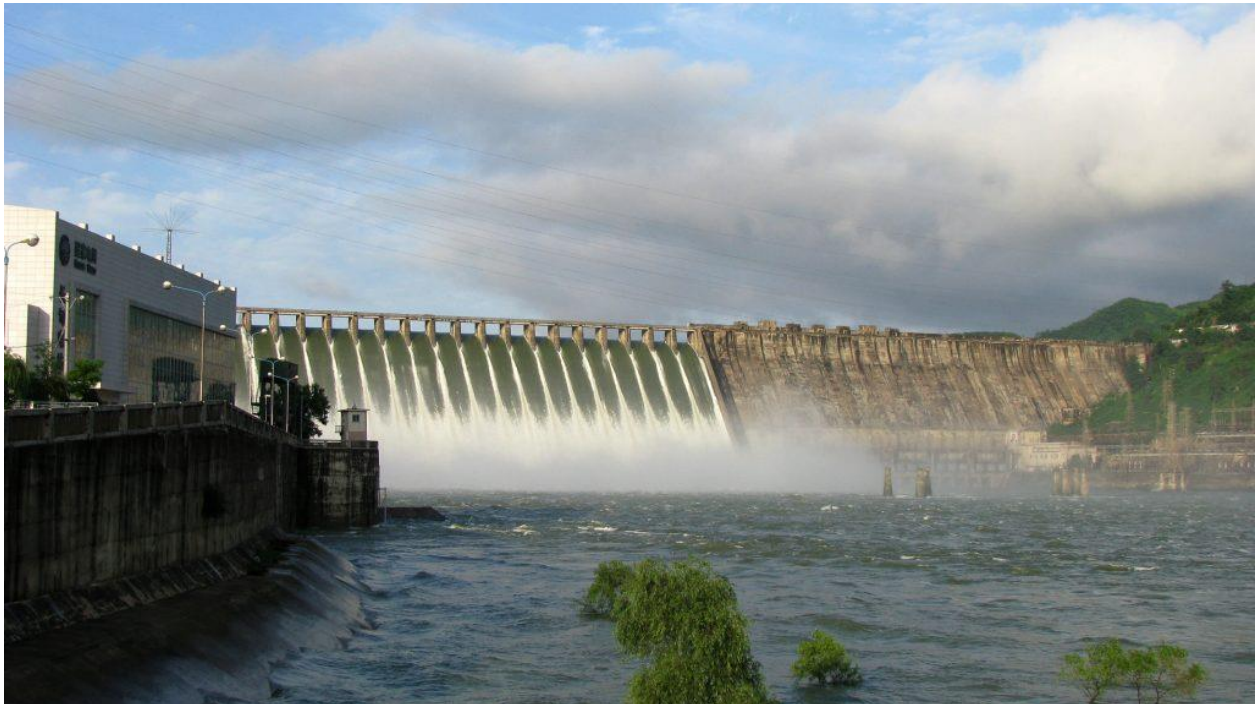


HISTORY 200 Gateway to History: Japanese Empire and its Afterlife

Instructor: Michael Hayata
E-mail: michael.hayata@rochester.edu
Office: Rush Rhees 459
Office hours: TR 12:30-1:30PM or by appointment

Meeting Time: TR 11:05AM-12:20PM
Meeting Location: Rush Rhees 456
Instruction Modality: in-person



Course Description

The Japanese empire mediated large parts of East Asia and the global capitalist economy during the first half of the twentieth century. This course examines major themes that are relevant to the study of Japanese imperialism across Japan, China, Korea, and Taiwan, including industrialization, agrarian colonization, mass/popular culture, resistance, and wartime mobilization. As a historical methods course, it will prepare students to conduct original historical research by training them to develop their own historical questions, gather and analyze primary and secondary sources, create original conclusions, and contribute to ongoing discussions. Using locally available or online archival materials, they will write a research paper on a topic of their choice in consultation with the instructor.

Course Learning Outcomes

By taking this course, students will be able to:

- Demonstrate a broad acquaintance with important historical, social, and cultural developments in the Japanese empire.
- Analyze primary and secondary sources and construct original arguments regarding the history of the Japanese empire.
- Evaluate such cultural works as literature, film, and the visual arts as historical sources.
- Situate historical moments and issues in local, regional, and global contexts.
- Write a clearly argued, formal academic paper using the appropriate style and bibliographic apparatus.

