

*Friday, April 27<sup>th</sup>*

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**Conference Registration**

09:00 a.m. - 6:00 p.m. ,LG Convention Hall, International Education Building  
\*Registration continues Sunday morning at Lee San-Bong Hall, B4 floor, ECC

**Opening Ceremony**

10:30 a.m. - 11:00 a.m., LG Convention Hall, International Education Building

MC: Ji-Hyung CHO, Executive Secretary, AAWH

Shingo MINAMIZUKA, President, AAWH

Kyung-Hyun KIM, President, Korean Historical Association

David CHRISTIAN, President, International Big History Association  
& WCU Distinguished Professor, Ewha Womans University, Korea

Peter F. ADEBAYO, President, African Network in Global History

**Keynote Address I**

11:00 a.m. - 12:00 p.m., LG Convention Hall, International Education Building

Keynote Address by *Tae-jin YI*, President, National Institute of Korean History & Professor Emeritus, Seoul National University, Korea. President YI introduced by Shingo MINAMIZUKA, President, AAWH

Keynote Address:

**“Neo-Catastrophism and a Global Interpretation of History”**

Lunch 12:00 p.m. - 1:30 p.m.
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**SESSION A.**

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**4/27/2012, 1:30 p.m. – 4:00 p.m.**

► **A1. 4/27/2012, 1:30-4:00 p.m., B155 (ECC)**

**Thinking for the 21<sup>st</sup> Century: Big History As a First Year Experience**

- Organizer/ Chair: Mojgan BEHMAND (Dominican University of California, USA)

(1) Mojgan BEHMAND (Dominican University of California, USA)

**“Envisioning and Creating an Inclusive Big History-Based First Year Experience”**

: Dominican University of California is a secular private institution of Catholic heritage dedicated to delivering a liberal education to its approximately 2200 undergraduate and graduate students. The

general Education revision process which was begun in 2008 was noteworthy for its inclusivity and the large number of faculty who ultimately supported this pioneering curricular revision. First, this presentation will share insight into that process and modes of engaging faculty across disciplines and campus in that process.

Second, this presentation addresses the question “Is Big History intended to replace World History?” Big Historians Christian, Brown, and Benjamin define Big History as “a modern, scientific creation story...based on the best findings of modern science...a history that includes all human societies, and places their histories within the larger histories of the earth and the Universe as a whole”<sup>1</sup> As evident from the name and language here, Big History courses have traditionally been housed in History departments and that has led to the fear that the adoption of Big History would result in the elimination of World History or another history. Or even the Arts and Humanities. Dominican faculty made the argument that this universal narrative is transdisciplinary and should not be owned or housed by one department alone; rather all are welcome to teach it. Also, the Big History courses make up the First Year Experience, a program that traditionally is not “owned” by a single department.

Third, this presentation provides an overview of the one-year course sequence, its wide array of courses and extracurricular activities. Within that, it discusses essential tools for faculty engagement, including intensive faculty development, faculty participation in the creation of courses and their learning outcomes, and assessment.

(2) Cynthia BROWN (Dominican University of California, USA)

### **“Constructing the Core Big History Course”**

: This presentation describes the first-semester core course in Big History that the faculty engaged in the development of First Year Experience “Big History” at Dominican University of California has devised. It discusses the main challenges involved in constructing such a course. These challenges seem to be: Who should teach it? How can the instructors and students avoid being overwhelmed by the material to be covered? How should student outcomes be stated? How can “death by Power Point” be avoided? Possible solutions to each of these challenges will be proposed, with an emphasis on using the idea of “thresholds” as a framework for creating and teaching the course.

(3) Thomas BURKE (Dominican University of California, USA)

### **“Big History: A Tool for Critical and Creative Engagement in Pedagogy”**

: Dominican University of California is engaged in its second year of using Big History as the academic content of its two semester First Year Experience course sequence. Dominican’s approach has been described as trans-disciplinary. Faculty members from such diverse disciplines as Biology and Art History have been educated in content as well as approaches to teaching First Year students. Two years into this project the diverse faculty has gelled into a community adept at and comfortable with a process of continuous improvement. This process is rooted in that community’s ongoing assessment of and creative engagement in its own teaching.

