



Title	How to Teach World History in Japan, in Which Asia Is Well Positioned and Japan Is Fully Incorporated
Author(s)	Momoki, Shiro
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My paper aims to introduce recent public discussion in Japan about history education and to report on experiments undertaken by Osaka University. The first part will outline general problems such as high school curricula, university entrance examinations, and teachers training. The latter part of this paper will introduce the activities of Osaka University History Education Project (OUHEP), of which I have been the project leader since its foundation in 2005¹.

1. Current Situation of World History Education in Japanese High Schools

1.1. The failure of World History as a compulsory course

Many international participants may be anxious about the recent ultra-nationalistic discourses of the government and people in Japan. More serious, however, might be the sharp decline in common interest in and understanding of world history among Japanese people. The reasons for this are many, including inconsistencies within high-school curricula² and between high-school curricula and university entrance examinations.

From the 1960s, most senior high school students, whether in programs of natural sciences or social/human sciences, took all courses of Social Studies including World History, Japanese History³, Geography, “Political and Economic Studies”, and “Ethics and Society”. Despite an overemphasis on memorizing, the Euro-centric framework of historiography, and the strict separation between World History and Japanese History that often led students to regard the world as something outside Japan, students could nevertheless learn both world history and Japanese history (usually as comprehensive histories). However, a new scheme was introduced under the national guideline promulgated in 1989, for the purpose of lightening and diversifying the formerly uniformed curriculums, which had been overloaded step-by-step following the overheating of university entrance examinations. Social Studies in the senior high school was now divided into two new subject areas of “Geography and History” and “Civics”. In the framework of “Geography and History”, students had to study World History and one of two other courses, namely, Japanese History and Geography. World History became compulsory because the guideline for junior high schools stipulated that the History course in Social Studies should concentrate upon Japanese history. Because the entire time frame of Social Studies was narrowed to accommodate the expansion of such subjects as Information Studies and Oral English, many high

*Graduate School of Osaka University, Japan (momoki@let.osaka-u.ac.jp)

¹ The general situation of high-school history education until 2009 and the first activities of OUHEP were introduced in Momoki (2009). Momoki (2015) reported recent changes focusing on the relationship between world history and Japanese national history.

² Curricula and textbooks of primary schools (6 years) and high schools (3 years junior-high and 3 years senior-high) must follow the National Guideline of the Ministry of Education. Only textbooks that have passed screening by the ministry can be used in schools, whether public or private. Textbooks are expected to be revised every four or five years, while the guideline itself has been revised approximately once every ten years. For public schools, the Education Committee of the local government (or the joint committee of small local governments) selects a textbook for the schools under its jurisdiction from among those the ministry has screened.

³ After 1945, the government tried to abolish the high school subject of National History, which was blamed as the basis of militarism, but failed due to the conservatism of seemingly neutral academia. As a result, National (later called Japanese) History and World History (which united former Eastern History and Western History) were taught separately, leading students to think of the World as something outside Japan.

⁴ Including “Contemporary Society”, “Political and Economic Studies”, and “Ethics”.

schools chose simple type A (2 credits) of World History as the compulsory course for all students, which was designed to focus on modern and contemporary history⁵, but this was not successful. On the one hand, teachers would not and could not teach “overly simplified history”. They insisted on teaching the detailed knowledge that had been essential for “educated people” till the mid-20th century. On the other hand, the university entrance examination⁶ (the success of which has been regarded as crucial for applicants’ life course) also continued to require detailed knowledge of comprehensive history of the type B (4 credits) course, also based on the conventional standard of elitist education. Therefore, many high school could not help but switch compulsory A type of World History (usually taught to the first or second grade students) to the “first half” of the type B, while the “latter half” was only taught to students (in the second or third grade) who would take World History type B as an examination subject. However, because questions in the World History examinations have been thought to be much more difficult than those in Japanese History and Geography (because students had to memorize too many things—at least 4,000 “terms and items” (names of rulers and dynasties, events and institutions, and so forth) about different countries in an unorganized way), only a small portion of applicants take the World History examination⁷. The majority of high school students have little chance to complete their study of World History, while they have to study Japanese History or Geography as a second subject (also the detailed type B for those who would take entrance examination)⁸. After graduation, they would not remember anything that is not required for the entrance examination. It is quite paradoxical that the system that made World History compulsory severely damaged students’ interest in and understandings of World History.

1.2. Political pressures and propositions of subject reorganization

The situation of World History courses has been worsened by the pressure of the ultra-nationalistic political leaders, who have been demanding Japanese (National) History be compulsory in order to foster patriotism among students⁹. Though they also emphasize the necessity of bringing on “global talents”, they

⁵ Each course of “Geography and History” had two types called A and B respectively. Type A (2 credits) of World and Japanese Histories concentrates upon modern and contemporary times, while type B teaches the traditional style of comprehensive history.

