

Language, Ideology, and Japanese History Textbooks

Christopher Barnard

Language Ideology And Japanese History Textbooks

Karol Zakowski



Language Ideology And Japanese History Textbooks:

Language, Ideology and Japanese History Textbooks Christopher Barnard, 2003 This is an analysis of all authorised Japanese history textbooks using a critical discourse elucidating the meanings and associated ideologies created by the language of the textbooks

Language, Ideology and Japanese History Textbooks Christopher Barnard, 2004-03-01 The Japanese history textbook debate is one that keeps making the news particularly with reference to claims that Japan has never apologised properly for its actions between 1931 and 1945 and that it is one of the few liberal democratic countries in which textbooks are controlled and authorised by the central government There are frequent protests both from within Japan and from overseas that a biased nationalistic history is taught in Japanese schools This is the first time that all the authorised textbooks currently in use have been analysed using a critical discourse that is anchored firmly in the theory of language within society elucidating the meanings and associated ideologies created by the language of the textbooks

The Routledge Companion to Gender and Childhood Mary Zaboriskis, 2025-06-30 The Routledge Companion to Gender and Childhood brings together scholars practitioners and activists to explore the diversity of children's gender identities expressions and embodiments across historical geographical and cultural contexts This volume investigates how historical institutional and cultural forces have shaped children's relationship to gender the pivotal role children have played in the construction of gendered categories as well as children's responses to these forces and constructions The book is divided into six sections Responding to Gendered Histories and Presents of Policing Pathologization and Trauma Images of and Imaginings for Trans Non Binary and Queer Youth's Futures Global Perspectives on Training and Assimilating Future Citizens Gender Development in Material and Digital Cultures Shifting and Persisting Gendered Representations in Cultural Landscapes and Approaching Issues of Gender and Childhood from Adult Perspectives Considering the multiplicity of gendered childhoods alongside the intense preoccupation with children's relationship to gender across a range of fields that span the globe The Routledge Companion to Gender and Childhood will be an essential resource for students of social sciences humanities and STEM

Postwar History Education in Japan and the Germanys Julian Beatus Dierkes, 2010 How did East and West Germany and Japan reconstitute national identity after World War II Did all three experience parallel reactions to national trauma and reconstruction History education shaped how these nations reconceived their national identities Because the content of history education was controlled by different actors history education materials framed national identity in very different ways In Japan where the curriculum was controlled by bureaucrats bent on maintaining their purported neutrality materials focused on the empirical building blocks of history wh

A History of UNESCO Poul Duedahl, 2016-04-12 The mission UNESCO as defined just after the end of World War II is to build the defenses of peace in the minds of men In this book historians trace the routes of selected UNESCO mental engineering initiatives from its headquarters in Paris to the member states to assess UNESCO's global impact

Changing Histories Ryôta Nishino, 2011

The teaching of history in South African and Japanese schools has attracted sustained criticism for the alleged attempts to conceal the controversial aspects of their countries past and to inculcate ideologies favourable to the ruling regimes This book is the first attempt to systematically compare the ways in which education bureaucracy in both nations dealt with opposition and critics in the period from ca 1945 to 1995 when both countries were dominated by single party governments for most of the fifty years The author argues that both South African and Japanese education bureaucracy did not overtly express its intentions in the curriculum documents or in the textbooks but found ways to enhance its authority through a range of often subtle measures A total of eight themes in 60 officially approved Standard 6 South African and Japanese middle school history textbooks have been selected to demonstrate the changes and continuity This work hopes to contribute to the existing literature of comparative history by drawing lessons that would probably not have emerged from the study of either country by itself

