

## Final Symposium

### *Globalizing University History Education: Diversity, Trans-borders and Intersectionality*

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#### **Panel 1 (A-1): Common Structures and Issues of East Asian Countries**

Panel Coordinator: **Shiro Momoki** (Osaka University, Japan)

#### **Panel Abstract:**

This session aims at a comparative discussion about how university-level history education (including the training of professional scholars) is changing or not in East Asian countries including China, South Korea, Vietnam, and Japan. The recent worldwide reform of education at all levels has been based on a global scheme discussed and promoted in such arenas as OECD, UNESCO, and the EU. The situation among East Asian countries, however, shows more specific similarities, because education in East Asian countries shares many traditions such as conventional didactic teaching focusing on fixed knowledge and skills, harsh competition in entrance examinations, obsession with social uniformity, etc. Paying attention to both global trends and regional traditions, the common features and different aspects of university-level history education among East Asian countries will be examined in this session.

With a focus on contents-based comparison, this session will mainly deal with how the subject scheme and historiography of national history and world history are different from (or integrated with) each other in four countries, and how the position of the different localities and minorities has been treated in respective countries. Related topics, such as how to overcome the traditional Eurocentric framework of historical research and historiography, and how to create content for an increasing number of foreign students in globalized schools, may also be discussed. As a basis for comparison, the session coordinator will raise some peculiar aspects of the nature of Japanese education. First, because Japan does not have a tradition of civil service examination in the pre-modern period, academicians are reluctant to concern with sociopolitical issues and indifferent to how to present their achievements to the public. They would rather practice

specialized skills inside their own academic guild (university level history is usually divided into three separate majors, that is, Japanese <National>, Asian, and Western history) than to cultivate a wider vision of history in general. These tendencies have resulted in a general lack of understanding outside academia regarding the methods and value of historical research and education, despite a popular love of history and widespread (ultra-) nationalism that attaches great importance to history. Second, there has been a strong but closed national academia. Even today, many scholars of Japanese history find it unnecessary to refer to the research of foreign scholars or to learn any foreign language, while historians of Western history tend to engage in the unilateral import of Western academism to the domestic market in Japan. Is Chinese academia totally different? And what about the situation of Korea and Vietnam? Do regional frameworks (ASEAN for Vietnam, for instance) influence history education? What efforts are being made to solve these or other problems in respective countries?

Through comparative analysis of such matters, the coordinator will discuss how to implement a renovated history education to maintain the merits of traditional high-level research and education in the humanities in general, and history in particular since the early modern era.

## **Papers:**

### *I. World History Discipline in China's Universities*

**Yang Biao** (East China Normal University, China)

The world history disciplines in Chinese universities have been influenced by the Soviet system for decades after 1949. Since 1980, China's world history discipline construction has begun to break away from the shackles of the Soviet model, and from the macroscopic view of history to conduct world history disciplines. Chinese academic circles have proposed three world history concepts. The first is the "Holistic view of world history", which advocates grasping the development of world history from a connected and overall level. The second is "Historical view of modernization" Trying to macrostructure a multi-line historical development framework, and propose that the human social productivity has undergone several major changes. The third is the "Historical view of civilization." This theory uses civilization communication to construct a new thinking coordinate that understands the history of globalizations. These new historical views and the systems have supported the new understanding and new structure of world history research in Chinese universities from the perspective of macro-world history. Since the beginning of the 21st century, the "global view of history" has become popular in the history of China, and universities have strengthened the construction of world history disciplines. For example, Capital Normal University established the first Global history research center. The biggest change in the National Catalogue of Academic Degree-conferring Disciplines issued in 2012 is that the category of the first-level discipline "History" has changed from "History" to "Chinese history", "World history" and "Archaeology". The upgrading of world history to an independent discipline has had a tremendous impact on the development of world history discipline in China's Universities.

### *II. High School History Curricular Reforms and the Role of University for Promoting History Education in Korea*

**Yang Hohwan** (Seoul National University, South Korea)

Tripartite department or major system of Korean History, Asian History and Western History is still dominant in Korea. Most recent try of reuniting 3 departments in SNU failed in spite of the almost reached consensus among history professors for need of providing more broad and diversified perspectives and research areas with renovated research method training opportunities for both graduate and undergraduate program. The case of SNU showed that the existing boundary of national history and regional or world history overshadowed the trend of historical research for global perspective of connectivity. In the meantime, high school history became a kind of test ground for interconnecting Korean and World History and introducing global history. The 2007 history curricular revision is the case in point. This revision suggested integration of Korean and World history into History as a required subject. Regarding content organization of world history, concepts such as region, cultural exchange, and 'regional world' were presented under the banner of 'new world history'. Another keyword of new world history is the overcoming of Eurocentrism and globalization/global history as a means of doing so. This bold proposal was only partially realized. Amid recent political upheavals and ideological conflicts, Korean History still remains an independent required subject at senior high level and criticism against adopting global perspective hindered substantiating 'new world history'. Compared to much delayed and hesitant reform movement at the university level, high school curriculum recently went through, sometimes too ambitious and trendy, trials of implementing global perspective instead of national boundary of history. This paper investigates causes and background of this contrasting aspects of recent changes in university history programs and high school history curricula. It mainly deals with following questions; Can high school history curricular reform pave the way for renovation of university history program? How researchers at university to provide appropriate directions and methods to improve secondary level history education? How can we prepare future and in-service teachers to befit to teach diverse and interconnected aspects of human life beyond national boundary?

