

Revisiting Japanese Studies in Southeast Asia

Karl Ian Uy Cheng Chua

✉ kchengchua@gmail.com

The purpose of this paper is to look at the development history and the current state of Japanese studies in Southeast Asia. The paper presents a number of stumbling blocks of various institutions in Southeast Asia, such as language issues and funding. The study ends with possible suggestions as well as solutions towards success in this area.

Keywords 日本研究(Japanese Studies), 東南アジア(Southeast Asia), 地域研究(Area Studies)

Japanese studies in Southeast Asia can be separated into two periods, pre-war and post-war. The pre-war educational engagements of Japan to Southeast Asia vary depending on the country's political relationship. Most of the Southeast Asian countries had trade relationships with Japan since the 16th Century. Siam recording the first red seal ships (朱印船) around 1604, and a formal embassy in Japan in 1621, the rest of Southeast Asia would only engage in active trade from the 17th Century without the establishment of a formal embassy. Aside from trade, this began educational relationships through the informal and unofficial study of Japanese language and culture.

The official beginnings of Japanese Studies in Southeast Asia happened during the advent to the Pacific War when Japan was at the height of its modernization project under the Meiji Government and was attempting to convince the other Asian countries to come under the Greater East Asia Co-Prosperty Sphere where various National Universities were asked to open courses for Japanese language to local students. However, the war overtook this measure which then integrated the programs under the propaganda structure of the Japanese colonial government.

It was only during the post-war period with the restoration of diplomatic relations that Japanese Studies began to take root. One of the earliest would be Thailand in 1952, Cambodia in 1953, followed by Myanmar in 1954, Laos in 1955, the Philippines in 1956, Malaysia in 1957, Indonesia in 1958, Singapore in 1966, Vietnam in 1973 and Brunei in 1984.

This post-war relations allowed Japan to re-start its pre-war activities with the Southeast Asian countries through the re-development or re-establishment of Japanese Studies departments in national universities in the various countries, and is understood by most members as the "official beginnings" of Japanese Studies in Southeast Asia.

The State of Japanese Studies in Southeast Asia

One of the earliest studies was the conference proceedings of the fourth Leverhulme Conference in 10-15 March 1969. (King 1969) The conference was held roughly 25 years after the end of World War II and barely 20 years after the restoration of diplomatic relations in Southeast Asia. Despite the existence of Japanese Studies programs, there has been domestic indifference and anti-Japanese prejudice within Southeast Asia. Western and Japanese delegates of the conference with older histories of the establishment of Japanese Studies emphasized the importance of

Japanese Studies based on examples of their own institutions, but confused the Southeast Asian delegates since the contexts in their countries were far different from that of the West and Japan. This was compounded by the fact that this period developed Southeast Asian Nationalist scholars who were suspicious of the West and were ambivalent to the Japanese.

It took about 20 years before more publications on the issue came about through the journal 『世界の日本研究』(*Japanese Studies Around the World*) by the International Research Center for Japanese Studies or Nichibunken which began its first issue on 10 December 1990 which as the title of the journal suggests, seeks to introduce Japanese Studies institutions throughout the world. The first few issues focused on Europe and the United States, where Japanese Studies have older traditions. The first Asian countries to be featured were Taiwan and India by the second issue, and Southeast Asia was featured by the fourth issue by dealing with individual countries, beginning with the Philippines through Josefa M. Saniel's "The Study of Japan in the Philippines: Focus on the University of the Philippines" in 1992. (Saniel 1992). This was followed by a piece by I Ketut Surajaya entitled 「インドネシアにおける日本研究の現状と将来」 in 1993. (Surajaya 1993) By the next year, Stephen Leong's "Japan Studies and Japanese Studies in Malaysia" (Leong 1994) and Seah Chee Meow's "Japanese Studies Department at the National University of Singapore: Redefining its Relevance and Viability" (Meow 1994) were published.

