

ASH 3931: Japanese Imperialism

MWF 10:40–11:30 (synchronous/live)

Location: #23518 (MW Keene-Flint 119; F Zoom)
#26341 (MWF Zoom)

Instructor: James Gerien-Chen

Email: jgerienchen@ufl.edu

Office Hours: Wednesdays, 4:30–6:30, and by appointment, via Zoom (scheduled through Canvas)

Course Description

Over the past thirty years, the history of the Japanese colonial empire in Asia has become a booming field of study, not just among historians of modern Japan, but of Korea, Taiwan, China, and Southeast Asia as well. In this same period, the “rise of Asia” and the growth of new regional and global powers have changed how individuals around the world analyze, remember, and narrate the history of the Japanese empire and the Asia-Pacific War. We will draw upon scholarly writings and primary sources, including newspaper reports, visual sources, memoirs, literary texts, and political tracts. We will learn how to closely read primary and secondary sources, and devote attention to understanding the historiography of the Japanese empire—that is, the history of how scholars have constituted the Japanese empire as a field of academic study. By the end of the course you will be familiar with the major debates in the study of the Japanese empire and the Asia-Pacific War. This course is organized both thematically and loosely chronologically. I will supplement our discussions of primary and secondary source readings with lectures on modern Japanese and East Asian history.

Course Objectives

This upper-level course will pursue several inter-related objectives. You will:

- Think historically and analytically about Japanese imperialism, identifying key theories, interpretive themes, events, figures, and narrating change and continuity over time.
- Engage in historical research and analysis, evaluating secondary scholarship and primary sources in a variety of contexts.
- Craft historical questions and arguments, developing skills in written and oral communication.

Course Format

Our class will meet **synchronously (live)** during the assigned time. **If you anticipate technical or personal difficulties attending class, please let me know as soon as possible.** The in-person section of this class (#23518) will meet in-person on Mondays and Wednesdays, and on Zoom on Fridays. The remote section (#26341) will meet on Zoom all three days.

This is a highly unusual semester, and will be very unlike any that you (or I) have ever experienced. These are unusual, unpredictable, and often very stressful times. History classes are built around a classroom community, and this semester more than ever relies on our collective

willingness to teach and learn from each other. I also recognize that you may be encountering, or may throughout the semester encounter, challenges beyond the classroom. I encourage you to reach out to me at any time to discuss concerns or questions you might have about the class or otherwise.

History classes thrive on discussion, critique, and learning from one another. The class' success, and what we each get out of it, depend on our collective efforts to complete all reading assignments and come to meetings prepared to engage course materials and each other's ideas. That said, I recognize that personal, institutional, and societal circumstances are unusual and may continue to change throughout the semester. Please understand that I will make adjustments to the syllabus and assignments as necessary.

Recommended Text

Chatani, Sayaka. *Nation-Empire: Ideology and Rural Youth Mobilization in Japan and Its Colonies*. Ithaca, NY: Cornell University Press, 2018.

All readings will be made available on Canvas or through the UF Libraries.

Assignments and Grading

Full assignment guidelines will be provided in advance and posted on Canvas. You must complete all assignments to pass the course.

Attendance and Participation (15%)

Annotating Readings (10%)

You will annotate the class readings through Perusall, an online tool that encourages collaborative and interactive annotations. Annotations are due **by Monday night (11:59 pm)** for all the week's readings.

Active Reading Journal (10%)

You will maintain a weekly reading journal, which is meant to help you learn how to read more effectively and more analytically. Contents will include worksheets to analyze primary and secondary sources, responses to questions based on the readings, and more. Active reading journals will be checked periodically throughout the semester.

Class Discussion Leaders (5%)

Starting in Week 3, you will be responsible for leading our class discussion during one Wednesday/Friday session. As a group, you should prepare a short (~5 minute) presentation on:

- Identifying common themes and observations in your classmates' Perusall annotations
- Identifying 2-3 short passages (1-3 sentences) from the readings that deserve closer analysis
- Formulating 2-3 short questions for discussion
- Identifying the major geographic locations mentioned in the readings
- Identifying the major events/turning points in the readings, and compiling them into a timeline.

Paper 1 (15%), due February 12, 5pm

You will write a short paper (1000–1250 words) offering a comparative analysis of at least two different interpretations of the origins of Japanese imperialism in East Asia.

Midterm Exam (15%), March 8

The midterm exam will consist of essay questions, and will be based on content from lectures and readings.

Paper Proposal (5%), due March 19, 5pm

In preparation for your final paper, you should identify a topic we have discussed or one of your choice in consultation with the instructor. State your main question, explain the methods you will use, and justify the importance of the question. Your proposal should include an annotated bibliography of 4–5 relevant items (primary and secondary sources).

Final Paper (25%), due April 23, 5pm

The final assignment will consist of a paper of approximately 3000 words. Students can choose from the following four choices. All four choices encourage but do not require the use of additional research outside of assigned course materials.

