

ASH 3931: Japanese Imperialism

Instructor: Prof. James Gerien-Chen

Email: jgerienchen@ufl.edu

Class Meeting Times: T 11:45am–1:40pm; R 12:50pm–1:40pm

Classroom: Keene-Flint 113

Office Hours: Tuesday 2–3 pm; Wednesday 2–4 pm; and by appointment (Keene-Flint 204)

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 Japanese imperialism 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) and in-person** during the assigned time.

History classes are built around a classroom community, and this course is designed to draw 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 questions you might have about the class or otherwise, or if you are finding it challenging to keep up with class attendance and assignments, participate in discussion, or other course-related activities.

Required Texts

No required texts for purchase.

Assignments and Grading

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.

Students are expected to keep up with reading assignments, which average about 50–100 pages per week. All readings will be made available on Canvas or through the UF Libraries. Additional primary source documents not listed on the syllabus may be distributed from time to time as necessary. Please **print out hard copies of all readings and bring them to class.**

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

Attendance and Participation	10%	
Map Quiz	2%	In-class, January 23

Informal Written Work

Perusall Annotations	10%	Weekly on Wednesday, 11:59pm
Discussion Board Postings	10%	5 times throughout the semester

Formal Written Work

Analytical summary (1-2 pgs)	5%	February 4
Short Essay 1 (2-3 pgs)	10%	March 1
Short Essay 2 (3-4 pgs)	15%	March 29

Final Project

Annotated Bibliography	13%	April 12
Final Paper (6-8 pgs)	25%	April 29

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](#).

Extensions, Make-up, and Late Work Policies

You are allowed a one-time, no questions asked 48-hour extension on any written assignment during the semester (not including the midterm or the final). To take advantage of this opportunity, you must email the instructor via email at least 24 hours prior to the assignment deadline. If you anticipate difficulties in meeting subsequent deadlines, please contact the instructor right away to discuss extensions.

Late written work graded on the letter scale will be penalized 1/3 letter grade for each day it is late. Without prior discussion, I will not accept work more than one week late. Should you have a university excused absence, contact me beforehand. For unforeseen emergencies, contact me as soon as possible after your absence to make make-up arrangements.

Informal written work (Perusall annotations and discussion board postings) submitted after the deadline will not be graded for credit.

Policies and Expectations

Attendance and Makeup Policy

Attendance is mandatory in all class sessions. To accommodate unexpected circumstances, you are allowed three unexcused absences throughout the semester, no questions asked (the double session on Thursday counts as two classes). Unexcused absences beyond this will adversely affect your grade. Students who miss more than 50% of class meetings cannot pass the course.

For extended absences related to the coronavirus pandemic, please contact the instructor as soon as possible.

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/>

Classroom Etiquette

Students are expected to arrive to class on-time. **Students should use electronic devices (laptops and tablets) only to take notes or reference assigned texts and materials.** Please refrain from using electronic devices for texting or other personal reasons during class.

Statement Regarding Course Recording

The instructor will not record class sessions for any reason. Student participation is fundamental since improving oral conversation skills is a key objective of the course. Discussion sessions may not be recorded by students.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium,

to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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](#).

Course Schedule

UNIT I: BEGINNINGS AND MASTER NARRATIVES		
Week 1: Introductions		
January 9, 11	<p>Read:</p> <p>ITŌ Takeo, “The Origins of the South Manchurian Railway Company” in <i>Life Along the South Manchurian Railway</i>, 3-28</p> <p>Mark Peattie, “The Japanese Colonial Empire,” in <i>The Cambridge History of Japan, Volume 6, the Twentieth Century</i>, 217–224.</p>	
Week 2: Japan in the Treaty-Port World		
Jan 16, 18	<p>Read:</p> <p>David Ambaras, “Treaty Ports and Traffickers: Children’s Bodies, Regional Markets, and the Making of National Space,” Chapter 1 of <i>Japan’s Imperial Underworlds: Intimate Encounters at the Borders of Empire</i>, 29–72.</p> <p>Jessa Dahl, “The Merchant, the Marriage, and the Treaty Port: Reassessing Ōura Kei,” <i>Not Even Past</i>, February 17, 2023.</p>	
Week 3: “Frontier Expansion” or “Settler Colonialism”? Hokkaido		
Jan 23, 25	<p>Read:</p> <p>David Howell, “Civilization and Enlightenment: Markers of Identity in Nineteenth-Century Japan”</p> <p>Sidney Lu Xu, “Eastward Ho! Japanese Settler Colonialism in Hokkaido and the Making of Japanese Migration to the American West, 1869–1888”</p> <p>KUNIKIDA Doppo, “On the Shores of the Sorachi River” (1902)</p>	Map quiz, in class, Jan. 23
Week 4: Exhibiting and Consuming Indigeneity in Meiji Japan		
Jan 30, February 1	<p>Read:</p> <p>Kirsten Ziomek, “Colonial Reality and Subaltern Subjectivity,” Chapter 1 of <i>Lost Histories: Recovering the Lives of Japan’s Colonial Peoples</i>, 26–65.</p>	February 4: Analytical summary due

