

STUDY GUIDE FOR TEACHERS

IRIS CHANG - THE RAPE OF NANKING

A FEATURE-LENGTH DOCUMENTARY FILM



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Produced by:

Toronto ALPHA (Association for Learning & Preserving of the History of WWII in Asia)

This document will be updated as we receive more contributions and feedback from educators.

You may email your comments and suggested teaching ideas to info@torontoalpha.org

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INTRODUCTION

Iris Chang was a respected humanitarian, outstanding journalist and advocate for justice. This docudrama portrays Iris Chang's courage and unfaltering conviction to speak for those who cannot speak for themselves, while providing an accurate historical account of the 1937 Nanking Massacre. The "Rape of Nanking," as the massacre was called, was front-page news when it happened, but was soon forgotten in the west, amid the subsequent events of WWII.

The story starts in 1994 when Iris Chang saw an exhibit of photographs of the atrocities at a conference, and undertook to rescue this event from obscurity. Over the next three years, she researched and wrote a book that became a highly praised best-seller. The book also ignited a firestorm of controversy in Japan, where many prominent people continue, to this day, to deny that the Japanese Imperial Army committed war crimes during WWII.

The film obtained full co-operation from Iris Chang's parents who provided valuable information about their beloved daughter. A research team reviewed many archives on the Nanking Massacre and Iris Chang, and uncovered more than 200 boxes of Iris Chang's research work and archives at the Hoover Institute. The research team was also able to obtain the original video tapes taken by Iris of survivors while she was in Nanking, and the original films taken by Missionary, John McGee, during the Massacre. The production team found and interviewed numerous survivors in Nanking, as well as former Japanese soldiers, right-wing revisionists, and peace activists in Japan.

The television premiere of *Iris Chang – the Rape of Nanking* aired on Canada's History Channel on December 13, 2007 – the 70th anniversary of the Nanking Massacre.

INTERNATIONAL FILM FESTIVAL AWARDS AND ACCREDITATIONS

New York Film Festival 2008 – Winner, World Bronze Medal

65th Columbus International Film & Video Festival – Chris Award

Guangzhou International Documentary Film Festival – Special Jury Prize

Directors Guild of Canada (DGC) - 2008 DGC Best Documentary nomination

Atlanta Film Festival – Rated 3.5/4 and accepted screening in the festival

Newport Beach Film Festival 2008

Reel Women's International Film Festival 2009

RECOMMENDATIONS ON HOW TO USE THIS GUIDE

This study guide is theme-based instead of curriculum-based. It is intended for use internationally within any secondary school system.

The guide consists of a list of recommendations on how to use this film in a classroom setting, a suggested list of teachable themes that the film relates to, and Response Questions. Appendixes of World War II Timelines, Maps, Names, Song Lyrics and References are also included.

ADVISORY: it is strongly recommended that you view this film *before* showing it to your students

It is suggested that you warn students that it is okay for them to have an emotional response to the film and to look away, or put their head down, if necessary.

We recommend pointing out the key themes to your students before you show them the film. For example, you may want to inform your students to “Pay attention to” Some samples of Suggested Themes you may wish to cover with your students are provided under the *Suggested Themes* section. Since it may not be possible for a class to view the entire film, each Suggested Theme includes a list of related DVD chapters that may be shown individually. However, it is recommended that you use the film in its entirety.

Students may find it useful to have the Reflection Questions given to them before viewing the film, to help guide their focus during the viewing. Some sample Reflection Questions are provided in the *Reflection Questions* section. These questions can then be discussed after viewing the film during a class discussion or students can submit individual responses.

It is useful to place the film into the context of WWII in Asia and global war. You may want to ask your class, “When did WWII start? 1895? 1933? 1937? 1939? 1941?” [See Appendix IV - “When Did WWII Start?”]

A list of suggested references and resources is provided in Appendix VIII should you require further information.

SUGGESTED THEMES

The following are some suggested themes that relate to the Docu-Drama *Iris Chang - the Rape of Nanking*. There may be other themes that you wish to cover with your class.

War Crimes / Human Rights / Human Rights Abuses

Objective: Students should understand

- Loss and suffering associated with war
- Types of Japanese War Atrocities and human rights abuses during WWII in Asia
 - Including rape as a tool of war
- Similarities between the Nanking Massacre and other acts of violence, genocide and human rights abuses
- Military trials of the International Military Tribunal for the Far East (IMTFE), the legal precedents set in WWII war crimes trials and the limitations of the trials
- The international redress movement

Japanese Atrocities in Asia

- Forced labour
- Chemical and Biological Warfare
- Military Sexual Slavery (“Comfort Women” and “Comfort Stations”)
- Massacres (Nanking)

Similarities between the Nanking Massacre and other atrocities

- Dehumanization of victims
 - Process of dehumanization described by Iris Chang and former Japanese Imperial Army soldiers
- Devaluation of human life
 - Imperial Army training taught that the only thing of value was the Emperor of Japan and that the greatest honour a soldier could have was to die for Japan
 - Chinese were considered to be “less than ants”
- Rewards for perpetrator behaviour
 - Prestige for soldiers when competitions of decapitating prisoners and civilians were covered by news papers
- Following orders from superior commanders, humiliation for failure to comply
- Actions sanctioned and sponsored by the State, the ruling powers of Imperial Japan

Sexual Slavery and Rape as a tool of war

- Organized, purposeful, systematic – sanctioned by the Imperial Japanese Army even before the outbreak of war
 - System expanded during the war, Comfort Stations were run by the Japanese Imperial Army across Asia in Japanese occupied territories

- Japanese Military Sexual Slaves referred to as “Comfort Women”
 - Euphemistic term for sex slaves used by the Imperial Army of Japan
 - As many as 200,000 women were kidnapped, tricked or sold into sexual slavery
 - Nearly 150,000 of these women were from Korea
 - Women were raped, tortured and mutilated
- Comfort Stations
 - Locations where Comfort Women were imprisoned, tortured and raped by soldiers
- The government of Japan still officially denies the implementation of the Japanese Military Sexual Slavery
- 1998 United Nations Report to the United Nations Human Rights Commission details the Japanese Military Sexual Slavery system (Comfort Women system) as a form of slavery

International Criminal Court – International Military Tribunal for the Far East (IMTFE)

- Also known as Tokyo War Crimes Tribunal or Tokyo Trials
- Established to prosecute leaders of Imperial Japan for war crimes
 - Class A – crimes against peace
 - Class B – war crimes
 - Class C – crimes against humanity
- Convened on May 3, 1946 and adjourned on Nov 12, 1948
- Emperor Hirohito was not prosecuted, nor were any other members of the Royal Family
- 28 military and political leaders charged with Class A war crimes
- IMTFE documented war atrocities including: Massacres (the Rape of Nanking), Japanese Military Sexual Slavery (“Comfort Women” and “Comfort Stations”), forced slave labour and Biological and Chemical warfare.
- Despite documentation and evidence, IMTFE did not prosecute the crimes of Military Sexual Slavery or Biological and Chemical warfare.
- IMTFE criticized for being ex post facto, for being “victors’ justice” and for exonerating the Imperial Family.
- Similar trials in Europe include the Nuremburg Trials and Subsequent Nuremburg Proceedings
 - 24 Class A War Criminals tried in Nuremburg and 185 War Criminals tried in 12 Subsequent Nuremburg Proceedings, for Crimes Against Humanity and War Crimes

International Redress Movement for “Comfort Women”

- Many international grass-roots movements have been organized to promote the issue of the International Redress Movement
- In March of 2007 the Japanese Prime Minister openly and publicly denied that Japan had forced women into sexual slavery during WWII, provoking a reaction from the international community; as a result
- Parliamentary Motions, acknowledging the extent of the Japanese Comfort Woman Sexual Slavery system, and demanding an official apology from Japan were passed in
 - The U.S.A. in July 2007
 - The Netherlands in November 2007
 - Canada in November 2007
 - The European Union (E.U.) in December 2007
 - The Philippine in March 2008
 - South Korea in October 2008
 - Taiwan in November 2008

Related DVD Chapters – War Crimes / Human Rights and Human Rights Abuses

Chapter	Start Time	Title
1	01:00:01	“Opening Credits/Suicide”
2	01:02:40	“Cupertino & History Backgrounder”
3	01:06:02	“Iris Parents’ Story”
11	01:30:20	“Japanese Invasion of Nanking”
12	01:33:00	“Ono Kenji/Burning of Soldiers’ Bodies”
13	01:38:19	“Attack on Citizens/Women”
14	01:41:09	“Xia Shu Quin Survivor Story”
15	01:43:08	“Comfort Women/Lei Gui Ying”
17	01:46:51	“Jiang Genfu Survivor Story”
18	01:49:08	“Living Conditions of Survivors”
19	01:52:31	“Back Writing /Ni Cui Ping, Wu Zheng Xi, Qin Je”
20	02:03:15	“Japanese Soldiers/Kaneko Ysuji”
23	02:15:01	“Japanese Reaction/Forgotten Holocaust”
24	02:20:50	“Chang Zhi Qiang Survivor”
26	02:28:32	“Bataan Research”

Potential Subject Connections

- History
- Law
- Genocide
- World Issues
- Geography
- Philosophy
- Ethics/Morality

Historiography / Historical Revisionism / Denial

Objective: Students should understand

- Historiography and the role of the Historian
- Historical revisionism and denial
- Denial regarding the Nanking Massacre
- Eurocentric trends in History and WWII as a global war
- The importance of historical records, sources, evidence and their uses

Historiography

- The study of how knowledge about historical events is obtained and transmitted, sometimes called “the history of history”
- Involves examining the writing of history and the use of historical methods and sources
- Examines elements such as authorship, bias, style, interpretation, source and evidence use, as well as the intended audience
- Historiography can also refer to a body of historical work about a specific topic
 - ex: the Historiography of China

