

Discussion

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Four papers were presented in session 3; these papers focused on the case studies from Austria, Germany, the Republic of Korea, and the USA. My discussion of these four papers in this session is divided into three sections.

I first summarize the four papers presented in the third session and their arguments regarding the socio-cultural, political, and economic dimensions of geographical names. I then discuss the approach or methodology; I expect that this will be meaningful for a pedagogical approach to toponyms in geography education at school levels such as primary and secondary levels, especially regarding the names of seas. Finally, I consider directions that the alternative approach to education of geographical names could take.

HOW SHOULD WE UNDERSTAND GEOGRAPHICAL NAMES? A SUMMARY OF FOUR PAPERS

In this section, I briefly summarize the four papers as I understood them and provide my suggestions in the form of questions to the presenters. In his paper, ‘The place-name conflict in Carinthia (Austria): Symbolic surface of historical burdens’, Peter Jordan discussed Austrian ethnic minorities and geographical naming in the country over the past several decades. Recently, South Korea has also shed light on the discussion of multi-cultural understanding and socio-political issues involved in geographical names. Jordan’s attempts to relate ethnically minority language and its embedded into geographical names in South Korea, however, has not been socially specific yet. In this regard, Jordan’s paper provides lots of good academic information on the global open society. Daniella’s paper deals with an important educational approach for the purposes of community-area learning and school teaching practices through field trips. Daniella’s paper also argues for the usefulness of a multidisciplinary approach and new pedagogical methodologies—including field trips—to education and geographical information technology, such as mobile devices, digital contents, and related new pedagogical methodologies. CHUNG Jaejeong’s paper titled on ‘Japanese imperialism and toponyms in Seoul’ details the vestiges of Japanese colonialism in geographical place names in South Korea. In 2011, South Korea’s address system changed from a

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land lot-based system to one based on road names. The impact of Japanese colonisation on place names in South Korea is still apparent in the new address system. I would like to ask Jung about the relation of the colonialism embedded in place names to the new address system. Finally, Amy Perkins' paper, 'Instruments of conquest and platforms for compromise: Using geographic names as guideposts for learning in the social studies classroom', deals with the extensive educational perspectives and potential of geographical names for future-oriented educational purposes.

MULTIPLE PERSPECTIVES ON GEOGRAPHICAL NAMES

As Perkins notes, geographical names inherently contain broad but straightforward socio-political authority and reflect social hierarchies. Geographical names reflect the historical record; toponyms are the tangible and intangible legacies of the relationship between human beings, their history, and the environment. What does this say with regard to legacy of Japanese colonialism? I think Perkin's paper would benefit from linking these ideas more clearly here.

A PERSONAL VIEW ON GEOGRAPHICAL NAMES AND SUGGESTIONS FOR A NEW APPROACH

First, we ought to consider 'scale effect' in order to understand a social phenomenon from a geographical perspective. Scale is a matter of zooming in and out of a geographical range, much like focusing a microscope. However, where microscopic scale is fixed according to units of scientific measurement, geographical 'scale' often denotes authority and may have different meanings. What this means in the field of geographical names is that diverse socio-historical, cultural, and political meanings of geographical names are derived from different geographical scales. For example, a global scale of geographical names is an especially important issue in that it is necessary to international relationships. Perkins' paper discusses several issues with geographical names in the United States, Korea, Japan, and Arabic-speaking countries. However, if the geographic scale is minimized to local levels—such as regional scale—geographical names have socio-historical and culturally rooted meanings significant to local residents.

Second, educational perspectives on the discussion of geographical names in school classrooms should be extended to include a relational understanding of geographic thinking in addition to fact-based geographical knowledge. Geographical features represent specific knowledge of a place accumulated over a long time; at the same time, a geographical name makes clear relationships between humans and the natural environment in a place, region, nation or continent. Therefore, geographical names are important educational assets in learning about a certain place or region. A toponym can be an essential concept in teaching and learning at primary and secondary school levels—such as in understanding what is meant by the geographical range of a village, the residents' perception of a village, the perception of the region, and what the term 'our' means in such contexts. Another educational issue is comprehending what, how, and why residents name the villages and regions where they live as they do. Considering this, we should focus on geographical names of both paper and digital maps. Moreover, the education purpose of teaching what a map, mapping, and cartography are should extend to the concepts of map reading—that is, it should include graphicacy and spatial literacy.

Third, multidisciplinary perspectives should be considered for toponym education. For example, recently the South Korean Department of Education introduced a cross-curricular multidisciplinary educational concept into the national school curriculum and textbooks at the secondary level. In addition, two new subjects—Integrated Social Studies and Integrated Sciences—will be taught in high schools from 2018. These subjects will include topics such as happiness, equality, justice and globalization taught from a multidisciplinary approach combining geography, general social studies, and ethics. The concept and methodology of geographical naming is clarified through the multidisciplinary viewpoints of justice, coordination, and cooperation in exploring global citizenship.

As Perkins noted in her paper, a geographical name is a combination of geographical identities encompassing political hegemonies, historical traces, cultural heritages, and social relationships. Perkins emphasizes the educational values and implications of geographical names; her paper clarifies how educational justice links to inland and sea names, for instance. However, I feel that the roles of teachers should be clarified further, as well as what effective teaching and learning methodologies should be explored and how sufficient educational examples can be developed.

I conclude this discussion by suggesting the reformulation of toponym perspectives that aim to overcome the exclusivity of the internal and external distinctions of nationalism, which have long been criticized for causing dispute between political parties. Recent efforts in South Korea have seen the development of alternative perspectives on toponym issues by emphasizing the notion of civic and transnational citizenship. This effort is, however, still limited in overcoming the exclusivity of geographical names and has yet to be useful in developing reconciliation and cooperation. Fortunately, we now recognize that it is time to discuss a new starting point for building peaceful, co-existing, and reconciliatory partnerships at regional, national, and global levels that will solve disputes over geographical names. It is my hope that these perspectives and the subject of toponyms will expand to other areas beyond this seminar series on sea names. The outcomes of this seminar will have to be explored as a resolution or alternative to walking closer to Korean and Japanese. Thank you very much for your attention.