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ASH 3631: The Pacific War in Asia
TuTh 11:00am-12:15pm; MARC 145
Fall 2021

Instructor:

Raul Caner Cruz

Department of History

Email: rcanercr@fiu.edu

Phone number: N/A

Office Hours: contact for an appointment

I am here to help you and happy to answer questions. The best way to reach me is via email. I will reply to all emails within 48 hours unless there are extenuating circumstances. If you have questions or would like to continue the discussion, please contact me to find a mutually convenient time to meet. Considering present circumstances, should our face-to-face class be unable to meet as regularly scheduled, I will contact you via Canvas email.

Course Description:

Welcome to ASH 3631: The Pacific War in Asia. In this course we will look at the political, military, social, and cultural aspects of the Pacific War in Asia, mainly through the perspective of Japan's leaders and citizens, and inquire into the causes, consequences, and enduring legacy of the conflict. To do so, we will look at a broad swathe of sources, from scholarly works to eyewitness accounts, contemporary recordings, and films made both during and about the war. We will mainly focus on the period from 1931 (the outbreak of the "cold war" between Japan and China) to 1951 (the end of the post-surrender American occupation of Japan), with special emphasis on the ideological evolution of Japan at the various stages of the war and in its aftermath.

Course Objectives and Learning Outcomes:

ASH 3631 aims to provide students with a nuanced, multi-faceted understanding of the causes, course, and consequences of the Pacific War in Asia and of the wartime experiences of not just soldiers but also those in the home front and Imperial Japan's subject peoples. After completing this class, students will be able to:

- Course Objective 1 (CO1). Assess key events, central themes, and questions pertaining to World War II in Asia. (Disciplinary Knowledge)
- CO2. Gain experience reading and analyzing written arguments by engaging with a variety of sources. (Critical Thinking)
- CO3. Learn and apply the techniques of writing an argumentative, thesis-driven, and evidence-based research paper. (Writing)

This course can count as an elective or Asia distribution for the History major. Alternatively, it may be used to satisfy History minor or Asian Studies major/minor/certificate requirements. This is also a Discipline-specific Global Learning Course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course. Upon successful completion of this course, students will be able to meet the following outcomes:

- CO4. Students will display knowledge of the interconnectedness of global issues, trends, and systems influencing the development and legacies of the Pacific War in Asia (Global Awareness).

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- CO5. Students will be able to construct analyses of issues related to the Second World War from national, transnational, international, and global perspectives (Global Perspective).
- CO6. Students will demonstrate an ability to identify, research, and propose solutions or alternative approaches to issues concerning memory and legacies of the Pacific War (Global Engagement).

To meet these requirements, you must achieve a grade of C or better!

Prerequisites:

There are no prerequisites for this course.

Required Texts or Materials:

- REQUIRED: Ienaga, Saburō. *The Pacific War 1931-1945*. Random House. ISBN 9780394734965.
- OPTIONAL: McClain, James A. *Japan: A Modern History*. W.W. Norton & Company. ISBN 9780393977202.

Other readings that represent diverse perspectives will be available online through Canvas or will be given out in class. **For example:**

You are free to purchase the texts, at the bookstore or elsewhere, or obtain them from a library (they are on reserve at the Green Library).

The OPTIONAL textbook will be helpful to you as a reference and potential source while writing your research paper, but also in understanding key terms, events, dates, and people. But the textbook is not the only way to get this information. You have the web at your fingertips, and we will dedicate class time to learning how to research for and identify reliable sources.

Important dates:

- 08/30 Monday – last day to drop add
- 09/06 Monday – Labor Day (university closed)
- 11/01 Monday – last day to drop with DR grade
- 11/11 Thursday – Veterans' Day (university closed)
- 11/25 Thursday & 11/26 Friday – Thanksgiving break (university closed)

Course Schedule

Readings should be completed in the week under which they are listed, in preparation for the following week. For example, we will discuss the readings listed under Week 1 during our class meetings in Week 2. All readings except *The Pacific War* will be freely available on Canvas.