Aside from sharing the histories of how each country established Japanese Studies departments or programs, with their beginnings in Japanese Language education and developed into the study of Japan. Furthermore, there were arguments regarding the labelling of the area study between "Japanese Studies" or "Japan Studies" where the difference "Japanese Studies" follows the European tradition of non-Japanese scholars who study Japan as an ancient or classical, historical culture of the East vis-à-vis to Chinese studies. (Saniel 1992) (Meow 1994) (Leong 1994) On the other hand, "Japan Studies" began in the United States in training centers established during World War II to teach Japanese language, history and culture which later evolves into a study of Modern Japan. (Saniel 1992) (Meow 1994) (Leong 1994) Saniel adds a third term "the study of Japan" which does not preclude knowledge of the Japanese language, and deals with topics that partly cover Japan. (Saniel 1992)

An edited volume by Nichibunken entitled 「日本研究」 came out with a special issue on 1994 with the theme 「世界の日本研究—歴史と現状」 with a reprints of the Philippine and Indonesian articles [ジョセファー・M・サニエル 1994](イ・ケトット・スラジャヤ 1994) and an article by 疋田正博 on the state of Thai Japanese Studies with

the piece 「タイにおける日本研究」. (疋田正博 1994)

There would be a large gap in the publications by Nichibunken on Southeast Asia, until 2013 with special issue on New Trends in Japanese Studies featuring four articles on three countries. This included a piece by 岩井茂樹 entitled 「タイにおける日本研究の現状と課題」 (岩井茂樹 2013), Ho Hoang Hoa's 「ベトナムにおける日本研究」 (Hoa 2013), and two pieces on the Philippines on “A History of the Japanese Studies Program at the Ateneo de Manila University” (Japanese Studies Program 2013) and Dennis D. Trinidad's “Japanese Studies at De La Salle University.” (Trinidad 2013) The series of articles focused on the state of recent Japanese studies in Southeast Asia moving beyond previous discussions on Japanese Studies, Japan Studies and the Study of Japan.

Issues on Japanese Studies in Southeast Asia

The earliest articles which recognized issues on Japanese Studies in Southeast Asia was by Surichai Wun'gao's “Japanese Studies in Southeast Asia: Problematic Trends and Challenges Ahead.” (Wun'Gao 1996) which featured the following key features (1) that Japanese studies was entering a booming period in higher institutions due to the growing demand in learning from Japan's development experience, (2) Southeast Asia was conducive for growth in Japanese studies due to external funding received from Japan, as well as individual governmental policies, (3) strength and focus on language-based education. (Wun'Gao 1996) Nonetheless, there were challenges such as (1) weak relationship between Japanese studies and social sciences, with the focus on Japanese language education, (2) interest in Japan lay on Japan's economic growth, relations, management, (3) an acceptance in the humanities of simplistic Nihonjin-ron ideologies. (Wun'Gao 1996)

It has been 20 years from Wun'Gao's article, and there is a need to revisit and review these points. In the Philippines, the Japanese Studies Program of the Ateneo de Manila University is one of the oldest programs in Southeast Asia which began in 1967 offering Japanese language classes in the tertiary level, followed by a minor in Japanese Studies in 1990, and a Master's in Japanese Studies in 1998. The first director was Hisatake Masao (Economics) in 1966. This was followed by the University of Indonesia which opened its Department of Japanese Studies in 1972 with an undergraduate program on Japanology. Singapore would establish its Department of

Japanese Studies in 1981 initially as an undergraduate program under Kumekawa Mitsuki (Literature), followed by a Master's and Doctorate program in 1990s. Under the Royal Patronage Princess Mahachakri Sirindhorn that the Institute of Japanese Studies within Thammasat University was established in 1984. In Vietnam, while an undergraduate program in Japanese language was established in the Hanoi Foreign Trade University in 1961, a Japanese Studies Center was opened in the Vietnam Academy of Social Sciences in 1993. The Vietnam National University would then open a Master's program in 2000 in the Hanoi campus, and in 2008 in the Ho Chi Minh Campus. There are far older institutions, such as the University of the Philippines which began with individual visiting faculties from Japan in 1920, and teaching of Japanese language under the Department of Linguistics and Oriental Languages in 1960s. However, this paper focuses primarily on institutions which were established with the purpose of focusing primarily on Japanese Studies.

What is observable with these institutions is that all are initially supported by the Japan Foundation through the sending of directors, and visiting faculty, and library support. To give you an example here is the list of directors for the Japanese Studies Program of the Ateneo de Manila University:

