History 4390.002
Fall 2014
TR 3:30-4:45 / OCNR 145

Narratives of World War II in the Pacific

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Office Hours: M 11-12; TR 1:15-3:15
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This is a provisional course syllabus. This course is about how a variety of groups across the Pacific region have remembered the Pacific theater of World War II in the 70 years since its end. In that sense, this is not so much a class about the history of the war as it is a history of the post-WWII era. How have different people in different social and temporal contexts remembered the war and understood its significance? How have memories differed from group to group? How have they changed over time? In what ways are the memories of the war made meaningful for the present? We will examine how these processes have unfolded primarily in Japan and the United States, within the context of their ongoing alliance. We will also explore how these memories have evolved in other societies in the Asia-Pacific region, such as Korea, China, and the Marshall Islands, that were also involved in the war.

STUDENT LEARNING OUTCOMES

Students who successfully complete this course will:

- develop the ability to assess and critically evaluate multiple interpretations in scholarships and public historical narratives (evaluated by: evidence of close and critical reading of secondary sources in class participation and written works)
- develop an understanding of social, cultural, and political changes that have contributed to diverse individual and collective historical memories (evaluated by: evidence of close and critical analysis of primary sources, including textual, visual, digital and aural materials, in class participation and written works);
- demonstrate the ability to examine how the history of their local communities is intimately connected to larger national and international historical developments and debates; (evaluated by: an analytical paper examining local historical sources, such as oral histories, museum exhibits, monuments, publications, and commemorative events).

REQUIRED READINGS

- Haruko Taya Cook and Theodore F. Cook, Japan At War: An Oral History
- Studs Terkel, “The Good War”: An Oral History of World War II
- Laura Hein and Mark Selden, eds., *Living with the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age*
- E.B. Sledge, *With the Old Breed: At Peleliu and Okinawa*
- Tomiko Higa and Dorothy Britton, *The Girl with the White Flag*
- John Hersey, *Hiroshima*
- Course Reader (on electronic reserve at the Blackboard course website)

**GRADED EVENTS**

15%  Attendance and in-class quizzes  
45%  3 Short Papers (15% each)  
25%  Midterm Exam  
15%  Final Presentation  

A = 90-100; B = 80-89; C= 70-79; D = 60-69; F = 0-59

**DESCRIPTION OF GRADED EVENTS**

**Mindful Reading and Wakeful Attendance.** Class attendance is required except in the case of an excused absence (caused by illness, family emergency, etc., communicated to the instructor by email, whenever possible in advance of the class meeting). Students should inform the instructor at the beginning of the semester of any absences for participation in intercollegiate sports or University-sponsored travel. Please complete the assigned readings before class session and come prepared to share your opinions, observations, and questions. We will consider material in class that enhances but does not duplicate the course reading; therefore, attendance and selective (not compulsive) note-taking are essential. Students are allowed to miss up to six class meetings to deal with emergencies, illness, personal matters, etc. However, you will not pass the course if you miss more than six class meetings without advanced permission or evidence of a severe emergency.

**In-class Quizzes (Weekly).** To help you stay current on the class reading, there periodically will be unannounced quizzes on course readings. There will be no make-up quizzes.

**Writing Assignments.** In addition to close reading and active participation in class discussions, each student must complete all of the following writing assignments in order to pass the course.

- **Short Papers** (15% each, total of 45%)

Three times during the semester, you will submit a short paper (three to four typed and double-spaced pages).
- The first two papers will be essays analyzing assigned readings according to one of the paper topics listed below. One paper must focus on an American source and one paper must focus on a Japanese source.
- The third paper must examine one of the paper topics listed below based on a local historical source that you have explored in the Corpus Christi area, such as a monument,
Short Paper Topics
1. **Selective Use of Evidence**: As we see throughout the class, the same event can be presented variously in different accounts. Analyze why one event is interpreted in different ways by different authors or speakers. What kinds of evidence do different authors or speakers present? Why have they selected different pieces or kinds of evidence? How does their selection affect persuasiveness of their argument? How might (or are) their selections be used against them?

