**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.

**Textbooks:**
Reading assignments will be available online

**Reference Books:**
Reading assignments will be available online

**Course Plan:**

1. **Introduction**
   - What is historical memory?
   
   
   Reading 2: Anderson, B. Imagined Communities, Chapter 10.

2. **Historical memory in textbooks & the power of forgetting**
   - Part 1: Textbooks
      
      
      
      
      

3. **Introduction Continued**
   - Part 2: The Power of Forgetting
      
      Reading 1: Anderson, B. Imagined Communities, Chapter 11.
      
      
      Recommended reading 1: Curaming, R.A. and Aljunied, S.M.K (2012). Social memory and state-civil society relations in the

4. **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.
      
      

5. **Nanjing Massacre and Dokdo/Takeshima**
   - Part 1: Nanjing Massacre
      
      

   - Part 2: Dokdo/Takeshima
      
      

6. **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
      
      

7. **Southeast Asia**
   - Part 1: An authentic Thainess?
      

   - Part 2: Remembering Angkor
      
      Philippines: Forgetting and remembering the Jabidah ‘Massacre.’
      
      Time & Society, 21(1), 89-103.

8. **Southeast Asia**
   - Part 1: An authentic Thainess?
      

   - Part 2: Remembering Angkor
      
      Philippines: Forgetting and remembering the Jabidah ‘Massacre.’
      
      Time & Society, 21(1), 89-103.

9. **Southeast Asia**
   - Part 1: An authentic Thainess?

10. **Southeast Asia**
   - Part 1: An authentic Thainess?

11. **Southeast Asia**
   - Part 1: An authentic Thainess?


12 The Future of Historical Memory?


13 Class Presentations: “Critiquing my historical memory”

No Reading.

14 Class Presentations: “Critiquing my historical memory”

No Reading.

Other: None

Lecturer's Comments to Students:
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, simulations, 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 develop critical understandings of historical memory in this course.

Method of Evaluation:
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.

Questions/Comments:
Contact: willbrehm@aoni.waseda.jp
Office hours: by appointment only