

HIST 4000/7772T  
**History of Occupation in Post-1945 Asia**  
Fall 2019 (3 credits)

Meeting Time: 2:30-5:15 pm (Monday)

Instructor: Jeong Min Kim

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Office hours: 1:00 -2:00 pm Monday & 11:30 am-12:30 pm Tuesday

**Course Description:** A seminar on comparative histories of occupation in post-1945 Asia. We examine military occupations, humanitarian interventions, and settler colonialism in regional and global contexts. “Occupation” is used as a working concept to analyze different forms of colonial and imperial presence in post-1945 Asia. Course readings focus on the perspective of the occupied and cover topics including local political economy, gender and social relations, race and ethnicity, military base labor, and anti-occupation resistance movements.

### **Learning Outcomes**

Students will be able to

- articulate a nuanced conception of “occupation” with reference to major debates and key works on the topic
- explain the post-WWII history of Asia from the perspective of the occupied with special focus on questions of imperialism, colonialism and global (economic, racial, gender) inequality.
- connect the history of post-1945 Asia with the global history of occupation and raise awareness on ongoing debates on and struggles against occupation today.
- present their ideas through critical thinking and analytical writing and engage with others’ ideas in a constructive manner.

### **Materials:**

No required textbook. Each week, 2-3 book chapters or readings equivalent to that amount will be assigned. A short background reading, primary sources, and visual materials may be occasionally added. All readings will be available via UM library or posted online (course website). You should finish all texts assigned for the day before the session. Bring the readings to class.

**Rules and Expectations:**

- This course is an upper level/graduate seminar. Everyone is expected to come to class prepared and actively participate in the discussion and other class activities. Absence only accepted in case of emergency (e.g. medical or family emergency) with appropriate approval procedure.
- All assignments must be completed and submitted in time. No late assignments will be accepted unless arranged with me in advance.
- Electronic devices are prohibited during class and all devices must remain turned off and stowed away in your bags at all times.

**Grading scale**

A+	88-100%	A	80-87%
B+	75-79%	B	70-74%
C+	65-59%	C	60-64%
D	50-59%	F	0-49%

**Evaluation Components:**

Assignment type	Due	Point
Weekly Postings	Noon, every Sunday	15% (1.5% per posting) 250-300 words (for 4000 level) 500 words (for 7000 level)
Review Notes	In-class, at the end of each segment	15% (5% x 3 times)
Presentation <ul style="list-style-type: none"> <li>• Occupation Today</li> <li>• Mini-group research</li> </ul>	2-3 presenters/week In-class, November 25	10% (5% x 2 times) 5%
Essays <ul style="list-style-type: none"> <li>• Position paper</li> <li>• Final project Abstract (250 words) Essay draft Essay submission</li> </ul>	October 13   November 7 November 27 December 9	15% 750-800 words (4000 level) 1,000-1,200 words (7000 level)  30% (abstract 5%; essay 25%) Final essay: 1,500-1,800 words (4000 level) 2,500-2,750 words (7000 level)
Peer-review comments	December 1	10%

**Weekly Postings (1.5% x 9 times = 15%, extra 1.5 points if you complete 9 postings)** :Except for the first and the last days of the class, post a brief reflection (250-300 words for 4000 level, 500 words for 7000 level) on the readings for the following week by noon, Sunday. No extensive summary needed, consider it as a material for class discussion: your reaction to the reading(s), any points you found interesting (and why), and the issues you'd like to discuss more in class. The posting can focus on an idea presented across the texts, or synthesize several texts. Create a Google doc (titled "your name\_daily posting") and share with me with editing privileges. You will write all daily postings in this one document and I will leave my comments there.

**Review Notes (5% x 3 times = 15%)**: The seminar divides into three parts. At the end of each part (every 3-4 weeks), we will have 10-15 minutes to review important concepts and questions that we have discussed for the section. In-class writing, open-book. Guiding questions and instructions will be given (e.g.: define a few concepts; answer 2-3 short questions, a free-style short essay or something else). Prepare a laptop or you can handwrite in class and send a document file to me by the end of the day. If you miss class for the day we have a review note without prior permission (except medical emergency) , you will miss the 5 points. No make-up.

**Occupation Today (5% x 2 times = 10%)**: In the beginning of each session, 2-3 of you are asked to share your report on any occupation/colonialism issue that you found interesting from the week before. The format is open: you can share media report, image(s) you came across online or photo(s) you took in the street, social media debates etc as long as you can articulate why and how you think the story is interesting or significant in relation to the course topics. About 5-7 minutes each. We will arrange the schedule for everyone on the first day.

**Essay Assignments (45%)**

- Essay 1. Position paper (15%):  
(4000 level) We read a series of readings on different forms and histories of occupation. Choose one text from weeks 1 through 4 and analyze how this text addresses the issue of occupation. To support your analysis, draw on 1-2 other readings that provide a conceptual basis or historical context of your case (750-800 words).

