

Japanese Foreign Policy in Movies

The decisions that made modern Japan

Section 1

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【Course Outline / Description】

Japan before 1945 is different from Japan after 1945. Before, Japan was an empire. After, Japan became a democracy. This great transformation was made possible, ironically because the Empire doomed itself by starting and losing one of the largest wars in human history, and because, in the aftermath, the Japanese adopted a new form of political life. The new form is specified in the second constitution of Japan, or the so-called Showa Constitution. This course will be an attempt to understand this transformation by highlighting its three crucial moments: the beginning and the end of the war, and the adoption of the new constitution. In two respects, this course is unique in its approach to this task. First, in addition to the reading materials, this course will extensively use audio-visual materials such as movies and documentaries to provide more vivid pictures of the historical process. Second, this course promotes intercultural understanding on the transformation of Japan. The main language of this course is English, but in this course, the local students whose first language is Japanese are expected and encouraged to interact with the foreign students whose first language is not Japanese. To this end, this course will be centered on cooperative teamwork and extensive discussions between local and foreign students.

Section 2

【Course Objectives/Goals/Learning Outcomes】

This course sets three goals. First, students will learn the decision-making on the start and the end of the Pacific War and the creation of a new constitution for Japan. Second, students will be able to understand the implications of the Pacific War and the new constitution for today's Japan by comparing Japan before 1945 with Japan after 1945. Lastly, both Japanese and foreign students at the end of this course will be able to improve their intercultural understanding on the foundations of modern Japan.

Section 3

【Class Schedule/Class Environment, Literature and Materials】

INTRODUCTION

Day 1 [Jan. 25]

Class work

Introduction on the course / Allocation of the assignment on ***Group Task①: summary and analysis on MOVIE①[War Lords: A Turbulent History of Showa]***

Homework

Read the syllabus / Select the leader for each group and allocate the group work within each group.

MODULE01: JAPAN'S ROAD TO WAR

Day 2 [Jan. 27]

Class work

Japan's Road to War

Eric Hammel, Japan's Road to War, Warfare History Network: [Japan's Road to War - Warfare History Network](#).

Quiz① on Eric Hammel's article and the review on the quiz [40 points]

Homework

Read the assigned reading and prepare for quiz.

Day 3 [Feb. 1]

Class work

The Role of the Military on the Road (1)

Japan's Quest for Power and World War II in Asia, Asia for Educators: [Japan's Quest for Power and World War II in Asia | Asia for Educators | Columbia University](#).

James B. Crowley, "Japanese Army Factionalism in the Early 1930's," *The Journal of Asian Studies* Vol. 21, No. 3 (May 1962), pp. 309-326.

Nakamura Yoshihisa and Tobe Ryoichi, "The Imperial Japanese Army and Politics," *Armed Forces and Society* Vol. 14, No. 4 (Summer 1988), pp. 511-525.

Quiz② on the Crowley article and other readings and the review on the quiz [50 points]

Homework

Read the assigned readings and prepare for quiz.

Day 4 [Feb. 3]

Class work

The Role of the Military on the Road (2)

Readings (Continued from Day 3)

Discussion on the role of the Japanese military in the process of Japan going to war

Homework

Read the assigned readings and prepare for discussion.

Day 5 [Feb. 8: Deadline for Group Task①]

Class work

The Role of the Military on the Road (3)

Group Task①-1: summarize and make scripts on the assigned segments of MOVIE①[War Lords: A Turbulent History of Showa]

Presentation on the outcome of the group task: the group leader is required to specify the individual contribution made by each member of the group.

Homework

Prepare for in-class discussion and group presentation on the synopsis of each assigned segment; Submit the group task outcome by the deadline.

Day 6 [Feb. 10]

Class work

The Role of the Military on the Road (4)

Group Task①-2: summarize and make scripts on the assigned segments of MOVIE①[War Lords: A Turbulent History of Showa]

Homework

Prepare for in-class discussion and group presentation on the synopsis of each assigned segment.

Day 7 [Feb. 15]

Class work

The Role of the Military on the Road (5)

Group Task①-3: summarize and make scripts on the assigned segments of MOVIE①[War Lords: A Turbulent History of Showa]

Homework

Prepare for in-class discussion and group presentation on the synopsis of each assigned segment.

Day 8 [Feb. 17]

Class work

The Role of the Military on the Road (6)

Comprehensive discussion on the role of the military in the process of Japan going to war

Homework

Prepare for discussion.