	Taiwan Expedition <i>Nishiki-e Shinbun</i> Prints (1874)	
	FUSHINE Kōzō's speech in the Human Pavilion (1903)	

UNIT II: COLONIALISM AND MODERNITY		
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Week 5: Colonization and Its Forms of Knowledge		
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February 6, 8	<p>Read:</p> <p>Todd Henry, "Sanitizing Empire: Japanese Articulations of Korean Otherness and the Construction of Early Colonial Seoul, 1905–1919"</p> <p>Ruth Rogaski, "Hygienic Modernity in Tianjin," in Joseph Esherick, ed. <i>Remaking the Chinese City: Modernity and National Identity, 1900–1950</i></p> <p>TAKEKOSHI Yosaburō, <i>Japanese Rule in Formosa</i> (1907)</p>	
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Week 6: The 1919 Moment Challenges Imperialism		
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Feb 13, 15	<p>Read:</p> <p>First Korean Congress Documents (1919)</p> <p>"Reasons for Requesting the Establishment of a Taiwanese Parliament" (1923)</p> <p>Yi Kwang-su, "On National Reconstruction" (1922)</p> <p>KIM Hwal-lan, "Urging Men to Critically Reflect on Themselves" (1920)</p>	
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Week 7: Colonial Modernity and Capitalism		
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Feb 20, 22	<p>Carter Eckert, <i>Offspring of Empire: The Koch'ang Kims and the Colonial Origins of Korean Capitalism, 1876–1945</i>, selections</p> <p>Stephan Haggard, David Kang, and Chung-in Moon, "Japanese Colonialism and Korean Development: A Critique"</p> <p>Atul Kohli, "Japanese Colonialism and Korean Development: A Reply"</p>	
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Week 8: Gender, Sexuality, and the Family		
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Feb 27, 29	<p>Sungyun Lim, "Affection and Assimilation: Concubinage and the Ideal of Conjugal Love in Colonial Korea, 1922–1938"</p> <p>Chao-ju Chen, "<i>Sim-pua</i> under the Colonial Gaze: Gender, Old Customs, and the Law in Taiwan under Japanese Imperialism"</p> <p>NA Hyesok, "A Confession About My Divorce" (1934)</p> <p>"Request for Divorce" (1936)</p>	March 1: Short Essay 1 due
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UNIT III: THE WARTIME EMPIRE		
Week 9: The Manchurian Crisis/Crises		
March 5, 7	<p>Read:</p> <p>Sakura Christmas, "Japanese Imperialism and Environmental Disease on a Soy Frontier, 1890–1940"</p> <p>Manchuria Graph, Vol. 4, Issue 12 (December 1936)</p> <p>"Manchukuo: The Founding of the New State in Manchuria," New York: Japanese Chamber of Commerce of New York, 1933, 1–14.</p>	
SPRING BREAK		
Week 10: Rural Crisis		
March 19, 21	<p>Read:</p> <p>Louise Young, "Colonizing Manchuria: The Making of an Imperial Myth," in Stephen Vlastos, ed. <i>Mirror of Modernity</i></p> <p>"Appeal to Rural Youth" (1924)</p> <p>"Youth Associations and Thought Guidance" (1932)</p>	
Week 11: Borders, Margins, and Intimacies		
March 26, 28	<p>Read:</p> <p>David Ambaras, "Border Controls, Migrant Networks, and People Out of Place Between Japan and China," online module, <i>Bodies and Structures 2.0</i></p>	March 29: Short Essay 2 due

	KANG Kyong-ae, "Salt" (1934) "Secret Story of Cross-Border Smuggling" (1933)	
Week 12: Total War		
April 2, 4	Read: Sayaka Chatani, "Social and Emotional Dynamics of Youth Mobilization in the Countryside of Colonial Taiwan under Japan's Total War" Seiji Shirane, "Advancing into the Southern Regions," Chapter 6 of <i>Imperial Gateway: Colonial Taiwan and Japan's Expansion in South China and Southeast Asia, 1895–1945</i> Oral History Interview with Mrs. Lin	

UNIT IV: POSTCOLONIAL EAST ASIA AND HISTORICAL MEMORY		
Week 13: Decolonization and Post-Empire		
April 9, 11	Read: Deokhyo Choi, "The Empire Strikes Back from Within: Colonial Liberation and the Korean Minority Question at the Birth of Postwar Japan, 1945–1947" Sayaka Chatani, "How to Address the Racism at the Heart of Japan-South Korea Relations" and blogpost	April 12: Annotated bibliography due
Week 14: The "Comfort Women" and Historical Memory		
April 16, 18	Miki Dezaki, dir. "Shusenjō" (film) (2018) Read: Mark Ramseyer, "Contracting for Sex in the Pacific War" Amy Stanley, Hannah Shepherd, Sayaka Chatani, David Ambaras, and Chelsea Szendi Schieder, "'Contracting for Sex in the Pacific War': The Case for Retraction on Grounds of Academic Misconduct"	
Week 15: Conclusions		

April 23		April 29: Final papers due May 3: Grades due
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