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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 3/13/2013

1b. Department/Division: History

1c. Contact Person

Name: Phil Harling

Email: harling@uky.edu

Phone: 257-1246

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Global Dynamics

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: HIS 357

2c. Full Title: Japan at War, 1850 to the Present

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

DISCUSSION: 2

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course covers military conflicts in modern Japan with a particular focus on the Asia-Pacific War (1931-45)—Japan's imperialist quest in China and Southeast Asia that ultimately expanded into the Pacific Theater of World War II. We will begin by a brief examination of Japan's earlier wars in the modern period, including the Meiji Restoration (1867-8), the First Sino-Japanese War (1894-5), and the Russo-Japanese War (1904-5) in order to set Japan's modern wars in context; of particular focus here will be the emergence and the development of Japan's Emperor-centered, militaristic nationalism, which influenced every aspect of Japanese thought during the Asia-Pacific War. Themes covered will include both politics and culture of a nation at war. We will look not only at the political and military strategists and foreign relations, but also at the life on the battlefield and the home front. The cult of death, which centered around the belief that those who sacrifice their lives for the emperor for the sake of the nation will be honored as a god at Yasukuni Shrine, and which resulted in such fanatical actions as kamikaze attacks and mass suicides, will be investigated in detail. The last sessions of the class will cover the legacies of the Asia-Pacific War in the decades following Japan's defeat. The course requires no prior knowledge of the history of modern Japan.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: No

If No, explain: usually, it will be offered every other year

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 75

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes**Distance Learning Form**

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JMETT2|Joanie Eit-Mims|HIS 357 HIS 357MINOR_TEXT_FOR_TITLEHIS 357MINOR_TEXT_FOR_TITLE&|20131118

SIGNATURE|CPTHUR0|Christopher P Thuringer|HIS 357 NEW Undergrad Council Review|20131216

SIGNATURE|PETRONE|Karen Petrone|HIS 357 NEW Dept Review|20130313

SIGNATURE|JMCDO2|Juliana McDonald|HIS 357 NEW UKCEC Expert Review|20131118

SIGNATURE|RHANSON|Roxanna D Hanson|HIS 357 NEW College Review|20130507

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	2457	HIS 357 reviewer comments.docx
Delete	2461	HIS 357 syllabus.docx
Delete	2586	Global Dynamics Form HIS357 revised.doc

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 8/13/2013
- b. * Department/Division: History
- c.
 - * Contact Person Name: Phil Harling Email: harling@uky.edu Phone: 257-1246
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: HIS 357
- c. * Full Title: Japan at War, 1850 to the Present
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> 1 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> 2 Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course covers military conflicts in modern Japan with a particular focus on the Asia-Pacific War (1931-45)-Japan's imperialist quest in China and Southeast Asia that ultimately expanded into the Pacific Theater of World War II. We will begin by a brief examination of Japan's earlier wars in the modern period, including the Meiji Restoration (1867-8), the First Sino-Japanese War (1894-5), and the Russo-Japanese War (1904-5) in order to set Japan's modern wars in context; of particular focus here will be the emergence and the development of Japan's Emperor-centered, militaristic nationalism, which influenced every aspect of Japanese thought during the Asia-Pacific War. Themes covered will include both politics and culture of a nation at war. We will look not only at the political and military strategists and foreign relations, but also at the life on the battlefield and the home front. The cult of death, which centered around the belief that those who sacrifice their lives for the emperor for the sake of the nation will be honored as a god at Yasukuni Shrine, and which resulted in such

k. Prerequisites, if any:

i. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: usually, it will be offered every other year

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? .75

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Yes, we believe so, given the level of broader student interest in World War II evidenced by HIS 121: War and Society, 1914-1945, which attracts over 200 students a semester.

8. * Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ² for ANY program? Yes No

If YES ², list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

- ¹² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ¹³ The chair of the cross-listing department must sign off on the Signature Routing Log.
- ¹⁴ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ¹⁵ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ¹⁶ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

HIS 357 – “Japan at War, 1850 to the Present” (Global Dynamics)

Two reviewers examined this course. Both reviewers agreed that this course should be accepted for Global Dynamics.

Reviewer #1: This course fulfills the GDY Learning Outcomes.

Reviewer #2: This course fulfills the GDY Learning Outcomes.

