

## HISTORICAL MEMORY IN EAST AND SOUTHEAST ASIA

2 credits (Spring)

東アジア・東南アジアにおける記憶と歴史 2単位(春学期)

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### 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: Student introductions, course overview
- 2 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 exhibitary culture in the People's Republic of China. *The China Quarterly*, 565-586.  
**Movie:** <https://www.youtube.com/watch?v=o0d4I-HgRYo>
- 3 **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.
- 4 **Part 2: The Power of Forgetting**  
**Reading 1:** Anderson, B. *Imagined Communities*, Chapter 11.  
**Reading 2:** Araujo, M.P.N. 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.
- 5 **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.

### 6 **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"

### 7 **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.

### 8 **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"

### 9 **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).

### 10 **Southeast Asia**

#### **Part 1: An authentic Thainess?**

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

### 11 **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.

### 12 **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.

### 13 **Class Presentations: "Critiquing my historical memory"**

No Reading.

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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 to 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. Readings notes must be submitted each week.

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](mailto:willbrehm@aoni.waseda.jp)

Office hours: by appointment only