Day 9 [Feb. 22]

Class work

The Role of the Media and the Public (1)

Tomoko Akami, “When democracy is not enough: Japan’s information policy and mass politics in diplomatic and economic crisis in 1930s,” *The Asia-Pacific Journal: Japan Focus* Vol. 11, No. 1 (Issue 15), April 14, 2013.

Quiz③ on the Akami article and the review on the quiz [50 points]

Homework

Read the assigned readings and prepare for quiz

Day 10 [Feb. 24]

Class work

The Role of the Media and the Public (2)

Readings (continued from Day 9)

Discussion on the role of the media in the process of Japan going to war

Homework

Read the assigned reading and prepare for discussion.

MODULE02: ATTACK ON PEARL HARBOR

Day 11 [Mar. 1]

Class work

Why they attacked (1)

Scott D. Sagan, “The Origins of the Pacific War,” *The Journal of Interdisciplinary History* Vol. 18, No. 4, The Origin and Prevention of Major Wars (Spring 1988), pp. 893-922.

The Road to Pearl Harbor: The United States and East Asia, 1915–1941, EDSITEment: [The Road to Pearl Harbor: The United States and East Asia, 1915–1941 | NEH-Edsitement.](#)

Eric M. Bergerud, “Japan, the U.S. and the Asian-Pacific War,” *Education about Asia* Vol. 17, No. 3 (Winter 2012), pp. 8-13:
<https://www.asianstudies.org/wp-content/uploads/japan-the-u-s-and-the-asian-pacific-war.pdf>.

Daniel A. Métraux, “Teaching Pearl Harbor: A New Japanese Perspective,” *Education about Asia* Vol. 17, No. 3 (Winter 2012), pp. 53-55: [Teaching Pearl Harbor: A New Japanese Perspective - Association for Asian Studies.](#)

Tal Tovy, “From the Nisshin to the Musashi: The Military Career of Admiral Yamamoto Isoroku,” *Education about Asia* Vol. 20, No. 2 (Fall 2015), pp. 46-52: [From the Nisshin to the](#)

Quiz④ on Pearl Harbor and the review on the quiz [50 points]

Homework

Read the assigned readings and prepare for quiz.

Day 12 [Mar. 3]

Class work

Why they attacked (2)

Readings (continued from Day 11)

Group Discussion on Japan's decision-making regarding the attack on Pearl Harbor

Homework

Read the assigned readings and prepare for discussion.

Day 13 [Mar. 8]

Class work

How they attacked (1)

Readings (continued from Day 11)

Group Watch and Discussion on *MOVIE②-1[Tora Tora Tora]*

Homework

Read the assigned readings and prepare for discussion.

Day 14 [Mar. 10]

Class work

How they attacked (2)

Readings (continued from Day 11)

Group Watch and Discussion on *Movie②-2[Tora Tora Tora]*

Homework

Read the assigned readings and prepare for discussion.

Day 15 [Mar. 15]

Class work

How they attacked (3)

Readings (continued from Day 11)

Group Watch and Discussion on [Movie②-3\[Tora Tora Tora\]](#)

Homework

Read the assigned readings and prepare for discussion.

Day 16 [Mar. 17]

Class work

Why and how they attacked: views from Japan and the United States

Readings (continued from Day 11)

Marie Thorsten and Geoffrey M. White, “Binational Pearl Harbor? Tora! Tora! Tora! and the Fate of (Trans)national Memory,” *The Asia-Pacific Journal* Vol. 8, No. 2, December 27, 2010: [Binational Pearl Harbor? Tora! Tora! Tora! and the Fate of \(Trans\)national Memory ? ! \(\) | The Asia-Pacific Journal: Japan Focus \(apjjf.org\)](#).

Daniel A. Métraux, “The Essentials: How the Film Tora! Tora! Tora! May Be Utilized as a Teaching Tool About Pearl Harbor,” *Education about Asia* Vol. 26, No. 2 (Fall 2021), pp. 33-7: [The Essentials: How the Film Tora! Tora! Tora! May Be Utilized as a Teaching Tool About Pearl Harbor - Association for Asian Studies](#).

Before the group discussion, students are required to read the two articles given above.

Group Discussion on Tora! Tora! Tora!: The class will be divided into two groups—one to analyze the U.S. scenes and story; the other, the Japanese narrative. The students in each group should study the film and assigned readings to determine the apparent causes of the war from their nation's point of view.