Week 1 – Introduction (1868-1931)

August 24 & August 26

- Overview of the Meiji and Taishō eras
- Read:
 - *The Pacific War* (“Why Was the War Not Prevented?” and “The Beginning: Aggression in China,” pages 3-74)

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- *Japan at War* (“Manchurian Days,” pages 56-60)

Week 2 – An Undeclared War (1931-1937)

August 31 & September 2

- 08/30 – last day to drop/add
- Causes of the war, the Manchurian Incident, and Manchukuo
- Read:
 - *The Pacific War* (“The War in China: A Clash of Political Values,” pages 75-90)
 - *Japan at War* (“I Wanted to Build a Greater East Asia,” pages 50-55)
 - Watch the documentary *The Rape of Nanking* (2007)

Week 3 – Greater East Asia (1937-1941)

September 7 & September 9

- Marco Polo Bridge Incident, the Second Sino-Japanese War, and the Nanking Atrocity
- No readings

Week 4 – Library workshop & presentation

September 14 & September 16

- 09/14 – Workshop on how to use library resources
- 09/16 – Current events presentations (PPT due at 11:59 pm on 09/15)
- Read:
 - *The Pacific War* (“Japan Extends the War to the Pacific,” pages 129-152)
 - *Japan at War* (“December 8, 1941,” pages 69-81 and 90-95).

Week 5 – Faith in Victory (1941-1942)

September 21 & September 23

- Japanese invasion of Southeast Asia and the Pacific; Pearl Harbor and Singapore
- Read:
 - *The Pacific War* (“The Greater East Asia Co-Prosperity Sphere,” pages 153-180)

Week 6 – Eight Corners of the World Under One Roof (1942-1945)

September 28 & September 30

- Life in the “Greater East Asia Co-Prosperity Sphere,” the comfort women system
- Read:
 - *The Pacific War* (“The War at Home” and “Dissent and Resistance,” pages 97-128 & 203-228)

Week 7 – Home Land (1942-1945)

October 5 & October 7

- Effects of the war on the Japanese home islands; censorship and persecutions
- Watch:
 - *Know Your Enemy: Japan* (1945) OR *Momotaro's Divine Sea Warriors* (1945)
- 10/08 – Final paper topic proposal w/ annotated bibliography DUE at 11:59 pm

Week 8 – War Without Mercy (1942-1945)

October 12 & October 14

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- Japanese and American propaganda; racial politics of the Pacific War
- Read:
 - *The Pacific War* (“The Horrors of War,” pages 181-202)
 - *Japan at War* (“‘Honorable Death’ on Saipan” and “Lifeboat,” pages 281-292 and 293-300)

Week 9 – Lost Battles (1942-1945)

October 19 & October 21

- Allied counterattack; battles of Midway, Saipan, and Leyte; New Guinea and the Philippines
- Read:
 - *The Pacific War* (“Defeat,” pages 229-240)
 - *Japan at War* (“Special Attack,” “Hiroko died because of me,” pages 303-319, 343-349)

Week 10 – One Hundred Million Die Together (1944-1945)

October 26 & October 28

- National sacrifice, the defense of the home islands, and the atomic bomb
- No readings

Week 11 – Writing workshop

November 2 & November 4

- 11/01 – last day to drop/add with a DR grade
- 11/02 – Final paper draft DUE at 11:00 am (when class starts)
- The class will go over everyone’s drafts for the final research paper
- No readings

Week 12 – Film screening

November 9 & November 11

- 11/09 – in-class screening of *Grave of the Fireflies* (1988)
- 11/11 NO CLASS (Veteran’s Day)
- Read:
 - *The Pacific War* (“Conclusion,” pages 241-245)
 - *Embracing Defeat* (“Introduction,” pages 19-30)

Week 13 – Empowerment from Above (1945-1951)

November 16 & November 18

- Japanese economy and society during the American occupation; the Tokyo Trials
- No readings
- 11/18 – Final paper DUE at 11:59 pm

Week 14 – Thanksgiving break

November 22 – November 26

- NO CLASS
- Read:
 - *The Pacific War* (“Changing Japanese Views of the War,” pages 247-256)

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- *Japan at War* (“Requiem,” pages 327-336)

Week 15 – Reflections (1951-)

November 30 & December 2

- Long-term effects of the Pacific War in Asia

Finals Week

December 6 – December 10

- If the course proceeds as planned, we will not meet during finals week. Given the uncertainty we face this semester, finals week will be used if we need to make up for time lost earlier.