*III. Teaching History in Vietnam from Global History Perspective: Reality and Prospect*

**Pham Quang Minh** (Vietnam National University, Hanoi, Vietnam)

The main objective of the paper is to propose some suggestions for improvement of teaching/learning history subject in Vietnam based on the idea of Global history. In order to do so the paper first tries to describe the reality of teaching the history subject in Vietnam in both level of school and university as well, and to show some its limitations. Then the paper analyzes the importance of using approach of three C in teaching/learning history, namely Comparison, Change and Connection and its implications to teach and learn Vietnamese history. The paper concludes that a national history such as Vietnamese one should be taught and learned as an integral part of regional and global history.

*IV. University History Education in a Country of Craftsmen*

**Shiro Momoki** (Osaka University, Japan)

This paper aims at introducing a number of basic features of history education, including the training of professional scholars in Japanese universities, by focusing on its historical and sociocultural backgrounds. The author is eager to compare these features with the significance of history education in other East Asian countries. In the first part, current systems and recent changes in higher education in general, and history in particular, will be briefly introduced. The absence of a school of history combined with the tripartite major systems of Japanese, Asian and

Western histories has created peculiar features of history education, not only in universities but also in the earlier stages of education. In the second part, this paper will deal with the mentality of Japanese historians and its background. Because of the lack of a tradition of civil service examination, historians tend to be craftsmen of narrow in-depth study rather than being Confucianized educated persons who have general vision and sufficient presentation skills to engage in sociopolitical issues with the public. While high school students are forced to memorize uniform knowledge by rote without thinking, university students (including graduate students) are treated as apprentices in the style of an “*Ancien Régime*” to imitate their professors and senior students. From the viewpoint of academic history, the Confucianist style of research and education developed rapidly in the late Tokugawa period, based on which the modernization after the Meiji era became possible. At the same time, however, this history created a number of problems within the direction of modernization, including an excessive deep-rooted sense of national history and culture, which must be *comparable* only with European ones but *separate* from Asian ones. The final part of this paper will discuss the recent (partial) development and (total) deadlock of university history education, and the debates about whether they should follow the global (American) model of education or not. Although the author’s view is pessimistic, he wishes to present some key issues for the revival of history education.

**Panel 2 (A-2)**

**Perspective of Regions and Countries outside East Asia**

Panel Coordinator: **Kazuhiro Takeuchi** (Osaka University, Japan)

**Panel Abstract:**

This panel will present regional differences in university history education through different cases dealt with by the first panel (A-1). The countries in question are one Southeast Asian country (Singapore) and three European countries, namely Greece (a Southern Mediterranean country), Sweden (a Northern Nordic country), and Germany (a Central European country).

The first speaker, Liu, intermediates between the first panel and the second one, by bringing up the topic from Singapore’s higher education and its globalization. He focuses on the significance of history education in the formation of national identity, with paying attention to the uniqueness and historical experience of Singapore in a changing East Asia.

The second speaker, Takeuchi, starts an argument on multi-layered developments and current issues of history education in “European” countries. He presents us a quite unique case from Greece, by focusing on the efforts being made by the University of Athens toward civil society and “European” countries with an emphasis on Greek Antiquity.

The third speaker, Furuya, introduces the Swedish cases of history education at universities, by explaining “the freedom of choice” as a key concept to understand the change of Swedish society of today. He also argues some issues on history education in the symbiotic society based on a comparison between Swedish case and Japanese case.

The fourth speaker, Popp, focuses on “Public History” as a newly established Master’s programme at German universities. She compares the concepts of Public History and the Didactics of History, and critically addresses some questions to the subject.

These cases from European countries will decentralise the monolithic understanding of “European” models of history education from within. And by doing so, the panel as a whole will provide balanced vantage points for understanding differences and similarities of history education by sharing common interests on national identity, use of past, symbiotic society, and public history.

## **Papers:**

### *I. Globalizing History Education in Singapore: In Search of a National Identity and International Standards*

**Liu Hong** (Nanyang Technological University, Singapore)

As a young and multi-ethnic nation-state established only about half a century ago, Singapore has attached a great deal of importance to history education in the forming of national identity which is presumably based upon the uniqueness of its people, culture, politics and history. On the other hand, as one of the most globalized economies in the world, the country's economic development—the key driving force behind higher education—has to be closely connected to international practices and standards, which may not be always in synergy with the quest for a national identity.

This paper aims at examining Singapore's experience in globalizing its history education in the context of nation building. It begins with an overview of Singapore's higher education and its globalization since the end of the 20<sup>th</sup> century, symbolized by the Autonomous Universities Act passed by the Parliament in 2005. The second part of this paper zooms in onto history curriculum, ideals, faculty and relevant research foci at the National University of Singapore (NUS) and Nanyang Technological University (NTU), the only two universities in Singapore that have provided systematic and comprehensive history education at the levels of BA, MA and PhD. This discussion is partly derived from the author's own experience of teaching at NUS and spearheading the establishment of the History Programme at NTU. The third part of this paper employs SG200—the commemoration of the bicentennial of the founding of modern Singapore after the landing of Thomas Raffles—as a case study to underline the dilemmas between national identity formation and the search for a global identity as reflected in history education and research. The conclusion will place Singapore's experience in a comparative perspective of global initiative and history education in a changing East Asia.

