**APDS 315-001 Historical Memory of WWII in East Asia**

Spring 2023

Wednesdays 5:30-8 PM (1/25 – 2/22) in Battelle-Tompkins Bldg T30

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Office Hours: online by appointment



**COURSE DESCRIPTION**

In April of 2014, pop star Justin Bieber unwittingly visited Japan’s Yasukuni Shrine, a Shinto shrine that honors Japan’s war dead, including 14 class-A war criminals from World War II. After Bieber posted about his visit on Instagram and Twitter, Chinese and South Korean social media erupted with fury, even leading a representative of the Chinese Foreign Ministry to comment directly, “I don’t know the political stance of this Canadian singer, but China’s view on Japanese leaders visiting the Yasukuni Shrine is clear and consistent. I hope this singer can learn more about the history of Japanese militarism, and the wrongful historical and militaristic views promoted by the shrine after the visit.” In response to the outrage he had inadvertently provoked, Bieber took down the offending posts and issued a formal apology to his Chinese and Korean fans.

Lest Bieber become too much of a scapegoat, the truth is that many Westerners are unfamiliar with Yasukuni Shrine, let alone East Asia’s traumatic memories of World War II. When you hear the phrase “World War II,” what is the first thing that pops into your head? Perhaps it is Pearl Harbor, D-Day or the Nazis. Important as they are, memories focused on the Western experience of the war often do not incorporate other regional experiences, including the East Asian milieu of World War II memories. In China, the Rape of Nanking haunts the collective psyche; in Korea, commemorations of “comfort women” are ubiquitous. Japan’s historical memory, in contrast, focuses largely on the atomic bombs but often fails to recognize the atrocities committed against Chinese, Koreans, and other nationalities. Rather than be relegated to the past, memories of World War II in East Asia continue to shape national identities and interstate relationships in the present, similar to contemporary American debates about Confederate monuments.

In this course, we will examine memories of World War II in East Asia. We will start with the historical context of the events themselves, then study how they have been subsequently depicted in China, Korea, and Japan. The course objectives are as follows:

1. Question the feasibility of historical objectivity and how it relates to historical memory in order to develop analytical abilities as scholars.
2. Gain the ability to explain East Asia’s World War II and its memorialization to a variety of audiences in order to improve and expand communication abilities.
3. Develop a nuanced understanding of the varying political contexts in China, Korea, and Japan in which World War II is remembered in order learn how to draw meaningful connections between the past and present.

**COURSE MATERIALS**

All written course materials will be available either via hyperlink or through PDFs scanned and uploaded onto the course site. Students are required to bring reading materials to class for discussion.

**ASSIGNMENTS AND GRADING**

94-100 = A, 90-93 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 61-69 = D, and less than 60 = F.

Work not handed in earns 0 points. Late work loses 5 points per 24 hours. Collaborative work is prohibited unless I specifically instruct you otherwise.

Work that includes plagiarism must be reported to the AIC Administrator and will result in an adjudication process. Possible outcomes are course failure, a notation on your permanent record, suspension, and dismissal. You can find more details on the process here: https://www.american.edu/academics/integrity/code.cfm

**Participation** 25% - All students are expected to attend class regularly. Students are required to come to class prepared with notes and questions on the day’s readings. Participation is mandatory and speaking in class is highly encouraged. However, active listening is also a critical part of participation, and this class is intended to be an open forum for discussion amongst students. If any student is uncomfortable with speaking during section, please see me early in the semester so that we can come up with other ways to actively contribute.

**Response Papers** 25%

In order to encourage deeper reflection on the readings and in-class lectures and discussions, there will be one weekly informal response paper assigned. *These papers are due by midnight every Tuesday night (except for the first week of class) and will deal with the previous week’s materials, including readings, lectures, and in-class discussions.* They should be written in paragraph form and should deal with at least one theme, question, or passage discussed in the previous week, of the student’s choice. Each response paper will be 1 page, submitted electronically on Blackboard. The papers should be double-spaced, in 12-point Times New Roman font, with one-inch margins.

**Paper** (due 2/15)25%

The papers should each be about 1200 words in length and will be based on a combination of assigned readings and outside research. More specific instructions for both papers will be updated by the week of February 5th.

**Papers are due in class on the assigned date. Students will be deducted 1/3 of a grade each day the paper is late, and papers not handed in within 2 weeks of the due date will not be accepted.** An electronic copy of the paper is due to Canvas by class time on the due date.

