

like a waiver quickly can become quite complex. And I think the point is also that we should not look to lawyers to create our educational or even administrative practices abroad. Their advice will rarely be grounded in the customs of the study abroad site. Rather it will almost always be strategic and will almost always be situated within the context of American legal practice. Most of us have spent considerable time translating between distant languages, between, for example, Hindi or Chinese and English. We have grown comfortable handling the considerable slippage that occurs as we ferry thoughts back and forth between the worlds reflected in these languages. This new conversation on safety and responsibility challenges us to engage in a similar process as we learn to ferry ideas between the educational possibilities of different settings in Asia and the emerging concerns of the American public and our legal institutions. I think this should add interest and excitement to our jobs — it calls on us to see and defend our educational missions in a new and, I believe, compatible light.

¹ See Giddens, Anthony. 1990. *The Consequences of Modernity*. Stanford: Stanford University Press.

² The NAFSA guidelines are available on line at: <http://www.nafsa.org/safetyabroad/guidelines1298.html>; see also Richard C. Kast, "In Loco Parentis and the "Reasonable Person, Liability Issues in Study Abroad," *International*

Educator, Volume VII, No. 1 Fall 1997/Winter 1998 [on line] Available: http://www.nafsa.org/publications/ie/fall97_winter98/toc.html; Lisa Guernsey, "Suit Raises Questions About Liability in Study-Abroad Programs," *The Chronicle of Higher Education*, April 11, 1997, p A37; Julianne Basinger, "Attack on U.S. Students in Guatemala Points to Safety Issues in Foreign Study," *The Chronicle of Higher Education*, January 30, 1998; "The Perils of Studying Abroad," (Lead Story) *USAToday*, September 12-14, 1997.

³ The distinction between nearby and distant cultures, or cognate and non-cognate cultures is helpful in approaching issues in study abroad in Asia. For a discussion of a similar distinction within language pedagogy see: Walker, Galal. 1989. "The Less Commonly Taught Languages in the Context of American Pedagogy." In Helen Lepke, ed., *Shaping the Future: Challenges and Opportunities*. Middlebury, Vermont: The Northeast Conference on the Teaching of Foreign Languages, Inc. 111-137.

⁴ Hoye, William P., Pamela J. Rypkema and Robert Zerr. 1999. *Audit Guide: Risk Assessment for Student Foreign Travel Programs, With Risk Assessment Checklists*. Chevy Chase, Maryland: United Educators Insurance Risk Retention Group, Inc.

⁵ Weeks, Kent M. 1999. *Managing Liability and Overseas Programs*. Nashville, Tennessee: College Legal Information, Inc.

Teaching Asia in World History Panel Presentation

J. Megan Greene Richard S. Horowitz
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Bringing Asia into World History through Memoir, Literature and Oral History

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INTRODUCTION

At Gettysburg College we have devised a way of teaching world history to first- and second-year students that allows us to teach from our strengths and to focus our courses on a manageable period of time. Rather than teaching a huge semester or year-long survey that covers the world from the beginning of time to the present, we have developed a series of courses that cover one or two centuries and that touch on at least three continents. Each of these courses has a thematic focus that is developed by the instructor. As part of this series I have been teaching a course on the history of the twentieth century world that focuses on the theme of empire and nation or imperialism and nationalism. It begins in the late nineteenth century and ends in the late twentieth century and is currently divided into the following five segments:

late nineteenth century imperialism: theory and practice; empire and the world wars; decolonization; the cold war as imperialism; and late twentieth century imperialisms.

Because I believe that it is exceptionally important to encounter the world, especially in the context of discussions of empire and imperialism, through the eyes of a variety of actors from around the world, I assign a lot of primary texts. Below is a list of novels, memoirs, and oral histories that deal with Asia and that I have used for this course. Not all of them fit into the theme that I have described above. I have arranged them in accordance with topics or themes that they deal with.

IMPERIALISM

Charles Allen, *Plain Tales from the Raj*.

In the early 1970s the BBC put together an extensive oral history of British rule in India by interviewing seventy or eighty British who had lived in British India. This book is based on these interviews. It is divided into a large number of chapters on varied topics pertaining to Anglo-Indian society, government, military and culture. As an oral history,

it is based largely on memory and much of it is rather anecdotal and romanticized. Nonetheless, if one takes these "flaws" into account, it makes for interesting and valuable reading. I do not recommend using the entire book, as it can be repetitive, but a few chapters make a wonderful reading for a course segment on imperialism. I have used chapters of this book in conjunction with Scott Cook's *Colonial Encounters in the Age of High Imperialism*, Chinua Achebe's *Things Fall Apart* and the film "Mister Johnson" for the course segment on late nineteenth century imperialism.