### *II. History Education at the University of Athens and Archaeology in Greece*

**Kazuhiro Takeuchi** (Osaka University, Japan)

Shortly after the establishment of the Kingdom of Greece in 1832, the first university—not only in Greece but in Southeast Europe and the Eastern Mediterranean—was founded at Athens in 1837. The University of Athens, also known as the National and Kapodistrian University of Athens, played a significant role in the modernization of Greece in terms of human resource development as well as symbolism in the capital landscape. At the same time, Greece has acquired a national identity through the discovery of antiquity and the use of the past. In this process, we should not overlook the establishment and educational contribution of foreign schools in Athens since the middle of the 19th century.

This study will examine the curriculum and programs of history education at the University of Athens of today, with a particular focus on the role of archaeology in Greece and beyond. The University of Athens now has 33 faculties at eight schools, of which history education is provided by the Faculty of History and Archaeology in the School of Philosophy. While divided into the Department of History and the Department of Archaeology and History of Art, both are closely interrelated in the faculty research and teaching. This paper will highlight their two recent efforts to the postgraduate program: 1) European Programs including

“Mediterranean Doctoral School in History” and “European Master of Classical Cultures” and 2) English-taught Program of “MA in Greek and Eastern Mediterranean Archaeology”. It can thus be said that historical and archaeological research and teaching in Greece still have global significance in academic activities and retain responsibility for civic society.

### *III. History Education at Universities of Sweden and “Freedom of Choice”*

**Daisuke Furuya** (Osaka University, Japan)

From the perspective of Japan, Sweden seems to be one of the “unknown countries” in Europe. Most of the Japanese people still label Sweden as “the welfare state” or “the experimental state”. On the other hand, they do not try to understand the historical development of Sweden based on the actual situation. One of the reasons of such Japanese views about Sweden might be caused from the historical view which has been recognized the historical development in Western Europe as a universal model of “World History”, which has been shared the historical education in Japan. For example, at the class of “World History” in Japan, the establishment of a “nation-state” is explained based on the experience of “the civil revolution”. However, Sweden has achieved the regime as “the welfare state” of today without such experience. Therefore, she becomes an unexplainable exception in the context of history education framework of Japan.

Such example of “absence” of Swedish understanding in Japan shows us a “pitfall” of the way of historical education to reduce the historical experience of certain regions to a specific historical pattern. The problem of historical education derived from reductionism will be one of the issues to be discussed together in today’s world where an understanding of the symbiotic societies is required. This paper will introduce the Swedish examples of historical education at universities in order to offer a basis for discussion about how to cultivate the perspective to understand individualities of the different regions in the historical education of today.

The key concept to understand the change of Swedish society of today is said to be to guarantee “the freedom of choice” for every Swedish citizen. Under the context of integration of Europe and increase of immigration, Sweden has been transformed from the society that forms a single “nation” through the forced homogenization to the society that allows “citizens” of diverse origins to coexist. When we take a glance at the historical education of Swedish universities, we can confirm that there are various courses tailored to the individual interest of students. It might appear as if it reflects the “freedom of choice” that the Swedish society of today seeks. In today’s Europe, where the regional integration has progressed under the “European Philosophy”, we have sometimes confirmed the universality of the name of “Europe” in conflict with the uniqueness of “regions”. Swedes of today are conscious of such axis of confrontation as one of the severe problems. In this paper, I would like to discuss some issues required for the historical education in the symbiotic society of today by comparing the Swedish case and Japanese case.

### *IV. History Education in German Universities and the Role of Public History*

**Susanne Popp** (University of Augsburg, Germany)

“Public History” has been established as a Master’s programme at several German universities for some years. These programmes are based on the application of historical methods and research questions (particularly related to modern and contemporaneous history), but focus on the public benefits of history, which go beyond the mere preservation of documents and scientific research, and on professional education and practice. Among the most important fields of work for which

these programmes prepare are heritage culture, preservation of historical monuments, memorial work, history tourism, archives, oral history and museums.

This subject, which was newly constructed in the Federal Republic of Germany, has its origins in the university system of the United States, and consists of a mixture of museum education, didactics of history, mediation of history in the public, cultural management, public relations work and media skills.

Public History in Germany is organisationally separated from the history teacher training courses at the universities. The history teacher students study the subject “Didactics of History”, which is anchored at German universities within the historical sciences (and not in the educational sciences, as in many other countries). Nevertheless, there are some overlaps between the newly introduced Public History and the Didactics of History, an academic subject that has a long intellectual tradition in Germany. For the subject “Didactics of History” in German tradition is not limited to research on history teaching in schools, but also includes the analysis of the use of history in public (= “historical culture”). In contrast, the subject of Public History does not aim at teaching history in schools.

The lecture has two aims: On the one hand, it presents the Master’s programmes in Germany and compares the situation in other European countries. On the other hand, it compares the concepts of Public History and the Didactics of History and addresses some critical questions to Public History, which as an academic discipline is far less theoretically substantiated than the Didactics of History.

### Panel 3 (B-1)

### Issues of Research/Teaching Fields

Panel Coordinator: **Shigeru Akita** (Osaka University, Japan)

#### Panel Abstract:

This panel aims to introduce four practices of history teaching and researches at Osaka University, and will try to integrate research results of global history, Asian area studies, and maritime Asian history for university history education.

The first speaker, Akita, introduces academic achievements of the Global History division of the Institute for Open and Transdisciplinary Research Initiatives (OTRI), Osaka University, in order to create a “global/world history from Asian perspectives,” by focusing on three key research subjects: ancient central Eurasian history, early modern maritime Asian history, and global economic history, based on studies at the Department of World History, Graduate School of Letters.