Name	Research Field	Period
1. Hisatake, Masao	Economics	Dec. 1966-June 1967
2. Tsuru, Haruo	Education	July 1967-Feb. 1969 June 1971- Dec. 1971
3. Satō, Nobuyuki	Anthropology	Mar. 1969- July 1970
4. Ichinose, Tomoji	Management	July 1970- June 1971
5. Hoshino, Akira	Psychology	Dec. 1971- June 1972
6. Kasai, Minoru	History of Social Thoughts	June 1972-Oct. 1973
7. Furuya, Yasuo	Theology	Oct. 1973-Mar. 1975
8. Hara, Kimi	Political Science	Apr. 1975-May 1976
9. Fujita, Tadashi	Economics	May 1976-Mar. 1977
10. Hashimoto, Tetsuichi	Political Science	Mar. 1977-Apr. 1978
11. *Fr. Nebres, Bienvenido	Dean, College of Arts and Science	Apr. 1978- Oct. 1980
12. Fernandez, Doreen G.	English Literature	Nov. 1. 1980-Oct. 31, 1986
13. *Fr. Bonoan, Raul	Dean, College of Arts and Sciences	Nov. 6, 1986-May 1987
14. *Leovino Ma, Garcia	Dean, College of Arts and Sciences	June 1987-May 1989
15. Yu-Jose, Lydia N.	International Relations	June 1989-Mar. 1993 June 1995-Mar. 1996
16. Nagai, Hiroko (Acting director)	Anthropology	Mar. 1993-Mar. 1995
17. Valiente, Tito G. (OIC)	M.A. Cand. In Anthropology	Apr. 1995-May 1995
18. Rivera, Helen Y. (OIC)	M.A. in Japanese Studies	Apr. 16-June 16, 2001

Name	Research Field	Period
19. Tan, Rosalina P.	Economics	Apr. 1996-Mar. 31, 2001 June 17, 2001-Mar. 2004
20. Yu-Jose, Lydia N.	International Relations	Apr. 2004-Mar. 2007
21. Nagai, Hiroko	Geography	Apr. 2007-April 2014
22. Cheng Chua, Karl Ian Uy (Acting Director)	Social Sciences	June 2011-Mar. 2012
23. Cheng Chua, Karl Ian Uy	Social Sciences	April 2014 - Present

However, support is not limited to Japan Foundation, as some national institutions would receive some form of support/subsidy from the national government, such as the patronage of Princess Srinthorn of Thailand, and “Look to the East” policy of Prime Minister Mahathir Mohamad of Malaysia. Furthermore, Singapore was able to acquire other sources of funding such as Mitsui & Co., Japan Chamber of Commerce of Singapore, Okinawa Prefectural Government, and Japan Securities.

Despite the support from various institutions to the development of Japanese Studies programs what can be observed is the steady move towards localization of the programs/departments in Southeast Asia. As observed in table above, for Ateneo de Manila University, localization began with the 11th Director, while other countries would have begun earlier. Furthermore, the nature and development of each program was shaped by the directors of the said program.

Aside from the diversity of focus, there are various national associations, such as The Japanese Studies Association of Thailand (JSAT), the Malaysian Association of Japanese Studies (MAJAS), and the Japanese Studies Association of Indonesia (ASJI). The Philippines, Singapore and Vietnam does not yet have a national Japanese Studies organization, with the latter due to being interpreted as a “political organization” by the government. Countries with Japanese Studies Associations would have annual meetings, conferences, and publications, these are confined to the national languages, with occasional publications in Japanese or English. Thus making it difficult for fellow Southeast Asian scholars from reading each other’s works.

Thus, the establishment of the Japanese Studies Association of Southeast Asia (JSA-ASEAN) under the vision of Terada Takashi, formerly from National University of Singapore, and currently with Doshisha University. The Japanese Studies Association in Southeast Asia (JSA-ASEAN) is a network among Japanese Studies specialists from Southeast Asia. It was set up in 2005 to serve as a catalyst in promoting Japanese studies in this region. It is the only organization with the aim of bringing together major Japanese studies specialists from various Southeast Asian countries with their counterparts from Japan and other countries. It is hoped that with the combined

resources of Japanese Studies specialists in Southeast Asia, JSA-ASEAN will grow to become an important platform for the promotion of region-wide Japanese studies.

