

## Human Rights Through Social Justice

### Lesson 3:

### Exploring the Links between Racism and Sexism: The lesser known History of the Batavia Trials

#### Lesson Description:

While women and girls of different nationalities were subject to military sexual slavery in Japanese Military "Comfort Stations" all over the Asia Pacific, the Dutch Tribunal at Batavia only prosecuted cases on behalf of Indo-European or Dutch Nationals. Students will learn about the lesser known trials at Batavia and how despite knowing about the plight of "comfort women," the Allied forces failed to recognize the injustice they suffered. This workshop aims to engender reflection among the students about the links between sexism and racism, and how even processes meant to vindicate women's rights and dignity (as in the case of military sexual slavery and rape experienced by the "comfort women") can still reproduce hierarchies of sex and race.

#### Core Question(s):

- What was the Japanese Military "Comfort Station System"?
- What happened at the Batavia trials?
- How has the recognition of human rights been historically selective?

#### Learning Goals:

- Be able to discuss and explain what the Japanese Military system of "Comfort Stations" was
- Be familiar with the Batavia trials that prosecuted Japanese Military Sexual Slavery committed by the Japanese Military against Dutch nationals, and
- Gain a deeper understanding of how hierarchies of race, gender and class figure in the recognition and non-recognition of human rights claims.

#### Competencies: Historical Thinking

Historical Significance	Cause & Consequence	Continuity & Change	Historical Perspective
Using primary and secondary sources	Through inquiry	Through inquiry	Through inquiry
<input checked="" type="checkbox"/> Determine & explain the importance of people, events/developments or ideas  <input checked="" type="checkbox"/> Assess the impact of the past and on the present  <input checked="" type="checkbox"/> Evaluate how importance may shift for various people and over time	<input checked="" type="checkbox"/> Identify various causes using one or more accounts of the event or development  <input type="checkbox"/> Explain both intended and unintended consequences  <input type="checkbox"/> Assess the relative influence of various causes  <input type="checkbox"/> Evaluate the impact of various consequences	<input checked="" type="checkbox"/> Compare what has changed and what has stayed the same over a period of time (explain why)  <input type="checkbox"/> Determine using sound inferences from multiple sources  <input checked="" type="checkbox"/> Assess how an event may involve progress for some people or groups and decline for others	<input checked="" type="checkbox"/> Explain reasons for then and now ideas and beliefs  <input checked="" type="checkbox"/> Infer past viewpoints using varied sources  <input checked="" type="checkbox"/> Analyze how and why of ideas and beliefs in a particular time and why they may be different from today (context)  <input checked="" type="checkbox"/> Analyze the tension that can exist between conflicting past and present-day viewpoints about history (presentism)

## Materials

- Primary Source Materials for 4 different time periods:
  - 1948-1998 (UNWCC Awochi Case, Dutch Archives Restrictions)
  - 1999-2006 (Danny Friedmann's request and access Dutch records, Censorship of Historical Thought photocopy of select pages with note, CUHK funding)
  - 2007-2014 (CUHK Project file of translated cases, First Page 2014 Article)
  - 2015-2019 (Griselda Molemans Book flyer, Exhibit #1725, Doc. 5770 IMTFE)
- Primary Source Collection Vol 2. Issue 1, 2019, Cases of Military Sexual Slavery During World War II, The Lesser Known Batavia Trials
- Primary Source Worksheet
- Handouts
- PowerPoint Presentation

## Materials Extension

- Contemporary Case studies from, Teaching Human Rights in Ontario, a guide for Ontario schools, Ontario Human Rights Commission, 2013, <https://bit.ly/2zcXdiG>
- COVID-19 Related Discrimination, Handout (upcoming PBSC project)
- Assignment Worksheets
- Handouts

(All videos in this lesson require access to wifi)

Activity	Grouping			Approach (Pedagogy)	Materials
	W	S	I		
<b>Activity 1:</b> Overview of Japanese Military Sexual Slavery	✓			<p>Give the students a brief historical background of Japanese Military Sexual Slavery, and how the crime of military sexual slavery was not included in the list of war crimes that Japan was prosecuted for in the Tokyo Trial or the International Military Tribunal for the Far East, in 1946-1948.</p> <p>The brief background will set up the next activity, a primary source workshop, that will engage the learners' inquiry skills.</p>	<ul style="list-style-type: none"> <li>• PowerPoint with presenter's notes</li> </ul>
Primary Source Workshop		✓		<p>Break up into smaller groups of 3, but not more than 4 people.</p> <p>Distribute the primary source kits to the different groups</p> <p>This primary source activity involves a bit of role play. After giving the participants a general understanding of what the Japanese "Comfort Station System" was, the instructor will set up the primary source workshop by describing the task of each group, and what their inquiry is about.</p> <p>In the 1990s, most scholars assumed that no members of the Japanese military were ever prosecuted for the sexual enslavement of women under the "Comfort Station" system.</p>	<ul style="list-style-type: none"> <li>• PowerPoint Workshop Instructions, Primary Source Packets and Worksheets</li> </ul> <p>Each packet or file corresponds to a specific period.</p>