The role of the Historian

- To accurately portray an event, determine historical facts and establish historical truth
- Historians must establish
 - From whose point of view is the event portrayed?
 - What is considered a historical fact?
 - What is historical truth?
- Can be influenced by the bias of the historian’s culture and times
 - ex: Early Colonial History was written from a racist point of view, which is now discredited, but was accepted as fact during the time it was written
 - All historians are products of their cultures and times, just as all historians are influenced by their values and world views

Historical Interpretations

- Different interpretations can arise, depending on sources, interpretations and intended audiences

Historical Revisionism vs. Denial

- Historical Revisionism is the re-interpretation of initial orthodox views about evidence and meaning surrounding a historical event
 - Assumption is that the currently accepted version of a historical event needs significant changes in interpretation
- Legitimate historical revisionism involves refining existing knowledge about an historical event
 - Involves examining new evidence and re-examining existing evidence
 - Does not deny that a historical event happened
- Legitimate historical revisionism is peer-reviewed and draws on a wide variety of appropriate sources

- Denial rejects the entire foundation of the historical evidence and denies that the historical event took place – involves a distortion of the historical records
 - Illegitimate methodology and research tactics are used; only select sources are considered and sources that refute the denial are ignored
- Denial is often *deliberately* mislabelled as historical revisionism to make it seem academically legitimate
- Often there is a lack of distinction between revisionists and deniers; with both being referred to as “revisionists”

Denial of historical events often provokes efforts of legitimate scholarship to unearth the truth of an historical event

- All genocides of the 20th Century have been denied
- All genocides of the 20th Century have qualified academic scholars working on establishing the truth and countering the denial

Denial of the Nanking Massacre

- Denial is often described as “Historical Revisionism” and deniers are often referred to as “Historical Revisionists”
 - Attempt to legitimate denial with reference to academia
 - Historians engaged in legitimate historical revisionism are simply called historians
- Motivations include
 - Political – the prestige of a nation
 - Psychological – avoidance of guilt or culpability
 - Legal – avoidance of prosecution
 - Ideological – denial based on a belief
- Japanese Government officially denies the Nanking Massacre and the existence of Japanese Military Sexual Slavery during WWII
 - Many other countries officially deny historical events, often for nationalist or political reasons
 - ex: Turkey officially denies the Armenian Genocide, Iran officially denies the Holocaust
- Forms of denial of the Nanking Massacre
 - Complete denial
 - Claiming that civilian deaths are a part of war
 - Disputes over numbers killed
 - Arguing that the number of people killed does not amount to a massacre
 - Distortion and Re-Writing of history
 - Instead of writing “Japan *invaded* China” writing “Japan *entered* China”
 - Justifying Japan’s military imperialism as protecting Asia from racist and imperialist Western practice
 - Calling the Nanking Massacre the Nanking *Incident*

Eurocentric trends in history and WWII as a global war

- The events of WWII in Europe are well-known and commonly taught in history classes – why are the events of WWII in Asia less well know and taught less frequently?
 - The Rape of Nanking was front page news in 1937, Western journalists published reports about the massacre
 - However, until Iris Chang published *the Rape of Nanking* in 1997 few people cared to remember WWII atrocities in Asia

- Importance of examining WWII as a global conflict
 - WWII start date is commonly assigned to 1939 when Germany invaded Poland, but fighting in Asia started as early as 1931
 - See Appendix IV - *When Did WWII Start?*
- Much of Asia and Africa was divided into colonies or spheres of influence by Western Powers. When the ruling power went to war the colonies had to assist
- Global Alliances
 - Axis Alliance: Germany, Italy and Japan
 - Allies: The British Empire and Commonwealth countries, France and French colonies, Canada, Poland, Australia, etc.
 - Eventually included: Belgium, Netherlands, Denmark, Norway, Luxemburg, the U.S.A. and the U.S.S.R., among others
- The U.S.A. was officially neutral in WWII, until Japan raided Pearl Harbour
 - Hitler declared war on the U.S.A. and the U.S.A. officially entered the war in Europe on Dec. 11, 1941
 - The allies decided on the “Europe First” strategy – to win the war in Europe before focusing on war efforts in Asia
 - It was the Japanese raid on Pearl Harbour that ultimately brought the U.S.A. into the war in Europe

Importance of historical records, sources, evidence and their uses

- What constitutes historical sources? What makes a source reliable?
 - Why is it important to have multiple and varied sources?
- How can one account for differences in historical records?
 - Lack of evidence: often documents are deliberately destroyed, lost in the destruction of war or never existed
 - Different interpretations of the same sources: every historian can interpret things differently based on his/her intent, audience and personal influences or biases
- Iris Chang used many sources in her research and examined all perspectives of the massacre
 - Interviews with Chinese survivors
 - Interviews with Japanese soldiers
 - Personal diaries
 - John Rabe’s diary, Minnie Vautrin’s diary, the diary of a Japanese soldier
 - Video footage
 - Photographs
 - Official government and military records
- Iris Chang’s *the Rape of Nanking* narrates the events of the Nanking Massacre from three different points of view
 - The Japanese interpretation
 - The Chinese interpretation
 - The interpretation of foreigners in Nanking

Related DVD Chapters – Historiography / Historical Revisionism / Denial

Chapter	Start Time	Title
2	01:02:40	“Cupertino & History Backgrounder”
3	01:06:02	“Iris Parents’ Story”
6	01:14:20	“Book deal/Research”
7	01:16:48	“Westerners in Nanking”
8	01:18:22	“Minnie Vautrin Story”
9	01:22:57	“Travel to China”
10	01:25:23	“Chinese Scholars”
11	01:30:20	“Japanese Invasion of Nanking”
12	01:33:00	“Ono Kenji/Burning of Soldiers’ Bodies”
13	01:38:19	“Attack on Citizens/Women”
14	01:41:09	“Xia Shu Quin Survivor Story”
15	01:43:08	“Comfort Women/Lei Gui Ying”
17	01:46:51	“Jiang Genfu Survivor Story”
20	02:03:15	“Japanese Soldiers/Kaneko Ysujji”
21	02:07:28	“John Rabe Story”
22	02:11:30	“Book Publication/Canada Alpha”
23	02:15:01	“Japanese Reaction/Forgotten Holocaust”
24	02:20:50	“Chang Zhi Qiang Survivor”
26	02:28:32	“Bataan Research”

Potential Subject Connections

- History
- Genocide
- Politics
- Law
- Philosophy
- Ethics/Morality

Nationalism / Militarism / Imperialism

Objective: Students should understand

- Nationalism, Militarism and Imperialism
- How these ideological factors influenced the outbreak of wars
- Reasons for growing Japanese Militarism
- The Greater East Asia Co-Prosperity Sphere

Nationalism: Loyalty and devotion to a nation; a sense of exalting one nation above all others; national consciousness; the primacy of a national culture or interests above all other nations or supranational groups

Militarism: the predominance of military ideals, values or the military class; or a policy of aggressive military preparedness

Imperialism: the direct or indirect domination of an area/country/region by another industrialized country – the creation of colonies

Militaristic and Nationalist Ideologies during WWI and WWII functioned as justifications for:

- Starting military conflicts
- Sacrificing soldiers in battles
- Invading other nations
- Obtaining colonies and occupying territories

Imperialistic Expansion

- Model established by Western powers while dividing Africa and China into colonies
Spheres of Influence
- Nationalist ideology – for the glory of the nation state
- Militarism as a tool for expansion

Reasons for the growth of Militarism in Japan

- Aspirations for Western-style Imperialism
 - International prestige and power associated with foreign territorial possessions
- Security Concerns
 - Defence of the country against the U.S.S.R. and other Western powers; fear of invasion
 - Rivalries between Western powers was threatening to bring China (then occupied and divided into Spheres of Influence) to collapse – implications for Japanese National Security if China collapsed
 - Korea considered an important part of protection of Japan; geographic location and proximity to China and the U.S.S.R.
- Belief in Japan's role as an Asian Leader
 - Belief in "manifest destiny," expansionism, and survival of cultures through Social Darwinian methods
 - 1905: Japan first Asian country to defeat Western power (Russia)
 - Russo-Japanese War
 - Increased prestige for Japan in the international arena

- Provocation by Western Powers
 - Coercive acts; insults and provocations by Western Imperialist Countries such as: unequal treaties, extraterritorial rights, Washington Conference Naval Treaty of 1921-22 and 1924 Japanese Exclusion Act passed in the U.S.A.
- Economic Interests
 - Great Depression of 1930
 - Greater East Asia Co-Prosperity Sphere

Greater East Asia Co-Prosperity Sphere

- The term used for the areas and territories occupied by Japan or under Japanese control
- Idea of Japanese cultural superiority over other Asian races
- Economic reasons
 - raw materials from East Asian countries, oil from Dutch East Indies, rubber from Indochina – for manufacturing industry
 - export markets for goods and surplus population
- Political aspirations – considered colonies to be a basic prerequisite to achieving international prestige and becoming a respected first-rate nation
- Used language such as “Asia for Asians” or “liberating Asian countries from Western Imperialist powers”
 - but local governments were puppet regimes and programmes of “Japanization” were implemented to undermine local customs and beliefs in occupied territories

Related DVD Chapters – Nationalism / Militarism / Imperialism

Chapter	Start Time	Title
2	01:02:40	“Cupertino & History Backgrounder”
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11	01:30:20	“Japanese Invasion of Nanking”
20	02:03:15	“Japanese Soldiers/Kaneko Ysujii”
23	02:15:01	“Japanese Reaction/Forgotten Holocaust”
24	02:20:50	“Chang Zhi Qiang Survivor”

Potential Subject Connections

- History
- Politics
- Genocide
- Sociology
- Philosophy
- Ethics/Morality

Genocide / Prejudice / Discrimination

Objective: Students should understand

- Definition of genocide, prejudice, stereotypes and discrimination
- Categories of: perpetrators, victims, bystanders, heroes, rescuers
 - The overlap between the categories
- Importance and capabilities of ordinary people – “the Power of One”
- The creation of perpetrators through the use of dehumanization, abuse, devaluation, rewards and racist ideology
- Euphemistic language used in genocide

Genocide, as defined by the United Nations (UN) in the 1948 Convention on the Prevention and Punishment of the Crime of Genocide, is any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- a) Killing members of the group
- b) Causing serious bodily or mental harm to members of the group
- c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part
- d) Imposing measures intended to prevent births within the group
- e) Forcibly transferring children of the group to another group

Prejudice: a type of prejudgement; a preconceived opinion or feeling, often formed without reference to knowledge or reason.