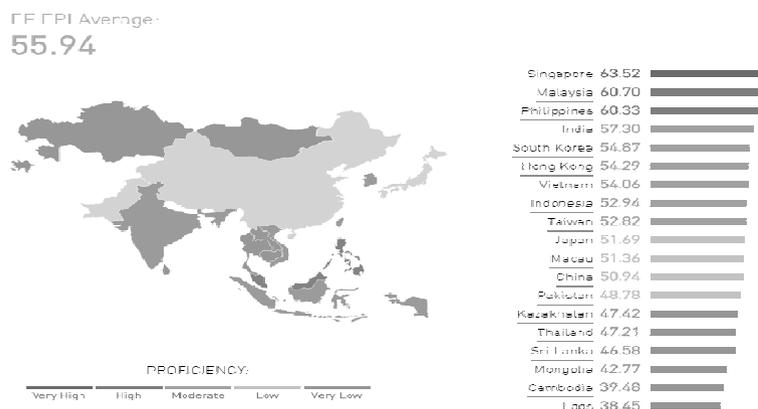
In order to stimulate interest in and encourage research, teaching, and scholarly networking in Japanese Studies both among Southeast Asian countries as well as globally, JSA-ASEAN organizes a biennial conference as the major platform for trans-disciplinary international exchange. The inaugural conference was hosted by Department of Japanese Studies, National University of Singapore in October 2006, in conjunction with the 25th anniversary celebration of the Department of Japanese Studies and to mark the 40th anniversary of diplomatic relations between Japan and Singapore. In October 2009, the second JSA-ASEAN conference was organized in Hanoi, Vietnam with funding from Japan Foundation and the Mitsui-NUS Endowment Fund to promote Japanese Studies in Southeast Asia. The host was the Vietnam Academy of Social Sciences. This was followed by conferences in Kuala Lumpur (Malaysia) in 2012 hosted by the University of Malaysia, Bangkok (Thailand) in 2014 hosted by Thammasat University and Cebu (Philippines) in 2016 hosted by Ateneo de Manila University, De La Salle University and the University of the Philippines. The forthcoming JSA-ASEAN conference in 2018 will be in Jakarta (Indonesia) and will be hosted by the University of Indonesia. With the various languages spoken in Southeast Asia, the official languages of the JSA-ASEAN Conference are English and Japanese. Despite this arrangement, it is still a struggle for members and attendees to communicate and collaborate as the language proficiencies, particularly academic level language proficiencies vary in Southeast Asia. Just to present an example, the English Language proficiency index in Asia is as follows:

New Issues in Japanese Studies

With the building of relationships between Southeast Asian institutions conducting Japanese Studies, one of the new issues was in which language do the members conduct their research in. The five member countries of JSA-ASEAN have different language proficiencies, with Indonesia functioning with Bahasa Indonesia, Malaysia with Bahasa Melayu, Chinese, Tamil, Philippines with Filipino and through mother-tongue education policies, include major Dialects, Singapore with Chinese, Malay, Tamil and English, Thailand with Thai, and Vietnam with Vietnamese. To further complicate the linguistic world of education, these countries also include their colonial languages, such as Dutch, French, Spanish, and English.

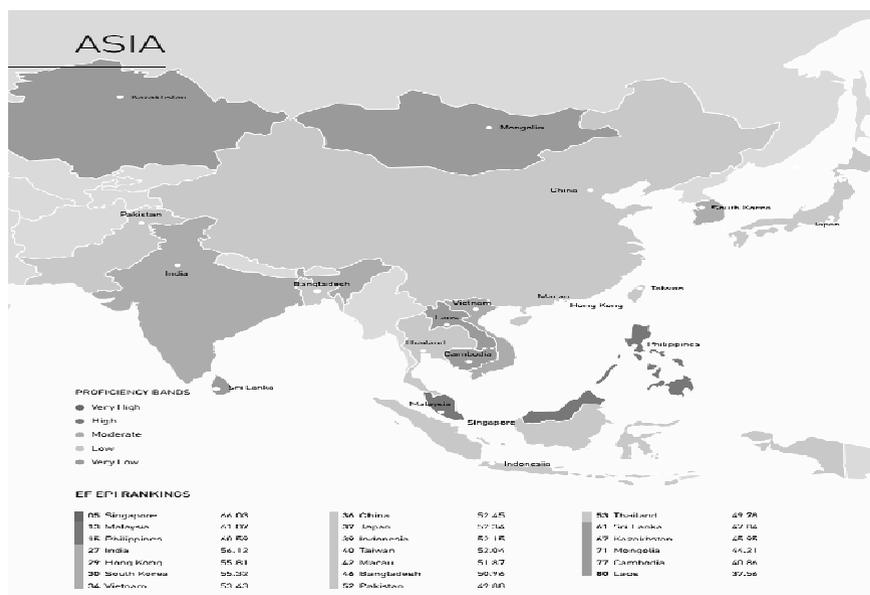
Thus the logical approach is to conduct research, and dialogue in English. However,

according to the English Proficiency Index (EPI) of a private company, Europeiska Fereskolan (EF), there is an inequality of English proficiencies throughout the world. The EPI Average of Asia in 2016 was 55.94 which can be categorized as “high.”



