

100.330

T. Meyer-Fong

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Office Hours: Tuesdays 3:30-5

555 Pennsylvania Ave. NW

Class meets Tuesdays from 12:30-3.

Creating National Identity in 20th-Century China and Japan

Despite their radically different ideologies and political systems, governments (and people) in both China and Japan faced the challenge of defining their national identities in the 20th century world. There were several dimensions to this process. First, Chinese and Japanese intellectuals and politicians sought to carve out new roles for themselves within Asia. In addition, they tried to position themselves relative to perceptions of the West. Finally, they attempted to reconcile their national pasts with current identities. Furthermore, within each country, we see different opinions (and changing opinions over time) about how to represent the nation. Attempts to define national identity are not purely "historical" phenomena; they continue to shape society and culture in China and Japan—even as they create tensions that trouble regional and international relations today.

Readings

John Dower, *War Without Mercy*

Most materials are available through MSE Library e-Reserves.

This class has no prerequisites. Students are not expected to have prior knowledge of Chinese or Japanese history. For general context and information, students may wish to consult **Jonathan Spence, *Search for Modern China*** (2nd edition, 1999 and **Andrew Gordon, *A Modern History of Japan***, which will be available through library reserves).

Because film has reflected and contributed to the formation of national identities in Asia and elsewhere (and because I have found certain movies helpful in thinking about questions related to this course), I have recommended a few films for optional viewing in conjunction with this class. These optional films are listed in the syllabus at points where they are most relevant. Students are encouraged to watch them as their schedules permit—or even to watch them at their leisure after the semester ends. Tests and papers will only cover films listed as “**Required.**”

Course Objectives:

Students will gain a deeper understanding of key concepts such as nationalism and national identity in historical, regional, and national contexts. They will make use of both primary and secondary readings to develop critical arguments and as they participate in civil and lively class discussions. They will have several formal opportunities to demonstrate mastery of course content and their developing skills as close and careful readers of sources. To situate their learning in its geographical context, students will be required to prepare for and pass a simple map quiz.

Grading

Class Participation:	20%	
Generative Questions	20%	Weekly, 9am Tuesday
2 Papers (5-6 pp/15% each)	30%	Due at 11:59 pm, March 12 and April 23 respectively
Final Synthesis	20%	Due at 9 am on May 13
Map Quiz	10%	In class on 1/30

The class participation grade (20%) will be based on the students’ preparation for and contribution

to class discussion. This class will be run as a blended lecture and seminar and students are expected to provide substantial content. Students are required to complete the assigned readings **before** scheduled class meetings. Obviously, students cannot contribute to class discussion if they are absent; consequently, repeated unexcused absences will be reflected in their participation grade.

Generative Questions: Each week, **by 9 am on Tuesday**, students are expected to produce at least one “generative question” that they feel ought to be addressed by their *classmates* during class (these should be questions that generate discussion--not factual questions for the professor). **A good question will demonstrate thoughtful engagement with the reading and strong preparation for discussion. It should thus reference specifically the assigned material and should be embedded in a paragraph.** I will count the 10 highest graded “generative questions” toward the final grade and will drop the 2 lowest grades.

National identity and nationalism are sensitive and potentially uncomfortable topics. We should be prepared to disagree while maintaining a high degree of civility and a willingness to listen to alternative viewpoints. We will, together, discuss potentially contentious issues, test out new ideas, put forward tentative opinions or arguments, and discuss personal experiences. This sharing requires maximum mutual trust and respect.

Confidentiality/Privacy. The use of video and audio recording technology during class is strictly forbidden. Classmates’ comments are confidential unless the speaker gives you clear and specific permission that you may share her or his comments with others outside of class.

Unexcused late papers will be penalized 3 points per day (A becomes A-). In cases of illness, emergency, or deadline conflicts please request an extension from the instructor as early as is feasible. All papers should have page numbers.

*** A Note on Classroom Etiquette: Please turn off all electronic devices, including cellular phones, and shut down non-essential computer programs before the beginning of class. Please arrive punctually and if you must arrive late or depart early, do your best to avoid inconvenience to your fellow students by sitting close to the door! **

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

The use of AI (including Chat GPT) to complete course work is strictly forbidden.