1. **Primary source research.** Your paper should identify a historical question and attempt to answer using primary sources that we have read in class and others from online collections, sourcebooks, anthologies, and so on. You will need to contextualize your research using relevant secondary source literature.
2. **Historiographical essay.** Your paper should identify a topic/focus and chart how historians' (or other scholars') understanding of this topic has changed over time. You may bring in an analysis of primary sources we have read in class to contextualize your research. Examples of successful historiographical essays will be provided in class.
3. **Historical fiction.** This essay invites you to use the primary and secondary source materials we have read in class to write a work of historical fiction. You may exceed the word limit for this option.
4. **Primary source translation.** Students with advanced reading ability in Japanese or another foreign language (Chinese, Korean, etc.) may identify a primary source and provide a translation from its original language. You are required to contextualize relevant details about the source (provenance, genre, author, audience, etc.) with additional research in a translator's introduction of about 1–2 pages. There is no word minimum/limit for this option. I encourage you to consult me well in advance if this is of interest to you.

Grading Scale

| | | | |
|------------|----|------------|----|
| 93.3-100% | A | 73.3-76.6% | C |
| 90-93.2% | A- | *70-73.2% | C- |
| 86.7-89.9% | B+ | 66.7-69.9% | D+ |
| 83.3-86.6% | B | 63.3-66.6% | D |
| 80-83.2% | B- | 60-63.2% | D- |
| 76.7-79.9% | C+ | Below 60 | E |

*A grade of C- does not count as a passing grade for major, minor, Gen Ed, Gordon Rule, or basic distribution requirements.

For more information in UF's grading systems and policies, please see the [UF Undergraduate Catalog](#).

Policies and Expectations

Attendance and Makeup Policy

Attendance is mandatory, and unexcused absences will adversely affect your grade. Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at Attendance Policies.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Academic Honesty

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/students/get-started/> or 352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the [Gatorevals website](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. Summaries of course evaluation results are available to students at the [public results website](#).

Statement Regarding Course Recording

For lecture-based sessions: Our lecture-based class sessions may be audio visually recorded for students in the class to refer back to and for use of enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are unwilling to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows

students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

For discussion-based sessions: Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, for sessions focused on discussion (primarily Fridays), students are strongly recommended to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Discussion sessions held over Zoom will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.

Course Schedule

| Date | Readings and Assignments | Deadlines and Reminders |
|--|--|--|
| UNIT I: BEGINNINGS AND MASTER NARRATIVES | | |
| Week 1: Introductions | | |
| Jan 11, 13, 15 | Read: <ul style="list-style-type: none"> - ITŌ Takeo, "The Origins of the South Manchurian Railway Company" in <i>Life Along the South Manchurian Railway</i>, 3-28 - Mark Peattie, "The Japanese Colonial Empire," in <i>The Cambridge History of Japan, Volume 6, the Twentieth Century</i> | |
| Week 2: Japan in the Treaty-Port World | | |
| Jan 20, 22 | Read: <ul style="list-style-type: none"> - Simon Partner, "Small Town, Big Dreams: A Yokohama Merchant and the Transformation of Japan" - Podcast with Dr. Donna Brunero (NUS) from "The Meiji at 150 Podcast" - James Huffman, "Japan and Imperialism, 1853–1945," 1–18 | Contribute Perusall annotations by Monday night, 11:59 pm. Keep up with Active Reading Journal prompts. |
| Week 3: "Frontier Expansion" or "Settler Colonialism"? Hokkaido | | |
| Jan 25, 27, 29 | Read: <ul style="list-style-type: none"> - Philip Seaton, "Japanese Empire in Hokkaido," in the <i>Oxford Research Encyclopedia</i> - Sidney Lu Xu, "Eastward Ho! Japanese Settler Colonialism in Hokkaido and the Making of Japanese Migration to the American West, 1869–1888" - Ann-Elise Lewallen, "'Intimate Frontiers': Disciplining Ethnicity and Ainu Women's Sexual Subjectivity in Early Colonial Hokkaido" - KUNIKIDA Doppo, "On the Shores of the Sorachi River" (1902) | |
| Week 4: The Taiwan Expedition | | |
| Feb 1, 3, 5 | Read: <ul style="list-style-type: none"> - Robert Eskildsen, "Of Civilization and Savages: The Mimetic Imperialism of Japan's 1874 Expedition to Taiwan" | |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> - <i>Tokyo Daily News</i> (Tokyo Nichinichi Shinbun) prints on the Taiwan Expedition - Paul Barclay, "Playing the Race Card in Japanese-Governed Taiwan, Or, Anthropometric Photographs as 'Shape-Shifting Jokers'" - Podcast with Dr. Paul Barclay (Lafayette College) from "The Meiji at 150 Podcast" | |
|--|---|--|

| |
|---|
| UNIT II: COLONIALISM AND MODERNITY |
|---|

| | | |
|--|--|--|
| Week 5: Colonization and Its Forms of Knowledge | | |
|--|--|--|

