



HIST 388 Sec 01

WWII IN THE PACIFIC

Fall 2010 T/Th 11:00-12:15 Palmer 205

Prof. Clayton D. Brown brownc@rhodes.edu

Office: Buckman 206A, M/W 9-11 am and by appointment

(this syllabus is subject to revision at the professor's discretion)

COURSE DESCRIPTION

During WWII, as Hitler and the Nazi regime conquered Europe, Japan was committing its own atrocities as it forged a Pacific empire. The Japanese attack on US territory at Pearl Harbor in 1941 provoked the US to enter the conflict, and hostilities only concluded years later when Japanese civilians became the first (and to date only) victims of atomic warfare. What role did Japanese traditional culture play in the war and how did the two enemies become Cold War allies? This course explores the origins of the Pacific War and the legacy that still haunts the peoples of Asia.

COURSE GOALS

In addition to gaining a basic factual knowledge about the Pacific War, this course is designed to offer an in-depth exploration of the Asian experience of the conflict and how its legacies impact us today. This is achieved through **analysis and critical evaluation of ideas, arguments, and points of view** presented in readings from the Japanese, Chinese, Korean, and American perspectives. In this students are expected to master information from our sources and participate in the learning experience through group discussion and written assignments.

TEXTS

Iris Chang, *The Rape of Nanjing* (Penguin, 1998)

John Dower, *Embracing Defeat* (Norton, 2000)

Kenneth Pyle, *The Making of Modern Japan* 2nd ed. (DC Heath, 1996)

Denny Roy, *The Pacific War and Its Political Legacies* (Westport, Connecticut: Praeger, 2009)

(additional readings available on Moodle)

FILMS (streamed on Moodle or available in the Media Center)

Fires on the Plain, Devils on the Doorstep, Letters from Iwo Jima, Nanking, Wings of Defeat, White Light/Black Rain, Behind Forgotten Eyes, Japanese Internment Camps

MAP ITEMS (Pyle 110 has map of Japan)

Japan: Sea of Japan, Hokkaidō, Honshu, Shikoku, Kyūshū, Ryūkyū islands (Okinawa), Edo (Tōkyō), Kyōto, Ōsaka, Hiroshima, Nagasaki

China: Yellow Sea, East China Sea, South China Sea, Yellow River, Yangzi River, Manchuria, Taiwan, Taiwan Strait, Taipei, Beijing, Nanjing, Shanghai, Chongqing

Korea: Seoul, Pyongyang, Pusan, Incheon, Han River, 38th Parallel

GRADES

Your final grade is based on assessment of four criteria: Participation, Quizzes, Exams, and a Final Capstone Paper. Total points possible over the course of the semester will come to approximately 400.

Participation Points: Participation comes in two forms—speaking in class and completion of occasional assignments, such as written responses to films. Regarding the former, keep up on the daily readings in order to make regular and informed contributions to classroom discussions. The consistency and quality of your contribution will be regularly assessed and rewarded with a semester total of 50 points, half before midterm and half after. Absences, persistent silence and unpreparedness disqualify one from participation credits. This is a seminar, so if you have any issues with public speaking please notify me *in private* as soon as possible.

Quizzes: We will regularly have brief (usually multiple-choice) quizzes. These are content-based and are designed to include questions on either instructor comments or the readings assigned for that day, so that those who have carefully and thoughtfully considered the material will receive full credit. Expect 6 quizzes worth 10 points apiece over the course of the semester, with the lowest score dropped at the end so that quiz points total 50.

Exams: We will have 2 exams this semester, a midterm and a final, each worth 100 points. The midterm will involve 10 short questions worth 2 points apiece, with the remaining 80 points coming from an essay topic assigned in the reading schedule below. Draw liberally from our readings, both books and

articles, as evidence for your argument. The final exam will involve multiple choice, fill-in-the-blank, and short answer questions.

