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**Palacký University Olomouc**  
**Faculty of Education**  
**Institute of Education and Social Studies**

**The Representation of China in History Textbooks**  
**of the United Kingdom, 1991-2015**

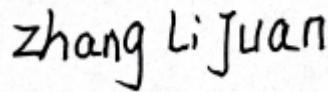
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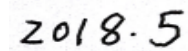
## Declaration of Originality

I, ZHANG Lijuan (Student number 80062329) declare that this dissertation entitled “The Representation of China in History Textbooks of the United Kingdom, 1991-2015” submitted as partial requirement for Ph.D. study programme of Education is my original work and that all the sources in any form (e.g. ideas, figures, texts, tables, etc.) that I have used or quoted have been indicated and acknowledged in the text as well as in the list of references.



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Signature



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Date

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## Abstract

Textbooks play a vital role in helping students to develop the national identity by providing them with “official knowledge” and conveying recognizable social values. Through analyzing the representations of China in other countries’ textbooks, we can know better about ourselves and others.

The aim of the study is to examine the representations of China and China-related topics in history textbooks of the United Kingdom, 1991-2015. Based on the frequency statistics, this study taps on three themes, including Mao Zedong, the Second Sino-Japanese War and Tiananmen Square Event in 1989 to analyze how China was portrayed in history textbooks of the United Kingdom.

Chapter 1 introduced the research background, including reasons for choosing the United Kingdom to analyze its representations of China, and reasons for targeting on 1991-2015 as the time duration, and reasons for choosing history textbooks as the research object. Then this dissertation briefly introduced the theoretical foundations, content, significance and aims of this study. Chapter 2 examined the relevant literatures about the research on China in history textbooks of the United Kingdom, Chinese studies in the United Kingdom, as well as the research on China in other countries’ history textbooks, together with the research on the “self” and “others” in history textbooks. Chapter 3 described research methodology. In total, thirty UK history textbooks have been chosen as research samples. Frequency analysis and discourse analysis were used to analyze how China was represented in UK history textbooks. Chapter 4 detailed how these three themes including Mao Zedong, the Second Sino-Japanese War, Tiananmen Square Event in 1989 were portrayed in UK history textbooks of the United Kingdom. Chapter 5 listed the features of the representation of China and discussed the factors which influenced the representation of China in history textbooks of the United Kingdom. Finally, recommendations for government and organizations, as well as history textbooks publishers and authors, and history teachers have been proposed.

**Key words:** history textbooks, the United Kingdom, China, 1991-2015

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## **1 INTRODUCTION**

Textbooks play a vital role in helping students to develop national identity by providing them “official knowledge”, convey the values recognized by the society to students. Through analyzing the representation of China in other countries’ textbooks, we can know better about ourselves and others.

The study will choose history textbooks of the United Kingdom to analyze how China was portrayed herein. In chapter 1, the researcher at first will make an introduction on research background, including reasons for choosing the United Kingdom to analyze the representation of China, as well as reasons for picking 1991-2015 as the time duration, and reasons for choosing history textbooks as the research object. Then briefly introduce theoretical foundations, research content, research significance and research aims.

### **1.1 Research background**

Why the researcher chooses this certain theme for dissertation? The reasons for choosing the UK history textbooks as the research target and 1991-2015 as the time duration have been included in the research background.

#### **1.1.1 Reasons for choosing the United Kingdom**

Here, the study will make an introduction of the United Kingdom and its educational system.

The United Kingdom (henceforth UK), commonly known as “the United Kingdom of Great Britain and Northern Ireland”, is a sovereign country geographically consisting of England, Wales, Scotland and Northern Ireland, located at the Northwest of Europe. The UK is a developed country with the fifth-largest

economy of the world, with sustaining great power posing important political, economic and cultural influence internationally. The UK is one of the most advanced Western countries, whose views about China can represent Western countries' opinions on China to some extent.

The UK has been chosen in this research due to its advanced educational system, of which we can learn from its achievements and shortcomings. England, Wales, Scotland and Northern Ireland, each have a separate educational system. The UK's compulsory education (age 5 to 16) is divided into 4 Key Stages. Primary education covers Key Stage 1 (year 1 and year 2, from age 5 to 7) and Key Stage 2 (year 3 to year 6, from age 7 to 11). During primary school, pupils must study compulsory subjects including the core subjects such as English, mathematics and science, and foundational subjects such as history, geography, music, art and design, technology, physical education, information and communication technology. Six key skills including communication, working with others, application of number, information technology, improving own learning and performance, and problem-solving are embedded in the curriculum of primary education. In addition, inquiry, creative thinking, reasoning and information processing are also involved in the curriculum.

In the UK, secondary education is designed for students from age 11 to 19, which covers Key Stage 3 (from year 7 to year 9, from age 11 to 14, also called lower secondary education), and Key Stage 4 (from year 10 to year 11, from age 14 to 16, also called upper secondary education). Post-compulsory advanced programs are offered by secondary schools or colleges for students aged 16 to 19.<sup>①</sup> At the end of Key Stage 4 (compulsory education), students will be assessed and granted with qualifications in different degrees. The most common examination is the General Certificate of Secondary Education (GCSE).<sup>②</sup>

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<sup>①</sup> There are some differences between England, Wales, Scotland and Northern Ireland, such as, in Northern Ireland and Wales, the duration of compulsory schooling is 12 years, but for England and Scotland is 11 years. And for the history curriculum, in England and Wales, history is a single subject, but in Northern Ireland and Scotland, history is a combined subject.

<sup>②</sup> GCSE is an academically rigorous, internationally recognized qualification, generally taken in some subjects by pupils in secondary education in England and Wales. It was introduced in the UK in 1988 to replace O-level and CSE examinations.

In the UK, textbook production is carried out by commercial enterprises. Textbooks are published in printed form and do not require state approval for use in schools. In most areas of England, Wales, Scotland and Northern Ireland, textbooks are free of charge for pupils; however, in Wales, increasingly, many parents are being requested to purchase textbooks for examinations and books for reading in secondary schools. If someone wants to be a textbook author, he/she must have a degree in English, as well as extensive knowledge and experience in writing industry. School textbook authors work for textbook publishers and are usually hired on a contract basis.

As for textbook selection, “individual schools, and often individual teachers, are free to choose which textbooks to purchase from the open market in England” (Stuart Foster & Adrian Burgess, 2013, p.22). In Scotland, publishers and local authorities publish textbooks. Schools can buy textbooks from these institutions. Schools and local authorities negotiate the best price for the books. It’s the schools’ responsibility to choose the books they will use in class, and national guidelines must be taken into consideration.

In Wales, textbooks are not officially prescribed. Textbooks do not require national approval for use in schools. Textbooks are produced by commercial publishers with the same of England and Northern Ireland. Teachers often discuss with subject coordinators and the head teachers to decide which books to use. In Northern Ireland, the Five Education and Library Boards take responsibility for ensuring high-quality educational provision, and the Department of Education provides funding to them. These Boards distribute funding to each school, which covers all running costs of the school, including textbooks and other resources.

The modern UK is regarded as a nation that “where there is education, there is history education”. History education was born along with education. All kinds of primary and secondary school including grammar school, modern school, technical school, and comprehensive school have history courses and attaches importance to history education. We can learn from the achievements and shortcomings of the UK’s history education, especially regarding the New History.

The New History is defined relative to traditional history. Traditional history focuses on transferring knowledge to students, and the New History focuses on cultivating students how to acquire the knowledge. History is not a structural subject like chemistry, physics. There is no coherent structural knowledge in history. History is an activity of inquiry into the past. With raw materials survived from the past, pupils take an activity of inquiry with three questions: what happened, when did the history event happen and why did it happen? This idea was reflected in the compilation of history textbooks. Namely by adding more primary source in history textbooks, students are asked to “do history”, which means it’s not only know what, but also know how history is represented and interpreted in school textbooks, which is a mode of inquiring rather than a body of knowledge. More and more historical evidence including pictures, monument, artifacts, film, documents, diary, manuscript, autobiography been used in textbooks to activate pupils to inquiry history.

The factors mentioned above prompted the researcher to choose the UK as the representative to explore how the Western society look upon China.

### **1.1.2 Reasons for 1991-2015**

Why the research chose 1991 as the research starting point and 2015 as the ending point? This section will discuss the reasons as follows.

In the 1950s and 1960s, science and technology developed rapidly. Therefore, education in the U.K must reform to adapt to the social changes. It is thought that it should be the duty of the Secretary of State to establish a complete National Curriculum (Before 1988, there was no unified curriculum and syllabus in the UK. Every school has the right to choose which curriculum and textbooks to teach and learn). The Education Reform Act (1988) came into being, giving the Secretary of State for Education more power and in the meanwhile weakening the control of schools. “In 1990 the power of central government in curriculum matters in England and Wales is greater than it has been for decades and may prove to be greater than ever before” (Richard Aldrich, 1991, p.94). According to the Education Reform Act

1988, “the most wide-ranging and revolutionary piece of educational legislation in English history” (Richard Aldrich, 1991, p.1), state curriculum emerged as the compulsory curriculum in every school. History as a depend subject was included, educating pupils from 11-16 years of age.

From the end of the 1980s, there were more debates about history than any other subjects in the school curriculum. There was an urgent need for a fundamental professional analysis. In this case, the National Curriculum History Working Group, set up in January 1989, published *History in the National Curriculum in 1991*. It’s the first national history curriculum and syllabus in the UK history of education. A range of new history textbooks to implement the new history curriculum quickly followed the publication of *History in the National Curriculum in 1991*. Therefore, the author chose 1991 as the starting point of the research. In this study, the latest textbook devoted pages to China was published in 2015. Actually, it is used in today’s schools, as when a textbook was published, considering the production cost, it will be used for five to ten years or so. And in England “no requirement exists to replace books on a regular basis. Thus, despite the existence of revised materials on the market, some schools continue to use history textbooks that are more than ten years old” (Stuart Foster & Adrian Burgess, 2013, p.22).

### **1.1.3 Reasons for history textbooks**

History textbooks are the main sources for school students to learn about historical knowledge and are important study materials and learning tools for students. Textbooks play a vital role in helping young people to develop their own identities through sharing the common vision of past, such as common heroes, cultural achievements, victories of previous generations so on and so forth.

Textbooks appear as important as public affairs in our society, both from the professional and the general public points of view. It is not only the teachers who would use history textbooks in their teaching work, but also the parents come across textbooks day by day by tracking their children’s progress.

In order to make history more attractive for students, textbooks are now widely illustrated with photos from the mass media, and very often they use sources from the news agencies. So, we can consider textbooks as mass media and interesting sources for the study of social representations. (Brigitte Morand, 2011, p.130-131)

History textbooks contain the values approved by the nation, and represent the benefits of the country, materialize the volition of the nation. As a medium to convey the “official knowledge” to the future civilian (Apple, 1992), history textbooks are the carriers of main social values that society wishes to pass on to the next generation. As Falk Pingel has explained, history textbooks “didn’t and don’t only convey facts but also spread ideologies, follow political trends and try to justify them by imbuing them with historical legitimacy” (Falk Pingel, 2010, p.8). History textbooks are not value-neutral but bear value orientation. Influenced by national politics, ideology, economic development, curriculum concept, historical views and other factors, the value orientation of historical school textbooks emphasizes something, which is hard to reach an ideal balance or what ought to be.

Textbooks are the windows of knowing one country. Due to different ideologies and lacking deep communication, the images of one country may be more or less different from those represented in other countries’ textbooks, and some even exist misunderstandings and mistakes. Scholars have pointed out that the contents of Chinese history in other countries’ textbooks were too few and there were some stereotypes and prejudice toward China. The materials about China was out of date, failing to reflect the new changes and achievements of China. Through analyzing the contents related to China in the UK history textbooks, we can find whether textbooks help the students in acquiring and structuring their knowledge about China in a proper way. Have textbooks changed over the course of time? Do they reflect the new Chinese social changes and achievements? Does bias and prejudice exist in the textbooks?

Above all, the researcher has made an introduction about why choosing *the representation of China in the UK history textbooks, 1991-2015* as the title of the dissertation from three aspects, i.e. the reasons for the United Kingdom, the reasons for 1991-2015, and the reasons for history textbooks.

## **1.2 Research theoretical foundations**

The theoretical foundations of dissertation come from social constructionism and the idea of sociology of knowledge as well as Michael W. Apple.

Social constructionism is about how knowledge is socially and culturally constructed and how people construct their reality. Social constructivism emphasizes the importance of culture and context in understanding what happens in society, and thus knowledge construction based on this understanding (Derry, 1999; McMahon, 1997). Social constructionism is not a singular theory; on the contrary it has been associated with many theories, including sociology of knowledge, social phenomenology, linguistics, action theory, ethnomethodology, hermeneutics, etc. (Conroy, Thomas Michael, 1999, p.17). Kim (2001) stated that social constructivism is based on three assumptions about reality, knowledge, and learning, i.e. reality was constructed through human activity rather than being existing in advance; knowledge as a human product is socially and culturally constructed; learning is a social process and occurs when individuals are in interaction and collaboration with each other in social activities.

The terms constructivism and social constructionism often were used interchangeably. Constructivism declares that each individual constructs the world through their cognitive processes while social constructionism emphasis on social effect rather than an individual focus (Young & Colin, 2004).

Social constructionism has its origins in the philosophy of knowledge, philosophy of language, social politics (Paul Alexander McEwan, 2003, p.27-30). The philosophy of knowledge has two main threads; one is the history of pragmatism and the other is the philosophy of science. Both of them are part of epistemology that can be traced



back to Plato. These influential thinkers, including Edmund Husserl, Martin Heidegger, Jürgen Habermas, Lev Vygotsky, Ludwig Wittgenstein, Michel Foucault, etc., have made remarkable contributions to the development of social constructionism.

Social constructionism has been influenced by the idea of sociology of knowledge, which has much in common with the sociology of knowledge. Knowledge is a social production, made and shaped by the social organization of a community or society. Social institutions, such as education and media play fundamental roles in knowledge production. Knowledge and power are related and all knowledge is political. The origins of sociology of knowledge can be traced back to the work of Karl Marx & Max Weber. Influential scholars in the history of sociology of knowledge include Karl Mannheim, Michel Foucault, Antonio Gramsci, Edward Said, Marcel Mauss, Max Scheler and Thomas Luckmann, etc.

Karl Mannheim, a Hungarian sociologist, publishing *Ideology and utopia* in 1936 constructed the discipline of sociology of knowledge. Michel Foucault, a French philosopher and sociologist, made very important contributions to the sociology of knowledge. In his book *Discipline and Punish: The Birth of the Prison*, Foucault discussed the relationship between knowledge and power. He claimed that knowledge is a form of power that can conversely be used against individuals (Foucault, M., 1975, p.27). Knowledge forms discourse and discourse forms the dominant ideological ways of thinking (Foucault, M., 1975, p. 187). Knowledge is socially constructed (Foucault, M., 1975, p.28), “no knowledge is neutral”. Institutions reinforce the dominant ideology that always serves the interest of the ruling class through the curriculum and textbooks in school.

Michael W. Apple, a famous American educational theorist, for many decades, he dedicated himself to uncover the connections among knowledge and power, ideology and curriculum, culture and politics in education. He published a series of books about these issues, such as *Education and Power*, *Ideology and Curriculum*, *The State and Politics of Education*, *Official Knowledge: Democratic Knowledge in a Conservative Age*, *Cultural Politics and Education*, etc. Among them, *Ideology and*

*Curriculum* has been selected as one of the most important books in the history of Western education.

In his work, Apple discussed: whose knowledge is “official” and whose knowledge is of most worth? The controversies over “official knowledge” that usually center around what is included and excluded in textbooks really signify more profound political, economic, and cultural relations and histories. Conflicts over texts are often proxies for wider questions of power relations (Apple, M. & Christian-Smith, L., 1991, p.3). “legitimate knowledge is the result of complex power relations” (Apple, M. & Christian-Smith, L., 1991, p. 2).

Textbooks are a means for deliver ideology, mirror a particular ideology, reflect the interests of the dominant classes. The knowledge chosen into textbooks represents the ideology of dominant culture and groups. New social environment, new cultural politics and the transformation of authority relations can help build a positive power of the textbook. Textbooks are not simply “delivery systems” of “facts”. They are the results of political, economic, and cultural activities, battles, and compromises (Apple, M. & Christian Smith, L., 1991, p.1-2).

### **1.3 Research content**

Through frequency data and discourse analysis on 30 UK history textbooks from 1991 to 2015, the study will analyze questions as follows: how China has been represented in the UK history textbooks? what is the proportion of Chinese history covered in the UK history textbooks? What are the key themes frequently discussed in the UK history textbooks? Which periods of time and what themes of Chinese history have the UK history textbooks emphasized? How have the UK history textbooks described China, in relation to:

- 1) Mao Zedong
- 2) The Second Sino-Japanese War
- 3) Tiananmen Square Event in 1989

#### **1.4 Research significance**

There have been few studies on how Chinese history has been represented in the UK history textbooks, only a postgraduate student made a superficial study in China. So, this research has a groundbreaking significance.

Knowing how Chinese history was represented in the UK history textbooks is an interesting case as it gives a clue on how Western societies viewed and understood China. We can get an idea about the image of China in other countries' cognition and the policies and attitudes of the international communities toward China.

From the eyes of others, we can know better of ourselves, strengthening mutual understanding, complementarity and interchange between China and the West, galvanizing China to integrate into global community.

#### **1.5 Research aims**

The specific objectives of the study include:

- 1) basically, and most importantly, to examine the representations of China and China-related topics in the UK history textbooks since 1991 to 2015,
- 2) to analyze and summarize the essential features of Chinese history represented in the UK history textbooks since 1991 to 2015,
- 3) to analyze how topics including Mao Zedong, the Second Sino-Japanese War, Tiananmen Square Event in 1989 were discussed in the UK history textbooks,
- 4) finally, give conclusions and recommendation on the writing and teaching of Chinese history in UK history textbooks.

#### **1.6 Outline of the dissertation**

There are six chapters in this dissertation. Chapter 1 mainly introduces the research background, theoretical foundations, research content, research significance

and research aims. Chapter 2 reviews relevant literature, mainly focusing on the research on China in history textbooks of the United Kingdom, the research on China studies in the United Kingdom, the research on China in other countries' history textbooks, as well as the research on "self" and "others" in history textbooks. Chapter 3 describes the methodology of the research, including defining the research samples, frequency analysis and discourse analysis. Research results are illustrated in Chapter 4. The researcher chooses three themes including Mao Zedong, the Second Sino-Japanese War, Tiananmen Square Event in 1989 to analyze the representations of China in history textbooks of the United Kingdom. In Chapter 5, the factors influencing these representations are discussed, and recommendations for the textbooks publishers, authors and history teachers have been further put forward. Chapter 6 makes a conclusion of the dissertation.

## 2 LITERATURE REVIEW

In order to grasp the research “the representation of China in history textbooks of the United Kingdom”, the study has investigated many websites and databases, such as EBSCO, ERIC, ProQuest, Google Scholar, JSTOR and PQDT, CNKI<sup>①</sup>, etc. Furthermore, many international institutions and associations are conducting a study of history textbooks. Among these, several influential organizations are United Nations Educational, Scientific, and Cultural Organization (henceforth UNESCO), Georg Eckert Institute for International Textbook Research (henceforth GEI), International Society For History Didactics, American Textbook Council, Hoover Institution of Stanford University, Japan Textbook Research Center, The International Association for Research on Textbooks and Educational Media, etc. These institutes and associations owned their special publications and journals. After investigating these resources as well as other databases from the Internet, the researcher found that there have been few studies on how China has been represented in the UK history textbooks. Therefore, the researcher will conduct the literature review from the following four aspects: the first one is on China in history textbooks of the UK, the second one is on the images of China in other countries’ history textbooks, the third is on overseas studies on China, the last one is on the “self” and “others” in history textbooks.

### 2.1 Research on China in history textbooks of the United Kingdom

The most relevant research is a postgraduate student’s thesis named *Chinese History in the UK History Textbooks* written by a Chinese postgraduate student from Hebei Normal University in 2014. The author chose eight history textbooks to analyze how Chinese history was described in these textbooks, including *History in Progress*:

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<sup>①</sup> The CNKI (Chinese National Knowledge Infrastructure) is a database containing papers of journals and degree thesis written in Chinese in PRC.

