

HIEA 113: The Fifteen-Year War in Asia and the Pacific (1931-1945)

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Class Meetings: MWF 11:00-11:50 AM, WLH 2205

Office Hours: W 12-2pm

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Course Description

The "Fifteen Year War in the Asia-Pacific" refers to Japan's protracted war of aggression in Asia and extending to the Pacific region. This war is commonly referred to in English as the Second World War's Pacific Theater or the Pacific War, but this course focuses on understanding the conflict within a broader time period starting with Japan's aggressive expansion in China that led to Japan's international isolation and the rise of a government dominated by military leaders. The Fifteen-Year War caused drastic changes to landscapes and human populations, and still influences the identities and daily lives of many of the groups and people affected. This lecture-discussion course will examine Japan's empire-wide policy shifts and sequence of major events leading to and through the conclusion to this war, while also taking a close look at some of the human costs of this war through a close reading of eyewitness accounts. This is accomplished by approaching Japan's 1931-1945 war across Asia and the Pacific region through various "local," rather than simply national, experiences. Perspectives examined include those of marginalized groups within Japan, African Americans, Japanese Americans, Pacific Islanders, and other elites and non-elites in Asian and Pacific settings. The goal of the course is to provide students with a broad and nuanced understanding of the main reasons this war was fought, the major watershed events of this war, the experiences of diverse groups of people affected by this war, and the politics that shape war memory discourses today.

Introduction to Course Aims

This course has three specific aims:





1. To encourage you to think deeply, critically, and coherently about imperial Japanese history within a global-historical context of competing empires
2. To introduce you to some of the most important dates, events and people of the Fifteen Year War in addition to perspectives on these events voiced from a variety of marginalized perspectives
3. To help you establish well-informed links between theories of history and present-day life so that both the problems you identify and the possible solutions you offer for them rest on empirical evidence and consistent argument rather than anecdote and assertion. At the same time, you will be encouraged to connect what you learn in class to your incoming assumptions about the relevance of this war for your own family, hometown, or country.

These are ambitious aims that will require commitment from both students and the

instructor, but such efforts should bear fruit in the form of an interesting, stimulating, and mutually rewarding course.

Objectives

Upon completion of this course, students should be able to:

1.  Give specific examples of how the Japanese wartime empire emerged and evolved in direct relationship to other world powers
2.  Remember and discuss some of the most important dates, events and names of the Fifteen Year War (1931-1945)
3.  Reflect upon and meaningfully assess sometimes contradictory experiences of minority groups within wartime empires that were both racist (exclusive) and multiculturalist (inclusive)
4.  Connect specific incidents and aspects of the Fifteen-Year War in Asia and the Pacific to ongoing and unresolved questions about social justice and historical interpretation

Course Content Overview

The course is organized into three main sections. These sections are both chronological and thematic. The first segment is about the failure of diplomacy and the emergence and expansion of Japan’s wartime state (1931-1941). The second segment examines the progression of fighting and experiences of battles in the Pacific Ocean region (1941-45). The third segment examines some ways in which this history still impacts especially the populations and regions affected. This course focuses on diverse minority populations’ experiences with wartime Japanese and U.S. policies, racisms, and battles in order to examine this history’s key events from marginalized perspectives.

Assessment Overview

Grading	% of grade	Due Dates
Reading Quizzes	15%	Almost Daily
1 Essay (graduate students may substitute another paper for this essay requirement)	15%	Feb 3, Feb 24
Midterm Exam	25%	Feb 7
Final Exam	35%	Mar 17, 11:30am-2:29pm
Attendance & Participation (via clickers)	10%	--

Handout #2 provides comprehensive expectations for essay requirements and submission procedures, and Handout #3 details criteria for attendance and participation grades and the structure of the midterm and final exams. All handouts are available on the course website.

Required Texts

- Cook, Haruko Taya and Theodore F. *Japan at War: An Oral History*. New York: The New Press, 1993 (hereafter “JAW”)
- Howard, Chris Perez. *Mariquita: A Tragedy of Guam*. Suva, Fiji: University of the South Pacific, 1986.
- Okada, John. *No-No Boy*. Seattle: University of Washington Press, 1978.

- Your Personal Clicker (Pick up a Clickers Slip from the Bookstore Textbook Department and take it to a cashier who will give you the device after payment is made)

The above books and clickers are available for purchase at the Price Center Bookstore. All assigned readings not in these books are available on electronic reserve at the library. To access electronic reserves, visit: (<http://reserves.ucsd.edu/eres/coursepass.aspx?cid=21488>). The password for the course page is jj113 (not case sensitive).

Expect responses to your emails in no more than 24 hours.