(7000 level) We read a series of readings on different forms and histories of occupation. Choose two texts from weeks 1 through 4 and make a comparative analysis of how the texts address the issue of occupation from a different/similar perspective. To support your analysis, draw on 1-2 other readings that provide a conceptual basis or historical context of your case (1,000-1,200 words).

- Essay 2. Final Essay (30%: Abstract 5%, Final essay 25%): 1,500-1,800 words (4000 level), 2,500-2,750 words (7000 level)

Essay option 1) Comparative review essay: Choose three course texts and analyze the connections between them. You can choose three written texts or two texts and one visual material from the course readings (at least two of the three must come from Parts II and III of the course).

Essay option 2) Research paper: Choose your own topic on the histories of occupation in post-1945 Asia, broadly defined. Reference at least 2-3 texts from the class materials.

**Peer-Review Workshop (10%):** We will have a final essay workshop. Students will read and comment on each other's drafts, and each will have a chance to respond to their reviewer's comments. 3-4 panels will be organized (by topics/texts you would like to write about). Panel organization and logistics details TBC.

**One-hour Group Research (5%):** Each group takes one example of feminist peace/anti-war movement and conducts one hour of research on the topic. They will then present this to the class using 7-8 slides to identify the issue at stake and offer possibilities for positive action.

**Notes:**

- Evaluation on the term work will be provided no later than the VW date (Nov. 18, 2019).
- If you wish to appeal a grade given for term work, you must do so within 10 working days after the grade for the term work has been made available to you.
- Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

**Academic Integrity:**

This course has a zero-tolerance policy on plagiarism. While you are welcome to use the class materials and any other sources you find relevant to your writing, you must properly cite where you acquire the information.

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The Faculty also reserves the

right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for Authentication. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Further information on the University's regulations re: plagiarism, cheating and impersonation found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation:

[http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)

### **Student Resources:**

#### Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

#### Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

#### Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another

student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

<http://umanitoba.ca/student/case-manager/index.html>

#### University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

<http://umanitoba.ca/student/health/>

#### Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

#### UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account [www.instagram.com/umhisa\\_undergrad/](http://www.instagram.com/umhisa_undergrad/) or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).

## Weekly Schedule (subject to change)

### 9/9 Week 1. Introduction

- Emma Goldman “What I believe” (in-class reading)

## Part 1: Changing World Order and (re)Mapping post-1945 Asia

9/16

### Week 2. From Enemy to Ally: US Occupation in Japan

- Catherine Lutz, “US Bases and Empire: Global Perspectives on the Asia Pacific,” *The Asia-Pacific Journal*, Vol. 12-3-09, March 16, 2009.  
<https://apjif.org/-Catherine-Lutz/3086/article.html>
- Daniel Immerwahr, “Introduction,” *How to Hide an Empire: A History of the Greater United States* (FSG:2019): pp 3-19.
- John Dower, “Ch1. Shattered Lives”; “Ch2. Gifts from Heaven”; “Ch4. Cultures of Defeat” in *Embracing the Defeat: Japan in the Wake of World War II* (Norton, New Press:1999): 33-84, 121-167.
- Lisa Yoneyama “Ch2. Liberation under Siege Japanese Women” in *Cold War Ruins: Transpacific Critique of American Justice and Japanese War Crimes* (Duke: 2016): 81-107.

9/23

### Week 3. “Humanitarian Intervention” and War under the UN Flag: The Korean War

- Flyers by the US and Soviet (1945)
- UN General Security Council Resolution 83, 84 : <https://digitallibrary.un.org/record/112027>
- V. Lenin, “Draft Theses on National and Colonial Questions (1920)”  
<https://www.marxists.org/archive/lenin/works/1920/jun/05.htm>
- Geoffrey Robertson, “The Post-War World,” *Crimes against Humanity: The Struggle for Global Justice* (New Press: 2006): 41-88.
- Bruce Cumings, “Ch4. 38 Degrees of Separation: A Forgotten Occupation;” “Ch5. The Most Disproportionate Result: The Air War,” *The Korean War: A History* (2010): 101-161.

9/30

### Week 4. (De)colonization and “Benevolent” Occupier: The Philippines and Hawai’i

- Vernadette Vicuña Gonzalez, “Introduction,” “Ch2. Scenic Highways, Masculinity, Modernity, and Mobility”; “Ch3. Neoliberalization and U.S.-Philippines Circuits of Sacrifice and

Gratitude,” in *Securing Paradise: Tourism and Militarism in Hawai'i and the Philippines* (Duke: 2013): 1-20, 49-114.

