

History 150D: The Japanese Empire 1868-1945

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Office Hours: Wednesday after class or by appointment over zoom

Location: Monday/Wednesday 1:00-4:30pm
Jack Baskin Engineering Room 156



Course Description

The Japanese empire often goes untaught or acknowledged in global histories of imperialism. Though short lived in comparison to empires such as the British or French, the Japanese empire has legacies that still affect cultural discourses and attitudes throughout Asia and the Pacific today. This course will primarily look at the Japanese empire prior to 1940, how Japan acquired its colonies, and the policies that were enacted in those places.

The course will follow a chronological order beginning with Hokkaido and Okinawa, move through the war acquisitions of Taiwan, Sakhalin, and the Liaodong Peninsula, and into the outright colonization of Korea. The course will end with a discussion of international politics and world events by looking at Japan's being awarded the South Sea Mandate, and begin to set the stage for Japan's path to war. The course is designed to marry primary sources, news coverage of the legacies of Japanese imperialism today, with secondary source material and films.

Required Texts

All assigned readings for this course will be available through the course Canvas page or are available through the campus library. Students are not required to purchase any materials for this course with the exception of renting a movie for the final film review.

Learning Objectives:

1. **Identify:** major themes and trends in Japanese colonial history
2. **Understand:** the implications of Japanese colonialism throughout the Asia/Pacific region
3. **Challenge:** the narrative of a presently homogenous Japan

4. **Examine terminology:** students will think critically about the literal definitions of statuses and labels, versus their real world implications. For example, what does it mean for a place to be colonized but not officially a colony?
5. **Develop:** clear written communication skills, demonstrated by a 700-1000 word movie review
6. **Develop:** clear verbal communication skills, demonstrated by a 5-10 minute power point presentation to the class in week 5

Course Requirements:	
Weekly reading quizzes: 20% (Five quizzes, 4% each)	Weekly online quizzes will be a combination of multiple choice and short answer questions that are derived from lectures and assigned readings
Attendance: 10%	Due to the rapid pace of the course, students will be required to attend all lectures, with one unexcused absence allowed. All other absence requests will need to be sent to me in as much advance as is possible.
Lecture participation: 20%	Lecture participation will be taken throughout the quarter in the form of entrance tickets, exit tickets, and free writes, as well as verbal contributions to the class discussion. There are many ways to participate!
Canvas Discussion Boards (10%) (Five discussion boards, 2% each)	Students will contribute to weekly discussion boards. The discussion board will pose a question that students initially answer, then students will respond to two of their peers.

Movie Review ONE (10%)	Students will produce a two to three page review of a movie that we watch together in class. The review will be based on movie critics' reviews that are assigned.
Movie Review TWO (10%)	Students will produce a two to three page review of a movie that they watch outside of class. The review will be based on movie critics' reviews that are assigned. A list of approved films will be provided.
Movie Presentation Script (5%)	Students will submit on Canvas a preliminary script of their final presentation either in writing or in a voice recording.
Final Movie Presentation (15%)	Students will deliver a 5-10 minute presentation of a movie of their choice that was not watched in class. Students will create an image heavy power point that they will use to explain to their classmates the elements of Japanese empire and colonialism present in the movie.

Late Policy:

There is an automatic 24 hour grace period for all assignments due on Canvas. I will not deduct points for anything that is submitted within 24 hours of the official due date.

Assignments submitted after 24 hours will take me longer to grade, and assignments submitted 72 or more hours late will lose 5% from the total grade. Assignments more than one week late will lose 10% from the total assignment grade. The final presentation is worth 15% of your total grade and **MUST BE PRESENTED IN CLASS DURING WEEK FIVE.**

DRC Support:

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course. Additionally, in my office hours we can also discuss ways we can

ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Title IX Support:

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

University Statement on Academic Integrity:

Academic integrity is a basic and important element of academic success. The university treats instances of academic dishonesty (cheating, fabrication, plagiarism, etc.) very seriously, because they undermine the efforts of honest students, the value of a UC Santa Cruz degree and the integrity of the university as an institution.