The second speaker, Mukai, presents us with accumulated research results in the field of maritime Asian history, as exemplified in *Kaiiki Ajiashi Kenkyu Nyumon (Introduction to Maritime Asian History)*, published from Iwanami-shoten in 2008, and more specifically focused on the activities of the Muslim diaspora in the middle and early modern period.

The third speaker, Sun, focuses on a thematic course centering on the history of technology at California State University, Fullerton, and his visiting professorship at Osaka University. For the last three years, he has conducted intensive research on *The Century of Warfare in Eastern Eurasia, c. 1550–1683*. He examines warfare in Eastern Eurasia (defined to include modern East Asia and Southeast Asia) during the period of 1550–1683 (termed the “long seventeenth century” in this project) from global, comparative, and supra-, or macro-regional perspectives. This study has two major goals. The first is to define the “Century of Warfare” in Eastern Eurasian history. The second goal is to participate in the “Great Divergence” debate (the key issue is “when did

Asia start to lag behind or diverge from Europe during the early modern era [1450–1800]?)” by repositioning Asian military technology in the early modern world. By utilizing these original studies, he is planning and partly practicing at Fullerton a new course of world/global history on technology.

The fourth speaker, Ikeda, introduces a grand design (educational strategy) of history education on Southeast Asia at the Faculty of Foreign Studies at Osaka University (previously Osaka University of Foreign Studies: OUFS), as a pioneering attempt to integrate area studies into historical ones. OUFS has almost 100 years’ tradition of foreign language education and around 50 years’ in “foreign studies.” Ikeda proposes to create a course in Southeast Asia studies in order to clearly understand the current situation from a historical perspective, and to enable our students to comprehend several contemporary implications of historical studies.

## **Papers:**

### *I. Global History Studies at Osaka University*

**Shigeru Akita** (Osaka University, Japan)

The Institute for Open and Transdisciplinary Research Initiatives (OTRI) has eight divisions, and the division of global history is the only research field for the humanities and social sciences. The division aims to create “global history” from an Asian perspective, through interdisciplinary studies of history, international relations, economics, human sciences, and cultural studies as well as area studies, in which Osaka University has inherited a rich tradition of Asian studies from the previous Osaka University of Foreign Studies. The division consists of three major research groups: (a) the supra-regional history of networks and interactions in ancient central Eurasia and early modern maritime Asia; (b) micro history in medieval Kansai (Japan) and modern China; and (c) global economic history and the “modern world system.” By combining these three groups, the division will cover a long range from ancient to contemporary times and present a totally new interpretation of world/global history from an Asian perspective.

The division is currently involved in joint research projects on global/world history, not only with Asian universities such as Nanyang Technological University (NTU: Singapore), Beijing Foreign Studies University (BFSU: China), and Jawaharlal Nehru University (JNU: India), but also with Oxford University (UK) and University of Pittsburgh (USA). In addition, we are vigorously collaborating with the Asian Association of World Historians (AAWH), an international organization for the promotion of global/world history studies in the Asia-Pacific region. By utilizing these academic exchange networks, we are producing several books and articles in English as well as in Japanese. I would like to introduce to this panel the academic achievements of the Division of Global History, OTRI.

### *II. The Role of Maritime Asian History for Global History Education*

**Masaki Mukai** (Doshisha University, Japan)

From the 1990s, strongly critical of Eurocentric, Sino-centric, and nation-state centric views, some research groups in Japan began to adapt a new sort of regional concept such as “maritime Asia” or “maritime East Asia.” The group adapting the former concept has mainly been conducted by a research group at Osaka University and the latter has been directed by a research project based in Tokyo University. Professor Momoki Shiro, the former chair of the research group at



Osaka University defines “maritime Asia” as a geographic concept in which both Asians and Europeans played roles; it covered maritime and inland regions, both connected to each other.

In the 2000s and 2010s, scholars of the first (now in their sixties) and second (now in their forties and fifties) generations in these fields produced a number of innovative researches. For example, Momoki Shiro, along with more than 30 colleagues, including Shinji Yamauchi, Fujita Kayoko, and Hasuda Takashi, published a monumental work, *An Introductory Guide to Maritime Asian History* (Momoki et al., 2008), which contains several articles on the structures of maritime trade in several periods and review articles on specific topics in this field. The achievements of the above-mentioned research project at the University of Tokyo have been published in a book titled *A Maritime History of East Asia* as a product of the Ningpo Project (Maritime Cross-Cultural Exchange in East Asia and the Formation of Japanese Traditional Culture), which started in 2005 and ended in 2009.

The scholars of the second and third generations (now in their thirties), including Mukai Masaki, Goto Atsushi, and Nakamura Tsubasa from Osaka University, organized panels several times at the conferences of the Asian Association of World Historians (AAWH) and World History Association (WHA) in order to continue discussions. They are currently teaching at universities in Kyoto and working on a new endeavor of education for global citizens.

As seen in the cases of Syrians in Europe and Rohingyas in Asia, the problems of refugees and mass transportation of people who have had to leave their homeland has increasingly become the most sensitive and biggest social issue of contemporary globalized society. Under such circumstances, it becomes an urgent task of education to cultivate the ability of the younger generation to cope with people from diverse backgrounds including those who do not have their own nation-state. For this, the above-mentioned research activities on maritime Asian history including trade diasporas and interregional networks can make a significant contribution.