- Racism is a form of prejudice, as is anti-semitism
- Prejudice often leads to stereotypes

Stereotype: fixed impressions or preconceived ideas, usually very simplified, about particular groups of people; often based on appearance

- Ex: “Asian students are good at math” or “boys are better athletes than girls” are common stereotypes
- Stereotypes often lead to discrimination

Discrimination: is dealing with, treating or considering a person based on their group/class/category rather than on their individual merit

- Ex: racial discrimination, religious discrimination, sexual discrimination, economic discrimination, etc

Categories of people involved in wars and atrocities:

- Perpetrators – those who commit the atrocities or crimes
- Victims – those who are the targets for persecution
- Bystanders – those who are aware of what is happening but do not take any substantial actions
- Heroes – those who actively work to save lives and help victims
- Rescuers – like heroes, those who actively try to save victims

These categories often overlap

- Someone who engages in the actions of a perpetrator may save some lives
- Someone who is a victim may engage in actions that cause harm to other victims

- Perpetrators often become perpetrators because they were victimized in another manner
- Bystanders are often considered to be perpetrators as lack of action implies complicity

Ordinary People

- Iris Chang notes that “All human beings are capable of committing these kinds of atrocities – not just the Japanese or the Germans... all human beings have this capacity for great evil if put under the right social and political circumstances”
- Christopher Browning, in his book, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, observed that it is seemingly small, simple factors that allow ordinary, regular people to become killers
 - Factors such as obedience to authority and peer-pressure
- Japanese Soldiers were ordinary people, who were socialized and trained to become killers
- Members of the Nanking International Safety Zone were ordinary people who accomplished extraordinary things
- One individual can make a difference – the Power of One
 - Iris Chang’s actions in researching and writing her book *the Rape of Nanking* are what brought awareness of the Nanking Massacre to the West
 - Minnie Vautrin and John Rabe are examples of ordinary people whose actions made a huge difference

How Ordinary People become Perpetrators

- Dehumanization of victims
 - Process of dehumanization described by Iris Chang and former Japanese Imperial Army soldiers – soldiers were socialized to become violent and to kill and not to think of their victims as equal humans or humans at all
- Devaluation of human life
 - Imperial Army training taught that the only thing of value was the Emperor of Japan and that the greatest honour a soldier could have was to die for Japan
 - Chinese were considered to be “less than ants”
- Rewards for perpetrator behaviour
 - Decapitation competitions covered by news papers, prestige
- Orders from superior commanders with unquestioned authority
- Actions sanctioned and sponsored by the State, the ruling powers of Imperial Japan; offering a sense of validity

The euphemistic language used in genocide

- Euphemisms substitute a less offensive term or phrase for one that is unpleasant or offensive
- Part of the process of dehumanization
- Makes it easier for perpetrators to carry out their task
- Ex: Sexual Slavery referred to as “Comfort Women” and “Comfort Stations”; Chinese referred to as “ants”

Related DVD Chapters – Genocide / Prejudice / Discrimination

Chapter	Start Time	Title
1	01:00:01	“Opening Credits/Suicide”
2	01:02:40	“Cupertino & History Backgrounder”
3	01:06:02	“Iris Parents’ Story”
7	01:16:48	“Westerners in Nanking”
8	01:18:22	“Minnie Vautrin Story”
11	01:30:20	“Japanese Invasion of Nanking”
12	01:33:00	“Ono Kenji/Burning of Soldiers’ Bodies”
13	01:38:19	“Attack on Citizens/Women”
14	01:41:09	“Xia Shu Quin Survivor Story”
15	01:43:08	“Comfort Women/Lei Gui Ying”
17	01:46:51	“Jiang Genfu Survivor Story”
18	01:49:08	“Living Conditions of Survivors”
19	01:52:31	“Back Writing /Ni Cui Ping, Wu Zheng Xi, Qin Je”
20	02:03:15	“Japanese Soldiers/Kaneko Ysuji”
21	02:07:28	“John Rabe Story”
23	02:15:01	“Japanese Reaction/Forgotten Holocaust”
24	02:20:50	“Chang Zhi Qiang Survivor”

Potential Subject Connections

- Genocide
- Sociology
- History
- Psychology
- Anthropology
- Guidance
- Philosophy
- Ethics/Morality

Gender Issues

Objective: Students should understand

- Sexism, Rape and Sexual Slavery
- Sexual Slavery and Rape as tools of war
- The Japanese Military Sexual Slavery System

Students may be at different levels of knowledge about and maturity with discussing sexually related material. It might be advisable to begin this theme by asking more general questions about gender inequities, the double standard (connotations of words such as "slut" versus "stud") and about how rape is about power rather than sexual satisfaction.

Sexism: the concept that one sex or gender is superior to another because of their differences; usually it implies that men are superior to women

- Is a common factor in domestic violence, sexual prejudice, sexual discrimination and rape

Rape: forced sexual intercourse without, or against, the consent of the victim, often through coercion, violence and/or force

- Is not about sexual gratification for men, but an expression of power and domination over the state and its citizens
- Mass Rape is a Crime Against Humanity
 - As defined by Rome Statute of the International Criminal Court, which is also called International Criminal Court Statute
 - Was first tried as a Crime Against Humanity by the International Criminal Tribunal for the Former Yugoslavia (ICTY) by Louise Arbour,
 - Louise Arbour was the former Chief Prosecutor for the ICTY and the International Criminal Tribunal for Rwanda (ICTR) (appointed in 1996), she was appointed to the Supreme Court of Canada in 1999 and was the UN High Commissioner for Human Rights (2004-2008)

Sexual Slavery: a type of slavery which includes sexual acts; involves the organized coercion of person(s) into sexual practices

- Can include forced prostitution, rape, forced pregnancy, sexual violence, etc

Both males and females are targeted, in different ways

- Men are often targeted for outright killing first
- Women are often targeted as sexual objects
- Both suffer humiliation, degradation and abuses

Sexual Slavery and Rape as a tool of war

- Organized, purposeful, systematic – sanctioned by the Imperial Japanese Army even before the outbreak of war;
- Military Sexual Slavery System expanded during the war
- “Comfort Women” term used to describe Japanese Military Sexual Slaves
 - Euphemistic term for sex slaves used by the Imperial Army of Japan
 - As many as 200,000 women were kidnapped, tricked or sold into sexual slavery
 - Nearly 150,000 of these women were from Korea
 - Women were raped, tortured and mutilated

- “Comfort Stations” were locations where Comfort Women were imprisoned, held, tortured and raped by soldiers
- The government of Japan still officially denies the implementation of the Japanese Military Sexual Slavery
- 1998 United Nations Report to the United Nations Human Rights Commission details the Japanese Military Sexual Slavery system (“Comfort Women” system) as a form of slavery

Related DVD Chapters – Gender Issues

Chapter	Start Time	Title
8	01:18:22	“Minnie Vautrin Story”
11	01:30:20	“Japanese Invasion of Nanking”
12	01:33:00	“Ono Kenji/Burning of Soldiers’ Bodies”
13	01:38:19	“Attack on Citizens/Women”
14	01:41:09	“Xia Shu Quin Survivor Story”
15	01:43:08	“Comfort Women/Lei Gui Ying”
19	01:52:31	“Back Writing /Ni Cui Ping, Wu Zheng Xi, Qin Je”
24	02:20:50	“Chang Zhi Qiang Survivor”

Potential Subject Connections

- Sociology
- Family Studies
- Women and Gender Studies
- Civics
- History

Active Citizenship

Objective: Students should understand

- Different levels and types of activism
- Humanitarianism
- The Power of One
- Redress and Political Activism
 - The San Francisco Peace Treaty of 1951
 - Current redress movements

Activism: intentional action to bring about change. Activism can

- be social, political, economic, environmental, peace or justice oriented
- involve strikes, protests, rallies, petitions, writing letters or blogging
- occur locally, regionally, nationally or internationally
- be individual or collective

Examples of activism include:

- Iris Chang's dedication to voicing survivor experiences through researching and writing her book *the Rape of Nanking*
- Survivors' attempts to have the truth heard
- Scholars in China who dedicate extra time to working on research about the Nanking Massacre
- Peace activists in Japan who continue to work for peace and reconciliation
- John Rabe and members of the Nanking International Safety Zone who sent protest letters to the Japanese embassy during the Rape of Nanking
- Members of the Nanking International Safety Zone who stood up to and refused to comply with Japanese Imperial Army orders and intimidation
- Rev. McGee taking video footage of the atrocities during the massacre
- The Global Alliance organizing the photo display that caused Iris to pursue her research with such passion
- Dr. Wong and members of the Association for Learning & Preserving the History of WWII in Asia (ALPHA) organizing book tours to bring Iris Chang to Canada
- Dr. Wong and the ALPHA producing *Iris Chang – the Rape of Nanking* docu-drama

Humanitarianism: concern about, and action to promote human welfare; often manifested through philanthropic activities and interest in social reforms

