

UW-Madison, Department of History

History 600: **War and Memory in East Asia**  
Humanities 5245, Thursday 3:30-5:30

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Office Hours

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In every national context, collective memories of the past inform and shed light on contemporary issues in politics, culture, society, and economy. War memories, in particular, often hold special relevance in the present, even decades after combat has ended. This course investigates the collective remembrance of two interconnected wars of the mid-twentieth century – the Asia-Pacific Wars (1937-1945) and the Korean War (1950-1953). In examining war and memory, we will pay close attention to the intersections of politics and activism, state ideology and the Cold War, trauma and reconciliation, and pop cultural representations and cross-cultural perceptions in South Korea, Japan, and America. Weekly readings will include historical works specific to these two conflicts, as well as historical and theoretical works that deal with the study of collective memory in other contexts around the world. Over the course of the semester, students will write a 12-15 page research paper that will examine how a national, sub-national, or transnational community has remembered war at a given historical juncture. In choosing a research topic, students may focus on collective memories of the Pacific War or the Korean War in Korea, Japan, the United States, or elsewhere. Alternatively, students may choose to focus on post-1945 remembrances of another conflict, such as the Vietnam War or the Gulf War. Additional assignments will include weekly postings about course readings, as well as research and writing exercises designed to prepare students for their research paper.



**Grading:**

(1) Discussion and Weekly Postings

Discussion about our course readings is an essential part of this seminar. You should come to weekly meetings ready to pose questions, share ideas, and work through difficult issues. An open willingness to listen to and build upon each other's views is a must. During the semester, you will also facilitate discussion for several weekly readings. After **briefly** covering the main points of the reading, discussion facilitators will then pose pertinent questions about it and raise relevant points that were posted on the course website. Discussion facilitators will meet with my briefly **after class of the**

**preceding week** to talk about their plans for the following week. In-class participation – including the facilitation of discussions – will make up fifteen percent (15%) of the final grade.

As part of your weekly preparations, you will post a short response (1-1.5 pages, double-spaced) to the course website. Rather than provide summations of the readings, your weekly postings should represent rough and ready thoughts, impressions, and/or criticisms of the readings. You may respond to each other's postings – as in a discussion thread – or you may simply post an independent response. Address your weekly posting to the asterisked reading for each week, but please feel free to incorporate ideas from the other readings as well. Weekly postings will make up ten percent (10%) of the final grade.

You will need to post your weekly posting by **9 a.m., Thursday morning** so that the discussion facilitators, as well as the instructor, will have time to read class postings. If time permits, I will read late postings, but I will not grade them.

## (2) Assignments and Papers

You will also submit four assignments in preparation for the research paper. They will make up ten percent (10%) of the final grade.

In the middle of the term, you will also write a bibliographic essay (5-7 pages) on a historiographical topic. This will make up twenty percent (20%) of the final grade. The topic of this paper may be related to the topic of your final paper.

Finally, in the second half of the semester, you will locate and read primary source materials in preparation for the final research paper (12-15 pages). It will count for forty-five percent (45%) of the final grade. To design a paper topic, start by formulating an interesting research question. On the basis of this question, you will then devise an original historical argument. Support this argument by utilizing your sources in a reasoned and logical narrative. A tried and true starting point for a solid research paper is the discovery of stimulating archival sources of reliable origin. So, when in doubt, hit the library!

The midterm essay and final paper should be double-spaced, in 12-point font.

Please submit hard copies of your assignments.

## (3) Recap of Grading

In-class discussion and presentations: 15%  
Weekly postings: 10%  
Research assignments: 10%  
Midterm essay: 20%  
Final paper: 45%

### **Course Readings:**

Igarashi, Yoshikuni, *Bodies of Memory: Narratives of War in Postwar Japanese Culture, 1945-1970* (Princeton, N.J., Princeton University Press, 2000).

Jager, Sheila Miyoshi & Rana Mitter eds., *Ruptured Histories: War, Memory, and the Post-Cold War in Asia*, (Cambridge, Mass.: Harvard University Press, 2007)

Kim-Gibson, Dai Sil, *Silence Broken: Korean Comfort Women* (Parkersburg, Iowa: Mid-Prairie Books, 1999).

The three texts are available at the University Bookstore. All other readings are in the course reader, which is available at the Humanities Copy Center (1650 Humanities Building). One set of the course reader will also be available at College Library Reserves.

