

東洋大学長 殿  
To the President of Toyo University

東洋大学海外からの研究員 研究報告書  
Research Report for the Toyo University Research Fellow Program

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| 氏名<br>Name  | Xinmei Sang 桑新梅   |
| 所属機関名<br>Affiliation  | Shanghai Theatre Academy 上海戲劇学院   |
| 部局名<br>Section  | School of Marxism 馬克思主義学院   |
| 職名<br>Position  | Teacher 講師  |
| 研究テーマ<br>Research topic   | (日本語) 中日歴史教育課程の比較研究   |
|   | (English) Comparison of history education courses between China and Japan   |
| 研究期間<br>Research period   | 2024 年 9 月 1 日～ 2025 年 5 月 31 日<br>From Y/M/D to Y/M/D  |
| 受入担当教員氏名 (東洋大学の所属)<br>Name of Host professor (affiliation at Toyo Univ.)                  | Yuki Arakawa 荒川 雪 (社会学部 メディアコミュニケーション学科教授)  |
| 研究成果発表<br>(予定も含む)<br>Publication/Presentation of research results (including future ones) | A Study of Changes in the Writing of Chinese Content in Postwar Japanese Junior High School History Textbooks--Centered on Tokyo Shoseki  |
| 研究成果の概要<br>Summary of research results  | <p>This study focuses on the changes of Chinese content writing in Japanese junior high school history textbooks in the post-war 80 years. Taking the textbooks published by Tokyo Shoseki as the research sample, this paper comprehensively uses data statistical analysis, comparative analysis, case analysis and other research methods to explore the trajectory of changes in Chinese content writing in different periods and analyze the reasons behind them. Through the research, it is found that the changes in the writing of Chinese content in the history textbooks of junior high schools in Tokyo Shoseki are restricted by the norms of ' learning guidance essentials ' and interpretation promulgated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) , and that they were closely related to Japan's post-war socio-economic development, as well as the development of Sino-Japanese relations during the post-war period. This study puts forward the thinking and practical enlightenment of history textbook compilation from the perspective of promoting international understanding and maintaining peace. This study also provides an important empirical basis for understanding the writing logic of post-war Japanese history textbooks.</p> |

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| <p>研究成果(英語 600 単語以上、または日本語 1,700 字以上)</p> <p>Research results<br/>(more than 600 words in English or more than 1,700 words in Japanese)</p> | <p>History textbooks play an irreplaceable and important role in the basic education stage as an important carrier for the development of civic qualities. Due to the close relationship between history and reality between China and Japan, the writing of the same historical narrative in textbooks varies or even differs greatly based on different positions. The issue of history textbook writing has become an important factor affecting not only the current but also the future direction of Sino-Japanese relations.</p> <p>The study of history textbooks has become one of the hot issues for Chinese and Japanese scholars since the 1990s, along with the changes in Sino-Japanese relations. Chinese academics have focused on the study of Japanese history textbooks in terms of historical cognition, textbook system and Sino-Japanese relations, and the research results have been fruitful. Representative works include: Commentary on Japanese Textbook Problems edited by Zhang Haipeng and Bu Ping, Japanese Right-Wing View of History and Textbook Problems edited by Wang Xiliang, Anatomy of Japan's Textbook Problems 1868-2012 edited by Li Xiushi, and Into Japan's Textbook System edited by Tang Lei, etc. In terms of theses, there are 627 relevant papers with the keyword "Japanese History Textbooks" in the search of China Knowledge Network (CNN). In terms of theses, China Knowledge searched for the keyword "Japanese history textbooks" and there were 627 related papers, especially in 2001 and 2005, there were more than 100 papers. At the theoretical level, the scholar Buping put forward the concept of "community of historical understanding", emphasizing the need for China and Japan to narrow the gap of historical knowledge through dialogue; Xu Yong, on the other hand, pointed out that the Japanese right-wing misleads young people through "reconstruction of historical narratives" in textbooks, and we should be wary of its political intentions. Representative works on Japanese history textbooks in Japanese academic circles include: "Textbook Litigation Continues" by Saburo Ienaga, "A Thorough Analysis of Dangerous Textbooks" by Yoshifumi Tawara, "Postwar History of Textbooks" by Toshio Takeshi, "The History of the Establishment of History Textbooks in the Social Sciences, Focusing on the Period of Occupation" by Masanobu Umeno, etc. In general, Chinese and Japanese academics have made a lot of efforts to study the history of Japan through the use of Japanese textbooks, and they are also very interested in the Japan's history. In the light of the empirical research on Japanese history textbooks conducted by Chinese and Japanese academics, Chinese scholars have paid more attention to the controversy over the presentation of the war in the right-wing textbooks approved by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in the post-war period, such as the Fusosha, Jiyusha, and Reiwa Shoseki, and pointed out the danger they pose to the reality and future of the Sino-Japanese relations. Japanese scholars are debating the issue of responsibility for the war. Right-wing conservative scholars such as Nobukatsu Fujioka and Ganji Nishio advocate the promotion of a "liberal view of history" and downplaying the issues of the Nanking Massacre and comfort women; progressive scholars such as Saburo Ienaga, Hiroshi Yoshida, Yoshifumi Tawara, and Tokushi Kasahara insist on a "positivist view of history" and insist on upholding the truth of history. In terms of specific textual studies, Chinese scholars mostly do perspective studies on a certain textbook by a certain publisher, such as Zhao Minjun, "Analysis of Chinese Content in Japanese Junior High School History Textbooks - Taking the Example of &lt;Social Studies for Secondary School Students-History-Japan's Progress and the World&gt; by Nihon Bunkyo Publishing", or focus on a certain historical event, for</p> |
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example: He Wenyan, "A Study of Japanese History Textbooks on the Issue of "Comfort Women"", or a cross-sectional comparative study of several editions of textbooks that have been validated and approved at the present time, e.g., Paik Songqiang & Qin Chong, "The New Trend of Japanese Junior High School History Textbooks: "A Comparative Analysis of the Contents of Eight Types of Textbooks". Although these studies are able to focus on events and themes, they lack studies that track the trajectory of changes in the writing of the Chinese content of a particular textbook over a long period of time in terms of textual analysis. Japanese scholars' studies of Japanese history textbooks have paid too much attention to changes in the details of textbooks and not enough to the overall direction of textbooks; they have paid too much attention to the content of the textbooks themselves and lacked an inquiry into the changes in history textbooks and macro-social development.