### *III. The Place of Gunpowder in the Early Modern World and the Ways of Integrating it into Global History Education*

**Sun Laichen** (California State University, Fullerton, USA)

Based on my and other scholars’ research, I discuss the place of gunpowder technology in the early modern world (circa 1400-1800), arguing for the significance of bringing guns into the picture of history education. Accordingly, I will offer major approaches of integrating guns into history teaching at both secondary school and college levels, with the purposes of helping educators in designing curricula and programs. I divide the functions of guns into two categories: Guns for warfare and guns for non-warfare.

The military uses of guns concerns the crucial role played by guns in battles, in the “military revolution,” and possibly in the “great divergence” and industrialization during the early modern era. Though varying from region to region, the advent of guns to different degrees changed (and at different periods) tactics, fortification, battle outcomes, and even the fate of states and empires from the Eurasian and African world to the Americas. I refrain from assigning guns the decisive role, but treating them as a significant variable should be unobjectionable. I will highlight some important examples to illustrate this point.

So far gunpowder for non-military purposes such as tools for entertaining, hunting, crop protection, etc. and their cultural influence and meanings have not been sufficiently studied. As a matter of fact, even during the early modern era, the use of gunpowder was much more varied and complicated than merely an instrument of violence. Like modern days, peoples everywhere loved fireworks and (in Asia, particularly China and Southeast Asia) firecrackers; gunpowder was used in the “world hunt” of all kinds of animals (and people=slave); in early modern and even modern

times, people didn't and still do not realize that, as I argue, gunpowder technology is the one which has mostly influenced human languages (much more than any other technology throughout human history), as large number of saying, expression, metaphor, slang, puns, etc. related to gunpowder terms (gunpowder, gun, cannon, rocket, landmine, firecracker, etc.) were created (and are still being created nowadays). For instance, "so-and-so did not invent gunpowder" in many European languages means that so-and-so did not do anything important.

Gunpowder materials (gunmetal, sulfur, and saltpeter) and weapons were certainly an important part of trade worldwide, including the exchange between land and sea in Asia (mainland countries offering saltpeter while island ones providing sulfur), the gun-slave trade in Africa, the gun-fur trade in North America. I will show that in addition to silver, cotton textiles, silk, porcelain, trade in gunpowder materials was another important aspect and component of the early modern trade.

I hope to convince educators that it is meaningful and important to include gunpowder as a part of their teaching global history.

#### *IV. Rakhine and Rohingya in Myanmar: A Case of History Education in Southeast Asian Area Studies*

**Kazuto Ikeda** (Osaka University, Japan)

The Rohingya issue is a serious refugee outbreak and an ethnic challenge for Rakhine and Burman peoples in Myanmar. The Rohingya people claim a long record of residence on the soil but are seen as illegal immigrants and culturally alien to Buddhist tradition by the Myanmar government and the public. The problem appears more complicated when Rakhine's ethnic rivalry towards Burmans, British colonial rules, and Japanese military occupation are considered.

It is, however, a dispute over the legitimacy of national identities, which have recent roots both for Rohingya and Rakhine. Indeed, a brief look at the non-ethnic history of Rakhine (rather, Hindu) kingdom in the first millennium, the universal character of their maritime commerce in the Indian ocean up to the 18th century, the interdependent relations of Theravada Buddhists and Muslims, and other observations shows that Rohingya's claims and the Burman and Rakhine reactions, which are centered in the peripheral area of the two nation-states, are modern and national.

Historical study based on Southeast Asian Area Studies concerns historical interpretations of current issues. It focuses on a comparative historiography of self-recognition of the groups involved and explains the formations of ethnic and national identities in this area. It then provides students of Myanmar studies at our department with fresh knowledge that Myanmar is not merely a Burmese-speaking world, but an area formed of many historical layers and circles of the different peoples. It also gives them the sense that our understanding of this area has not been free from a *nation-oriented* perspective in many ways.

### **Panel 4 (B-2)**

## **Teaching at/by Different Types of Universities and Institutes**

Panel Coordinator: **Kazuaki Tsutsumi** (Osaka University, Japan)

**Panel Abstract:**

When we consider “history education in universities,” we must be aware that the situation is different depending on the character of each university. There is a total of 783 universities in Japan (176 public universities and 607 private universities) and a large difference in the number of students, and the number of undergraduate and graduate schools. Moreover, the difference between universities because of the so-called “deviation order” is also extensive.

As one aspect of the panel of discussion on “teaching” history, four different types of institutions can be introduced: 1) large-scale research universities, 2) “local universities,” 3) international universities, and 4) non-university institutions. Not only will we identify the different issues we are facing, we will also consider which issues we should work together on in the future.

Another thing we would like to draw attention to are the differences among the students of history education at university. For example, three types of students can be expected: (a) those who will be university teachers in the future, (b) those who will be secondary teachers in the future, and (c) a wide range of future citizens. How should I teach history and how to learn history to each type of student? How can we achieve more intentional, “strategic” ways of teaching history, and of mutual cooperation beyond each current situation by connecting the following four cases?

A representative example of a large-scale research university in Japan is the “National Seven University” (predecessor of the “Imperial University” before the war), one of which is Osaka University. The term “local university” mainly refers to national universities established in 1949 after each of the 47 regional public organizations (“prefecture”) in Japan. They are often integrated universities formed by the integration of multiple pre-war institutions of higher education and the addition of new faculties. Shizuoka University, which will be discussed at this time, is a large-scale regional university with approximately 700 teachers, approximately 8,000 undergraduate students, and 1,600 graduate students.