[10 points] Binational Discussion: Japanese Narratives vs the U.S. Narratives on Pearl Harbor

Homework

Read the assigned readings and prepare for group discussion.

<<SPRING BREAK>>

MODULE03: THE EMPEROR

Day 17 [Mar. 29]

Class work

Is he responsible? (1)

Allocation of the assignment on [Group Task② summary and analysis on MOVIE④\[The Longest Day of Japan\]](#)

<Articles>

- ① Melanie Radzicki McManus, “What Was Japanese Emperor Hirohito's Role in World War II?,” How Stuff Works, Jun 23, 2022: [What Was Japanese Emperor Hirohito's Role in World War II? | HowStuffWorks.](#)
- ② Sharon Adams, “Hirohito’s role,” *Legion Magazine*, December 8, 2021: [Hirohito’s role - Legion Magazine.](#)
- ③ “Hirohito,” Britannica Academic, *Encyclopædia Britannica*, March 3, 2021: [Hirohito -- Britannica Academic \(eb.com\).](#)
- ④ Richard B. Frank, “The Fate of Emperor Hirohito,” *The National WWII Museum*, August 26, 2020: [The Fate of Emperor Hirohito | The National WWII Museum | New Orleans \(nationalww2museum.org\).](#)
- ⑤ Carol Gluck, “New Hirohito documents show emperor's thoughts on the war,” *Nikkei Asia*, September 18, 2019: [New Hirohito documents show emperor's thoughts on the war - Nikkei Asia.](#)
- ⑥ HISTORY.com editors, “Hirohito,” HISTORY.com, June 7, 2019: [Hirohito - Emperor, WW2 & Japan - HISTORY.](#)
- ⑦ Robert Citino, “Launching the War? Hirohito and Pearl Harbor,” *The National WWII Museum*, December 6, 2018: [Launching the War? Hirohito and Pearl Harbor | The National WWII Museum | New Orleans \(nationalww2museum.org\).](#)
- ⑧ Herbert Bix, “War Responsibility and Historical Memory: Hirohito's Apparition,” *The Asia-Pacific Journal: Japan Focus* Vol. 6, Issue 5, May 3, 2008: [War Responsibility and Historical Memory: Hirohito's Apparition | The Asia-Pacific Journal: Japan Focus \(apjif.org\).](#)
- ⑨ “Emperor Hirohito,” Atomic Heritage Foundation: [Emperor Hirohito | Atomic Heritage Foundation.](#)

<Videos>

- ① (30mins) [YouTube Video] KAWAMURA Noriko lecture, “A Conflicted Man: Emperor Hirohito and the end of the war with the United States,” National Museum of the Pacific War (the Admiral Nimitz Foundation Annual Symposium 2020), uploaded on YouTube on May 29, 2021: [https://youtu.be/DGvRFXNI4tc.](https://youtu.be/DGvRFXNI4tc)
- ② (60mins) [Amazon Prime Video] History's Verdict 6: Japanese Emperor Hirohito, WWII Documentary series, Pacific Media, 2013: [https://youtu.be/4DfafrMVQJE.](https://youtu.be/4DfafrMVQJE)

Group-watching documentaries and discussion on Emperor Hirohito’s role in the Pacific War

Homework

Read the assigned readings and prepare for discussion.

Day 18 [Mar. 31]

Class work

Is he responsible? (2)

Readings (continued from Day 16)

Group Watch and Discussion: **MOVIE③[Emperor]**

Homework

Read the assigned readings and prepare for discussions.

Day 19 [Apr. 5]

Class work

Is he responsible? (3)

Readings (continued from Day 16)

Quiz⑤ on Emperor Hirohito's role and the review on the quiz [50 points]

Homework

Read the assigned readings and prepare for quiz.

Day 20 [Apr. 7]

Class work

Could he stop them? (1)

Thomas B. Allen and Norman Polmar, "The Radio Broadcast That Ended World War II," *The Atlantic*, August 7, 2015: [70 Years After Hiroshima: How Japan's Emperor Announced the End of World War II - The Atlantic](#).

Quiz⑥ on The Atlantic article and the review on the quiz [20 points]

Homework

Read the assigned readings and prepare for quiz.