(<http://www.ef.com/>)

This has dropped in 2017, with an average of 53.60. It is still within the “high” category, but from the data of the past two years, only Singapore is categorized as “very high,” Malaysia and the Philippines as “high,” Vietnam as “moderate,” Indonesia dropped from “moderate” to “low” with Thailand who increased from a “very low” last year.



(<http://www.ef.com/>)

What can be surmised from this, is the grave inequality of English proficiencies among the partners which unfairly benefits countries with high English proficiency if one is “forced” to write in English or to present their papers in English.

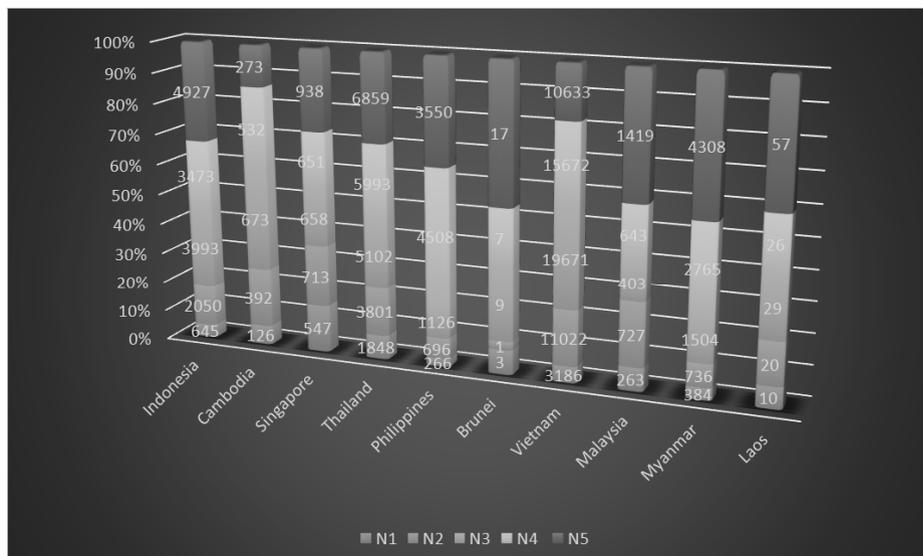
On the other hand, since Japanese studies requires a level of Japanese language proficiency, Japanese could be the language of choice. However, the Japanese language proficiency in Asia, there is also inequality.

インドネシア Indonesia	マナド	Manado	2	2	21	18	34	26	67	46	89	55	213	147
カンボジア Cambodia	プノンペン	Phnom Penh	60	57	192	179	313	291	270	262	138	126	973	915
	シェムリアップ	Siem Reap	1	0	12	9	29	27	52	47	30	26	124	109
	カンボジア計 Total		61	57	204	188	342	318	322	309	168	152	1,097	1,024
シンガポール Singapore	シンガポール	Singapore	255	232	374	330	369	323	485	428	497	439	1,980	1,752
タイ Thailand	バンコク	Bangkok	1,056	873	2,031	1,775	2,706	2,303	3,010	2,504	2,690	2,299	11,493	9,754
	チェンマイ	Chiang Mai	37	34	100	85	214	188	409	366	342	301	1,102	974
	タイ計 Total		1,093	907	2,131	1,860	2,920	2,491	3,419	2,870	3,032	2,600	12,595	10,728
フィリピン Philippines	マニラ	Manila	108	93	258	232	441	391	1,520	1,382	1,333	1,167	3,660	3,265
	セブ	Cebu	5	3	24	18	55	47	129	117	147	132	360	317
	ダバオ	Davao	4	3	20	20	52	50	232	210	314	271	622	554
	フィリピン計 Total		117	99	302	270	548	488	1,881	1,709	1,794	1,570	4,642	4,136
ベトナム Vietnam	ハノイ	Hanoi	933	766	3,006	2,595	5,217	4,525	3,639	3,004	1,823	1,462	14,618	12,352
	ホーチミン	Ho Chi Minh	704	556	2,434	2,079	4,104	3,578	4,340	3,693	3,798	3,238	15,380	13,144
	ダナン	Da Nang	135	122	547	472	752	676	1,035	906	707	604	3,176	2,780
	ベトナム計 Total		1,772	1,444	5,987	5,146	10,073	8,779	9,014	7,603	6,328	5,304	33,174	28,276
マレーシア Malaysia	クアラルンプール	Kuala Lumpur	80	68	224	209	165	144	190	160	355	313	1,014	894
	ペナン	Penang	11	10	36	33	26	26	45	41	95	88	213	198
	イポー	Ipoh	2	2	8	7	8	8	9	8	15	14	42	39
	マレーシア計 Total		93	80	268	249	199	178	244	209	465	415	1,269	1,131
ミャンマー Myanmar	マンダレー	Mandalay	136	98	264	197	450	342	659	464	1,004	624	2,513	1,725
東南アジア Southeast Asia	計 Southeast Asia Total		3,529	2,919	9,551	8,258	14,935	12,945	16,091	13,638	13,377	11,159	57,483	48,919