Although we will try to adhere to the previous schedule, the list and sequence may be subject to adjustment throughout the semester. Changes are at the instructor’s discretion and, except for due dates, do not require advance notice. Additional materials may be assigned to complement the existing readings.

Assignments:

All written assignments should be double-spaced and otherwise follow Chicago formatting rules.

Engagement (worth 20% of your grade)

We will be doing small assignments nearly every class, almost always in groups, to ensure active engagement with the material. These may include short readings and discussions, group writing activities, and quizzes on homework and test material. You can earn up to 200 points for Classwork and Engagement. Each class you can earn points through:

- Attendance—arriving on time and staying through the class
- Asking or answering questions. You do not need to answer the question correctly, but you must offer an answer grounded in the conversation.
- Participating in group work

Engagement (questions, answers, or group work) that is especially thoughtful, helps others learn, or demonstrates in some other way going above and beyond class expectations can result in multiple points. Moreover, meaningful participation outside of our scheduled class time, such as reaching out to the instructor via emails or meeting with them to discuss assignments and class materials, will also positively impact your grade.

Engagement that is disrespectful of others (including not giving them a turn to speak) or demonstrates a lack of genuine engagement on your own part (asking a question that was just asked, for example) does not result in points.

Research paper (together worth 50% of your grade; 5-7 pages)

This semester, you are responsible for one major writing assignment: an argumentative research paper on a topic related to the Pacific War in Asia. You must write a paper with a THESIS STATEMENT and ARGUMENT supported by EVIDENCE drawn from your own RESEARCH into reliable sources, alongside ANALYSIS of said evidence. The final version should cite about 6-7 reliable sources. Research prompts will be provided on Canvas.

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The research paper must be submitted to Turnitin via Canvas no later than **Friday, November 19th, at 11:59 pm**. The final submission will count for 300 points, or 30% of your grade.

To guide you along the research and writing process, two other smaller assignments will be due earlier in the semester:

Topic proposal w/ annotated bibliography (due Friday 10/08 at 11:59pm)

You must submit a one-paragraph topic proposal that introduces your tentative approach to answering one of the offered research questions and provides an overview of your essay's structure and sources. The proposal should ALSO include an annotated bibliography with at least 5 reliable, scholarly sources on the Pacific War.

This assignment counts for 150 points, or 15% of your final grade.

Workshop draft (due Monday 11/01 at 11:59pm)

On Week 11, we will hold a writing workshop where you will be able to go over each other's research papers and gather feedback from your fellow students as well as myself. To accomplish this, everyone will be required to bring to class a close-to-final draft of their research paper, either printed or digital. No Canvas submissions required for this assignment but failing to bring a substantial draft will result in zero credit.

This assignment counts for 50 points, or 5% of your final grade.

*This research paper will serve as an assessment of your Global Perspective.

Short reflections (together worth 18% of your grade)

Short reflections are one-page writeups where you lay out three main takeaways from that week's assigned reading(s). Takeaways may be observations, striking details, or conclusions you drew from the materials. The purpose of the reflections is to have you engage critically with the readings in advance of our class discussions.

Short reflections may be submitted on any week except Week 1, Week 4, Week 11, Week 12, and Week 14 (since there are no readings on those weeks). You must submit short reflections on SIX of the remaining ten weeks. You may choose which six weeks.

Short reflections will be due on the relevant week's **Monday at 11:59pm**. Each will be worth 30 points for a total of 180 points or 18% of your final grade.

These reflections will serve as an assessment of your Global Awareness.

