

How is it possible to create a curriculum that promotes understanding of international relations theory in international understanding education in upper secondary schools?

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概要

本稿では、国際理解教育において、教師による具体的な事例検討を通じた、国際関係理論の批判的検討が、生徒の理論に対する多面的な視点を養うために重要であると仮説づけ、教育実践を通じて考察した。

先行研究としては、主に[Richard W. Mansbach,2012],[Cristfer R. Kocke,2016]に依拠している。これらの論考では、アメリカの国際関係学教育のカリキュラムが、西洋中心主義的な思考を促していることを指摘している。さらに[RA Shahjahan2022]は、国際関係理論のうち、ポストコロニアル理論に基づく教育が、生徒の多面的な考察を促すと主張している。しかしながら、国際関係学における理論学習は、本研究の事前調査において必ずしも有用な結果を示さなかった。また、その後の学習を通じて、生徒の理論に対する洞察は、必ずしも理論同士の議論の間においては深まらなかった。一方で、本稿での調査は、具体的な事例検討が、生徒の視野を広げるにあたって一定程度の効果を持つ可能性を明らかにした。

1.Introduction

In this paper, it is hypothesised that in international understanding education, critical examination of theories of international relations through the examination of concrete case studies by teachers is important for developing students' multifaceted perspectives on theories, and this is examined through educational practice.

As for previous research, we rely primarily on [Richard W. Mansbach, 2012], [Cristfer R. Kocke, 2016]. These discussions point out that the curriculum of international relations education in the USA encourages Western-centric thinking. Furthermore, [RA Shahjahan2022] argues that education based on postcolonial theories of international relations theory encourages students to consider multiple perspectives. However, theory learning in international relations did not always show useful results in the pre-survey of this study. Nor did students' insights into theory necessarily deepen during theory-to-theory discussions throughout the subsequent study. On the other hand, the research in this paper has revealed that concrete case studies may have a certain degree of effectiveness in broadening students' perspectives.

As a preliminary study for this paper, case study tasks were presented to the students. As a result, 31 of the 40 students took up case studies from western countries, mainly the USA. Of the nine students who were not on other case studies, three addressed the issue of gender violence in Islamic countries, criticising it on the basis of Western views of gender.

The goal of this paper is to enable students to analyse things from a more multifaceted perspective and to deal with diverse regional issues from a broader perspective by conducting issue exploration based on theories of international relations with regard to such western-centred perspectives.

2. Positioning of 'theory' in this paper and organisation of its goals

In this paper, the need for 'decolonisation' in the curriculum and its definition by [Riyad A. Shahjahan, Annabelle L. Estera, and Kristen L. Surla,2022] is adopted; Riyad et al.

International education in various countries Theories in International Education, with a cross-sectional and exhaustive collection of curricula, provides a comprehensive review of theories in international education. According to them, a critical insight into western-centred thinking in the teaching of international relations in the present day provides a deeper insight into the theory of international relations. Their standpoint is explained from three main perspectives. The first is to interrogate the relations of power that shape the asymmetries of knowledge. Second, educational curricula with western-centric norms fix the imbalance between specific regions and the rest of the world. Third, this perspective allows us to focus on the actors who create such knowledge imbalances. This paper examines how the back-and-forth between theoretical learning and case studies deepens students' insights into international relations theory from these three perspectives. In other words, the conditions for achieving deep insights into theories in the educational curriculum in this paper are that, through learning, students are able to (i) develop a focus on power relations between major and minor powers, (ii) take a critical look at western-centric values and identify their usefulness and limitations and (iii) to be able to analyse the actors creating the imbalance in each case.

3. description of the methodology

The following three processes were used in this study. (i) [John Baylis , Patricia Owens, 2020] was designated as the textbook, and based on the six theories introduced in the textbook, participants were asked to subscribe to the literature and report on case studies using the theories. (2) One of the six theories was selected and a mini-essay was asked to be written. (iii) For each mini-essay, the participants were asked to discuss the valid points and limitations of the theory used and to write a revised report.

In this study, the case studies discussed in (i) will be used as a preliminary investigation to identify the students' prior perceptions of the case studies. The case studies that were deemed best suited for the use of the respective theories have not been re-examined in the context of the critique of western-centrism at this point, and are considered to reveal the students' day-to-day perceptions. Then, after the intervention operations in (ii) and (iii), the content of the final reports will be analysed to determine the extent to which the students have relativised the western-centred perspective, or whether there are still issues to be addressed.