Report any violations you witness to the instructor. See the guide on “Academic Ethics for Undergraduates” and the Ethics Board web site (<http://ethics.jhu.edu>) for more information.

Class Schedule

1/22 The Useful Past: History and National Identity in East Asia—and beyond. Self-Introductions and Motivations.

1/29 Part 1: Theorizing National Identity: What is National? What is Identity? A Roundtable Discussion focused on the following readings:

Reading:

Eric Hobsbawm and Terence Ranger, “Introduction: Inventing Traditions.” In Hobsbawm and Ranger, ed., *The Invention of Tradition* (Cambridge: Cambridge University Press, 1984), pp. 1-14.

Benedict Anderson, *Imagined Communities*, “Concepts and Definitions,” pp 5-7.

Frank Dikötter, “Introduction.” In Dikötter, ed., *The Construction of Racial Identities in China and Japan* (Honolulu: University of Hawaii Press, 1998), pp. 1-11.

Joshua Fogel, “The Teleology of the Nation-State,” in *The Teleology of the Modern Nation State: Japan and China*, (University of Pennsylvania Press, 2005), 1-7.

Tessa Morris-Suzuki, “Citizenship,” in *Re-Inventing Japan*, (Armonk, NY: M.E. Sharpe, 1998), pp. 185-209.

Intermission: **MAP QUIZ (10 minutes)**

Part 2: Empire and Nation

Mary B. Rankin, “Alarming Crises/Enticing Possibilities: Political and Cultural Changes in Late Nineteenth-Century China,” *Late Imperial China*, Special Issue in Honor of William T. Rowe, June 2008.

Gang Zhao, “Reinventing China: Imperial Qing Ideology and the Rise of Modern Chinese National Identity in the Early Twentieth Century.” *Modern China* 32.1 (2006): 3–30 (focus on pp. 15-30).

China: The Sleep and the Awakening: A Reply to Marquis Tseng by “Sinensis” with the Text of the Marquis’ Article, Hong Kong: Reprinted from the China Mail, 1887.
Note: Marquis Tseng is Zeng Jize. Please read both the essay by Marquis Tseng and the reply.

2/5

Part 1: Regional War and National Identity in Meiji Japan and Qing China

Reading: Chapter 2, “How the War Was Reported,” in Saya Makito, *The Sino-Japanese War and the Birth of Japanese Nationalism*, David Noble, trans. pp. 25-50.

Part 2: Picturing Meiji: Inventing Traditions for Emperor and Nation

Reading: Takashi Fujitani, *Splendid Monarchy: Power and Pageantry in Modern Japan*, pp. 105-154.

Optional: Carol Gluck, *Japan's Modern Myths*, pp. 42-72

2/12

Part 1: Japanese Intellectuals Rethink Their Place in the World (1870s-early 1900s)

Reading: Okakura Kakuzo, *Sources of Japanese Tradition*, v. 2, 811-816.
 Uchimura Kanzō, *Sources of Japanese Tradition*, v. 2, 1162-1168
 Natsume Soseki, *Sources of Japanese Tradition*, v. 2, 1168-1171.
 Fukuzawa Yukichi, "On Leaving Asia (Datsu-A Ron)," *Jiji shinpō* newspaper, March 16, 1885. Document provided by Kazumi Hasegawa, Lecturer in the Department of History at the University of Washington. Available at <https://www.asianstudies.org/publications/ea/archives/lesson-plan-on-leaving-asia-primary-source-document/>

Part 2: Part 1: The *Evolution* of Chinese Identity from Anti-Manchu Nationalism to National Awakening in the Early Republic

Reading:

Anti-Manchu Nationalism (1895-1911)

Zou Rong, "On Revolution (1903)," from *The Revolutionary Army, The Search for Modern China: A Documentary Collection*, pp.197-202. (for a full translation in context, see Zou Rong, *The Revolutionary Army. A Chinese Nationalist Tract Of 1903 By Jung Tsou (z Lib.Org)*, accessed December 12, 2023, <http://archive.org/details/the-revolutionary-army.-a-chinese-nationalist-tract-of-1903-by-jung-tsou-z-lib.org>.