⁶ The nation-wide “Center Exam” (in the form of computer-scored multiple-choice test) conducted by the National Center for University Entrance Examination” is treated as the first-stage examination by all national and public universities, and by many of private universities (necessary subjects and courses are designated by individual schools and faculties), while the second-stage is organized separately by individual universities. Many private universities admit a proportion of applicants only based on the score of the Center Exam, and select more applicants in the scheme of admission based on recommendation. National and public universities still admit most of applicants by written examination. Even in the written test of the second-phase exam, the overwhelming majority of universities adopt true-false questions and fill in-the-blank questions, partly because they have to mark so many applicants in a few days, and partly because people insist on “fair marking” definitively (even in universities, not many people know how to mark essays in Social Studies in a fair way). Only a few “high-level” universities prepare essay tests.

⁷ Since the Center Exam started in 1990, more applicants have taken Japanese History every year among the three courses of “Geography and History”, while World History has never attracted more applicants than Geography since 1997. In 2014, 375,266 among 532,350 applicants (nearly one half of the youth of the same age) took Geography and History. Because applicants of some schools were required to take two courses, a total of 391,912 applicants took a course of Geography and History. Only 86,004 (21.9 %) applicants among them took World History type B, while 1,425 (0.4 %) type A. See the website of the National Center for University Entrance Examination (http://www.dnc.ac.jp/data/shiken_jouhou/h26/)

⁸ In 2006, a considerable number of senior high schools were even reported to have omitted teaching certain “troublesome” subjects (in the most cases World History) in order to concentrate on subjects necessary and advantageous for the university entrance examination.

⁹ The notorious “Japan Society for History Textbook Reform” (Atarashii Rekishi Kyokasho o Tsukuru Kai), which was founded in 1996, has been the main force unit of the ultra-nationalistic education, though it has split into factions. Their junior-high textbooks of History and Civics (first published by Fuso-sha, then by Jiyu-sha) have been selected forcibly by some local governments, though their share in the whole country is only around 2 %.

stress only training in English conversation for that goal. Rather, it is more important for them to recover the national pride that has been, in their opinions, hurt by the education after WW II based on the “self-tormenting historical view”. Last year, the Ministry of Education submitted an inquiry about making Japanese History a compulsory subject to the Central Council of Education. Following the council’s advice which is to be made in around two years, a new guideline will be promulgated in 2017, which will be enforced in high schools from 2022. If a simple switch from World History to Japanese History as a compulsory course is approved, then, many teachers and scholars fear that the number of students taking World History (which will become merely a selective course of no advantage in the university entrance examination), and consequently the number of schools teaching World History, will sharply decrease. This in turn will lead to a shrinkage of the foreign history sections in the history department of universities.

Broad discussions have taken place in recent years about how to cope with such pedagogical and political difficulties, among which plans emerged for new senior-high courses such as “Elements of History”, “Elements of Geography”, “Integrated Geography and History”, “Modern and Contemporary History”, and “East Asian History”. Many of them were intended to unify Japanese and World Histories focusing on East Asia. Since 2010, the Ministry of Education has entrusted several high schools with the trial of the first three courses, namely, “Elements of History”, “Elements of Geography”, and “Integrated Geography and History”. The Science Council of Japan (The Subcommittee of High-School History Education) issued a recommendation (Science Council of Japan 2011), which, along with proposals for improvement of teacher-training and the curriculums of existing courses, proposed to establish new compulsory courses of “Elements of History” and “Elements of Geography”¹⁰. The “Elements of History” is assumed to integrate Japanese and World Histories and to pay enough attention to active learning method instead of traditional didactic teaching so that students might develop ability in historical thinking. Research societies and academic circles were required to consider what should be taught in their respective fields. However, very few societies did so. Pedagogic societies have difficulties in grasping and examining detailed research activities of professional historians¹¹. In the case of historians, research societies are too much fractionalized by the regions or topics of research, as well as by academic factions¹². Neither in pedagogics nor in history, are there many people who are interested in the entire composition and contents of World History teaching. As a result, though the Subcommittee issued a second recommendation including a rough plan of studying units in 2014, a concrete plan about what to teach and how to teach it has not been shown yet, while geographers have already set up a clear-cut model of “Elements of Geography” which is seemingly well-organized and practical¹³.

In such a situation, a number of historians and high-school teachers (led by Prof. Yui Daizaburo from Tokyo Woman’s Christian University, who was the chief of the subcommittee that issued the 2011 recommendation) gathered to found “The Research Group for High-School History Education”(Koko rekishi kyoiku kenkyukai) in 2012 with funding from the Mitsubishi Foundation. In 2014, it published two reports (The Research Group for High-School history Education 2014a, 2014b¹⁴). The first report analyzed the problems of current history

¹⁰ They appear to have abandoned the plan to unify geography and history, probably because it was too difficult to unify the orientation to technology (GIS for instance) and contemporary issues (development and environmental issues, for instance) of geography with the methods of teaching history, which stuck to chronology and region.

¹¹ They are inclined to the discussion on abstract teaching doctrines and/or practical teaching methods. Teaching contents are only mentioned in teaching reports of a single topic or unit.

¹² There is a quasi-official association called the Japanese Historical Council (Nihon rekishigaku kyokai), with which most of individual research societies associate themselves, but it is incapable of mobilizing individual research societies.

¹³ Such a contrast was revealed at the symposium of the Science Council of Japan (June 14, 2014, at the University of Tokyo) and at the 64th congress of the Japanese Association for the Social Studies (Nov. 29, 2014, at Shizuoka University) as well.