This presentation will describe the two year experience of critical and creative engagement by the faculty teaching these courses. Processes for critical analysis of pedagogy include weekly meetings of the Big History faculty, almost daily electronic sharing of ever more current resources and honest assessment of what works and what does not work. Through this critical engagement a lively and creative response to teaching continues to evolve. The presentation will include some examples of some of the creative approaches that have emerged from the process. More importantly it will present a process that allows for critique, collaboration, serious engagement and real growth among faculty colleagues.

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<sup>1</sup> Their forthcoming textbook *Big History: Between Nothing and Everything*.

(4) Lynn SONDAG and Judy HALEBSKY (Dominican University of California, USA)

**“Visualizing and Writing Big History: Teaching Creative Disciplines through Big History”**

: Creative thinking and innovation, as fostered by pursuits in the arts, enables students to freely question and explore ideas, as well as integrate divergent perspectives and create new knowledge. These primary methods and approaches to creativity present a sophisticated and engaging framework within which to teach the rich content, key concepts, and learning experiences of Big History. In this First Year Experience, Big History does not lead to the elimination of the creative arts but rather provides a platform for creative and imaginative engagement with learned content. The panelists will present on how they’ve applied foundations of a creative practice in visual art and creative writing to teaching the wealth of narratives and theories unfolding from the eight thresholds in Big History.

Sharing examples of student work, assignments and syllabi, the presenters will illustrate how students form personal connections within the Big History curriculum, and as a result, learn how to incorporate personal expression and form meaning in their creative work. They will also demonstrate how students cultivate their craft and apply the tools of artistic genres, methods, and concepts through assignments that encompass myth, scientific data, monuments, and artifacts. Examples will include journal writing, poetry, generative writing exercises, book making, earth art, and multimedia art.

The presentation will conclude with a conversation on the course student learning outcomes and methods used to assess them such as the summative portfolio review, generative and major writing assignments, and a final research paper that argues a thesis, and is accompanied by an annotated bibliography.

► **A2. 4/27/2012, 1:30-4:00 p.m., B136 (ECC)**

**Colonial Education, Colonial Management and Modernities**

- Chair: Chad DENTON (Yonsei University, Korea)

(1) Ichiro SUGIMOTO (Soka University, Japan)

**“Colonial Budget Management and Portfolio Investment in British Malaya prior to World War II”**

: In the process of expansion of British colonial power, the political boundary of British Malaya was complete by the year 1914. This territory, however, was administered as three different units: Straits Settlements, Federated Malay States and Unfederated Malay States. Co-existence of the three different administrative units remained unchanged until World War II. This paper examines from the viewpoint of colonial government financial management that the co-existence of three different administrative systems within the territory of British Malaya was favorable and constituted an efficient system to implement colonial policy in British Malaya. British colonial authority did carefully exercise revenue collection and budget allocation based on economic potentials of state. No financial adjustment policy was applied to reduce the existing gap among the different administrations. This study will establish that the central concern of British colonial administration was the creation of a most efficient system to maximize the accumulation of budget surpluses and their allocation to the financial portfolio of the Britain and British Empire. This implied that British colonial budget management in British Malaya was invisible but crucial for the management of British Empire. Just before the Japanese military presence in British Malaya, these accumulated state assets were sent to Britain via Crown Agents. The significance of this study is that it provides an alternative view to the existing conventional colonial narratives on economic development of pre-war British Malaya.

(2) YiRang LIM (Ewha Womans University, Korea)

**“A Study on the Functions of Educational Affairs Bureau under Japanese Government General of Joseon during Japanese Rule”**

: Educational Affairs Bureau was a department of Japanese Government General of Joseon in charge of colonial Joseon's educational administration during Japanese rule, going through changes in its functions and roles according to the directions of colonial ruling set by Japanese Government General of Joseon.