### **Course Regulations:**

- (a) Attendance is mandatory. I will reduce your final course grade by 10% for every unexcused absence. In addition, I will not accept weekly postings on the week of an unexcused absence. Written excuses must come from the Dean of Students office, University Health Services, or a family doctor.
- (b) Plagiarism – the use of another person’s words or ideas without citation – will not be tolerated in any written assignment. Please consult me or the Writing Center’s guide for more details about what constitutes plagiarism:  
[http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)
- (c) Weekly postings posted after 9 a.m. on the day of class will not receive credit.
- (d) Late paper submissions (i.e., anything submitted after midnight of the due date) will receive a 10-point deduction for each late day. Late papers must be signed, dated, and timed by the administrator at the History

Department front desk. Submit late papers in my mailbox on the fourth floor.

- (e) Please include the course number (History 600) in the subject line of all emails. I will do my best to respond to your emails quickly, but do understand that it may take some time for me to get back to you. Use common sense. If you write me at 11:30 p.m. on the night before an assignment is due, I may not get back to you until the next morning – if not later. In this sort of situation, you would be better off writing me a day (or three) in advance. Also, expect a slower turn-around time for emails written on weekends.



### **COURSE SCHEDULE:**

Sept. 3, Week 1: Introduction

#### **Part 1: On the Study of Historical Memory**

Sept. 10, Week 2: The Past in the Present

- Readings: Carol Gluck, "The 'End' of the Postwar: Japan at the Turn of the Millenium," in *States of Memory*, pp. 289-314
- Bruce Cumings, "The Korean War: What Is It that We Are Remembering to Forget?," in *Ruptured Histories*, pp. 266-290
- David B. Pillemer, *Momentous Events, Vivid Memories*, pp. 25-62
- Barbie Zelizer, "Reading the Past against the Grain: The Shape of Memory Studies," *Critical Studies in Mass Communication* 12 (June 1995), pp. 214-239

Sept. 17, Week 3: The Politics of Memory

- Readings: Tessa Morris-Suzuki, *The Past Within Us: Media, History, Memory*, pp. 1-32
- \*T. Fujitani, Geoffrey M. White, & Lisa Yoneyama, "Introduction," in *Perilous Memories*, pp. 1-26

Franziska Seraphim, "Relocating War Memory at Century's End: Japan's Postwar Responsibility and Global Public Culture," in *Ruptured Histories*, pp. 15-46

Sheila Miyoshi Jager & Jiyul Kim, "The Korean War after the Cold War: Commemorating the Armistice Agreement in South Korea," in *Ruptured Histories*, pp. 233-265

FIRST BIBLIOGRAPHIC ASSIGNMENT DUE IN CLASS: Make a list of five secondary sources on a topic in modern Korean or Japanese history.

## **Part 2: Collective Memory in Korea and Japan**

Sept. 24, Week 4: Official Memories in the Two Koreas

Readings: \*Suk-Young Kim, "Springtime for Kim Il Sung in Pyongyang: City on Stage, City as Stage," *The Drama Review* 51:2 (Summer 2007) pp. 24-40

Roy Richard Grinker, "Elementary Forms of Korean Historical Representation: School Textbooks," in *Korea and Its Futures*, pp. 127-168

Ministry of Foreign Affairs, D.P.R.K., *Democratic People's Republic of Korea*, pp. 3-11

Park Chung Hee, *Our Nation's Path: Ideology of Social Reconstruction*, pp. 107-121

SECOND BIBLIOGRAPHIC ASSIGNMENT DUE IN CLASS: Make a list of five secondary sources on another topic. Use five different research tools (minimum two print, two electronic). Write one paragraph on each source addressing the following questions: What is the author's main argument? How does it differ from previous interpretations of the same topic?