The Ministry of Education, Culture, Sports, Science and Technology of Japan has named 37 schools as part of its project to promote university globalization (through thorough internationalization and world-class education and research). Ritsumeikan University and Ritsumeikan Asia Pacific University, which are examples of international universities, are two of these designated schools.

The Northeast Asian History Foundation, an example of a non-university institution, is a public institution established under the Korean Ministry of Education in 2006. Many of its activities can be seen in its educational activities, such as history education for citizens and development of the history education program.

## **Papers:**

- I. *History Education at a Large Research University: History Education Reform in the History Major at Osaka University, School of Letters*

**Kazuaki Tsutsumi** (Osaka University, Japan)

The purpose of this report is to introduce the kind of problems history education has at Osaka University, one of the large-scale research universities, and how the program has been reformed.

The first part of the discussion introduces the current state of research and education in history and its problems. First, I would like to introduce the fact that history is divided into three areas in universities in Japan, and there are negative effects to this so-called “result-based” evaluation of researchers. Because education and historical research are divided in this way, it is difficult to create mutual interaction between the three fields. An excessive orientation to results, which are evaluated by the number of papers produced, has resulted in the excessive

departmentalization of research. Second, I would like to discuss the impact of the division of historical subjects in secondary education. There are many college students who did not have the opportunity to learn a common history in either “Japanese history” or “World history.” If students receive an education only in Japanese history subjects, they may not be able to objectively capture the history of their own country, and there is a risk that this type of teaching will reproduce narrow patriotism and arrogant self-awareness.

The second part introduces Osaka University’s history education reform of the “Osaka University model.” This reform has three major goals. The first is to provide the historical knowledge necessary for one to be active internationally. Specifically, it is the ability to put together detailed and extensive knowledge of history on a large scale. This ability is necessary for both university teachers and high school teachers. The second purpose is to train teachers who can learn high school history education, not simply by rote memorization of the contents of high school Japanese history and world history textbooks. The third purpose is to prepare appropriate university entrance examination questions for history subjects, to educate university teachers who can undertake specialized education in history with a broad knowledge and perspective, and to teach general history as part of the liberal arts and teacher-training course in history.

To achieve these three objectives, we have implemented the following three reforms. The first is the provision of the “World History of Liberal Arts Course.” The second is the provision of the new “Introduction to History” subject. The third reform is the establishment of practice subjects that involve giving presentations and debates that are not confined to the student’s own specialized framework. This subject is also a training site for young researchers and future high school teachers.

## *II. The Situation of Local Universities: The Case of Shizuoka University*

### **Jun Iwai** (Shizuoka University, Japan)

In recent years, the study and value of the humanities have come under growing pressure in Japan. Many Japanese universities face a decrease in academic staff in the humanities, including the Department of History. At the National University Corporation, they are rapidly decreasing compared with the academic staff of the natural sciences. In Shizuoka University, the academic staff in History separately belong to the Faculty of Humanities and Social Sciences, the Faculty of Education, and the Faculty of Informatics. There are seven staff in the Humanities and Social Sciences, three in Education, and two in Informatics. Thus, I place the stress on the Faculty of Humanities and Social Sciences, as most of the staff of the Department of History come together in the Faculty of Humanities and Social Sciences, rather than because I belong to this faculty. In this faculty, the academic history staff have decreased rapidly. In the 1990s, there were 11 staff members, but now we have only a staff of seven. Specifically, there are two in Japanese History, one in Chinese History, one in British History (that is me), one in Czech History, and two in Archaeology. Thus, we have experienced a drastic decrease.

Given these difficult conditions, we looked for an efficient way to teach history at our university. First, we tried to reform the undergraduate education. Although we had initially divided students in our department into three sections: Japanese History, World History, and Archaeology in their second year, we changed this system and instead divided them in their third year. Now many second-year students study an overview of history, such as Japanese History and World History. As a result, we were able to reduce the number of special subjects offered. Secondly, we founded a new society of history education that was aided and supported by other faculty staff and high school teachers. That society, named the Society of History Education in Shizuoka (静岡歴史教育研究会) was established in 2010. I will focus on this society. I will first

examine the ways and purposes of our society; second, the coexistence between history and history education; third, the cooperation between high schools and Shizuoka University; and finally, the integration of Japanese history and world history.

*III. Teaching Japanese History in the Globalisation/Internationalisation of Japan's Higher Education: From the Cases of "Top Global Universities" of Japan*

**Kayoko Fujita** (Ritsumeikan University, Japan)

Since the 1980s, the globalisation/internationalisation of Japan's university education has been promoted by politics, bureaucracy, and business, in view of trends of a declining birth rate, worldwide competition for highly-skilled human resources, and the multiculturalisation of Japanese society itself.

The most recent attempts to respond to these challenges include the Global 30 (2009–2014) and Top Global University Project (2014–to date) schemes of the Japanese Ministry of Education (MEXT). These projects have created severe competition between the selected national, public, and private universities within Japan and universities in North America, Europe, and the Asia-Pacific region for high-quality international students. Japanese universities also have been actively sending their students overseas. At such 'Global Universities' of Japan, it has become quite common that domestic and international students—both short-term visiting and long-term students—are learning together in English-based courses. At the most innovative schools, international students in a 4-year programme even challenge themselves to study in courses offered in Japanese following intensive Japanese language training.

Other universities and colleges are also making a serious institutional commitment towards globalising their curriculum: beginning in the 2019 academic year, more than a dozen higher education institutions have been authorised by MEXT to set up a department or a faculty with so-called 'international' curricula that covers a wide range of disciplines, from liberal arts and Japanese studies to management, information sciences, medicine, and nursing.