Essays: One short paper of 5 pages is due Tuesday, November 9th. This is a film analysis worth 50 points. The final capstone essay is at least 10 pages worth 100 points and will be due on the last day of class. The topic for both essays is assigned below. Both papers must be double-spaced in 12 point Times New Roman font with standard one inch margins. Use correct Chicago style citations in your footnotes, and include a signed honor code pledge and sequential page numbering centered at the bottom of each page as well as a list of sources cited, also in Chicago style. Consult the *Chicago Manual of Style* or Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* as necessary. In general, papers are graded according to the following schema:

Title—Give your essay a descriptive title that conveys both the topic and the gist of your argument in a creative way (i.e. do not title your paper “Paper #1”).

Thesis statement—A clear, concise statement of no more than one sentence that posits your argument.

Introduction—Opening paragraph of your essay introduces the topic, states your thesis, and provides a preview of the paper’s main points.

Conclusion—Last paragraph of the essay recapitulates your thesis, summarizes the main points and ties the essay together.

Mechanics—Paragraphs, spelling, grammar, punctuation, etc. must adhere to academic standards.

Persuasiveness—Is your argument clear and logical and does your evidence support your conclusion?

Organization—Follow the trajectory outlined in your introduction. Is there natural progression? Or is it a jumble of unrelated ideas? Be sure to employ transitions and topic sentences to assist your reader in following the logic of your paper.

Focus—Stick to the topic, no rambling. Leave out extraneous or irrelevant material, even if it is true. Whatever you say must clearly support your argument.

Aesthetics—Is the language of your paper engaging, informative, and reliant on active rather than passive voice? Avoid linking verbs (passive voice) and the vernacular.

Evidence/support—Refer to specific examples covered in the lectures or readings to support your argument. Be sure your information is correct, and properly cite your sources.

Your opening paragraph should include the thesis statement and chart the trajectory of your paper. What I don’t want is free association writing without any forethought, or unsubstantiated opinion, such as “I think.” Remember, your essay is argument-driven; be selective about which examples you cite in supporting your main point. This is the FOCUS portion of your grade as stated in the essay study guide above. Please review this study guide and the *Rhodes College Guide to Effective Writing* for assistance. This may save you time and effort and will certainly produce better essays. You may also consult with the Writing Center as necessary.

POLICIES

In this course we are committed to Rhodes standards: “Freedom of thought, a civil exchange of ideas, and an appreciation of diverse perspectives are fundamental characteristics of a community that is committed to critical inquiry. To promote such an academic and social environment we expect integrity and honesty in our relationships with each other and openness to learning about and experiencing cultural diversity” (Student Handbook 27). In this spirit, this class is to provide a safe space for critical thinking and the free exchange of ideas.

The Honor System: As a Rhodes student you are committed to the Honor Code. Students should be clear about what constitutes plagiarism and cheating, and should refrain entirely from engaging in either. Please review the *Rhodes College Guide to Effective Writing* pages 37-40. Any violation will be reported to the Honor Council which will then take appropriate action.

Disabilities: Any documented disabilities will be accommodated. This should be done through the Student Disability Services Office who will then work with the instructor to make any recommended accommodations for the student. See www.rhodes.edu/disability or the *Student Handbook* page 8. Note that it is the responsibility of the student to obtain any necessary documentation and work through the Disability Office; the instructor merely complies with requests from the office.

Attendance: “Students enrolled at the institution make a commitment to participate fully in their education, which includes attending classes. Absenteeism is not to be taken lightly” (Student Handbook 12). Besides missing participation points, chronic absences will be noted by the instructor and your grade will suffer.

In-class behavior: Any disrespectful utterances or actions, whether directed at the instructor or fellow students, will not be tolerated. No cell phones or texting devices should be brought to class—leave these at home. Private conversations and any other distractions will likewise not be tolerated and will result in forfeiture of participation points. During class time, your classmates and the instructor expect that you will be engaged in the course and not serve as a hindrance to teaching or learning.

Making up work: As a policy I do not allow the “making up” of assignments, papers, exams, or even classroom participation. In *documented* cases of extenuating circumstances (i.e. emergency hospitalization) the instructor will make reasonable accommodations.

