Narrative Project Description for Tokyo-Princeton Partnership:

Global History Project

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In recent years, global history has become the most vibrant sub-field of historical studies; it taps into contemporary affairs, it invites cross-regional and national examination, and it appeals to inter-disciplinary analysis. But, curiously enough, it is not imagined as a global field of inquiry when it comes to training and educating future historians. For the most part, curricula and graduate student formation is still conducted within national vernacular traditions and perspectives, and contained within bunkerized institutional structures. To some extent, this reflects the fact that global history remains bounded even by its leading practitioners.¹ This proposal outlines a format for recasting global history as a global enterprise, creating a space for graduate students to formulate ideas and refine research strategies collaboratively across institutional boundaries and national traditions.

What is global history? Global history examines the flows of people, commodities, ideas, and institutions across national and regional boundaries and studies the ways in which these processes of contact, exchange, and integration affect regional and national dynamics. This contrasts with the more familiar “international history” approach, which emphasizes the ways in which powers like the US or Europe shaped

the rest of the world through state-to-state relations. In global history, binary view of
the histories of the West and the rest is not the premise for research. In fact,
transcending this divide is one of our basic goals – and we believe that building this
bridge needs building partnerships such as the one we are proposing.

Thus, global history also highlights the importance of transnational connections
in explaining developments within nations. In the United States today, it represents the
fastest growing sub-field within the discipline of history. In Japan, although the
meaning and way of research are delicately different from that in the US, a new trend
called “guroobalu hisutorii (Japanized form of global history)” which heads for the
reexamination of the world history narrative, is also on the rise, and it has developed
into an area that attracts younger scholars in particular. Journals and conferences
related to global history spring up seemingly everywhere; project proposals are almost
required to invoke a topic’s global dimensions.

Looking back the past in a global way, as we are doing in the field of global
history, is very important to make people in the world shape an identity of belonging to
the earth.

Yet for all the hoopla, few have institutionalized research collaborations or
graduate training programs globally. The closest analogue would be the Columbia
University-London School of Economics dual MA program in international history.
However, the strengths of that partnership lie in the postwar and especially Cold War
eras. Moreover, the Columbia-LSE program focuses mainly on “the West” and lacks a
core curriculum. Nor does it articulate the relationship between faculty research and
student training.

We propose the first truly joint venture in co-training in global history. The
University of Tokyo and Princeton University are well positioned to benefit mutually
from the collaboration. At both universities, the advance of global history has resulted
in a growing number of PhD students whose dissertations include global perspectives
on historical issues.
We propose to build on our respective developments and to integrate each other’s strengths into the partner’s program (see item 8 below for more detail on the complementarities). How? We propose three separate initiatives:

1. This project will bring together graduate students and faculty members in a series of Joint Advanced Research Seminars (JARS).

2. In select numbers, graduate students will be invited for residencies at the partner institution and we propose joint thesis and dissertation committees (co-tutelle arrangements).

3. Planned visits and workshops by faculty members with students and faculty at the partner institutions.

The fundamental aim of these exchanges and initiatives is to train our graduate students globally – immersing them in debates unfolding from other regional perspectives and historiographic traditions through reiterated exchanges and shared mentoring and advising.

Enhancing the Intellectual Life of the Princeton and Tokyo departments.

These exchanges will build on complementary strengths of the two universities in teaching and scholarship.

At the University of Tokyo, a variety of historical studies are conducted in an empirical way not only in the department of history at the school of humanities, but also in various schools and institutes. Faculty members and students need to read first-hand sources and are requested, without condition, to learn languages of their primary sources. Total number of historians reaches around a hundred and their research topics cover not only Japanese history, but also that of almost all countries and regions in the world. However, there is no official center for global history yet. Historians interested in the field make a loose network under the leadership of Professor Haneda and organize a series of seminars and special lectures by visiting scholars. Excellent
students and young scholars from abroad join the network and give it a full of diversity
and energy. We intend to strengthen this network dramatically through the collaboration
with Princeton’s initiative for global history, and if possible, to create a systematic
joint-teaching program. We note Tokyo’s real strength in positioning students to think
about Japan and East Asia in the world.

