

Japanese and Chinese views of each other: Short-term and long-term causes

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Title/Theme: Japanese and Chinese views of each other: Short-term and long-term causes

Level: High school

Essential Questions:

- How do Chinese and Japanese people view each other?
- What recent and historical events have led to these views?
- How and why do societies whitewash/distort their own histories?
- What can governments, media, and individuals do to reduce racial/ethnic prejudice/tensions?
- Why is it important to apologize for prior bad behavior?

Learning Objectives: *Students will be able to:*

- Explain how Chinese and Japanese people view each other
- Describe short-term and long-term causes of recent anti-Japanese protests in China
- Synthesize meaning from charts/graphs, news articles, and informational text
- Understand some non-European/American perspectives on World War II
- Gain insight into their own culture, such as how each society distorts its own history

Standards addressed by this lesson:

- Ohio Social Studies Standard: Historical Thinking and Skills:
 - Historical events provide opportunities to examine alternative courses of action.
 - The use of primary and secondary sources of information includes an examination of the credibility of each source.
 - Historians develop theses and use evidence to support or refute positions.
 - Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
- Ohio Social Studies Standard: Contemporary World Issues:
 - The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives.
- Ohio World Languages Standard: Cultures Standard:
 - Students examine the relationship among the products, practices and perspectives of the target culture(s).
 - Students enhance their understanding by making cultural comparisons and developing cultural insights.
 - The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.

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- Students come to understand the constraints and freedoms afforded to individuals in the target culture(s) and their own.
- Also supported: English literacy (reading informational texts and writing assignments) and scientific/mathematical literacy (reading charts and graphs)

Instructional Activities:

- 1) Pre-Assessment/Warm-up discussion or writing assignment:
 - a. Do you think Japanese and Chinese cultures are mostly the same or mostly different, and why?
 - b. Overall, do you think of Japanese people as arrogant? Nationalistic? Violent? Hardworking? Modern? Honest? What about Chinese people? [Optional activity: survey class (raise hands) and tally results, to compare with the Pew report later on]
 - c. How do you think Japanese and Chinese people view each other, and why do you think that?
 - d. What events do you know about in the history of interaction between Chinese and Japanese people?
 - e. Do you think the history of interaction between Japan and China is mostly positive or mostly negative, and why do you say that?
- 2) Teacher shares images relating to prejudice in China against Japanese people
 - a. As it comes up in student questions: discussion of the proximate cause: Diaoyu/Senkaku Islands dispute
 - i. Background info: The islands are in the south China sea, and are claimed by both Japan and China. It became a major issue in 2012 when Japan claimed to purchase three of the islands from a private owner. More detailed info: https://en.wikipedia.org/wiki/Senkaku_Islands_dispute
 - b. Questions for discussion:
 - i. Why are the Chinese people reacting like this?
 - ii. What are the proximate/short-term/immediate causes of these protests etc.?
 - iii. Why is the dispute over islands such a big deal? Are there more distal/long-term/ultimate causes?
 - iv. When incidents occur, are Chinese people predisposed to dislike Japan? Why might that be?
- 3) As a class, view Pew report graph “Changes in Chinese views of Japanese” (PDF page 9, printed page number 8) and discuss the meaning of the chart, main ideas, changes over time, and guess what the causes might be.
 - a. Are the Chinese people’s opinions of Japanese people mostly positive or negative? Why might this be?
 - b. Is the overall trend becoming more positive or negative over the last ten years? Why might this be?
- 4) Students read articles about Chinese opinions of Japan: jigsaw activity (read and discuss in small groups with students who read the other documents – students explain what

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their article was about & discuss short-term and long-term causes of the events discussed in the articles)

- a. "Chinese riot after Japan win final" (CNN article from 2004)
 - b. "Why China Loves to Hate Japan" (TIME article from 2005)
 - c. "What do the Chinese think of Japanese?" (Quora question & answer from 2016)
 - d. "Beijing Uses Wartime Anniversary to Step Up Anti-Japan PR Campaign" (TIME, 2014)
- 5) Class discussion:
- a. What were the short-term and long-term causes of the football (soccer) riot in 2004?
 - b. Why do many Chinese people harbor animosity towards Japan?
 - c. Remember the graph that showed Chinese opinions of Japanese people were getting even more negative over the last ten years. So it's not all ancient history. What events and whose actions contribute to this anti-Japanese mentality in China?
 - d. What happened in WWII that made the Chinese hate the Japanese?
- 6) Students read selections from *The Rape of Nanking* (p. 3-7, 14-16, 29, 33, 38, 46-49, 205, 216, optional 220-221)
- a. Note on spelling: "Nanking" is the old English spelling of the city's name; the modern spelling is "Nanjing," which corresponds more closely to the Mandarin Chinese pronunciation.
- 7) Think-pair-share or small group discussion:
- a. Based on the events described in *The Rape of Nanking*, are modern Chinese people justified in having such negative opinions of modern Japanese people, or is it prejudice/racism? Defend your answer.
 - b. The worst of the atrocities have largely been erased from Japanese students' history textbooks. Does education in the US always tell the whole truth about US history? Do you know of any examples of events that are downplayed or skipped over in US history classes, mass media, etc.?
 - c. Now we know how the Chinese view the Japanese. What do you think we will find when we start looking at how Japanese people view Chinese people?
- 8) As a class, view and discuss the following Pew report graphs. Ask students what the main ideas are, and discuss all the information that can be found in each graph.
- a. "Japanese and Chinese hold negative views of each other" (PDF p. 3, printed page number 2)
 - b. "How Asia-Pacific nations see each other" (PDF p. 3, printed page number 2)
 - c. "Japanese and Chinese differ most over who is nationalistic and who is modern" (PDF p. 4, printed p. 3)
 - i. Discuss results of class survey from warm-up discussion & compare your class's opinions of Chinese & Japanese people with their opinions of each other
 - ii. Discuss whether it is racist to even ascribe characteristics to whole groups of people like this. Aren't we all equally likely to be arrogant, nationalistic, violent, hardworking, etc.?