National Awakening (1911-1925)

Henrietta Harrison, *The Making of the Republic Citizen: Political Ceremonies and Symbols in China 1911–1929*, 49–85.

Lu Xun, introduction to *A Call to Arms* and "Diary of a Madman"

Wen Yiduo, "I am Chinese"—Meyer-Fong handout

2/19

Part 1: Hokkaido (Japan) as Frontier or Colony

Reading: The Shores of the Surachi River by Kunikida Doppo and "Writing Ainu Out/Writing Japanese In: The Nature of Japanese Colonialism in Hokkaido," by Michelle Mason, in *Reading Colonial Japan: Text, Context, and Critique*, pp. 21-54.

Part 2: Japan's Colonial Empire: Origins, Histories, and Legacies

Reading:

Kate McDonald, *Placing Empire: Travel and the Social Imagination in Imperial Japan*. Berkeley: University of California Press, 2017, pp. 1-22.

Takekoshi Yosaburo, "Japanese Rule in Formosa" (1907)

(Preface by GOTO Shimpei, v-vi; “A Word to my Readers,” vi-vii, Chapter I pp. 1-11).

<http://books.google.com/books?id=TnkLAAAIAAJ&pg=PP1#v=onepage&q&f=false>

Recommended: Paul D. Barclay, “Peddling Postcards and Selling Empire: Image-Making in Taiwan under Japanese Colonial Rule,” *Japanese Studies* 30:1 (2010): 81-110.

2/26 Part 1: Gender, Modernity and National Identities in inter-War Japan

Reading: Tanizaki Junichiro, “Aguri” in *Seven Japanese Tales*, pp.186-204.

Optional Film: *The Makioka Sisters* (available from MSEL e-reserves as “Sasameyuki”)

Part 2: Gender, Modernity and National Identities in inter-War China

Reading:

Lu Xun, “The New Year’s Sacrifice,” in *Selected Stories of Lu Xun*, PAGE NUMBERS.

Required Film: *New Women* (1935)

3.5 Crucible of National and Political Identities: The Long War against Japanese Aggression

Part 1: War and Resistance

Reading: “The Justification for War,” *Sources of Japanese Tradition*, v. 2, pp. 288-98.

“The Mukden Incident and Manchukuo,” *The Search for Modern China: A Documentary Collection*, pp. 277-279, 281-282. (The poem, “Those Naughty Japanese,” comes from a book titled *Manchoukuo: The World’s Newest Nation--Facing Facts in Manchuria*, Mukden: Manchuria Daily News, 1932, pp. 97-98. The author is “P. Ohara”—i.e. George William Aloysius Gorman, a journalist and apologist for Japan).

The document from the Ministry of Foreign Affairs is cited as: Japan Ministry of Foreign Affairs, Relations of Japan with Manchuria and Mongolia, Document B, Tokyo 1932, pp. 126-129. It was part of a collection of materials justifying Japan’s position in Manchuria written in English by a team at Japan’s Ministry of Foreign Affairs.

“The Students Demonstrate, Dec. 16, 1935,” *The Search for Modern China: A Documentary Collection*, pp. 304-309.

Cochran and Hsieh, *One Day in China*, “Introduction,” pp. Xi-xxii, and pp. 201-215, 221-224, 246-253, 254-257

Part 2: Resistance: The Yan’an Way

Reading: Mao Zedong, “Talks at the Yen’an [Yan’an] Forum on Literature and Art”

https://www.marxists.org/reference/archive/mao/selected-works/volume-3/mswv3_08.htm

Mao Zedong, "On New Democracy,"

https://www.marxists.org/reference/archive/mao/selected-works/volume-2/mswv2_26.htm

Ding Ling, "New Faith" in Barlow, I Myself am a Woman, 280-297

3.12 Race in the Pacific War: Identities and Atrocities—FULL SESSION?

Reading: Dower, *War without Mercy*, pp. 3-76, 203-292.