At Princeton, global history has been taught in various ways for several
decades. Princeton has one of the few history departments boasting a core
undergraduate curriculum and a sequence of graduate seminars for doctoral students.
PhD students are now admitted in rising numbers to write dissertations in global history.
A collaboration of Princeton faculty led to the publication of the Worlds Together,
Norton, 2013), a field-defining textbook. Princeton’s history and areas studies
programs emphasize Latin America, Europe, East Asia, South Asia, and Africa.
Moreover, the area studies faculty members in history in East Asia, Latin America,
Russia, and other areas encourage their students to learn second languages and embed
dissertation topics in a cross-regional or global framework. There is a regular
fortnightly workshop in global history for graduate students, faculty, and visitors.

As for the research aspect, while Princeton historians, taking advantage of being in the
English-speaking world, are making one of the main-stream narratives on global history
in the world, Tokyo scholars, viewing from a slightly different angle, try to diversify the
interpretation on global history.

In short, we complement each other well, two diverse teams of faculty
committed to collaboration and cross boundaries. Each side has access to different,
but occasionally overlapping networks. The global history units within each university
are generally recognized as among the strongest cohorts. Finally, we share a
fundamentally similar approach to global history: we both insist that the practice of
global history requires solid area or regional knowledge, languages, and command of
archives.
We restrict our proposal to the study of the “modern” world, from 1500 to the present. It will include advanced Masters and PhD students as well as faculty from several departments (especially area studies, history, religion, and the social sciences) who have interests in global analysis.

**Sustaining flows between Princeton and Tokyo, and maintaining a balanced representation of scholars and students from both institutions.**

Our hope is to sustain three years of circulating students and faculty between the two institutions. It will take three forms:

Annual Joint Advanced Research Seminars (JARS) for graduate students and faculty members for one week. Our provisional preference is to hold these in May or June. One will take place in Princeton and one in Tokyo. These will consist of meetings of five graduate students from each institution and two faculty members from each institution. JARS will consist of two integrated parts to maximize the interaction between students and faculty on both sides.

(a) Daily *studios* for doctoral students to present drafts of their chapters for feedback from peers and faculty. Chapters would be pre-circulated to the entire group; graduate students would be designated to serve as commentators on each other’s work.

(b) Interspersed among the studios will be faculty-led *workshops* on cutting edge themes in which the faculty are engaged. These would include sessions on migration and work, war and society, urbanization, cross-cultural trade, ideas, institutions, and political economy. These occasions aim to give graduate students on both sides an opportunity to “train up” on leading debates and share perspectives on debates across historiographic traditions.

(c) Capping each JARS will be *forums* for the two visiting faculty members to present their own work in progress to colleagues and students of the host institution for feedback – and to illustrate for younger scholars how we develop and expedite research projects. Examples include:
Reviewing Japanese history globally (HANEDA Masashi)

Russia and the World War I (IKEDA Yoshiro)

18-19th Ireland in global context (KATSUTA Shunsuke)

Money system in world history (KURODA Akinobu)

Dutch East India Company and its Asian trade (SHIMADA Ryuto)

Global Humanitarianism (Jeremy Adelman)

Home fronts during World Wars I and II (Sheldon Garon)

The global 1860s (Linda Colley)

Stalin in world history (Stephen Kotkin)

In addition to these annual events, we propose to circulate students and faculty between the two institutions in two ways.

First, we propose the possibility of short-term stays (1-2 weeks) for two faculty members for sojourns at Princeton and UTokyo. Visiting faculty will meet with the graduate students with whom they worked during the JARS, offer a general lecture to the host department, and participate in on-going graduate seminars. Princeton faculty members may take advantage of these visits to UTokyo only when on leave, outside of the Princeton academic year, or during mid-semester breaks and intersessions.

Second, a select group of graduate students (2 from each institution) will be invited to spend extended periods (at least one semester) at the partner institution. This will allow them to participate in the intellectual life of the department, attend seminars, and use local library and archival collections. Our expectation is that students will be able to support themselves on their fellowships.

To provide continuity and leadership for these initiatives, each university has recruited three colleagues to serve as core members on its respective steering committee—in addition to the principal investigator. At Princeton, the steering
committee consists of Linda Colley (British empire), Jeremy Adelman (PI, Latin America), Sheldon Garon (Japan), Harold James (international economic history/Germany), and Stephen Kotkin (Russia/Eurasia). The Tokyo steering committee consists of Haneda Masashi (Japan, Middle East), Shimada Ryuto (Southeast Asia), Katsuta Shunsuke (Britain and Ireland), Ikeda Yoshiro (Russia). The steering committees will consult among themselves and with each other to select graduate student and faculty participants, and to arrange visits and the various workshops.