In the 1910s, the Bureau put an emphasis on industrial, technical and vocational education for Joseon's children and youth under the cause that such education would be fit for "the state of city affairs" and "the living standards of people." After the March 1 Movement that triggered the spread of socialist ideology, however, the Bureau expanded the scope of its affairs to religion and ideology in the 1920s. Its roles gained more and more importance while Japan extended its invasion into and war against the continent since the 1930s. After the outbreak of the Chinese-Japanese War, the Bureau was committed to the Comparative Examinations of implementation of "nationalization and colonization education(皇國臣民化教育)" based on the "One Korea-Japan(內鮮一體)" policy in order to mobilize Joseon people in the war. Entering the 1940s, the Bureau lost its educational roles after the outbreak of the Pacific War and degraded to an agency responsible for training and sending out wartime manpower.

Under the supervision of Japanese Government General of Joseon, Educational Affairs Bureau fully devoted its functionalities and capabilities to the colonial rule of Japanese Government General of Joseon. However, its specific affairs and roles were far from fixed and instead varied in many different ways according to an array of factors including the policy changes by Japanese Government General of Joseon, relationships between Joseon and Japan, and the tendencies of the educational affairs officials.

(3) Thi Van Chi DANG (Vietnam National University, Vietnam)

**“Education Policy of France and the Changes of Women in Vietnam before 1945”**

: Before the French arrival, Vietnamese women were appreciated for their great contribution building and defending the nation in history, but they had never been to school learning and had no opportunity to participate in apparatus of power at any certain level.

The end of the 19<sup>th</sup> century, especially in the early 20<sup>th</sup> century, was the first time when woman in Vietnam was able to study like men. Their studies had brought access to the ideas of democracy, feminism and their own press on many topics related to women, like ‘What do women learn?’, ‘What do women study for?’ Women went to school participated in journalism, wrote books and newspapers to express their aspirations, travelled and gave lecture to spread new ideas about their role and status in the society.

(4) Wan Suhana WAN SULONG (International Islamic University Malaysia, Malaysia)

**“Women’s Issues in Malay Society, 1906-1941”**

: This paper attempts to examine women’s issues in the Malay society in the early twentieth century up to the Second World War. This period also corresponds to the date of publication of the four journals/newspapers closely associated with Islamic reformism in Malaya i.e. *al-Imam* (1906-1908), *Neracha* (1911-1915), *al-Ikhwan* (1926-1931) and *Saudara* (1928-1941). Thus, this paper aims at analyzing the reformists’ ideas and thoughts on various issues concerning women in the Malay society during the period concerned. The paper will show that throughout this period, women’s issues are among the central themes which dominated Islamic reformist journals/newspapers. Within the published pages, readers could find information, views and debates on issues concerning Malay women such as education; the meaning of progress; Islam versus modernity; style of dressing; women’s role at home and within the community; religious issues; the status of women in other developed countries, etc. This paper will, in other words, illustrate the status and role of women in the Malay society at that time and how it is comparable to women in other races in Malaya and other societies around the world. Moreover, it will shed some light on the extent of reformist influence on

the status and role of women in the Malay society. Apart from that, the paper will assess the impact of events in Malaya and the world in general on issues concerning Malay women. Finally, a study on women's issues raised in these journals/newspapers, ranging from what were considered important to more trivial ones, will enable us to determine to what extent the Malay women have undergone the process of transition and change in their lives.

► **A3. 4/27/2012, 1:30-4:00 p.m., B137 (ECC)**

**Teaching World History in Asian Countries**

- Organizer/Chair: Sunjoo KANG (Gyeongin National University of Education, Korea)

(1) Eunsook KIM (Korean National University of Education, Korea)

**“The Perceptions of Modernities in Korean History Education”**

(2) Masanobu UMENO (Joetsu University of Education, Japan)

**“Education of Japan-Korean Modern History: The Exhibition of the Historical Museum and the Description of the History Textbook”**

: Since the 1980s, the problems of Japanese history textbooks have surfaced on numerous occasions between Japan and Korea. The problems of history between Japan and Korea and the problems of Japanese history textbooks are approximately the same.

I would like to summarize my study on how to utilize the materials relating to these controversial themes.

When we are studying the third approach, it is important that we respect the public description and authoritative description of each country, and we also need to approve each country's description.

This not only applies to Japan-Korea relational history, but also to many authoritative descriptions in modern history and contemporary history.