- John Rabe, Minnie Vautrin and members of the International Safety Zone Committee were engaged in humanitarian acts of saving the lives of those in the Nanking International Safety Zone
- Dr. Norman Bethune, a Canadian physician treated both Chinese and Japanese soldiers wounded in China during WWII

The Power of One – One individual can make a difference

- Iris Chang's actions in researching and writing her book *the Rape of Nanking* are what brought awareness of the Nanking Massacre to the West
- Minnie Vautrin and John Rabe are examples of ordinary people whose actions made a huge difference

Redress and Peace Activism

- San Francisco Peace Treaty of 1951
 - Signed between Japan and 48 other nations
 - Victim nations, such as Burma, China, India, Korea and the U.S.S.R. were not party to treaty
 - Signatory nations waive claims for Japanese Reparations
 - This treaty is often used as justification not to provide compensation to victims of WWII in Asia, such as Comfort Women or Forced Slave Labourers
- The United Nations Convention on the Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity states that there is no time limit on war crime atrocities
- Issues of redress and compensation are still in Japanese courts to this day in 2009
 - Victims seeking redress include former Comfort Women, Slave Labourers and POWs
 - As recently as March 2009 the Tokyo High Court dismissed a law suit filed by victims of China's Hainan province – the victims had been seeking damages and apologies from the Japanese government for having been forced into the Japanese Military Sexual Slavery System of “Comfort Women”
- International Redress Movement for “Comfort Women”
 - Many international grass-roots movements have been organized to promote the issue of the International Redress Movement
 - In March of 2007 the Japanese Prime Minister openly and publicly denied that Japan had forced women into sexual slavery during WWII, provoking a reaction from the international community; as a result
 - Parliamentary Motions, acknowledging the extent of the Japanese Comfort Woman Sexual Slavery system, demanding an official apology from Japan were passed in
 - The U.S.A. in July 2007
 - The Netherlands in November 2007
 - Canada in November 2007
 - The European Union (E.U.) in December 2007
 - The Philippine in March 2008
 - South Korea in October 2008
 - Taiwan in November 2008
- Toronto ALPHA – the Toronto Association for Learning & Preserving the History of WWII in Asia – is a volunteer, community based organization formed in 1997
 - ALPHA's mission and mandate includes:
 - Ensuring the truthfulness of historical records about WWII in Asia and promoting global awareness and recognition of this history, such that reconciliation and peace can be achieved
 - Fostering education about humanity and racial harmony, particularly for younger generations, with a focus on WWII atrocities in Asia
 - Promoting education about Asian WWII atrocities
 - Pursuing justice for the victims of WWII in Asia
 - For more information visit www.torontoalpha.org
- Organizations such as B.C. ALPHA, the Global Alliance (GA) for Preserving the History of WWII in Asia, and many other international NGOs which have been working very hard on issues of peace and reconciliation. New organizations like Edmonton ALPHA and Japan ALPHA have also become active.

Related DVD Chapters – Active Citizenship

Chapter	Start Time	Title
5	01:12:50	“Global Alliance”
6	01:14:20	“Book deal/Research”
7	01:16:48	“Westerners in Nanking”
8	01:18:22	“Minnie Vautrin Story”
12	01:33:00	“Ono Kenji/Burning of Soldiers’ Bodies”
21	02:07:28	“John Rabe Story”
22	02:11:30	“Book Publication/Canada Alpha”
23	02:15:01	“Japanese Reaction/Forgotten Holocaust”
24	02:20:50	“Chang Zhi Qiang Survivor”
26	02:28:32	“Bataan Research”
28	02:39:09	“End Credits”

Potential Subject Connections

- Civics
- Law
- Politics
- Genocide
- Philosophy
- Ethics/Morality

Film & Video

Objective: Students should understand

- The uses of film and video
- The power of images (video or picture)
- Images as a way of preserving the past
- Rev John McGee and film footage of the Nanking Massacre
- Documentaries and re-enactments

Images in photographs or videos can be

- Powerful tools to assist in understanding and communicating
 - Things seem more realistic when we can see them
- Used to document events and history, to preserve the past
 - Iris Chang interviewed survivors whom she had seen as children in pictures of the Nanking Massacre – importance of images in portraying the past
- Iris Chang found the photographic images of the Nanking Massacre to be haunting
 - The images were important in influencing Iris Chang to write her book
 - Iris used the film and images to imagine she was there, in order to better understand the events of the massacre

Rev. John McGee and film footages of the massacre

- McGee had to smuggle his footage out of Nanking
 - Recognized the importance of film footage
- Became an important part of the historical record about the Nanking Massacre

Documentaries and Docu-Dramas

- Effective documentaries not only use footage from the time, but also use dramatic re-enactments
- Are these re-enactments appropriate, do they help the viewer understand and relate to the subject?
- Who decides which parts of history get put into documentaries?
- How can music be used effectively in films?
 - The theme song *A Song for Iris* was written by the actress who played Iris Chang, it was inspired by her experiences during filming

Related DVD Chapters – Film & Video

Chapter	Start Time	Title
1	01:00:01	“Opening Credits/Suicide”
2	01:02:40	“Cupertino & History Backgrounder”
3	01:06:02	“Iris Parents’ Story”
4	01:09:42	“Cupertino /Nightmares”
5	01:12:50	“Global Alliance”
7	01:16:48	“Westerners in Nanking”
9	01:22:57	“Travel to China”

12	01:33:00	“Ono Kenji/Burning of Soldiers’ Bodies”
18	01:49:08	“Living Conditions of Survivors”
28	02:39:09	“End Credits”

Potential Subject Connections

- Film & Video
- History
- Civics
- Genocide

English / Language Arts / Writing

Objective: Students should understand

- Research writing vs. fictional writing
- The importance of research writing
- Qualities and responsibility of a good research writer
- Authenticity of sources
- Methods of Research
- Narrative Perspectives
- The example of Iris Chang

Research Writing vs. Fictional Writing

- Research writing: based on diligent and systematic investigation, with the responsibility of using authenticated information, to convey factual information about events and/or actions
- Fictional writing: based on imaginative narration without the responsibility of portraying truths about reality, it can explore plausibilities

The Importance of Research Writing

- Collecting all sources on a topic in one place
- Helps create a more complete picture of event
- Requires an authorial responsibility to the truth because information must be backed by evidence

Qualities and Responsibilities of a Good Writer

- Passion and conviction: motivated to do good research
- Resourcefulness: seeks out a variety of sources
- Thoroughness: considers all sources of information
- Objectivity and fairness: considers all perspectives
- Contextualization: offers sufficient contextual information so that event is not misunderstood or perceived as an isolated incident

Authenticity of Sources

- What makes a source authentic or reliable?
 - Published – and available in a persistent form
 - Accepted by academic experts
 - Traceable authors
 - Corroborated by other sources
 - Certified by official authorities

Methods of Research

- Collecting information from primary and secondary sources
 - Primary sources include: diaries, artifacts, photos, physical remains, eye witness accounts, film footages
 - Secondary sources include: historian interpretation and analysis of historical evidence
- Organizing information
- Verifying and corroborating when inconsistencies arise

Narrative Perspectives

- In whose voice will the story be told?
- From which perspective?
- How can a writer offer more than one perspective or voice?
- Quoting vs. retelling of narratives

Ex: Iris Chang's research for *the Rape of Nanking*

- Looked in archives
- Interviewed survivors
- Visited important sites
- Studied photos and video footage
- Tracked down diaries, Japanese soldiers, third party foreigners

Ex: Iris Chang's book *the Rape of Nanking*

- Included perspectives and quotes from Chinese survivors, Japanese soldiers and third party foreigners such as members of the Safety Zone Committee
- Made clear her sources of information
- Offered sufficient historical context to understand the event of the Nanking Massacre
- Attempted to interpret events and offer explanations for what occurred

Related DVD Chapters – English / Language Arts / Writing

Chapter	Start Time	Title
2	01:02:40	“Cupertino & History Backgrounder”
3	01:06:02	“Iris Parents’ Story”
4	01:09:42	“Cupertino /Nightmares”
5	01:12:50	“Global Alliance”
6	01:14:20	“Book deal/Research”
9	01:22:57	“Travel to China”
10	01:25:23	“Chinese Scholars”
16	01:44:55	“Affects on Iris”
19	01:52:31	“Back Writing /Ni Cui Ping, Wu Zheng Xi, Qin Je”
22	02:11:30	“Book Publication/Canada Alpha”
25	02:27:28	“Next Book Chinese in America”
26	02:28:32	“Bataan Research”
28	02:39:09	“End Credits”

Potential Subject Connections

- English
- Language Arts
- History
- Civics
- Genocide

Iris Chang's Experiences / Responding to Emotion

Objective: Students should understand

- Iris Chang's motivation to write *the Rape of Nanking*
- Depression and Post-Traumatic Stress Disorder
- The difference between understanding and internalizing events
- Ways of dealing with personal pain

Iris Chang's motivation and drive to write *the Rape of Nanking*

- Iris Chang grew up hearing accounts about how her family members lived through the war
- She had nightmares around these events and realized "I also felt that had I been born in another era, in another country, in another time I could have easily been one of those corpses, one of those anonymous corpses in a photograph"
- She felt she carried a burden, a duty to see the history of the Rape of Nanking uncovered from obscurity
- In investigating the Nanking Massacre, Iris felt that she had become a witness of the massacre itself
 - She interviewed many survivors and saw many photos of the massacre
 - She internalized her experiences and the experiences of others