(http://www.jlpt.jp/statistics/pdf/2016_1_3.pdf)

インドネシア Indonesia	ジャカルタ	Jakarta	386	322	1,037	885	1,611	1,373	1,335	1,145	2,674	2,174	7,043	5,899
	バンドン	Bandung	123	105	370	323	709	639	569	530	719	588	2,490	2,175
	スラバヤ	Surabaya	67	56	183	175	411	382	391	349	694	612	1,746	1,573
	メダン	Medan	10	8	34	32	124	112	292	263	487	429	947	844
	ジョグジャカルタ	Yogyakarta	68	61	265	239	743	687	590	541	533	447	2,199	1,975
	パダン	Padang	9	7	42	29	242	209	247	224	246	151	786	620
	ダンバサール	Dempasar	49	45	103	91	251	234	194	183	170	150	767	703
	マラング	Malang	40	40	91	88	287	271	213	202	345	321	976	922
	インドネシア計 Total		752	643	2,125	1,862	4,378	3,907	3,831	3,427	5,868	4,872	16,954	14,711
	カンボジア Cambodia	プノンペン	Phnom Penh	67	63	196	180	339	320	183	171	107	97	882
シェムリアップ		Siem Reap	8	6	27	24	35	35	55	52	24	24	149	141
カンボジア計 Total			75	69	223	204	374	355	238	223	131	121	1,041	972
シンガポール Singapore	シンガポール	Singapore	349	315	424	383	373	335	474	424	553	499	2,173	1,956
タイ Thailand	バンコク	Bangkok	1,043	848	2,000	1,719	2,522	2,142	2,942	2,460	3,507	3,054	12,014	10,223
	チェンマイ	Chiang Mai	62	58	123	106	214	189	377	334	552	508	1,328	1,195
	ソンクラ	Songkhla	3	2	14	14	55	51	83	80	298	285	453	432
	コンケン	Khon Kaen	39	33	117	102	264	229	280	249	459	412	1,159	1,025
タイ計 Total		1,147	941	2,254	1,941	3,055	2,611	3,682	3,123	4,816	4,259	14,954	12,875	
フィリピン Philippines	マニラ	Manila	153	139	414	348	608	517	2,878	2,473	1,720	1,489	5,773	4,966
	セブ	Cebu	16	15	48	39	81	63	156	133	233	196	534	446
	ダバオ	Davao	15	13	40	39	65	58	209	193	347	295	676	598
	フィリピン計 Total		184	167	502	426	754	638	3,243	2,799	2,300	1,980	6,983	6,010
ブルネイ Brunei	バンドルシバガン	Bandar Seri Begawan	3	3	1	1	10	9	8	7	18	17	40	37
ベトナム Vietnam	ハノイ	Hanoi	1,209	936	3,657	3,024	5,811	4,897	3,961	3,165	2,147	1,690	16,785	13,711
	ホーチミン	Ho Chi Minh	772	656	2,720	2,330	4,303	3,616	4,675	3,927	3,785	3,066	16,255	13,594
	ダナン	Da Nang	186	152	593	522	778	697	1,117	977	699	573	3,373	2,921
	ベトナム計 Total		2,167	1,742	6,970	5,876	10,892	9,210	9,753	8,069	6,631	5,329	36,413	30,226
マレーシア Malaysia	クアラルンプール	Kuala Lumpur	162	151	447	431	166	144	327	278	683	623	1,785	1,627
	ペナン	Penang	16	11	24	20	29	29	73	69	152	145	294	274
	イポー	Ipoh	10	8	6	6	9	8	12	11	74	67	111	100
	コタキナバル	Kota Kinabalu	3	3	5	4	15	15	13	12	54	53	93	87
	ジョホールバル	Johor Bahru	11	10	18	17	32	29	71	64	124	116	256	236
マレーシア計 Total		202	183	500	478	251	225	496	434	1,087	1,004	2,536	2,324	
ミャンマー Myanmar	ヤンゴン	Yangon	364	286	660	539	1,374	1,162	2,858	2,301	5,330	3,684	10,586	7,972
ラオス Laos	ビエンチャン	Vientiane	15	10	21	20	33	29	27	26	68	57	164	142
東南アジア Southeast Asia	計 Southeast Asia Total		5,258	4,359	13,680	11,730	21,494	18,481	24,610	20,833	26,802	21,822	91,844	77,225

(http://www.jlpt.jp/statistics/pdf/2016_2_3.pdf)



It is quite interesting that countries with the lowest English language proficiencies have the highest Japanese language proficiencies. While this tilts the scale to benefit Indonesia, Vietnam and Thailand.