This paper firstly outlines the recent initiatives of Japan's private higher education institutions to globalise/internationalise their campuses, based on the presenter's experiences in education and administration at two private universities, both of which were designated as Top Global Universities in the Global Traction Type category (Type B) since 2014.

Secondly, it introduces how Japanese history is taught in multi-national, -lingual, and -cultural classrooms at such universities. It presents actual cases of lecture and discussion sessions in English with the mixture of international and home students in liberal arts environments, as well as a new educational approach called Content and Language Integrated Learning (CLIL), in which students learn a subject (Japanese history) and a second language (English) at the same time.

*IV. School and Social Educational Projects by the Northeast Asian History Foundation, South Korea: A Current Situation and Prospects*

**Kim Minkyu** (Northeast Asian History Foundation, South Korea)

Northeast Asian History Foundation (NAHF), a history research institution under South Korea's Ministry of Education, Science and Technology, was established in 2006. NAFH is aimed at re-examining the so-called history problems and presenting reasonable solutions to them. Its ultimate

goal is to maintain peace in Northeast Asia by preventing the politicization and exacerbation of the problems.

To attain this goal, NAHF not only provides ideas for the research and the development of teaching materials, but plans and executes educational projects for students and teachers. These projects are carried out domestically, as well as through international collaboration. The Foundation, for instance, supports a Korean-Japanese teacher exchange program to provide high school students with different viewpoints towards history, and to promote mutual understanding.

In this presentation, I will introduce the educational projects NAHF provides for the purpose of alleviating history conflicts among East Asian countries. Hopefully this report will make a small contribution to the co-existence and co-prosperity of East Asian countries through the re-writing of history based on peace-oriented perspective.

**Panel 5 (C)****Approaches to Teaching History in the Globalizing World**

Panel Coordinator: **Takao Fujikawa** (Osaka University, Japan)

**Panel Abstract:**

New programs, tools, and ways of teaching history are important, even more so in an environment where digital technologies are constantly revolutionizing communication and data processing; the presentation of historical materials and sources accumulated over centuries is also rapidly changing. On the other hand, globalization is having an enormous impact on our daily lives which inevitably changes our perspectives of history. Ignoring such a tremendous change may amount to a negligence of duty on the part of historical researchers and history teachers.

However, simply adopting new technology or positing global history as the antithesis of national history as such may not enrich history teaching. A new technology or a new global history is not a value-free or value-neutral entity. Revisionist history over the last several decades has revealed the importance of viewing race, gender, and class as critically important, and of making history as inclusive as possible. Post-modernist history has showed us how futile and closely related to power relations binary oppositions are in society as well as in academic thinking. The globalizing world is not a paradise without race, gender, and class distinctions; instead, it is expanding and inflating these distinctions on a much larger scale. Thus, historical research and teaching should be informed of such aspects as well as global history perspectives.

In this session we will focus on practical teaching methods and the use of new technology. History teaching is now faced with many problems in the globalizing world with its advanced communication and data processing technologies. How to teach history in class and to make it more relevant to contemporary society is critically important. This issue is also closely connected to history teachers' training in university. We need to encourage students to embrace global perspectives of history and to use new tools of digital history. Nonetheless, we are trying not to lose sight of the importance of how to make history more inclusive of the different types of groups of society without neglecting differences between persons with multiple identities in race, nationality, gender, sexuality, class, etc. The session is aimed at showing examples of making history teaching more relevant to society in various aspects of this globalizing world.

## Papers:

### *I. Preparing World History Teachers in the US and Japan*

**Kristine Dennehy** (California State University, Fullerton, USA)

This paper will examine various aspects of the undergraduate curriculum for History majors, with a particular focus on the preparation of teacher credential candidates. As undergraduate institutions are under increasing pressure to confer degrees within four years while keeping enrollments robust, History Department offerings have undergone significant changes in recent years. Some of these changes reflect general disciplinary shifts such as more classes with a thematic approach or ones that are more interdisciplinary. This paper will highlight shifts at all levels of the curriculum, including the lower-division World History survey, a gateway seminar in Historical Methodology, and upper-division coursework in the field of Asian Studies. Based on this discussion, this paper will also make some preliminary suggestions for comparison with the Japanese system of teacher credentialing.

### *II. Not Just an Enigma: How to Connect Japan with the World beyond its Specificities through University Education*

**Yasuko Hassal Kobayashi** (Ritsumeikan University, Japan)

Japanese Studies as part of Area Studies was formed and thrived through WWII and the Cold War, as a way to understand an enigmatic entity that was inexplicable by common logic of western civilized countries. This particular gaze was not newly discovered by the Allied military intelligence personnel during WWII but ran through Western literature from Marx to Fairbank, Ruth Benedict and the like.

Flourishing Area Studies consolidated the geographic borders of areas, such as East Asia and Southeast Asia. The irony is that Area Studies assumed the mantle of centring the west by locating itself as others as opposed to the West (Sakai 2018), and even at its best talked back to the centre by emphasizing area specificities and inexplicit natures. Also, this same structure allowed native Japanese scholars to exploit a space through claiming their power of being native Japanese.