I would like to discuss the topic of utilizing the descriptions of the historical exhibition on a national level. These descriptions have received the agreement of each nation, and they are the first descriptions that are shared by both Japanese and Korean citizens.

I will take up the “history of Okinawa or the history of Ryukyu, the battle of Okinawa”, and the “annexation of Korea and the colonial period”, which are the confrontational themes on the contemporary history of Japan and Korea. These two themes should take an active role in the discussion.

Secondly, I will take up the “annexation of Korea and the colonial period” from National Museum of Japanese History and Saga Prefectural Nagoya Castle Museum.

And finally, I will talk about the reproduced scene and its description of Japan–Korea Treaty of 1905 and Japanese military prostitution.

(3) Hye-Sim NA (Sungkyunkwan University, Korea)

**“Coping with Eurocentrism by the Korean World History Textbook: An Analysis from a Perspective outside Europe”**

: These days, world history requires a variety of changes in its education as well as its research. The main problem in world history is that it is too Eurocentric. As a matter of fact, it's not so simple to cope with this problem in that the very basic paradigm of world history research is centered on Europe.

World history has been taught in Korea for ages and Korea is not exempted from such worldwide concerns. Furthermore, in Korea, Korean history based on nationalism is taught independently of world history, which makes the matter even complicated. Meanwhile, reinforcing the education of Korean history tends to alienate itself from world history.

Another problem in world history education of Korea is that it is quite Eurocentric. This problem has been discussed since 1970's and a variety of efforts have been made to solve it but only to fail.

Under such a unique circumstance of Korea, it is interesting to review the textbooks with an anti-Eurocentric perspective, or to see how an author with much interest in reviewing the past from a global perspective plots and describes world history. Especially, it will be quite meaningful to study what features of those textbooks can be seen to non-European researchers and what they may imply to the efforts of world history education in non-European regions. Thus, this study will analyze Traditions and Encounters written by Jerry Bentley and consider how this textbook can help to solve the problem of Eurocentrism, and especially the problem afflicting Korea.

The criteria of analysis will especially focus on the argument on Eurocentrism from a Korean perspective. As his Eurocentrism begins from the criticism (on the Eurocentrism) prevalent in overall historical studies, it is expected not to differ a lot from that of Korea. It can be understood in the context of ongoing questions and discussion on world history education in U.S.A. However, as long as he belongs to Western cultural sphere, it is quite probable that the questions in his mind may be quite different from the perspectives of those outside the European culture. Thus, this study will review how the world history textbook based on his global perspective out of European cultural sphere can solve our concerns about world history education.

► **A4. 4/27/2012, 1:30-4:00 p.m., B159 (ECC)**

### **Long-Term Patterns, Environment and Population in the Indian Ocean Zone**

- Organizer: Anthony REID (Australian National University, Australia)

- Chair: Geoff WADE (Institute of Southeast Asian Studies, Singapore)

(1) James WARREN (Murdoch University, Australia)

#### **“Typhoons: Climate, History and Society in the Philippines from the Sixteenth to Twentieth Centuries”**

: In the Philippines more perennial damage is caused by typhoons and the floods they trigger than by any other natural hazard. Each year an average of nineteen cyclonic storms, or typhoons form a potential threat to the country. For Filipinos who have experienced repeated typhoon-related disasters, as both family members and as vital members of their communities and towns, the concept of natural hazard has been inextricably interwoven with the fabric of their lives and work for centuries. In 1970, within the space of just over a month three typhoons killed more than a thousand people and caused hundreds of millions of dollars worth of damage. Twenty one years later, in November 1991, tropical storm Uring and its accompanying floods left over 5,000 dead. For the Philippines, major weather catastrophes like extreme storms and huge floods are a painfully real and common occurrence of life. The variability of climate and weather, especially cyclonic storms, have helped destroy and build the livelihoods of peasants, fishers, merchants and traders, as well as the aspirations and careers of colonial and post-colonial administrators, entrepreneurs and meteorologists over four and half centuries (1565-2004). This paper explores aspects of the impact of the typhoon on Philippine society and history over the course of five centuries.