Depression and Post-Traumatic Stress Disorder

- Depression: a mood disorder causing a person to have feelings of sadness, loss of interest or pleasure, disturbed sleep and appetite, low levels of energy and poor concentration – depression affects the body, mood and thoughts
 - The Public Health Agency of Canada estimates that approximately 8% of Canadian adults will experience major depression at some point in their lifespan
 - The U.S. National Institute of Mental estimates that approximately 20.9 million American adults, or about 9.5% of the U.S. adult population, have a mood disorder with depression in a given year in the U.S.A.
- Post-Traumatic Stress Disorder (PTSD): a type of anxiety disorder that develops after an individual has a traumatic experiences; symptoms can include depression, irritability, nightmares, flashbacks, loss of interest in normal activities, and nervousness
- Both Iris Chang and Minnie Vautrin showed signs of depression and PTSD
 - They were deeply affected and traumatized by the events of the Nanking Massacre
- People suffering from depression and/or PTSD often resort to suicide – but there are other options

There is an important *difference between **understanding** the events of the past and **internalizing** them*. It is possible to understand past tragedies and to feel upset or sad about these events without letting these feelings overtake your life

How to cope with personal pain

- Constructive methods of coping can include
 - Confiding in a trusted person, family member, friend or teacher
 - Seeking professional assistance from a guidance councillor or doctor

- Destructive methods of coping can include
 - Harming oneself
 - Substance, drug or alcohol abuse
 - Isolation of oneself, avoiding friends and family

Personal responses to the Rape of Nanking

- Acknowledging one’s personal responses towards the Nanking Massacre is important
- Often, taking action and using one’s knowledge of these events can be empowering and help relieve feelings of anger and sadness
- Examples of people who have been moved or emotionally influenced by gaining knowledge of the Nanking Massacre include many of the grass roots activists who work towards peace, reconciliation and redress; for example:
 - The International Redress Movement for “Comfort Women”
 - Toronto ALPHA – the Toronto Association for Learning & Preserving the History of WWII in Asia: a volunteer, community based organization formed in 1997
 - Organizations such as B.C. ALPHA, the Global Alliance (GA) for Preserving the History of WWII in Asia, and many other international NGOs which have been working very hard on these issues. New organizations like Edmonton ALPHA and Japan ALPHA are also joining the forces.
 - See the suggested theme of Active Citizenship

Related DVD Chapters – Iris Chang’s Experiences / Responding to Emotions

Chapter	Start Time	Title
1	01:00:01	“Opening Credits/Suicide”
2	01:02:40	“Cupertino & History Backgrounder”
3	01:06:02	“Iris Parents’ Story”
4	01:09:42	“Cupertino /Nightmares”
8	01:18:22	“Minnie Vautrin Story”
16	01:44:55	“Affects on Iris”
18	01:49:08	“Living Conditions of Survivors”
19	01:52:31	“Back Writing /Ni Cui Ping, Wu Zheng Xi, Qin Je”
22	02:11:30	“Book Publication/Canada Alpha”
24	02:20:50	“Chang Zhi Qiang Survivor”
25	02:27:28	“Next Book Chinese in America”
26	02:28:32	“Bataan Research”
27	02:32:03	“Iris Breakdown/Death”
28	02:39:09	“End Credits”

Potential Subject Connections

- English
- Sociology
- Psychology
- Guidance

Making Personal Connections / Family History / Current Events

Objective: Students should understand

- Significance of family stories and personal histories
- How to draw the line between the past & the present and the present & the future
- Similarities between past atrocities and current events
 - The use of euphemistic language and devaluation of others
- How to form personal responses

Family Stories and Personal Histories

- Nearly everyone living in Europe and Asia during WWII was directly affected by the events of the war
 - Most families have relatives who were on these continents, or perhaps relatives who fought during the war
- Many survivors and witnesses of war, violence and atrocities do not talk about their experiences
- Often it takes many years to find the courage to voice personal stories
- There may be fear of reprisal when telling personal stories; fear of rejection by family members; fear of becoming ostracized from community or being ridiculed, or abandoned. Also, survivors may fear that they will be perceived by others as having been somehow “contaminated”. Many survivors may never tell their stories because of the humiliation and trauma they have suffered.

Drawing the line between the past & the present and the present & the future

- The events of the past still affect us today
 - Survivors are still impacted by the effects of WWII
 - Denial of the Nanking Massacre and other war atrocities by the Japanese Government has often complicated international relationships between Asian countries
- For reconciliation between nations that were formerly enemies to happen, it is important that the current generation not be blamed for the deeds of previous generations

Similarities between past atrocities and current events include

- Dehumanization of victims
- Devaluation of human life
- Rewards for perpetrator behaviour
- Orders from superior commanders and higher authorities
- The euphemistic use of language
- See the Suggested Theme of *Genocide / Prejudice / Discrimination*

Personal Responses

- Students will have personal responses to learning about atrocities
- Students may discover that they have relatives who were survivors or witnesses of such atrocities when they discuss the topic with their family
- Many of the reflection questions allow students to express these personal responses
- For an example see Appendix VI - *Sample Student Response*

Related DVD Chapters – Making Personal Connections / Family History / Current Events

Chapter	Start Time	Title
1	01:00:01	“Opening Credits/Suicide”
2	01:02:40	“Cupertino & History Backgrounder”
3	01:06:02	“Iris Parents’ Story”
4	01:09:42	“Cupertino /Nightmares”
6	01:14:20	“Book deal/Research”
16	01:44:55	“Affects on Iris”
20	02:03:15	“Japanese Soldiers/Kaneko Ysuji”
24	02:20:50	“Chang Zhi Qiang Survivor”
26	02:28:32	“Bataan Research”
27	02:32:03	“Iris Breakdown/Death”

Potential Subject Connections

- History
- Media
- Sociology
- Psychology
- Genocide

REFLECTION QUESTIONS

It is recommended that you distribute these questions to your students prior to viewing the film. After viewing the film, students can discuss these questions or submit responses.

While watching the video, consider these comments, thoughts and questions:

- Why is it important to remember and reflect on historical events such as The Rape of Nanking?
- Why do you think we know so little about the Nanking Massacre? Why is it not written about it in most WWII history books?
- Why has the Nanking Massacre become known as the “Forgotten Holocaust”? Why are the atrocities of WWII in Europe remembered and widely commemorated?
- Who should decide what gets put into official educational curricula? Who should decide what gets left out?
- Which forces have attempted to bury this part of history and with what motivations? Which forces are trying to bring this history to light and with what hopes?
- Why has Japan never apologized or compensated victims of the Nanking Massacre and of the other Japanese atrocities during WWII? What reasons do they have to deny the massacre and other war crimes?
- Why were the Japanese soldiers capable of committing such atrocities? What beliefs enabled them to behave as they did? How were they trained to hate and kill?
- Why is Iris Chang’s book an important best seller?
- What does Iris Chang mean when she refers to the importance of believing in the “Power of One”?
- Why is it important to have multiple sources of evidence such as witness testimonies, diaries, official reports, newspaper articles, etc? How do we judge the reliability of sources?
- Why is the use of imagery, photographs and video footage important in this documentary? What is the impact of such depictions? Is the imagery in this film effective?
- Why did McGee have to smuggle his videos out of Nanking? Why are visual/video documentations so powerful?
- “There is the injustice of the massacre; the second injustice is if we don’t know of it.” What is your opinion about this statement?
- What is your reaction to the statement that many deny that this massacre ever happened?
- What is your reaction to the statement: “The Nanking massacre still affects people today.” How can a historical event still affect us today?

- What do you think Iris Chang hoped to accomplish with her work? Who, if anybody, holds the responsibility of continuing her efforts now that she is gone?
- “There’s a much more important story here than just the horrible ways in which people were massacred.” What is this important story and why is it so important?
- Can the Japanese soldiers be at least partially excused because they were just “following orders”?
- Is it possible, after such atrocities, to move on to Peace and Reconciliation? Why or why not and how can this be done? Why might it be important?
- What is the difference between a victim and a survivor?
- Why do survivors feel the need to be believed?
- How is it that “ordinary people” are capable of extraordinary actions, whether they are extraordinarily good or bad? What circumstances allow for this?
- What is a hero?
- What should be our responsibility in the face of atrocity? Do we have a responsibility?
- What are the risks of being a hero? Are they worth it?
- Write a personal response about your reactions to this film.
- What is the difference between understanding the events of the past versus internalizing them? Why is this distinction important?
- Select a line from *A Song for Iris* and write a one page response to it (responses could be done in musical/art/drama or written form).
- Write a letter to Iris Chang about how learning about her work has impacted you.
- Write a poem related to one of the themes in the film or about your feelings toward the film.
- What questions would you like to ask members of the Nanking International Safety Zone Committee like Minnie Vautrin or John Rabe?
- What questions would you like to ask a Nanking Massacre victim? What questions would you like to ask a former Japanese Imperial Army Soldier?

