

HISTORICAL MEMORY IN EAST AND SOUTHEAST ASIA

東アジア・東南アジアにおける記憶と歴史

Dr. Will Brehm

Course Description

This course is a comparative survey of historical memory in East and Southeast Asia. By exploring the ways in which states and ordinary citizens understand their own representations of history as well as their representations of other nations' histories, students will develop understandings of the ways in which historical consciousness both shapes, and is shaped by, political relationships across nation-states.

Mode of Instruction

The primary format for this course is a participatory seminar. Members of the seminar will be asked to read weekly materials and come to class prepared to discuss them. Class discussion, readings, presentations, and written assignments will be used. I encourage students to draw on their personal experiences and opinions in discussions and class assignments. Every student brings a wealth of personal experience and practical expertise that will enhance the learning process and make our time together more meaningful. By sharing reflections on our personal, professional, and academic experiences and opinions, we will be able to develop critical understandings of historical memory in this course.

Grading and assignments

Participation (30%) - Come to class prepared to discuss the assigned readings, ask questions about the readings, and engage your peers in informed discussion about the assigned readings/topic. Active participation in class discussions that reflect an understanding and synthesis of assigned readings is the goal. Come prepared with notes and questions from the readings.

Student-led Presentation and Discussion (20%) - Depending on the number of students in the class, individuals or groups of students will be responsible for preparing a presentation on a selected reading for each part of class. When it is your turn to present, you should prepare brief handouts for fellow students and set the stage for class discussion. Further details about the presentation will be discussed in class.

Writing Assignment and Presentation (50%) – “Critiquing my historical memory”: Write a 5 to 7-page essay critiquing a historical memory or narrative you experienced growing up in your local, regional, or national community. Your objective is not only to detail the narrative of your case study but also to critique it using methods/questions learned in class. Each student will give a 5-minute presentation on her/his essay. The written assignment is due and the classroom presentations will take place during Class 8.

Course Materials

Reading assignments will be available online.

Course Outline

Class 1: Introduction – What is historical memory?

Reading 1: von Leyden, W. (1984). Categories of historical understanding. *History and Theory*, 23(1), 53-77.

Reading 2: Anderson, B. *Imagined Communities*, Chapter 10.

Reading 3: Denton, K.A. (2005). Museums, memorial sites and exhibitonary culture in the People's Republic of China. *The China Quarterly*, 565-586.

Movie: <https://www.youtube.com/watch?v=o0d4I-HgRYo>

Class 2: Historical memory in textbooks & the power of forgetting

Part 1: Textbooks

Reading 1: Bukh, A. (2006). History Textbooks and Historical Memory Construction. *The Waseda journal of political science and economics*, 363, 8-24.

Reading 2: Ngo, F.J. (2014). "Revision for rights? Nation-building through post-war Cambodian social studies textbooks, 1979-2009." In. J.H. Williams (Ed.) *(Re)Constructing memory: School textbooks and the imagination of the nation* (pp. 153-170). Sense.

Recommended reading 1: Bukh, A. (2007). Japan's history textbooks debate: National identity in narratives of victimhood and victimization. *Asian Survey*, 47(5), 683-704.

Recommended reading 2: Dolive, C. (2014). "Publicizing nationalism: Legitimizing the Turkmen state through Niyazov's *Rukhnama*." In. J.H. Williams (Ed.) *(Re)Constructing memory: School textbooks and the imagination of the nation* (pp. 79-102). Sense.

Recommended 3: Lincicome, M. (2014). In the shadow of the Asia-Pacific War: Rewriting the history of education and childhood in Modern Japan. *Journal of the History of Childhood and Youth*, 7(3), 485-569.

Part 2: The Power of Forgetting

Reading 1: Anderson, B. *Imagined Communities*, Chapter 11.

Reading 2: Araujo, M.PN. and dos Santos, M.S. (2009). History, memory and forgetting: Political implications. *RCCS Annual Review*, 1.

Recommended reading 1: Curaming, R.A. and Aljunief, S.M.K (2012). Social memory and state-civil society relations in the Philippines: Forgetting and remembering the Jabidah 'Massacre.' *Time & Society*, 21(1), 89-103.