The Decade of the Great War, 2014-05-15 Consisting of twenty three essays The Decade of the Great War examines the 1910s as a pivotal period with deep connections both to the imperialist heyday of the 1880s 1890s and to the vibrant global politics commercial expansion and social movements of the 1920s It critically reviews Japan s diplomatic and military relations offering both a reexamination of some of the issues addressed in the earlier scholarship on the war years and a needed sense of the breadth of Japan s new international relations It highlights the importance of transnational approaches to the study of Japan s domestic intra imperial and foreign affairs Together the essays in this volume provide a wide range of perspectives on relations within Asia and between Asian European and North American states Contributors are Isao Chiba Yuehtsen Juliette Chung Evan Dawley Martin Dusinger Bert Edström Selma Esenbel Rustin B Gates Tze-ki Hon Masato Kimura Chaisung Lim John D Meehan SJ Toshi Minohara Hiromi Mizuno Tadashi Nakatani Sochi Naraoka Yoshiko Okamoto Sumiko Otsubo Ewa Paas Rutkowska Caroline Rose J Charles Schencking Chika Shinohara Shusuke Takahara and Sue C Townsend

What Shall We Tell the Children? Stuart J. Foster, Keith A. Crawford, 2006-04-01 The pages of this book illustrate that as instruments of socialization and sites of ideological discourse textbooks are powerful artefacts in introducing young people to a specific historical cultural and socioeconomic order Crucially exploring the social construction of school textbooks and the messages they impart provides an important context from within which to critically investigate the dynamics underlying the cultural politics of education and the social movements that form it and which are formed by it The school curriculum is essentially the knowledge system of a society incorporating its values and its dominant ideology The curriculum is not our knowledge born of a broad hegemonic consensus rather it is a battleground in which cultural authority and the right to define what is labelled legitimate knowledge is fought over As each chapter in this book illustrates curriculum as theory and practice has never been and can never be divorced from the ethical economic political and cultural conflicts of society which impact so deeply upon it We cannot escape the clear implication that questions about what knowledge is of most worth and about how it should be organized and taught are problematic contentious and very

serious *History Education and International Relations* Hirano Mutsumi, 2009-02-12 This is the first in depth study to examine the implications of history education in the context of international relations interstate and transnational focusing on Japanese textbooks as the principal case study The author argues that despite a widespread recognition that our grasp of history has some relevance to our views and attitudes towards foreign countries and peoples ergo ultimately its impact on national policy there appears to be little coherent discussion of such a significant topic and its practical applications in the field of International Relations This study therefore develops a conceptual framework and directs attention to the factors which predetermine the perceptions and attitudes of the public and policy makers and in doing so searches for the roots of their world view The book addresses the following issues Government Influence on the Domestic Educational Environment The Domestic Environment and its Interaction with the External Environment History Education in Practice A case of Japan The Japanese History Textbook Disputes in the Asian Context Parts I and II Twenty five Years On The Task of Coming to Terms with the Past

Evil Men James Dawes, 2013-05-06 A searching meditation on our all too human capacity for inhumanity Evil Men confronts atrocity head on how it looks and feels what motivates it how it can be stopped James Dawes s unflinchingly honest account drawing on firsthand interviews is not just about the things Japanese war criminals did but about what it means to befriend them

War, Nation, Memory Keith A. Crawford, Stuart J. Foster, 2007-12-01 The Second World War stands as the most devastating and destructive global conflict in human history More than 60 nations representing 1 7 billion people or three quarters of the world s population were consumed by its horror Not surprisingly therefore World War II stands as a landmark episode in history education throughout the world and its prominent place in school history textbooks is almost guaranteed As this book demonstrates however the stories that nations choose to tell their young about World War II do not represent a universally accepted truth about events during the war Rather wartime narratives contained in school textbooks typically are selected to instil in the young a sense of national pride common identity and shared collective memory To understand this process War Nation Memory describes and evaluates school history textbooks from many nations deeply affected by World War II including China France Germany Japan USA and the United Kingdom It critically examines the very different and complex perspectives offered in many nations and analyses the ways in which textbooks commonly serve as instruments of socialisation and in some cases propaganda Above all War Nation Memory demonstrates that far from containing neutral knowledge history textbooks prove fascinating cultural artefacts consciously shaped and legitimated by powerful ideological cultural and sociopolitical forces dominant in the present