APPENDIX I – TIMELINE OF WWII IN ASIA

Timeline of World War II in Asia

1894-1951

1997-2008

- 1894 - First **Sino-Japanese War** begins
- 1895 - **Shimonoseki Treaty**
- After defeat in Sino-Japanese War, China unwillingly cedes Taiwan to Japan and pays financial indemnity
 - Japan occupies Korea
- 1902 - **Anglo-Japanese Alliance** signed
- Japan & Britain agree to mutual safeguarding of their interests in Asia
 - Alliance is renewed in 1905 and 1911
- 1905 - Japan defeats Russia in **Russo-Japanese War** of 1904-1905
- US mediates the **Treaty of Portsmouth**
- Treaty forces Russia to give southern Manchuria to Japan
 - Treaty recognizes Japan as the dominant power in Korea; Korea becomes a protectorate of Japan
- Another treaty forces China to recognize Japan's imperialistic rights in Southern Manchuria
- Japan & US sign **Taft-Katsura memorandum**
- Agreement recognizes Japan's rights in Korea & US control of Philippines
- 1907 - **Hague Conference**
- **Hague IV** – Convention Respecting the Laws & Customs of War on Land
- 1910 - Japan's official **annexation of Korea**
- 1914-1918 - **World War I**
- Japan, allied against German, occupies the Shantung Peninsula of China
- 1919 - Japan assumes imperial rights of Germany in China after WWI, as per the Treaty of Versailles
- Japan is given a permanent seat on the Council of the League of Nation
- 1926 - **Hirohito** becomes Emperor of Japan
- 1929 - Geneva Convention **Relative to the Treatment of Prisoners of War**
- 1931 - Japanese Imperial Army launches a full-scale attack on **Manchuria**
- 1932 - Japan seizes Manchuria
- Establishes puppet state of **Manchukuo**
- Japan builds **biological warfare units** in Japan, China & Manchuria

- 1933
- The **League of Nations** declares that Manchukuo is not a legitimate state
 - League of Nations calls for Japanese withdrawal from Manchuria
 - Japan withdraws from the League of Nations in protest
 - Expanding from Manchuria, the Japanese Imperial Army gains control of much of Northern China
- 1937
- **World War II begins in Asia**
 - **July 7: "Marco Polo Bridge Incident"** leads to Japan's full-scale invasion of China
 - **Peking** (now Beijing) & **Shanghai** are captured
 - **Official start of World War II in Asia**
 - **Nov:** establishment **Nanking Safety Zone**
 - **Dec 13:** Chinese troops ordered to retreat from Nanking, then capital city of China; Japanese Army enters Nanking, after days of heavy aerial bombings.
- Dec 13,
1937
till
Feb 1938
- When **Nanking** falls the Japanese Imperial Army commits the **Nanking Massacre**
 - Approx. 300,000 massacred over "8 weeks of horror"
 - **Nanking Safety Zone** coordinated and run by the **Nanking Safety Zone International Committee** saves approx. 250,000 civilians from the massacre
 - Japanese Imperial Army system of **Military Sexual Slavery** expands
 - Referred to as "**Comfort Women**" & "**Comfort Stations**"
- 1939
- **World War II begins in Europe**
 - Germany invades Poland; the Western Allies declare war on Germany
- 1940
- Japan moves into northern Indo-China (now Vietnam, Laos & Cambodia)
 - Japan joins the **Axis Alliance** with Germany & Italy
- 1941
- The **Pacific phase** of World War II begins for the **Western Allies**
 - **Dec 7:** Japan raids **Pearl Harbor**
 - **Dec 7:** British **Malaya & Hong Kong** are also simultaneously attacked
 - Germany declares war on the US; the US officially joins the Western Allies
 - **Dec 25: Hong Kong falls**
 - **1,975 Canadian soldiers** had been sent to defend Hong Kong earlier in 1941
 - 290 are killed in action
 - **1,685** are captured and interned by the Japanese Military
 - Many die from forced slave labour & disease in prisoner camps
- 1942
- **Forced relocation & internment** of Japanese-Americans and Japanese-Canadians begins in **Canada & the U.S.A.**
 - By **May**, Japan has gained control over wide territories
 - Territories under Japanese control include: Hong Kong, Philippines, Vietnam, Laos, Cambodia, Thailand, Burma (now Myanmar), Malaya (now Singapore and Malaysia), Dutch East Indies (now Indonesia), and many other Pacific islands
- 1945
- **May 8:** Germany surrenders to Western Allies in Europe
 - **European phase** of World War II ends
 - **Aug 6:** First **atomic bomb** dropped on **Hiroshima**
 - **Aug 8:** The **Soviet Union** declares war on **Japan**
 - **Aug 9:** Second **atomic bomb** dropped on **Nagasaki**
 - **Aug 15:** Japan surrenders
 - World War II officially ends