**Final Presentation** (due 2/22)25%

The presentation should be five minutes in length and based on your topic for your paper. It should also include a PPT presentation of 3-5 slides and include one slide with discussion questions for the class based on your topic.



**STATEMENTS AND ACKNOWLEDGMENTS**

*Access Statement:* If you find yourself struggling to access this class in any sort of way – because of health issues, disabilities, basic needs efforts, caretaker responsibilities, or structural circumstances – please make sure to talk to me as soon as you can. Together we will figure out how to make this class work for you.

*Diversity Statement:* We believe that promoting diversity – of all cultures, races, genders, sexual orientations, socioeconomic backgrounds, and disabilities – is essential to creating an inclusive community. Each of us brings unique perspectives and experiences to the table that will enrich our university. Accordingly, we strive to not only acknowledge, but celebrate our differences as well as our shared humanity, both in the classroom and beyond.

*Empathy Statement:* We encourage and value the development of historical empathy in this class towards the human actors we encounter in our course. As historians, objectivity does not equal emotional passivity, and we can and must take stances on historical grievances including but not limited to racism, imperialism, and the patriarchy.

*Land Acknowledgment:* In this course, we acknowledge that American University sits on the traditional and occupied territory of the Piscataway, Nacotchtank, and Anacostan peoples. We acknowledge this legacy and find inspiration from this land.

**COVID MEASURES**

**We will keep each other as safe as possible. Masks are welcome while inside the classroom. If you feel even slightly sick, DO NOT COME TO CLASS. You will not be penalized, and we will try to keep everyone in the loop. If anyone tests positive, please consider informing the rest of us since we have loved ones we need to keep safe as well. Class may at times be held online to ensure everyone’s safety. Other changes may be made depending on public health advice, university rule changes, and CDC guidance.**

**RESOURCES FOR ADDITIONAL SUPPORT**

* **Student Tech Task Force**: If you are experiencing personal technology issues as a result of fully online learning, please contact techtaskforce@american.edu for assistance. The Student Tech Task Force, led by the Office of Information Technology, can provide support for students who may not have the equipment needed for online learning (e.g. personal computer or multimedia equipment), do not have internet access, need access to specific software for a course, or may have another unique need as a result of all classes being online.
* **Academic Support and Access Center (ASAC):** All students may take advantage of the Academic Support and Access Center (located in MGC 243, 202-885-3360) for individual academic skills, counseling, workshops, tutoring and writing lab appointments, peer tutor referrals, and supplemental instruction. Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Asbury Hall. A more complete list of campus-wide resources is available in the ASAC.
* **Students with Disabilities:** AU is committed to making reasonable accommodations for qualified students with disabilities. The ASAC assists students with disabilities and promotes full participation in academic programs and other campus activities. Students are not required to notify the university or any of its offices or personnel of a disability either prior to or subsequent to admission; however, if a student plans to request accommodations, documentation of the disability must be provided. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu, or drop by MGC 243. For more information, visit AU’s [Getting Started with Disability Accommodations webpage](https://www.american.edu/provost/academic-access/documentation-and-eligibility.cfm).
* **Counseling Center:** The Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Contact the Counseling Center to make an appointment in person or by telephone (MGC 214, 202-885-3500), or visit the Counseling Center page on the AU website for additional information.Emergency Drop-In Hours are M-F 2-4 pm.
* **Center for Diversity & Inclusion:** The Center for Diversity & Inclusion is dedicated to enhancing LGBTQ, multicultural, first generation, and women’s experiences on campus and to advancing AU’s commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy (MGC 201 & 202, 202-885-3651).
* **International Student & Scholar Services:** ISSS has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources (202-885-3350, Butler Pavilion 410).
* **Dean of Students Office:** The [Dean of Students Office](http://www.american.edu/ocl/dos/) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class (202-885-3300, Butler Pavilion 408). Drop-in hours are M & F from 2-4 pm.
* **Food Pantry:** AU’s food pantry, The Market, is located on the lower level of Letts Hall. It is open daily from 6 am-12 pm and from 2 pm-2 am.
* **OASIS**: The Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS) provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence, or stalking. Advocacy is survivor-driven and intended to empower survivors to make informed decisions about their health, emotional well-being, and the adjudication process. (202-885-7070, Health Promotion and Advocacy Center (HPAC) – Hughes Hall, Suite 105).
* **Title IX**: New regulations require that Title IX complaints must be submitted to the Office of Equity and Title IX.  Complaints can be submitted on their [website](https://american-advocate.symplicity.com/titleix_report/index.php/pid742031); calling 202-885-8080; or emailing the Office of Equity and Title IX at  equityoffice@american.edu. A student, faculty or staff member who receives a complaint or report from another community member must notify either the Office of Equity and Title IX or a supervisor who is then responsible for reporting.
* **Technical Support**:
	+ Blackboard Support: Students should immediately report any problems to their Instructor and also contact E-Learning Support Services at blackboard@american.edu or call 202-885-3904 for 24/7 support. Students can also log on to [Blackboard Help](https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student) for support.
	+ AU Help Desk (focuses on all other IT issues): Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at 202-885-2550, helpdesk@american.edu, or [AskAmericanUHelp](http://www.american.edu/oit/HelpDesk-Chat.cfm) to reach one of our professional staff who can answer your questions and provide general troubleshooting assistance. Students can also log on to the [OIT Help Desk portal](https://americanuniversity.service-now.com/sp?id=contact) for support.
* Writing Center: The [Writing Center](http://www.american.edu/cas/writing/) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1st Floor Commons).

