

HISTORY 200 Gateway to History: Japanese Empire and its Afterlives

Instructor: Michael Hayata
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Meeting Time: MW 3:25-4:40PM
Meeting Location: Rush Rhees 456
Office hours: MW 2:00-3:00 PM or by appointment



Course Description

The Japanese empire was an instrumental force that mediated East Asia and the global capitalist economy during the first half of the twentieth century. This course examines such major themes as industrialization, mass/popular culture, anti-colonialism, and wartime mobilization that are relevant to the study of Japanese imperialism in Japan, China, Korea, and Taiwan. As a historical methods course, students are expected to conduct original historical research using locally available or online archival materials and write a research paper on a topic of their choice in consultation with the instructor. It will train them to develop their historical own questions, gather and analyze primary and secondary sources, and contribute to ongoing discussions.

Course Learning Outcomes

By taking this course, students will be able to:

- Demonstrate a broad acquaintance with important historical works on social, economic, and cultural developments in the Japanese empire.
- Analyze primary and secondary sources and construct original arguments regarding Japanese imperialism.
- Situate historical moments and issues in local, regional, and global contexts.
- Develop oral and listening academic skills through face-to-face peer and collaborative learning.
- Write a clearly argued, formal academic paper using the appropriate style and bibliographic apparatus.

Course Requirements

Required Texts

All readings will be posted on the course website in PDF format.

Course Policies

Method of Instruction

This is an in-person course that meets on Mondays and Wednesdays for discussion (3:25–4:40 PM in Rush Rhees 456). I will engage in regular and substantive interaction with students through facilitation of group discussion and assessment and feedback on student work.

Grading

A. Attendance and Participation: Students are expected to complete the readings and participate in discussion.

B. Primary Source Assignment: Students will write an annotated bibliography on 7-10 primary sources.

B. Research Proposal: Students will write a proposal statement (Times New Roman Font 12, double-spaced, 3-4 pages) for their research paper that includes a tentative argument, historiography, plan for research, and bibliography with primary and secondary sources.

D. Peer Review: Students will read and evaluate another student's research paper draft in the form of written worksheet answers.

E. Research Paper: Students will write a research paper (Times New Roman Font 12, double-spaced, 10-12 pages) that explores some aspect of the Japanese empire. You must construct your own thesis and defend it with an argument that synthesizes primary and secondary sources.

Attendance and Participation	40%
Primary Source Assignment	5%
Research Proposal	10%
Peer Review	5%
Research Paper	40%

Grading Scale

A	93–100%
A-	90–92.9%
B+	87–89.9%
B	83–86.9%
B-	80–82.9%
C+	77–79.9%
C	73–76.9%
C-	70–72.9%
D	60–69.9%
F	Below 59.9%

Writing and Speaking Center

The [Writing and Speaking Center](#) supports effective academic communication across all disciplines by offering free writing and speaking tutoring to all members of the University of Rochester community. The center is staffed by professional, graduate, and undergraduate writing and speaking tutors from the humanities, social sciences, and natural and applied sciences. These tutors provide individualized feedback and assistance on all types of academic writing and speaking. To work with a tutor, sign-up for an in-person or online appointment using their scheduling system or visit drop-in hours.

The Kelly Family History Book Fund

In 2022, the History Department received an endowed fund to purchase class textbooks for undergraduate students enrolled in a history course. If you need help acquiring your books, you may apply for funds through this link <https://forms.gle/c2WArDa5g696oKeU6>. Preference will be given to history majors, but any student may apply.

University of Rochester Policies

Academic Honesty

Students and faculty at the University must agree to adhere to high standards of academic honesty in all the work that we do. You are encouraged to discuss course readings and assignments with your fellow students. However, all written work must be done independently and not in collaboration with another. To make appropriate help available for your essays, I encourage you to consult with me and with the [College Writing, Speaking, and Argument Program](#). The College Board on Academic Honesty website gives further information on our policies and procedures: rochester.edu/college/honesty.

Family Educational Rights and Privacy Act (FERPA)

The University of Rochester complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. Under FERPA students have, with certain limited exceptions, the right to inspect and review their educational records and to request the amendment of their records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. Requests to inspect or review records should be addressed to the registrar, or to the appropriate administrator responsible for the record and will be honored within 45 days. Any student questioning the accuracy of any record may state his or her objection in writing to the University administrator responsible for the record, who will notify the student of his or her decision within 45 days of receiving the objection. A student dissatisfied with the administrator's decision may request a hearing pursuant to federal regulations at 34 C.F.R. Part 99. Students concerned with the University's compliance with FERPA have the right to file complaints with the U.S. Department of Education's Family Compliance Office.