(2) Tana LI (Australian National University, Australia)

#### **“Epidemics in Late Pre-Modern Vietnam and the Links with Her Neighbours”**

: A history of epidemics in pre-modern Vietnam is a difficult subject. There are only sporadic records in the Vietnamese chronicles and often only “an epidemic” is recorded, the nature or description of the epidemic is almost always lacking. On this aspect Vietnamese tradition is similar to the Chinese one but the epidemic in Vietnam is often harder to imagine and understand. This is because there are many other sources of the different nature in China, such as local gazettes compiled by different dynasties, unofficial histories written by the scholars and, most important of all, epidemics recorded in different provinces. They can be used to compare and relate for a more complete picture of a

specific epidemic, while the records of Vietnamese chronicle often stand alone with no further context. In tackling this important aspect of Vietnamese history I have realized painfully that the only way to make any meaningful search into this obscured history is to break the isolation of the Vietnamese sources. In this paper I have tried to put the epidemics in Vietnam into a larger regional context with a particular attention to its relations with natural and social disasters in this larger region.

The preliminary research shows some interesting and unexpected results. When epidemic data of Guangdong, Guangxi and Yunnan are put side by side with Vietnam, the correlations between Vietnam, the Leizhou Peninsula and Hainan Island stood out among all other areas, while Vietnam's nearest neighbour, Guangxi, shows considerably less overlapping cases with Vietnam. The connection between Leizhou, Hainan and Vietnam is particularly rewarding. We knew that trade had existed between the three for thousands of years but because the traders of this region were often peddlers not merchants, they are the least likely people to appear in the historical accounts. That these connections emerged through data of the epidemics in the region is truly a pleasant surprise to me.

This paper will begin with the clearly identified cases of cholera of 1820 and syphilis in the late 18th century both are believed to have come from Siam. Then I will move back to the uncertain cases of smallpox and the overlapping epidemics with the Leizhou Peninsula and Hainan Island. In the last section I will discuss the more pointed cases of plague, which related to Yunnan.

(3) Anthony REID (Australian National University, Australia)

#### **“Seismology and Human Settlement in Indonesia’s Long Term”**

: The tragic series of natural disasters in Indonesia (as in Japan, China and elsewhere) over the past decade have stimulated much new thinking by geologists. They also pose a challenge to historians. It has become clearer firstly, that the subduction zones which form the Indonesian section of the Pacific “ring of fire” are unusually exposed to periodic seismic traumas, including mega-earthquakes, tsunamis, and volcanic eruptions. Secondly, the period 1840-2000 was a benign phase, and the end of that period (1920-2000) exceptionally so. Within the longer benign period Indonesia’s population grew about 15-fold, and its urban population living in non-traditional housing vulnerable to earthquake grew probably 100-fold. Great cities were built along the coast facing the dangerous subduction, which older knowledge had known to avoid. The contrast is extreme with man-made or political disasters, which peaked in precisely the period 1940-80 when seismic threats were at a low. The future, like the longer-term past, is likely to be one in which the everyday bounty of fertile volcanic soils is punctuated by major disasters. This paper will attempt to chart some past upheavals of this kind.

- Commentator: Alfons van der KRAAN (University of New England, Australia)

► A5. 4/27/2012, 1:30-4:00 p.m., B153 (ECC)

#### **The Silk Roads, the Mongols, and Cultural Connections**

- Chair: Shigeru AKITA (Osaka University, Japan)

(2) Weiwei ZHANG (Nankai University, China)

#### **“The Silk-road and the Columbian Exchange: Global Exchange Networks of Asia in a Noncentric and Holistic Perspective”**