Emails

Additional Information

This is a lecture-discussion course and about a quarter of class time will be devoted to discussing the assigned readings and course content. Research has proven that devoting at least 25% of class time to discussions and peer-led instruction is the most effective form of pedagogy, and it is used in this class for your benefit. Class discussions allow you time to work through the course's most difficult concepts with your peers and with the instructor, rather than leaving you to do this work by yourself at home. This means that you must do the assigned readings before class in order to keep up with discussions. Reading quizzes will be held at the start of nearly every class meeting, and will consist of basic questions meant to simply check that you did the reading. More complicated questions about reading and lecture content will be reserved for class discussion and will not be graded in class because they are meant to help you generate good ideas for writing your papers. If you do not attend regularly, you will compromise your 10% participation points and your 10% reading quiz points. These points will be easy to earn if you keep up with assignments.

Attendance at lectures is required and will be monitored through the use of your personal clicker. Clicking in for another student is fraud and will be punished. Turn off all mobile phones before class, and use computers only for taking notes. Once class begins, you are expected to pay attention and participate and to refrain from unrelated chatting or disruptive behavior. You are expected to stay for the entire class period, and if you must leave early please talk to the instructor about it first. Students with special requirements or health needs are encouraged to talk with the instructor.

Plagiarism

Plagiarism is a serious offense for which the university has published strict policies. The History department's statement on plagiarism is here: <http://history.ucsd.edu/ugrad/academic-integrity.html>. All students should take time to read and thoughtfully consider the History Department's policy to be sure you comply at all times. The most common form of plagiarism is the verbatim copying of words, but it can also mean paraphrasing somebody else's ideas without giving them credit. You will impress your instructor more if you take the time to accurately cite your sources than if you cheat. Students found guilty of plagiarism will receive a failing grade for the assignment and possibly the class. Although it is a good idea to work in groups outside of class to digest readings and prepare for exams, you must each submit your own unique essays.

Date	Class	Title	Lecture Schedule
WEEK 1			
Ongoing Reading: <i>No-No Boy</i> , Preface (vii-xi), Chapter 1 (1-38) & Chapter 3 (51-68)			
Jan 6, M	1	Introductions	
Jan 8, W	2	Imperial Japan in a World of Empires	Reading: Gordon, "Democracy & Empire Between the World Wars," (161-180) Q: <i>What factors about 1920s Japan help explain the start of war with other world powers by the 1930s?</i>
Part I: The Rise of a New Order and War, 1931-41			
Jan 10, F	3	Nationalism and Race	Reading: Dower, "Race, Language, and War" (257-285) Q: <i>What are some positive and negative aspects of nationalism?</i>
WEEK 2 – Life During Wartime			
Ongoing Reading: <i>No No Boy</i> , Chapter 4 (69-101)			
Jan 13, M	4	Settling Down in Empire	Reading: Young, "Manchukuo and Japan," (3-20) JAW: "Manchurian Days," (56-60) Q: <i>How did settlement of Manchukuo affect both Manchukuo and Japan?</i>
Jan 15, W	5	In Support of Empire	Reading: Horne, "War/Race," (105-127) Q: <i>Why did some Americans support Japanese imperialism?</i> Discuss <i>No-No Boy</i> ongoing readings
Jan 17, F	6	Imperialization	Reading: Chou, " <i>Kôminka</i> movement," (40-68) Q: <i>How did Japanese colonial authorities try to make imperial subjects out of Korean and Taiwanese people?</i>
WEEK 3 – Atrocity			
Ongoing Reading: <i>No No Boy</i> Chapter 7 - (145-172)			
Jan 20, M	7	NO CLASS -- Martin Luther King, Jr. Holiday	
Jan 22, W	8	Biological Warfare	Reading: JAW, "An Undeclared War," (21-27); Harris, "The Secret of Secrets: Human Experiments," (75-112) Short film clip: "Two Versions of Hell" Q: <i>What kinds of things did the Japanese military do in China in the early to mid 1930s?</i>
Jan 24, F	9	The Nanjing Massacre & War in China	

Reading: Brook, "The Family Letters of Robert Wilson," (207-54)

Q: What happened during Japan's late 1937/ early 1938 attack on Nanjing that led to its being called the "Rape of Nanjing"?

Part II: Fighting in the Pacific, 1941-45

WEEK 4 – Start of the Pacific War

Jan 27, M 10

Japan's Attack on Allied Powers

Reading: Bailey, "Wartime Hawaii," (15-29)

Listen: FDR's Entire "Day of Infamy" Speech (9 min)

Q: What did life during wartime Hawai'i and FDR's speech about Japan's attack suggest about the U.S. as a nation in 1941?

Jan 29, W 11

Minorities in the United States Mainland During Wartime

Reading: Scherini, "When Italian Americans Were "Enemy Aliens," (10-36)

Q: What kinds of experiences did different minorities in the U.S. have after Japan's attack on Pearl Harbor?

