

(For JSPS Fellow)

Form B-5

Date (日付)

(Date/Month/Year: 日/月/年)

Activity Report -Science Dialogue Program-

(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): TREMML-WERNER Birgit (ID No. P 13005)

- Participating school (学校名): 佐賀県立致遠館高等学校

- Date (実施日時): 15/2/2014 (Date/Month/Year: 日/月/年)

- Lecture title (講演題目): (in English) Japan's Contribution to a New Intercultural Diplomacy around 1600

(in Japanese)

- Lecture summary (講演概要): Please summary your lecture 200-500 words.

I started my talk with a short presentation of Austria, before I introduced my career path and motivation to become a global historian with a research focus on Japan. In my research related lecture I began with explaining the main characteristics of global history and how global history on a university level differs from *sekaishi* taught in Japanese high schools. Using an example of Austrian history I tried to show how a small change in perspective helps to view events of the past in a different light.

In the part on the role of Japan in early modern diplomacy I used Tokugawa Ieyasu's new foreign policies during the Age of Commerce as point of departure for my analysis of intercultural diplomacy. Introducing several original state letters and related diplomatic documents in Japanese, Latin and Spanish, I tried to create an awareness for terminological nuances, as one of the many challenges within the diplomatic ceremonial between Asia and Europe. Sixteenth-century Japan was familiar with the diplomatic practices of Asia. Participants of the China-centred *tian xia* world system obeyed more or less the same rules, so foreign relations with Asian rulers went comparatively smooth. Europeans had their own more or less uniform standards for diplomatic communication but they were rather different from the Sino-Japanese ones. Although European and Asian diplomacy was quite different, diplomatic exchanged took place with varying success. Why? First because of the necessity to negotiate mutually acceptable agreements. Second, because similarities existed. Hierarchical tributary relations and

varying, flexible meanings of friendly relations created a hybrid environment for the exchange of letters and envoys.

- Language used (使用言語): English

- Lecture format (講演形式):

◆Lecture time (講演時間) 70 min (分), Q&A time (質疑応答時間) 20 min (分)

◆Lecture style (ex.: used projector, conducted experiments)

(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))

i used a projector and a prezi in which I showed primary source material

◆Interpretation (ex.: assistance by accompanied person, provided Japanese explanation by yourself) (通訳 (例: 同行者によるサポート、講師本人による日本語説明))

assistance by accompanying perspn

◆Name and title of accompanied person (同行者 職・氏名)

羽田正教授

◆Other note worthy information (その他特筆すべき事項):

- Impressions and opinions from accompanied person (同行者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。):

Very good but the English level of the high school students was lower than expected.