Zareer Masani, *Indian Tales of the Raj*.

This book is part of the same series as *Plain Tales from the Raj*, described above, but it is based on interviews of Indians who lived and worked with the British under British rule. The author interviewed more than fifty former civil servants, army officers, politicians, businessmen and professionals. As an oral history, however, it may be flawed in the same way as *Plain Tales from the Raj*. It offers a fascinating contrast to Allen's book, and it would make good sense to assign chapters from the two books side by side.

CULTURAL ENCOUNTERS

Eiichi Kiyooka, trans., *The Autobiography of Yukichi Fukuzawa*.

Fukuzawa lived in Japan from 1835-1901 and was an avid student of the west even before Perry's arrival and the "opening" of Japan. This book recounts the spread of Western knowledge in Japan during the latter half of the nineteenth century. It also has a number of chapters on Fukuzawa's travels in the West and his observations on what he finds there. Sections of the autobiography would fit very nicely into a course with a theme that centers on cultural encounters.

INTERNATIONAL COMMUNIST MOVEMENT

André Malraux, *Man's Fate*.

Malraux's 1930s novel is based on his own experiences in Shanghai in the spring of 1927. It examines the activities of a group of international and Chinese left-wing revolutionaries. In addition to offering a wonderful portrait of leftists in Shanghai, it can also tie into a discussion of the Comintern and/or international communism. The potential problem with using it in a world history class is that the reader should really have a good sense of the larger Chinese political context in order to fully grasp the content. I have used it in a course segment on international communism and the role of the Comintern in spreading revolution.

WORLD WAR II

Eric Lomax, *The Railway Man*.

This book is a memoir of a British prisoner of war who was captured by the Japanese in Malaysia during World War II, and imprisoned in both Singapore and Thailand. Lomax recounts the horrors of his POW experience, including fairly detailed descriptions of torture, illness and starvation. He writes a fair amount about his captors as he attempts to grapple with the question of why they dealt with him as they

did. The memoir would work well in a course segment on World War II. It provides some insight into British and Japanese attitudes about empire in the World War II era.

Shohei Ooka, *Taken Captive*.

Also a World War II POW memoir, this book was written by a Japanese soldier and novelist. It offers a very detailed and introspective examination of the life of a Japanese POW in the Philippines, beginning with the period right before his capture. He is highly critical of the Japanese military, and writes quite favorably of his American captors. The two drawbacks of using it as a course book are that it is currently available only in hardback and that the author is perhaps excessively engaged in an analysis of his own mental state throughout the period in question. The latter makes it a fascinating memoir, but it is sometimes a bit dense for the average undergraduate. I have assigned it in conjunction with *The Railway Man* to provide contrast. An alternative to assigning the entire book would be to assign a portion, such as the first chapter, which deals with the question of surrender versus suicide, a critical question for a Japanese soldier during World War II.

DECOLONIZATION

Khushwant Singh, *Train to Pakistan*.

This novel is written by a journalist, and offers a fairly true portrait of events in a town on the India-Pakistan border in the months immediately following partition. It can be read as a critique of the Indian government for its failure to stop the Hindu-Moslem-Sikh violence that accompanies partition. I found that it worked very well in combination with the film "Gandhi."

Truong Nhu Tang, *A Viet Cong Memoir*.

This memoir begins in the final years of French rule in Vietnam and traces Vietnam's extended "decolonization" process. As the title indicates, the author becomes a member of the Viet Cong, but in fact he could be better described as a liberal humanist than a communist. I have used this memoir for course segments on decolonization and the cold war. It fits well into both subjects, and can, in fact, be used as a bridge between them. It can also yield great in-class discussions.

Jane Kramer, *Unsettling Europe*.

Only one chapter of this four-chapter journalistic book deals with Asians, and it describes the lives of a family of Ugandan Asians who have migrated from Uganda to Great Britain following Idi Amin's expulsion of Asians from Uganda in the early 1970s. It is a fascinating story, however, of cultural encounter between the colonial power and its former subjects, this time in Great Britain rather than in one of its colonies. This story of post-colonial encounter raises questions that are important to any discussion of the impact of decolonization on the former colonial powers.