¹⁴ Both reports are available on the website <http://www.geocities.jp/rekikyo02/pdf/1409yui-survey01.pdf>

education (of both World History and Japanese History), mentioning the problems of entrance examinations and the university-level education. It also analyzed current situation of “terms and items”¹⁵ and showed models of textbook writing for type B of World History and Japanese History. Such was necessary because recent textbooks and entrance examinations of types B (especially that of World History) force students to memorize too many *terms and items* mechanically¹⁶.

1.3. Opinions of high-school and university teachers seen from questionnaire

Together with this report, the research group administered a questionnaire about how to improve the current situation of high-school history education (see Table 1 below)¹⁷. Its result was published in the second report together with a temporary guideline of *words and items* that may be mentioned in textbooks and questioned in examinations in type B courses. A total of 681 respondents nationwide (391 high-school teachers¹⁸, 170 university teachers, 61 who have taught in both high school and university, and 52 others including textbook editors and preparatory school teachers) answered the questionnaire. The questionnaire consisted of four major parts. The first part (Q. 5-6) asked about current teaching centered on memorizing. While not so many respondents thought students were not interested in history (Q. 5-i), more than 70 % of respondents confirmed that high-school classes were always swamped with the preparation for the entrance examination (Q. 5-ii). Due to the entrance examination, 74.6 % answered, high-school learning is forced to concentrate upon memorizing *words and items* (Q. 5-iii), while 80.5 % complained that classes do not have enough time for the training in how to think (Q. 5-iv). In order to improve this situation, 65.0 % of respondents supported the idea of teaching history for the common goal of citizenship education, which also covers students who do not enter the university (Q. 6-ii). As many as 75.7 % of respondents wanted universities prepare questions to evaluate applicants’ ability to think rather than memorize (Q. 6-iii), while 81.8 % affirmed the need to intensify teacher-training for cultivation of students’ ability to think (Q. 6-iv).

¹⁵ The total number of *terms and items* (either of Japanese History or World History) was proposed not to exceed approximately two thousands. The model case of textbook writing tried to mention only seven to eight *terms and items* per page, while introducing materials with exercises.

¹⁶ Both in Japanese History and World History, the number of *terms and items* has been almost tripled in 60 years since the basic framework of these courses was fixed in 1949 (while the number has been limited deliberately in Geography), partly reflecting the emergence of new research fields (like Southeast Asian and Africa, social and gender histories, and so forth), partly due to the overly detailed questions in university entrance examinations (especially of famous private universities). As a result, the “Lexicon of Terms”(that for Japanese History and World History have been published separately, both by Yamakawa Shuppansha, a publisher whose textbooks of type B have had an overwhelming market share) became crucial for the examination. It lists all proper nouns and events mentioned at least in one textbook of type B, every noun or event is accompanied by a numerical indication of how many textbooks mentioned it. In the case of World History, *terms and items* which are mentioned in more than half of the textbooks (3,737 *terms and items* according to the 2008 version of the Lexicon) are regarded as “necessary for the entrance examination”: teachers teach them, students memorize them, while the university side makes questions upon them without being blamed for “overly detailed questions”.

¹⁷ To each question respondents were required to choose one of five alternatives: 1 (Yes, I strongly agree), 2 (Yes, I agree), 3 (I cannot choose yes or no), 4 (No, I don’t think so), 5 (No, I don’t agree at all). The numbers and ratios mentioned below treats 1+2 as positive, while 4+5 as negative. Respondents were also encouraged to give their opinions and proposals in the form of written answers.

¹⁸ 329 respondents have been teaching World History, and 213 Japanese History (probably including some who have been teaching both).

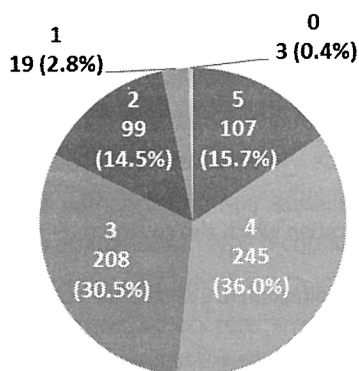
Table 1: Questions in the questionnaire (Research group for high-school history education 2014b: 71-73)

Questionnaire on the teaching of World History and Japanese History in the high school

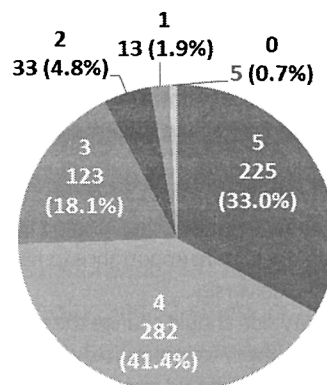
*Questions 1-4 asked such things as the affiliation, career and position of respondents.

