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# OVERCOMING HATE (OF HISTORY)



## INTRODUCTION:

1. The study of Vietnamese History is under fire.
2. The subject continues to promote the memorization of dates and names with little attention to the needs of 21st-century students.

## QUESTION:

How do we restore value to the study of (Vietnamese) History while also energizing student interest?

## RELATED LITERATURE:

1. Guldi, J. & Armitage, D. (2014). The History Manifesto. Cambridge University, 2014.
2. Schmidt, B. (2018, August). The Humanities are in Crisis. The Atlantic. <https://www.theatlantic.com/ideas/archive/2018/08/the-humanities-face-a-crisis-of-confidence/567565/>
3. Smail, D.L. (2011). History and the Telescoping of Time. French Historical Studies 34(1), 1-6.
4. To, M.S. (June 2022). History Education and the Politics of Identity in a Globalizing Vietnam. Diplomat Magazine.

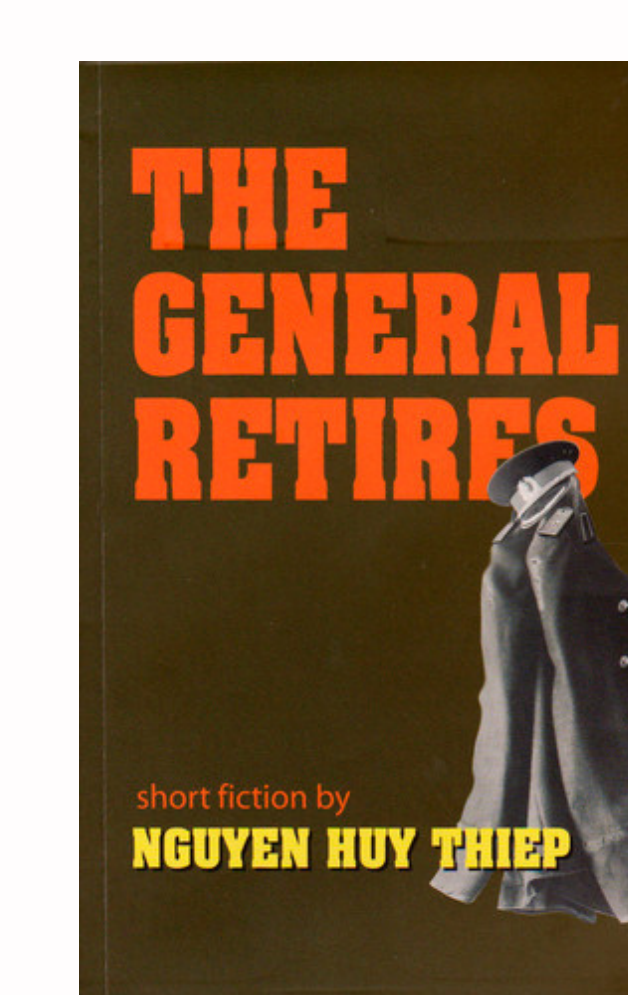
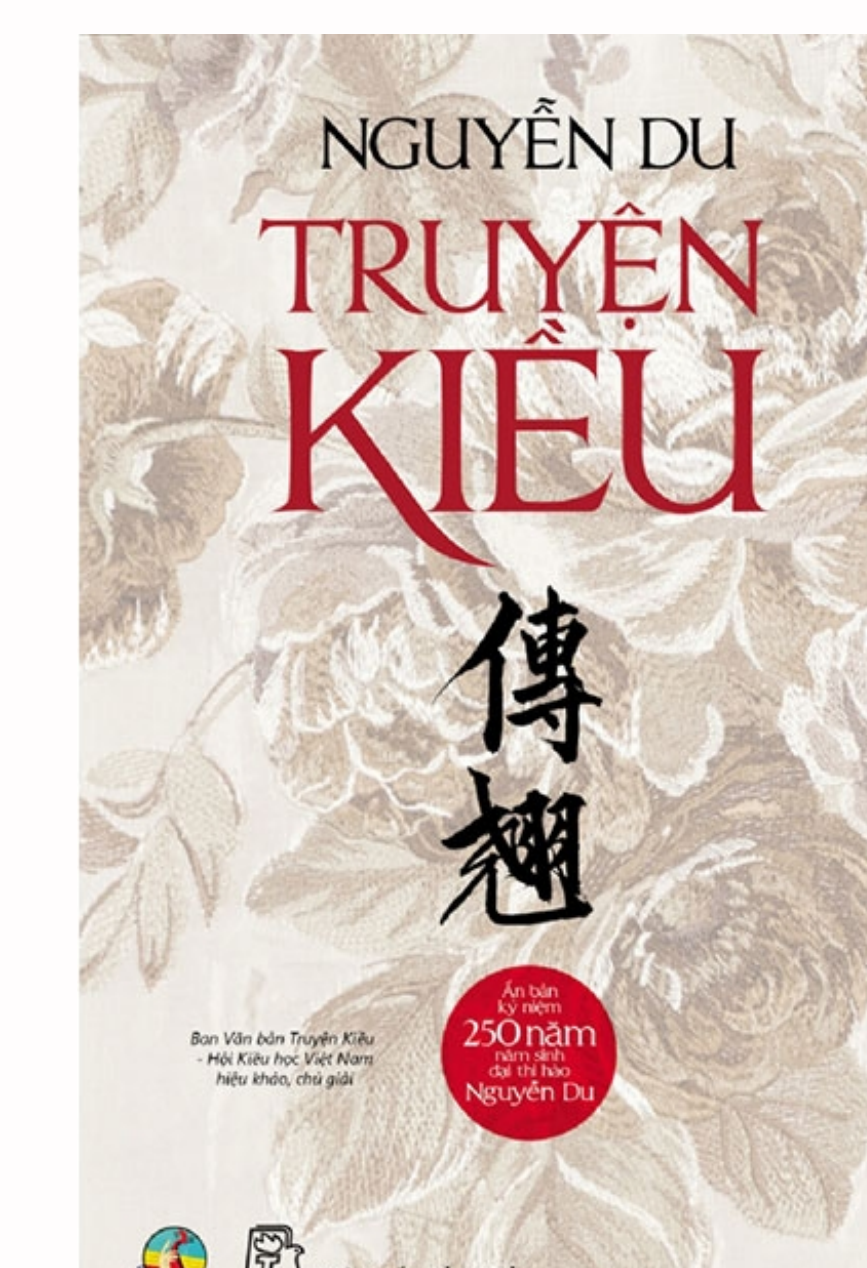
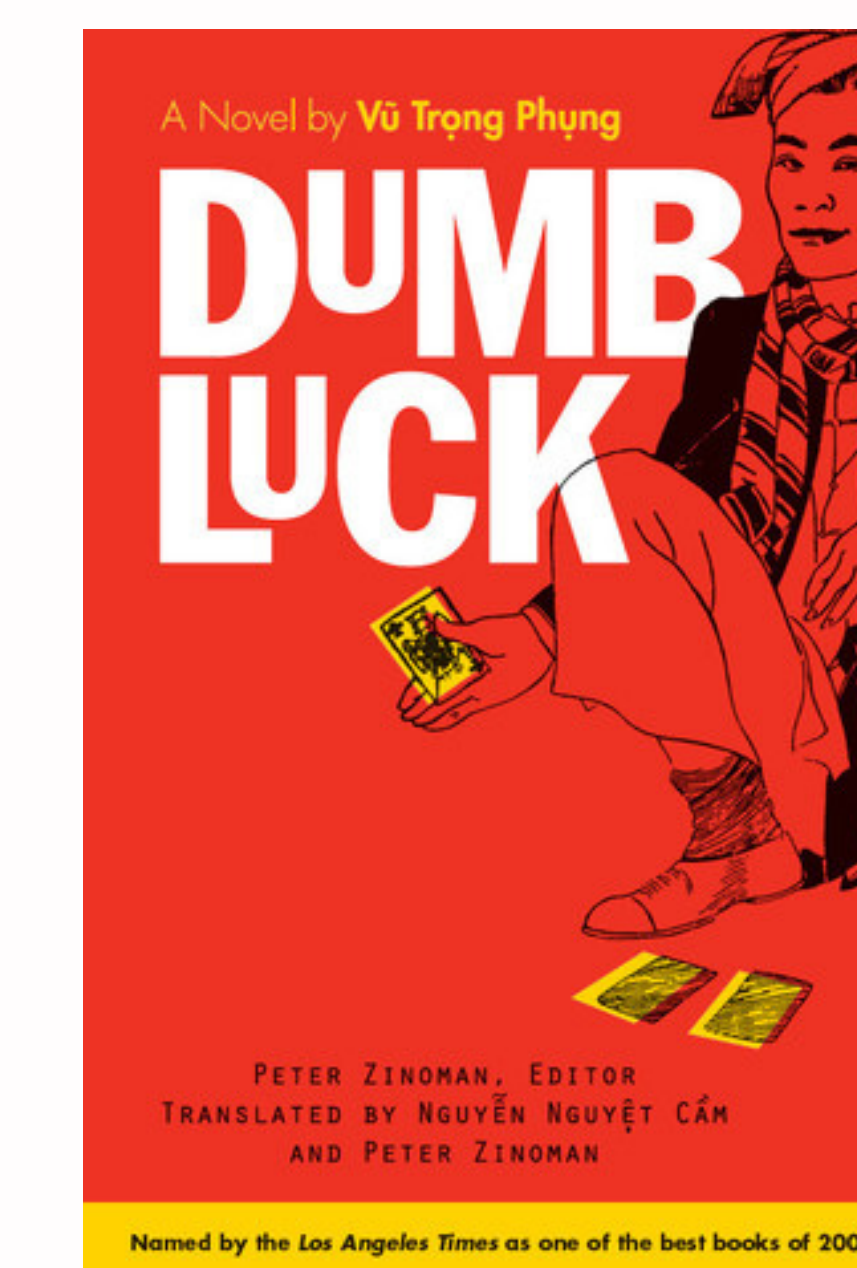
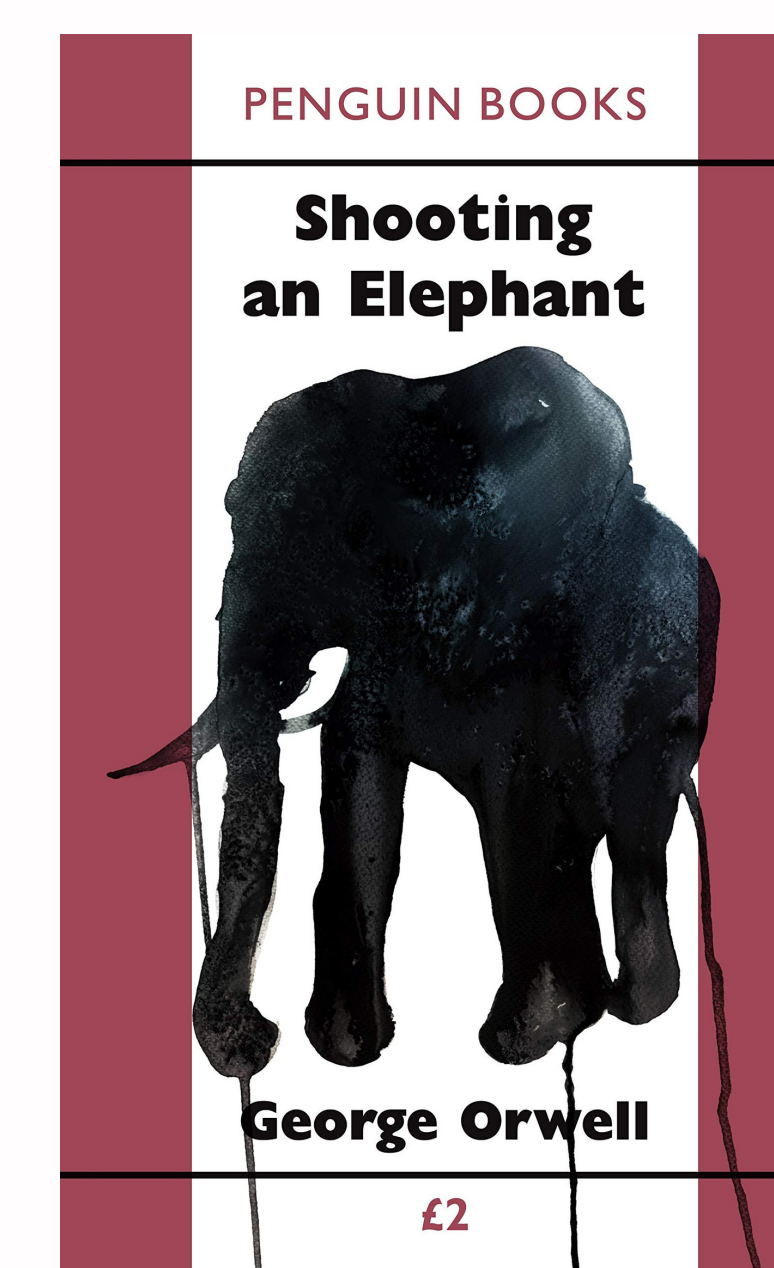
## SOLUTIONS:

1. Applied History – Classes use history to confront 21st-century issues (such as Climate Change, Poverty, Food Security, Warfare, Technology, Pandemic, Migration...)
2. Invigorating Interest – Classes explore alternatives to the traditional history texts (these will include literature, film, and oral history)

## OUTCOMES:

1. Create new format for Vietnam History and Culture program at Vinuni.
2. Apply nationally at secondary and tertiary levels.

## TITLES NEEDED:



## CONCLUSION:

Vietnamese History need not be treated as an instrument of educational "torture". History offers both enormous heuristic potential for solving 21st-century issues and alternative methods for exploration. The so-called conventional demands made by the field - namely memorization of names and dates - are not actually the study of History. Given a new approach that promotes problem solving and textual analysis, we can develop programs to help students foster skills critical to careers as well as communities.