Activity	Grouping			Approach (Pedagogy)	Materials
	W	S	I		
Guided Sharing/ Discussion	✓			<p>As investigating historical researchers, the different groups will be given a different primary resource to study and analyze. These documents were “newly discovered” and have come into your possession.</p> <p>There is one catch. Each group is in a different timeline or period. One group may be in the 1990s, another in the mid or late 2000s, and some may be in the contemporary period.</p> <p>All of the groups have to answer 2 key questions:</p> <ol style="list-style-type: none"> <li>1. Were acts of Japanese Military Sexual Slavery ever prosecuted after the Second World War?</li> <li>2. What can your primary sources tell us?</li> </ol> <p>Groups will be asked to share their responses.</p> <p>The instructor will guide the discussion and provide input about the primary sources discussed, and how knowledge about the trial at Batavia was made publicly known only relatively recently. Using prompt questions, the learners will be invited to reflect on why the prosecution of crimes committed against Asian women did not receive similar attention (at Batavia and elsewhere, e.g. Tokyo Trial)</p> <p>The summary will highlight:</p> <ul style="list-style-type: none"> <li>• The patriarchal social system that made the treatment of women “acceptable” at the time, and even served to stigmatize victims afterwards;</li> <li>• How both racial and gendered hierarchies were reproduced in the context of colonial relations between Japan and Korea, as well as between colonized Asian peoples and their colonizers</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation with presenter’s notes and Handout</li> </ul>
<b>Activity 2</b> Human Rights Claims of the Marginalized		✓		<p>This activity provides learners an opportunity to reflect on contemporary human rights claims. Instructor may select cases from the Ontario Human Rights Commission guide.</p>	<ul style="list-style-type: none"> <li>• This activity uses selected Cases from the Ontario Human Rights Commission guide (Teaching Human Rights in Ontario, a guide for Ontario schools, 2013).</li> </ul>

Activity	Grouping			Approach (Pedagogy)	Materials
	W	S	I		
Systemic Discrimination		✓		<p>Why might it be difficult for members of marginalized groups to assert or claim their human rights?</p> <p>How might minority status affect a person's access to human rights, or even a fair trial?</p>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation with presenter's notes</li> <li>• Handout from Ontario Human Rights Commission guide</li> </ul>
Guided Discussion	✓	✓		<p>Learners will be asked to share their responses to the prompts for each corresponding case.</p> <p>The instructor will include a summary of the following concepts, which will help learners understand challenges to human rights promotion and protection:</p> <ul style="list-style-type: none"> <li>• Systemic Discrimination</li> <li>• The Social Construction of Disadvantage</li> </ul>	

(W) Whole group (S) Small group (I) Individual

### Extension Learning Activity: Open-ended Inquiry Project

Speaking up against Discrimination against Asians during the COVID-19 Pandemic

Ask participants to watch the following video from the New York Times explaining "Implicit Bias, Peanut Butter Jelly and Racism" (<https://www.youtube.com/watch?v=1JVN2qWSJF4>)

Ask participants to react to the following news reports:

- Tom Donkins, Coronavirus: these doctors confronted with patient racism, BBC, April 29, 2020, <https://bbc.in/36dGvMd>
- Joana Chiu, "Man punches woman, yanks out her hair after she stands up for Asian women on Vancouver bus, authorities say," Toronto Star, May 12, 2020, <https://bit.ly/2TIZJds>.

Discussion prompts for COVID-19 related discrimination:

- What is your earliest experience of /or dealing with racism?
- What is implicit bias?
- How is implicit bias different from racism?
- How does implicit bias lead to discrimination like racism?

## **Bibliography**

"Asia for Educators." Columbia University, [http://afe.easia.columbia.edu/timelines/japan\\_modern\\_timeline.htm](http://afe.easia.columbia.edu/timelines/japan_modern_timeline.htm), 2020.

"Chapter 2." in Teachers' Resource Guide. ALPHA Education.

Chimni, B. S. "Anti-Imperialism." Bandung, Global History, and International Law: Critical Past and Pending Futures, edited by Luis Eslava et al., Cambridge University Press, Cambridge, 2017, pp. 35–48.

"Primary Source Collection." in War, Peace & Politics: From the League of Nations to the United Nations. ALPHA Education.

Shepard, Todd. Voices of Decolonization: A Brief History with Documents. Bedford/St. Martin's, 2015.

## **Audio-Visual Materials**

"NAACP: A Century in the Fight for Freedom: World War II and the Post War Years." Library of Congress, <https://www.loc.gov/exhibits/naacp/world-war-ii-and-the-post-war-years.html>.

"The League: Decline and Fall." UN Audiovisual Library, <https://www.unmultimedia.org/avlibrary/asset/2356/2356228/>, 1970.

**Original Primary Sources (Batavia Trial Cases) Translated by the Chinese University of Hong Kong**