A Study of Post-War Japanese Junior High School History Textbooks' Writing of Chinese Contents - Focusing on Tokyo Shoseki" selects the Tokyo Shoseki edition of history textbooks, which have had the most qualified editions of junior high school history textbooks and the largest share of the market since the end of the World War II in the past eighty years, as the object of textual analysis, and comprehensively takes into account the Ministry of Education, Culture, Sports, Science and Technology (MEXT) The Ministry of Education, Culture, Sports, Science and Technology (MEXT) revised the "Essentials of Learning Guidance" every ten years, and the changes in Sino-Japanese relations in the post-war period, and divided them into historical phases, specifically using the "Road to Nationhood" during the national period, and the "New Society-History" during the verification period (the textbooks used in the Tokyo books for the fiscal years 1955, 1961, 1972, 1981, 1993, 2005, 2012, and 2024) as the objects of analysis, and utilizing a combination of the statistical analysis method, Using a combination of statistical analysis, comparison, and historical research methods, we analyze the changes in the writing of Chinese content in Tokyo Shoseki junior high school history textbooks in different historical periods after the war, and analyze the causes behind the changes. It was found that the writing of Chinese content in junior high school history textbooks in Tokyo books was governed by the "Essentials of Study Guides" issued by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and its explanations, and was also related to the socio-economic development of Japan in the post-war period, as well as being influenced by the development of Sino-Japanese relations. Through a quantitative statistical comparison of Chinese content in post-war Japanese junior high school history textbooks and an analysis of the reasons behind it, I believe that Sino-Japanese history textbooks should be based on the understanding and cooperation between China and Japan, and follow the following principles of writing: 1. Emphasize Sino-Japanese relations. Emphasize the role and influence of history, reality, and future Sino-Japanese relations in their respective development. 2. Respect historical truth. Face up to history, learn from history how to get along with China and Japan, and avoid repeating the mistakes of history. 3. Emphasize friendly communication and exchange. Write about conflicts, clashes and wars from multiple perspectives, avoiding the tendency of extreme problem solving caused by single hateful writing and propaganda, guiding young students to think about more paths to solve Sino-Japanese conflicts and clashes, and fostering the backbone of international mutual understanding and conscientious maintenance of peace.

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