| | | |
|---------------|--|--|
| Feb 8, 10, 12 | Read: <ul style="list-style-type: none"> - Todd Henry, "Sanitizing Empire: Japanese Articulations of Korean Otherness and the Construction of Early Colonial Seoul, 1905–1919" - Ruth Rogaski, "Hygienic Modernity in Tianjin," in Joseph Esherick, ed. "Remaking the Chinese City: Modernity and National Identity, 1900–1950" - TAKEKOSHI Yosaburō, <i>Japanese Rule in Formosa</i> (1907) | Paper 1 due February 12, 5pm. |
|---------------|--|--|

| | | |
|--|--|--|
| Week 6: Colonial Modernity: Settlers, Nationalism, and Capitalism | | |
|--|--|--|

| | | |
|----------------|---|--|
| Feb 15, 17, 19 | Read: <ul style="list-style-type: none"> - Jun Uchida, "Brokers of Empire: Japanese and Korean Business Elites in Colonial Korea" - Carter Eckert, <i>Offspring of Empire: The Koch'ang Kims and the Colonial Origins of Korean Capitalism, 1876–1945</i>, selections - Stephan Haggard, David Kang, and Chung-in Moon, "Japanese Colonialism and Korean Development: A Critique" - Atul Kohli, "Japanese Colonialism and Korean Development: A Reply" | |
|----------------|---|--|

| | | |
|--|--|--|
| Week 7: Colonial Modernity: Gender and the Family | | |
|--|--|--|

| | | |
|----------------|--|--|
| Feb 22, 24, 26 | Read: <ul style="list-style-type: none"> - Sungyun Lim, "Affection and Assimilation: Concubinage and the Ideal of Conjugal Love in Colonial Korea, 1922–1938" - Chao-ju Chen, "<i>Sim-pua</i> under the Colonial Gaze: Gender, Old Customs, and the Law in Taiwan under Japanese Imperialism" | |
|----------------|--|--|

| | | |
|-------------------------------|---|--|
| | <ul style="list-style-type: none"> - NA Hyesok, "A Confession About My Divorce" (1934) - "Request for Divorce" (1936) | |
| Week 8: Rural Crisis | | |
| Mar 1, 3, 5 | Read: <ul style="list-style-type: none"> - Sayaka Chatani, <i>Nation-Empire: Ideology and Rural Youth Mobilization in Japan and Its Colonies</i>, selections. - "Appeal to Rural Youth" (1924) | |
| MIDTERM EXAM (March 8) | | |

| UNIT III: JAPAN'S WARTIME EMPIRE | | |
|--|--|--|
| Week 10: Manchuria as Modern | | |
| Mar 15, 17, 19 | Read: <ul style="list-style-type: none"> - Louise Young, <i>Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism</i>, selections. - Sakura Christmas, "Japanese Imperialism and Environmental Disease on a Soy Frontier, 1890–1940" - KOIZUMI Kikue, "Manchu Girl" (1938) - Podcast with Dr. Louise Young (UW-Madison) from "The Meiji at 150 Podcast" <p>Visit to class by Prof. Sakura Christmas (details TBD)</p> | Paper proposal due March 19, 5pm. |
| Week 11: Empire, Capitalism, and Medicine | | |
| Mar 22, 24, 26 | Read: <ul style="list-style-type: none"> - Timothy Yang, <i>A Medicated Empire: The Pharmaceutical Industry and Modern Japan</i>, selections <p>Visit to class by Prof. Tim Yang (details TBD)</p> | |
| Week 12: Borders, Margins, and Intimacies | | |
| Mar 29, 31, Apr 2 | Read: <ul style="list-style-type: none"> - David Ambaras, <i>Japan's Imperial Underworlds: Intimate Encounters at the Borders of Empire</i>, selections. - Barbara Brooks, "Peopling the Japanese Empire: The Koreans in Manchuria and the Rhetoric of Inclusion" - KANG Kyong-ae, "Salt" (1934) | |

| | | |
|---------------------------|---|--|
| | - "Secret Story of Cross-Border Smuggling" (1933) | |
| Week 13: Total War | | |
| Apr 5, 7, 9 | Read: <ul style="list-style-type: none"> - Finish Sayaka Chatani, <i>Nation-Empire: Ideology and Rural Youth Mobilization in Japan and Its Colonies</i>, selections. - Takashi Fujitani, "Right to Kill, Right to Make Live: Koreans as Japanese and Japanese as Americans During WWII" - KIM Sa-ryang, "Into The Light" (1939) | |

| | | |
|--|--|--|
| UNIT IV: POSTCOLONIAL JAPAN AND HISTORICAL MEMORY | | |
| Week 14: Historical Memory | | |
| Apr 12, 14, 16 | Read: <ul style="list-style-type: none"> - Carol Gluck, "Operations of Memory: 'Comfort Women' and the World" - Miki Dezaki, dir. "Shusenjō" (film) (2018) | |
| Week 15: After-Empire | | |
| Apr 19, 21 | Read: <ul style="list-style-type: none"> - Yukiko Koga, <i>Inheritance of Loss: China, Japan, and the Political Economy of Redemption Across Empire</i>, selections. | |

| | | |
|---------------------------|--|--|
| FINAL PAPER | | |
| Due Friday, April 23, 5pm | | |