HIST 305 Sec 01

WWII IN THE PACIFIC

Spring 2009 T/Th 9:30-10:45 Palmer Hall 205

Instructor: Dr. Clayton D. Brown brownc@rhodes.edu

Office: Clough Hall 301, Fridays 3:00-5:00 pm 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

While this course is intended to help students gain factual knowledge about the Pacific War, it is primarily designed to better understand the Japanese side of the conflict. This is achieved through analysis and critical evaluation of ideas, arguments, and points of view presented in the different readings. In this students are expected to participate, primarily through group discussion and written assignments, which are intended to provide an opportunity to practice and develop skills in expressing themselves orally and in writing.

TEXTS

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

John Dower, Embracing Defeat (Norton, 2000)

Michael Hogan, Hiroshima in History and Memory (Cambridge, 1996)


(additional readings available on Moodle)
GRADES

Your final grade is based on assessment of three criteria: Participation, Quizzes, and Exams. Total points possible over the course of the semester will come to approximately 300, with each criteria equally weighted.

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. Come prepared with questions or comments that you would like to share with the group. You will each have the opportunity to lead discussion once during the semester, this also counts toward participation points. The consistency and quality of your contribution will be regularly assessed and rewarded with a semester total of one hundred points, fifty before midterm and fifty after. 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 ASAP!

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 eleven quizzes worth ten points apiece over the course of the semester, with the lowest score dropped at the end so that quiz points total one hundred.

Exams: We will have two exams this semester, each worth fifty points—a midterm exam and a capstone essay. The midterm will involve multiple choice and short answer. The ten page capstone essay is due by our scheduled final exam period, and will be on the topic assigned below. Draw liberally from our readings, both books and articles, as evidence for your argument. Use either Chicago style citations or in-text MLA citations. Refer to the Rhodes College Guide to Effective Writing for assistance, and if necessary use the Rhodes Writing Center in Barret 122 in the process of drafting and revising papers.

In general, papers are graded according to the following schema:

Thesis statement (A clear, concise statement of no more than one sentence that sets out 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.)

Persuasiveness (Is your argument believable? Do you include adequate evidence?)

Organization (Follow your introduction. Is there natural progression? Or is it a jumble of unrelated ideas?)

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 your paper engaging, informative, and employing active rather than passive voice?).
Evidence/support (Refer to specific examples covered in the lectures or readings to support your argument. Be sure your information is correct!)

Be sure to begin the first paragraph with a thesis statement. 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.

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. Use of cell phones for speaking or texting, newspapers or other unrelated readings, and other distractions such as private conversations ARE NOT ALLOWED in the classroom. 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 Fridays 3:00-5:00 pm; 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

January

Thursday 15th: Introduction

Tuesday 20th: Pyle chapters 4-5; “Motoori Norinaga” and “Aizawa Seishisai”

Thursday 22nd: Pyle 6-7; “Tokugawa Nariaki to Bakufu”

Tuesday 27th: Pyle 8-9; “Ito Hirobumi’s Memorial”

Thursday 29th: Pyle 10-11; “Imperial Rescripts”

February

Tuesday 3rd: Rape of Nanking to page 59 and “1936”

Thursday 5th: Rape of Nanking to 104 (professor will bring “Japanese Prime Minister Apologizes”)

Tuesday 10th: Rape of Nanking to 180

Thursday 12th: Conclude Rape of Nanking. 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.

Tuesday 17th: “Lost Names,” “The Way of All Subjects,” (professor will bring reading on Denial of Comfort Women)

Thursday 19th: “Decision for War,” “Pearl Harbor”

Tuesday 24th: “Racism in the Pacific War,” Time magazine article (professor will bring this to class)
*Thursday 26th*: Midterm Exam. Come having read “Japanese Internment Camps”

**March**

**Tuesday 3rd**: Pyle 12; Hogan chapters 1 & 2

**Thursday 5th**: Hogan chapter 3; check out Hiroshima Peace Memorial website at [www.pcf.city.hiroshima.jp](http://www.pcf.city.hiroshima.jp)

**Tuesday 10th**: Hogan chapters 4 & 5

**Thursday 12th**: Hogan chapters 7 & 9

**Spring Recess**

**Tuesday 24th**: “The Bells of Nagasaki”

*Thursday 26th*: No Class (Instructor at conference in Chicago), watch *Letters from Iwo Jima* on Moodle or on reserve in Barret Library Media Center. Prepare 1-2 page assessment of how you feel this portrays the Japanese side of the conflict.

**Tuesday 31st**: Read “Surrender” and come prepared for A-bomb debate.

**April**

**Thursday 2nd**: Dower chapters 1-2

**Tuesday 7th**: Dower 3-4

*Thursday 9th*: **NO CLASS (Easter Recess)**

**Tuesday 14th**: “A Supermarket Owner”

**Thursday 16th**: Dower 5-6

**Tuesday 21st**: Dower 7, 9 and “Dear General MacArthur”

**Thursday 23rd**: Dower 10-11 and “Emperor’s Divinity and Renunciation”

**Tuesday 28th**: Dower 12-13 and “Showa Constitution”

**Thursday 30th**: Dower 15-16 and “Judge Pal” (professor will bring reading on Yasukuni)

**Final Capstone Essay**: 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?
Chinese Pronunciation Guide:

- C=ts  Cui Jian
- ui=way  Cui Jian
- Xi=hs  Xi’an, Jiangxi, Xinjiang
- Xu=hsu  Lu Xun
- Shi=shr  Hu Shi
- Si=sz  Sichuan
- Zh=j  Zhejiang, Zhou Enlai
- Q=ch  Qing, Qinghai, Chongqing
- ei=ā  Taipei

Japanese Pronunciation Guide

Double consonant indicates slight pause:

- kk, tt, pp, nn, etc. as in Hokkaidō

Long or double vowel indicates prolonged sound:

- Kyūshū or Kyuushuu