Recommended Film: Momotaro: Divine Sea Warriors

https://www.youtube.com/watch?v=VdzrgJA_iWA&t=198s

PAPER #1 DUE at 11:59 pm.

3/18-3/24 SPRING BREAK!!

3.26 Part 1: The Occupation and the Rehabilitation of Japanese National Identity

Reading: "Initial Post-Surrender Policy for Japan, 1945," "Emperor Hirohito's Rescript," "Emperor not Guilty of War Crimes," and "Excerpts from the Showa Constitution," and "Fundamental Law of Education," in David Lu, *Japan: A Documentary History*, pp. 461-473, 490-91.

Maruyama Masao, "Theory and Psychology of Ultra-Nationalism." In Ivan Morris, ed., *Thought and Behavior in Modern Japanese Politics*. Oxford University Press, 1963, pp. 1-23.

Recommended Film: Children of the Beehive, Shimizu Hiroshi (1948)

<https://www.youtube.com/watch?v=IY7o89G73kA>

Part 2: Chairman Mao, Revolution, and Liberation--Touchstones of National Identity in the PRC (1949-1976)

Reading:

"The Chinese People Have Stood Up," Opening address by Mao Zedong, Chairman of the Chinese Communist Party, at the First Plenary Session of the Chinese People's Political Consultative Conference. September 21, 1949. (I think this is in *Selected Works of Mao Zedong* and it can also be found online [here](#):)

Mao Dun, "We Must Prepare for a Long and Determined Struggle," in Kai-yu Hsu, *Literature of the People's Republic of China*, Indiana University Press, 1980, pp. 37-41.

Ho Ching-chih, "Return to Yen-an" and "The Rock Mid-Torrent," (1958) in Kai-yu Hsu, *Literature of the People's Republic of China*, Indiana University Press, 1980, pp. 361-365.

4/2 Part 1: Economic Development and the Reassertion of Japanese Uniqueness

(1950s-1980s)

Reading:

Excerpt from *The Wonderful World of Sazae san* (TBA)

“Tokyo Busy Preparing for the 1964 Olympics” (1963)

<https://www.youtube.com/watch?v=SQvLJqfG3H8>

“Emperor Hirohito Opens the Tokyo Olympics,”

<https://www.youtube.com/watch?v=Ok4VBoKWz6s>

Kenneth Pyle, *The Japanese Question* (Washington: AEI Press, 1996), pp. 42-64.

Part 2: Atomic Bombs (1960s-1980s)

Reading: Oe Kenzaburo. *Hiroshima Notes*, pp. 7-11, 17-56, 114-132.

Two Grave Markers” in Kyoko Selden, ed, *The Atomic Bomb : Voices from Hiroshima and Nagasaki* (Japan in the Modern World)

From "Barefoot Gen," Keiji Nakazawa Source: *Mānoa* , Summer, 2001, Vol.

1 3, No. 1, pp. 124-141 <https://www.jstor.org/stable/4229931>

Recommended Film: Black Rain (Kuroi ame)

4.9 The Problem of History, National Identity after the Cultural Revolution

Part 1: In Class Film: *Deathsong of a River* (River Elegy)

Part 2: Rebuilding National Identity in the Deng Era

Reading: Merle Goldman, Perry Link, and Su Wei, “China’s Intellectuals in the Deng Era: Loss of Identity with the State.” In Lowell Dittmer and Samuel S. Kim, eds., *China’s Quest for National Identity* (Ithaca, NY: Cornell U. Press, 1993), pp. 125-153.

“Resolution on Certain Questions in the History of Our Party Since the Founding of the PRC (1981)” <https://digitalarchive.wilsoncenter.org/document/resolution-certain-questions-history-our-party-founding-peoples-republic-china>

Wang Zhecheng and Wen Xiaoyu, “Nest Egg.” *Roses and Thorns: The Second Blooming of the Hundred Flowers in Chinese Fiction, 1979-80* (Berkeley: University of California Press, 1984), pp. 56-82.

Recommended Film: The Yellow Earth (Huang tudi, 1984) Chen Kaige, dir.