Whitehall Classroom Bldg. Rm 349
TR: 3:30-4:45

Instructor: Dr. Akiko Takenaka
a.takenaka@uky.edu
Office: POT1733
257-3584
Office Hours: Wednesdays 2:00-4:00
and by appointment

Course Description:

This course covers military conflicts in modern Japan with a particular focus on the Asia-Pacific War (1931-45)—Japan's imperialist quest in China and Southeast Asia that ultimately expanded into the Pacific Theater of World War II. We will begin by a brief examination of Japan's earlier wars in the modern period, including the Meiji Restoration (1867-8), the First Sino-Japanese War (1894-5), and the Russo-Japanese War (1904-5) in order to set Japan's modern wars in context; of particular focus here will be the emergence and the development of Japan's Emperor-centered, militaristic nationalism, which influenced every aspect of Japanese thought during the Asia-Pacific War. Themes covered will include both politics and culture of a nation at war. We will look not only at the political and military strategists and foreign relations, but also at the life on the battlefield and the home front. The cult of death, which centered around the belief that those who sacrifice their lives for the emperor for the sake of the nation will be honored as a god at Yasukuni Shrine, and which resulted in such fanatical actions as *kamikaze* attacks and mass suicides, will be investigated in detail. The last sessions of the class will cover the legacies of the Asia-Pacific War in the decades following Japan's defeat. The course requires no prior knowledge of the history of modern Japan.

Student Learning Outcomes:

Upon completion of this course, you will have acquired an understanding of:

- The global dynamics that come into play in the study of modern history.
- The significance of racial and cultural diversity in a global society.

You will also have acquired skills to:

- Demonstrate critical reading and analysis of primary and secondary sources.
- Search, locate, and evaluate relevant primary sources using university library resources (this includes not only the library website, but also the actual library buildings and the people who work there) and utilize them as historical evidence in presenting a scholarly argument.
- Synthesize the outcome of your research and analysis in a written format that includes the presentation a well-structured thesis that is backed by a thorough and critical analysis of historical evidence.

Required Materials:

Books to be purchased

1. Andrew Gordon, *A Modern History of Japan, from Tokugawa Times to the Present* (Will be referred to as *MHJ* in the syllabus)
2. Ooka Shōhei (translated by Ivan Morris), *Fires on the Plain* (Tuttle Classics).

Other readings will be available on-line (specified below) or on Blackboard. The syllabus is subject to change throughout the semester. Changes will be announced in class, emailed to you, and/or posted on Blackboard.

Course Activities and Assignments (see below for grading breakdown):

Each class will consist of a lecture and short discussion sessions. Regular and attentive attendance to the lectures is mandatory, as well as an active participation in the discussions.

You will be expected at any time in class to submit a short written response to the reading assignments (this will count towards your attendance grade). Be sure to do your readings!

You are required to submit three pieces of writing: a short analysis paper, a reading response, and a research paper. They will be typed double-spaced, using 10-12 pt. font and reasonable margins. You will submit an electronic copy to me via Blackboard **before class on the day that the assignment is due**.

Instruction for each assignment:

1. **Primary source analysis.** A short analysis paper (2 pages long) of a primary source document. Choose one from primary source texts assigned for September 1, 6 or 8, and analyze the text using the reading assignment for the day and other material covered in class. Be sure to summarize the text and discuss its significance to the time period.
2. **Reading response.** A 3-4 page response paper to the novel *Fires on the Plain*. Place the novel in historical context using, **in addition to** the reading assignments and other material covered in class, two relevant sources (either books or scholarly articles). Consult with me if you are not sure about the applicability of the sources.
3. **Research paper** (6-7 pages long) on a topic associated with Japan-US relations between November 1941 and August 1945.
 - a. **In addition to** the lectures and reading material covered in class, you will need to research the information sources of the University Library (or other approved archival resource websites) and come up with **at least** two relevant primary sources that you will read, analyze and utilize for your paper. Consult with me if you are having difficulties locating sources.
 - b. Remember that this is a research paper. You are to include a title and a well-defined thesis statement that is supported by documented evidence. Proper citations are required, as is a bibliography of sources consulted. (The bibliography does not count towards the number of pages.) If you are not sure how to cite sources in a proper format, the best source to consult is Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. An abridged version is available online at:
<http://www.chicagomanualofstyle.org/home.html>
 - c. You may consult with me at any time if you are unsure about your topic.

Instruction for electronic submission:

1. Upload a word document to me on Blackboard. It must be saved as a doc. or docx. file. I will email the document back to you with my comments.
2. Your assignment should have a file name that lists the same information as a the email subject line. Please know that I will not be accepting assignments without this information in the file name. (Keep in mind that I will be receiving 40+ similar word documents. Your assignment will easily be misplaced or lost without your name attached to the file.)