Current event presentation (worth 12% of your final grade)

The Pacific War had far-reaching consequences that continue to affect the politics, society, and popular culture of the twenty-first century. For this assignment, you will put together a brief (2-3 minutes) PowerPoint presentation (3-5 slides) on the war's influence. You must find either:

- a) A recent news article (from this year) that discusses a topic related to the Pacific War.
- b) A piece of twenty-first century popular media (could be a movie, TV show, book, video game, or even a music video) related to the Pacific War.

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Your presentation should summarize the article/media, draw the connection to the war and what we have discussed in class, and explain how it reflects contemporary discourse on the conflict. You should come to class prepared to answer questions from the instructor and your peers.

Presentations will take place on Thursday, September 16th. Please make sure to submit your presentation's PowerPoint to Canvas by Wednesday, September 15th, at 11:59pm. This assignment will count for 120 points or 12% of the final grade.

*This presentation will serve as an assessment of your Global Engagement.

Extra Credit

Because writing is so important, I highly encourage you to make appointments with the history and/or writing tutors throughout the paper-writing process (see below for more information). As an additional enticement, each time you visit a history or writing tutor you can have them send me a confirmation email at rcanercr@fiu.edu for 10 points extra credit. You may do this up to three times for a total of 30 points, or 3% of your final grade. Note that each visit to the tutors requires separate confirmation.

Course Requirements and Grading Policies:

There are a total of 1000 points that you can earn through regular work during the semester (plus one—and only one!—option for extra credit)

Short reflections	180 points	18%
Current events presentation	120 points	12%
Topic & bibliography	150 points	15%
Research paper draft	50 points	5%
Research paper	300 points	30%
Engagement	200 points	20%
Extra Credit	30 points	

For more on how grades are calculated, please see the Grading Standards handout. For more on how I grade writing assignments, please see the Writing Hints handout or individual assignment sheets. All writing assignments will be submitted through Canvas, unless otherwise stated.

Resources:

ME! I want to help you succeed in this class. I am happy to talk with you about ways to approach the class at any stage of the paper-writing process, including brainstorming. Once you have a draft (even a rough one), I am also happy to offer suggestions on how to make the paper stronger. Do ask for 48 hours turn-around time to get it back to you.

The History Tutors! There are several history students working in the History Department's main office whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers, preparing for exams, or keeping on top of class in general. Make an appointment through the link in the Resources module on Canvas.

Writing Tutors! The tutors at FIU's Center for Excellence in Writing are available to help you with your assignments. These are trained upper-level undergraduates and graduate students. This

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semester they will be available online to help you with your work. Make an appointment through the link in the Resources module on Canvas.

Class Policies:

Engagement: Historians, at any level, cannot work in isolation; we depend on the insights, experience, and knowledge of colleagues to help us. Throughout the semester, we will be bringing a variety of viewpoints to the table and our dialogue will be richer for it. We will also bring in, as appropriate, current events that contribute to our discussion. To achieve this dialogue, your job is come to class and do so prepared (for more, see “engagement” under Assignments).

Excused absences may be granted in the event of serious medical issues (with a doctor's note), religious holiday, death of an immediate family member, military duty, a court date, and participation in some college events. It is your responsibility to contact your instructor in a timely manner and request that the absence be excused. We reserve the right to require documentation to excuse an absence. If you are absent for any reason, it is your responsibility to get notes from a classmate.

Late Policy: Assignments are due at 11:59pm on the assigned day. The grade on submissions of the final research paper is automatically reduced by one-third of a letter grade for each day the paper is late (e.g., B+ becomes a B), including Saturday and Sundays, unless an extension is granted by me. Because of the nature of the other assignments for this course, late submissions will NOT be accepted absent extenuating circumstances. No regular-semester work will be accepted beyond 5pm on the last day of this class, Friday December 3rd. Exceptions will be granted for the same reasons as excused absences. Reach out to me to discuss whether and how you can make up an assignment.

Classroom Behavior: Arrive on time; stay until class ends. Failure to do so will affect your attendance. If you must arrive late or leave early, do so with as little disturbance as possible. No e-cigarettes or phones in class.