Oct. 1, Week 5: Memory and Popular Culture

Readings: \*Yoshikuni Igarashi, *Bodies of Memory*, pp. 3-46, 104-163

George Lipsitz, *Time Passages: Collective Memory and American Popular Culture*, pp. 3-20

Oct. 8, Week 6: Memory and Protest

Readings: Namhee Lee, "The Construction of Minjung," in *The Making of Minjung*, pp. 23-69

Kang Man-gil, *A History of Contemporary Korea*, pp. 175-197

\*Nancy Abelmann, "Minjung Theory and Practice," in *Cultural Nationalism in East Asia*, pp. 139-165

Yael Zerubavel, *Recovered Roots: Collective Memory and the Making of Israeli National Tradition*, pp. 3-12

**BIBLIOGRAPHIC ESSAY DUE IN CLASS** (5-7 pages, double-spaced): Examine 8-10 secondary sources (scholarly monographs and/or articles) on a single historical topic. Highlight the differences between the arguments and approaches of the authors. What do they emphasize? What do they overlook? How are they in dialogue with each other? On what points do they diverge? What is the significance of their respective arguments?

**PART 3: Memories of the Asia-Pacific War**

Oct. 15, Week 7: Hiroshima

Readings: John W. Dower, "The Bombed: Hiroshimas and Nagasakis in Japanese Memory," in *Hiroshima in History and Memory*, pp. 116-142

\*Lisa Yoneyama, *Hiroshima Traces: Time, Space, and the Dialectics of Memory*, pp. 42-82

Toyonaga Keisaburo, "Colonialism and Atom Bombs: About Survivors of Hiroshima Living in Korea," in *Perilous Memories*, pp 378-394

Waldo Heinrichs, "The *Enola Gay* and Contested Public Memory," in *The Unpredictability of the Past*, pp. 201-233

Oct. 22, Week 8: "Comfort Women"

Readings: \**Silence Broken*, 1-96, 116-139

Hyunah Yang, "Finding the "Map of Memory": Testimony of the Japanese Military Sexual Slavery Survivors," *positions* 16:1 (Spring 2008), pp. 79-107

Min, Pyong Gap, "Korean 'Comfort Women': The Intersection of Colonial Power, Gender, and Class." *Gender and Society* 17: 6 (2003), pp. 938-957

TOPIC PROPOSAL AND TENTATIVE OUTLINE FOR FINAL PAPER ARE DUE IN CLASS

Oct. 29, Week 9: Individual Meetings with Instructor

Nov. 5, Week 10: University Lectures on War and Memory

Reading: Carol Gluck, "Operations of Memory: 'Comfort Women' and the World," in *Ruptured Histories*, pp. 47-77

\*Professor Carol Gluck, who has written extensively on war and memory, will be giving three University Lectures on Nov. 3-5. You will be required to attend two of the three lectures – preferably the Nov. 3-4 lectures. Write your weekly posting on Prof. Gluck's lectures and her "Operations of Memory" article. I will announce the time and place of the University Lectures when they become available. We will discuss her lectures and article in class.

Students with a real interest in Prof. Gluck's work may write an extra-credit paper (3-5 pages in length). If you choose to do so, you will have to attend all three of her lectures. You may link her lectures to other course readings, or you may link them to the topic of your final paper. I will accept extra-credit papers any time between now and Dec. 10. Depending on the quality of your paper, I will add as much as 5% to your final grade for this assignment.

REVISED TOPIC PROPOSAL, OUTLINE, AND PRELIMINARY BIBLIOGRAPHY DUE

Nov. 12, Week 11: Reconciliation

Readings: \*Jennifer Lind, *Sorry States: Apologies in International Politics*, pp. 9-100

Chungmoo Choi, "The Politics of War Memories Toward Healing," in *Perilous Memories*, pp. 395-409

Nov. 19, Week 12: Closing Thoughts

Readings: \*Truth and Reconciliation Commission in South Korea (reading will be posted to our course site on Learn@UW.)

Robert I. Rotberg, "Truth Commissions and the Provision of Truth, Justice, and Reconciliation," in *Truth v. Justice*, pp. 3-21

Charles S. Maier, "Doing History, Doing Justice: The Narrative of the Historian and the Truth Commission," in *Truth v. Justice*, pp. 261-278

Joan Comaroff, "The End of History, Again? Pursuing the Past in the Postcolony," in *Postcolonial Studies and Beyond*, pp. 125-144

Nov. 26, Week 13: Thanksgiving

Dec. 3, Week 14: Student Presentations

Dec. 10, Week 15: Student Presentations

FIRST DRAFT OF FINAL PAPER DUE IN CLASS

Dec. 18

FINAL PAPERS DUE IN MY MAILBOX BY 5 P.M.