Day 21 [Apr. 12: Deadline for Group Task②]

Class work

Could he stop them? (2)

Allocation of the assignment on Group Task③ summary and analysis on MOVIE⑤[Two Hours in the Sun Room] and MOVIE⑥[The Nine Days in a Closed Room]

Group Task②-1: summarize and make scripts on the assigned segments of MOVIE④[The Longest Day of Japan]

Presentation on the outcome of the group task: the group leader is required to specify the individual contribution made by each member of the group.

Homework

Prepare for discussion and group presentation on the synopsis of each assigned segment; Submit the group task outcome by the deadline.

Day 22 [Apr. 14]

Class work

Could he stop them? (3)

Group Task②-2: summarize and make scripts on the assigned segments of MOVIE④[The Longest Day of Japan]

Homework

Prepare for discussion and group presentation on the synopsis of each assigned segment.

Day 23 [Apr. 19]

Class work

Could he stop them? (4)

Group Task②-3: summarize and make scripts on the assigned segments of MOVIE④[The Longest Day of Japan]

Quiz⑦ on MOVIE④[The Longest Day of Japan] and the review on the quiz [20 points]

Homework

Prepare for discussion and group presentation on the synopsis of each assigned segment / Prepare for quiz.

MODULE04: NEW CONSTITUTION

Day 24 [Apr. 21]

Class work

Japanese constitution as “Made in U.S.A.”(?) (1)

Government and Politics in Modern Japan, Asia for Educators: [Asia for Educators | Columbia University](#).

(58mins) Reinventing Japan, English (The Pacific Century, Jigsaw Productions, Pacific Basin Institute at Pomona College: https://youtu.be/7P6YHOoER_s)

Group Watch and Discussion on **Movie⑦[Reinventing Japan]**

Homework

Read the assigned readings and prepare for discussion.

Day 25 [Apr. 26]

Class work

Japanese constitution as “Made in U.S.A.”(?) (2)

Full texts of the Japanese Constitutions of 1889 and 1946

Lynn Parisi, "Lessons on the Japanese Constitution," *Japan Digest* (November 2002), National Clearinghouse for United States-Japan Studies, Indiana University: [FSI | SPICE - Lessons on the Japanese Constitution \(stanford.edu\)](#).

Kenneth Mori McElwain and Christian G. Winkler, "What's Unique about the Japanese Constitution?: A Comparative and Historical Analysis," *The Journal of Japanese Studies* Vol. 41, No. 2 (Summer 2015), pp. 249-280: [What's Unique about the Japanese Constitution? A Comparative and Historical Analysis on JSTOR](#).

Homework

Read the assigned readings and prepare for discussion.

Day 26 [Apr. 28: Deadline for Group Task③]

Class work

How they made the new constitution (1)

Group Task③-1: summarize and make scripts on the assigned segments of MOVIE⑤[Two Hours in the Sun Room] and MOVIE⑥[The Nine Days in a Closed Room].

Presentation on the outcome of the group task: the group leader is required to specify the individual contribution made by each member of the group.

Homework

Prepare for discussion and group presentation on the synopsis of each assigned segment; Submit the group task outcome by the deadline.

Day 27 [May 10]

Class work

How they made the new constitution (2)

Group Task③-2: summarize and make scripts on the assigned segments of MOVIE⑤[Two Hours in the Sun Room] and MOVIE⑥[The Nine Days in a Closed Room].

Homework

Prepare for discussion and group presentation on the synopsis of each assigned segment.

Day 28 [May 12]

Class work

How they made the new constitution (3)

Group Task③-3: summarize and make scripts on the assigned segments of MOVIE⑤[Two Hours in the Sun Room] and MOVIE⑥[The Nine Days in a Closed Room].

Homework

Prepare for discussion and group presentation on the synopsis of each assigned segment.

Day 29 [May 17]

Class work

Implications of the new constitution for today's Japan (1)

Readings (Continued from Day 24)

Text analysis on the Japanese Constitutions of 1889 and 1946, Part I

Homework

Read the assigned readings and prepare for in-class discussion.

Day 30 [May 19]

Class work

Implications of the new constitution for today's Japan (2)

Text analysis on the Japanese Constitutions of 1889 and 1946, Part II

Homework

Read the assigned readings and prepare for discussion.

【Textbooks/Reading Materials】

You are not required to buy a textbook for this course. You can find the reading materials for this course either on this syllabus or in the Course Documents section of Blackboard. You can also find the audio-visual materials (movies and documentaries) for this course either on this syllabus or in the Course Documents section of Blackboard. For the details of the audio-visual materials, see Appendix I: The List of Audio-Visual Materials.