4. preliminary research

Relying on [John Baylis , Patricia Owens, 2020], students were divided into groups and given a theoretical overview of realism, liberalism, Marxism, social constructionism, post-structuralism and postcolonialism and a case study using them. Overall, there were 12 groups, the results of which are as follows

Realism: two groups reported on this theory. In their reports, they saw realism as a theory that aims for a balance of power and positioned it as an ideology that prioritises state interests. In addition, many students focused on the option of military intervention in diplomacy and the logic of the defence of one's own country. The case studies covered were the US war in Afghanistan and the Russian-Ukrainian war. The need for a certain degree of military intervention was allowed and the need for military intervention by UN forces and

others was stressed. Students with a realist perspective saw states and institutions such as the UN as the same level organizations at this point in time. (Figure-1)



(fig1)

Liberalism: three groups reported on this theory. Students in this group concluded that liberalism was a view that placed non-state actors at the centre and that it was a value system that assumed that cooperation between states was possible. In this theory, all three groups considered the Russian-Ukrainian war as a case study; two of the three groups addressed the ineffectiveness of the UN, concluding that it was difficult to resolve from a realist perspective.

Marxism: three groups were responsible for this theory. Building on a basic Marxist understanding and summarising critical perspectives on capitalist class society, students focused their reports on Richard Cox's analytical theory. This group of students had been concerned with the wage gap between actors in Hollywood, but had not yet analysed it between countries. (Figure-2, Figure-3)

Gramscian IR Theorist: Robert W.Cox

「理論は常に誰かのために、そして何らかの目的のためにある」
(R. Cox Chapter 7 Marxist theories of international relations 123 1981: 128)

どんな国際理論も、それによって誰の同意を取り付けようとしているか、という目的がある。

→その理論は誰のための理論なのかを問う必要がある。

Coxによる国際理論分析の3段階

① 現在支配的な理論は誰に利するものか

② (その理論が支持できるものならば) どうすればその理論が目指す世界を実現できるかを考える

③ (その理論が支持できないものならば) この世界をよくするために、この理論はどう修正が必要か、もしくは放棄されるべきか

ヘゲモニー理論分析

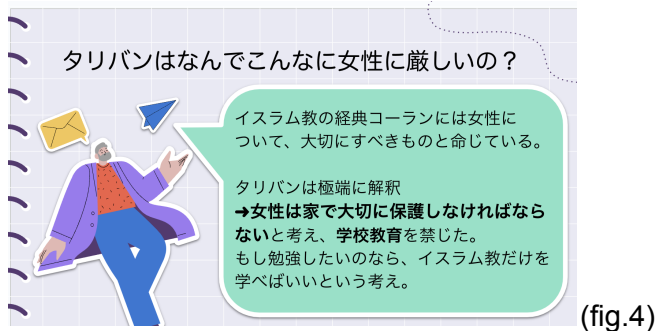
問題解決理論分析

批判理論分析

(fig2. fig3)

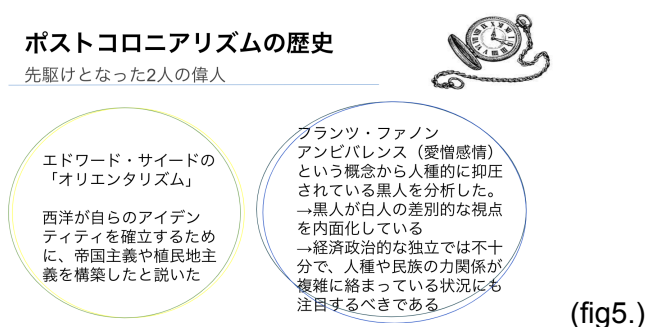
Social constructionism: two groups were responsible for this theory. Teachers provided explanations and interventions on this theory, as there was some confusion with post-structuralism in one of the groups. The group responsible for this theory had set up a case study on the oppression of women by the Taliban regime. Basically, the report was

presented from the perspective of Western liberalism, denigrating Islam itself with regard to women's rights. It is considered necessary to discuss the possibility of intervention while separating the characteristics of Islamic society and the Taliban. (Figure-4)



Post-structuralism: the concept of post-structuralism seemed to be the most difficult concept for students to understand. Many students only grasped the basic concepts and found it difficult to apply them to international relations. Also here, as with Marxism, many students had difficulty in applying this theory to multilateral issues.