- 1945-1949 - **Nuremburg Trials & Subsequent Nuremburg Proceedings** in Germany
- **24 Class A War Criminals tried** in Nuremburg + **185 War Criminals tried** in 12 Subsequent Nuremburg Proceedings, for Crimes Against Humanity & War Crimes
 - Legal precedents set for **Human Rights & Genocide Conventions**
- 1946-1948 - **International Military Tribunal for the Far East (IMTFE)** is established
- Tribunal established to prosecute those responsible for war & war crimes
 - Tribunal documents Massacres, Death Marches, Forced Slave Labour, POW Conditions, and other war atrocities & war crimes
 - Only **28 of 80 Class A War Criminals tried** for War Crimes before **official end in 1948**
- 1951 - The **San Francisco Peace Treaty** is signed between Japan & 48 other nations
- **Burma, China, India, Korea & the Soviet Union not party to treaty**
 - Signatory nations waive claims for Japanese Reparations

~~~ COLLECTIVE AMNESIA ABOUT WWII ATROCITIES IN ASIA ~~~

- 1997 - **Iris Chang's *The Rape of Nanking*** book is published – it becomes an international best seller  
- Toronto ALPHA & BC ALPHA established in Canada
- 2001 - **B.C. ALPHA & B.C. Ministry of Education** publishes the first English resource guide “Human Rights in the Asia Pacific 1931-1945: Social Responsibility & Global Citizenship”
- 2005 - **Ontario Ministry of Education** includes WWII Asian History in Grade 10-12 curriculum  
- **Toronto ALPHA** publishes & distributes the resource guide “The Search for Global Citizenship: The Violation of Human Rights in Asia 1931-1945” to all Ontario Secondary Schools
- 2007 - **Nov 28:** Canadian House of Parliament unanimously passes a **Motion** calling on Japan to acknowledge the facts of history related to Japanese Military Sexual Slavery in WWII, **urging Japan to officially and formally apologize** to the “Comfort Women” survivors  
- Similar motions passed in the **US Congress, Dutch Parliament and European Union Parliament**
- 2008 - **TDSB** unanimously passes a motion encouraging **teaching & learning activities** in recognition of the “**comfort women**” victims of **Japanese Military Sexual Slavery** + purchases **Iris Chang - the Rape of Nanking DVDs** for Toronto Secondary Schools

## APPENDIX II – MAPS & FIGURES

### A) Extent of Japanese Control

Suggested maps that depict the extent of Japanese Control in the Asian-Pacific Theatre of WWII can be found at:

<http://student.britannica.com/comptons/art-55223>

<http://www.u-s-history.com/pages/h1693.html>

<http://www.fasttrackteaching.com/map16Japanese.html>

[http://www.uky.edu/Kaleidoscope/fall2002/goins/maps/WWIIa/WWIIa\\_large.htm](http://www.uky.edu/Kaleidoscope/fall2002/goins/maps/WWIIa/WWIIa_large.htm)

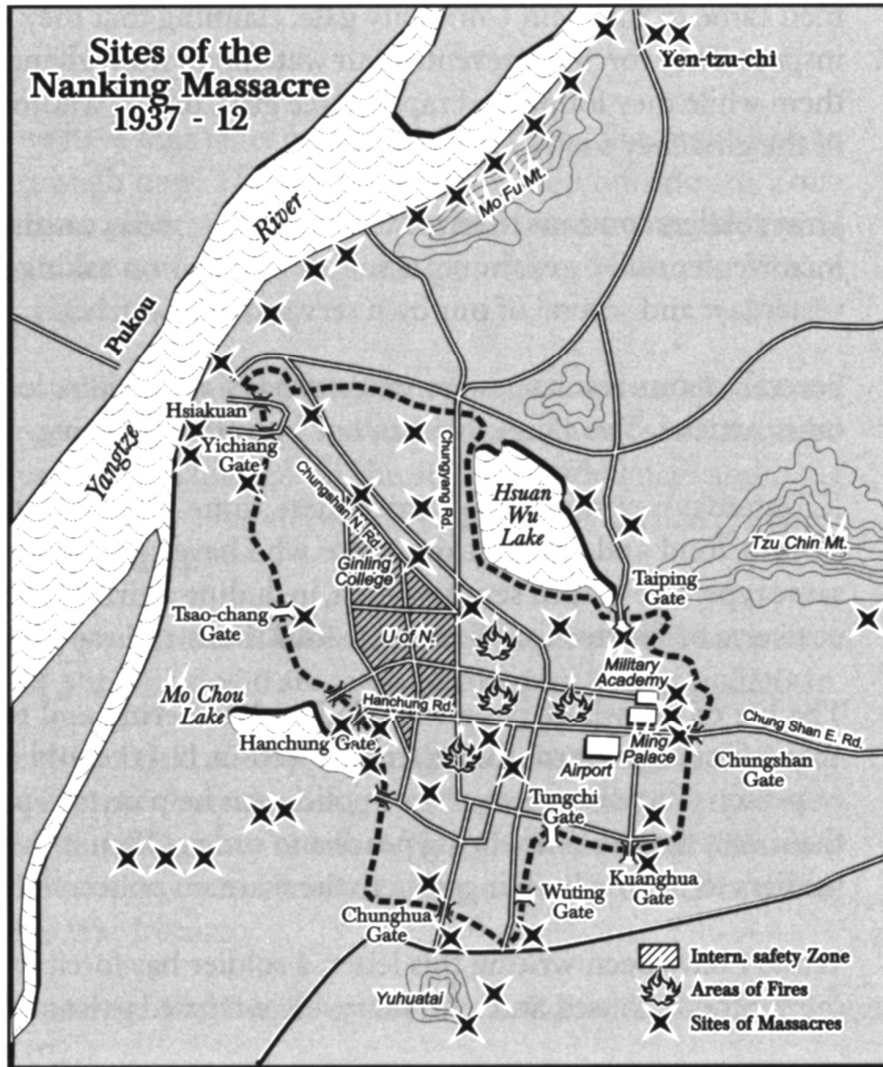
### B) Asia

Suggested maps of Asia can be found at:

<http://www.lonelyplanet.com/maps/asia/china/>

[http://www.zenithpumps.com/sales/asia\\_pacific.htm](http://www.zenithpumps.com/sales/asia_pacific.htm)

### C) Nanking and International Safety Zone



## APPENDIX III – MEMBERS OF THE INTERNATIONAL SAFETY ZONE COMMITTEE

The International Safety Zone was a neutral area established inside of Nanking in 1937 to shelter Chinese refugees whose lives had been threatened and homes destroyed by the invading Japanese Imperial Army. Many of the Nanking Safety Zone committee members also served on The International Red Cross Committee of Nanking. These brave individuals who opted to stay behind and help included: Germans, Americans, Austrians, Brits and Russians.

When Nanking fell on Dec 13, 1937, the Safety Zone housed over 250,000 refugees. During the massacre the committee members found ways to provide these refugees with the basic needs of food, shelter, and medical care. It is unclear how many western nationals remained in Nanking because different individuals and groups left the city at different times; some during the fall of Nanking, some during the massacre and some after the massacre ended.

### John Rabe

John Rabe was a German business man and the leader of the Nazi Party in Nanking. He had resided in China since 1908 and in Nanking since 1931, working for the Siemens China Company. He became Chair of the International Safety Zone Committee. During the massacre he housed refugees in his private residence and sent protest letters to the Japanese Embassy. To most of the Chinese in Nanking, Rabe was a hero and became known as “the living Buddha of Nanking”. Iris Chang has referred to Rabe as the “Oskar Schindler of China”.

When Rabe returned to Germany, he wrote to Adolf Hitler, telling him about what he had witnessed in Nanking, hoping Hitler would prevent further atrocities by the Japanese Military. Two days later, the Gestapo (Nazi State Police) arrested him, but Rabe was later released and warned never to talk publically or publish anything about the events that took place in Nanking. Rabe lived in poverty for the last three years of his life, and was supported by the food and money sent to him every month by the residents of Nanking in appreciation of his heroic acts.

### Minnie Vautrin

Minnie Vautrin, an American missionary, devoted her adult life to the education of Chinese women at Jinling Girls College in Nanking and to helping the poor. During the Massacre, she turned the college into a sanctuary for 10,000 women and worked tirelessly to help establish the Nanking International Safety Zone. Vautrin’s only weapons to repel the Japanese soldiers from the college were an American flag, prayers, wits and immense courage and moral strength.

People who served on:  
The International Safety Zone  
Committee for Nanking and/or  
The International Red Cross  
Committee of Nanking included:

John Rabe  
Dr. Lewis S. C. Smythe  
P.H. Munro-Faure  
Rev. John Magee  
P.R. Shields  
J.M. Hansen  
G. Schultze-Pantin  
Iver Mackay  
J.V. Pickering  
Eduard Sperling  
Miner Searle Bates  
Rev. W. Plumer Mills  
J. Lean  
Dr. C.S. Trimmer  
Charles Riggs  
Robert O. Wilson  
Minnie Vautrin  
Rev. Ernest H. Forster  
George Ashmore Fitch  
Christian Kroeger  
Mrs. Paul de Witt Twinem  
James McCallum  
Li Chuin-nan  
Walter Lowe  
Pastor Shen Yu-shu



Vautrin returned to the United States in 1940. She ended her own life a few months later. Her diaries, like Rabe's, are a gold mine of information on the Japanese atrocities in Nanking. After the war, the Chinese government awarded Vautrin, posthumously, "The Emblem of the Blue Jade," the highest national honor.

#### **Dr. Miner Searle Bates**

Dr. Miner Searle Bates was a missionary and professor of history at the University of Nanking. He became an organizing member of the Nanking International Safety Zone Committee. Bates wrote many letters of protest to the Japanese Embassy soon after the fall of Nanking and throughout the massacre. He also risked his life on many occasions attempting to protect and save the lives of the Chinese people in the Safety Zone.

#### **Rev. John Gillespie McGee**

Rev. Magee, an American missionary working in Nanking, was also a member of the Nanking International Safety Zone Committee. He recorded film footage of the Japanese atrocities during the Rape of Nanking and smuggled them out at great personal risk. His footage later became key evidence at the International War Crimes Tribunal for the Far East (IMTFE). This visual documentation, along with the diaries of other Westerners are invaluable archives that cannot be refuted.

#### **Dr. Robert O. Wilson**

Dr. Robert Wilson was an American physician, born in Nanking, China to Protestant missionaries. He obtained his medical degree at Harvard Medical School in 1929 and returned to Nanking. Along with Minnie Vautrin and John Rabe, he was instrumental in establishing the International Safety Zone. During the Nanking Massacre, Dr. Wilson was the only surgeon remaining in the city and treating victims. After the surrender of Japan, Dr. Wilson testified at the International Military Tribunal for the Far East (IMTFE) about the atrocities he had witnessed during the Nanking Massacre.

## APPENDIX IV – WHEN DID WORLD WAR II START?

### The Beginning?

The question “*When* did World War II start?” is as much a question of “*Where* did World War II start?” The most common answer is September 1, 1939 when Nazi Germany invaded Poland, prompting Britain and France to declare war on Germany on September 3, 1939. However, these dates refer exclusively to the start of the war in the European Theater of WWII. As the curtain was opening for war in the European Theater, war in the Asian-Pacific Theater was already in full-swing.

For some countries, like Korea, WWII was a direct continuation of events that started almost three decades before the war began in Europe. Complicating matters further, many invasions that “started” WWII were undeclared. So, for example, while the U.S.S.R. had been fighting skirmishes with the Japanese since the invasion of Manchuria in 1937, their declaration of war against Japan was not official until 1945 (and then only a week before Japan announced its surrender!). Germany only declared war officially against the U.S.A. All other German invasions which “started” WWII were undeclared, such as the German invasions of Poland and Czechoslovakia in 1939; the invasion of France, Belgium, the Netherlands, Luxemburg, Denmark and Norway in 1940; and the invasion of the U.S.S.R. and Baltic States in 1941.

The following is a brief explanation of *when and where* WWII started for Korea, Manchuria, China, Japan, Europe, and the United States. Distinctly different, and equally valid, answers can be given to the question “when did WWII start” for each country.

### Korea – 1910

For Korea, WWII was the culmination of 35 years of Japanese occupation. The Japan-Korea Annexation Treaty signed on August 22, 1910 formalized Japan’s control over Korea and made Korea a colony of Japan.

### Manchuria – 1931

Since the start of the 19<sup>th</sup> Century, Manchuria had been divided into Spheres of Influence between Russia, China and Japan. Japanese military presence in mainland Asia started with an invasion of Manchuria on September 18, 1931; many consider this to be part of an initial Japanese invasion of China.

### China & Japan – 1937

World War II in China, and many other parts of Asia, is often referred to as “The Second Sino-Japanese War”. The first Sino-Japanese War ended with China’s defeat, ceding influence in Korea to Japan, in 1895. It is commonly accepted that WWII in Asia started when Japan launched a full-scale invasion of China after the Marco-Polo Bridge incident, on July 7, 1937. Although the Chinese had been fighting the Japanese invasion since 1937, China did not officially declare war on Japan until December 9, 1941, when simultaneously declaring war on Germany and Italy. Other common terms for WWII in China include “the 8-Year War of Resistance Against Japan” which dates the War as starting in 1937 and “the 15-Year War of Resistance Against Japan” which dates the war as starting with the Japanese invasion of Manchuria in 1931.

### Europe – 1939

For Poland and Germany, WWII began when the German Army invaded Poland, with Blitzkrieg tactics, on September 1, 1939. Two days later, on September 3, 1939, Britain and France declared war on Germany. As Allies of Britain, Australia, New Zealand and South Africa

officially entered WWII when Britain did, as did British colonies, such as India. Canada declared war on Germany one week later, on September 10, 1939.

#### U.S.S.R. – 1941

According to the Molotov-Ribbentrop Non-Aggression Pact, the U.S.S.R. occupied Poland as Nazi Germany invaded in 1939, but was not officially at war until June 22, 1941 when the German Army launched a surprise invasion on the U.S.S.R. Despite the fact that Russian troops had been fighting Japanese invasion of Manchuria since 1937, resulting in a border war in 1939, the U.S.S.R. signed a non-aggression pact with Japan in 1941 and did not officially declare war on Japan until December 8, 1945. In Russia (formerly the U.S.S.R.) WWII is referred to as “The Great Patriotic War”.

#### United States of America (U.S.A.) – 1941

Although the U.S.A. had been supplying the British, French, Chinese and Soviet war efforts with the Lend-Lease Program, they did not officially enter WWII until Japan attacked Pearl Harbor on December 7, 1941. On December 8, 1941 the U.S.A., along with Britain, France and Canada, declared war on Japan. On December 11, 1941, as Japan’s allies, Germany and Italy declared war on the U.S.A. The U.S.A. responded by declaring war on Germany and Italy on same day.

#### The End?

Given the discrepancy over the question of “When did WWII start?” one might be tempted to consider, “When did WWII end?” Again, distinctly different, and equally valid, answers exist. In the European Theater of WWII, Germany officially surrendered to the Allies in the European Theatre on May 8, 1945: VE-Day. War in the Asian-Pacific Theater did not officially end until Japan’s announcement of surrender on August 15, 1945 and Japan’s formal surrender ceremony on September 2, 1945. Both dates are often referred to as VJ-Day.