5. What do you think about the problems of current history education in the high school?
 - i) The interest of students in the courses history is too weak.
 - ii) Everyone is exhausted with the preparation for university entrance examination.
 - iii) Due to the influence of entrance examination, classwork also has to focus on memorizing.
 - iv) The conditions for training students' ability to think is insufficient.
 - v) Other problems (if any).
6. What do you think is the way to solve the above problems?
 - i) We should change the teaching method to attract the interest of students.
 - ii) We should attach more importance to history as a part of citizenship education which also covers students who will not enter the university.
 - iii) The university side should change the entrance examination following the direction to evaluate the ability to think instead of the ability to memorize.
 - iv) The university side should intensify the training of future high-school teachers in the skill of fostering students' ability to think
 - v) Other methods (if any).
7. Which measure do you think is appropriate to prevent high schools from avoiding their responsibility to teach the compulsory course of World History, a problem which was disclosed in 2006?
 - i) In order to prevent a recurrence, we should make all schools teach the "World History" compulsory course thoroughly.
 - ii) Because the system in which only World History is compulsory is unreasonable, a united course of World and Japanese histories should be set up.
 - iii) An integrated course of World History, Japanese History and Geography should be set up.
 - iv) Japanese History should be the only compulsory course.
 - v) Other pattern (if any).
8. What do you think about the increase of *terms and items* in the high-school textbooks on the occasion of every revision?
 - i) It is a natural result of the development of research.
 - ii) Judged from the limit of time in the high school, it should be restricted.
 - iii) Other opinions (if any).
9. If you answered "Yes" to the question 8-ii, how many *terms and items* do you think are adequate for the types B of high-school World History and Japanese History respectively ?
 - i) around 3,000 ii) around 2,500 iii) around 2,000 iv) around 1,500 v) around 1000 vi) other number
10. Do you agree with the opinion that it is impossible to teach the whole curriculum and undertake enough lessons to foster the ability to think in the high school unless the number of *terms and items* which might be asked in the university entrance examination is restricted?
11. If you answered "Yes" to the question 10, what do you think should be the maximum of *terms and items* for the university entrance examination?
 - i) around 3,000 ii) around 2,500 iii) around 2,000 iv) around 1,500 v) around 1000 vi) other number
12. What do you think about the problems of high-school-university coordination of history education?
 - i) Students' knowledge provided in the high school has not taken root before they enter the university.
 - ii) Because history courses high-school students attended by the time of graduation do not provide them with the ability to think, their leaning cannot be connected well to that in the university.
 - iii) Because the number of students who enter the university without taking history courses in the high school is increasing, the university side is obliged to open supplementary classes
 - iv) Other problems (if any).
13. If you have any other comments regarding the renovation of high-school history education, please write in freely.

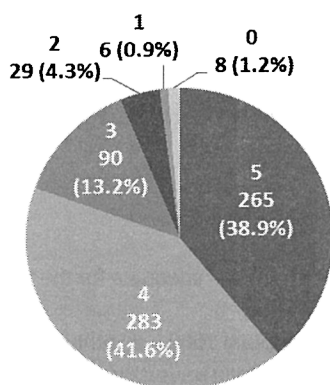
Q5-i: Students are not interested in history?



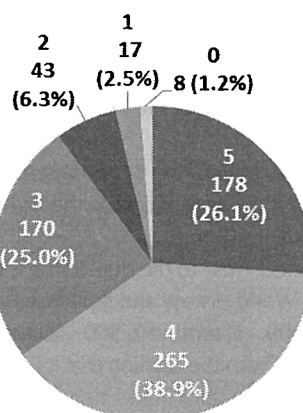
Q5-ii: High-school classes are always swamped with the preparation for the entrance exam?



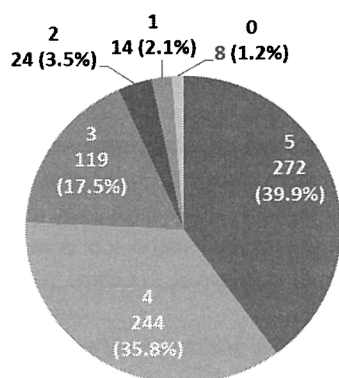
Q5-iv: Classes do not have enough time for the training in how to think?



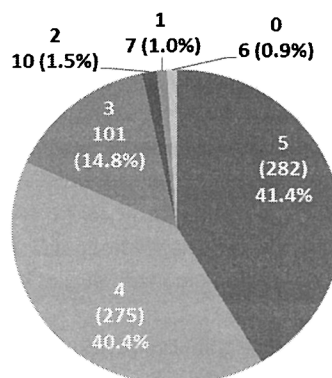
Q6-ii: Teaching history for the common goal of citizenship education, which also covers students who do not enter the university?



Q6-III: universities should prepare questions to evaluate applicants' ability to think rather than to memorize?

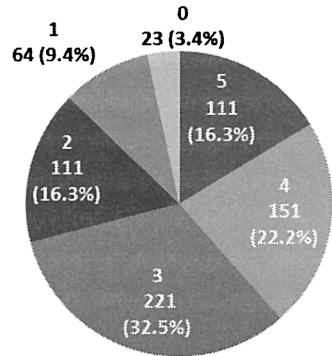


Q6-IV: Intensify teacher-training for cultivation of students' ability to Think ?