: The author argues that, to some extent, the Columbian Exchange is but an expansion of the Silk-road (a beautiful but misleading name) in global exchange networks. Global exchange networks have been multi-functioned far beyond economy in global history. However, it has been accepted that the Columbian Exchange is just between the West/Europe/core and its colonies/peripheries in the New World in the so-called capital/modern world system from the Eurocentric “core/center-periphery structure” approach. It must now be concluded, however, that this interpretation/approach was developed all too Eurocentric by western scholars so that erroneous ideas about its global

implications have now become rather firmly enshrined in the literature and scholarship, and are consequently difficult to eradicate. The author suggests that the Silk-road and Columbian Exchange are not separate developments but a historical development of a single global exchange network. However, in most cases, Islam/Arab, India, China and other Eastern elements have been marginalized and even out of the picture of the European Exploration and the Columbian Exchange even though they did function essentially in all those global events. This paper focuses on the background of the Exploration and the Columbian Exchange in terms of motives and contingency in global disequilibrium from a noncentric and holistic approach to prove that the East/Asia did play vital roles in all these “European events”. From a noncentric and holistic perspective, those global changes are all contingent results of global disequilibrium as solutions to the imbalance between the East and the West in Afro-Eurasia. So, the global implications of Columbian Exchange need to be further explored from a noncentric and holistic perspective.

(3) Soo Youn KIM (Ewha Womans University, Korea)

**“Comparison of Abhiṣecana Ritual [灌頂道場] between Goryeo Dynasty and China”**

: Abhiṣecana[灌頂] means to pour the water on the crown of the head. Originally, Abhiṣecana Ritual[灌頂道場] was held in India when the king ascended to the throne or crown prince was proclaimed. Abhiṣecana had the meaning of verification that the ninth-grade-Bodhisattva successfully elevated to the grade ten on Mahayana Buddhism. In the Buddhist tantrism, the only one who gets Abhiṣecana can be the inheritor. In brief, Abhiṣecana has the meaning of the qualitative change of someone.

Abhiṣecana Ritual is a widespread ritual in East Asia. Abhiṣecana Ritual had held as the royal ritual at Korea, China, and Japan. In Tang China, systematized Buddhist tantrism introduced to China from India. At the same time, ‘ācārya’, who is the master and inheritor in Buddhist tantrism having qualification through the Abhiṣecana Ritual, was introduced. After then, Abhiṣecana Ritual was also spreaded with the spread of Buddhist tantrism. But all kinds of Abhiṣecana Ritual held in East Asia did not have the same characteristics.

In China, Abhiṣecana Ritual was used to be held for spread of Buddhist tantrism. Sometimes, it was also held to strengthen the royal authority. Meanwhile, this ritual was held for the purpose of reinforcement of the royal authority, and demining the crisis of dynasty in Goryeo Dynasty. Although the rituals had the same name, the background of thought and purpose were different.

One of the basic nature of the ritual is a definite form. Why did not Abhiṣecana Ritual apply to the nature? I will explore the cause through the comparison of Abhiṣecana Ritual between Goryeo Dynasty and China. It can be a chance to consider the acculturation of the Buddhist ritual.

(4) Roxann PRAZNIAK (University of Oregon, USA)

**“Tabriz on the Silk Roads: Fourteenth-Century Eurasian Cultural Connections”**

: This paper examines commercial and artistic exchange across Eurasia during the era of Mongol rule in Iran. It argues that a new period of creativity and innovation took root in the late 13th and early 14th centuries that would shape the emergence of early-modern societies in the post-Mongol era. While the Yuan Dynasty in east Asia was the political center of the Mongol empire, it was the Ilkhanate in Iranian territories that produced the first truly universal history, the *Jami' al-Tavarikh* [The Compendium of World History] compiled by Rashid al-Din in Tabriz between 1304 and 1314. This illustrated manuscript demonstrates not only the synthesis of artistic styles that circulated across Eurasia during this period, but also a new historical consciousness.



► A6. 4/27/2012, 1:30-4:00 p.m., B161 (ECC)

**[Roundtable] Meet the Author: Dominic Sachsenmaier, *Global Perspectives on Global History***

: The book “Global Perspectives on Global History. Theory and Approaches in a Connected World” was published by Cambridge University Press in the summer of 2011. A Korean translation is likely to be published by Humanist Publishers by April 2012, which may make the book more accessible to Korean conference participants. The book offers a new account of the recent rise of global and transnational historical scholarship in different parts of the world. Thus far, the debates surrounding this new border-crossing movement have remained somewhat limited in scope as theoretical exchanges on the tasks, responsibilities and potentials of global history have been largely confined to national or regional academic communities. However, as Dominic Sachsenmaier argues, the global trend in historiography needs to be supported by an increase in transnational dialogues and academic cooperation. He approaches this imbalance by offering a series of perspectives on the global and local flows, sociologies of knowledge and hierarchies that are an intrinsic, albeit often neglected part of academic historiography. Investigating the United States, Germany and China as his main case studies, he also reflects upon the character of locally specific approaches to global history as well as their surrounding social, political and cultural contexts. The overall scope of the book would be very much compatible with the themes discussed during the AAWH conference.