Japan's Response to History Problems Karol Zakowski, 2025-05-23 This book examines the decision making processes behind the formulation and evolution of the Japanese government s official stance regarding diplomatic problems connected with the history of Japan s territorial expansionism in East Asia Based on neoclassical realism and historical institutionalism this book analyzes to what extent Japan s reaction to history problems complied with external pressures and to what extent it

was modified by domestic level variables Particular attention is paid to the ideological leanings of key decision makers as well as their position against veto players such as ruling party decision making bodies Liberal Democratic Party LDP factions cabinet members coalition parties and ministerial bureaucrats Through four case studies apologies for the war of aggression a history textbook screening system prime ministerial visits to the Yasukuni Shrine and the comfort women issue it reveals which institutional actors formulated an initial response to issues of history under what political circumstances Japan's official stance on history problems was shaped and institutionalized and what methods were utilized by the revisionists to challenge the status quo Exploring path dependent processes that led to the formulation of a compromise in the Japanese government this book will appeal to students and scholars of Japanese Politics Asian Studies International Studies and Political Science

Postwar History Education in Japan and the Germans Julian Dierkes, 2010-12-14 How did East and West Germany and Japan reconstitute national identity after World War II Did all three experience parallel reactions to national trauma and reconstruction History education shaped how these nations reconceived their national identities Because the content of history education was controlled by different actors history education materials framed national identity in very different ways In Japan where the curriculum was controlled by bureaucrats bent on maintaining their purported neutrality materials focused on the empirical building blocks of history who where what at the expense of discussions of historical responsibility In East Germany where party cadres controlled the curriculum students were taught that World War II was a capitalist aberration In West Germany where teachers controlled the curriculum students were taught the lessons of shame and then regeneration after historians turned away from grand national narratives This book shows that constructions of national identity are not easily malleable on the basis of moral and political concerns only but that they are subject to institutional constraints and opportunities In an age when post conflict reconstruction and reconciliation has become a major focus of international policies the analysis offers important implications for the parallel revision of portrayals of national history and the institutional reconstruction of policy making regimes

Memory Politics, Identity and Conflict Zheng Wang, 2017-10-10 This book focuses on the methodology of research on historical memory and contributes to theoretical discussions concerning the use of historical memory as a variable to explain political action and social movement The chapters of the book conceptualize the relationship between historical memory and national identity formation perceptions and policy making The author particularly analyses how contested memory and the related social discourse can lead to nationalism and international conflict Based on theories and research from multiple fields of studies this book proposes a series of analytic frameworks for the purpose of conceptualizing the functions of historical memory These analytic frameworks can help categorize measure and subsequently demonstrate the effects of historical memory This book also discusses how to use public opinion polls textbooks important texts and documents monuments and memory sites for conducting research to examine the functions of historical memory

Never Forget National Humiliation Zheng

Wang,2014-03-04 How could the Chinese Communist Party CCP not only survive but even thrive regaining the support of many Chinese citizens after the Tiananmen Square crackdown of 1989 Why has popular sentiment turned toward anti Western nationalism despite the anti dictatorship democratic movements of the 1980s And why has China been more assertive toward the United States and Japan in foreign policy but relatively conciliatory toward smaller countries in conflict Offering an explanation for these unexpected trends Zheng Wang follows the Communist government s ideological reeducation of the public which relentlessly portrays China as the victim of foreign imperialist bullying during one hundred years of humiliation By concentrating on the telling and teaching of history in today s China Wang illuminates the thinking of the young patriots who will lead this rising power in the twenty first century Wang visits China s primary schools and memory sites and reads its history textbooks arguing that China s rise should not be viewed through a single lens such as economics or military growth but from a more comprehensive perspective that takes national identity and domestic discourse into account Since it is the prime raw material for constructing China s national identity historical memory is the key to unlocking the inner mystery of the Chinese From this vantage point Wang tracks the CCP s use of history education to glorify the party reestablish its legitimacy consolidate national identity and justify one party rule in the post Tiananmen and post Cold War era The institutionalization of this manipulated historical consciousness now directs political discourse and foreign policy and Wang demonstrates its important role in China s rise