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- d. “Japanese views of Chinese turn more negative over past decade” (PDF p. 8, printed page number 7)
- 9) As a class, skim and discuss the article “China and Japan: Seven decades of bitterness” (BBC, 2014) – included, also at <http://www.bbc.com/news/magazine-25411700>
 - a. Discuss who wrote the article and the perspective they might bring. According to the BBC website, “Mariko Oi is a BBC journalist who spent six years as a business reporter in Singapore - she was brought up in Tokyo, but moved to Australia as a teenager. Haining Liu works as a media consultant but formerly reported for Chinese state broadcaster CCTV - she was brought up in Zhengzhou, though her family comes from Nanjing. Both were born in 1981.”
 - b. Look at and discuss the images.
 - c. Highlight the question under the image on page 2: “Should today’s generation bear the responsibility for past mistakes?” Notice when the Japanese journalist asks the Chinese journalist “if she thinks I should also feel guilty. She didn’t say ‘Yes or No’.”
 - d. Top of page 3: highlight the reaction by the Japanese populace to this journalist’s criticisms of the holes in the Japanese education system.
 - e. Top of page 4: Highlight how Haining (the Chinese journalist) thinks about Japanese culture: “When she grew up in the 1980s and 90s, Japanese pop culture – music, drama, and manga – was popular with young Chinese people. She and her friends, she says, had a positive attitude towards Japan.” Note the diversity of opinions within any country. For example, on no questions in the Pew survey results did we see any 100%.
 - f. Highlight the passage on page 5 from “The Japanese soldiers raided the school” to “it’s not your fault.”
 - g. At the top of page 6, notice the image of the Japanese Buddhist monk coming to China and apologizing. (The characters 谢罪, pronounced *shazai* in Japanese or *xièzuì* in Chinese, mean “apology” or “apologize.” The second character in particular refers to “crime” or “sin.”)
 - h. Note the discussion of Chinese propaganda on page 6, including the change after the Tiananmen Square massacre, and also how easy it is to find pro-China, anti-Japan war shows on TV.
 - i. Page 7: the story of Chen Guixiang, a survivor of the Rape of Nanking (now called “Nanjing” in English), she is pictured on the next page.
 - j. Page 8: “Japan’s leaders have also apologized to China many times.” 25 times, but not covered in the Chinese media, nor have been the Japanese war reparations of 35 billion US dollars.
 - i. Relate this to the Nanjing massacre largely being erased from Japanese textbooks.
 - ii. What may be downplayed in US media and education (overthrow of Latin American democracies, genocide of Native Americans, even bombing Japan). Has the US apologized? Should they?

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- k. Page 9: “In 2012, the mayor of Nagoya... denied there was a massacre at Nanjing.” And below the picture, “It also infuriates China and South Korea when Japanese leaders visit the Yasukuni shrine, which honors the country’s war dead – among them convicted war criminals.”
 - i. Note that the picture on page 9 is not the Yasukuni shrine, but is at Nanjing Massacre Memorial Hall in Nanjing
 - l. Page 9: “At the end of our trip, I was pleased that Haining answered the question I posed on day two. She said she didn’t think I should personally feel guilty.”
- 10) Post-assessment/Closing discussion or final writing assignment:
- a. Compare the two charts showing Chinese and Japanese opinions about Japan’s apologies for its military actions (on PDF page 10, printed page number 9, of Pew report).
 - i. Compare the two countries’ opinions of this question and discuss what leads to the differences between the two countries. Consider psychological factors as well as government & media acts.
 - ii. Analyze the trends within each country over time. Describe what you have learned about what might have led to these trends over this time period.
 - b. Explain what you have learned about Japan’s actions during World War II. What happened? (I.e., why is this polling company asking whether or not Japan has apologized sufficiently? What did Japan do?)
 - c. What do you think the effects would be if Japan were to apologize more than they have in the past?
 - d. In your opinion, *should* Japan apologize more? Why or why not?
 - e. Is there any hope that these two countries’ opinions of each other will soften and relations will improve? What could each side do to help make that happen? (Think about both governments, but also ordinary citizens on both sides.)