Postcolonialism: two groups were responsible for postcolonialism. Postcolonialism was relatively well organised. In particular, one group successfully critiqued the continuity of colonialism, citing Orientalism by Said and the writings of Fanon. In the case studies, the issue of racial representation in Disney productions such as The Little Mermaid was addressed.



Through this preliminary research, the following trends among students were obtained. First, it is difficult for students to apply critical theories, such as Marxism and post-structuralism for example, to international relations, although specific countries and organisations such as the UN are easy for them to take up as case studies. This may be because critical theory critiques the very framework of ideas of classical theory. Secondly, students basically tended not to take into account the complexities of each country's international and economic situation and their respective cultural and historical contexts. One student's post-lesson reflections are taken up.

The restrictions on the freedom of women in Afghanistan are influenced by what is written in the Islamic Koran. Islam is the social element that makes it possible for women's rights to be restricted. This was thought to be overly influenced by Islam. I don't think it's good to restrict rights to this extent, even if the faith exists. It is because Buddhism has no such influence

and we live without any restrictions on our freedoms that we are shocked to learn such a fact.

This was particularly true in the case of Islam, where women's rights to their bodies and the interpretation of Islamic law and the characteristics of the Taliban regime within Afghanistan were discarded and the Western democratic model was idealised. Finally, it is important to note that, for the students, international issues were basically focused on extreme situations such as war, women's rights or social and cultural issues such as racial representation in Hollywood films, while the perspective of 'international relations' was often omitted. Furthermore, aspects such as peacetime security and economic security tended to receive less attention.

5. intervention and manipulation

Based on the results obtained in the preliminary study, the following interventions and manipulations were carried out. First, the case of the May summit in Hiroshima was taken up for research and discussion on the impact of this summit on the five countries of Japan, the US, China, Brazil and India. Secondly, as a pre- mini-essay task, the students were given a discussion of the advantages and limitations of their own reported theories, and a comparison with post-Marxist critical theories. Furthermore, in order to take up cases in which international relations were central, the students were basically asked to take from either the Times or Foreign Affairs with regard to the issues to be addressed in the essay.

The discussion on the summit centred on Japan's invitation of Ukrainian President Zelensky to the summit. Discussions about security in international relations began to emerge in this session, particularly in the form of arguments that this act might force China to make difficult decisions, or to attract countries such as India and Brazil to international public opinion on the part of Japan and the US. Student comments after the class are also quoted here.

We considered that there were several success points. Specifically, the fact that all the Prime Ministers had visited, which could have had an instantaneous and significant impact on the world as a whole. In other words, the impact on countries such as Russia, which is still at war, was significant. The other point is that President Zelensky of Ukraine, who is opposed to Russia, made a surprise visit and had a chance to meet with the presidents of India and Brazil, who are good friends with Russia, and was able to "leave Russia alone" to push Russia into a corner.

It is worth noting here that India and Brazil are described as 'good with Russia'. In evaluating the summit, it can be observed that students are beginning to focus on the relations between countries such as Russia, India and Brazil. However, it can also be confirmed that the attitude of evaluating the composition of international relations in terms of a dichotomy between friend and foe has not yet been relativised, as in the evaluation of India's position as being 'good with Russia'.

Through the examination of these cases, the students gradually gained more and more insight into the theory itself. Several students became aware of the limitations of each theory and the importance of using multiple theories to overcome them. More importantly, even in cases that deviated from Western values, pupils began to focus on the country's situation, historical context and unique conditions. This is considered important in deconstructing

Western-centred perspectives in the classroom space. Consider the following student comment.

Taliban regime: almost invaded by the Soviet Union due to the Cold War → civil war even after it was settled → eliminate it (from an Islamic perspective) Afghanistan is internationally isolated (lack of economic power, poverty) → priority given to countries where it is easier to eliminate poverty, countries that stand out (SDGs) → more isolated.

Personal conclusion: international problems are the main reason why the dictatorship of the Taliban regime and its continued restrictions on women cannot be changed. I feel that there is too much focus on more prominent regions such as Africa, even though we are trying to realise the SDGs. The media also does not report much on countries with conflicts and civil wars, such as Afghanistan. From a social constructionist perspective, there are more problems with the international community's perception of the Taliban regime than with its internal problems.