Shōjo Across Media Jaqueline Berndt,Kazumi

Nagaike,Fusami Ogi,2019-02-22 Since the 2000s the Japanese word sh jo has gained global currency accompanying the transcultural spread of other popular Japanese media such as manga and anime The term refers to both a character type specifically as well as commercial genres marketed to female audiences more generally Through its diverse chapters this edited collection introduces the two main currents of sh jo research on the one hand historical investigations of Japan s modern girl culture and its representations informed by Japanese studies and gender studies concerns on the other hand explorations of the transcultural performativity of sh jo as a crafted concept and affect prone code shaped by media studies genre theory and fan culture research While acknowledging that sh jo has mediated multiple discourses throughout the twentieth century discourses on Japan and its modernity consumption and consumerism non hegemonic gender and also technology this volume shifts the focus to sh jo mediations stretching from media by and for actual girls to sh jo as media As a result the Japan derived concept while still situated begins to offer possibilities for broader conceptualizations of girlness within the contemporary global digital mediascape

History Education and National Identity in East Asia Edward

Vickers,2013-09-13 Visions of the past are crucial to the way that any community imagines itself and constructs its identity This edited volume contains the first significant studies of the politics of history education in East Asian societies

Globalisation and Historiography of National Leaders Joseph Zajda,Tatyana Tsyrlina-Spady,Michael Lovorn,2016-12-23

Globalisation and Historiography of National Leaders Symbolic Representations in School Textbooks the 18th book in the 24

volume book series Globalisation Comparative Education and Policy Research explores the interrelationship between ideology national identity national history and historical heroes setting it in a global context Based on this focus the chapters represent hand picked scholarly research on major discourses in the field of history textbooks and symbolic representations of national heroes and draw upon recent studies in the areas of globalisation history textbooks and national leaders A number of researchers have written on the importance of teaching national history in order to foster national identity and a sense of belonging to a certain society state and people among the younger generation Some nations prefer to create national heroes out of their political leaders who are still in power and whose lives and reputation are portrayed as being eminently spotless Using diverse comparative education paradigms from critical theory social semiotics and historical comparative research the authors analyse the unpacking of the ideological agenda hidden behind the choice and lionization or silencing of the preferred national heroes They provide an informed critique of various historical narratives depicting national leaders and national heroes The book provides an easily accessible practical yet scholarly source of information on international concerns in the field of globalisation history education and policy research Offering an essential sourcebook of ideas for researchers history educators practitioners and policymakers in the fields of globalisation and history education it also provides a timely overview of current changes in politically correct history education narratives in history textbooks Decoding the Rise of China Tse-Kang Leng, Rumi Aoyama, 2018-05-17 This edited collection provides a synthetic analysis of the rise of contemporary China and its impact on the current global system from a range of Asian and Western perspectives Highlighting Taiwanese and Japanese viewpoints the book considers a macro integrated vision of the rise of China and examines the vital cultural factors which link domestic politics and foreign policy in the Sino Japanese relationship The book addresses key policy matters such as the internationalization of the Chinese currency and Arctic diplomacy and provides a key reference on contemporary Chinese foreign policy and the Sino Japanese relationship for students academics experts and policy makers in the field of Area Studies History and International Relations **Hakata** Andrew Cobbing, 2013-04-15 In Hakata The Cultural Worlds of Northern Kyushu experts in various fields have collaborated to produce an interdisciplinary collection offering diverse insights on a region yet to be fully addressed in English A historic port situated in a strategically vital region as the closest point of contact with the Asian continent Hakata has long served as a key hub in the transcultural networks linking Japan with the outside world This volume explores the rich legacy of these wider interactions in particular the cosmopolitan international dimension deeply embedded in Hakata's urban culture With an identity all its own and quite distinct from other regions in Japan it is a culture once again increasingly relevant in today's world of borderless communications

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