

Citizenship Education and Nationalism Fostering Hatred Toward Other Nationalities

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Abstract

Theoretically, this research would be developed from the concept of nationalism, and to investigate what role has citizenship education played in fostering hatred toward other nationalities. The difference in Chinese and Japanese education pedagogy would be illustrated; also, it would explain the significance of informal education (i.e. family and media) adding to the overall circumstance. Further discussions would focus on the social problems caused by the particular issue, and plausible attempts for education to fix the current situation regarding the ultimate goal of education in consideration of nationalism.

Introduction

China and Japan are neighbouring across the sea and have a long-run complicated bilateral history. The military from Japan has invaded China and put the nation in mortal danger. The Republic prevailed eventually, but China was still devastated (Gordon, 2006). This research follows a basic logic to illustrate the impact of citizenship education:

1. Education would transmit national identity and values.
2. The nation's past constructs the sense of nationalism, and Chinese modern history includes significant national humiliation especially from Japan (Li, 2014); education would include the history and promote patriotism in context.
3. Vehement sense of nationalism leads to some sort of anti-Japanese sentiment and causes some extent of hatred.

Methods

This research primarily relied on a wide range of qualitative research, which investigates the relationship between education and nationalism, especially initiated from a negative standpoint; which depict education as form of violence that would induce hatred to other nationalities. Also, vast secondary research is included in the paper discussing the historical issues between Japan and China and the post-war effect in the area of education curriculum and overall circumstance, namely informal education. Nonetheless, the use of empirical research is relatively lacking, and further research should be conducted to draw a more valid conclusion.

Results

- All participants have contended that they have received citizenship and patriotism education during the school time and have seen relevant videos and pictures online which depicting the aftermath of some atrocities.
- The use of history textbooks which are often constructed in a way to reinforce the difference between the national "self" and foreign "others" (Yan & Vickers, 2019).
- Furthermore, specialised courses are set by Chinese Education Commission, for emphasising and consolidating students' political attitudes and nationalistic sentiments involving the role of schooling (Fairbrother, 2004).

Conclusion

Harber (2004) had contended that "the twin fundamental goals of education should be both peace and democracy" (p.136). It could be imagined that if both parties (Japan & China) had a consensus on what should be told to the public and held a same scale of candor, neither exaggerate nor gloss over the 'fact', and educate the students in both nations with the same content; perhaps, little or no chaos would be led to the society, and the tension of Sino-Japanese relations might be attenuated. Education holds the power to impact on the social courses, and it is essential to put it into promoting peace and democracy, to subtly influence the younger generation to love and respect each other, instead of the hatred.



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