

**AY2022 Center for Inclusive Leadership (CIL)  
Research Project Grant**

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

**2022 年度 研究成果 (研究経過・到達点を明確にご記入ください。800~1,000 字)**

**AY2022 Research Results (Please state clearly the research progress, results, approx. 400 words.)**

As research grant recipient of APU Center for Inclusive Leadership (AY2021-AY2022), I explored the clash of conflict narratives youths share in the study of reconciliation and peace in International Relations (IR) classrooms. Working with data collected through class observations and surveys, the research seeks for providing creative and inclusive means of (re)shaping narratives that help individual agencies discover the world differently and in turn behave differently. Zooming into three IR lecture courses (International Peace Studies, Introduction to International Relations at the undergraduate level, and Conflict Resolution at the graduate level), the researcher decoded and analyzed participants' written works as well as group activities in order to identify the nature of conflicting narratives, the way they 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 studies. To achieve these goals, the researcher used several interdisciplinary methods to implement three steps of inclusive learning:

*Step I Feeling comfortable.* APU students come to the classroom with their historical baggage, frequently exposed to hostile otherness. It is therefore crucial to create a learning environment in which students feel comfortable to be who they are. Introducing the narrative turn in IR helped them make sense of their stories from a disciplinary approach.

*Step II Learning through the eyes of others.* When learning about historical and contemporary issues, the researcher makes sure that readings allow students to reflect on both sides of the story. Assignments are carefully designed in a way that invites students to analyze why the other side does not necessarily think the way we do instead of focusing on who is right or wrong that often causes emotional reactions. When students come to the class, they are surprised that others did not learn what they did or learned it differently. With a slight touch on the discussion manner, it becomes difficult to stop students from sharing and wanting to know more.

*Step III IR and me.* To help them realize their own agency, a reflection on what counts as IR and who matters is essential. To break the realm of high politics that portrays political elites as sole actors, art forms such as visual arts, literature, music, or dance are best suited in providing alternatives to create a space of dialogue. To deal with the contested narratives, literature came with great success. Reading novels gave more freedom to students to express what otherwise would have been difficult to do so. Inviting students to use creative means to conduct their own research was also fruitful. One of the main projects students enjoyed working together was to design their own WW2 museum on APU campus. Although it requires more elaboration, students' outcome showed a sensitive approach to the otherness which presents new perspectives on global politics and empower themselves as active agents of our world.

The researcher engaged in and practiced non-conventional teaching methods. In doing so, she put emphasis on aesthetics, as this enables her students to approach what unfolds as reality in front of them in different ways, experience international affairs beyond 'high politics', and connect it to their own life-worlds. It is her ambition to gain for herself and their students agency in their studies, and, rather than despair and give in to all the horrors that the study of international politics entails, contribute towards what the researcher refers to as a 'positive IR' that highlights anthropological constants, seeks for human cooperation, and considers possibilities for peace and reconciliation. The researcher has submitted a CIL working paper that partially shares the research outcome in November 2022. For further dissemination, a book chapter on IR pedagogy will be completed by the end of June 2023 on sharing the teaching pedagogies and methods on inclusive historical narratives.

**2022 年度中の研究発表（予定を含めてご記入ください）**  
**Research Publications in AY2022 (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
	“Teaching IR Theory as Foreigners in the Global North” in <i>Handbook of IR Theory Pedagogy</i>	Palgrave Macmillan (Editor: Jamie Frueh)	2024
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
	Challenges of conflict narratives in the inter-Korean relations: A pedagogical perspective	Korea Peace Forum 2022 (5-6 October, Washington DC, USA)	6 October 2022
その他 Others			

**2022 年度 開催イベント（予定を含めてご記入ください）**  
**Events in AY2022 (Please include future plans as well)**

	イベントタイトル Title of Events	イベント詳細 Event Description	開催年月日 Date of Event
イベント Event			