Even though wars may have (differing) official start and end dates, the toll of war on countries, POWs, soldiers and civilians cannot be measured by days or even by years. Official dates belie the human suffering that often starts before the fighting breaks out and continues after the fighting ends. Recovery from WWII would take years for everyone; and for many, the impact of WWII still affects them today.

#### Significant Dates for the Start of World War II

|           |    |      |   |                                                                                                                   |
|-----------|----|------|---|-------------------------------------------------------------------------------------------------------------------|
| August    | 22 | 1910 | – | Japan officially annexes Korea                                                                                    |
| September | 18 | 1931 | – | Japan invades Manchuria                                                                                           |
| July      | 7  | 1937 | – | Japan launches full-scale invasion into China                                                                     |
| September | 1  | 1939 | – | Germany invades Poland                                                                                            |
| September | 3  | 1939 | – | Britain, France, British Colonies and Allies declare war on Germany                                               |
| September | 10 | 1939 | – | Canada declares war on Germany                                                                                    |
| May       | 20 | 1940 | – | Germany invades France, Belgium, the Netherlands & Luxemburg,                                                     |
| April     | 9  | 1940 | – | Germany invades Denmark & Norway                                                                                  |
| June      | 22 | 1941 | – | Germany invades the U.S.S.R. and Baltic States                                                                    |
| December  | 7  | 1941 | – | Japan attacks Pearl Harbor, Hong Kong & Malaya                                                                    |
| December  | 8  | 1941 | – | the U.S.A., Britain, France, Canada, British Colonies and Allies<br>officially declare war on Japan               |
| December  | 9  | 1941 | – | China officially declares war on Japan, Germany & Italy                                                           |
| December  | 11 | 1941 | – | Germany & Italy officially declare war on the U.S.A. and<br>the U.S.A. officially declares war on Germany & Italy |
| August    | 8  | 1945 | – | U.S.S.R. officially declares war on Japan                                                                         |

## APPENDIX V – *A SONG FOR IRIS* LYRICS

Touched by the conviction of Iris Chang, actress Olivia Cheng wrote a passionate poem about Iris immediately after playing the role of Iris in Nanking. This poem in turn inspired Yo-Yo Sham, who knew very little about the history until she joined the production crew in China, to write a song for the poem. The beautiful melody and voice of Yo-Yo, and the emotional lyric turned into a heartfelt theme song.

### *A Song for Iris*

**Theme Song for *Iris Chang - the Rape of Nanking***

**Written and Composed by: Olivia Cheng, Yo Yo Sham, Guy Zerafa, Dave Klotz and Joey Sun Ming Ou**

**Singer: Yo Yo Sham**

A1

Just a little child  
they took it all away  
Your blood, your life  
Your trust, your faith  
You died reborn in pain

Red as the river,  
looming large the gate  
Darkness in your heart,  
drowning in their hate

I'll dedicate my life to get  
your stories told

CHORUS

I'll give voice to the voiceless  
Silenced for too long  
Crying out for justice  
Trust me with your pain  
I'll take it as my own  
I'll fight to get the truth heard  
My weapon is my word

A2

One more time, remember  
The horror and the pain  
They raped you of your pride  
robbed of your dignity

Speak of how they stole your peace  
screaming for them to cease

Repeat CHORUS

BRIDGE

It's done. The pages filled  
With blood and tears  
Not in vain  
The world will finally hear

CHORUS 2

I gave voice to the voiceless  
Now I'm silencing my own  
What I've left behind, Remember  
Find my light Keep it bright  
pass it on.  
In you my spirit lives on  
(Pause)  
Find my light  
pass it on

## APPENDIX VI – SAMPLE STUDENT RESPONSE

The following is a sample of a student essay, written in 2008 for a Grade 10 History Class in Ontario, Canada, as a response to reflection questions about Iris Chang and the Rape of Nanking

### **The Rape of Nanking – History Reflection Jessie Peng**

When the renowned philosopher George Santayana stated, "Those who do not remember the past are condemned to repeat," never would one have used this prophetic sentence to describe the result of the Nanking massacre in 1937. Through Iris Chang's bestselling novel, *The Rape of Nanking*, she retells the story of one of history's most brutal genocidal war crimes, where over the course of 6 weeks, the Japanese Imperial Army raped, tortured, and ultimately, murdered over 300, 000 Chinese civilians in Nanking, China. Although there has never been another incident parallel to this one over the last 7 decades, by denying the existence of or by being unaware of this atrocity, we are in a way, committing an injustice as egregious as the massacre itself.

When I first saw the movie based on this book in my social sciences class, I'm ashamed to admit that I was in a state of utter shock, as I knew little of the matter beforehand. Considering that I am of Chinese decent, this was extremely pathetic. Throughout my years in school, I encountered, repeatedly, the horrific effects of the Holocaust and World War II, and yet, when an opportunity to learn more about my *own* culture finally arose, I was at a complete loss. Following that day, I went home to consult my parents about this issue, but what I heard only made me more confused and angry. At the time of the second Sino-Japanese War, my grandparents on both sides were in already their late-childhood, and remembered clearly of the chaotic situation China faced during this time. In fact, my great-grandmother even *died* at the hands of a Japanese soldier, and my grandfather later went on to attend the University of Nanking in the late 1940s. With such strong family ties to this event, I wondered why my family was so hesitant about discussing this topic, and more so, why had I been so oblivious to this episode in history.

Deprived of such answers, I quickly borrowed the book, and read it thoroughly within 3 days. Above all, the many people who deny that this massacre has ever happened in Japan sparked up a sense of irritation and disappointment within me. In the video, in-between the shots and photographs of near-decapitated, panic-stricken Nanking civilians and diary excerpts of *third-party* witnesses, was an interview with one of the mayors of a city in Japan. He kept on saying that the massacre was "pure fabrication of the Chinese authorities," and that "it was a propaganda strategy used to disgrace the Japanese government." Upon hearing this, I was appalled. How could Japan, one of the leading nations in economic and technological developments today, fall behind so much on its sense of moral integrity? With the victims' poignant yet horrifying stories in-mind, how could the mayor insist candidly that "their experiences were all made-up and prescribed by authority figure"? In my opinion, the very reason the world is still being kept in the dark about this issue and why the Nanking massacre has disappeared altogether from history

textbooks is simply because the Japanese cannot bring themselves to acknowledge the truth. The controversial debate between "what really happened" in Nanking has prevented many people from getting a 'definite' answer, if not an answer at *all*, about this critical aspect of history.

Having said that, the book also depicted the dangerous effects socialization and militaristic cultural influences had towards the extermination of an entire city. For one, the Japanese soldiers were in a way, just as vulnerable and victimized in the scheme of things compared to the Chinese. They were shaped to hate by a government whose ambition to conquer eastern Asia eventually led to the loss of hundreds of thousands of lives. From a young age in the late 1920s, Japanese schoolchildren were enrolled into what had become a regimented and robotic education system. Teachers were more like sadistic military officers, and often abused their students emotionally, physically, and verbally. In Nanking, they released the many years of suffering and anguish they once tolerated on the Chinese prisoners when a change of power shifted into their hands. Soldiers were eventually taught that the Chinese were "less than dogs in society" and such a belief, along with their compliance to "serve the emperor," eventually led to devastating outcomes.

Iris Chang's book is an important bestseller simply because it sought to educate an unaware population at large about an equally important but repressed chapter in history. By being the first author to write a complete account of this incident in English, she has provided a glimpse of the Nanking Massacre to the Western world in hopes that the millions of North Americans emotionally attached to the story will help her pressure Japan into fulfilling their responsibilities for the atrocity. Her weapon was her word; by speaking out for all of the victims, despite the countless hate mails and death threats which followed, Iris has displayed a true sense of courage and leadership. She hopes that one day, "Japan will confront their wartime past... by making an official apology to its victims, pay reparations to the people whose lives were destroyed in the rampage, and educate future generations of Japanese citizens about the true facts of the massacre." In other words, she hoped that her book will change the world for the better in the years to come, even after her death. The education of slavery and the Holocaust has made countries like Germany and America better because people remember the traumatic consequences of such incidents. Thus, the same should apply to the Nanking Massacre. After all, we must learn from history if we don't want it to happen again.

## APPENDIX VII – DVD CHAPTER DIVISIONS

| Chapter | Start Time | Title                                            |
|---------|------------|--------------------------------------------------|
| 1       | 00:00:01   | “Opening Credits/Suicide”                        |
| 2       | 00:02:40   | “Cupertino & History Backgrounder”               |
| 3       | 00:06:02   | “Iris Parents’ Story”                            |
| 4       | 00:09:42   | “Cupertino /Nightmares”                          |
| 5       | 00:12:50   | “Global Alliance”                                |
| 6       | 00:14:20   | “Book deal/Research”                             |
| 7       | 00:16:48   | “Westerners in Nanking”                          |
| 8       | 00:18:22   | “Minnie Vautrin’s Story”                         |
| 9       | 00:22:57   | “Travel to China”                                |
| 10      | 00:25:23   | “Chinese Scholars”                               |
| 11      | 00:30:20   | “Japanese Invasion of Nanking”                   |
| 12      | 00:33:00   | “Ono Kenji/Burning of Soldiers’ Bodies”          |
| 13      | 00:38:19   | “Attack on Citizens/Women”                       |
| 14      | 00:41:09   | “Xia Shu Quin Survivor Story”                    |
| 15      | 00:43:08   | “Comfort Women/Lei Gui Ying”                     |
| 16      | 00:44:55   | “Affects on Iris”                                |
| 17      | 00:46:51   | “Jiang Genfu Survivor Story”                     |
| 18      | 01:49:08   | “Living Conditions of Survivors”                 |
| 19      | 00:52:31   | “Back Writing /Ni Cui Ping, Wu Zheng Xi, Qin Je” |
| 20      | 01:03:15   | “Japanese Soldiers/Kaneko Ysuji”                 |
| 21      | 01:07:28   | “John Rabe’s Story”                              |
| 22      | 01:11:30   | “Book Publication/Canada Alpha”                  |
| 23      | 01:14:58   | “Japanese Reaction/Forgotten Holocaust”          |
| 24      | 01:20:59   | “Chang Zhi Qiang Survivor”                       |
| 25      | 01:27:28   | “Next Book Chinese in America”                   |
| 26      | 01:28:27   | “Bataan Research”                                |
| 27      | 01:32:05   | “Iris Breakdown/Death”                           |
| 28      | 01:39:03   | “End Credits”                                    |

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