by Comyn, Jagor, Virchow, and Wilkes (1912)
- [Inside Indonesia](#) - bulletin of the Indonesia Resources and Information Programme, Australia, 1983-2007
- [Online Burma/Myanmar Library](#) - archive of relatively recent digital documents, and portal to more resources
- [LawPhil Philippine Laws and Jurisprudence](#) - Massive legal database for the Philippines with court rulings and case info on thousands of cases from recent Philippine history
- [Philippine Diary Project](#) - Collection of digitised diaries from Filipinos from the past two centuries
- [Report of the Philippine Commission to the Secretary of War](#)
- [Southeast Asia Digital Library](#)
- [SouthEast Asian Images & Texts](#)

- [Southeast Asia Visions](#) - European travel accounts of pre-modern Southeast Asia
- [Ohio University Thai Sources on Internet Archive](#) (Thai)
- [Cornell Modern Indonesia Collection](#)
- [Batavia Digital](#)
- [OneSearch Indonesia](#)
- [ASEAN Digital Library](#)
- [UMass Southeast Asia Digital Archive](#)
- [Elibrary of Cambodia](#)
- Cornell University Guides:
 - [List of US Government Documents on Southeast Asia](#) - some of these may be available in nearby libraries or on microfilm by interlibrary loan
 - [List of British Government Documents on Southeast Asia](#) - some of these may be available in nearby libraries or on microfilm by interlibrary loan
 - [Some General Historical Sources on Southeast Asia](#)
 - [Colonial Era Sources on Southeast Asia](#)
 - [Travel Literature on Southeast Asia](#)

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 and Missionary Journal - missionary journal from China
- 申報 (Chinese newspaper Shanghai)
- 人民日报 (Communist newspaper)
- 台湾日日新報 (Taiwanese colonial newspaper in Japanese)
- 京城日報 (Korean colonial newspaper in Japanese)
- 朝鮮日報 (Korean newspaper)
- 東亞日報 (Korean newspaper)
- 民報 (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

Some Good LibGuides and Link Collections for East Asia Related Sources

- These will include links to many resources available only to students of that university
- [Harvard Korea Research Guide](#)
- [Harvard Japan Research Guide](#)
- [Harvard China Research Guide](#)
- [U of California Berkely East Asia Research Guide](#)
- [University of Washington East Asia Guide](#)

- [Yale China English Sources Research Guide](#)
- [Yale China Research Guide](#)
- [Yale Japan Research Guide](#)
- [Yale Korea Research Guide](#)
- [国立国会図書館アジア情報の調べ方案内](#)
- [AsiaPortal](#)
- Please get in touch if you find that this list contains any dead links, or you wish to suggest an addition