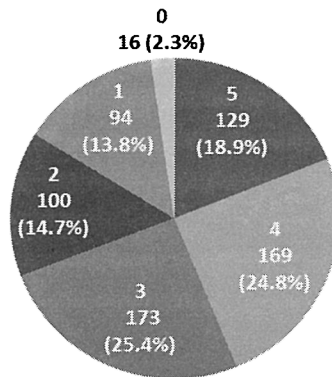


The second part (Q. 7) dealt with the desirable courses in Geography and History subject. 38.5 % of respondents insisted on the thoroughgoing of compulsory World History teaching, while 32.5 % were neutral and 25.7 % were negative to it. A unified course of Japanese History and World History was supported only by 43.7 % and opposed by 28.5 % (25.4 % were neutral). University teachers supported the unified course in a relatively strong way (58 %), while the opinion of high school teachers was almost equally divided into supporting, neutral and opposing. As few as 24.5 % of respondents were positive with the idea of “Integrated Geography and History”, while 44.0 % opposed it. It is apparent that opinions of teachers and historians about the subject and courses are still divided. However, it is noteworthy that only 6.5 % answered that only Japanese History should be compulsory, while 73.4 % of respondents opposed this idea. Even among high-school teachers who have been teaching Japanese History, only 13.3 % supported the idea that Japanese History should be compulsory.

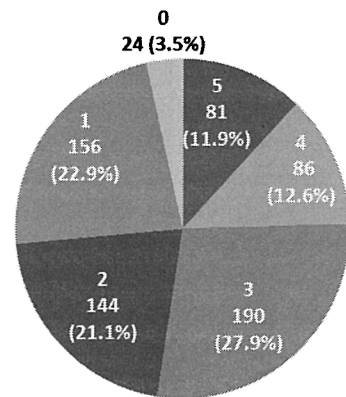
Q7-i: Thoroughgoing of compulsory World History teaching?



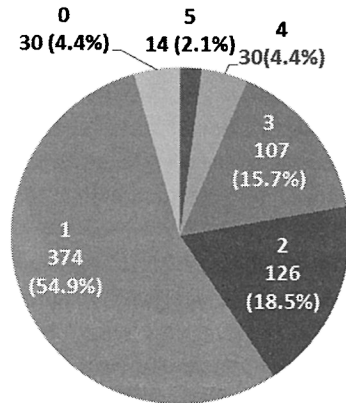
Q7-ii: A unified course of Japanese History and World History?



Q7-iii: Integrated Geography and History?

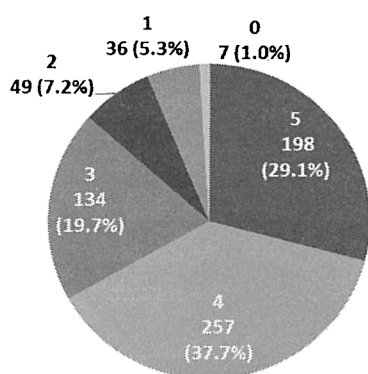


Q7-iv: only Japanese History should be compulsory?

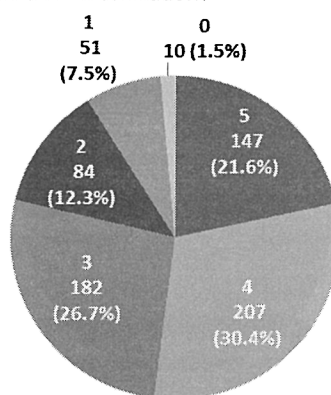


The third part (Q. 8-11) raised questions of the number of *terms and items*. 66.8 % of respondents affirmed the need for quantitative restriction of *terms and items* in the textbook (Q. 8-ii), but only 52.0% supported the restriction in the entrance examination (Q. 10). For both high-school textbooks and university entrance examinations, 2000 to 2500 *terms and items* were thought to be appropriate by a half of the respondents (Q. 9 and 11), but more than one third (37.4 %) circled “I cannot answer” for the textbook. This reveals the reluctance and unpreparedness of teachers and scholars to design a structured curriculum. The final part of the questionnaire (Q. 12) concerned the coordination of education between the high-school and the university. 60.3 % of respondents affirmed that the knowledge students acquired in the high school had not taken root before they entered university (Q. 12-i). 68.0 % agreed the opinion that students lacked sufficient ability to think historically for the classwork at university (Q. 12-ii). 50.4 % thought that supplementary lessons in the university were necessary for students who had not learned history enough in high school (Q. 12-iii).

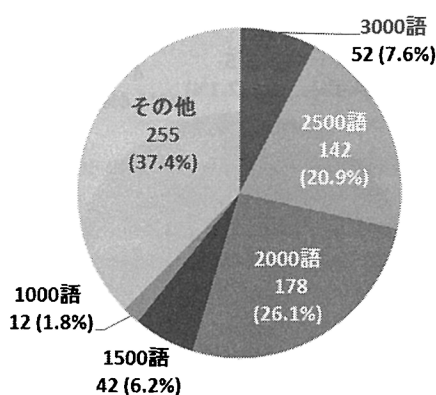
Q8-ii : Quantitative restriction of *terms and items* in the textbook is necessary?