10/7

**Week 5. Occupation from Within: A Longer History of Okinawa**

- Lisa Yoneyama, “Ch1. Liminal Justice: Okinawa” in *Cold War Ruins*: 43-80.
- Wendy Matsumura, Chapter(s) from *The Limit of Okinawa: Japanese Capitalism, Living Labor, and Theorizations of Community* (Duke: 2015).
- Robert H. Ferrell , and William S. Triplet, Chapters from *In the Philippines and Okinawa: A Memoir, 1945-1948* (Univ. of Missouri: 2001).

*In-class review note (1)*

10/14

**Week 6. No class (Thanksgiving break)**

First assignment (review/position paper) due *5pm Sunday, 10/13*.

**Part II. Lives on Base**

10/21

**Week 7. “Base Women”**

- Cynthia Enloe, “Base women” in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* (Univ of California: 2000 Edition (1989)):65-92.
- Donna Alvah, “Ch 4. U.S. Military Families Abroad in the Post-Cold War Era and the ‘New Global Posture,’” eds. Maria Höhn and Seungsook Moon, *Over There: Living with the U.S. Military Empire from World War Two to the Present* (Duke: 2012): 149-175.
- Katharine Moon (1997), “Ch 3. US-ROK Security and Civil-Military Relations,” *Sex Among Allies: Military Prostitution in U.S.-Korea Relations Korea* (Columbia Univ: 1997).

10/28

**Week 8. Lives in and beyond Camptown**

- Sarah Kovner, “Ch3. When Flesh Glittered: Selling Sex in Sasebo and Tokyo” in *Occupying Power: Sex Workers and Servicemen in Postwar Japan* (Stanford: 2012): 74-98.
- Oh Jung Hee, “Chinatown” (Novella)
- Yuh Ji-Yeon “Ch2. American Fever,” *Beyond the Shadow of Camptown: Korean Military Brides in America* (NYU: 2002): 42-83.



- *Sukja's story: Oral histories of former camptown women*

### **11/4 Week 9. Working-Class War**

- Meredith Lair “Chapter 4. Things They Bought, G.I. Consumerism in Vietnam” in *Armed with Abundance* (Univ. of North Carolina: 2011): 145-181.
- Simeon Man “Chapter 4. Working the Subempire: Philippine and South Korean Military Labor in Vietnam” in *Soldiering through Empire: Race and the Making of the Decolonizing Pacific* (Univ. of California: 2018): 104-134 (or UC ebook 1-27).
- (Movie) Lee Joon-Ik, “Sunny (2008)”

*In-class review note (2)*

**11/11**

**Week 10. No class** (Remembrance Day)

Final paper abstract (250 words) due *5pm Wed, 11/7.*

*Extended office hours for individual meetings on the final paper abstract (the week of 11/18)*

### **Part III. Global Struggles and Social Movements**

**11/18.**

#### **Week 11. Mapping Global Anti-base/Demilitarization Movement**

Chapters from Catherine Lutz ed., *The Bases of Empire: The Global Struggle against U.S. Military Posts* (NYU, 2009)

#### Common readings:

- Foreword (Cynthia Enloe) & Introduction (Catherine Lutz)

By group (your choice): Grad students choose two out of the 4 chapters below and undergraduate students choose 1 out of the 4 chapters below.

- Ch5. “People’s Movement Response to Evolving US Military Activities in the Philippines”
- Ch8. “Okiwana: Women’s Struggle for Demilitarization”
- Ch9. “Opposition to the US Military Presence in Turkey in the Context of the Iraq War”
- Ch10. “Resisting Militarization in Hawaii”

*A group presentation on each chapter plus mini-research*

11/25

**Week 12. Feminist/Peace Movement**

- Suzy Kim, “Crossing Borders: a feminist history of Women Cross DMZ,” *The Asia-Pacific Journal*, Vol. 13, Issue 32, No. 7, August 17, 2015.  
<https://apjpf.org/2015/13/33/Suzy-Kim/4355.html>
- Essays on Lila Pilipina
- Documentary “The Wind is Blowing” (<https://www.youtube.com/watch?v=1gIrKvIwUI8>) or “Occupy Turkey: Resistance in Baseworld” (TBC)
- Final essay progress

*In-class review notes (3)*

12/2

**Week 13. Peer-review Workshop and Review (schedule TBC)**

- Final paper draft due *5pm Wed, 11/27*: At least 80% complete, for the reader, please provide bullet points or detailed plans for the parts you’re still working on. Conclusion and bibliography can be added later). Please be punctual. Your reader/commentator will need enough time to read your draft and give you feedback.
- Peer review/feedback posting by *5pm 12/1 Sunday*.

**Final essay**

: Include your responses to the comments received at the workshop. Submit via email to me (two files: yourfirstnamelastname.pdf and .docx) by *7pm, 12/9 Monday*.