Nondiscrimination Policy Statement

The University of Rochester values [diversity](#) and is committed to equal opportunity for persons regardless of age, color, disability, ethnicity, gender identity or expression, genetic information, marital status, military/veteran status, national origin, race, religion/creed, sex, sexual orientation, or any other status protected by law. Further, the University complies with all applicable non-discrimination laws in the administration of its policies, admissions, employment, and access to and treatment in University programs and activities.

Inclusion Statement

The University of Rochester, this course, and I are committed to inclusion, and welcome students of all backgrounds and abilities. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class or your full participation in this course.

Some resources that might be of use include:

- Office of Disability Resources rochester.edu/college/disability
- Undocumented/DACA Student Support Contacts rochester.edu/college/ccas/undergraduate/daca/index.html
- University of Rochester CARE Network rochester.edu/care/

Disability Resources

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the [Office of Disability Resources](#). The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations.

Reading and Lecture Schedule

WEEK 1: INTRODUCTION

W (1/17) Introduction

WEEK 2: HISTORICAL BACKGROUND

M (1/22) Mark Peattie, “The Japanese Colonial Empire, 1895-1945”

W (1/24) Andrew Schmid, “Colonialism and the ‘Korea Problem’ in the Historiography of Modern Japan

WEEK 3: GLOBAL CAPITALIST ECONOMY

M (1/29) Immanuel Wallerstein, “The Modern World-System as a Capitalist World-Economy”
William Wray, “Japan’s Big-Three Service Enterprises in China”

W (1/31) Kaoru Sugihara, “Intra-Asian Trade and East Asia’s Industrialization”

WEEK 4: COLONIAL ECONOMY

M (2/5) Carter Eckert, “Total War, Industrialization, and Social Change in Colonial Korea”
Ken Kawashima, “Korean Workers in the Day Labor Market”

W (2/7) Pojmann, Reeves-Ellington, and Mahar, “Primary Sources”

WEEK 5: MASS/POPULAR CULTURE

T (2/12) Miriam Silverberg, “A Picture Story”
Louise Young, “Imagined Empire”

R (2/14) Michael Robinson, “Broadcasting, Cultural Hegemony, and Colonial Modernity in Korea”

WEEK 6: POLITICAL STRUGGLES

T (2/19) Wendy Matsumura, “Uneven Development and the Rejection of Economic Nationalism in ‘Sago Palm Hell’ Okinawa”

R (2/21) **PRIMARY SOURCE ASSIGNMENT DUE**
Pojmann, Reeves-Ellington, and Mahar, “Ensuring a Successful Research Outcome”

WEEK 7: PRIMARY SOURCES

- T (2/26) Chong-Sik Lee, "Counterinsurgency in Manchuria" (pp. 1-46, 51-78)
- R (2/28) Itagaki Teiji, "Pacification Activities in the Communist Bandit Area," (pp. 217-242)
Kirin Province Police Department, "The Plan for the Special Security and Purification Operation in Huatien Prefecture" (pp. 259-269)
Chientao Provincial Government, "The Special Pacification Operation in the Eastern District" (pp. 313-320)

WEEK 8: PRIMARY SOURCES

- T (3/4) Leo Ching, "From Mutineers to Volunteers"
Watch: *Sayon's Bell* (1943)
- R (3/6) **RESEARCH PROPOSAL DUE**
C. Sarah Soh, "Korean Survivors' Testimonial Narratives"

WEEK 10: DECOLONIZATION

- T (3/18) Gi-Wook Shin, "Agrarian Conflict and the Origins of Korean Capitalism"
Bruce Cumings, "Colonial Formations and Deformations" (pp. 69-82, 86-94)
- R (3/20) Pojmann, Reeves-Ellington, and Mahar, "How Do Historians Write"

WEEK 11: RESEARCH AND WRITING

- T (4/1) NO CLASS MEETING
- R (4/3) NO CLASS MEETING

WEEK 12: RESEARCH AND WRITING

- T (4/8) NO CLASS MEETING
- R (4/10) **RESEARCH PAPER DRAFT DUE**
NO CLASS MEETING

WEEK 13: REGIONAL ECONOMY

- T (3/25) Takashi Shiraishi, "Japan and Southeast Asia"
- R (3/27) Peer review meetings

WEEK 14: RECONCILIATION

T (4/15) Carol Gluck, “The Past in the Present”

R (4/17) Kuan-Hsing Chen, “De-Cold War”

WEEK 15: INDIVIDUAL PRESENTATIONS

M (4/22) Individual Presentations

W (4/24) Individual Presentations

WEEK 16:

M (4/29) TBD

RESEARCH PAPER DUE WEDNESDAY 5/1