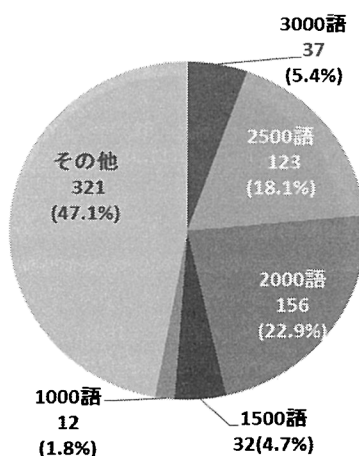
Q10: Quantitative restriction of *terms and items* in the entrance examination?



Q9: How many in the high-school textbook?



Q11: How many in the entrance exam?



In sum, it can be said that the problems are broadly recognized, but the solutions are not. The composition and contents of desirable courses, be they new courses or revisions of existing courses, still need scrutiny. The absence of substantial research in what is the ability to think historically and how can it be developed may well make the training superficial. Moreover, many high-school teachers are worry whether they will have enough time and opportunity to attend in-service training when a new course (Elements of History?) is introduced. Such time and opportunity were not afforded when World History type A (and other new subjects and courses introduced simultaneously such as “Contemporary Society” and “Cross-Subject Study”) was introduced.

2. The Osaka University History Education Project (OUHEP)

2.1. High-school university collaboration toward re-organization of university curriculums

The latter part of this paper will introduce the activities of historians at Osaka University¹⁹ centered upon the Osaka University History Education Project (OUHEP or Osaka Daigaku Rekishi-Kyoiku Kenkyukai)²⁰, of which I have been the project leader since its foundation in 2005. In collaboration with concerned high-school teachers and their local research units²¹(and universities in recent years), OUHEP has held monthly meetings and other seminars and published commentaries for teachers²². Rather than how to teach, a topic which is usually discussed in pedagogic seminars and symposiums, we have been focusing on what to teach. We introduce and explain not only new topics and research results, but also their backgrounds such as research trends and methodologies, theories and paradigms, and so forth, so that teachers can understand why the old contents and explanations must be replaced with new ones. Teaching reports of such new contents and explanations, accompanied by detailed Q & A, will sharpen teachers’ understanding and motivation. We have deliberately chosen large topics such as modern intra-Asian trade, Central Eurasian and maritime Asian interactions, gender history, and ecological history. We have made constant efforts to place individual topics in the total framework of world history and to scrap old items so that new topics will not result in simple “Asia-centrism” and/or impose heavier burden on students. To this goal, the list of *terms and items* to be taught in the concerned field, which is classified in two or three levels (basic and detailed, or elementary, standard and high-level) , is helpful.²³

High-school-university coordination should involve an open exchange of ideas and information. Based on bilateral discussion with high school teachers, OUHEP has gradually reorganized university curriculums, ranging from liberal arts courses to introductory courses for history majors and courses for the teacher’s license. For the liberal arts program, we have opened since 2007 a course entitled “World History for Citizens” for freshmen who

¹⁹ In the Graduate School of Letters, we have majors of Japanese History, Oriental (Asian) History, Occidental (European and American) History, and Archeology. There are also a number of historians who are teaching at other schools like the School of Linguistics and Culture, School of Human Sciences, School of International Public Policy and so forth. Instead of conventional nation-state-oriented research, generally speaking, they stress broader frameworks (global, Central Eurasian and Maritime Asian ones, for instance) and/or micro-scope field research (especially in Japan, China and Vietnam).

²⁰ So far, eleven volumes of discussion papers and activity reports were published, No. 8 of which includes papers presented at the second AAWH congress in history education (OUHEP 2012).

²¹ There is usually a high-school teachers’ research unit composed of subject-based sub-units in every prefecture. Some units have been working under the official control of a Prefectural Education Committee, while others have been organized voluntarily. We have been collaborating with active units in such prefectures as Hokkaido, Kanagawa, Kyoto and Kumamoto, often attending their annual meetings and seminars. New types of collaboration have also started recently with a public museum (Sakai City, Osaka) for high-school students’ research presentation, and with a college for the aged (Osaka Prefecture) for lifelong education.

²² Graduate students and post-doctoral fellows have been involved in the activities of OUHEP, which is treated as a graduate course. Both graduate students and fellows who wish to be high-school teachers and who wish to be professional scholars are welcome to take the course or join the executive committee.

²³ Such a commentary accompanied by Q & A and a *terms-and-items* list was published for fields as Ancient Central Eurasia, Modern World System (both in OUHEP 2012), and Southeast Asia (Momoki 2009).

