

Towards Inclusive International Relations (IR): The Pedagogical Use of Aesthetic/Creative Means When Dealing with Conflict Narratives in Post-war Societies

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研究概要

The research explores the pedagogical use of artistic means in dealing with the clash of conflict narratives in post-war societies. By bringing arts into politics, the study examines how inclusive pedagogy affects individual agencies, youth in this project, to understand competing narratives through the eyes of ‘enemies’. In a typical IR classroom often featuring multiple nationalities, the learning space becomes a room for encountering different versions of war-related narratives. While currently enrolled students, often born after 2000, are far from past violent events, they may exhibit entrenched views derived from official narratives they were exposed to. This can lead to elements of surprise when students realize that there are other versions of ‘what happened’ while studying international history and politics with students from the other side of the world. Here, we witness the clash of national narratives every day that tends to endure, posing a major obstacle to peace and reconciliation. Drawing on class observations, surveys, and interviews, the research first aims at problematizing how selective history comes to count as official knowledge; second, exploring how globalizing learning environment at higher education system challenges its shaping; and third, identifying teaching methods to practice in order to create inclusive historical narratives.

The scientific originality of the research lies on its contribution to legitimizing a greater variety of approaches to the study of world politics by revealing the analytical purchase of everyday IR in exploring conflict resolution. The research is by nature creative as it investigates unconventional ways (art forms) in analyzing political dilemmas. By producing non-traditional means of sharing narratives, it invites us to discover new ways of understanding world politics and helps us to see the world differently and in turn behave differently. The expected result is to map which conflict narratives coexist or clash in peace studies and to find out pedagogical tools to implement for creating inclusive historical narratives. The inclusive pedagogy, we name ‘Through the eyes of others’ approach here, offers an opportunity for students to think, learn, and reflect with others when exposed to competing national narratives on war and peace. In doing so, the research contributes to developing research on inclusive teaching and its application. By providing practical answers to the essential question on “(How) Does peace studies contribute to peace?” this research contributes to giving a new or renewed mission to the IR discipline, educating students to become an inclusive leader of peace.