The point made by this student that news from places like Africa and Afghanistan are 'hard to cover' seems important in two ways. The first is that pupils are becoming more aware of the logic of regions outside the major powers. For these pupils in particular, it is clear that they are making important realisations in terms of analysing the situation in Afghanistan and trying to open up the country's choices not only to the problems of the country concerned, but also to the workings and perceptions of the international community. Another important point is that it is still easy for students to focus their attention on areas that are relatively easy to get to in the press. Students themselves rate regions such as Africa and Afghanistan as 'hard to get into' by the media, but in reality, the structure is such that issues in the Global South and other marginalised regions do not receive the attention they deserve. Such aspects were not easily remedied at the time of this intervention.

6. analysis of the final essay and conclusions

After these intervention operations, the pupils worked on the final essay of the first semester. In conclusion, the intervention suggested certain benefits with regard to the perspective of analysis, but the challenges were greater. For the final report, students were tasked with writing an Op-ed in response to an article featured in the Times or Foreign Affairs. In terms of students' choice of topic, there was no change in the number of students who ended up analysing one country rather than international relations before and after the intervention. There was also no change in the tendency to focus on social and cultural phenomena rather than on international politics, security and economic relations. On the other hand, while the students tended to favour the realist perspective in the beginning, the social constructionist and postcolonial perspectives gained more support in the final report.

First, we analyse the students' choice of topic: for 40 students, 39 submissions had been received as of 8 August 2023. Classifying each of those 39, the following themes were selected for the final report. International wage gap, gender and race issues in the entertainment industry: 8 students; defamation on social networking sites and international legislation: 2 students; security through tax havens and international taxation: 1 student; gender gap in restaurants: 1 student; beauty industry and gender in Korea: 1 student; Islamic countries. Women's rights in Islamic countries (7 respondents), Sexist remarks by Nigerian President and gender disparity in Africa (1 respondent), Cultural protection in international organisations (1 respondent), Racial and gender disparity in the US (6

respondents), Migration and legal and regulatory issues in Asia (3 respondents), Sexual crimes and international legal and regulatory issues in Asia (3 respondents), Issues of education in Japan-Korea relations education issues (2 respondents), sexism and legislation in Europe (1 respondent) and security in the Taiwan Strait (2 respondents).

Examination of these results shows that theory learning in international relations per se did not deepen the students' insights into theory, not necessarily during theory-to-theory discussions. Rather, the choice of case study topics showed that as a result of theory learning, students began to look for cases that conformed to the theory, rather than analysing them from a real-life perspective, thus confirming that the focus of students' analysis could shift away from international relations.

On the other hand, the research in this paper has revealed that specific case studies may have a certain degree of effectiveness in broadening students' perspectives.

An overview of the students' choice of themes shows that the majority of students were trying to evaluate gender disparities based on a postcolonial or social constructionist perspective. Although this seems to have increased the number of students focusing on critical theory, it seems more reasonable to view this as a change based on the association with elements that did not change.

Most of the themes chosen by pupils were issues related to gender and race. This was not significantly different from before the intervention. While some pupils gained insight into international relations through the use of international legal and regulatory frameworks in their analysis, there were also reports that did not reach the level of analysis of international relations, but instead focused on domestic issues. In general, the themes chosen by the students were themes with strong social and cultural elements, and although theories such as postcolonial theory and social constructionism could be easily applied to such themes, it is thought that the students did not know what specific cases to choose when applying them to international relations.

On the other hand, it is noteworthy that the issue of women's rights in Islamic societies was increasingly examined from the perspective of the context of each country, based on comparisons between several countries in the Middle East, such as Saudi Arabia and Iran, or Saudi Arabia and Turkey.

Interviews were also conducted with students who dealt with the issue of the Taiwan Strait and the legislation against tax evasion by globalisers. The results showed that students who dealt with the Taiwan Strait issue referred to material on the Taiwan Strait issue that teachers had dealt with as a model case, and from there they searched for articles in the Times and conducted research. Another student who dealt with the issue of tax havens was a student who dealt with Marxism when reporting on theory. This student stated that he was watching the news at home when the issue of tax havens came on and he realised that this could be analysed from a Marxist perspective. Such an example would also be a corollary to the hypothesis that the examination of a concrete case study would deepen the student's insight into the theory. From these two facts, it can be said that this paper has shown that pedagogical support based on concrete case studies may have a certain degree of effectiveness in bringing a greater variety of cases into the pupils' perspective.

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