You are encouraged to agree, disagree, question, and respond to your classmates, instructors, and others. You may play devil's advocate and change your mind. You must, however, take part in discussion in a way that is respectful of other individuals and their opinions, and in a way that is based on fact and evidence rather than opinions. Failure to be respectful will have consequences ranging from a warning to immediate removal from the class.

In accordance with the Student Handbook (p. 11 and following) and FIU policies on discrimination (http://hr.fiu.edu/index.php?name=sexual_harassment), you have the right to agree, disagree, challenge, and question the opinions and comments of others, including the instructor. You do not have the right to be disrespectful to anyone else in the classroom or to act in a way that makes others uncomfortable. **Such behavior will not be tolerated.**

Note to Students with Disabilities: If you have or believe you might have a disability-related need for modification or reasonable accommodations in this course, contact the Disability Resources Center (drc.fiu.edu). I am very happy to work with you and with them to accommodate

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you in the best way possible. Even if you do not need accommodation, I highly advise you to let me know if you have a registered disability that might affect your performance in this class.

Repopulation: As cases and hospitalizations due to the Delta variant continue to increase in our community, we must unite and take necessary steps to prevent further spread.

- a) Daily and before arriving to campus, complete the P3 app. If you are not given the green check mark to enter campus, then return home, and contact me by email.
- b) Please check your FIU email account and your Canvas course at least once a day. Email and Canvas are the best ways for the university, and your professors, to contact you.
- c) If you do not feel well, have tested positive for COVID-19, or have been in contact with a person with COVID-19 while not yet being fully vaccinated, please do not come to class. Immediately complete the P3 app to notify the COVID Response Team or call them at 305-348-1919, and contact me by email as soon as you can. To receive an excused absence for P3 failure/COVID-19, you must contact the COVID Response Team at 305-348-1919. If you are directed to isolate or quarantine because of COVID-19, your absences will be considered excused. The make-up policies are outlined in this syllabus; please see above under “Late Policies” for details.
- d) Per recent CDC guidelines, a vaccinated, asymptomatic individual exposed to a COVID-19 positive person does not need to isolate or quarantine. Nevertheless, it is strongly encouraged to continue to wear a mask. Furthermore, it is recommended to get tested 3-5 days after a known exposure. However, at any time you become symptomatic, you need to test immediately. If the test returns positive, you will need to follow the COVID-19 positive protocol at that time.
 - i. “Asymptomatic” means (of a condition or a person) producing or showing no symptoms.
 - ii. “Symptomatic” means exhibiting or involving symptoms.
 - iii. People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Anyone can have mild to severe symptoms. People with these symptoms may have COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- e) Please take every precaution to keep yourself and others healthy. Per CDC guidelines, you are encouraged to get vaccinated and strongly advised to wear a mask indoors and in public including all FIU facilities.

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- f) Missing excessive days may lead to failing a class or a grade of incomplete.
- g) For me to assist you in achieving your goals, it is important for you to contact me as soon as you experience any events that might disrupt your course participation. For up-to-date information about COVID-19, please see the repopulation.fiu.edu FAQs.
- h) Please be advised that class content may be subject to streaming or course capture for future access by students in this course. Your attendance/participation in this course constitutes consent to such recording.

Scholastic Dishonesty: According to the FIU student handbook (p. 11) “In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work.” Academic dishonesty will not be tolerated in this class. Academic dishonesty includes, but is not limited to, plagiarizing (representing someone else’s work as your own), cheating on assignments or examinations, or engaging in unauthorized collaboration on academic work. It will result in penalties ranging from a zero on the assignment to failure in the course and reporting to the University. **If you have any questions about what constitutes academic dishonesty or plagiarism, see me.**

FIU’S CODE OF ACADEMIC INTEGRITY

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning.

Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Accommodations: If you foresee any possible problem meeting any of the requirements of this course—including attendance and prompt submission of assignments—please reach out to me as soon as possible. **It is easier for everyone to address an issue before it becomes a problem.**

Finally, I reserve the right to change the syllabus to facilitate better learning.

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