Course Requirements

Course Website

https://learn.rochester.edu/ultra/courses/80157_1/cl/outline

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 Tuesdays and Thursdays for discussion (11:05AM–12:20 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. Research Proposal: Students will be responsible for writing a proposal statement (Times New Roman Font 12, double-spaced, 2 pages) for their research paper that includes a tentative argument, plan for research, annotated bibliography with primary and secondary sources, and abstract

C. Historiography Paper: Students will write an essay (Times New Roman Font 12, double-spaced, 3-4 pages) on the historiography of their research topic that identifies the contribution of arguments to existing scholarship.

D. Peer Review: Students will read and evaluate another student's research paper draft in the form of a short review article (Times New Roman 12, double-spaced, 250 words)

E. Research Paper: Students will be responsible for writing 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	30%
Research Proposal	10%
Historiography Paper	10%
Peer Review	10%
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

R (1/12) Introduction

WEEK 2: HISTORICAL BACKGROUND

T (1/17) Mark Peattie, "The Japanese Colonial Empire, 1895-1945"

R (1/19) Andrew Schmid, "Colonialism and the 'Korea Problem' in the Historiography of Modern Japan"
Carol Gluck, "The Past in the Present"

WEEK 3: JAPAN'S POSITION IN THE WORLD SYSTEM

T (1/24) Immanuel Wallerstein, *The Capitalist World Economy*, 1-48

R (1/26) Kaoru Sugihara, "Japan as an Engine of the Asian International Economy"
Ramon Myers, "Creating a Modern Enclave Economy"

WEEK 4: COLONIAL MODERNITY

T (1/31) Carter Eckert, "Total War, Industrialization, and Social Change in Colonial Korea"
Ken Kawashima, "Korean Workers in the Day Labor Market"

R (2/2) Louise Young, "Reinventing Agrarianism"

WEEK 5: MASS/POPULAR CULTURE

T (2/7) Miriam Silverberg, "A Picture Story"
Michael Robinson, "Broadcasting, Cultural Hegemony, and Colonial Modernity in Korea"

R (2/9) Presanjit Duara, "Local Worlds"

WEEK 6: UNEVEN TEMPORALITIES

T (2/14) Tetsuo Najita and Harry Harootunian, "Japan's Revolt against the West"

R (2/16) Wendy Matsumura, "Uneven Development and the Rejection of Economic Nationalism in 'Sago Palm Hell' Okinawa"

WEEK 7: PRIMARY SOURCES

T (2/21) Chong Sik-Lee, “Counterinsurgency in Manchuria: An Analysis”
RESEARCH PROPOSAL DUE

R (2/23) Itagaki Teiji, “Pacification Activities in the Communist Bandit Area”
Hayano Masao, “Propaganda and Pacification Activities”

WEEK 8: PRIMARY SOURCES

T (2/28) Seldon Garon, “Integrating Women into Public Life”
Miriam Silverberg, “The Cafe Waitress Serving Modern Japan”

R (3/2) Hiratsuka Raicho, “Seito Manifesto”
Fukuda Hideko, “The Solution to the Woman Question”
C. Sarah Soh, “Korean Survivors’ Testimonial Narratives”

WEEK 10: PRIMARY SOURCES

T (3/14) **HISTORIOGRAPHY PAPER DUE**

R (3/16) Leo Ching, “Between Assimilation and Imperialization”
Watch: TBD

WEEK 11: DECOLONIZATION

T (3/21) Bruce Cumings, “Japan’s Position in the World System” and “Colonial Formations and Deformations”

R (3/23) Gi-Wook Shin, “Historical Origins of Peasant Radicalism in Liberated Korea”

WEEK 12: RESEARCH AND WRITING

T (3/28) NO CLASS MEETING

R (3/30) NO CLASS MEETING

WEEK 13: DECOLONIZATION

T (4/4) **RESEARCH PAPER DRAFT DUE**

R (4/6) Yoshikuni Igarashi, “Transforming the Body, the Metropolis, and Memory”

WEEK 14: TUTORIALS

You and your partner will schedule an appointment with me to discuss your papers and peer review comments.

WEEK 15: INDIVIDUAL PRESENTATIONS

T (4/18) Individual Presentations

R (4/20) Individual Presentations

WEEK 16: DECOLONIZATION

T (4/25) Kuan-Hsing Chen, “De-Cold War”

R (4/27) **RESEARCH PAPER DUE**