There will be three exams for this course: two mini-exams and a comprehensive final exam. Exams will consist of term identifications and essay questions.

Late submissions:

Assignment due dates are noted in the course schedule below. For each day that your assignment is late, I will deduct 10% of your grade. Grade deduction does not apply when you have an excused absence with verification (see **Excused Absences and Verifications** below).

Grading breakdown:

Regular attendance, completion of all required readings, completion and submission of short in-class assignments, and active participation (25)
Research paper (15)
Reading response (10)
Film-related mini-assignments (5)
Primary source analysis (5)
Mini-exams (10 x 2)
Final exam (20)

Grades:

A: 91-100
B: 81-90
C: 71-80
D: 61-70
E: 60 and below

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

There will be NO make-up exams, unless you can provide verification for your absence as outlined below.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Laptop use:

If you wish to use your laptop in class, you must sit in the first row of the classroom. Laptop use is not permitted elsewhere in the room.

The syllabus is subject to change throughout the semester. Changes will be announced in class, emailed to you, and/or posted on Blackboard.

SCHEDULE

August 25	1. Introduction to the class
August 30	2. Fall of Tokugawa regime and encounters with the “West”
Reading	<i>MHJ</i> , chapter 1 “The Tokugawa Polity,” and chapter 4 “The Overthrow of the Tokugawa,” 9-19, 46-59.
September 1	3. Meiji Restoration and the Boshin Battles
Reading	<i>MHJ</i> , chapter 5 “The Samurai Revolution,” 61-76. <u>Primary source text</u> : Aizawa Seishisai, <i>New Thesis</i> , (1825), excerpts.
September 6	4. To die for the emperor
Reading	Takashi Fujitani, “Inventing, Forgetting, Remembering: Toward a Historical Ethnography of the Nation-State,” in Harumi Befu ed., <i>Cultural Nationalism in East Asia</i> , 77-106. <u>Primary source text</u> : The Imperial Rescript of Education (1890)
September 8	5. Rebellions and the Meiji Constitution
Reading	<i>MHJ</i> , chapter 6 “Participation and Protest,” 77-93. <u>Primary source text</u> : The Meiji Constitution (1890)
September 13	6. Industrial Revolution Japanese style
Reading	<i>MHJ</i> , chapter 7 “Social, Economic, and Cultural Transformations,” 94-114. E. Patricia Tsurumi, <i>Factory Girls: Women in the Thread Mills of Meiji Japan</i> , chapter 4 “Silk: Tightening the Screws,” 59-91.
September 15	7. The path to imperialism
Reading	<i>MHJ</i> , chapter 8 “Empire and Domestic Order,” 115-137. E.H. Norman, <i>Soldier and peasant in Japan: the origins of conscription</i> , excerpts.

<u>Due today</u>	<u>Primary source text analysis</u>
September 20	8. Japan and the “Great War” (I)
Reading	<i>MHJ</i> , chapter 9 “Economy and Society,” 139-160.
September 22	9. Japan and the “Great War” (II)
Reading	<i>MHJ</i> , chapter 10 “Democracy and Empire between the World Wars,” 161-181.
September 27	mini-exam (I)
September 29	10. The China problem
Reading	<i>MHJ</i> , chapters 11 “The Depression Crisis and Responses,” and 12 “Japan in Wartime,” 182-225.
October 4	11. Total war in Asia
Reading	Louise Young, <i>Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism</i> , chapter 3 “War Fever: Imperial Jingoism and the Mass-Media,” 55-114.
October 6	12. Pearl Harbor
Reading	Akira Iriye, <i>Pearl Harbor and the Coming of the Pacific War: A Brief History with Documents and Essays</i> , 38-40, 63-86. Thomas B. Allen, <i>Remember Pearl Harbor: Japanese and American Survivors Tell their Stories</i> , excerpts.
October 11	13. Race wars
Reading	John Dower, “Race, Language and War in Two Culture,” in <i>Japan in War and Peace</i> , 257-285. In class viewing of excerpts from film <i>Know Your Enemy: Japan</i>
October 13	14. Island nightmares
Reading	Ooka Shōhei (translated by Ivan Morris), <i>Fires on the Plain</i> (Tuttle Classics).
<u>Due today</u>	<u>Response paper to film <i>Know Your Enemy: Japan</i></u>

October 18

13. Kamikaze, the “divine wind”

Reading

Emiko Ohnuki-Tierney, *Kamikaze, Cherry Blossoms, and Nationalisms: The Militarization of Aesthetics in Japanese History*, chapter 5 “The Tokkōtai Operation,” 157-185.