What this means is that the Southeast Asian Japanese studies scholars may hardly read each other due to the difficulties in collaborative research, as seen in the Graduate Thesis database which can be categorized into three categories: (1) fully downloadable such as that of National University of Singapore: <http://scholarbank.nus.edu.sg/> (English), Vietnam Academy of Social Sciences: <http://en.vass.gov.vn/noidung/anpham/Pages/Default.aspx> (Vietnamese), Vietnam National University, Hanoi: <http://repository.vnu.edu.vn/> (Vietnamese), Thammasat University: <http://library.tu.ac.th/> (Thai), Chulalongkorn University: <https://library.car.chula.ac.th/> (Thai); (2) Searchable, such as University of Malaya: <http://www.diglib.um.edu.my/umtheses/#sthash.ivTwEnTz.dpbs> (Bahasa Malaysia/English), Ateneo de Manila University: <http://bit.ly/2s6mFOO> (English), De La Salle University: <http://lib1000.dlsu.edu.ph/> (English), University of the Philippines, Diliman: <http://ilib.upd.edu.ph/> (English/Filipino); and (3) Limited download, such as University of Indonesia: <http://www.lib.ui.ac.id/#horizontalTab2> (Bahasa Indonesia)

Observable from this is the academic traditions of each country which requires their students to write their graduate theses or dissertations in the academic language of each country, with two countries functioning on English, a third providing a choice in allowing English, and the rest has to be done in their academic language. What is

noticeable is that none actually allowing their students to write in Japanese.

Currently, the JSA-ASEAN Steering Committee includes the following universities: National University of Singapore, University of Malaysia, Vietnam Academy of Social Sciences, Vietnam National University, Hanoi, Thamassat University, Chulalongkorn University, Ateneo de Manila University, University of the Philippines, Diliman, University of Indonesia, and Doshisha University. Due to the language restrictions of each country, the conference decided upon a bilingual approach, either in English or Japanese, which allows scholars from all the countries in Southeast Asia, which creates a space that allows for academic exchange among the participants in a language they are most comfortable in.

Aside from the multilateral engagements allowed by the JSA-ASEAN Conference, Japanese Studies scholars in Southeast Asia are limited to bilateral engagements, through their networks or transregional engagements, through larger Japanese Studies Conferences, such as this event, the Association for Asian Studies, the European Association for Japanese Studies, and the Japanese Studies Association of Australia. Although participation is also restricted due to large association fees, and travel costs.

The Japan Foundation was able to encourage more active interactions through the hosting of the Japan Foundation Summer Institute in Japan beginning on 2015 which is aimed to provide opportunities for young researchers and graduate students to improve their research methods and abilities, and build a trilateral network among researchers from Japan, the U.S., and Southeast Asia. It is currently on its third year.

This was paired with the Japan Foundation US – Southeast Asia – Japan Collaboration and Exchange Initiative which is designed to connect Japanese studies scholars from the U.S., Southeast Asia, and Japan in order to enhance their collective scholarship through collaborative projects and exchanges, as well as to advance Japanese Studies in these three regions. Projects will be based at U.S. institutions with strong existing or developing Japanese Studies programs, in order to share the wealth of Japanese Studies resources present in the U.S., and to establish and/or strengthen connections with individuals and institutions in Southeast Asia and Japan.

While such initiatives exist, these are not without their own “growing pains” to which institutions engaged in Japanese Studies in Southeast Asia are willing to try out.

Futures and Potentials

To approach the issue of language, *the Kyoto Review of Southeast Asia* (Chachavalpongpun 2002) is an e-journal which is managed by the Center of Southeast Asian Studies of Kyoto University, which translates the short articles into 4 languages, English, Japanese, Thai, and Bahasa. Despite the fact that each article is 1500 words in English, it allows for an interaction with fellow scholars in Southeast Asia and encourages them to read each other.