This course is paperless in principle. Quizzes are administered on Blackboard. Oftentimes, materials for discussion will be displayed on the webs. Therefore, students are always required to bring laptops or tablets to the classrooms.

How to access databases

Please log in [here](#) with your student's ID and PW from KGU, and visit MyLibrary in User Service on the right hand side of the library website.

The following are available.

JapanKnowledge (concurrent access is possible by 4)

Britannica online Japan
Britannica Online English
Britannica Online French
Britannica Online Spanish

PressReader (concurrent access is possible by 3)

Nikkei BP Academic
Academic OneFile (Gale)
Research Library (ProQuest)

JSTOR

Business Source Premier (EBSCO)
MLA International Bibliography (EBSCO)

Notice on the Copyrights of the Materials

All readings, audio-visual materials, PPTs, questions in quizzes used in our course are protected by the copyright law of Japan. You can use them only for your individual education and training related to the activities within the course such as lectures, quizzes, and the other tasks assigned on you. Do not share any materials that you obtained from this course with anyone else except yourself. Also, you must not show or send those materials to anyone except yourself. Be sure to keep in mind that sharing the materials with anyone except yourself will be a violation of the copyright law and will be punished accordingly.

Section 4

【Learning Assessments/Grading Rubric】

Total: 500

Final Exam: 100 (20%)

Quizzes or Mid-term Exam: 280 (56%)

Writing and Presentation Assignment: 120 (24% = Writing 12% + Others 12%)

For the details of assignments, see Appendix II: The List of Assignments.

Note:

Students are strongly encouraged to actively participate in in-class discussions, presentations, and debates. Asking questions in this course is particularly encouraged. The more questions you raise, the better students you make.

With respect to the grading, a sliding principle will be applied at the end of the course in order to approximate the distribution of the final grades among students to a normal curve.

Section 5

【Additional Information】

Depending on the demands and needs of the course, the title and contents of each class and the evaluation requirements may be subject to change at the discretion of the instructor.

Appendix I

JAPANESE FOREIGN POLICY IN MOVIES

The decisions that made modern Japan

The List of Audio-Visual Materials

MOVIE① [War Lords: A Turbulent History of Showa], 134mins, Japanese

MOVIE② [Tora, Tora, Tora], 145mins, English/Japanese

MOVIE③ [Emperor], 105mins, English/Japanese

MOVIE④ [The Longest Day of Japan], 158mins, Japanese

MOVIE⑤ [Two Hours in the Sun Room: the Shock of the GHQ Draft for the New Constitution], 60mins, Japanese/English

MOVIE⑥ [The Nine Days in a Closed Room that Produced the Japanese Constitution], 82mins, Japanese/English

MOVIE⑦ [Reinventing Japan], 58 mins, English (The Pacific Century, Jigsaw Productions, Pacific Basin Institute at Pomona College: <https://youtu.be/7P6YHOoERs>)

Appendix II

JAPANESE FOREIGN POLICY IN MOVIES

The decisions that made modern Japan

The List of Assignments **[Grand Total: 500]**

1. Group Tasks **[Total Points: 120]**

Group Task①: summary and analysis on MOVIE①[War Lords: A Turbulent History of Showa] **[40 points]**

- Summarize and analyze the assigned segments of the video material.
- The group leader is to allocate the job within the group, and compile and present the outcome of the group work in the report to the class.
- The group leader is required to specify the contribution of each member of the group in the report on the group work.
- The group leader needs to submit the outcome by deadline on Blackboard.

Group Task②: summarize and make scripts on the assigned segments of MOVIE④[The Longest Day of Japan]**[40 points]**

Group Task③: summarize and make scripts on the assigned segments of MOVIE⑤ [Two Hours in the Sun Room] and MOVIE⑥ [The Nine Days in a Closed Room]**[40 points]**

2. Quizzes **[Total Points: 280]**

Quiz① on Eric Hammel's article **[40 points]**

Quiz② on the Crowley article and other readings **[50 points]**

Quiz③ on the Akami article **[50 points]**

Quiz④ on Pearl Harbor **[50 points]**

Quiz⑤ on Emperor Hirohito's role **[50 points]**

Quiz⑥ on *The Atlantic* article **[20 points]**

Quiz⑦ on MOVIE④[The Longest Day of Japan] **[20 points]**

3. Final Exam **[Total Points: 100]**

On the uniqueness of the Japanese constitution

/End/