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual’s genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety (202-885-2527) or the Office of the Dean of Students (202-885-3300, dos@american.edu). To file a Title IX complaint, contact the Title IX Program Officer (202-885-3373 or TitleIX@american.edu). Please keep in mind that all faculty and staff – with exception of counselors in the Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

**CLASSROOM POLICIES**

*Electronic devices:* Cellphones and laptops are allowed for taking class-related notes and accessing assigned readings online.

*Student athletes:* Please let me know your sports schedule ahead of time. You are still responsible for any missed work. If your sports schedule conflicts with more than 3 class meetings, please meet with me during my office hours early in the semester to make alternate arrangements. In accordance with NCAA regulations, you are not allowed to miss class for practices. If you must miss class for a competition you are advised to minimize any further absences from this class. For more information and for academic support, please visit the webpage for [the Student Athlete Support Program](https://www.american.edu/provost/academic-access/student-athlete-support-program.cfm).

*Plagiarism*: Plagiarism is a serious violation of academic integrity for which there are severe penalties. In short, in your papers you must provide notes giving credit for all ideas of other authors that you use. In addition, when you use direct quotation from a source, you must both include a note citing your source and enclose the quoted matter in quotation marks (unless you are dealing with a long quotation, in which case the quote is put in blocked form, indented from the left margin, without quotation marks). Most of the time you should avoid quotation, instead paraphrasing the source you are using—and, of course, giving credit to your source in a note. It is not enough to substitute a few words or change them around in order to make a paraphrase; a paraphrase must be in your own words—and sentence structure. A true paraphrase does not require quotation marks, but it does require a note. Please feel free to ask me if you have questions about any of this.

**CLASS SCHEDULE**

The topics and readings listed on this syllabus are tentative, and the instructor may modify readings and topics at any time. Students should pay attention for any such changes. Students should come to class having read the materials listed for that date.

**Wednesday, January 25: Session 1 – East Asia’s WWII**

**Wednesday, February 1: Session 2 – Memories of WWII in China**

* “The Rape of Nanjing,” pg. 327-333 in Chen, et. al., *The Search for Modern China*
* Rana Mitter, “The War Years, 1937-1949” in *The Oxford Illustrated History of Modern China*
* Rana Mitter, *Forgotten Ally,* Introduction
* Emily Matson, “From Regional to National: Northeastern Scholars and the War of Resistance against Japan”

**Wednesday, February 8: Session 3 – Memories of WWII in Japan**

* John Hersey, *Hiroshima*, Chapters 1-4
* Paul Fussell, “Thank God for the Atom Bomb”
* Mikiso Hane, “War and Defeat,” pg. 349-359 in *Modern Japan: A Historical Survey*

**Wednesday, February 15: Session 4 – Memories of WWII in Korea**

* Richard E. Kim, *Lost Names: Scenes from a Korean Boyhood* (Berkeley: University of California Press, 1970 [1998], 87-115.
* Michael E. Robinson, *Korea’s Twentieth-Century Odyssey: A Short History*, Chapter 2 (Colonial State and Society, pg. 36-55) and Chapter 4 (Colonial Modernity, Assimilation, and War, pg. 76-99)
* **Paper DUE**

**Wednesday, February 22: Session 5 – Memories of WWII in Taiwan and Conclusion**

* Asano Toyomi, “Historical Perceptions of Japan’s Taiwan Era”
* John K Nelson, “Tempest in a Textbook: A Report on the New Middle-School History Textbook in Japan”
* **Presentation DUE**