However, this post/colonial nature of Area Studies (Japanese Studies as a case in point) has been critically contemplated within Japanese Studies (Walker & Sakai 2019), and Tessa Morris-Suzuki proposed a concept of “Liquid Area Studies” which suggests that “an area is not a solid thing but like a fountain which is given shape only by constant activity and movement. Like a fountain too, it may radically change shape, or disappear altogether, if movement changes direction or ceases” (Morris-Suzuki 2019). Discovering this kind of fluid and dis/appearing area requires different lenses beyond our unreflective notions.

Indeed, after the turn of the century, new perspectives have produced significant work to challenge the existing understanding of Japanese history. For instance, Nayoung Aimee Kwon’s work “Intimate Empire: Collaboration and Colonial Modernity in Korea and Japan” (2015) shows a nuanced relation between Japan and Korea during the colonial era by deploying postcolonial reading, and it not only challenges a simple binary between the colonised and the coloniser but also connects Japanese coloniality with world history of colonialism. Jeffrey Paul Bayliss deals with a familiar topic of Japanese study, Koreans and Buraku, in “On the Margins of Empire: Buraku and Korean Identity in Prewar and Wartime Japan” (2013). It locates this issue, not as a Japan specific issue but in the global context of minority issues. These works point to the need

for changing our perspective to investigate Japanese history and issues: Japan needs to be understood not just as Japan but as a part of East Asia as well as the globe.

The challenge for university teaching is how to enable students to grasp this perspective of Japan being part of East Asia and the globe, not just as mantras in cutting-edge journal articles, but as reality according with their own sense of living in this globalised world today. Simply put, how can international students have a sense that Japan is something in them, not just an exotic enigma?

During my time at Osaka University Global Japanese Studies, I have pursued this challenge. This presentation will briefly justify this approach, present the course contents taught at Osaka University and what was successfully received by the students or failed. Then it will suggest some perspectives of teaching Japanese history/contemporary Japanese issues as part of the globe for both international and Japanese students.

### *III. How to Interpret Historical Terms in Foreign Languages: Teaching Medieval Japanese History in the Globalizing World*

**Huang Xiaolong** (Osaka University, Japan)

Studies of medieval Japanese history by Japanese scholars have traditionally tended to adhere to national particularism. However, an increasing number of Japanese scholars are now realizing the importance of the global dissemination of their research achievements and results. There are numerous avenues for the worldwide promotion of studies of medieval Japanese history. From my point of view, the issue of emergent methodologies that can assist the instruction of medieval Japanese history to international students in Japan or to learners in other countries cannot be ignored. In particular, the translation or interpretation of medieval Japanese historical terms is a considerable barrier. Naturally, the terminology that is chosen and the manner of its interpretation differ according to the contexts of the country in which the instruction occurs and the language that is employed. This presentation will focus on historical terminology to discuss the current circumstances and challenges of teaching medieval Japanese history in the global arena.

First, I will verify the conditions pertaining to the teaching of medieval Japanese history in China and in the United States. China's circumstances will be ascertained on the basis of a questionnaire administrated to the Department History in Fudan University. On the other hand, the University of Southern California (USC) continuously organizes kanbun (Sino-Japanese) workshops and undertakes translation projects for historical sources in pre-modern Japan with the support of Japanese scholars. I will utilize USC as an instance for conditions in the United States, by surveying the achievements and results of USC through material that can be accessed via the Internet or print publications.

Second, I will discuss my teaching experience at Vietnam National University, Hanoi and at Ritsumeikan University as part of the work undertaken by this program. I will talk about the actual difficulties and problems we faced when interpreting or translating certain specific historical terms to Japanese or English. In addition, the Online Glossary of Japanese Historical Terms, created by the Historiographical Institution of the University of Tokyo, will be introduced as an interpretation and translation tool.

I hope to discover some indications about the selection and inference of historical terminology in the pedagogy of medieval Japanese history in a global context.

### *IV. Digital History Connecting University, Students, and the Public*



**Takao Fujikawa** (Osaka University, Japan)

I am now leading a research group which consists of me and a number of data analysis scholars. The name of the project is “Historical Anatomy of Public Opinion Formation in Australia: Public Meeting Data Analysis via Natural Language Processing.” Well done! In fact, I am actually following a track suggested by young scholars from different disciplines to challenge this path breaking research. Though this may become my Battle of Thermopylae in contemporary digital history war in the global arena, I have decided to proceed not because I have Leonidas’ courage but out of curiosity.

In this presentation, I want to talk about a series of my curiosity at Department of Western History in Osaka University to teach or rather to collaborate with students with a view to expand academic history into the public domain. I intend to deal with subjects such as the construction of a website for the department; the first internet lecture in 1999 using Yamaha SoundVQ Player; the construction of databases for an Australian dictionary and a chronological table for Australian history, both of which were helped by the “Three Musketeers”, students from three different faculties in addition to graduate and postgraduate students from the department; the making of Net Kelly in 2004, a site introducing Australian towns with a map and pictures; the making of the Ghostly Gazetteer of Australia in 2004–2007; a site of lost Australian place names with clickable maps (use of FireWorks with the help of “D’Artagnan,” a talented student); the launch of Public History in 2003 – the journal of history for the public by our department which used Adobe InDesign, a desktop publishing software application for creating magazines, newspapers, and books (starting with the first issue, Public History was published both in digital and print formats); the introduction in 2006 of a new class, Performing Histories in English; the publication of Reading a World History I and II in 2011 and 2015, respectively, through animation in collaboration with postgraduate students; and from 2016 a collaboration with artists for the publication of history books and journals.

Finally, I will return to the research project mentioned above and explain how I will integrate it with teaching digital history in class.