Availability: If I am in my office with the door open, feel free to stop in. I do teach two other courses and am not always available, but my office hours are M/W 9-11 am; please use that time to visit with me if at all possible. I am also willing to meet by appointment. I do check email at least once a day, and I will respond within twenty-four hours, but do not expect a response the same day. If you have a genuine emergency please contact the department secretary, Ms. Heather Holt, who can then get in touch with me.

READING SCHEDULE

August

Thursday 26th: Introduction

Tuesday 31st: Pyle chapters 4-5

September

Thursday 2nd: Pyle 6-7, "Tokugawa Nariaki to Bakufu"

Tuesday 7th: Pyle 8-9, "Itō Hirobumi's Memorial"

Thursday 9th: Pyle 10-11, "Imperial Rescripts," "Mukden Incident"

Tuesday 14th: Roy chapter 2, *Rape of Nanking* to page 79, and "Japan at War"

Thursday 16th: *Rape of Nanking* 80-139, Roy chapter 9. Optional viewing of documentary *Behind Forgotten Eyes* available on Moodle.

Tuesday 21st: Complete *Rape of Nanking* and Roy chapter 10. Come prepared to discuss this and Takemoto and Yasuo Ohara, *The Alleged 'Nanking Massacre': Japan's Rebuttal to China's Forged Claims* (Meisei-sha, 2000) on reserve in Barret Library (read especially the introduction). Optional documentary *Nanking* available on Moodle.

Thursday 23rd: "The Way of All Subjects," "Lost Names"

Tuesday 28th: Roy chapters 3-5 and "Decision for War"

Thursday 30th: "Japanese Internment Camps"

October

Tuesday 5th: "Racism in the Pacific War"

*Thursday 7th: Midterm Exam—In addition to ten short questions, you will compose an in-class essay on the following question: Although we as Americans tend to believe that the attack on Pearl Harbor was unprovoked and a total surprise, what incidents and sentiments have we encountered in this class that presaged Japan's aggression in the Pacific? Should we have anticipated the attack?

Tuesday 12th: Pyle 12; Roy 6 & 12.

Thursday 14th: "Understanding the Atomic Bomb." Come prepared for A-bomb debate.

*Tuesday 19th: **NO CLASS** (FALL RECESS)

Thursday 21st: Dower 1-2 and "Surrender."

Tuesday 26th: Dower 3-4.

Thursday 28th: Dower 5-6.

November

*Tuesday 2nd and Thursday 4th: **NO CLASS** (Instructor at conference in Shanghai), watch *Fires on the Plain* (Japanese) and *Devils on the Doorstep* (Chinese) on Moodle or on reserve in Barret Library Media Center. Compose a 5 page assessment comparing the films' respective messages. Consider how each film ties into postwar politics of its respective country of origin.

*Tuesday 9th: Dower 7-9 and "Dear General MacArthur." Turn in films essay.

Thursday 11th: Dower 10-11.

Tuesday 16th: Dower 12-13 and "Showa Constitution"

Thursday 18th: Dower 15-16

Tuesday 23rd: "Yasukuni Shrine" and Roy chapter 8

*Thursday 25th: **NO CLASS (Thanksgiving Recess)**

Tuesday 30th: Roy chapter 11 and "A Supermarket Owner"

December

*Thursday 2nd: Read "Smithsonian Enola Gay Exhibit." Visit the Hiroshima Peace Memorial http://www.pcf.city.hiroshima.jp/virtual/VirtualMuseum_e/tour_e/tour_fra_e.html, the Nanjing Massacre Memorial at <http://www.nj1937.org/english/default.asp>, and the USS Arizona memorial at <http://www.nps.gov/valr/index.htm>. Consider how they differ and how they are similar.

Tuesday 7th: Last day of class. Final Capstone Essay due: **Twice in Japan's history the US arrived to forcibly open the country, and in each case we precipitated a revolution in Japanese society—politically, economically, culturally, etc. Why did this lead to war in the first instance and pacifism in the second?**

*Friday 10th: Final Exam 1:00 pm
