

FW: 2010 CUFA PROPOSAL DECISION

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发送时间: 2010年5月24日 21:36

收件人: yurita@edu.shimane-u.ac.jp; Lin Lin

Hi all, our 2010 CUFA proposal has been accepted. Hurrah!!

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From: Chrystal Johnson [cufa@purdue.edu]
Sent: Monday, May 24, 2010 8:56 AM
To: Suh, Yonghee
Subject: [Spam:7.6 SpamScore] 2010 CUFA PROPOSAL DECISION

Dear Yonghee Suh,
I am pleased to inform you that your proposal, Deconstructing History Textbook Controversies: A Comparative Study of Chinese, Japanese and Korean History Textbook Accounts on World War II, will be included in the 2010 CUFA Annual Meeting. Congratulations on this accomplishment! Over 180 proposals were submitted for consideration in the program.

To ensure a quality program, your submission was reviewed by three or more highly qualified reviewers. The reviews and comments from the blind review process are attached. They include the proposal number, title, overall recommendation, numerical ratings (Purpose / Framework / Design Method / Conclusion / Contribution to Field / Written Presentation), and reviewer comments as submitted by each reviewer.

Authors of accepted papers are required to submit a final draft to your discussant by Monday, October 11, 2010. Failure to do so may result in the participant yielding their time to the session, not presenting their paper, and being removed from the program. Also, as lead author, please inform any other authors on your proposal that it has been accepted.

Congratulations and I look forward to seeing you in Denver!

Sincerely,

Chrystal S. Johnson
2010 CUFA Conference Chair

521 Deconstructing History Textbook Controversies: A Comparative Study of

Chinese, Japanese and Korean History Textbook Accounts on World War II
 Strongly Accept 5 4 4 4
 5 5

Researcher put much effort to collect and analyze the data. Individual textbooks of three countries are diligently evaluated and analyzed; however, it needs more in-depth comparison across three countries rather than simply present what they found in the texts.

Reject 2 2 3
 1 1 3

Perhaps this study would be more applicable to the Teaching History SIG at AERA, or the AHA. It has less applicability to CUFA. I think it would benefit from having certain specific "wartime events" which are compared across the texts.

It is somewhat unclear how this research adds to the already published body of research on Japanese textbooks and others. It appears to be hinting at a theme we might discuss in CUFA about how a nation invents, shapes, and revisits its own national identity largely through textbooks. While this study seems to find it somewhat shocking that Japanese texts do not paint themselves to be the aggressors in WWII, I don't find that unusual given that all countries use their education systems to reinforce certain national identities. This larger picture seems lost within this current study.

Accept if Space Permits 5 3
 3 3 3 5

I think this is a good paper in terms of organization and focus. I want to know more about the implications and why it is significant to learn about this topic. I also feel like I heard a similar paper a couple of years ago. Perhaps that could be referenced.