had not (or not in a coherent way) studied world history in the high school²⁴ so that they can grasp basic frameworks and theories of world history necessary for citizens living in the age of globalization. Though many historians insist on teaching history to deliberately inspire students with ideas that are not related to present-day life, we believe that priority must be given to what is significant for today's world in such a general course. Five classes of this course were opened in 2014 (three in the first semester, two in the second semester), together with a special class for the program of "Higher-Grade Liberal Arts" designed for undergraduate students after the third grade and graduate students. Students who wish to become high-school teachers or professional scholars are also encouraged to attend this course to learn how to organize their extensive but disorganized knowledge. Introductory courses for history majors and courses for teacher's license are also designed to train teachers to be able to teach new contents with new methods and scholars who will be sufficiently skilled to undertake such tasks as teaching in liberal-arts courses, writing good textbooks, preparing appropriate questions for entrance examinations, and training capable teachers and scholars. Two introductory lecture courses in history ("Introduction to Historical Research"²⁵), one mainly for undergraduate students²⁶, the other mainly for graduate students²⁷, have been opened. Both students of the history major and students of other majors who intend to obtain a teacher's license in history can attend these lectures. As mentioned above, the activity of OUHEP is also treated as a graduate seminar. Students who wish to be teachers or scholars are strongly recommended to take "World History for Citizens", introductions to historical research, and OUHEP as core courses. Without this grounding, it will be impossible for them to grasp world history and historical research in a coherent way from an arbitrary selection of specific courses. This system, combined with intensive trainings in the respective majors²⁸, have been effective apparently both for the employment of high-school teachers and university scholars. It is noteworthy that several post-doctoral fellows, who formerly participated in the executive committee of OUHEP and planned and managed seminars and/or wrote commentaries, have secured a permanent employment in universities that have been pursuing such goals as renovation of liberal arts and/or globalized specialty education.

2.2. The textbook *A World History for Citizens*

Finally, I would like to introduce our new textbook for the liberal-arts course entitled *A World History for Citizens*, which was published in last April (OUHEP 2014²⁹) as a synthetic expression of the above activities. At first, we taught the course "World History for Citizens" with a high-school textbook, though the course itself is not simply supplementary to high-school education in that (i) it teaches university-level theories and ways of

²⁴ Though it is taught in Japanese, our course is also open for overseas students, many of whom have not been taught comprehensive world history in their home country.

²⁵ In the history departments of universities in Japan, there is seldom a specialist in the theory and methodology of history. For a long time, professors of European History had taught European history of historical thoughts as an introduction to the entire history major. After this practice became unacceptable in the 1980s, the introductory courses were abolished or became an empty shell in so many universities, including Osaka University. We started reconstructed lectures in 2003.

²⁶ Basic concepts of history (sources, time, region, and so forth) and general trends of research in history as a whole and in its major subdivisions (such as political, economic, cultural, environmental, and gender histories) are taught.

²⁷ In the form of relay lectures, a general topic (Global History and the empires, for instance) is taught by many scholars, who show their own methodology and viewpoints.

²⁸ How to position individual narrow specialties within world history and the historical academia as a whole is also pursued eagerly in every major. In the case of Asian History Major, for instance, Ph. D candidates are required to make a number of introductory lectures, including that of "the history of Asian History research" for freshmen of the major in the beginning of the school year.

²⁹ The editorial committee of OUHEP was composed of five teaching staffs who taught the course "World History for citizens" in 2013 to 2014, and a number of post-doctoral fellows and graduate students, and high-school teachers. Based on the synopsis I wrote, each of the five teaching staffs was allotted a portion of draft-writing, and other members helped collect materials, edit the draft, and correct proofs.

thinking without the ample *terms and items* that are actually taught in the high school, (ii) it does not follow the Euro-centric framework of historiography as is done in the high school. However, we found it inconvenient and determined to publish an original textbook of handy size³⁰, indirectly intending to show a model of high-school type A and “Elements of History”.

Because the lecture course is composed of 15 lectures in a semester, the 296-page-long textbook is divided into 15 chapters (see Table 2). The introductory chapter explains why we should learn history in terms of both knowledge and how to think, an issue that is seldom explained in high-school textbooks (!). The final chapter introduces where and how students can learn more about world history, and what and how historians have been doing research. Compared to high-school textbooks, as shown in Table 3, this textbook neither emphasize the ancient and middle ages as much as the textbooks of type B do, nor concentrate upon modern and contemporary history as those of type A. Compared to both types A and B, the early modern era is much stressed. Pages assigned to European history are reduced especially in the ancient and middle ages. Instead, the textbook stresses an adequate positioning of Asia (especially East Asia including Southeast Asia) and the full incorporation of Japan. However, due to the limit of length, we couldn’t assign enough pages to other non-European mega-regions than East Asia. While the entire frameworks and the trends of world history are emphasized in every paragraph³¹, only around 2,600 *terms and items* are mentioned in total, including a considerable number of goods (like spice, cotton, and petroleum) and concepts and contemporary issues (like Modern World System, gender, and climatic change), which are not listed in the high-school lexicon because they are not historic proper nouns. It means that the number of proper nouns in our textbook does not surpass so much that of junior-high textbook.

Table 2. Chapter titles of *A World History for Citizens*

Introductory chapter: Why do we learn world history?
Chapter 1: The Formation of Ancient civilizations, empires and mega-regions
Chapter 2: Reorganizations of mega- regions
Chapter 3: Inland and maritime interactions and the Mongol Empire
Chapter 4: The Formation of Early Modern world
Chapter 5: The Age of Great Navigations
Chapter 6: The maturation of traditional societies in Asia
Chapter 7: The European Miracle
Chapter 8: The spread of modernity
Chapter 9: “Western Impact” and the anguish of Asia
Chapter 10: Imperialism and Asian nationalism
Chapter 11: The Second World War and the Asia-Pacific War
Chapter 12: The age of the Cold War and national independence
Chapter 13: The light and shadow of contemporary world
Final chapter: How can we learn world history?