2. **Experience and Interpretation**: Both memory and history are about attributing meanings to events in the past. Compare and contrast how recollections of personal experience (memoir, oral history, testimony) have reinforced or contradicted public presentations (scholarship, exhibits, monuments, films, textbooks, pop cultural images) about particular events in the war. Consider how the latter reinforce or contradict memory as well.

3. **Authorship and Context**: How does an author or speaker’s interpretation of one specific WWII event or issue reflect a particular moment in the postwar era and her or his particular personal motives, needs, or agendas? Analyze how elements of the author/speaker’s present moment (when the source was created) are evident in her or his representation of the WWII moment.

**Short Paper Submission Schedule**: 9/23, 11/4, and 11/25. Please submit a hard copy of each of your paper at the beginning of class on the due date. No late and/or electronic submissions will be accepted. **Do not even think about turning your works in late.** If an illness or an extreme emergency will force you to miss a deadline, you need to email me in advance and complete the assignment by the next class meeting.

- **Exam** (25%). There will be an in-class exam consisting of two analytical essays on assigned readings, lectures, discussions, and other visual and textual materials examined in the course. Prompts for the essays and detailed instructions will be provided separately.

**Final Presentation** (15%): This will be a 10-minute presentation, in which you will share with the class your experience exploring and analyzing a local historical source. Your presentation can take any form of creative and intellectual expression—a Power Point presentation, a video, a conference-style oral presentation, a performance, etc.—that has been thoughtfully planned and rehearsed. You will submit a presentation outline to the instructor two weeks in advance.

**CLASS POLICIES**

Academic Integrity
By enrolling in the university, students are automatically agreeing to abide by its policies, including those on academic misconduct. Academic integrity and scholarship are core values that should guide our conduct and decisions as members of the TAMU-CC community. Plagiarism and cheating contradict these values, and so are serious academic offenses. Penalties include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow citation practices. For more information, consult the current Undergraduate Bulletin.

Classroom Etiquette
We expect you to conduct yourself with respect for your fellow students, respect for your instructors, and respect for the money you (and your fellows) are paying for your education. That means arriving on time and staying until the end of class (if you have to leave early, please let the instructor know before class begins). That means staying focused on the lecture presentation and questions from other students. Disruptive behavior, such as talking during the lecture, texting, sleeping, arriving late, leaving early, and abusive language will not be tolerated. Please refer to the TAMU-CC Student Code of Conduct for a more complete treatment of your rights and responsibilities while in class.

Electronic Devices
Students may use laptops or tablet computers in class to access assigned readings that have been previously downloaded. Students may also use laptops to take notes. Other electronic devices (smart phones, iPods, etc.) must be turned off and put away during class time. Also, access to the Internet during class time is strictly prohibited. While I believe that technology is a great tool for learning and students are better served learning how to use their devices productively, I will ban electronic devices outright if I find even one student abusing the privilege.

Academic Advising
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time professional advisors. In our college the undergraduate advisor is Linda Miller (825-3466, Linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.

Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 825-5816 or visit their office in Driftwood 101.

Grade Appeal Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the
final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, clu.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

HURRICANE POLICY

In the event of a hurricane, I will follow the published policies of TAMU-CC. If the campus remains officially open during the time that our class normally meets then class will proceed as scheduled (including all graded events). If the university closes campus then, of course, we will push the course requirements to the next official class meeting.

PROVISIONAL CLASS SCHEDULE

This is a tentative schedule and may be changed at the instructor’s discretion depending on events that occur throughout the semester. Be sure to complete the assigned readings before each class meeting.

Week 1
8/28: Introduction to the Course

Readings:
- Syllabus

Week 2
HISTORY AND MEMORY
9/2: The Past Within Us
9/4: Events, Evidence, and Interpretations

Readings:
- Terkel, 3-16
- Cook & Cook, 3-20
- Reader: Gibney, “Introduction”

Week 3
TEXTBOOK CONTROVERSIES
9/9: Patriotism, Citizenship, and Textbooks
9/11: Revisionism, Masochism, and Textbook Struggles

Readings:
- Cook & Cook, 441-453, 458-461

**Week 4**
**INTERPRETING WAR ORIGINS**
9/16: Why Don't They Know Their History?
9/18: They Started It!: Debates About the Path to War
Readings:
- Cook & Cook, 47-56
- Sledge, xi-41
- Reader: Gibney, “Reassessment: Causes of War”