Class 3: Diplomacy and nationalism through World Heritage and the debate over Comfort Women

Part 1: World Heritage

Reading 1: Winter, T. (2016). Heritage diplomacy along the One Belt One Road. *The Newsletter*, 74, 8-10.

Reading 2: Brumann, C. (2014). Shifting tides of world-making in the UNESCO World Heritage Convention: Cosmopolitanisms colliding. *Ethnic and Racial Studies*, 37(12), 2176-2192.

Recommended reading 1: Meskell, L. and Brumann, C. (2015). "Unesco and New World Orders." In L. Meskell (Ed.) *Global Heritage: A Reader* (pp. 22-42). John Wiley & Sons, Inc.

Part 2: Comfort Women

Reading: Varga, A. (2009). National bodies: the 'comfort women' discourse and its controversies in South Korea. *Studies in Ethnicity and Nationalism*, 9(2), 287-303.

Film in Class: "Comfort Women Wanted"

Class 4: Nanjing Massacre and Dokdo/Takeshima

Part 1: Nanjing Massacre

Reading 1: Yoshida, T. (2000). "A Battle Over History: The Nanjing Massacre in Japan. In J.A. Fogel (Ed.). *The Nanjing Massacre in history and historiography* (pp. 70-132). University of California Press.

Recommended Reading 1: Akira, F. (2007). The Nanking Atrocity: An interpretive Overview. *The Asia-Pacific Journal*, 5(10).

Part 2: Dokdo/Takeshima

Reading 1: Bukh, A. (2016). Korean national identity, civic activism and the Dokdo/Takeshima territorial dispute. *Journal of Asian Security and International Affairs*, 3(2), 1-17.

Reading 2: Bukh, A. (2015). Shimane Prefecture, Tokyo and the territorial dispute over Dokdo/Takeshima: regional and national identities in Japan. *The Pacific Review*, 28(1), 47-70.

Class 5: World War II

CLASS TRIP TO YUSHUKAN WAR MEMORIAL MUSEUM – DETAILS TBD

Part 1: The untold history of America

Film in Class: "Chapter 3: The Bomb"

Part 2: Yushukan war memorial museum

Reading 1: Kuo, L. (2014). "The Story of World War II according to Japan's controversial War Museum." *Quartz*.

Reading 2: Yoshida, T. (2007). Revising the past, complicating the future: The Yushukan War Museum in modern Japanese History. *The Asia-Pacific Journal*, 5(12).

Class 6: Southeast Asia

Part 1: An authentic Thainess?

Reading 1: Winichakul, T. (1994). *Siam Mapped: A history of the Geobody of a nation*, Introduction.

Part 2: Remembering Angkor

Reading 1: Winter, T. (2007). *Post-conflict Heritage, Postcolonial tourism: Culture, politics and development at Angkor*, Chapter 1.

Reading 2: Winter, T. (2003) Tomb raiding Angkor: A clash of cultures. *Indonesia and the Malay World*, 31(89), 58-68.

Class 7: The Future of Historical Memory?

Reading 1: Halbwachs, M. (1952), *On Collective Memory*, Preface.

Reading 2: Papazoglou, A. (2016). “The post-truth era of Trump is just what Nietzsche predicted.” *The Conversation*.

Recommended Reading 1: Barash, J.A. (2016). Collective memory and historical time. *Práticas da História*, 1(2), 11-37.

Class 8: Class Presentations: “Critiquing my historical memory”

No Reading.

Instructor Bio

Will Brehm is an Assistant Professor at the Waseda Institute for Advanced Study, Waseda University. His research interests include the intersection of comparative and international education with international relations and the political economy of development, focused primarily in Southeast Asia. He is currently conducting a comparative research project that explores historical memory and schooling across Cambodia, Laos, Myanmar, Thailand, and Vietnam. He also consults for the World Bank in Cambodia and hosts a weekly podcast on education, globalization, and society called FreshEd. Will graduated with his PhD from the Faculty of Education at the University of Hong Kong.