Optional Film: The Gate of Heavenly Peace

Part 1: The Long Shadow of Defeat, Japan

Reading:

Sensô: The Japanese Remember the Pacific War (Letters to the Editor of Asahi Shimbun [1986]), ed. Frank Gibney, pp. 65-6, 73-75, 81.

Yoshiko Nozaki and Mark Selden, "Japanese Textbook Controversies, Nationalism, and Historical Memory: Intra- and Inter-national Conflicts," *The Asia-Pacific Journal Japan Focus* 7 (2009), pp. 1–25.

Reference: Carol Gluck, "What the World Owes the Comfort Women." In: Lim, JH., Rosenhaft, E. (eds) *Mnemonic Solidarity. Entangled Memories in the Global South*. Palgrave Macmillan, 2021. https://doi-org.proxy1.library.jhu.edu/10.1007/978-3-030-57669-1_4

Part 2: The Date Debate: How the CCP Rewrote China's World War II, guest speaker, Emily Matson, Georgetown University

Reading: Yinan He, "History, Chinese Nationalism, and the Emerging Sino-Japanese Conflict," *Journal of Contemporary China*, 2007.

Rana Mitter, "Behind the Scenes at the Museum: Nationalism, History and Memory in the Beijing War of Resistance Museum, 1987-1997," *The China Quarterly*, No. 161 (Mar., 2000), pp. 279-293.

Optional Film: *Devils on the Doorstep (Guizi laile)*

4/23 Resurgent Nationalism in East Asia, the 1990s and Beyond

Part 1:

Reading: Ishihara Shintaro, *The Japan that Can Say No!* Ezra Vogel introduction, pp. 7-10, Ishihara, pp. 17-25. (1989)

Excerpt from Kobayashi Yoshinori, *Theory of War 3, New Prideology Manifesto* (Meyer-Fong translation, handout).

Zhang Xiaobo and Song Qiang: "China Can Say No to America," in *New Perspectives Quarterly*, 1996. Can be read on line http://cio.ceu.hu/extreading/CIO/China_can_Say_No.html

Resolution of the Central Committee of the Communist Party of China on the Major Achievements and Historical Experience of the Party over the Past Century (2021)

<https://asia.nikkei.com/Politics/Full-text-of-the-Chinese-Communist-Party-s-new-resolution-on-history>

Stanley Rosen, "Contemporary Chinese Youth and the State," *Journal of Asian Studies* (68:2) May 2009, pp. 359-69.

Optional Reference Viewing:

Cultural Symbolism at the Nagano Winter Olympics (1998)— watch selectively: <https://www.youtube.com/watch?v=7aGNei01fzQ>

Tokyo (2020) Summer Olympics—Highlights

<https://www.youtube.com/watch?v=luJGosl3CxQ>

Cultural symbolism at the Beijing Olympics (2008): “Incredible Highlights of the Opening Ceremony” (focus on minutes 1-6)

<https://www.youtube.com/watch?v=tOijH0xinTE>

Part 2: Roundtable Discussion: Reinventing Tradition: National Identity in Twenty-first Century Asia (Submit questions and observations tying together themes of course as whole for class discussion to Prof. M-F via email by 5 pm Monday, 5/5).

You may wish to refer to specific or multiple specific readings to help facilitate comparisons)

PAPER #2 Due at 11:59 pm on TURNITIN!!!

Final Synthesis exercise is due at time of scheduled final exam for this class.

Optional Unit: Globalization and Uniqueness—Eating National Identity in China and Japan

Reading: Katarzyna J. Cwiertka, *Modern Japanese Cuisine: Food, Power, and National Identity*.

Wang Meng, “Stubborn Porridge.” In *The Stubborn Porridge and Other Stories*, trans. Zhu Hong (NY: George Braziller, 1994), pp. 8-31.

Reference: Sangmee Bak, “McDonald’s in Seoul: Food Choices, Identity, and Nationalism.” In James Watson, ed., *Golden Arches East: McDonald’s in East Asia*. Stanford University Press, 1997, pp. 136-160.

Optional Films: Tampopo (Japan), Jiro Dreams of Sushi (Japan) and Eat, Drink, Man, Woman (Taiwan)