**Week 5**
**PEARL HARBOR REVISITED**
9/23: Glorious Victory or Infamous Treachery? Remembering the Attack on Pearl Harbor
**Short Paper #1 Due**
9/25: Never Forget! Pearl harbor in Memorial and Film
Readings:
- Cook & Cook, 64-95
- Reader: Trifkovic, Roosevelt, Hirohito, Rosenberg, Powell
- Terkel, 19-33

**Week 6**
**BATTLEFIELDS AND CIVILIANS: FROM THE WAR IN CHINA TO THE ISLAND CAMPAIGNS**
9/30: “Kill All, Burn All, Loot All”: Memories of the Japanese War in the Pacific
10/2: Nanjing: “Rape” “Massacre” or “Hidden Holocaust”
Readings:
- Reader: Gibney, Tanaka, Chang, Kashiwa Shobo, and Honda
- Cook & Cook, 29-44

**Week 7**
**BATTLEFIELDS AND CIVILIANS: THE FINAL BATTLES**
10/7: Total War: The Cult of Sacrifice and the Horrors of War
10/9: Bone Collecting: The Okinawan Landscape of Monuments
Readings:
- Sledge, Part II (entire)
- Higa (entire)

**Week 8**
**BATTLEFIELDS AND CIVILIANS: MEMORIES OF COMBAT**
10/14: Memories of Combat
10/16: Midterm Exam
Readings:
- Cook & Cook, 99-105, 354-367
- Reader: Landsberg, Bradley, Kakehashi

Week 9
REMEMBERING (AND FORGETTING) THE END OF THE WAR
10/21: Little Boy + Fat Man = Hirohito: Sending Messages and the Surrender
10/23: The Bomb and the End of the War: Silences and Suppressed Memories

Readings:
- Hein & Selden, Yui (52-72), Braw (155-172)
- Terkel, 198-211, 505-517, 522-536

Week 10
LIVING WITH THE BOMB
10/28: The Nuclear Umbrella: Mutually Assured Destruction and the Arms Race
10/30: Hot Tuna: Anti-Nuclear Movements Across the Pacific

Readings:
- Hein & Selden, Hammond (100-121), Fenrich (122-133), Gusterson (260-276)
- Terkel, 135-138, 189-193, 517-521

Week 11
COMMEMORATING THE BOMB
11/4: A Parade of Lanterns: Rebuilding Hiroshima as a Peace Park

Short Paper #2 Due
11/6: The Exhibit That Never Was: The Smithsonian Controversy

Readings:
- Hersey (entire)

Week 12
CULTURAL LEGACIES OF THE BOMB
11/11: Godzilla Meets Atom Boy at the Atomic Café: The Bomb in Popular Culture
11/13: Dr. Strangelove

Readings:
- Hein & Selden, Dower (37-51)
- Reader: Interview with Jayne Loader
- Terkel, 536-561

Week 13
APOLOGIES, ACCOUNTABILITY, AND REPARATIONS
11/18: From Relocation Centers to Concentration Camps: The Japanese American Internment and Redress
11/20: The Unredressed and the Unforgiven: “Comfort Women,” Slave Labor, and POWs

Readings:
- Reader: Yang Murray, San Francisco Peace Treaty, Kang, Fujioka, Yoshimi, Tenney
- Hein & Selden, Sodei (232-259)
- Terkel, 69-79, 85-97

Week 14
WAR, RACE, AND CITIZENSHIP
11/25: Remembering Private Frank Hachiya and Private Felix Longoria
**Short Paper #3 Due**
11/27: No Class (Thanksgiving)

Readings:
- Reader: Commission on Wartime Relocation and Internment of Civilians, Hachiya articles, Longoria articles

Week 15
THE WAR IN POPULAR CULTURE
12/2: “Love or War?“: The Pacific War in Films
: Cultural Legacies of WWII in the Pacific

Readings:
- Reader: Schilling, JA Net Ties Talk, Baylis, Cullen, Connell, French, Gibney

**Presentations**: to be held on the final exam day