Our round table does not aim at discussing the whole contents of the book or attempt at a chapter-by-chapter analysis of the book. Instead, four discussants will take these encompassing subject matters of the book as an inroad for discussion and address some of the questions the author raises in his book such as, for instance, the imbalance and discrepancy between the global claims of global history and the actual locality of global historical practice from the context of their own research interests. This way, our session will not only be able to review the author’s book but also to bring each participant’s research agenda to the round table. In the course of the discussion, the participants will elaborate on research agendas or perspectives, which are relevant for the imbalances in global historical scholarship pointed out in Sachsenmaier’s book. Prof. Patrick Manning, a key representative of US global historians will review Sachsenmaier’s book in general context of global history scholarship and its various problems. Starting with a French and European historical viewpoint, Mr. Oh will discuss European understandings of global history and “provincializing Europe”, and in this context he will also address issues of Eurocentrism. Prof. Cheehyung Kim will discuss global aspects of everyday life, focusing on the transnational historicity of everyday life and nation building. At last, Prof. Hyejeong Park will review the Chinese global historiography in the context of Sino-centrism and East Asian history and contemplate on how to write a non-Sino-centric history of East Asia. In a commentary, which will then be followed by an open discussion, Prof. Dominic Sachsenmaier will address some of the issues raised by the main presenters.

- Organizer/ Chair: Hye Jeong PARK (Kyonggi University, Korea)

Dominic SACHSENMAIER (Jacobs University Bremen, Germany)

Patrick MANNING (University of Pittsburgh, USA)

Cheehyung KIM (Hanyang University, Korea)

Kyunghwan OH (Sunshin Women’s University, Korea)

Hye Jeong PARK (Kyonggi University, Korea)

Afternoon Break	4:00 p.m. - 4:30 p.m.
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### ***Keynote Address II***

4/27/2012, 4:30 p.m. – 5:30 p.m.

LG Convention Hall, International Education Building

MC: Weiwei ZHANG, Nankai University, China

Keynote Address by **Dennis O. FLYNN**, Alexander R. Heron Distinguished Professor of Economics, University of the Pacific, USA. Professor FLYNN introduced by Shingo MINAMIZUKA, President, AAWH

Keynote Address:

**“East Asian Trade before/after 1590s Occupation of Korea: Modeling Global Imports and Exports”**

### ***Keynote Address III***

4/27/2012, 5:45 p.m. – 6:45 p.m.

LG Convention Hall, International Education Building

MC: Weiwei ZHANG, Nankai University, China

Keynote Address by **Arif DIRLIK**, Professor Emeritus, Duke University & Semi-Retired Scholar, Eugene, Oregon, USA. Professor DIRLIK introduced by Shingo MINAMIZUKA, President, AAWH

Keynote Address:

**“Thinking Modernity Historically: Is ‘Alternative Modernity’ the Answer?”**

### **Opening Reception**

7:00 p.m. - 9:00 p.m.

Lee San-Bong Hall, B4 floor, ECC

Free admission for *all registered* conference attendees

*Saturday, April 28<sup>th</sup>*

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### **SESSION B.**

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**4/28/2012, 9:30 a.m. – 12:00 p.m.**

► **B1. 4/28/2012, 9:30a.m. - 12:00 p.m., B161 (ECC)**

**How to Design World History Learning/Teaching in the Era of Globalization, ICT, and Post Modernism**

- Organizer: Shiro MOMOKI (Osaka University, Japan)

- Chair: Meung-Hoan NOH (Hankuk University of Foreign Studies, Korea)