A new movement is also being encouraged within Japanese Studies in Southeast Asia following Kuan-Hsing Chen's book "Asia as Method: Toward Deimperialization" (Chen 2010) which emphasizes the decolonization of academic research which seems to focus primarily on American or European traditions, and standards. This forgets that the contexts within the various countries in Southeast Asia are varied and contests the findings of their American or European counterparts. This movement does aim to displace or replace the long standing academic traditions of America or Europe, or even the academic traditions of Asian centers like East Asia. Rather, the emphasis of "Asia as a Method" is to present an alternative perspective to these central traditions.

Japanese Studies in Southeast Asia has potential to which needs to be explored and re-explored. The future remains promising if we in Southeast Asia maintain our vigilance understanding our strengths and weaknesses.

参考文献

- Chachavalpongpun, Pavin.(2002) *Kyoto Review of Southeast Asia*. March. アクセス日: 2017年12月1日.
<https://kyotoreview.org/>.
- Chen, Kuan-Hsing(2010) *Asia as Method: Toward Deimperialization*. USA: Duke University Press.
- HoangHoa, Ho(2013)「ベトナムにおける日本研究」(『世界の日本研究』第17号), pp.39-42. Hoanghoa, Ho(2013).
'Bettonamu ni okeru nihonkenkyu' *Sekai no nihonkenkyu No.17*, Nichibunken, pp.39-42.
- Japanese Studies Program, Ateneo de Manila University(2013)「(フィリピン)A History of the Japanese Studies Program at Ateneo de Manila University」(『世界の日本研究』第17号), pp.19-30.
- King, H. Frank(1969) 'The Development of Japanese Studies in Southeast Asia' Proceedings of the Fourth Leverhulme Conference, March 10-15, Hong Kong: Center of Asian Studies, University of Hong Kong.
- Leong, Stephen(1994) 'Japan Studies and Japanese Studies in Malaysia' *Japanese Studies Around the World* 6. Nichibunken, pp.23-44.
- Seah, Chee Meow(1994) 'Japanese Studies Department at the National University of Singapore: Redefining its Relevance and Viability' *Japanese Studies Around the World* 6, Nichibunken, pp.45-82.
- Saniel, M. Josefa(1992) 'The Study of Japan in the Philippines: Focus on the University of the Philippines'

- Japanese Studies Around the World* 4, Nichibunken, pp.1-78.
- Surajaya, Ketut(1993) 'インドネシアにおける日本研究の現状と将来' *Japanese Studies Around the World* 5, Nichibunken, pp.1-12.
- Trinidad, D. Dennis(2013) 'Japanese Studies at De La Salle University' *Japanese Studies Around the World* 17, Nichibunken, pp.31-34.
- Wun'Gaeo, Surichai(1996) 'Japanese Studies in Southeast Asia: Problematic Trends and Challenges Ahead' *Kyoto Conference on Japanese Studies* Kyoto: Nichibunken, pp.169-178.
- イ・ケトット・スラジャヤ(1994)「インドネシアにおける日本研究の現状と将来」(『日本研究』第10号), pp.49-56. Yi Ketoto, Surajya(1994) 'Indonesia ni okeru nihonkenkyu no kenjiyo to shorai' *Nihonkenkyu* No.10, pp.49-56.
- ジョセファー・M・サニエル(1994)「フィリピンにおける日本研究—主にフィリピン大学(U.P.)に関して」(『日本研究』第10号), pp.39-42. Saniel, Josefa M.(1994) 'Philippines ni okeru nihonkenkyu: Omoni Philippinesdaigaku ni kaneshite' *Nihonkenkyu* No.10, pp.39-42.
- 岩井茂樹(2013)「タイにおける日本研究の現状と課題」(『世界の日本研究』第17号), pp.10-18. Iwai, Shigeki(2013) 'Thai ni okeru nihonkenkyu no genjiyo to kadai' *Sekai no nihonkenkyu* No.17, pp.10-18.
- 疋田正博(1994)「タイにおける日本研究」(『世界の日本研究』第17号), pp.43-47. Hkita, Masahiro(1994) 'Thai ni okeru nihonkenkyu' *Sekai no nihonkenkyu* No.17, pp.43-47.

莊啓宏 Karl Ian Uy CHENG CHUA

(フィリピン)アテネオ・デ・マニラ大学日本研究学科長。歴史研究科。日本近現代史、児童文学、大衆文化論。「想起を介した忘却—日比におけるアジア太平洋戦争の碑と観光」(『歴史評論』808号, 2017.8), 'Boy meets world: the worldview of Shonen kurabu in the 1930s' *Japan Forum* Vol. 28, No. 1, 2016, pp.74-98) など。