³⁰ In Japan, except for some translated foreign textbooks and textbooks for pedagogic programs, there is no university-level textbook of world history that shows the entire story in one volume. Many would-be textbooks merely comprise a collection (often unorganized) of interesting readings on specific topic(s). If the historiography of existing pedagogic textbooks which cover the entire world history are too much conventional, thick American and European-style textbooks are inconvenient for Japanese students, first of all in their high price (partly due to the small number of copies). Also for the reason of price and the class time for the course, our textbook cannot be thick enough to contain so many materials, especially visual ones like photographs and colored maps. Therefore our students are expected to use them in conjunction with material books (for high-school students) and/or to gather materials from the internet. OUHEP’s website is not yet well-developed in terms of learning/teaching materials, though it contains many commentaries for teachers.

³¹ Global history is often criticized in Japan as it “overemphasize the viewpoints of global systems and hegemonic states regardless of local subjectivity”. Therefore we made efforts to let readers pay attention to multilateral interactions among global, regional, national and local moments, and trans-boundary networks as well.

Table 3: The length of major eras (A) and the ratio of Europe and America (B)

	<i>A World History for Citizens</i>		<i>New Detailed World History</i> ³²	
	A	B	A	B
Ancient and middle ages	(Chap. 1-3) 27.4%	23.5%	35.1%	30.1%
Early modern era	(Chap. 4-7) 27.4%	50.0%	23.9%	70.0%
Modern times	(Chap. 8-9) 15.3%	50.0%	10.9%	50.0%
Contemporary history	(Chap. 10-13) 29.8%	———	30.0%	———

*The length of Europe and America in the chapters of contemporary history cannot be calculated because the description is not made separately with that of non-European regions.

Besides the main text and source materials, every chapter includes several boxed articles and questions to encourage students to think about and discuss by themselves about general topics, current social issues, and themes of academic debates as well (especially so that students think of Japan's position against East Asian and global backgrounds). At the same time, as a textbook used by students of all schools of natural and social sciences and humanities, both the main text and other parts are often intended to show topics suitable for students of other major groups than humanities, such as medical sciences, engineering, economics, foreign language and international studies, and so forth. The boxed articles written for these purposes include for example: "Ancient civilizations and religions", "Impacts of climatic change upon human society", "Chinese system of tribute, investiture (to vassal kings) and tribute-trade", "Debates on the historical origin of globalization", "Common and different features of East Asian countries in the early modern era", "The modern family", "War in the 20th Century and that in the 21st centuries", "In what kind of struggle (What power with what power? What purpose with what purpose?) was Japan defeated?", "What was socialism and communism?", and "Culture and thought in the age of globalization", for instance. Questions include: "Choose plural ancient empires to argue that the golden age of an empire was not always the happiest age for commoners", "Explain the common features between the Mongol Empire and the contemporary United States, focusing on such topics as political (how to become the leader in what structure?), social and cultural systems, and military and economic systems, "Examine whether the idea that the state (the ruler) should indoctrinate the people is popular all over the world. And discuss about why this idea became widespread in East Asia", "What do you think was the ultimate factor in realization of "the European Miracle"? Analyze respective changes in political, military, economic, and social spheres, and the internal dynamism and external conditions as a whole". "Why do you think birth rates have been decreasing and populations aging so rapidly in East Asian countries? Explain their historical, cultural, social and political backgrounds in comparison with other regions where population is increasing or problems of low birth rate and aging are less severe. Finally discuss how to improve current situation", and so forth.

Despite some insufficiency in the explanations and inconsistency among chapters, the authors are confident that this textbook can help students of various majors to gain an interest and understanding, and to think about world history and historical research, instead of simply memorizing of names and events without relating it to their own life. Active teachers (of both high schools and universities) may read this textbook as a guide for in-service training, while older citizens may be encouraged to update what they learned in high school and through mass media (citizens are often influenced by the media after their graduation, but it often propagates only conventional views). The final thing that we have to warn to Japanese (and possibly East Asian) readers is: if you read this textbook as a canon, or an almighty textbook, if such is your custom, you will only spoil the authors' efforts. Fix your eyes on the English title: *A World History for Citizens*.

³² Kawakita et.al (2009). It is regarded as the most renovated type B textbook.

Conclusion

We cannot help but be irritated by current situation of history education, of which the discussion of reorganization still lacks coherency, compared to the discussions of other subjects. On the university side, many universities and historians are now interested in OUHEP's activities of high-school-university collaboration done by OUHEP. However, if the OUHEP model is only applicable directly to other large research-centric national universities located in big cities, non-research-centric national and prefectural/municipal universities located in small prefectures, and also private universities as well, should devise more appropriate scheme. Actually, such trials have already been launched by a number of universities including private universities (Fukuoka and Doshisha), provincial national universities (Kumamoto and Shizuoka), and university in special field (Tokyo University for Foreign Studies). A research society for high-school-university collaboration in history education is now proposed, the first conference of which will be held in this July. We hope the society will help us to keep abreast of current political, social and academic changes.

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