Jan 31, F 12

Japanese American Internment

Reading: *No No Boy* Chapters 9-12 (189-251)

Q: What choice would you have made if you were Ichirô?

WEEK 5 – Apex of Empire

Feb 3, M 13

1942: The Japanese Empire at its Peak

Lebra, "Tôjô Greets Greater East Asia Conference" (88-93)

Q: What were some key ideas of the "Greater East Asia Co-Prosperity Sphere"?

Due: Short Essay 1, First Draft (no quiz today)

Feb 5, W 14

Discussion and Midterm Review

Reading: JAW, "Special Attack" introduction, (305-6), "One Hundred Million Die Together," (339-342), "Human Torpedo," (313-319), "I wanted to build a Greater East Asia," (50-56)

Q: Why were some people willing to die for the Japanese empire?

Feb 7, F 15

MIDTERM EXAM

WEEK 6 – Pacific Island Battlefields

Feb 10, M 16

U.S. Island-Hopping Campaign

Reading: Lindstrom and White, "War Stories," (3-36)

Q: What were some experiences of Pacific Islanders during the war?

Feb 12, W 17

Mariana Islands: *The Beginning of the End*

Reading: *Mariquita*, Preface & Chapters 4-7 (50-90)

Q: What kind of life did Mariquita have in Guam before Japan's attack and occupation of the island?

Feb 14, F 18 **War in Okinawa**
Reading: Allen, "Wolves at the Backdoor," (39-64)
JAW: "A Quest for Meaning," (458-461)
Q: How were Okinawans treated both as insiders and outsiders to the Japanese empire?

WEEK 7 – Women and the Pacific War

Feb 17, M 19 NO CLASS – President's Day Holiday

Feb 19, W 20 **The "Comfort Women" System**
Reading: Hicks, "The Flesh Market," (45-65)
Q: What systemic roles did colonized women play in this war?

Feb 21, F 21 **Pacific Islander Women**
Reading: *Marquita*, Chapters 8-12 (91-130)
Q: What experience did women have under Japanese military rule in the Pacific islands, and how was resistance handled?
Film clip: "Sensô Daughters"

Part III: Reforming and Remembering Empire: 1945 and Beyond

WEEK 8 – Ending the War

Feb 24, M 22 **The Fire & Atomic-Bombings of Japan**
Reading/ Listening: Radio Lab Podcast, "Double Blasted,"
<http://www.radiolab.org/story/223276-double-blasted/> (19 min)
JAW: "A Terrible New Weapon," & various stories (382-399)
Q: What effects did the Atomic bombings have on Hiroshima and Nagasaki?
DUE: Short Essay 1, Final Draft (no quiz today)

Feb 26, W 23 **Surrender, Demobilization and Repatriation**
Reading: Watt, "Repatriation," (1-18)
JAW: "The Unresolved War," & "Flight," (403-411)
Q: Who were the "repatriates," and what kinds of challenges did they face?

Feb 28, F 24 **War Crimes Trials**
Reading: Totani, "Introduction," (1-19); JAW, "Keeping Order in the Indies," (105-113), "Building the Burma-Siam Railroad," (99-105), "Death Row at Changi Prison," (420-427)
Q: Which actions and individuals were punished and which actions and individuals were exempted from the Tokyo war crimes trials?

WEEK 9 – Bases, Bikinis, Bombs, and Monsters

Mar 3, M 25 **Postwar Treaties and U.S. Military Bases**
Reading: Natividad and Leon Guerrero, "The Explosive," (9

pages)

Q: What experiences have the indigenous Chamorro people of Guam had living next to postwar U.S. military bases?

Mar 5, W 26

Nuclear Bikinis

Reading: Teaiwa, "bikinis," (87-109)

Q: How does popular American culture handle memories of Cold War U.S. experimentation in certain Pacific Islands once under Japanese control?

Mar 7, F 27

Godzilla, Hiroshima, Fukushima

Reading: Igarashi, "Monstrous Memories," (114-122 & 130);
Dvorak, "The Wave," (1-5)

Q: How do memories of nuclear radiation emerge in postwar Japanese culture?

WEEK 10 – Politics of the Past

Mar 10, M 28

Political Memories

Reading: Yoneyama, "Ethnic," (151-186)

JAW: "Teaching War," (441-47)

Q: How does nationalism influence war memory & history in Japan?

Mar 12, W 29

Yasukuni Shrine

Reading: Selden, "Yasukuni Nationalism," (2008) (15 pages)

JAW: "Meeting at the Yasukuni Shrine," (447-453)

Q: Is it okay for members of the Japanese government to visit the Yasukuni shrine?

Mar 14, F 30

Conclusions & Final Exam Preparations

Mar 17

FINAL EXAM 11:30am-2:29pm, Room TBA