

**AY2021 Center for Inclusive Leadership (CIL)
Research Project Grant**

研究代表者 Research Representative	所属・職位 Affiliation/Position	APS/Associate Professor	氏名 Name	Emilia HEO
研究課題名 Research Title	Towards inclusive historical narratives: Research on the clash of conflict narratives in the study of international reconciliation and peace			
研究メンバー Research Group Members	氏名 Name	所属 Affiliation	職位 Position	

2021 年度 研究経過 (研究経過・到達点を明確にご記入ください。800~1,000 字)

AY2021 Research Progress (Please state clearly the research progress, results, approx. 400 words.)

AY2021 research progress has been made on the following four aspects:

1. **[AY2021 April to August] Data collection on the secondary sources:** I have focused on deepening my knowledge on building the theoretical framework of inclusive narratives and innovative teaching in IR classrooms by reading books and journal articles. A growing number of SSCI ranking journals has recently been featuring articles on a more inclusive and active learning experience as well as pedagogical innovation in the teaching of international relations (IR) such as European Political Science (EPS) or International Studies Perspective (ISP). I created personal contact with some of the eminent scholars in the field such as Felix Rosch (Teaching IR through contact improvisation) and Yasemin Akbaba (Film, fiction and world politics), Chief editor at ISP for future collaboration in research and publication.
2. **[AY2021 September to October] Interviewing:** I conducted a couple of interviews with professors, listed in the CIL research proposal, to collect narratives of peace educator about the difficulty in teaching controversial issues in the presence of others. I also conducted two in-depth interviews, one former APU student from Vietnam who currently studies in China but faces conflicting narratives herself in her everyday life (e.g. Her family in Vietnam has a strong anti-Chinese feeling/narrative while her experience in China provides opposing views), and another current APU student from Japan but living in US (also exposed to similar contradiction, opposing Japanese/American narratives on Okinawa issue).
3. **[AY2021 November] Conference participation:** As stated in the CIL research proposal, I participated in the 5th annual international conference (in person, Paju, Gyeonggi-do, Republic of Korea) on 3-4 November 2021 and the Japanese-South Korean Youth Forum (via zoom) on 17 November 2021 organized by the Catholic Northeast Asia Peace Institute. Twelve youth were present in the forum during which each shared how their religious faith affects the way they perceive Japanese-Korean contemporary relations. I will launch a webinar this year with them to provide a lecture on reconciliation and observe conflicting narratives shared during the session. Additionally, I participated in a symposium (via zoom) on "Identifying and countering Holocaust distortion: Lessons for and from Southeast Asia" on 23-26 November 2021, organized by Never Again Association.
4. **[AY2021 December to March] Dissemination:** I presented a partial outcome of my research at the Salzburg Global Seminar organized by Jennifer Dunn on 15 December 2021, and shared the research background during an interview, released on their official website and a media channel.

2021 年度中の研究発表 (予定を含めてご記入ください)
Publication of Research in AY2021 (journal articles, conferences, etc.) (Please include future plans as well)

発表方法 Publication Methods	詳細 Details		
著書・論文等 Books or Articles	著書・論文名等 Title of Books or Articles	出版社／掲載誌・巻号等 Name of Publisher / Name and Volume of Journal	刊行年月日 Date of Publication
学会等 Presentation at an Academic Conference	タイトル Title	学会名 Name of an Academic Conference	発表年月日 Date of Presentation
その他 Others	Introducing my ongoing CIL research in order to create global network and to raise international exposure	Salzburg Global Seminar https://www.youtube.com/watch?v=WHsHkScYmCQ https://www.salzburgglobal.org/news/latest-news/article/introducing-salzburg-global-seminar-korea-foundation-fellows-emilia-s-heo	11 January 2022 27 January 2022

2022 年度 研究計画 (800～1,000 字)
Research Plan for AY2022 (Please state clearly the research progress, results, approx. 400 words.)

Research plan for AY2022 is designed as follows:

- [AY2022 April to July] Class observation:** I plan to make multiple class observations for the purpose of my CIL research on the clash of conflicting narratives in two courses, International Peace Studies (200 level, IRP specialization, undergraduate course) and Conflict Resolution (IR specialization, graduate course). Both assignments and group works are designed to explore various conflicting narratives on sensitive and controversial historical and contemporary issues. Participants will be notified in advance that their activities will be observed for the research purpose. For assignments to be used for research, participants will be given a choice to clearly state whether they accept their work to be used or not for the research. For those agreed to be used, it will be referred as student A/B/C from X/Y class (without revealing any personal information). Based on the collected data, I will proceed with designing inclusive pedagogical methods for the purpose mentioned above.
- [AY2022 August to November] Data Analysis:** With the support of DITAs (If I hopefully get

selected to have them) and research assistants, I plan to study, decode, and analyze participants' written works as well as group activities in order to identify the nature of repetitive conflicting narratives, the way participants react in the presence of others, and which pedagogical tools may be implemented in order to create a more inclusive environment for participants to study international relations and peace. I plan to incorporate aesthetic approach to IR teaching, especially visual arts (art psychology and its interpretation) and literary work (novel), for more inclusive and comprehensive IR curricula. See for instance Goverde and Berndtson (2009), Holden (2010), or Swimelar (2013).

3. **[AY2022 December to March] Dissemination and Publication:** The final stage will be focused on writing, editing and publishing. The major research outcome is expected to be categorized into three fields: assessing conflicting historical narratives participants bring into the university classroom, identifying the major challenges teacher/professor faces when teaching sensitive controversial issues in multinational university classrooms, and finally developing innovative pedagogical tools (interdisciplinary and aesthetic approach to IR teaching) for this purpose. Depending on the result, I plan to target either one of the two SSCI ranking journals, *European Political Science* (teaching and training section) and *International Studies Perspective* (currently emphasizing innovative IR teaching method) or one of the two SCOPUS journals, *International Journal of Innovation and Sustainable Development* (inclusive teaching and education) and *Journal of Peace Education* (focused on teacher agency).

Goverde, H., and E. Berndtson (2009). Public space, architecture and democracy: Teaching politics to students from different cultures. *European Political Science* 8, 123–132.

Holden, G. (2010). World politics, world literature, world cinema. *Global Society* 24, 381–400.

Swimelar, S. (2013). Visualizing international relations: Assessing student learning through film. *International Studies Perspective* 14, 134–149.