In class viewing of documentary film *Tokkō*

October 20

14. Homefront (I): air-raids

Reading

Thomas A. Searle, “It Made a Lot of Sense to Kill Skilled Workers”: The Firebombing of Tokyo in March 1945, in *The Journal of Military History* 66.1 (2002), 103-33. [JSTOR]

Haruko Taya Cook and Theodore F. Cook, *Japan at War: An Oral History*, 343-353.

Due today

Response paper to film *Tokkō*

October 25

15. Homefront (II): Okinawa

Reading

Matthew Allen, “Wolves at the Back Door: Remembering the Kamejima Massacres,” in Laura Hein and Mark Selden eds., *Islands of Discontent: Okinawan Responses to Japanese and American Power*, 39-64.

October 27

16. The atomic bomb

Reading

Lisa Yoneyama, “Memory Matters: Hiroshima’s Korean Atom Bomb Memorial and the Politics of Ethnicity,” in Laura Hein and Mark Selden eds., *Living with the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age*, 202-231.

James N. Yamazaki with Louis B. Fleming, *Children of the Atomic Bomb: An American Physician’s Memoir of Nagasaki, Hiroshima, and the Marshall Islands*, excerpts.

In class analysis and debate on primary sources from the Truman Library (online) on the US decision to drop the atomic bomb.

Due today

Reading response to *Fires on the Plain*

November 1

mini-exam (II)

November 3

17. Russia and the end of the Asia-Pacific War

Reading

John Dower, *Embracing Defeat: Japan in the Wake of World War II*, chapter 1 “Shattered Lives,” 33-64.

November 8	18. Allied Occupation (I): The New Constitution
Reading	John Dower, <i>Embracing Defeat</i> , chapter 12 "Constitutional Democracy: GHQ writes a new national charter," 346-373. In class comparative analysis of the two Constitutions (Meiji and postwar)
November 10	19. War Crimes Tribunals
Reading	Yuma Totani, <i>The Tokyo War Crimes Trial: The Pursuit of Justice in the Wake of World War II</i> , chapter 2 "The Trial of Emperor Hirohito?" and chapter 3 "Tōjō and Other Suspects," 43-77.
November 15	20. Allied Occupation (II): The Self-Defense Forces
Reading	James H. Buck, "The Japanese Self-Defense Forces," in <i>Asian Survey</i> , vol. 7, no. 9 (September 1967), 597-613 [available through JSTOR].
November 17	21. The U.S. Japan Security Treaty
Reading	Yoshikuni Igarashi, <i>Bodies of Memory: Narratives of war in postwar Japanese culture, 1945-1970</i> , chapter 5 "From the Anti-Security Treaty Movement to the Tokyo Olympics: Transforming the Body, the Metropolis, and Memory," 131-163.
November 22, 24	Thanksgiving week: no class
November 29	22. Legacies
Reading	Honda Katsuichi, <i>The Nanjing Massacre: A Japanese journalist confronts Japan's national shame</i> , chapter 10 "A War of Annihilation Unfolds," 167-256.
<u>Due today</u>	<u>Research paper on US Japan relations</u>
December 1	23. War, memory, reparation
Reading	Akihiko Tanaka, "The Yasukuni issue and Japan's international relations," in Tsuyoshi Hasegawa and Kazuhiko Togo eds., <i>East Asia's Haunted Present: historical memories and the resurgence of nationalism</i> , 119-141. <i>Sensō: The Japanese Remember the Pacific War: Letters to the Editors of Asahi Shimbun</i> , excerpts.
December 6	24. Wrapping up / review

TBA

Final exam (Location TBA)

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: HIS357

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

August 30	2. Fall of Tokugawa regime and encounters with the "West"
September 15	7. The path to imperialism
September 20,22	8, 9. Japan and the "Great War"

Brief Description:

The course (including, but not limited to the units listed above) covers Japan's encounter with the West, origins of Japanese imperialism in East and Southeast Asia, and Japan's imperial battles that culminated in World War II. It examines Japan's position in a modern and imperial world.

In unit 2, for example, students will examine Japan's encounters with Western imperialism, while in unit 7, they will learn about Japanese imperial attempts towards its East Asian neighbors. In units 8 and 9, students will study Japan's position among the global powers, which, as a result, inspires them to embark on another extended imperial mission in Asia. The common theme here is the issue of perceived inequality resulting from Japan's need to negotiate a racially diverse world.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

October 6	12. Pearl Harbor
October 27	16. The atomic bomb

Brief Description:

Both classes will involve in class analyses and debates on primary sources associated with Japan's attack on Pearl Harbor (unit 17) and US decision to use the atomic bomb on Japan (unit 24).