Resources & Materials Required:

- On screen: Powerpoint to sequence activities/discussion
- On screen: Images relating to prejudice in China against Japanese people
 - Included in powerpoint; more at:
 - <https://www.theatlantic.com/photo/2012/09/anti-japan-protests-in-china/100370/>
 - https://en.wikipedia.org/wiki/2012_China_anti-Japanese_demonstrations
 - https://en.wikipedia.org/wiki/Xiao_Riben
- Printed copies of articles about Chinese opinions of Japan (each student reads only one of the four)
 - “Chinese riot after Japan win final” (CNN article from 2004) – attached; also located at <http://www.cnn.com/2004/SPORT/football/08/07/china.japan/>
 - “Why China Loves to Hate Japan” (TIME article from 2005) – attached; also located at <http://content.time.com/time/world/article/0,8599,1139759,00.html>
 - “What do the Chinese think of Japanese?” (Quora question & answer, 2016) – attached; also at

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- <https://www.quora.com/What-do-the-Chinese-think-of-Japanese>
 - “Beijing Uses Wartime Anniversary to Step Up Anti-Japan PR Campaign” (TIME, 2014) – attached, also <http://time.com/2961194/on-a-wartime-anniversary-china-steps-up-its-anti-japan-pr-campaign/>
- Books or printed copies of selections (pp. 3-7, 14-16, 29, 33, 38, 46-49, 205, 216, and optionally 220-221) from *The Rape of Nanking: The Forgotten Holocaust of World War II* by Iris Chang – attached
- On screen: Graphs
 - “Infographics” from Pew report “Hostile Neighbors: China vs. Japan” (2016) – several attached; 11 total at http://www.pewglobal.org/2016/09/13/hostile-neighbors-china-vs-japan/china-japan_2016_01/
- On screen: News article
 - “China and Japan: Seven decades of bitterness” (BBC, 2014) – included, also at <http://www.bbc.com/news/magazine-25411700>
- Printed copies of handout for final writing assignment – attached as final page of this document
 - Also on last page of powerpoint, but small type / hard to see / abbreviated questions
- Possibly, blank paper or computers for students to write their final responses on.

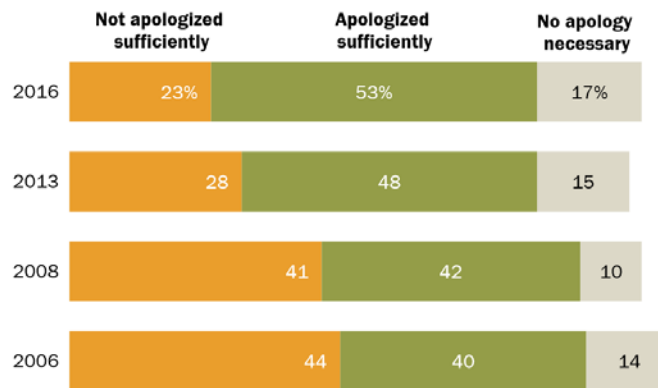
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Name _____ Date _____ Period _____

Japanese and Chinese views of each other: Final Writing Assignment

Roughly a quarter of Japanese believe they have not apologized sufficiently for World War II

% Japanese saying Japan has ___ for its military actions during the 1930s and 1940s

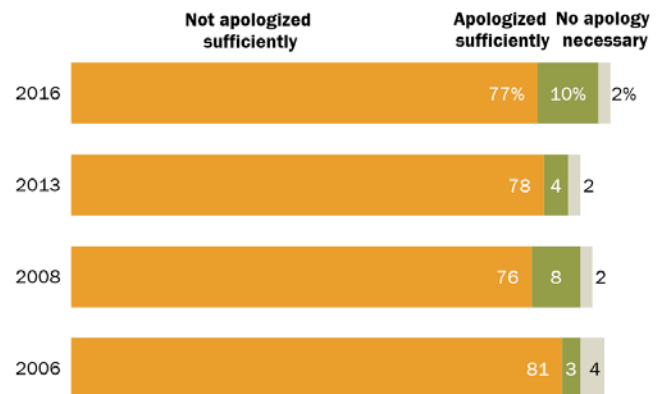


Source: Spring 2016 Global Attitudes Survey, Q84.

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Chinese unchanged in belief that Japan has yet to sufficiently apologize for actions during World War II

% Chinese saying Japan has ___ for its military actions during the 1930s and 1940s



Source: Spring 2016 Global Attitudes Survey, Q84.

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- Compare the two charts above.
 - Compare the two countries' opinions of this question
 - Discuss what has led to the differences of opinion on this question between the two countries. Consider psychological factors as well as government & media actions.
 - Analyze the trends within each country over time.
 - Describe what you have learned about what might have led to these trends over this time period.
- Explain what you have learned about Japan's actions during World War II. What happened? (In other words, why is this polling company asking whether or not Japan has apologized sufficiently? What did Japan do?)
- What do you think the effects would be if Japan were to now decide to apologize more than they have in the past?
- In your opinion, *should* Japan apologize more? Why or why not?
- Is there any hope that these two countries' opinions of each other will soften and relations will improve in the future? What could each side do to help make that happen? (Think about both governments, but also ordinary citizens on both sides.)