Each student must understand the [university policy on academic misconduct](#), as well as each instructor's policy on acceptable collaboration and cheating. If you are unsure whether a particular behavior violates university or faculty policy, it is your responsibility to consult with the instructor or college provost for clarification. If you are having trouble in a class, access the success resources available to you -- it is far better to seek help than to resort to dishonest academic behaviors.

If you ever have questions or are confused by what is meant by "academic integrity" please talk to me and we can discuss!

COURSE SCHEDULE:

Week One: introduction and the early annexations— Hokkaido and Okinawa

Read by Wednesday:

- 1) **Matsushima Yasukatsu** “Okinawa is a Japanese Colony” 2010
- 2) Stanislaw **Meyer** “Between a Forgotten Colony and an Abandoned Prefecture” 2020
- 3) Tessa **Morris-Suzuki** “Indigenous Rights and the ‘Harmony Olympics’” 2020

Monday: Introduction to the Course, what do we mean by Japanese empire? Syllabus review, community agreement, introductory lecture: establishing temporal boundaries, the imperial system and government, the first annexation: Hokkaido

In class we will read: **Kayano** Shigeru *Our Land Was a Forest* (1994)

Wednesday: dissolving the Ryukyu Kingdom and the creation of Okinawa Prefecture

In class film: *Gojira tai Mekagojira* (1974)

Week Two: Japan at war

Read by Wednesday:

- 1) Kirsten **Ziomek**, “Chapter One: Colonial Reality and Subaltern Subjectivity” 2019
- 2) Seiji **Shirane** “Imperial Gateway: Colonial Taiwan and Japan’s Expansion in South China and Southeast Asia, 1895-1945”
- 3) **Tsai** Hui-yu Caroline “Shaping Administration in Colonial Taiwan, 1895-1945”

Monday: War with the Qing, setting up the Liaodong Peninsula, and the annexation of Taiwan, Taiwan under Japanese rule, *doka* and *kominka*

In class we will read: **Chinen** Seishin, “The Human Pavilion” 1978

Wednesday: The Fifth National Industrial Exhibition in Osaka, war with the Russians and the Liaodong Peninsula/ Kwantung Leased Territory

In class film: *Warriors of the Rainbow* (2012)

Week Three: Annexation of Korea and Extraterritoriality in Shanghai

Read by Wednesday:

- 1) David **Fedman**, “Chapter Three: Righting the Woodlands” 2020
- 2) Michael **Robinson** “Introduction” 1988
- 2) **Gotō** Harumi, *Japan and Britain in Shanghai 1925-1931*. 1995. Excerpts.

Monday: Continuing the aftermath of the war with Russia, annexation of the Korean peninsula, Korea under Japanese rule

In class: we will read from “Oral Histories of the Colonial Era,” various narrators
http://afe.easia.columbia.edu/ps/korea/colonial_experiences.pdf

Wednesday: Extraterritoriality in Shanghai

In class film: Fists of Fury (1972)

Sunday: First movie review is due

Week Four: The puppet colony Manchukuo and the South Seas Mandate

Read: 1) Louise **Young** “Chapter 1: Manchukuo and Japan” 1998

2) Boyd **Dixon** “The Archaeology of Rural Settlement and Class in a Pre-WWII Japanese Plantation on Tinian” 2004

3) Tomohito **Baji** “Colonial policy studies in Japan: racial visions of Nan'yo, or the early creation of a global South” 2022

Monday: Setting the stage for Manchuria, the Manchurian Incident, Japanese settler capitalists

In class we will read: <https://www.loc.gov/item/fia55000092/> or
https://www.colorado.edu/ptea-curriculum/sites/default/files/attached-files/negotiating_relationships_handout_3_mar.pdf (Have yet to decide)

Wednesday: Japanese expansion into the Pacific Islands (Nan'yo)

In class film: Momotaro Umi no Shinpei (Momotaro's Sacred Sailors) (1945)

Sunday: Final presentation script is due!

Week Five: Student presentations!

Read by *Monday*:

1) Saint Leo University “9 tips to improve your public speaking skills” 2021

Monday: First round of student presentations

Wednesday: Second round of student presentations

Friday: Second movie review is due (MUST BE SUBMITTED ON TIME! I CANNOT ACCEPT LATE WORK)