Students will compare and analyze primary sources from both Japan and the United States, and develop an understanding of complexities and responsibilities associated with actively participating in a globalizing world community.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Research paper (under "Course Activities and Assignments")

Brief Description:

Research paper (6-7 pages long) on a topic associated with Japan-US relations between November 1941 and August 1945.

In addition to the lectures and reading material covered in class, you will need to research the information sources of the University Library (or other approved archival resource websites) and come up with at least two relevant primary sources that you will read, analyze and utilize for your paper.

Students will compare and analyze primary sources associated with topics including Japan's attack on Pearl Harbor and US's employment of the atomic bomb on Japan, and demonstrate in their essay their understanding of the ethical dilemmas, conflicts, and trade-offs surrounding this tense period in Japan-US relationship.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

November 29 22. Legacies
December 1 23. War, memory, reparation

Brief Description:

Through reading material, lecture, and discussion, students will explore how Japan's involvement in World War II has continued to impact Japan's relationship with the United States, China, and Korea in the present day.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

October 11 13. Race wars

Brief Description:

Students will come to class having read a chapter on how racism in both Japan and the United States influenced international relations not only during, but also in the decades preceding and following World War II. During class, students will view excerpts from "Know Your Enemy: Japan," a propaganda film developed by the US military in the 1940s, after which they will analyze and discuss how American understanding of Japanese culture, society, politics, and religion impacted Japan-US relations in the 1930s and the 40s.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- o social, cultural, and institutional change;
- o civic engagement;
- o regional, national or cross-national comparisons;
- o power and resistance.

Date/location on syllabus of such evidence:

Some examples include:

Social, cultural, and institutional change:

September 8 5. Rebellions and the Meiji Constitution
November 8 18. Allied Occupation (I): The New Constitution

Civic engagement:

October 20 14. Homefront (I): air-raids
December 1 23. War, memory, reparation

Regional, national or cross-national comparisons:

October 11 13. Race wars

Power and resistance:

November 15 15. Home front (II): Okinawa

Brief description:

The course, which is a comprehensive account of Japan's imperialist endeavours in the modern period encompassing dimensions including political, intellectual, economic, cultural, and military aspects, covers all four of the themes listed above.

In units 5 "Rebellions and the Meiji Constitution" and 18 "Allied Occupation (I): The New Constitution," for example, students will read and analyze the two Constitutions with a focus on the institutional and cultural changes that affected Japanese society at large. In unit 14 "Homefront (I): air-raids" students will examine and discuss civic engagement in an all out war through various laws, regulations, and customs engaged at the Japanese homefront. In Unit 23 "War, memory, reparation," students will read and discuss issues of war responsibility. In Unit 13 "Race wars," students will engage in a comparative analysis of the ways that both Japan and the United States engaged in racially motivated discussions of the enemy. In unit 15 "Homefront (II): Okinawa," students will engage in discussions regarding the tense and ultimately tragic relationship between the Japanese military (power) and the local residents (resistance) in Okinawa during the Allied invasion of May 1945.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

Under "Course activities and assignments"
Research paper (15%)

Brief description:

The research paper requires a synthesis of the material covered in class (reading assignments, lectures and in-class discussions) and skills acquired in class including primary source analysis, critical reading, and scholarly writing. Students will be asked to engage with the key themes introduced in the course, which, as demonstrated above, engage with the six student learning outcomes that are central to their understanding of global dynamics.

The non-US focus constitutes at least 50% of the course.

Brief Description:

The main focus of the course is Japan, with some attention directed towards Japan's international relations with China, Korea, Germany and the United States.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

1. Reading response (10%) due October 27; description under assignment #2
2. Research paper (15%) due November 29; description under assignment #3

Brief description:

1. A 3-4 page response paper to the novel *Fires on the Plain*. Place the novel in historical context using, in addition to the reading assignments and other material covered in class, two relevant sources (either books or scholarly articles).
2. Research paper (6-7 pages long) on a topic associated with Japan-US relations between November 1941 and August 1945.

In addition to the lectures and reading material covered in class, you will need to research the information sources of the University Library (or other approved archival resource websites) and come up with at least two relevant primary sources that you will read, analyze and utilize for your paper.

Reviewer Comments: