

## **HIEA 113: The Fifteen Year War in Asia and the Pacific**

Time and Place: MWF 10:00- 10:50 AM; Center Hall 113

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Office Hours: Monday, Wednesday 1:30-3:00 PM or by appointment

### **Objectives and Expectations:**

The Fifteen Year War is a term used to describe the military struggle in Asia from 1931 to 1945. It includes what we might call World War II or the Pacific War but ultimately tells a far different story. While the United States plays an important role in this story in the end it is not central. This course is intended to help students understand the Fifteen Year War, World War II and the Pacific War from the perspective of Asia. This focus is intended to help reveal the diplomatic, political, and military maneuvers, but also perceptions and experiences of the war from those most heavily affected by it: those experiencing it on the ground in China, Japan, Korea, and Taiwan. Understanding this war is critical for helping us understand Asia and America's role within it today. The foundations of the Cold War and the post-Cold War world that we live in today were forged on battlefields in mainland China, small islands in the Pacific, and in the skies over the archipelago of Japan. In order to provide the background and understand the legacies, this course covers an extended time frame, beginning in the 19<sup>th</sup> century with the arrival of the West in Asia and continues into the 1950s.

The readings for the course consist primarily of primary resource materials and are intended to help students' understand and analyze the actions of historical actors. Many of these readings are gory, callous, or by our own 21<sup>st</sup> century eyes can be seen as racist. But I did not choose them to shock. Instead, the readings for this class are intended to help students understand the motivations of historical actors and illustrate the context within which the drama of the Fifteen Year War played out. The only way to understand history is to understand and sympathize with the actions of actors even if we choose to then condemn them for the choices they make. The readings closely track the themes of the lecture and in order to help add context and illustrate the broader themes laid out in the lecture students are strongly encouraged to stay up to date with the readings. To help in this process of developing a historical sympathy, while this is a lecture course, students are encouraged to ask questions and actively engage with the material. While this is a lecture course, over the course of the quarter there will be four (4) dedicated "discussion sessions." I will lead these discussions and some questions to help guide your thinking are included in the weekly schedule (see below). These sessions are intended to give students the opportunity to engage with the material and talk about some of the important underlying themes of the course.

There are no specific pre-requisites for the course. Students are best served having taken HILD 10, 11, 12, or else an upper division course on East Asia. Those unfamiliar with East Asia and its history are encouraged to do some background reading on Chinese and Japanese history. A good starting place for China is Jonathan Spence's *The Search for Modern China* and for Japan, Andrew Gordon's *A Modern History of Japan from Tokugawa Times to the Present*

## Required Texts:

Nakae Chomin, *A Discourse by Three Drunkards on Government* (New York: Weatherhill) 1984

John Hershey, *Hiroshima* (New York: A.A. Knopf) 1985

Ba Jin, *Cold Nights* (Hong Kong: Chinese University Press) 1978

-All other course readings are available through the library's E-Res website

## Course Requirements:

1. **Midterm exam:** 35 percent. Questions will be drawn from readings and lectures from the first five weeks and will be conducted in class.
2. **Final exam:** 45 percent. Questions will be drawn from readings and lectures from all ten weeks and will be conducted in class.
3. **Pop quizzes:** 10 percent. Two pop quizzes will be administered in class over the course of the ten week quarter. These quizzes will be drawn from the readings and also from material covered in the lectures. For those who are coming to class and following along in the readings, these should be very easy. No make-ups for missed quizzes.
4. **Response papers:** 10 percent. Students will be required to write five (5) three to four page response papers over the course of the quarter. Four of these papers must be submitted on webct before 8 AM on days in the syllabus marked "discussion" (see weekly schedule below) The others can be submitted at any point during the quarter, though no more than one can be submitted in any given week.
5. **Extra Credit:** Students that participate on marked "discussion" days (see weekly schedule below) will be able to acquire one extra credit point that is added to their final grade. With four discussion sessions over the course of the quarter, students can get four total extra credit points added. Participation is determined by the instructor.

## Plagiarism:

For more information on what is considered plagiarism and what is not, I urge all students to consult the Department of History's guidelines on the matter:

<http://historyweb.ucsd.edu/pages/undergraduate/Current/plagiarism.htm>. Please note the most common form of plagiarism: "verbatim copying of words, sentences, paragraphs or entire sections or chapter without quotation and proper attribution. This is the most obvious form of plagiarism. You must use quotation marks even if you only borrow several words in sequence from a source." If you have any questions or concerns about this very serious issue, please do not hesitate to contact me. Students found guilty of plagiarism will receive no credit for the assignment/exam and will also be reported to the Office of the Academic Integrity Coordinator for further adjudication.

## Weekly Schedule:

### Week 1

**April 2:** Introductions

-John Dower, "Structures and Ideologies of Conquest" in MacKinnon, Lary, and Vogel, eds. *China at War: Regions of China, 1937-1945* (Stanford, CA: Stanford University Press) 2007, 17-21

-Diana Lary, *The Chinese People at War: Human Suffering and Social Transformation, 1937-1945* (Cambridge: Cambridge University Press 2010), 1-14

#### **April 4:** Background: the West, Imperialism and the Rise of Nations and Nationalism in Asia

-“The Revolutionary Movement” in Keith Schoppa, ed. *Twentieth Century China: A History in Documents* (New York: Oxford University Press) 2011, 20-26

-Start *Discourse of Three Drunkards*

#### **April 6:** Japan: the Model for Asia?

- Continue with *Discourse*

- “Saigo Takamori and the Samurai Spirit” and “Okubo Toshimichi and the Korean Question” in *Source of Japanese Tradition*, vol. 2 (New York: Columbia University Press), 147-155

## Week 2

#### **April 9:** Nationalism, National Crisis and the Nationalists in China

- Lu Xun, “A Madman’s Diary” in *The Columbia Anthology of Modern Chinese Literature* (New York: Columbia University Press 1995), 8-15

-“Spirit of the May Fourth Movement” in Patricia Ebrey, ed. *Chinese Civilization, A Sourcebook* (New York: Free Press) 1993, 360-363

- “Politics of Power: General von Falkenhausen’s Advice to Chiang Kaishek, 1936” in Cheng, Lestz, Spence, eds. *Search for Modern China: A Documentary Collection* (New York: Norton) 1999, 286-289

- “Chiang Kai-shek – The People’s Choice?” In Theodore White and Annalee Jacoby, *Thunder Out of China* (New York: William Sloane Associates) 1946, 118-131

- Continue with *Discourse*

#### **April 11:** DISCUSSION #1

**Discussion Questions:** What is the linkage between National identity in Asia and the West?

How do you evaluate the role of the West in late 19<sup>th</sup> and early 20<sup>th</sup> Century Asia? Is it positive or negative in this early period? From *Discourse*: Which course for Japan do you agree with: that of the “Gentleman of Western Learning” or the “Champion of the East”?

- Finish *Discourse*

- “First Encounters” in Hilda Kang, ed. *Under the Black Umbrella: Voices from Colonial Korea, 1910-1945* (Ithaca: Cornell University Press) 2001, 6-14

- “Shouts of Independence” in *Under the Black Umbrella*, 17-23

#### **April 13:** Japanese Militarism and the Expansion of the Japanese Empire

- “Japan on the Mukden Incident” in the *Search for Modern China: A Documentary Collection*, 279-281
- “Japan’s Expansion: A satirical poem”, “Japan defended at the Chamber of Commerce” in *Search for Modern China: A Documentary Collection*, 281-286
- “East Asian Federation”, “The Spiritual Basis of Asian Revolution and Unity,”, “Japan as Economic Leader of Asia”, in *Japan’s Greater East Asia Co-Prosperity Sphere in World War II: Selected Documents* (New York: Oxford University Press) 1975, 3-8, 36-40, 48-54
- OPTIONAL: “The Colonial Experience, 1910-1945” in Lee and Devos, eds. *Koreans in Japan: Ethnic Conflict and Accommodation* (Berkeley: University of California Press) 1980, 31-57
- OPTIONAL: “Chapter 3, The Military: Authoritarian and Irrational” in Ienaga Saburo, *The Pacific War 1931-1945* (New York: Pantheon Books) 1978

## Week 3

### **April 16:** The Coming Conflict With China

- “Political and Military Realities in *Twentieth Century China: A History in Documents*, 78-83
- “The Students Demonstrate, December 16, 1935”, “Xi’an 1936: the Generals’ Demands and Chiang Kai-shek’s Reply”, in *Search for Modern China: A Documentary Collection*, 304-313

### **April 18:** 1937-1938: Japan on the March

- “Japan at War” in *Search for Modern China: A Documentary Collection*, 314-324
- “The Rape of Nanjing, *Search for Modern China: A Documentary Collection*, 324-330
- Diana Lary, “A Ravaged Place” in MacKinnon and Lary, eds. *Scars of War: the Impact of Warfare on Modern China* (Vancouver: UBC Press) 2001, 98-116
- “Battle Lines in China” , “ I wanted to Build a Greater East Asia”, in *Japan at War: An Oral History*, 29-44, 50-55

### **April 20:** Retreat, Resistance, and Nationalism in China

- “Generalissimo Jiang on National Identity” in *Chinese Civilization: a Sourcebook*, 401-404
- “Wang Jingwei : On Collaboration” in *Search for Modern China: A Documentary Collection*, 330-333
- “War, Nationalism and Identity” in *China: Inventing the Nation*, 207-223
- OPTIONAL: “Considering Collaboration” in Timothy Brook *Collaboration: Japanese Agents and Local Elites in Wartime China* (Cambridge, MA: Harvard University Press) 2005, 1-31

## Week 4

### **April 23:** Behind Chinese Lines: “Free China”

- “Chungking, a Point in Time” in White and Jacoby eds *Thunder Out of China*, 3-19
- “Bombs in Yishan” in Lau and Goldblatt, eds. *Columbia Anthology of Modern Chinese Literature* (New York: Columbia University Press 2007) 633-638
- “Bombs Don’t Discriminate” in Flath and Smith, eds. *Beyond Suffering: Recounting War in Modern China* (Vancouver: UBC Press) 2011, 59-79

- Li Danke, *Echoes of Chongqing: Women in Wartime China* (Urbana: University of Illinois Press) 2010, 88-93

### **April 25:** Pearl Harbor and the Transformation of the War of Resistance

- "Tojo on the Greater East Asia Co-Prosperity Sphere", "Tojo Greets the Greater East Asia Conference, in *Japan's Greater East Asia Co-Prosperity Sphere in World War II*, 78-81, 88-93
- "A Failure of Diplomacy" in *Japan at War: an Oral History*, 90-95
- "The Justification for War", "The Declaration of War", "The War Goal" in *Source of Japanese Tradition*, vol. 2, 288-298

### **April 27:** DISCUSSION #2

**Discussion Questions:** What you think about the rhetoric of the Japanese led "Greater East Asia?" Which elements of it are convincing and which are not? How do you evaluate the statement that some historians have made that the war with Japan helped create Chinese nationalism? What are the different elements of this?

- Louise Young, "Imagined Empire: The Cultural Construction of Manchukuo" in *The Japanese Wartime Empire: 1931-1945* (Princeton, NJ: Princeton University Press) 1996, 71-96

## Week 5

### **April 30:** Race, Colonialism and War

- "Chapter 3" in Richard Kim, *Lost Names: Scenes from a Korean Boyhood* (Berkeley: University of California Press) 1998
  - "Patterns of a Race War" in John Dower *War Without Mercy: Race and Power in the Pacific War* (New York: Pantheon Books) 1996, 3-14
  - "Imperial Army Betrayed" in Fujitani, White, Yoneyama, eds. *Perilous Memories: the Asia-Pacific War(s)* (Durham, NC: Duke University Press) 2001
  - "Korean Guard" in *Japan at War*, 113-120
- OPTIONAL: - "Race, Language and War in Two Cultures" in John Dower *Japan in War and Peace: Selected Essays*, 257-285

### **May 2:** Women, Sex, and Conquest

- "The Course and Conditions of the Establishment of the Military comfort Station System" in Yoshimi Yoshiaki *Comfort Women: Sexual Slavery in the Japanese Military During World War II* (New York: Columbia University Press) 2000, 42-75
- Ding Ling, "When I was in Xia village" *Columbia Anthology of Modern Chinese Literature*

### **May 4:** Midterm: IN CLASS

## Week 6

**May 7:** Film: “Nanjing: Memory and Oblivion”

-“Introduction” in Iris Chang, *The Rape of Nanking: The Forgotten Holocaust of World War II* (New York: BasicBooks) 1997, 3-16

- Start *Cold Nights*

**May 9:** Allies and Competitors: the American-Chinese Relationship

- Jay Taylor, *The Generalissimo: Chiang Kaishek and the Struggle for Modern China* (Cambridge: Harvard University Press, 2009), 194-244

OPTIONAL: - *China White Paper*, August 1949 (Stanford: Stanford University Press 1967) 26-37

**May 11:** The Question of Communism

- Mao Zedong, “Establishment of Base Areas” in *Strategic Problems in the Anti-Japanese Guerrilla War* (Beijing: Peking University Press) 1960, 26-42

- Mao Zedong, “Talks at the Yen-an Forum on Literature and Art” in *On New Democracy* (Peking: Foreign Language Press) 1967, 72-114

- “First Formal Impression of the North Shensi Communist Base” and “Desirability of American Military Aid to the Communist Armies” in Joseph Esherick, ed. *Lost Chance in China: the World War II Dispatches of John S. Service* (New York: Random House 1974) 178-182, 322-326

## Week 7

**May 14:** Death, Destruction, and Losing Hope

-“The Honan Famine” in Theodore White and Annalee Jacoby *Thunder out of China*, 166-178

-“Doomed Men, The Chinese Army” in Theodore White and Annalee Jacoby *Thunder out of China*, 132-141

- Finish *Cold Nights*

**May 16:** War and Empire in the Pacific Island, Guest Lecture: Jessica Jordan

- Drafted to the Kobe Shipyards”, “the War Effort” in *Under the Black Umbrella*, 123-138

- Karen Nero, *Time of Famine, Time of Transformation: Hell in the Pacific, Palau in the Pacific Theater: Island Representations of World War II*, 117-147

-“Volunteer and “Human Torpedo” *Japan at War*, 306-319

**May 18:** Film: “Wings of defeat”

OPTIONAL: “Sensational Rumors, Seditious Graffiti and the Nightmares of the Thought Police” in John Dower *Japan in War and Peace, Selected Essays*, 101-154

## Week 8

**May 21:** DISCUSSION #3

**Discussion Questions:** What impact did the American entry into the war have on China? Why did many in the American government begin to believe that the Communists were their best hope? Do their arguments have merit? What role does race play in the war?

-Herbert Dix, "Japan's Delayed Surrender: A Reinterpretation" in *Diplomatic history* 19, no. 2, 197-225  
-"The Burning Skies" in *Japan at War*, 343-353

### **May 23:** Finding an Endgame: Surrender and the Bomb

-Start *Hiroshima*  
-"Thank God for the Atom Bomb" in Paul Fussell, *Thank God for the Atom Bomb and Other Essays*, 1-28

### **May 25:** Surrender and Transition to the Cold War

-"Mansei" in *Under the Black Umbrella*, 139-147  
-"Shattered Lives" in John Dower *Embracing Defeat* 48-64  
-"Reversals of Fortune" in *Japan at War*, 407-419  
- Continue reading *Hiroshima*  
OPTIONAL: Matthew Allen, "Wolves at the Back Door: Remembering the Kumejima Massacres," in *Islands of Discontent*, 39-64

## Week 9

### **May 28:** Holiday

### **May 31:** The Atomic Age and the First Shots of the Cold War

- Godzilla on My Mind: Tsutsui (get citation)  
- Finish *Hiroshima*

### **June 2:** DISCUSSION #4

**Discussion Questions:** Why do you think the Americans decided to drop the bomb? Did it accomplish their goals? What unintended consequences (social, political, and economic) were there in dropping the bomb? What is the linkage between the end of the Pacific War and the beginning of the Cold War?

-"Victory as Defeat" in Yeh Wen-hsin, ed. *Becoming Chinese: Passages to Modernity and Beyond* (Berkeley: University of California Press) 2000  
-"Victory and Civil War" in Theodore White and Annalee Jacoby, *Thunder Out of China*, 279-297

## Week 10

**June 5:** Resonances: the Legacy of War

- Hideo Kobayashi, "The Postwar Economic Legacy of Japan's Wartime Empire" in *Japan's Wartime Empire*, 324-334

**June 7:** Exam Review

**June 9:** Final Exam: IN CLASS