1066-1603 (Heinemann, 2008), *History in Progress: 1603-1901* (Heinemann, 2008), *History in Progress: 1901 to present Day* (Heinemann, 2009), *Twentieth Century History International Relations since 1919* (Cambridge University Press, 2004), *The Modern World* (Oxford University Press, 2001), *Appeasement and the Road to War* (Hodder and Stoughton Press, 2006), *Modern World History* (Cambridge University Press, 2001), *Modern World History*, (Hodder Educational Press, 2009). The author just translated the Chinese history in textbooks from English to Chinese, as the translation content accounts for a very large proportion, close to 50% of the whole thesis. Based on the translation of the original text, she used content analyze approach to analyze the characteristic of Chinese history and the shortcoming of the description of China in the UK history textbooks. She considered that history textbooks in the UK concerned more about the modern Chinese history than the ancient one, paying attention to women's issues, and the content about China described in textbooks existed bias and prejudice (Duan, 2014). Also, Duan's thesis only chose 21st century history textbooks in the UK to analyze Chinese history.

Chen Qiang (2016) chose the British high school history textbook *China from Empire to People's Republic* as an example to analyze the feature of Chinese history depicted herein. *China from Empire to People's Republic* was written by Michael Lynch, which is currently used in Britain. The author discussed how this textbook narrated the Chinese history during 1900 to 1949, from the declining of Qing dynasty to the founding of the People's Republic of China (henceforth PRC). Chen argued that this textbook paid much more attention to political history rather than economic history, and there is almost no cultural history of China, the way it describes China in this textbook reflected the view of Western-centric of the author.

Chen Weibi (2015) briefly introduced and commented on Britain's war with China in Britain's secondary school history textbook of *Minds and Machines, 1750-1900*. Chen regarded that China was depicted as a nation of hubris, very ignorant and stupid in the 1840s in this history textbook.

In short, there have been few studies on China in the UK history textbooks, and the current research only focuses on the textbooks published in the 21st century. The

size of research sample is relatively small and lacking of in-depth analysis.

## 2.2 Research on China studies in the United Kingdom

China studies in the UK have a long history, which began in the early 19th century. According to the Reay Report, a special school in London University was built in 1916, i.e. the predecessor of the School of Oriental and African Studies, University of London. Most of the researchers on China studies in the UK come from higher educational institution. Daoist studies at Oxford University fly his colors, and Cambridge University was famous for Chinese ancient science and technology and thus published *The Cambridge History of China*.

*The Cambridge History of China* is the largest and most comprehensive history of China written in English. *The Cambridge History of China Volume 3, Sui and T'ang China, 589–906 AD*, *The Cambridge History of China Volume 10, Late Ch'ing 1800–1911* were published in the end of 1980s. It has published fifteen volumes till now. The series covers the grand scale of Chinese history from the 3rd century BC, to the death of Mao Zedong. Most of the authors are the international community sinologists.

The school of Oriental and African Studies, University of London occupied a leading position in the research of ancient Chinese cultural and modern literature. It's publication *The China Quarterly* is the most important sinology journals in the world. Many institutes including the department of the Language and cultures of China and Inner Asia, Centre of Chinese Studies, Centre of Taiwan Studies, Contemporary China institute specialized in China studies at London University. The most famous Sinologists in the UK are Frank Dikotter, Craig Clunas, Michel Hockx, Adam Yuet Chau, etc. Frank Dikotter specialized in modern Chinese history, he published many books about modern China, such as *Crime, Punishment and the Prison in Modern China, 1895-1949* (New York: Columbia University Press, 2002), *Narcotic Culture: A History of Drugs in China* (London: Hurst; Chicago: University of Chicago Press; Hong Kong: Hong Kong University Press, 2004), *Exotic Commodities: Modern*

*Objects and Everyday Life in China* (New York: Columbia University Press, 2006). Professor Craig Clunas, a fellow of the British Academy, specialized in the cultural of the Ming Dynasty of China, his books *Art in China* (Oxford: Oxford University Press, 1997), *Empire of Great Brightness: Visual and Material Cultures of Ming China, 1368-1644* (London: Reaktion Books; Honolulu: University of Hawaii Press, 2007) discussed the material cultures of Ming dynasty. Adam Yuet Chau discussed religion in contemporary China (*Miraculous Response: Doing Popular Religion in Contemporary China*, Stanford, CA: Stanford University Press, 2005).

Niu Yunping, a professor from China investigated research group on China studies and the journal of *The China Quarterly*. Based on the data collection of *The China Quarterly*, the author analyzed the characteristics of China studies in the UK. Niu (2008) pointed out that China studies in the UK covers many fields in China, such as economic system, the judicial reform, relations between China and Japan, population policy, environmental problems, boundary disputes and border war, Tibet issue, etc. The research topic focuses on Chinese politics, economic, science, education and history. According to the author's statistics, during the past eight years, the articles about politics and law published in *The China Quarterly* make up 53.45%, the articles about history and geography only make up 7.13%. Among them, 4.19% articles focused on the historical, economic, political issues in Mao Zedong's era. Finally, Niu pointed out that although the scholars from the UK paid much more attention to empirical study, they have carried out many field survey and interview with others in rural and urban cities, but it is very difficult for them to look China completely impartially, for every scholar has his or her value orientation.

The famous sinologist, an authority on the history of 19th and 20th century China, is Cambridge University professor Hans van de Ven, who conducted many researches on China, such as the Chinese maritime customs service, the founding of the Chinese Communist Party (henceforth CCP), the society for military history in China, etc. Hans van de Ven wrote a book *War and Nationalism in China: 1925-1945* (Taylor & Francis, 2003). In this book, professor Hans van de Ven described in detail the roles of the Chinese and Japanese armies in the battle of the front and the role of the Chinese



government during the War between China and Japan.

Rana Mitter, a professor of the history and politics of modern China at the University of Oxford, conducted some research on the contemporary Chinese nationalism, Republican era Chinese history. His book *Forgotten Ally: China's War with Japan, 1937-45* (US title) or *China's War with Japan, 1937-45: The Struggle for Survival* (UK title) was named a Book of the Year in *Financial Times*, *Economist*, *New Statesman*, *Observer*, *Sunday Telegraph*, *Daily Telegraph*, etc.

In short, most of the scholars on China studies come from higher educational institution in the UK, and they focused more on China studies in the UK than the research on China in the UK history textbooks. The research on China studies is more comprehensive and profound than on China in history textbooks.

### **2.3 Research on China in other countries' history textbooks**

Although there have been few studies on how China was represented in the UK history textbooks, there have been many studies on China in other countries' history textbooks. In this section, the author will introduce the research on how other countries' history textbooks have describe China, such as Japan, Germany, America, Russia, India, France, Canada, etc.

Li Wen (2007) made a global investigation: China in foreign textbooks, including the history textbooks from Russia, America, Germany, Japan and India. In this investigation, Li argued that Americans focused on the modern history of China, such as the Cultural Revolution, Chairman Mao, the Great Leap Forward, and Deng Xiaoping's reform and opening-up policy. Furthermore, Taiwan and human right are also topics that have been favored by textbook authors. Japan's history textbooks hold higher interested in China's ancient history. The textbooks allocated a lot of space to introduce the history of ancient China. In Germany's history textbooks, China owned the most mysterious ancient civilization; China has the four great inventions. Now, China wants to be a superpower, whether in the economic, political and military aspects. History textbook authors supported the idea of the China threat. As for the

Russia history textbook, the content of Chinese history accounts for the biggest proportion in Russia, except for the history of their own country. Russia's history textbooks recognized and highly praised ancient Chinese history, and China has grown into one of the most rapid and stable developing countries. China is a model of how to become a high efficient modern country from a poor country. In India's history textbooks, China was a very strange nation, most of the Chinese are peasants, and they ate diverse kinds of animals. India's history textbooks also introduced the decline of ancient Chinese culture. In short, Li Wen made a global investigation on five countries' history textbooks, but unfortunately, the UK history textbooks were not included.

Three reporters from *Global Times* conducted another study on China about history textbooks in France, America and Germany. The result about China's images in America and Germany correspond with the opinions of Li wen. As for France, the author told us that China was a forgotten country in secondary school history textbooks, and there is only one chapter in senior high school history textbooks. The book introduced Chairman Mao and Deng Xiaoping. Mao Zedong's thought, such as society equality, against the hierarchies of status, had a deep effect on French. And the textbooks also criticized the lack of democracy and human rights in China (Xia Jin, Qing Mu, & He Hongze, 2005).

Yeow Tong Chia (2013) examined the conceptions of Chineseness and the perceptions of China in Ontario's (a province in central Canada) high school history textbooks from 1945 to the end of the 1980s. The author argued that the Chinese history in Ontario's history curriculum was a Western-centric one. The paper demonstrates that the post-World War II Chinese history reflected a view of Chineseness.

A Chinese professor Yang Biao (2014) wrote a book *China in Japan's History Textbooks*. He studied the evolution of the relevant Chinese history written in school history textbooks in Japan since the 1980s. Yang translated and introduced the contents of Chinese history in Japan's history textbook chronologically, from ancient China to modern China. From Yang's analysis, we can find that Japan's history

textbooks cut down many Chinese history, diluting the influence of China in East Asia and exaggerate China's military threat to the world.

An American professor Li Yin (2006) wrote a book named *China in American Textbooks*. He selected many history textbooks widely used in America and introduced and analyzed Chinese history in these books. In his book, Li analyzed the traditional Chinese philosophy and religion, as well as modernization in China in the view of west-center theory and China in the Cold War.

The War between China and Japan are the focus of researchers; many scholars made a deep study on this topic. The researcher will introduce how Australia, Russia, U.S.A have described the war in their school history textbooks in the following section.

Liu Wenming & Peng Peng (2017) wrote a paper *Absence of Chinese Anti-Japanese War from WWII in Australian High School History Textbooks*. The authors pointed out that relating to the War between China and Japan in Australian history textbooks, the main story is not about how Chinese resistance to Japan, but the war U.S.A and Australia against Japan. China was absent from the narrative of WWII in the textbooks. The Rape of Nanjing, though mentioned in many Australian history textbooks, is not narrated as much as the Holocaust. It is regarded as less important than the dropping of atomic bombs. The author pointed out that such historical construction, with its West-centric perspective, is not helpful for students to learn Chinese history objectively and to form a truly view of China.

In some Russia history textbooks, only one sentence about Japanese invasion into China in 1937. The Second World War began on September 1, 1939, i.e. the German assault in Poland. The War between China and Japan was regarded as the independent war between two countries unrelated to the Word War II (Nuowei kefu & Yu Zimei, 2015).

Sun (2015) took four textbooks as samples to analyze how U.S.A history textbooks described Sino-Japanese War. The four books are as follows: *World Civilizations: The Global Experience* (Boston, MA: Longman, 2011), *The Earth and its People* (Boston, MA: Cengage Learning, 2011), *The Ways of the World*

(Bedford/St. Martin's, 2012), *Traditions & Encounters: A Global Perspective on the Past: from the Beginning to 1000* (McGraw Hill, 2006). Sun discussed the cause of the war, Nanjing Massacre, and China's participation and contribution in the Sino-Japanese War. In his analysis, although U.S.A. history textbooks specifically tell us the war was an invasion by Japan, but the narrative about this war was very briefly, as if China as the ally was forgotten.

In short, there are many studies on China in other countries' history textbooks, especially in Japan and America. The research results include not only paper and articles but also lots of professional books.

#### **2.4 Research on the “self” and “others” in history textbooks**

In recent years, scholars have started to ask “how textbooks construct ‘otherness’, and how they address the dichotomy of self and other as well as diversity and interculturality, and whether all these constructions contribute to cultural integration” (Fuchs, E., 2011, p.24).

Some scholars selected eight textbooks generally used in schools to make a comparative study of the Korean War depicted in Korean, Japanese, and U.S. secondary school history textbooks (Suh, Y., Yurita, M., & Metzger, S.A., 2008). Violet H. Harada (2000) from the University of Hawaii analyzed how the U.S. history textbooks treated Asian Americans. The author told us that Chinese and Japanese were the most frequently narrated groups in the U.S history textbooks; Asian Americans were depicted as passive agents in the U.S. history textbooks. The author suggested that the U.S. history textbooks should devote more space to the Filipino, Korean, and Asian Indian American groups.

Masato Ogawa (1999) analyzed the treatment of Japan in Japanese and U.S. history textbooks. It concluded that Japanese textbooks emphasized the relationship between Japan with the U.S. and China, while the U.S. textbooks stressed the role and policies of the U.S. in Japan.

Gotelind Müller (2011) analyzed the way in which “Europe” is framed by

Chinese history textbooks. He has made arguments on how to frame “the self” and “the other”, as well as the teaching of world history in Chinese history during the twentieth century.

Dimitris Zachos and Anastasia Michailidou (2014) investigated the new sixth grade’s history textbooks widely used in Greece, both for teachers and students. The author discussed how the “others” was presented in these history textbooks by using a content analysis approach.

Alm, M. (2014) from Aarhus University, Denmark conducted a study about the image of Europe in the U.S. World History textbooks from 1921 to 2001. The basic historical narrative about Europe has remained stable, which indicates “the image of Europe has long been fixed in American historical culture” (Alm, M., 2014, p.237).

How textbooks depict self and others from the objective and neutral perspective? Textbook editors should go beyond the difference in ideology, values, culture and political system, avoiding intensified rivalry on the controversial issue. Indeed, this calls for the long-term efforts of many scholars.

## **2.5 Summary**

This chapter reviews literature about the representation of China in history textbooks of the United Kingdom. There have been few studies on how China was represented in the UK history textbooks. So, the researcher enlarges the literature review from four aspects. The most relevant research about China in history textbooks of the United Kingdom is a postgraduate student’s thesis, but the textbook sample size of the research was very small and there existed some problems, such as the narrow scope, superficial study and single research method. Other researches on China in the UK history textbooks only focus on the textbooks published in the 21st century. Most researches on China studies come from higher education institutions and universities in the UK, such as Cambridge University, London University and the *Journal of the China Quarterly*. China studies in the UK covers a wide range of areas about China. The scope and the depth of the research on China studies exceed the research on the

representation of China in the UK history textbooks. In contrast with the few types of research on China in the UK history textbooks, there have been many studies on China in other countries' history textbooks, especially in Japan and America. In addition, research on the "self" and "others" are the academic matters of international concern. Many scholars discussed the way of depicting self and others in history textbooks.

### 3 RESEARCH METHODOLOGY

This study uses content analysis to analyze the representations of China in 30 UK history textbooks. Content analysis is often used to analyze large quantities of text such as textbooks, newspapers, magazines, archives or any other written materials. Content analysis focuses on language features and meaning in context. Because its rules for analysis are explicit, transparent and public, it is systematic and verifiable (e.g. in its use of codes and categories) (Mayring, 2004, p.267-269). Content analysis is widely used as a device for extracting numerical data from word-base data (Cohen, L., Manion, L., & Morrison, K., 2011, p.563). Content analysis can describe the relative frequency and importance of certain topics as well as to evaluate bias, prejudice or propaganda in print materials (Anderson & Arsenault, 1998, p.101-102).

How does content analysis work? Ezzy pointed out that content analysis starts with defining a sample of research, and then coding and categorizing (involving counting and logging the occurrences of words, phrases, sentences, etc.), analyzing the data, finally concluding – drawing conclusions from the text (Ezzy, 2002, p.83). In content analysis, frequency analysis will be used to get the concepts, words, phrases or occurrences in the texts and reporting them in tabular forms. Using this methodology, the research will consider the following factors: how the material was generated; from which channel the material came from; who were involved; how the material was recorded, edited; whether the people cited in the documents were willing to, or able to and did tell the truth, etc.

In the study, at first, the researcher will define the research samples, deciding on the number and type of the books to be examined. The textbook samples not only include the latest editions and those that are widespread in use, but also the outdated series. In this condition, the researcher can investigate how the representations of China changed over a period time. Then the researcher will make some frequency analysis and use discourse analysis to analyze the following three themes, including

Mao Zedong, the Second Sino-Japanese War between China and Japan, and Tiananmen Square Events in 1988. And then the study would draw a conclusion about how China has been represented in the UK history textbooks.

### **3.1 Research samples**

In this section, the author will explain how to collect these textbooks as samples, i.e., from which channels to get these books and the reasons for choosing these textbooks as samples through introducing the content and characteristic of each textbook and its publisher.

#### **3.1.1 Channels for collecting these textbooks**

In order to get these textbooks, the author went to Georg Eckert Institute for International Textbook Research (GEI), Germany. Most of the history textbooks come from GEI, and some are bought from the Internet, such as Amazon, Taobao, and the professional network of *Educational Media Research*<sup>①</sup>. Also, the researcher has chosen the history textbooks from those important educational publishers in the UK such as Cambridge University Press, Nelson Thornes, Pearson Education, Heinemann, Harcourt Education, Collins Education, Oxford University Press, and Longman, etc.

GEI is the first international textbook research institute and also owns the largest international library of history textbooks. The Education Branch of the British Military Government has supported the development of textbook collection in subjects of history, geography, social studies and politics. “The International Textbook Institute featured some 2000 history textbooks at the time the institute was founded” (GEI, 2016, p.16), and in 1965 the library was declared as the textbook center of the Council of Europe for history and geography textbooks. The library of GEI collected many textbooks from all over the world in subjects including history, geography, and

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<sup>①</sup> Educational Media Research was an international network of research institutions and curriculum development centers, also is a databank provides information on textbooks.



religious studies, etc. Its collection of textbooks is unparalleled worldwide. Today the research library is a well-connected hybrid facility that increasingly provides digital access to its stock and service via the Internet. Its textbook collection now comprises books from over 173 different countries (GEI, 2016, p.16).

GEI cooperates with UNESCO, the Council of Europe, universities and textbook publishing houses, and it has carried out many types of researches on topics about stereotypes and prejudice in textbooks. GEI conducts applied and multidisciplinary research on textbooks and acts as a coordinator and mediator in international issues and projects related to textbooks. The founder Georg Eckert initiated the UNESCO project “promoting international understanding through school textbooks”, which undertook the first ever systematic evaluation on books of history, geography and social studies beyond continental and cultural boundaries. The close partnership between GEI and UNESCO continues to this day. They have jointly compiled important reports and handbooks. In addition to co-operating with UNESCO, the Council of Europe has also been an important partner for GEI.

The researcher conducted research in GEI for one month, looking through all the history textbooks of the United Kingdom in the library. There are almost near 1000 UK history textbooks in GEI, among them the researcher found that there are about 60 history textbooks devoting prominent sections or chapters to China in the period of the 1900s. Specifically, focusing on the time from 1991 till now, the researcher found there are 25 history textbooks of the United Kingdom describing China in the period from 1991-2015. In addition to these textbooks, the researcher has also bought other 5 textbooks from the Internet. Finally, the research samples are determined to be 30.

### **3.1.2 Reasons for choosing these textbooks as samples**

In this section, the author will explain why to choose these textbooks as samples by introducing the contents and characteristics of each history textbook and the publishers.

## The introduction of textbooks

### Defining textbook samples

After examined nearly 1000 UK school history textbooks from the 1900s to the present day, the researcher found about 60 history textbook devoted prominent sections or chapters to China. Further focusing on the history textbooks devoted some pages to China published since 1991 to the latest time, the research found that only 30 history textbooks have portrayed China. These 30 history textbooks will be taken as samples in the study. Table 3.1 below details the 30 history textbooks selected for analysis. Each book will be listed by author(s); principal title; publisher; year of publication.

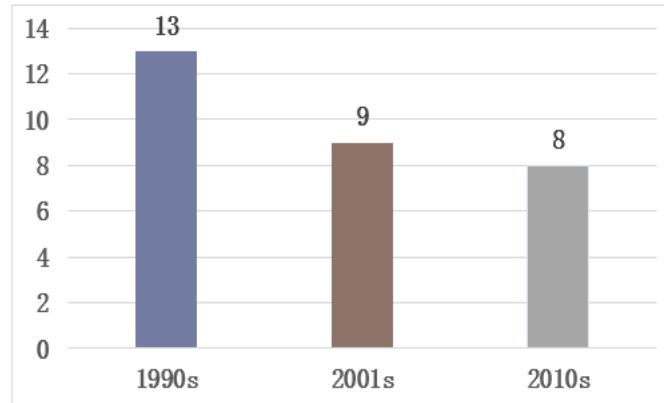
**Table 3.1 The 30 history textbooks selected for analysis**

<b>Author(s)</b>	<b>Principal Title</b>	<b>Publisher</b>	<b>Date</b>
Aylett, J.F.	The twentieth century world	Hodder & Stoughton	1991
Nichol, J. & Lang, S.	Work out modern world history	Macmillan Education Ltd	1991
Heater, D.	Reform and revolution	Oxford Univ. Press	1991
Middleton, H. & Heater, D.	Atlas of modern world history	Oxford Univ. Press	1991
Brooman, J.	Imperial China	Longman	1991
O'Callaghan, B.	A history of the twentieth century	Longman	1992
Howarth, T.	Twentieth century history	Longman	1993
R. D. Cornwell	World history in the twentieth century	Longman	1993
Tate, N.	GCSE modern world history	Hodder & Stoughton	1993
Brooman, J.	China since 1900	Longman	1996
Lancaster, T., & Peaple, D.	The modern world	Causeway Press Ltd	1996
Edmonds, J.	2000 years of world and British history	George Philip Ltd	1998

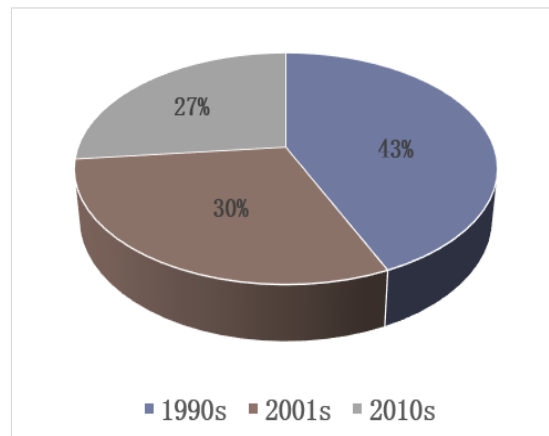
<b>Author(s)</b>	<b>Principal Title</b>	<b>Publisher</b>	<b>Date</b>
Martell, H. M.	Imperial China from 221BC to AD 1294	Evans Brothers Limited	1998
Culpin, C.	Making history: world history from 1914 to the present	Collins	2001
Todd, A.	The modern world	Oxford Univ. Press.	2001
DeMarco, N.	The world, this century: working with evidence	Collins	2001
Grant, R.G.	Systems of government: communism	Evans Brothers Limited	2005
Bryden, J., Elder K., McGovern, B., & Murray, D.	The world	Hodder Gibson	2006
Stewart, G.	China 1900-1976	Heinemann	2006
Whitfield, R.	The impact of Chairman Mao: China, 1946-1976	Nelson Thornes Ltd	2008
Collier, M., & Rees, R.	History in progress book 1 1066-1603	Heinemann	2008
Boughey, N., Day, S., Roberts, C., & Webb, S.	History in progress book 2 1603-1901	Heinemann	2010
Clayton, S., Collier, M., Day, S., & Rees, R.	History in progress book 3 1901-present day	Heinemann	2011
Dhillon, G., Elliot, A., & Vicki A. Jolly	Intermediate modern studies	Hodder Gibson	2011
Todd, A., & Waller, S.	Authoritarian and single-party states	Cambridge Univ. Press	2011
Wells, M.	Causes, practices and effects of wars	Cambridge Univ. Press	2011
Lowe, N.	Mastering modern world history	Palgrave Macmillan	2013
Dawson, I., Bates, N., Fisher, A., & Mcfahn, R.	Making sense of history 1066-1509	Hodder Education	2014
Waugh, S.	Essential modern world history	Oxford Univ. Press	2014
Whitfield, R.	The transformation of China, 1936-1997	Oxford Univ. Press	2015

The circulation figures of the selected history textbooks in different time period is as the following:

**Figure 3.1 Time distribution of 30 history textbooks**



**Figure 3.2 Proportion distribution of 30 history textbooks**



Among the 30 UK history textbooks, 13 were published in the 1990s, occupying 43%; 9 were published in the 2001s, occupying 30%; and 8 were published in the 2010s, occupying 27%. The history textbooks published in the 21st century occupied 57%, more than half of the textbook samples.

The textbook samples not only include the latest editions and the books widely in use, but also the outdated series. Therefore, the researcher can investigate how the

representations of China in UK history textbooks changed over a period of time.

### **The titles, sub-titles and table of contents of Chinese history in 30 UK history textbooks**

The researcher uses the titles, sub-titles and tables of contents of Chinese history in 30 UK history textbooks to build a corpus, altogether 14 pages. The details will be presented in appendix B.

### **The contents and characteristics of each history textbook**

In this section, the author will introduce the contents and characteristics of 30 history textbooks one by one, including in which stage students use these books, the proportion of Chinese history in the whole textbook, the summary of each textbook, etc.

#### **1) Robert Whitfield. (2015). *The Transformation of China, 1936-1997*. Oxford: Oxford University Press**

*The Transformation of China, 1936-1997*, written by a team of expert history teachers and authors with examining experience, covers A Level<sup>①</sup> and AS Level<sup>②</sup> content, explores the emergence of the economic growth, the transformation of PRC. It covers key events happened in China, 1936-1997, such as *civil war, communist victory, the transition to socialism, reform and control, the Cultural Revolution, mass mobilization, the PRC under Deng Xiaoping*, etc. The book encourages students to discover the relationship between political changes and economic development in China. Through the deep study of China, 1936-1997, students can get an idea of how

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<sup>①</sup> The General Certificate of Education (GCE) Advanced Level, or A Level, is a secondary school leaving qualification in the United Kingdom, offered as a main qualification in England, Wales, and Northern Ireland, as an alternative qualification in Scotland, and as an international school qualification worldwide. A Levels are split into two parts. The first part is known as AS Level. The second part is known as the A2 Level.

<sup>②</sup> A public examination taken for the GCE, with a smaller course content than an A level: since 2000 taken either as the first part of a full A level or as a qualification in its own right.

a weak, divided country have transformed and developed into a united, strong, prosperous country.

**2) Dawson, I., Bates, N., Fisher, A., & Mcfahn, R. (2014). Making Sense of History 1066-1509. UK: Hodder education**

*Making Sense of History Series* are the official texts for the Schools History Project (SHP). The SHP plays an innovatory role in secondary history education, which was found in 1972. It aims to bring new life to history for students. *Making Sense of History* also help teachers create outstanding lessons and encourage students to develop, progress and achieve.

*Making Sense of History 1066-1509* was designed for the 2014 National Curriculum, catered for Key Stage 3 students. The contents include *investigating the Middle Ages; Could medieval kings always do whatever they wanted? Are medieval wars worth remembering? etc.* There are six pages about Chinese history.

**3) Waugh, S. (2014). Essential Modern World History. Oxford: Oxford University Press**

*Essential Modern World History* is written for Key Stage 4, meeting all the main requirements of modern world study at GCSE. It not only specifies core content, but also the most popular depth studies. The book consists of many topics, including *the first and second World War, international relations, Cold War, Germany, Russia, United States of America (henceforth USA), Britain, China, etc.* It covers many important events in China 1900-1990 such as *the Boxer Rebellion, the May 4th Movement, the Long March, Mao Tse Tung and communism, war with Japan, civil war, the Great Leap Forward, the Cultural Revolution, Tiananmen Square, China under Deng, China's relations with other countries, etc.* There are 49 pages related to China, accounting for 8% of the whole textbook.

**4) Lowe, N. (2013). Mastering Modern World History (5th ed.). UK: Palgrave Macmillan**

*Mastering Modern World History* is the bestselling course book ideal for GCSE/Key Stage 4 history and adult education courses, which has five editions. The first edition was published in 1982, reprinted six times. The second was

published in 1988, reprinted nine times. The third edition was published in 1997. The fourth edition was published in 2005. The fifth edition was published in 2013. The fifth edition includes new materials on the changing face of communism in China and recent important development in the world history, including *internal affairs of the major powers, major conflicts and international relations, the rise and fall of fascism and communism, global problems-poverty and the North-South divide, pollution and population growth, etc.*

As for the Chinese history, there are 30 pages, occupying 4% of the whole textbook, including *the relations between Japan and China, China 1900-49, Life after Mao, Tiananmen Square, and the crisis of communism, etc.*

**5) Wells, M. (2011). History for the IB Diploma: Causes, Practices and Effects of Wars. Cambridge: Cambridge University Press**

History for the IB Diploma<sup>①</sup> aims to help students make a learning preparation for higher education. Four wars depicted in the textbook include World War I, World War II, Spanish civil war and Chinese civil war. There are 240 pages in this textbook with 60 pages devoted to China, making up 25% in the whole text. Speaking of the Chinese civil war, there are three units, including *origins and causes of the Chinese civil war, nature and practice of the Chinese civil war, effects and results of the Chinese civil war.*

**6) Todd, A., & Waller, S. (2011). History for the IB Diploma: Authoritarian and Single-Party States. Cambridge: Cambridge University Press**

This book is also designed for the IB Diploma, which presents four people and countries as follows: *Stalin and Russia, Hitler and Nazi Germany, Mao and China, Castro and Cuba.* As for the Chinese history, there are four units including *China's origins and rise, China's ideology, Mao's rule and the impact on China.* The content about China is from page 115 to page 163, altogether 49 pages, making up 20% of its whole text.

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<sup>①</sup> The International Baccalaureate Diploma Program is a two-year educational program primarily aimed at students aged 16–19. The program provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide.

**7) Dhillon, G., Elliot, A., & Vicki A. Jolly (2011). *Intermediate Modern Studies*. UK: Hodder Gibson**

This book covers all core and the most popular optional units for the intermediate 1 and 2 modern studies syllabus requirements of the Scottish Qualifications Authority. Topics covered include government and decision, wealth and health, crime and the law, etc. Chinese history includes the PRC, the CCP, human rights, economic change and progress, etc. The textbook consists of 228 pages, of the total number of pages there were 28 pages with China mentioned, occupying 12% in the whole text. This book pays much attention to people's livelihood and sensitive issues in China.

**8) Clayton, S., Collier, M., Day, S., & Rees, R. (2011). *History in Progress Book 3 1901-Present Day*. UK: Heinemann**

*History in Progress* is an exciting new series that delivers the requirements of the Program of Study for History, inspiring every student to succeed in history at Key Stage 3. There are three sections in this book: *Ruling, Living and Working, Moving and Traveling*. This book helps students build up a picture of what life was like for people living in the twentieth-century world. As for the contents of Chinese history, it has only four pages including *how did Chairman Mao change China? What was the Great Leap Forward? What was the Cultural Revolution?*

**9) Boughey, N., Day, S., Roberts, C., & Webb, S. (2010). *History in Progress Book 2 1603-1901*. UK: Heinemann**

The book is divided into three sections: *Ruling, Living and Working, Moving and Traveling*. It presents a picture of what life was like for people living in 1603 to 1901, what changes happened and how they affected the way people lived and worked, moved around, ruled and were ruled. The textbook consists of 191 pages, with eight pages devoted to China. The textbook presents *how was China ruled in Qing dynasty? How was the Qing Dynasty run? The life of a Qing Dynasty woman*, etc.

**10) Collier, M., & Rees, R. (2008). *History in Progress Book 1 1066-1603*. U.K.: Heinemann**

History in Progress Book 1 1066-1603 includes three units: *Ruling, Living and*



*Working, Moving and Traveling*. Chinese history was portrayed in unit 2 *living and working*, including *life in China in the Middle Ages*, *Chinese inventions*, *life in the city of Khanbaliq*, etc. The textbook devotes four pages to China, accounting for 2% of the textbook coverage.

**11) Whitfield, R. (2008). *The Impact of Chairman Mao: China, 1946-1976*. UK: Nelson Thornes Ltd**

A team of senior examiners and teachers wrote this book. Robert Whitfield is a principal examiner and retired history teacher. This book was also approved by AQA (Assessment and Qualifications Alliance). Nelson Thornes has worked in collaboration with AQA to offer students the best support for AS or A level course. The author has listed learning objectives and examiner's tips to enable the student to engage with the assessment objectives of the specification and prepare for their exams. There are many carefully chosen sources and in-depth analysis of key events and themes in the textbook to encourage students to have a deeper understanding of the period and evaluation of key issues. The textbook focuses on chairman Mao Zedong, and the events including *the civil war*, *the consolidation of power*, *economic planning and its results*, *the Cultural Revolution* presented in textbooks are all Mao-centric.

**12) Stewart, G. (2006). *China 1900-1976*. UK: Heinemann**

*China 1900-1976* was designed for AS level students to study the Chinese history. The textbook demonstrated elaborated Chinese history from the last years of the Qing Dynasty to the death of Chairman Mao. The book also depicted the war between China and Japan, Chinese civil war, communist victory, the Great Leap Forward, etc.

**13) Bryden, J., Elder K., McGovern, B., & Murray, D. (2006). *Standard Grade Modern Studies: The World, second edition*. Paisley: Hodder Gibson**

*Standard Grade Modern Studies: The World* provides the Standard Grade syllabus with material for foundation, general and credit students. The book offers course material on ideologies, the USA, Russia, China, international cooperation and conflict. The textbook devoted 30 of 188 pages to China. Chinese history including the CCP, human rights in China, China's economy, agriculture in China occupied 16% of the whole textbook.

**14) Grant, R.G. (2005). *Systems of Government: Communism*. London: Evans**

This book was designed for Key Stage 2 and Key Stage 3 students. The author Grant, R.G. was trained as a historian at Oxford University and has been a freelance writer for many years. The consultant of the book John Michael Rawcliffe lectures in history and has written various history reference books and articles for teachers. He is also a principal examiner in politics and government for University of Cambridge Local Examinations. This book elaborates what is communism, how were communist states run, and why did so many of them eventually fail. As for Chinese history, there are seven pages in the whole of the textbooks, accounting for 15%, including the following topics: *Mao Zedong, the Cultural Revolution, the Four Modernizations, Deng Xiaoping, Tiananmen Square, free enterprise in China, capitalism and corruption, etc.*

**15) DeMarco, N. (2001). *The World, this Century: Working with Evidence*. London: Collins**

*The World, this Century: Working with Evidence* was written for students at Key Stage 4. It has covered the main historical events of the 1900s, such as the World War I, the Paris Peace Treaties, the League of Nations, the Cold War, etc. Chinese history has 17 pages including *China before 1911, the civil war, China under Mao, the Great Leap Forward, the Cultural Revolution, China's foreign policy since 1949, etc.*

**16) Todd, A. (2001). *Oxford History for GCSE: The Modern World*. Oxford: Oxford University Press**

The book was written for Key Stage 4, including *the First and Second World War, the League of Nations, Russia and the Union of Soviet Socialist Republics (henceforth USSR), Germany, The USA, Cold War, South Africa, the rise of Communist China, etc.* There are 303 pages in this textbook with 20 pages devoted to China, including *the rise of Communists, the birth of Communist China, communist transformation, the Great Leap Forward, Mao and the Cultural Revolution, right against left, developments in China, China and the world, etc.*

**17) Culpin, C. (2001). *Making History: World History from 1914 to the***

**Present. London: Collins**

The textbook author Christopher Culpin is an experienced teacher and GCSE chief examiner. The book covers world history topics from 1914, i.e. the First World War to the end of Cold War. Numerous sources, eyewitness accounts, letters, posters, photographs and contemporary cartoons were presented to make the textbook more vividly and potent. The history of *China to 1949* and *China since 1949* were interpreted in the textbook. There are 25 pages devoted to China, account for 9% in the whole textbook.

**18) Martell, H. M. (1998). Imperial China from 221BC to AD 1294. London: Evans Brothers Limited**

The author Hazel Mary Martell owned a Master's degree in history from the University of Leeds. Once she worked as a librarian before becoming a writer. Hazel Mary wrote many books about the ancient world. *Imperial China from 221BC to AD 1294* belongs to *the Looking back* series, which presents a broad overview of the fascinating societies and cultures in history. *Imperial China from 221BC to AD 1294* traces the history of China from the Qin dynasty to the Mongol invasion; the contents include *the first empire Qin Shi Huang united the country, the difference between Legalist and Confucian ideas, Shi, Nong, Gong and Shang make up Chinese society, science and technology in China, arts and crafts, etc.*

**19) Edmonds, J. (1998). Philip's History Atlas: 2000 Years of World and British History. London [u. a.]: George Philip Ltd**

As an essential reference for Key Stage 3 and GCSE courses, the *Philip's History Atlas* contains key topics for secondary students of the twentieth century world history and British history, from the Roman Empire and Ancient China to world conflicts and peacekeeping operations in the 1990s. There are 64 pages in this textbook with approximately 6 devoted to China. Ancient and medieval China, such as the *Qin and Han Empires, China under the Northern Song, Ming and Manchu Qing imperial borders*, as well as *Japan and China 1931-45, Civil war in China 1945-49*, were presented in this book.

**20) Lancaster, T., & People, D. (1996). The Modern World. Lancashire:**

### **Causeway Press Ltd**

*The Modern World* was designed to meet the needs of the new GCSE modern world history syllabuses. This book contains the following features: each chapter opens with an exploration of major themes, such as *the Russian revolution, the impact of the Second World War, the USA & the communist threat*, etc. and a strong narrative is supported by reference to different types of historical source material. As for the Chinese history, there are 20 pages in the whole text, occupying 8%. The Chinese history contains: *what was it like to live in China at the start of the 20th century? Why did relations between the CCP and the GMD deteriorate after 1927? What impact did Communist rule make on China? etc.*

### **21) Brooman, J. (1996). Longman 20th Century History Series: China since 1900. Harlow, Essex: Longman Inc**

*Longman 20th Century History Series* covers the key areas of the twentieth-century world history. *China since 1900* has two editions. The first edition was published in 1988 as the same as the 1996 edition. This book was written for Key Stage 4 students. The book describes *China, which made the leap from imperial rule to communism, the rebellion, revolution and war during the twentieth-century*, as well as *the power of leadership, innovative social and economic laws, etc.*

### **22) Tate, N. (1993). GCSE Modern World History. London: Hodder and Stoughton**

*GCSE Modern World History* is designed to help students do well in GCSE course. It aims to explain what is GCSE history. The following topics were included: *The First World War and the Paris peace settlement, Mussolini and the rise of Fascism in Italy, the Weimar Republic and the rise of Hitler, the Second World War, China in the twentieth century, the USA, the USSR and the Cold War, Colonialism and its aftermath. International cooperation.* As for the contents of *China in the twentieth century*, the textbook interpreted the following topics: *Mao Zedong and the creation of a communist society, China since the death of Mao, China's foreign policies, China's isolation after 1949, China and the USSR, relations with the USA, etc.* There are 10 pages of Chinese history, occupying 5% of the whole textbook.

**23) R. D. Cornwell (1993). World History in the Twentieth Century. UK: Longman Group UK Limited**

*World History in the Twentieth Century* was first published in 1969; the new edition was in 1980, twelfth impression in 1993. The book helps students to understand current world problems by providing them with the background and perspective necessary for their understanding. It deals with the main events of the twentieth-century history: *The First and Second World War; the two great powers of the USSR and the USA; the political crises of the Middle East and Africa; the re-orientation of China to the West and the role of the major world organizations.* Chinese history contents including *the end of the Manchus 1900 to 1912, the period of the warlords 1912 to 1928, the Kuomintang (henceforth KMT) and the communists, 1928-1937, war against Japan 1937 to 1945, the communist victory 1945 to 1949, China under communism* have 38 pages, occupying 7% in the whole textbook.

**24) Howarth, T. (1993). Twentieth Century History. Harlow: Longman**

The book caters for Key Stage 4 students, and the first edition was published in 1979, the second edition in 1987, the third edition in 1989, and the eighth edition in 1993. The latest edition 1993 has been revised and updated in line with GCSE requirements. The book explores key themes of world history since 1900, including imperialism and nationalism, the First World War, the USA and USSR, the Second World War, the Third World; people and societies, etc. The book describes China from 1911-1985, including *the Warlord Years, Chiang Kai-shek and the KMT, Mao Tse-tung and the Communists, the Great Leap Forward, the Cultural Revolution, the rise and fall of the Gang of Four, The New Realism in China, etc.* There are 13 pages of Chinese history, occupying 4% of the whole textbook.

**25) O'Callaghan, B. (1992). A History of the Twentieth Century. London and New York: Longman**

First published in 1987, the sixth impression in 1992, *A History of the Twentieth Century* is specifically designed for GCSE. Arranged geographically, the text covers Europe, the USSR, the USA, Latin America, the Middle East, Britain, Asia, Africa, and international relations. Helpful margin sub-heads lead the reader through each

topic. This textbook contains 316 pages, and devotes a total of 20 pages to Chinese history, including *the beginning of modern China, the communists win power, China of Mao Zedong, China of Deng Xiaoping, etc.*

**26) Brooman, J. (1991). Imperial China: from the First Emperor to Kublai Khan. Harlow: Longman**

Longman's history textbook was designed for national curriculum history for the Key Stage 3 students. The book explores five themes of imperial China, including the first emperor of China, the great dynasties, life and belief, science and invention, China and West.

**27) Middleton, H. & Heater, D. (1991). Atlas of Modern World History. Oxford [u. a.]: Oxford University Press**

*Atlas of Modern World History* is an atlas for students to learn the 20th century world history. The book presents many authoritative texts, numerous attractive illustrations, photographs and high-quality maps. The textbook consists of 31 units including *Europe and the world, Europeans in Africa, the Far East before 1912, World War, the U.S.S.R. Under Stalin, Russia in revolution, China and Japan, boom and slump in America, etc.* There are nine pages about Chinese history, including *the end of the Chinese Civil War, China in the world, China under the Western heel before 1912, the extension of Nationalist control, CCP fortunes until 1936, etc.*

**28) Heater, D. (1991). Presenting the Past Book 3. Reform and Revolution. Oxford [u. a.]: Oxford University Press**

*Presenting the Past* is a series of three books, which provides excellent coverage of the core history study units for the national curriculum and a wide range of optional history study units for Key Stages 3 and 4. *Presenting the past Book 3. Reform and Revolution* was written for Key Stage 3, which provides a broader, more thematic coverage of Britain and the world from the 18th century to the present. There are eight chapters in the book, including *empires, industrial revolution, revolutions, reforms in Britain, new nations, world wars, Asia and Africa, super-power rivalry, etc.* As for Chinese history, it includes *fall of Manchus, the KMT, the Long March, war with Japan, the Communist Revolution, the Cultural Revolution, etc.* The textbook consists

of 8 pages about Chinese history, occupying 5% in the textbook.

**29) Nichol, J. & Lang, S. (1990). *Work Out Modern World History GCSE*. Basingstoke [u. a.]: Macmillan Education Ltd**

The book was designed as a guide either for the whole course or for the period of revision just before GCSE. The author Jon Nichol has played an important role in developing ideas and syllabuses for the teaching of history, aged 11-18 years old. His books are the most widely used for teaching modern world history. Sean Lang is an experienced history teacher and education pundit. He is involved in new developments in teaching at GCSE and A Level.

The book contains 11 chapters, including international relations, the First and Second World War, Russia, German, America, China, etc. There are 21 pages of Chinese history, occupying 9% of the whole textbook. The Chinese content includes *the Warlords, the KMT and the Communists, China and Japan, the Communist Regime, the Cultural Revolution, the struggle for power, etc.*

**30) Aylett, J.F. (1991). *In Search of History: The Twentieth Century World*. London: Hodder & Stoughton.**

*In Search of History: The Twentieth Century World* was written for the students in Key Stage 3 and 4. The book contains the following topics: *the world in 1901, the Russian revolution, America between the wars, South Africa, Japan since Hiroshima, war in Vietnam, nuclear weapons, Latin America, global problems, the Super-Powers in the 1980s, etc.* This textbook consists of 128 pages, however, out of 128 pages, only 4 pages are devoted to China and China-related topics. The contents of China include *China and revolution, China since the Revolution, Red Guard, commune, etc.*

### The introduction of publishers

**Table 3.2 Publishers and the number of published textbooks**

Publisher	No. of textbooks
Longman Group UK Limited	5

<b>Publisher</b>	<b>No. of textbooks</b>
Oxford University Press	5
Heinemann	4
Cambridge University Press	2
Hodder Gibson	2
Collins Education	2
Hodder and Stoughton	2
Evans Brothers Limited	2
MacMillan Education Limited	1
Nelson Thornes Ltd	1
Hodder Education	1
Causeway	1
George Philip Ltd	1
Palgrave Macmillan	1

The 30 history textbooks were published by a total of 14 publishers. Most of them are the important book publishers in the UK, such as Pearson Education, Cambridge University Press, Oxford University Press, Nelson Thornes, Harcourt Education, Collins Education, etc. Among these, five textbooks were published by Longman and Oxford University Press, four textbooks were published by Heinemann. Each of these five publishers, including Cambridge University Press, Hodder Gibson, Collins Education, Hodder and Stoughton, Evans Brothers Limited published two books. Macmillan Education Limited, Nelson Thornes Ltd, Hodder Education, Causeway, George Philip Ltd and Palgrave Macmillan, each of these six publishers published one book.

Among the 14 publishers, Longman, Heinemann, Causeway Press belonged to Pearson Education. Pearson Education is a British education publishing and assessment institution providing service to schools and students. Pearson has some publishing imprints, such as Longman, Heinemann, Causeway Press, Modern Curriculum Press, BBC Active, etc. Longman Group UK, which published five textbooks was founded in London, England in 1724. As a main multinational textbook



and reference book publisher, Longman offers a coherent, flexible response to national curriculum history. Each book is carefully designed in content, choice of sources, as well as presentation and provides an exciting, thorough, historical study. Heinemann is a publishing house founded in 1890 in the United Kingdom, which is also an imprint of Pearson Education Limited.

Oxford University Press is the largest university press in the world, and the second is Cambridge University Press. Hodder Gibson, an imprint of Hodder Education, is a Hachette UK company. They offer a wide variety of textbooks specifically focusing on the Scottish examination system.

Collins has been publishing educational books for almost 200 years. They published a full range of textbooks for the UK and international curricula to support teachers and students, especially for Key Stage 3 and Key Stage 4 courses. Nelson Thornes is also a famous educational publisher in the UK; now Nelson Thornes is part of Oxford University Press.

Macmillan Education Limited owned over 150 years of publishing experience. Now, the name of Macmillan Education has become synonymous with high-quality publishing around the world. They provide for teachers and students textbooks at every stage of the learning journey.

In short, these textbooks are of good quality and have been used in the UK widely, and many of the publishers are the most important publishing companies in the UK. So, the author chooses textbooks published by these companies as research samples. The samples are representative.

### **3.2 Frequency analysis**

After expounding the research samples, the researcher will use frequency analysis to calculate the proportion of Chinese history covered in each UK history textbooks, as well as the key themes and its frequency in 30 UK history textbooks.

From the frequency statistics, we can acquire the key point of contents and the criteria of selection materials of the 30 UK history textbooks.

“Through frequency and space analysis, we can know how much or how little space is allocated to a particular event, theme, people or topic. Where is the emphasis of the textbooks? How many times a term is used or a person or people are mentioned? How much space is allotted to a country or topic, etc.” (Pingel, F., 2010, p.67)

The samples of this study consist of 30 UK history textbooks published from 1991 to 2015. At first, the researcher will measure the proportion of Chinese history in each textbook, and then calculate out the key themes, events or persons and accordingly the frequency of their depiction in 30 history textbooks. The first step of data collection involved a close examination of words, sentences, paragraphs, and pages that touch on information about China, especially about the following three themes: Mao Zedong, the Second Sino-Japanese War, and Tiananmen Square Event. The study sought to determine what percentage of the total space in each textbook have been devoted to these topics.<sup>①</sup> The study measured the proportion of the texts related to a particular topic in a single page. For example, if 20 percent of a particular page has been devoted to the Second Sino-Japanese War, the researcher counted 0.2 page and added up all those numbers of pages in which that particular topic has been discussed in each textbook, in order to figure out the quantitative coverage of the topics on China in the textbooks.

Here lists the proportion of Chinese history in 24<sup>②</sup> UK history textbooks:

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<sup>①</sup> The “total space” in the textbooks here means the space for textual pages that includes cover pages, table of contents, index, bibliography, glossary, chronology, and the like.

<sup>②</sup> The research sample is 30 history textbooks, but there are 6 history textbooks, including *China since 1900*, *Imperial China: from the First Emperor to Kublai Khan*, *Imperial China from 221BC to AD 1294*, *China 1900-1976*, *The Impact of Chairman Mao: China, 1946-1976*, *The Transformation of China, 1936-1997*, focused on only Chinese history. So here only calculate the proportion of Chinese history in 24 UK history textbooks.

**Table 3.3 The proportion of Chinese history in the UK history textbooks**

Note: Number of pages relating to the Chinese history in the UK history textbooks. The first number indicates the number of pages devoted to China; the second one indicates the percentage (%) of the Chinese history referred to in a certain book.

<b>Books</b>	<b>Pages</b>	<b>...%</b>
History for the IB diploma: causes, practices and effects of wars	60	25
History for the IB diploma: authoritarian and single-party states	49	20
Standard grade modern studies: the world (2nd ed.)	30	16
Systems of government: communism	7	15
Intermediate modern studies	28	12
Work out modern world history GCSE	21	9
2000 years of world and British history	6	9
Making history: world history from 1914 to the present	25	9
The modern world	20	8
Essential modern world history	49	8
The world, this century: working with evidence	17	7
World history in the twentieth century	38	7
Oxford history for GCSE: the modern world	20	7
A history of the twentieth century	20	6
GCSE modern world history	10	5
Reform and revolution	8	5
Making sense of history 1066-1509	6	5
Mastering modern world history (5th ed.)	30	4
Twentieth century history: the world since 1900 (2nd ed.)	13	4
History in progress book 2 1603-1901	8	4
In search of history: the twentieth century world	4	3
Atlas of modern world history	9	3
History in progress book 1 1066-1603	4	2
History in progress book 3 1901-present day	4	2

Besides the following six history textbooks (*China since 1900, Imperial China:*

from the First Emperor to Kublai Khan, *Imperial China from 221BC to AD 1294*, *China 1900-1976*, *The Impact of Chairman Mao: China, 1946-1976*, *The Transformation of China, 1936-1997*), other 24 history textbooks describe China from a global perspective, which means, putting Chinese history into the world history. Among the 24 history textbooks, the book with the highest proportion of Chinese history covered is *History for the IB Diploma: Causes, Practices and Effects of Wars*, with 25% of the whole textbook narrating China. The second one is *History for the IB Diploma: Authoritarian and Single-Party States*, with 20%. The lowest proportion of Chinese history in the UK history textbook is 2%, i.e. *History in Progress Book 1 1066-1603* and *History in Progress Book 3 1901-present Day*. In average, Chinese history in the UK history textbooks selected accounts for 8% of textbook coverage. Among 24 UK history textbooks, the proportion of Chinese history in 19 textbooks is less than 10%. If we exclude the following 2 textbooks (*History for the IB Diploma: Authoritarian and Single-party States*, *Systems of Government: Communism*, which especially describe single-party states and communism, China is one of them), the proportion of Chinese history occupies 7% of the UK history textbooks. Apart from the 30 history textbooks, there are many history textbooks that have allocated no space to China. Therefore, we can draw a conclusion that the Chinese history has occupied small proportion in the UK history textbooks and has been paid little attention.

In this study, text search as a tool was used to find words or phrases in the text of history textbooks, for “text search works very effectively as a way of locating all the paragraphs in which a person is mentioned, a topic raised or a question asked” (Pat Bazeley, 2007, p.168).

In the data collection, the headword and table of contents of each textbook were examined for the inclusion of the 3 topics.

**Table 3.4 The key terms and frequency in the UK history textbooks**

Note: Here, the key terms mean the terms appearing in the table of contents, the titles, sub-titles or headwords in UK history textbooks.

<b>Terms</b>	<b>Frequency</b>	<b>Terms</b>	<b>Frequency</b>
Mao Zedong	98	Land Reform	8
Communist	97	The Red Army	8
Civil war (1945-1948)	36	Gang of Four	8
The Cultural Revolution	36	Sun Yatsen (Sun Yat-sen)	7
The Great Leap Forward	29	The Five-Year Plan	7
War with Japan	28	Confucius (Confucianism)	7
The KMT	24	Relations with the USA	6
Chiang Kaishek	20	Manchuria	6
The Long March	18	The Boxer Rebellion	5
Chinese Communist Party	14	Ideology	5
Communism	13	Propaganda	5
The Hundred Flowers Campaign	13	The People's Republic of China	4
Commune	12	The Northern Expedition	4
Relations with the USSR (the Sino-Soviet Split)	10	Human rights	4
The Warlords	10	Four Modernization	3
Education	10	The 1911 Revolution	3
Tiananmen Square	9	Guerrilla Warfare	3
Collectivization	9	United Force	3
Democracy	9	The Shanghai Massacre	3
Women	9		

Through frequency analysis, the Chinese history in the UK history textbooks presented the following characteristics: Devoting considerable attention to modern

Chinese history; the history of ancient China was almost omitted; Emphasizing on political and economic issues; Emphasizing on writing the life of ordinary people especially women, for example the term women appeared for nine times. Issues related to the CCP represented by chairman Mao are hot spots, especially Mao Zedong (which was mentioned for 98 times in UK textbooks). Communist is the second most popular theme in these textbooks, mentioned for 97 times. The Cultural Revolution and civil war (1945-1948) is No.3, each appearing for 36 times; the Great Leap Forward is No. five, appeared in textbooks for 29 times.

These events or person can be classified into two categories, one is important figures, the other is important events, and the two categories can be classified into five subcategories as follows:

Important figures:

- The CCP represented by Mao Zedong
- The KMT represented by Jiang Jieshi

Important events:

- The Second Sino-Japanese War
- The Cultural Revolution
- Tiananmen Square Event

Issues related to the CCP include the following topics: communist, civil war, the PRC, the Cultural Revolution, the Great Leap Forward, the Long March, the Hundred Flowers Campaign, commune, collectivization, Gang of Four, land reform, the Red Army, relations with the USA, relations with the USSR, the Sino-Soviet Split, the Five-Year Plan, propaganda, ideology, Four Modernization, guerrilla warfare, United force, Tiananmen Square, human rights, education, women, democracy (democratic, democratization), etc. Issues related to the KMT include Jiang Jieshi, civil war, woman, the Northern Expedition, the Shanghai Massacre, Sun Yatsen, the 1911 Revolution, etc. The Second Sino-Japanese War include the topics of Manchuria and wars with Japan.

The researcher will choose three themes including Mao Zedong, Tiananmen Square Event, the War between China and Japan to analyze how China has been

depicted in the UK history textbooks. Mao Zedong was the leader of the CCP, the founder of the PRC. To some extent, Mao Zedong represented China. Most of the themes listed in table 3.4, such as communist, civil war the Cultural Revolution, the Great Leap Forward, the Long March, CCP, communism, the Hundred Flowers Campaign, commune, education, collectivization, women, the Red Army, the Five-Year Plan, ideology, propaganda, guerrilla warfare, united force can be included into the theme of Mao Zedong. For example, Mao Zedong launched the Cultural Revolution and the Great Leap Forward. Mao Zedong led the Red Army to defeat Japan. From analyzing the images of Mao Zedong, we can get the views about how the UK history textbooks have regarded China.

There exist many different views about the Second Sino-Japanese War in the UK history textbooks and Chinese history textbooks, and the event of the War between China and Japan is also a hot and sensitive topic in China. Tiananmen Square Event was a turning point in the Western's understanding of China, and the change of the description of this event reflected how the views and attitudes of the UK history textbooks toward China differed.

In short, the author will use this classification drawn from the statistics of frequency to write the following chapters. Discourse analysis will be used to analyze images of China depicted in the UK history textbooks from three aspects in chapter 4.

### **3.3 Discourse analysis**

What is discourse? Simply put, discourse is “the use of language” (Chilton, P. 2004, p.16), dealing with the relationship among text, discourse and context, “an integral aspect of power and control” (Bloor, M. & Bloor, T. 2007, p.4). Bernstein once claimed that “how a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and the principles of social control” (Bernstein, 1971, p.47). “Discourse can be both an instrument and an effect of power” (Foucault, 1998, p.101). In short, discourse includes all forms of communication. Discourse is always

associated with power. Who owned the power, who manipulated discourse. On the contrary, power is transmitted and practiced through discourse.

Discourse analysis is the study of language in use, including the “content” of the language being used, the themes or issues being discussed, the structure of language and how this structure functions to help make meaning in specific contexts (Gee, 2014, p.8). “how language functions in maintaining and changing power relations in contemporary society” (Fairclough, 2001. p. viii). Discourse analysis regards talk and texts as social practices (Potter & Wetherell, 1994, p.48), and it focuses on the constructions and reproduction of power in texts and conversations, language in social contexts and interactions (Cohen, L., Manion, L. & Morrison, K., 2011, p.575). Discourse is always associated with ideology. The question of the relationship between ideology and language has been debated since Plato and Aristotle (David Machin and Andrea Mayr, 2012, p.209). Discourse analysis has sought to show how language can be used as ideological instruments.

Wetherell, M., Taylor, S., & Yates, S. (2001) pointed out four methods of discourse analysis as follows: analyzing words in context; analyzing interactions conducted through language; analyzing patterns of language use; analyzing the links between language and the constitution, structure and nature of society. As one of research methodology, discourse analysis is not just one approach, but also a series of interdisciplinary approaches that can be used in social studies, such as linguistics, education, international relations, communication studies, etc. There is no clear consensus about what discourse is or how to analyze them (Jørgensen, M. & Phillips, L. 2002, p.1).

Discourse analysis is not just a method for data analysis but has its theoretical and methodological foundations. First, philosophical premises regarding the role of text in the construction of the world, second, theoretical models, third, methodological guidelines, and fourth, specific techniques for analysis. In short, theory and method are intertwined in discourse analysis (Jørgensen, M. & Phillips, L. 2002, p.4).

Michel Foucault is the key founder of discourse analysis. Foucault argued that “truth” is embedded in and produced by systems of power. Actually, there is no



objective truth about our knowledge of the world. Reality is only accessible to us through categories (Jørgensen, M. & Phillips, L. 2002, p.5). Our knowledge and representations of the world are not reflections of the reality, but rather are products of our ways of categorizing the world. Students' access to reality is through text or language in textbooks. With the language used in the textbook, the author creates representations of reality that are never mere reflections of a pre-existing reality but contribute to constructing reality. That does not mean that reality itself does not exist, but they can only gain meaning through discourse used in textbooks (Jørgensen, M. & Phillips, L. 2002, p.8-9).

As ideological discourses, textbooks introduce young people to a dominant culture represented by the power. Through discourse analysis, we can get a context for the analysis of the interplay of power, history and culture.

“Texts can be studied for the ways that they categorize people, events, places and actions” (David Machin & Andrea Mayr, 2012, p.2). Which kinds of events and persons are in the foreground and which are in the background? What's included in the text? What's omitted and why? “Different kinds of choices can affect the meaning of texts and reveal the underlying ideology of the texts” (David Machin & Andrea Mayr, 2012, p.2).

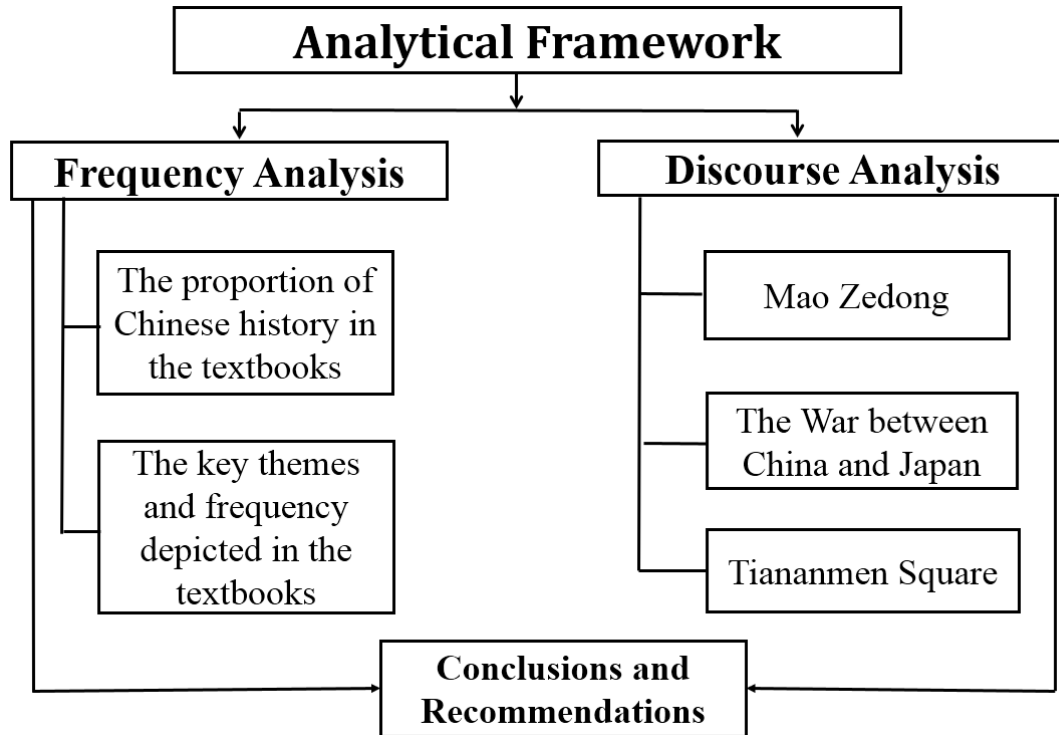
Whose voices are heard in textbooks? Whose knowledge is included? which group(s) receives the most sustained attention? Whose stories are being told? To what extent do school textbooks act as a filter in the ignoring of other views? Do texts exclude or marginalize particular groups who are part of a nation's history, e.g. those representing social, cultural, religious, economic, ethnic or geographical groups (Keith Crawford, 2000, p.5)?

In this research, when the discourse analysis is used to conduct a study on how the UK history textbooks depicted China, the following factors must be considered: what language the source cited in the UK history textbooks was written in, what

country and place the source come from, who wrote it (and when), and who published it (and when), which genre the source belongs to: a biography, someone's diary, an interview, a news item, a report, or something else? Analyze the ways how messages are carried, and meaning is constructed in context, find additional information on the author of the text, as well as their institutional and personal background (Schneider, F., 2013).

In addition, this research will analyze the choice of words in the text to reveal the undercurrents and implications of the textbook author. Judge which words was chosen to describe how someone has spoken; for example, the choices of quoting verbs in the textbooks, the descriptive verbs or the neutral structuring verbs can direct us to make a judgment about if the author has a negative, moderate or friendly attitude to the events. By examining how verbs of saying are used in actual texts, we can develop our sense of how they have been used to influence the way a reader will interpret events and persons (David Machin & Andrea Mayr, 2012, p.61).

To some extent, there is no neutral way to represent a person or event in any text. All the narrators have their value orientation and judgment in their mind and which will be affected in the discourse. In the following chapter four, the researcher will use frequency analysis and discourse analysis to analyze how China was represented in the UK history textbooks from three themes, including Mao Zedong, the Second Sino-Japanese War, Tiananmen Square Event in 1989. These themes provide a clear analytical framework for evaluating the representation of China in the UK history textbooks. The diagram below illustrates the analytical framework of the research.

**Diagram 3.1 The analytical framework of the research**

### 3.4 Summary

In the study, the research samples are the 30 history textbooks. Of the 30 history textbooks, 25 came from Germany, five were bought from the internet. Among the 30 textbooks, the books published in the 1990s are 13, occupying 43%; the books published in the 21st century were 17, occupying 57%. The 30 history textbooks were published by a total of 14 publishers. Most of them are important book publishers in the UK, such as Longman Group UK Limited, Oxford University Press, Heinemann, etc. The samples are representative.

After expounding the research samples, the researcher uses frequency analysis to calculate the proportion of Chinese history covered in each UK history textbook, as well as the key themes and its frequency in 30 UK history textbooks. Through frequency analysis, we can see issues related to the CCP represented by chairman Mao and the war between Japan are hot spots in UK history textbooks. So, the study will choose Mao Zedong, the War between China and Japan as well as Tiananmen

Square Event to analyze how China has been depicted in the UK history textbooks. Discourse analysis will be used to conduct a study on how the UK history textbooks depicted China.

## **4 RESEARCH RESULTS**

In this chapter, three themes including Mao Zedong, the Second Sino-Japanese War, Tiananmen Square Events in 1989 will be chosen to discuss how did the UK history textbooks depict China. By analyzing each topic, at first the researcher will calculate the key terms and frequency related to Mao Zedong, the Second Sino-Japanese War, Tiananmen Square Events, and then use discourse analysis to analyze the representations of these three themes in the UK history textbook. Finally, the research would give some conclusions.

### **4.1 Mao Zedong in history textbooks of the United Kingdom**

From the frequency statistics in chapter three, we know the key term Mao Zedong appeared for 98 times in the UK history textbooks. Thus, the researcher will discuss the representations of Mao Zedong in the UK history textbooks in the following section. To some extent, Mao represented China in the UK history textbooks. So, here Mao not only implies Mao Zedong himself but also the issues related to Mao Zedong.

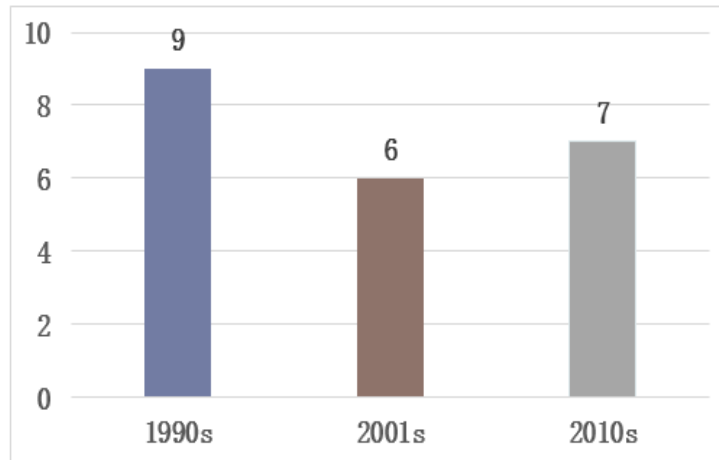
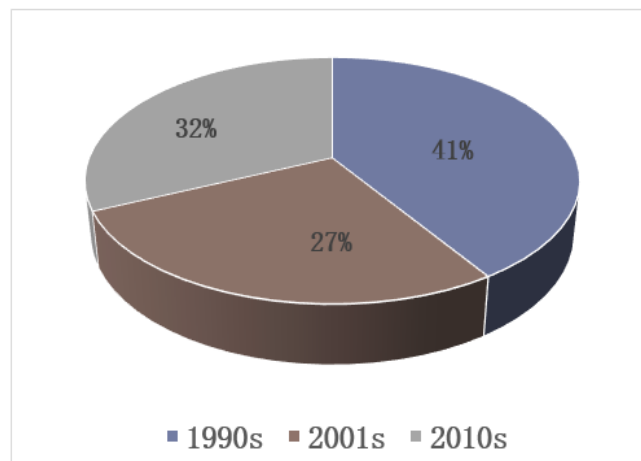
Mao Zedong, Wade-Giles romanization Mao Tse-tung, (1893-1976), commonly known as Chairman Mao in China. He worked as a library assistant at Peking University in 1919, where he became a member of the CCP. Mao established the Jiangxi Soviet, the independent, peasant-based government in south-eastern China in 1931. He became the new, unchallenged leader of the CCP during the Long March. Mao led his guerrilla forces in the Second Sino-Japanese War and proclaimed the PRC in 1949. After becoming the founding leader of the PRC of China, Chairman Mao launched the Great Leap Forward in 1958 and the Cultural Revolution in 1966, both of which caused tens of millions of deaths and a decade of chaos in China.

How did the UK history textbooks depict Mao Zedong? After line-by-line looking through 30 UK history textbooks, the researcher found there are 22 history textbooks allocating prominent space to Mao. In the following section, the researcher will analyze the frequency of the themes related to Mao, and then use discourse analysis to draw a conclusion based on close reading of the 22 textbooks. They were:

- Whitfield, R. (2015). *The transformation of China, 1936-1997*. Oxford: Oxford University Press.
- Waugh, S. (2014). *Essential modern world history*. Cheltenham: Nelson Thornes.
- Lowe, N. (2013). *Mastering modern world history (5th ed.)*. Basingstoke [u. a.]: Macmillan Press Ltd.
- Wells, M. (2011). *History for the IB diploma: causes, practices and effects of wars*. Cambridge: Cambridge University Press.
- Todd, A., & Waller, S. (2011). *History for the IB diploma: authoritarian and single-party states*. Cambridge: Cambridge University Press.
- Dhillon, G., Elliott, A. & Vicki A. Jolly (2011). *Intermediate modern studies*. UK: Hodder Gibson.
- Clayton, S., Collier, M., Day, S., & Rees, R. (2011). *History in progress book 3 1901-present day*. UK: Heinemann.
- Whitfield, R. (2008). *The impact of Chairman Mao: China, 1946-1976*. UK: Nelson Thornes Ltd.
- Stewart, G. (2006). *China 1900-1976*. UK: Heinemann.
- Grant, R.G. (2005). *Systems of government: communism*. London: Evans.
- Culpin, C. (2001). *Making history: world history from 1914 to the present*. London: Collins.
- DeMarco, N. (2001). *The world, this century: working with evidence*. London: Collins.
- Todd, A. (2001). *Oxford history for GCSE: the modern world*. Oxford (u. a.): Oxford Univ. press.

- Lancaster, T., & Peaple, D. (1996). *The modern world*. Lancashire: Causeway Press Ltd.
- Brooman, J. (1996). *Longman 20th century history series: China since 1900*. Harlow, Essex: Longman Inc.
- Howarth, T. (1993). *Twentieth century history*. Harlow: Longman.
- R. D. Cornwell (1993). *World history in the twentieth century*. UK: Longman Group UK Limited.
- Tate, N. (1993). *GCSE modern world history*. London: Hodder and Stoughton.
- Bryn O'Callaghan (1992). *A history of the twentieth century*. London and New York: Longman.
- Heater, D. (1991). *Presenting the past book 3. reform and revolution*. Oxford [u. a.]: Oxford Univ. Press.
- J. F. Aylett (1991). *In search of history: the twentieth century world*. London: Hodder & Stoughton.
- Nichol, J. & Lang, S. (1991). *Work out modern world history GCSE*. Basingstoke [u. a.]: Macmillan Education Ltd.

Among 22 UK history textbooks, there are nine history textbooks published in the 1990s occupying 41%, six published in 2001s occupying 27%, seven published in 2010s occupying 32%. The history textbooks published in the 21st century occupying 59%, more than half of the textbooks. The time and proportion distribution of 22 history textbooks is as following:

**Figure 4.1 Time distribution of 22 history textbook****Figure 4.2 Proportion distribution of 22 history textbook**

A range of UK history textbooks published from 1911 to 2015 were examined to investigate how the UK history textbooks described Mao Zedong. This study is based on a self-constructed corpus: a corpus of Mao Zedong. Texts collected into corpus come from the contents of the themes related Mao Zedong in 22 UK history textbooks.

In this section, the researcher will discuss the representations of Mao Zedong in 22 UK history textbooks from three aspects. At first the researcher will use text search to find out the key terms and frequency about Mao Zedong in UK history textbooks,



and then use discourse analysis to analyze the evaluation of Mao, and thus finally give some conclusions.

#### 4.1.1 The frequency analysis of Mao Zedong

After looking through 30 UK history textbooks, the researcher found there are 22 textbooks allocating some space to Mao (Whitfield, R., 2015; Waugh, S., 2014; Lowe, N., 2013; Wells, M., 2011; Todd, A., & Waller, S., 2011; Dhillon, G., Alison Elliott & Vicki A. Jolly, 2011; Clayton, S., Collier, M., Day, S., & Rees, R., 2011; Whitfield, R., 2008; Stewart, G., 2006; Grant, R.G., 2005; Culpin, C., 2001; DeMarco, N., 2001; Todd, A., 2001; Lancaster, T., & Peaple, D., 1996; Brooman, J., 1996; Howarth, T., 1993; R. D. Cornwell, 1993; Tate, N., 1993; Bryn O'Callaghan, 1992; Derek Heater, D., 1991; J. F. Aylett, 1991; Nichol, J., & Lang, S., 1991). The researcher will examine the proportion of the themes related to Mao in Chinese history in 22 UK history textbooks and the key terms and frequency in the UK history textbooks in this section.

**Table 4.1 The proportion of the themes related to Mao in the section of the Chinese history in 22 UK history textbooks**

<b>Books</b>	<b>Pages<sup>①</sup></b>	<b>...%</b>
History in progress book 3 1901-present day	4/4	100
Authoritarian and single-party states	38/49	78
The modern world	12/20	60
Systems of government: communism	4/7	57
The world, this century: working with evidence	9/17	53
The impact of Chairman Mao: China, 1946-1976	81/152	53
Work out modern world history	11/21	52

<sup>①</sup> Note: Number of pages relating to the contents of Mao Zedong and the Chinese history in UK history textbooks. The first number indicates the number of pages devoted to Mao Zedong, the second one indicates the number of pages devoted to Chinese history.

<b>Books</b>	<b>Pages<sup>①</sup></b>	<b>...%</b>
A history of the twentieth century	8/20	40
World history in the twentieth century	15/38	39
China since 1900	18/48	38
Reform and revolution	3/8	38
Mastering modern world history	11/30	37
Oxford history for GCSE: the modern world	7/20	35
China 1900-1976	58/178	33
Essential modern world history	16/49	33
In search of history: the twentieth century world	1/4	25
Making history: world history from 1914 to the present	6/25	24
GCSE modern world history	1.5/10	15
Causes, practices and effects of wars	8/60	13
The transformation of China, 1936-1997	30/224	13
Twentieth century history	1/13	8
Intermediate modern studies	2/28	7

The book with the highest proportion of the themes related to Mao among 22 UK history textbooks is *History in Progress Book 3 1901-Present Day*, which allocated 4 pages to China, and all of them are related to Mao, occupying 100%. The second one is *Authoritarian and Single-Party States*, which has 49 pages about Chinese history, 38 pages about the issues related to Mao, occupying 78%. The lowest one is *Intermediate Modern Studies*, accounting for 7%, and the average proportion is 38%. That's to see, the themes related Mao Zedong occupied a high proportion in Chinese history in 22 UK history textbooks. The Chinese history in UK history textbooks is closely related with the story of Mao Zedong.

Among 30 UK history textbooks, there are 22 history textbooks allocating some space to Mao. Based on the corpus, the researcher will analyze the representations of Mao Zedong in the UK history textbooks from the aspects of Mao's achievements and failures.

**Table 4.2 Mao's achievements and failures**

<b>Achievements</b>	<b>Failures</b>
Formed the Chinese Communist Party	Launched the Great Leap Forward
Led the Long March	Launched the Cultural Revolution
Led the war against Japan	
Found the People's Republic of China	

Mao's main achievement focused on the early leadership of the CCP and leading the Long March and the war against Japan. His most significant achievement is that he created a unified country and a strong centralized government for China. Chinese people have more education opportunities, improved communications, greater equality for woman, increased food production, and rapid industrial development, etc. Mao's failure focused on his decisions on launching the Great Leap Forward and the Cultural Revolution.

**Table 4.3 The key terms and frequency about the evaluation of Mao in 22 UK history textbooks**

<b>Terms</b>	<b>Frequency</b>
Leader	27
Emperor	7
Dictator(Ship)	6
Revolutionary	4
Thinker	3
Strategist	3
Hero	3
Saviour	2

Terms	Frequency
Helmsman	2
God	2
Demi-God	1
Tactician	1
Reformer	1
Liberator	1
Poet	1
Murderer	1
Bandit	1

Speaking for the evaluation of Mao, the most frequent word in 22 UK history textbooks is a **leader**, appearing for 27 times. The second one is an **emperor**, appearing for seven times. The third one is a **dictator (ship)**, appearing for six times. Mao being **revolutionary** appeared for four times. The term **thinker, strategist, hero**, each appeared for three times. In addition, some UK history textbooks authors regarded Mao as a **savior, a helmsman, a God**, and each of these terms appeared for two times. Also, Mao as a **liberator, tactician, reformer, poet, demi-god, murderer, bandit** each appeared for one time. Many of them focus on positive evaluations about Mao, such as **thinker, strategist, hero, savior, helmsman, tactician, poet**, etc. And there exist some negative evaluations, such as a **murderer, dictator**, etc.

Mao's main achievements focused on what he served as a strategist, leader, liberator and savior, and also as a Great Helmsman. As a great strategist and leader. Mao was a "statesman, political and military strategist of genius (Todd, A., & Waller, S., 2011, p.142; Whitfield, R., 2008, p.138). Mao, with extraordinary calmness and wisdom, used "successful guerrilla tactics against the Japanese", leading the Eighth Route Army, the New Fourth Army, and the general public towards victory step by step (Waugh, S., 2001, p.600). Mao was "a great revolutionary leader" (Culpin, C., 2001, p.183-184). Mao formed the CCP with other 11 men in Shanghai in July 1921

and established China's first Communist state at Jiangxi in 1931(Grant, R. G., 2005; Howarth, T., 1993). Mao became the new, unchallenged leader of the Communists after the Long March, later no one can equal or exceed Mao (Wells, M., 2011, p.194; Heater, D., 1991, p.137; Lancaster, T., & Peale, D., 1996, p. 220; Waugh, S., 2014, p.596).

As a liberator and savior of the nation, Mao is also a benefactor of the people. Mao "liberated the Chinese peasants from feudalism and Japanese invasion" (Todd, A., & Waller, S., 2011, p.139-141). To many, he was seen as a liberator, "fighting to defend China's national interests" (Waugh, S., 2014, p.500). The People's Republic of China was declared on October 1, 1949, and this was due mainly to the leadership of Mao Zedong (Waugh, S., 2014, p.592; Mike Wells., 2011, p.181; J. F. Aylett., 1991, p.54).

Furthermore, Mao was also regarded as "the Great Helmsman" (Heater, D., 1991, p.137). In his later life, he "steered the revolutionary course for China on its voyage towards a communist utopia" (Whitfield, R., 2008, p.2). Under the leadership of Mao, China was transformed in some ways, such as "making some progress in equality for women; Chinese became better educated and more healthy; liberated people from hunger and starvation" (Whitfield, R., 2008, p.139).

Mao's failures focused on what he served as a dictator and a murderer. Mao was a dictator, his personal dictatorship became the main characteristic of post-1949 China (Wells, M., 2011, p.205). "Mao saw himself and his will as supreme and resented any indication to the contrary" (Stewart, G., 2006, p.108). Mao has the ultimate authority, "a man without law or god". There were no restraints on Mao.

Mao was a murderer. Mao was the greatest mass murderer in human history (Todd, A., & Waller, S., 2011, p.141). The Great Leap Forward and the Cultural Revolution launched by Mao resulted in millions of deaths across China (Grant, R. G., 2005, p.18; Dhillon, G., Elliott, A. & Vicki A. Jolly, 2011, p.170). In 1959 a famine started, in which more than 30 million Chinese people died-the great famine in history (Clayton, S., Collier, M., Day, S. & Rees, R., 2011, p.113). His desire to maintain revolutionary enthusiasm led to the unwise policies of the Great Leap Forward in

1958 and the Cultural Revolution of 1966, both of which caused immense disruption and loss of life (Grant, R. G., 2005, p.16). Many UK history textbooks detailed the results brought by the Great Leap Forward and the Cultural Revolution.

The Great Leap Forward caused a disaster, tens of millions of people suffered its effects. One fifth of the population of Xizang was wiped out in the famine. One quarter of the population in Anhui, Henan and Sichuan died. The annual death rate increased by 250 per cent during the famine years in Beijing ... This was the greatest famine of the twentieth century-and of all recorded human history. (Whitfield, R., 2008, p.84-85)

Mao achieved authoritarian power at the cost of millions of lives:

38 million died in the famine of 1958-61; 27 million died in labour camps between 1950 and 1976, 3 million were killed by execution, mob violence and suicide between 1950 and 1951 and a further 3 million during the Cultural Revolution. (Todd, A., & Waller, S., 2011, p.142)

One thing must be mentioned: among these evaluations about Mao, the term *leader* appeared for 27 times in 22 UK history textbooks. The researcher divided it into three categories according to which term they belong to, the commendatory term? the neutral term? or the derogatory term? Please see table 4.4:

**Table 4.4 Distribution of the term “leader”**

<b>Commendatory</b>	<b>Neutral</b>	<b>Derogatory</b>
a charismatic leader	an unchallenged leader	a ruthless leader
an infallible war leader	a revolutionary leader	
	a controversial leader	

Apart from the term **unchallenged leader** appearing for three times, each term including **a charismatic leader, an infallible war leader, a revolutionary leader, a controversial leader, and a ruthless leader** appeared for one time. As a leader, most evaluations about Mao belonged to the commendatory and neutral term, only a ruthless leader belonged to the derogatory term.

In all, from the frequency statistics, we can see issues related Mao Zedong occupied a large proportion of contents in UK history textbooks. To some extent, Mao Zedong represented China in UK history textbook. The 22 UK history textbooks paid much attention to the achievements of Mao. Mao as a leader was detailed in the textbooks. And the failures about Mao also are the favorite of textbooks' authors; for example, Mao served as a dictator and murderer because of launching the Great Forward and the Great Cultural Revolution.

#### **4.1.2 The discourse analysis of Mao Zedong**

Through the components of the textbooks, such as the titles, headlines, students' activities, sources cited in the texts. How were the texts organized by the title and sub-title? How might the organization affect the students' interpretation of history? What was the author supposed to think or feel about the subject presented? Which words in the title invited a particular response? We can see the role of Mao Zedong in the UK history textbooks.

*The Impact of Chairman Mao: China, 1946-1976* just used Mao as the book's title. *History for the IB Diploma: Authoritarian and Single-Party States* especially allocated one chapter for China, the title of which is *Mao and China*. In the book *A History of the Twentieth Century*, one separate unit was *Mao's China*. In their opinions, to some extent, Mao represented China in the UK history textbooks. And we can also know the author's value-orientation from which place China was placed in. For example, the book *History for the IB Diploma: Authoritarian and Single-Party States* allocated one chapter to China, which implies that the author regarded China under Mao as an authoritarian country.

Here, the researcher will choose four history textbooks as examples to analyze how UK history textbooks described Mao Zedong, including: *Intermediate Modern Studies*, *Systems of Government: Communism*, *History in Progress 1901-Present Day*, *History for the IB Diploma: Authoritarian and Single-Party States*, etc.

*Intermediate Modern Studies* and *Systems of Government: Communism* didn't provide for any details about Mao; it just used a few sentences to tell the students directly and clearly that Mao was a ruthless leader (Dhillon, G., Elliott, A. & Vicki A. Jolly, 2011, p.170). He launched the "Great Leap Forward" which led to famine and poverty and millions of deaths across China through starvation (Dhillon, G., Elliott, A. & Vicki A. Jolly, 2011, p.170) and "introduced the Cultural Revolution to re-establish his authority" (Dhillon, G., Elliott, A. & Vicki A. Jolly, 2011, p. 171). "his (Mao's) desire to maintain revolutionary enthusiasm led to the unwise policies of the Great Leap Forward in 1958 and the Cultural Revolution of 1966, both of which caused immense disruption and loss of life" (Grant, R.G., 2005, p.16). The two textbooks didn't explain the background of the Great Leap Forward and the Cultural Revolution. The information of the textbook narrative conveyed to the students that Mao was a ruthless leader and murderer, definitely responsible for the death of many people.

*History in Progress 1901-Present Day* allocated four pages to Chinese history, and all of them is about Chairman Mao. The book just used "How did Chairman Mao change China?" as one lesson's title. The author selected "the Great Leap Forward" and "the Cultural Revolution" to explain how Chairman Mao changed China. The author pointed out: China before Mao had a rich culture, but "all of that was about to change due to the ideas and leadership of one man: Mao Zedong" (Clayton, S., Collier, M., Day, S., & Rees, R., 2011, p.112).

"Mao used propaganda and terror to make the Chinese people carry out his wishes. Lots of posters were made to tell people what to do and what to think. ... Huge rallies were held to celebrate the new ideas and to punish those who did not help." (Clayton, S., Collier, M., Day, S., & Rees, R., 2011, p.113)

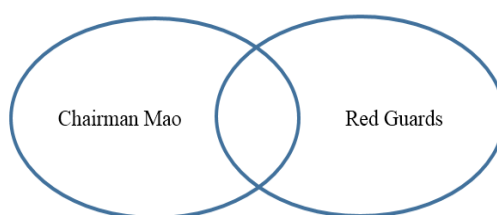


“Mao had changed the way people lived; now he wanted to change the way they thought” (Clayton, S., Collier, M., Day, S., & Rees, R., 2011, p.114). Mao started a Cultural Revolution to change the arts (painting, music, theatre) and education, beginning by “encouraging students to attack those who spread old ideas: their teachers!”. At eight huge meetings Mao told them to ‘be violent!’ “the Chinese had great respect for their traditions and for their elders”, but during the Cultural Revolution, all those gone.

The author designed a students’ activity as follows:

Who was to blame? Many Chinese people look back on the Cultural Revolution with shame.

Look again at the sources in this lesson. This time, use them to decide who was more to blame for the violence and destruction of the Cultural Revolution: Chairman Mao or the student Red Guards. To plan your answer, use a Venn diagram like the one below to organise the key details from the sources.



(Clayton, S., Collier, M., Day, S., & Rees, R., 2011, p.115)

The design of this students’ activity has a serious value orientation. Although the author asked the students to make a choice, but from the text title “*How did Chairman Mao change China?*” and the text narrative, such as “all of that due to one man: Mao Zedong”, “Mao used propaganda and terror to carry out his wishes”, “Mao had changed the way people lived; now he wanted to change the way they thought”, “Mao encouraged the students to attack teachers”, “Mao told the students to ‘be violent!’”,

etc., the answer is obvious. It is Chairman Mao, not Red Guards changed China. Mao was to be blamed.

There are many Chinese history that can be chosen to write into the UK history textbooks, but *History in progress 1901-present day* just chose “*How did Chairman Mao change China?*” to show the students what life was like in China. And Mao has got many achievements and errors. After the founding of the PRC, many new achievements had been made under the leadership of Mao. The textbook author just chose “the Great Leap Forward” and “the Cultural Revolution” to tell the students that China was in chaos just because of Mao. The author’s value-orientation was obvious and biased.

*History for the IB Diploma: Authoritarian and Single-Party States* presented four people and countries as follows: *Stalin and Russia, Hitler and Nazi Germany, Mao and China, Castro and Cuba*. The content of China made up 20% of its whole text. And among Chinese history, the issues related Mao have 38 pages, occupying 78% of Chinese history. This book described China under Mao as an authoritarian country, and methods such as mobilisation campaigns and purges were played in ensuring Mao’s authority. Propaganda and repression were made in Mao’s consolidation of power.

The textbook raised a question “What kind of ruler was Mao”. At first, the book pointed out:

“Some early authors, particularly those on the left, suggested that Mao was a visionary reformer whose mistakes were outweighed by his positive achievements. ... But these authors were writing before the Cultural Revolution and, since then, authors have been more critical.” (Todd, A., & Waller, S., 2011, p.141)

And then, the textbook used an adversative **however**, stated: “however, many people have countered these views”. The book listed their views as follows:

“Becker accused Mao of starving 30-40 million people to death during the Great Leap Forward of 1958-61, Chang has called him the greatest mass murderer in human history, responsible for the deaths of over 70 million people. Mao clearly had more potential victims than either Hitler or Stalin but, according to Chang, Mao persecuted individuals simply because of their thoughts, thus making him more tyrannical.” (Todd, A., & Waller, S., 2011, p.141)

Further, the textbook stated that “Mao’s rule contained much to condemn”, Mao achieved authoritarian power at the cost of millions of lives. Here, the textbook especially used a section of **Fact** to explain how many people died between 1950 and 1976 and during the Cultural Revolution cited from Chang and Halliday’s figures.

And then, the textbook list a section of **Source** as the following:

Backed by the immense cult of his personality, Mao, who thought himself capable of changing human nature through his mass campaigns, could demand complete loyalty to the cause of revolution as he chose to define it. Nobody and nothing could be excused from utter dedication and readiness to contribute whatever was demanded. Private life meant nothing. People were a blank sheet of paper, mere numbers to be used as the leader saw fit. Marxist autocracy reached heights of totalitarianism unparalleled by Hitler or Stalin. (Todd, A., & Waller, S., 2011, p.142)

Finally, at the end of **Unit Activities**, the textbook designed a question to students: to what extent was China under Mao a totalitarian regime?

In short, when facing how to describe Mao, *History for the IB Diploma: Authoritarian and Single-Party States* at first regarded Mao and Mao’s China as an authoritarian regime, and then when explaining the question “What kind of ruler was Mao”, although the textbook presented many different opinions about Mao, the negative statements about Mao are much more than the positive ones not only from

the content proportion but also from the forms (Fact, Source, Unit Activities) of the textbook.

Above, we used discourse analysis to analyze the representations of Mao Zedong in the UK history textbooks. The researcher focused on analyzing four UK history textbooks. *Intermediate Modern Studies* and *Systems of Government: Communism* simply and straightforwardly told the students that Mao was a ruthless leader and murderer who must be responsible for the death of many people. *History in Progress 1901-Present Day* only selected “the Great Leap Forward” and “the Cultural Revolution” to explain how Chairman Mao changed China. Mao was to blame for the violence and destruction of the Cultural Revolution. *History for the IB Diploma: Authoritarian and Single-Party States* described China under Mao as an authoritarian and totalitarian country. Mao was the greatest mass murderer in human history. In short, through the discourse analysis of Mao Zedong in the UK history textbooks, we can draw such conclusions that the UK history textbooks authors gave priority to the negative evaluation of Mao Zedong. The narrative of history textbooks focused on the errors made in Mao’s later life, while the achievements in his early life were intentionally or unintentionally omitted.

#### **4.1.3 Discussion and conclusions**

This section will discuss the evaluations of Mao Zedong; the sources have been cited in the UK history textbooks.

#### **On the evaluation of Mao Zedong**

Mao Zedong has remained a controversial figure for many years. How should Mao be evaluated? Should Mao take the whole blame for the Great Leap Forward and the Cultural Revolution? Here, at first, the researcher will give some opinions from China and other countries.

In China, an official Chinese verdict on Mao Zedong’s historical role pronounced

by the sixth plenary session of the eleventh central committee of the Communist Party of China in 1981 was that Mao's merits are primary, his errors secondary, and the mistakes were mainly made at the end of his life. The achievements of Mao Zedong outweigh his mistakes:

Comrade Mao Zedong was a great Marxist and a great proletarian revolutionary, strategist and theorist. ... His contributions to the Chinese revolution far outweigh his mistakes. His merits are primary and his errors secondary. He rendered indelible meritorious service in founding and building up our party and the Chinese PLA, in winning victory for the cause of liberation of the Chinese people, in founding the People's Republic of China and in advancing our socialist cause. (The sixth plenary session of the eleventh central committee of the Communist Party of China, 1981, p.29)

In 2013 at the symposium on the 120th anniversary of Comrade Mao Zedong's birth, Chinese president Xi Jinping said Mao was "a great proletarian revolutionary, strategist and theorist":

Mao's greatest contributions are that he led the Party and the people to find the correct path of New-Democratic Revolution, completed the anti-imperialism and anti-feudalism tasks, established the PRC and the basic socialism system, achieved fundamental success in socialist construction, and pooled experiences and created conditions for China's exploration of building socialism with Chinese characteristics. (Xi Jinping, 2013)

Except for China's most authoritative assessment about Mao Zedong, the former British Prime Minister Edward Heath issued a statement said:

"It has fallen to few men to play so large a part in the creation of their country as Mao Zedong did for the People's Republic of China. As a man of

action and as a philosopher he provided both the practical leadership and the intellectual support in the revolution from which a united China emerged.”  
(Peking Review, 1976, Oct. 8, p.36)

However, it cannot be negated that Mao took detours during the exploration of the path of building socialism. Mao made gross mistakes in his later years. It's the first time for China to construct socialism, without precedent, just like climbing a mountain that has not been reached and all climbers have to clear their way. “Mao Zedong's mistakes in his later years have their subjective factors and personal responsibility, and complicated social and historical reasons both at home and abroad also played their part. They should be viewed and analyzed comprehensively, historically and dialectically” (Xi Jinping, 2013).

The evaluation of historical figures should be analyzed in the historical conditions of their time and society, considering the history background, historical process and historical law, as well as paying attention to the relationship between historical inevitability and historical contingency. A correct historical view must be adopted to appraise a historical figure.

(We) should not simply attribute the success in historical favorable circumstances to individuals, nor should we blame individuals for setbacks in adverse situation. ... (We) cannot use today's conditions and level of development and understanding to judge our predecessors, nor can we expect the predecessors to have done things that only the successors can do. (Xi Jinping, 2013)

As Xi said, “revolutionary leaders are not gods, but human beings, although they have the high theoretical level, rich struggle experience and excellent leadership, this does not mean that their knowledge and actions can be unrestricted by era condition.” “(We) cannot worship them like gods or refuse to allow people to point out and correct their errors just because they are great; neither can we totally repudiate

them and erase their historical feats just because they made mistakes” (Xi Jinping, 2013).

Some scholars pointed out “it is wrong to blame Mao in this wholesale fashion. Such suffering as did result during both these periods arose as a consequence of protracted political warfare” (Hinton, W., 2004, p.51). The US historian Stuart Schram also suggested that many of Mao’s apparently unreasonable decisions were logical responses in the circumstances of the time.

The manifestation of a person can vary between the two extremes of good and evil, depending upon the combination of external circumstances and internal control of the person. This should be the rational starting point when we evaluate Mao as a historical phenomenon at different periods of time. (Chung, T., 1995, p.142)

As for the two different images of Mao, a legend, the “Red Star over China” in his early life, and a devil from 1958 till his death: such views are both illogical and anachronistic.

### **On the sources cited in the UK history textbooks**

When we analyze the textbooks, we should not only think about the text, but also the authors, namely the textbooks’ authors and the authors of the sources cited in the textbooks. It is necessary to consider the authors’ background, including their experience, education and fields of research. Which country (party, race) they come from? How might these factors influence the way the authors tell the story?

Most sources about Mao in the UK history textbooks come from personal memoirs and demonographies, usually written by Chinese exiles. For example, *Mao: The Unknown Story* (Jung Chang and Jon Halliday, Vintage, 2006) and *Wild Swans: Three Daughters of China* (Jung Chang, London, 1992) are the favorite of UK history textbooks author. There are four UK history textbooks recommended for students to

read or cited the sources from *Mao: The Unknown Story* (Whitfield, R., 2015, p.219; Wells, M., 2011, p. 193 p.204 p.214; Todd, A., & Waller, S., 2011, p.142; Whitfield, R., 2008, p.140) and one book *History in Progress 1901-Present Day* cited two sources come from *Wild Swan: Three Daughters of China* (Clayton, S., Collier, M., Day, S., & Rees, R., 2011, p.113, p.115). These books were written by Jung Chang and her husband Jon Halliday. Jung Chang is a Chinese-born British writer. Her parents were publicly humiliated and then imprisoned during the Cultural Revolution because they opposed Mao Zedong's policies, and this changed her previous wonderful and privileged life. Can an autobiography be truly impartial? To some extent, it is very difficult for her to hold a value-neutral attitude when evaluating Mao.

Since its publication in 2005, *Mao: The Unknown Story* has been widely reviewed. Many China experts denounced it. These experts including Jonathan Spence of Yale University, Gregor Benton of Cardiff University, Steve Tsang of St Antony, Oxford University and Andrew J. Nathan of Columbia University etc. Professor Andrew J. Nathan, whose research focused on Chinese politics and foreign policy, set off the debate with a review "jade and plastic". He pointed out "many of Chang and Halliday's claims are based on distorted, misleading or far-fetched use of evidence" (Andrew J. Nathan, 2005, p.10-13). Many China scholars questioned the book's authority. They criticized the highly selective materials and research methods used in this book, pointing out that this book is "not a work of balanced scholarship", but a "polemical study that sets out to demonise Mao". They regarded the methods and approach Chang and Halliday used in the book as a disaster for modern China studies (Gregor Benton, Lin Chun, 2010).

In addition to these books written by Jung Chang and Jon Halliday, there are some other sources cited in the UK history textbooks coming from the novels, the interview with political refugees and personal reminiscences such as *Life and Death in Shanghai* (Nien Cheng, Grafton, 1986, see J. F. Aylett., 1991, p.57). It's very difficult to judge the authenticity of these sources, and because of the experience and background, the political refugees regarded "the Mao era with nothing but horror", thus what they said cannot be truly impartial.



The author also cited the speech from Taiwan radio station when they evaluated Mao as following: “Mao Tse-tung (Mao Zedong), the chieftain of the bandits, who had plagued China and the world for 60 years, died early this morning, thus concluding his evil life” (Waugh, S., 2014, p.616). The words *bandit*, *plague*, *evil* was used to evaluate Mao. As we all know, the CCP and the KMD were long-time Nemesis, who fought each other for many years. The KMD fled to Taiwan and built another state power after defeated by the CCP. The author of the book cited the opinion from a long-time Nemesis of the CCP. It’s inevitable for Taiwan radio station to view Mao through glasses tinted by hostile prejudice.

For the long life of Chairman Mao, there are many things about Mao that the author can choose to write. Some media told some scandalous stories of Mao’s private life, such as he didn’t brush teeth, didn’t take a bath, just “washing himself in women’s body”. When we analyze the narrative of Mao in the UK history textbooks, we should consider which things the authors or their publishers saw as important for the students to learn about Mao? Which factors affect them to judge what to exclude and what to include?

*History in Progress 1901-Present Day* just selected “the Great Leap Forward” and “the Cultural Revolution” when telling the story of Mao. As we all know, Mao has many merits and errors, his errors concentrated in launching “the Great Leap Forward” and “the Cultural Revolution” in his later life. Mao has many great merits, and the most important was that he built a new unified China after many years of disunity. China became an independent power from more than a century foreign powers’ virtually colonial territory. His merits are primary, his errors are secondary. The author only gave the historical materials about Mao’s failure to the students, and the bias of selecting historical materials is obvious.

## **Conclusions**

In 30 UK history textbooks, there are 22 history textbooks allocating some space to Mao Zedong. The researcher at first used frequency statistics to calculate the

proportion of the terms related to Mao in Chinese history of the 22 UK history textbooks. And then the researcher used discourse analysis to analyze the representations of Mao Zedong in UK history textbooks.

From the frequency statistics, we can see that in terms of the proportion of terms related to Mao Zedong, the largest ratio is 100%, while the lowest one is 7%, and the average is 39%. That's to see, the themes related Mao Zedong account for the largest proportion in Chinese history of 22 UK history textbooks. The UK history textbooks paid much attention to the history of Mao Zedong.

The representations of Mao Zedong in the UK history textbooks show the glorious images of Mao in his early life and an image of despotic dictatorship in his later life.

Most sources about Mao Zedong in the UK history textbooks come from personal reminiscences, novels and interviews with political refugees. These sources are usually written by Chinese exiles, thus what they said cannot be truly impartial.

By analyzing the components of the textbooks, such as the titles, headlines, students' activities, sources cited in the texts, narratives of text, we could see the role of Mao Zedong in the selected UK history textbooks. Although the UK history textbooks presented many different opinions about Mao, negative statements weigh the positive. The UK history textbooks authors have given priority to the negative evaluations of Mao Zedong, and the narrative of history textbooks focused on the errors made in Mao's later life, while the achievements in his early life were intentionally or unintentionally omitted.

#### **4.2 The Second Sino-Japanese War in history textbooks of the United Kingdom**

The Second Sino-Japanese War began in 1931 after the Japanese invaded Manchuria of China and ended with the surrender of Japan in 1945. The KMD army led by Chiang Kai-shek and the CCP led by Mao Zedong fought for the Japanese in the war. In December 1937, the Japanese attacked China's provincial capital city, Nanjing, where the Rape of Nanking happened.

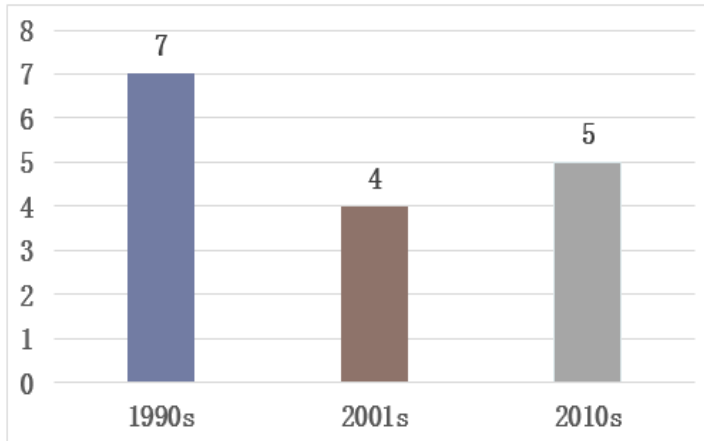
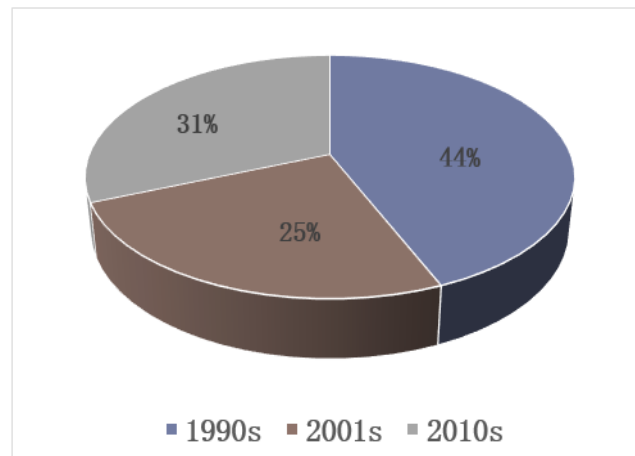
How did the UK history textbooks depict the Second Sino-Japanese War? After looking through 30 UK history textbooks, the researcher found 16 history textbooks contain such contents. In the following section, the researcher will analyze the frequency of the themes related to the Second Sino-Japanese War, and then use discourse analysis to draw the conclusion based on close reading of the 16 textbooks. They were:

- Whitfield, R. (2015). *The transformation of China, 1936-1997*. Oxford: Oxford University Press.
- Waugh, S. (2014). *Essential modern world history*. Cheltenham: Nelson Thornes.
- Lowe, N. (2013). *Mastering modern world history (5th ed.)*. Basingstoke [u. a.]: Macmillan Press Ltd.
- Wells, M. (2011). *History for the IB diploma: causes, practices and effects of wars*. Cambridge: Cambridge University Press.
- Todd, A., & Waller, S. (2011). *History for the IB diploma: authoritarian and single-party states*. Cambridge: Cambridge University Press.
- Whitfield, R. (2008). *The impact of Chairman Mao: China, 1946-1976*. UK: Nelson Thornes Ltd.
- Stewart, G. (2006). *China 1900-1976*. UK: Heinemann.
- Culpin, C. (2001). *Making history: world history from 1914 to the present*. London: Collins.
- DeMarco, N. (2001). *The world, this century: working with evidence*. London: Collins.
- Edmonds, J. (1998). *Philip's history atlas: 2000 years of world and British history*. London [u. a.]: George Philip Ltd.
- Brooman, J. (1996). *China since 1900*. Harlow, Essex: Longman Inc.
- Lancaster, T., & Peaple, D. (1996). *The modern world*. Lancashire: Causeway Press Ltd.
- R. D. Cornwell. (1993). *World history in the twentieth century*. UK: Longman

Group UK Limited.

- Bryn O’Callaghan. (1992). A history of the twentieth century. London and New York: Longman.
- Heater, D. (1991). Presenting the past book 3. reform and revolution. Oxford [u. a.]: Oxford Univ. Press.
- Nichol, J. & Lang, S. (1991). Work out modern world history GCSE. Basingstoke [u. a.]: Macmillan Education Ltd.

In the 16 UK history textbooks, there are seven published in 1990s, occupying 44%; four published in 2001s, accounting for 25%, and five published in 2010s occupying 31%. The history textbooks published in the 21st century occupied 56%, more than half of the 16 UK textbooks. The time and proportion distribution of 16 history textbooks as the following:

**Figure 4.3 Time distribution of 16 history textbooks****Figure 4.4 Proportion distribution of 16 history textbooks**

A range of UK history textbooks published from 1911 to 2015 have been examined to study how the UK history textbooks described the Second Sino-Japanese War. This research is based on a self-constructed corpus: a corpus of the Second Sino-Japanese War. Texts collected into corpus come from the contents of the Second Sino-Japanese War in 16 UK history textbooks.

In this section, the researcher will discuss the representations of the Second Sino-Japanese War in 16 UK history textbooks from the following three aspects. At first the research will use text search to find out the key terms and their frequency of

appearance in the history textbooks, and then use discourse analysis to analyze the representations of the Second Sino-Japanese War in the UK textbooks. Finally, the researcher will draw conclusions.

#### 4.2.1 The frequency analysis of the Second Sino-Japanese War

After looking through 30 UK history textbooks, the researcher found there are 16 textbooks allocating prominent space to the Second Sino-Japanese War (Whitfield, R., 2015; Waugh, S., 2014; Lowe, N., 2013; Wells, M., 2011; Todd, A., & Waller, S., 2011; Whitfield, R., 2008; Stewart, G., 2006; Culpin, C., 2001; DeMarco, N., 2001; Edmonds, J., 1998; Brooman, J., 1996; Lancaster, T., & Peaple, D., 1996; R. D. Cornwell., 1993; Bryn O’Callaghan. 1992; Heater, D., 1991; Nichol, J. & Lang, S., 1991). The researcher will analyze the proportion of the contents of the Second Sino-Japanese War in Chinese history in 16 UK history textbooks and calculate the key terms and their frequency of appearance in this section.

**Table 4.5 The proportion of the Second Sino-Japanese War in the section of the Chinese history in 16 UK history textbooks**

<b>Books</b>	<b>Pages<sup>①</sup></b>	<b>...%</b>
China since 1900	8/48	17
2000 years of world and British history	1/6	17
Reform and revolution	1/8	13
China 1900-1976	17/178	10
Mastering modern world history	2/30	7
A history of the twentieth century	1/20	5

<sup>①</sup> Note: Number of pages relating to the contents of the Second Sino-Japanese War and the Chinese history in UK history textbooks. The first number indicates the number of pages devoted to the Second Sino-Japanese War, the second one indicates the number of pages devoted to Chinese history.

<b>Books</b>	<b>Pages<sup>①</sup></b>	<b>...%</b>
World history in the twentieth century	2/38	5
The modern world	1/20	5
Work out modern world history	1/21	5
Making history: world history from 1914 to the present	1/25	4
Essential modern world history	2/49	4
The transformation of China, 1936-1997	10/224	4
The world, this century: working with evidence	0.3/17	2
Causes, practices and effects of wars	0.5/60	1
Authoritarian and single-party states	0.5/49	1
The impact of Chairman Mao: China, 1946-1976	1/152	0.7

Among 16 UK history textbooks, *China since 1900* allocated eight pages to the Second Sino-Japanese War, occupying 17% of the whole section of the Chinese history. *China 1900-1976* has 17 pages about the Second Sino-Japanese War, occupying 10% of the whole section of the Chinese history. The whole pages of *The Transformation of China, 1936-1997* are 224, but the book just allocated 10 pages to the Second Sino-Japanese War. Except for these three history textbooks, other 10 UK history textbooks only allocated one to two pages to the Second Sino-Japanese War. *The Impact of Chairman Mao: China, 1946-1976* is a book especially on Chinese history; the book has 152 pages but only allocated one page to the Second Sino-Japanese War. And another three UK history textbooks only have few sentences about the war.

*The Causes, Practices and Effects of Wars* is a book especially on war, which owned the highest portion of the Chinese history but didn't open up a separate part to narrate the Second Sino-Japanese war. The book just used a few sentences to narrate it in the Chinese civil war, which said Japan overran Manchuria in 1931. "This began the long struggle between China and Japan that intensified with the Japanese invasion

of 1937” (Wells, M, 2011, p.190).

*Authoritarian and Single-Party States*, which allocated 20% to the Chinese history put the Second Sino-Japanese War in the chapter of the *Mao and China*. At the overview of the chapter, it narrated that “the Second Sino-Japanese War briefly reunited the GMD and CCP forces and the CCP grew” (Todd, A., & Waller, S., 2011, p.115). There are only a few sentences introducing the war in the textbook.

In addition, in 30 UK history textbooks, there are another 14 textbooks that didn't allocate some space to the Second Sino-Japanese war. So, we can draw such a conclusion that the Second Sino-Japanese War is weakening or even neglected in most UK history textbooks, needless to say, acknowledging China's role in World War II.

The researcher put all the materials about the Second Sino-Japanese War together to build a corpus, and then used text search to find out the key terms and their frequency in 16 UK history textbooks. The result as the following:

**Table 4.6 The key terms and frequency about the Second Sino-Japanese War depicted in 16 UK history textbooks**

Note: the key terms mean the terms appearing in the table of contents, the title, sub-title or headword in the history textbooks.

Terms	Frequency	Terms	Frequency
War with Japan (Sino-Japanese war)	28	The Mukden incident	3
The Kuomintang (KMT, Guomindang)	10	United force	3
The Xi'an Incident	9	Chinese Communist Party	2
The Japanese invasion (Japanese aggression)	7	Zhang Xueliang	2
Guerrilla warfare	6	Liberation areas	2
Manchuria	5	Hundred Regiments Battle	1



<b>Terms</b>	<b>Frequency</b>	<b>Terms</b>	<b>Frequency</b>
The Marco Polo incident	4	Three All Campaign	1
The Rape of Nanking	3	Yang Hucheng	1
The Red Army	3	The Treaty of Tangu	1

From the key themes appearing in history textbooks, we can see the value orientation and the criteria for selecting materials of the textbook editors. Through analyzing the key themes and frequency related to the Second Sino-Japanese war in U.K history textbooks (see table 4.6), we can draw such conclusions:

The CCP and the Red Army, guerrilla warfare, Liberation areas, Hundred Regiments Battle are the narrative priorities of the editors in contrast with the KMT led by Jiang Jieshi, as the frequency of the former one is 14 times, while the later one is ten times.

The Xi'an Incident happening in the Second Sino-Japanese War, which has led to the formation of the United Force was also one of the key points of the textbooks (the Xi'an Incident, Zhang Xueliang, Yang Hucheng and the United force appeared for 15 times). The Japanese invasion, Three All Campaign, and the Rape of Nanking were also the key points of the textbooks, appearing for 11 times. The textbooks also allocated some space to the two key events about the Second Sino-Japanese war: the Mukden incident and the Marco Polo incident, with the former appearing for three times and the Marco Polo incident appearing for four times.

#### **4.2.2 The discourse analysis of the Second Sino-Japanese War**

In this section, the researcher will use discourse analysis to discuss the Second Sino-Japanese War from four aspects, including the cause of the Second Sino-Japanese War, the CCP and the KMT in the Second Sino-Japanese War, the atrocities of the Japanese army, the Rape of Nanking, and the role of China in World War II.

## The Cause of the Second Sino-Japanese War

What's the cause of the Second Sino-Japanese War? The UK history textbooks elaborated the cause of the war, among which *Longman 20th Century History Series: China since 1900* is the most typical one. *China since 1900* was published in 1988, reprinted in 1996, catering for students aged of 14-16. This book especially allocated one chapter "*The Threat from Japan*" (including three sub-sections: Japanese expansion, Manchuria, the Manchurian Incident, 1931) in Part two: *China at War*. The textbook explained the cause of the Second Sino-Japanese War by presenting students lots of images, texts and series of activities.

At first, the author showed students a map "*The Expansion of Japan, 1895-1931*" to explain that Japan had to expand because of its special geographic situation. The textbook pointed out:

"Being an island nation, Japan did not have enough space for its growing population, nor enough food for it, nor enough raw materials for its factories. The obvious solution to this problem was to grab land overseas and make an empire to provide itself with raw materials, trade outlets and room for expansion". (Brooman, J., 1996, p.15)

Then, the textbook cited a letter written by the Prime Minister, Baron Tanaka to the Emperor of Japan:

Manchu is an area of 192,000 square kilometres, having a population of 28 million people. The territory is more than three times as large as our own empire, but it is inhabited by only one third as many people. The attractiveness of the land does not arise from the scarcity of the population alone; its wealth of forestry, minerals and agricultural products is unrivalled elsewhere in the world. In order to exploit these resources ... we created

especially the South Manchurian Railway Company. (Brooman, J., 1996, p.16)

As followed, the textbook listed a Japanese poster of the 1930s which encouraged Japanese people to emigrate to Manchuria by showing the kind of life they might expect to find there. Through the scene in the poster like mountain of food, fat horse, spacious housing, three generations of the family enjoyably at the dinner, the poster conveyed its core idea: the Japanese can live a very good life in Manchuria.

In the following text, it narrated: Japan was trapped in the Great Depression in 1931. Japanese young officers sought to “foreign conquest as a way out of the Depression”. The Kwantung Army planned a military take-over of Manchuria.

In the night of 18 September 1931, the Kwantung Army occupied the town of Shenyang, claiming that Chinese soldiers had tried to blow up the Japanese-owned South Manchurian Railway just north of the town. Ignoring the protests of the League of Nations, 50,000 Japanese soldiers went on to occupy the rest of Manchuria. (Brooman, J., 1996, p.17)

Here, it illustrated with two pictures *A Japanese Photography of the Damage to the South Manchurian Railway* and *Japanese Soldiers of the Kwantung Army Guard a Street in Shenyang in 1931*. Additionally, the textbook has designed the students’ activities as followed:

### **Work section**

A. Study Baron Tanaka’s letter opposite, then answer these questions:

1. Why, according to Baron Tanaka, were the Japanese attracted to Manchuria?
2. According to Baron Tanaka, in what economic activities were the Japanese involved in Manchuria?
3. What Japanese-owned company organized all these activities?

B. Study the photograph of the damaged railway above, then answer these questions:

1. How seriously does the railway seem to be damaged?

2. For what purposes do you think the Japanese took this photograph?

3. Why do you think the Japanese reacted to the **alleged** attack on the railway so strongly?

C. “When Japan invaded Manchuria in 1931 it was not really much of a surprise.’ Judging by what you have read in this chapter, and by the map opposite, what evidence can you find to support this opinion? (Brooman, J., 1996, p.19)

In the second work section, the textbook at first asked the students to study the *photograph of the damaged railway*, and then designed three questions: *How seriously does the railway seem to be damaged? For what purposes do you think the Japanese took this photograph? Why do you think the Japanese reacted to the alleged attack on the railway so strongly?* In the third question, the author especially used the word “**alleged**”. Alleged means to say that something is true or that someone has done something wrong, although **it has not been proved**. Followed by these questions the textbook illustrated a Japanese photography of the damage to the South Manchurian Railway. The students can draw such a conclusion easily: only a few rails were destroyed, and Japan’s response to the *alleged* attack was so strong that it was actually an excuse to invade China.

In short, *China since 1900* conveyed an idea to students that the Kwantung Army invaded China deliberately by illustrating with many words and pictures as well as the series students’ activities in textbooks.

Apart from *China since 1900*, another textbook *Mastering Modern World History* has a separate sub-section to talk about *the Japanese Invasion of Manchuria in 1931*. The textbook narrated that the motives of the Japanese invasion of Manchuria were mixed:

Manchuria was a valuable trade outlet; it was essential to keep control of the province. China seemed to be growing stronger under the rule of Chiang Kai-shek, and the Japanese feared this might result in their being excluded from Manchuria ... the Japanese were suffering economic hardship because of the Great Depression. (Lowe, N., 2013, p.70)

The textbook used the words *flagrant aggression* when describing the Japanese action. Flagrant aggression means the act of attacking a country, especially when that country has not yet been attacked, with hostile violent and usually unprovoked action. The use of *flagrant aggression* showed the author's attitude to the Japanese.

In addition, the textbook *China 1900-1976* mentioned that "the Mukden incident was the trigger for the Japanese conquest of Manchuria. It was the work of the local Kwantung Army" (Stewart, G., 2006, p.62).

In all, through the discourse analysis for the cause of the war, we can conclude that the Kwantung Army deliberately attacked northeast China and the outbreak of war was inevitable. The description of the cause of the Second Sino-Japanese War in U.K history textbook is correct and objective.

### **The CCP and the KMT in the Second Sino-Japanese War**

Most of the UK history textbooks described the KMT in the war as the following: Chiang Kai-shek believed that KMT must first establish its power over the Chinese, and especially over the Communists, before it could risk a full-scale war against Japan (R. D. Cornwell, 1993. p.433). Chiang Kai-shek took no action; he preferred to continue his efforts to destroy the Communists' stronghold (Howarth, T., 1993, p.74). Rather than using his army against the Japanese, Chiang preferred to fight against the Communist Red Army in Yenan (Heater, D., 1991, p.138). Chiang regarded the Communists as the greater enemy; he said: "the Japanese are a disease of the skin; it can be cured. the Communists are a disease of the soul; it affects the whole body"

(Culpin, C., 2001, p.169).

The description of the KMT in the Second Sino-Japanese War is intriguing in the textbook of *China 1900-1976*. At first, the textbook narrated the fight for Shanghai, in which more than 250,000 KMT soldiers were dead or wounded in the battle. But in the battle of Nanjing, Chiang left the troops under an opium-smoking ex-warlord to defend the city of Nanjing. After three days of attacks, the general fled as did most of the troops that could get away (Stewart, G., 2006, p.67). What followed was “the recreation of hell”. Although the textbook goes on to introduce that the army, led by Li Zongren, has achieved great success in Taierzhuang, however, Chiang did not trust Li. The KMT achieved only a temporary victory. The Japanese occupied Xuzhou, near where Li had won his victory. The KMT “carried out a skillful withdrawal”. Chiang ordered a desperate remedy, blowing up the Yellow River garden, flooding thousands of hectares, destroying 4,000 villages and drowning thousands of people. It left a legacy of bitterness that was to reduce support for the KMT (Stewart, G., 2006, p.69).

Although the book has introduced the achievements and sacrifice made by KMT, through using a series of adjective, transitional words, most narratives of the U.K history textbooks is condemning and rejecting the KMT. For example, the use of the words “but”, “skillful retreat”, “crazy” prose narratives on the Chiang Kai-shek government’s evacuation from Nanjing and focus on their weak resistance to the Japanese army which finally led to the occurrence of the Nanjing massacre, so on and so forth.

In addition, *China 1900-1976* also cited the words “the Peanut” from Joseph Stilwell to convey the author’s assessment of the nationalist government under the leadership of Chiang Kai-shek in the Second Sino-Japanese War. Lieutenant General Joseph Stillwell, a US Chief of Staff, used to help Chiang Kai-shek build up a US-trained force. He was outraged by the incompetence of many of Chiang’s appointees and privately named Chiang as “the Peanut” (Stewart, G., 2006, p.74), a buffoon who was unwilling to fight against Japan. In American slang, the word “peanut” means a small person, a boring politician, or a petty politician. The

nickname was clearly unfriendly.

When the UK history textbooks evaluated the KMT in the Second Sino-Japanese War, many quoted the speech from Lieutenant General Joseph Stillwell, such as Chiang Kai-shek was “greed, corruption, favouritism, more taxes, a ruined currency, terrible waste of life, callous disregard of all the rights of man” (Heater, D., 1991, p.138). “Chiang Kai-shek’s ignorance and fatuous complacency are appalling, the little dummy!” (Culpin, C., 2001, p.169)

In contrast with belittling KMT, the author spoke highly of the CCP. “the Communists, however, learned how to defeat the Japanese” (Culpin, C., 2001, p.169). They set up much resistance and contained some Japanese troops. The CCP carried out the Hundred Regiments Battle to attack Japan’s railway communications and built eighteen “liberation areas” in the countryside.

The textbook *Reform and Revolution* especially compare the CCP and the KMT in the war. The author considers the Red Army’s success led by the CCP in fighting the Japanese by using the guerrilla tactics in contrast with the defeat of KMT in the battle of Japan, (Heater, D., 1991, p.138).

*The Impact of Chairman Mao: China, 1946-1976* praised the CCP in the Second Sino-Japanese War as follows:

The Communists were seen to be achieving some military successes against the Japanese, in contrast to Chiang and the GMD whose military campaigns mostly ended in defeat. Mao adopted guerrilla warfare tactics which tied down large numbers of Japanese troops and won the Communists respect from other Chinese people. (Whitfield, R., 2008, p. 6-7)

*The Impact of Chairman Mao: China, 1946-1976* also allocated some space for the *Key Term* to introduce what’s the guerrilla warfare.

*Making History: World History From 1914 to the Present* elaborated in great details about the Red Army tactics, including the basic principle of guerrilla warfare, the eight strict rules of the Red Army, Mao’s idea of “Power grows out of the barrel of

a gun” and the relationship between the CCP and the peasants, etc. In addition, the textbook list a source of a Red Army song in the students’ activity section. At first it asked students to listen to the song, and then answer four questions about the Red Army of the CCP.

The textbook described the guerrilla warfare as the following:

“When the enemy advances, we retreat,

When the enemy halts, we harass,

When the enemy retires, we attack,

When the enemy retreats, we pursue.” (Culpin, C., 2001, p.169)

*Essential Modern World History* (Waugh, S., 2014, p.597-598) specially allocated some space to the Red Army and the Japanese to illustrate how the CCP carried out the guerrilla war against the Japanese in the north-west of China.

In sum, the narratives about the CCP and the KMT in the Second Sino-Japanese War spoke highly of the CCP since it led a successful guerrilla war against the Japanese in contrast with the belittling of KMT, which foreshadowed the attitude and evaluation of the international community toward the role of China in the World War II.

### **The atrocities of the Japanese army and the Rape of Nanking**

In 16 UK history textbooks, only two textbooks discussed the atrocities of the Japanese army and the Rape of Nanking in detail. *Longman 20th Century History Series: China since 1900* used one separate section *The People at War* to elaborate the endless disaster brought by the war to the ordinary people:

“Looting, rape, torture, murder and needless destruction took place in nearly every area they [the Japanese Army] occupied ... In the eight years of war between China and Japan, some four million Chinese were killed and a



further sixty million made homeless.” (Brooman, J., 1996, p.21)

*Longman 20th Century History Series: China since 1900* cited a British journalist who recorded the disaster brought to the people of Sunkiang, a suburban city of Shanghai, China:

Sunkiang ... presented a scene of indescribable desolation and destruction. ... There is hardly a building left standing that has not been gutted by fire. Smouldering ruins and deserted streets presented an eerie spectacle, the only living creatures being dogs unnaturally fattened by feasting on corpses. In the whole of Sunkiang, which should contain a densely packed population of approximately 100,000, I saw only five Chinese. (Brooman, J., 1996, p.21)

Only in Geoff Stewart’s *China 1900-1976* the researcher found a single paragraph about the Rape of Nanjing:

Two Japanese sublieutenants entered into a competition to see who could behead the first hundred victims. Reaching a hundred each, they went on. Civilians were hung up by their tongues, buried alive, used for bayonet practice and sprayed with acid. Women were multiply raped, many to death. Age was no defence. Old women of 80 were attacked as were preteen girls. Babies were tossed in the air to be caught on bayonets. Estimates inevitably vary as to the total number of victims, but somewhere in the region of 300,000 is possible. (Stewart, G., 2006, p.68)

Further, the author pointed out that the Rape of Nanjing “must stand with the Holocaust as one of the real monuments to human bestiality” (Stewart, G., 2006, p.68).

Except for *China since 1900 and China 1900-1976*, most of the UK history

textbooks described the heinous atrocities committed by the Japanese army in China very briefly, with one or two sentences, such as “the Japanese commit terrible atrocities against Chinese civilians” (Lowe, N., 1997, p.72). “The Japanese bombed, killed, burned, robbed, raped and tortured, murdering hundreds of thousands of Chinese, including doctors and nurses” (Nichol, J. & Lang, S., 1991, p.209). The Japanese carried out “Three All Campaign – kill all, burn all, destroy all, i.e. burned down the villages and crops, slaughtered animals, poisoned wells and murdered the peasants” (Brooman, J., 1996, p.21). One textbook just marked the three words “massacre of civilians” in the location of Nanjing on the map in the textbook (Edmonds, J., 1998, p.50).

### **The role of China in World War II**

What’s the role of China in World war II? We can see the textbooks author’s value-orientation from the location where the Second Sino-Japanese War was put in and the narrative focus of the textbooks in the UK history textbooks.

*Oxford History for GCSE: The Modern World* put the contents of Japanese aggression and the Japanese invasion in the chapter of *The Rise of Communist China*. The narratives about the Second Sino-Japanese War most focused on the relationship between the CCP and the KMT. The basic narrative of the textbook was that when faced with the Japanese invasion, the KMT still regarded the CCP as their greatest enemy. Chiang Kai-shek used his main military power to defeat the CCP (Todd, A., 2001, p.275). Another textbook *Making History: World History from 1914 to the Present* noted that “Chiang Kai-shek showed little inclination to fight the Japanese. He was more interested in crushing his own enemies, the Chinese Communists” (Culpin, C., 2001, p.155). *The World, This Century: Working with Evidence* pointed out “Chiang have little enthusiasm for a war against the Japanese, preferring to destroy Mao instead” (DeMarco, N., 2001, p.183). *World History in the Twentieth Century* depicted that the KMT armies received supplies from the Western powers and Russia, they “played a minor part in the war” (R. D. Cornwell, 1993, p.434).

Instead of describing anti-Japan activities of China, many UK history textbooks elaborated American and Russia involvements in the Second Sino-Japanese War, such as the following five history textbooks: *Longman 20th century history series: China since 1900*, *China 1900-1976*, *The Impact of Chairman Mao: China, 1946-1976*, *Making History: World History from 1914 to the Present*, *Essential Modern World History*.

In the textbook *Longman 20th Century History Series: China since 1900*, the content of *Japanese conquests* was followed by *American involvement*. This book explained American involvement in great detail, such as the United States of America declared war on Japan. American supplies were provided to China, and American airfields were built in south-east China. Further, on August 1945 the Americans used atomic bombs on the city of Hiroshima and Nagasaki in Japan. The textbook told students that because of the American involvement, the long war between the two countries “came to a sudden end in 1945” (Brooman, J., 1996, p.20).

*China 1900-1976* distributed a separate section to tell students that the US military assistance, i.e. a US Chief of Staff, Lieutenant General Joseph Stillwell helped Chiang Kai-shek built up a US-trained force, and another US General Claire Chennault built up air squadrons for China, and the US opened up The Hump to transport materiel to China battleground (Stewart, G., 2006, p.74). In the Key Event *the Japanese surrendered*, the author elaborated the key events which caused the Japanese to surrender. This includes: the US submarines devastated the Japanese merchant marine and halted imports, the nuclear attack on Hiroshima and Nagasaki, Russia declared war to Japan (Stewart, G., 2006, p.76).

The author of *The Impact of Chairman Mao: China, 1946-1976* listed four *Time Points* and five events about the Second Sino-Japanese War in the timeline of this book. Among them, two *Time Points* are related to Japan’s invasion of China, i.e. Japanese invaded Manchuria in 1931, Japanese forces began to occupy the rest of China in 1937. Another two *Time Points* are about the USA, i.e. the USA entered the Second World War against Japan in 1941, Japan surrendered after atomic bomb attacked Hiroshima and Nagasaki in 1945. Only one event is about China, i.e. a

United Front between communists and nationalists against Japan was formed, which was very weak in contrast with the American's joining in the war (Whitfield, R., 2008, p.9). Through the timeline of the book, the author conveyed the core idea: the Japanese invaded China, and the American defeated Japan. The logic of its narrative is that external factors such as the involvement of the American and Russian in the war rather than the anti-Japanese struggle of the Chinese people caused the surrender of Japan.

*Making History: World History from 1914 to the Present* designed a students' assessment at the end of the textbook as following:

a) Choose two of the items from the list below. Describe how it led to the defeat of Japan.

- i) General MacArthur
- ii) US industrial strength
- iii) The atom bomb
- iv) The Burma campaign
- v) The battle of Coral Sea
- vi) Island-hopping

b) Choose the item which you think was the most important factor in the defeat of Japan. Explain your choice, comparing it with other items.

(Culpin, C., 2001, p.159)

From the six options list above, almost all the factors relating to the USA led to the defeat of Japan. On the contrary, the Chinese people's arduous struggle against Japan is not an option. The author definitely told us "if Japan were to be finally defeated, it would have to be by the USA" (Culpin, C., 2001, p.155).

Another textbook *Essential Modern World History* explained the reasons for Japanese defeat, including the collapse of the Japanese economy, the USA was able to produce more aircraft, the British and the Americans carried out new tactics in the

fighting for Japan, and the dropping of the atomic bombs, etc. (Waugh, S., 2014, p. 221-222). The textbook author designed one question as the following: what part did the following play in the Japanese defeat? A. new Allied tactics? B. air and seapower (Waugh, S., 2014, p. 226). In this question, China was not also mentioned at all.

From the descriptions about the Second Sino-Japanese War in the above five UK history textbooks, we can draw such conclusions that it was America and Russia that defeated Japan. China's contribution to the war disappeared as if China did nothing to end the war.

In short, the Second Sino-Japanese War was casually mentioned in the civil war between the CCP and the KMT in the UK history textbooks. The textbook's basic opinions were that, despite Japan's massive invasion, the civil war in China is still ongoing. And because of the Sino-Japanese War, Chiang couldn't concentrate on all his army toward the CCP and the CCP grew stronger during the war. China, which relied on foreign aid to resist the Japanese army, contributed little to the World War II.

Through the discourse analysis for the cause of the Second Sino-Japanese War, the CCP and the KMT in the Second Sino-Japanese War, the atrocities of the Japanese army and the Rape of Nanking, as well as the role of China in the World War II, we can conclude that Japan deliberately attacked northeast China, and the outbreak of war was inevitable. The description of the cause of the Second Sino-Japanese War in U.K history textbook is correct and objective. The narrative of the CCP and the KMT in the Second Sino-Japanese War in the UK history textbooks spoke highly of the CCP in contrast with the belittling of KMT. As for the atrocities of the Japanese army in the war, the UK history textbooks allocated little pages to the crime the Japanese army committed to the Chinese people. In short, the Second Sino-Japanese War was casually mentioned in the civil war between the CCP and the KMT in the UK history textbooks. The textbook's basic opinions were that, despite Japan's massive invasion, the civil war in China is still ongoing. China, which relied on foreign aid to resist the Japanese army, contributed little to the World War II.

### 4.2.3 Discussion and conclusions

#### **On the atrocities of the Japanese army and the Rape of Nanking**

The Rape of Nanking remains unknown to people. Almost none of the historical literature about the World War II discusses the Nanking massacre in great detail. The Rape of Nanking has been forgotten until *The Rape of Nanking: The Forgotten Holocaust of World War II* was published in 1997.

Why the atrocities of the Japanese army and the Rape of Nanking remain unknown to people? The reasons are as the following: for China, although the leader of the Nationalist Chiang Kai-shek had claimed clearly and firmly that China would put up a strong defense to the end, and his subordinate Tang Sheng-chih vowed to live or die with Nanking, but they retreated from this city after resisting Japan for only four days, leaving civilians alone. The Chinese government didn't want to make the news public. Furthermore, since Nanjing fell, there were no Chinese government officials, agencies and press here, thus they didn't know what had happened in this city. For Japan, it's impossible for the Japanese newspapers to report the terrible behaviour of their soldiers. For the United States, because of the Cold War, she sought to cooperate with Japan to defeat their common enemy—the Soviet Union and China, therefore they didn't want to mention the atrocities of the Japanese army publicly.

When Chinese government and army retreated from Nanjing, a group of foreigners still stayed at Nanjing. They risked their lives to help Chinese people and to expose the atrocities committed by the Japanese army to the world. These courageous Americans and Europeans established an International Safety Zone to shelter Chinese people. Most of the committee member were missionaries, professors, businessman, executives and doctors, including John Rabe, a German businessman; Lewis Smythe, a professor of Nanjing University; Minnie Vautrin a missionary and director of studies at the Ginling Women's College, etc. As the outside witness to the major war crime, they recorded the details of the events happening in Nanjing. Rabe wrote in his diary: "last night up to 1,000 women and girl are said to have been raped. You hear of nothing but rape" (Rabe, J., 2000, p.77).

Many western journalists at that time reported the massacre of Nanjing. *Chicago Daily News* called the Japanese army captured Nanjing as “Four Days of Hell” (*Chicago Daily News*, 15 December 1937, cited in Iris Chang, 1997). The correspondent of the *New York Times* reported, “Wholesale looting, the violation of women, the murder of civilians, the eviction of Chinese from their homes, mass executions of war prisoners ... [which] turned Nanjing into a city of terror” (*New York Times*, 17 December 1937, cited in Iris Chang, 1997). *Asahi Shimbun* newspaper of Tokyo reported:

“At one time, after Nanjing was captured, more than 30,000 Chinese were driven to the foot of the city wall. Machine guns then swept the crowd and grenades were thrown from atop the wall ... 30,000 people were all killed, most of them were women, children, and elderly.” (*Asahi Shimbun*, 14 December 1937, cited in Iris Chang, 1997)

The International Military Tribunal for the Far East described the rape crime as follows: “[T]here were many cases of rape...many women were killed after the act and their bodies mutilated. Approximately 20,000 cases of rape occurred within the city during the first month of the occupation. (Neil Boister and Robert Cryer, eds., *The Tokyo International Military Tribunal: A Reappraisal* (Oxford, 2008), 191, cited in Iris Chang, 1997.)

The International Military Tribunal of the Far East, which began on May 3, 1946, lasting for two and a half years, was the longest war crimes trial in history. It declared that over 260,000 noncombatants died from the end of 1937 to the beginning of 1938, and other experts estimated that this figure was over 350,000. “In modern history there is no page that will stand so black as that of the rape of Nanking”, “Few atrocities in world history compare in intensity and scale to the Rape of Nanking during the World War II”. (Iris Chang, 2011, p.3)

“Nothing the Nazis under Hitler would do to disgrace their own victories could rival the atrocities of Japanese soldiers under Gen. Iwane Matsui.” (Robert Leckie,

1987, p.303) The westerners know the Auschwitz, the millions of Jews and Polish who had been killed by the Nazis, but they didn't know what atrocities the Japanese had committed in Nanjing. When the UK history textbooks depicted the disaster the war brought to the people, they have always focused on the Holocaust and the atomic explosions in Hiroshima and Nagasaki of Japan; they have ignored the Nanjing massacre in the same way. In short, the UK history textbooks allocated little pages to the anti-humanity crime the Japanese army committed to the Chinese people, such as the Unit 731, the comfort women, the Nanjing massacre, few narrated and not deep-going. As the Nobel laureate Elie Wiesel said "to forget a holocaust is to kill twice". "Those who cannot remember the past are condemned to repeat it". In our opinion, the UK history textbooks should allocate more space to the atrocities of the Japanese army and the Rape of Nanking.

### **On the role of China in the Second Sino-Japanese War**

Through analyzing the Second Sino-Japanese War discussed in 16 UK history textbooks since 1991 to 2015, we found that the authors narrated the Second World War from the perspective of Europe and America. They mostly focused on the history of European and the Pacific war, while the pages devoted to the Chinese battlefield have been truly limited. Most textbooks authors were influenced by the European central theory, which regarded 1939 when German attacked Poland as the beginning of the World War II. China's war of resistance is seen as an independent war between China and Japan not connected with the World War II.

The books recommended to the students in the bibliography and the citations in the UK history textbooks are mostly written by Western scholars; Chinese research results about the war have rarely been cited. The selection of materials in textbooks had led to a bias when the U.K history textbooks depicted the Second Sino-Japanese War.

Because of the Cold War and the cultural background, both the West and the Chinese have been convinced that "the war was an embarrassing period, irrelevant to



the supposed glories of Mao's New China, but also of no interest to the West (Rana Mitter, 2014, p.11). And when the West evaluated the role of China in the World War II, they have been largely influenced by the opinions of Stilwell, a US military counselor at the embassy in China from 1935 to 1939. In Stilwell's assessment of the leader of China, Chiang Kai-shek, Stilwell stated: "We are maneuvered into the position of having to support this rotten regime and glorify its figurehead, the all-wise great patriot and soldier – Peanut. My God" (Joseph W. Stilwell, 1948, p.207).

In the Western Allies' view, with a badly equipped, poorly organized army, China cannot defeat a well-supplied, highly efficient Japanese army. "China was a supplicant, a battered nation on its knees, waiting for the Americans and British to save it from certain destruction at the hand of the Japanese" (Rana Mitter, 2014, p.243-244). The Nationalists were corrupt, reactionary and inefficient; many officials used tax collection to extort unauthorized extra payments from peasants. Most of the Nationalists are men with unsavory records, and they are not serious about fighting and have done nothing in the war. All these gloomy views epitomized the contradictory attitudes of the Western to China in the World War II.

Because of the factors mentioned above, during the past years, the role of China in the World War II was almost omitted.

For decades, our understanding of that global conflict has failed to give a proper account of the role of China. If China was considered at all, it was as a minor player, a bit-part actor in a war where the United States, Soviet Union, and Britain played much more significant roles. (Rana Mitter, 2014, p.4)

It's very important to reevaluate the war between China and Japan, because the role of China in this war will affect Western perceptions of China. In fact, the CCP and GMT were the only two major parts of East Asia to fight Japan from 1931-1945. China tied down more than half a million the Japanese army in their country, or they could otherwise transfer to other battlegrounds. As Marshall, the Chief of Staff of the

United States Army, pointed out “the Pacific is a secondary theatre, we must depend on the Chinese to contain increasingly more Japanese divisions than at present” (Hans van de Ven, 2003, p.26). China held down more than 600,000 Japanese troops, which will redeploy to the Pacific Theater. The World War II had been won by four great Allies, with China definitely as one of its significant parts. The Chinese resistance against Japan has not been simply a solo act of fighting against Japan, but also a part of collective resistance to the Axis powers. China’s War of Resistance against Japan is an important part of the World Anti-Fascist War, and the China battlefield is the main eastern battlefield of the World Anti-Fascist War. China was the first and most consistent foe of Axis aggression.

China fought for 14 years with Japan; the war anti-Japan hollowed China out:

During the war of resistance against Japan, the Chinese military and civilian casualties were over 35 million, and the Japanese aggression caused China a direct economic loss of \$100 billion and the indirect economic losses of more than \$500 billion. (Xu Bo, 2015, p.35)

It deserved as an equal power when evaluating China’s role in the World War II. The history must restore China to its place as one of the four principal wartime Allies, alongside the US, Russia, and Britain (Rana Mitter, 2014, p.13).

With the remarkable opening-up process in China, scholars have paid more and more attention to China. Although the Eurocentric theory dominates U.K history textbooks, the academic community has begun to shift its views. The internationally famous Sinologist Hans van de Ven, the professor at the Cambridge University wrote a book *War and Nationalism in China: 1925-1945* (Taylor & Francis, 2003). In this book, the professor Hans van de Ven described in detail the confrontation between the Chinese and Japanese forces in the face of the war and the role of the Chinese government during the Anti-Japanese War. Rana Mitter, an Oxford University professor founded the Oxford University Chinese Anti-Japanese War research center in 2007, which upgraded to Oxford University’s China research center in 2014 and is

now one of the authoritative institutions in the western Sinology research world. Rana Mitter, restarting the revision of the history of the World War II, has a certain influence in the western elite. It took him ten years to finish the book *China's War with Japan, 1937-45: The Struggle for Survival*, which has been translated into many languages and was published in the United States, South Korea, China and Japan, etc. This book was regarded as the international bestseller, named a book of the year by *Observer*, *Financial Times*, *Economist*, *Sunday Telegraph*, *Daily Telegraph*, and *New Statesman*, etc.

At an international conference held in 2002 at Harvard University's Asia center, many scholars from China, Japan and the West deeply discussed the Sino-Japanese War related issues. After the conference the book *China at War: Regions of China, 1937-45* was published. This book describes the history of the Japanese invasion of China, not only from the viewpoints of Chinese scholars but also from the Japanese and the West.

In May 2015, the Russia-China International Academic Forum "The role of the Soviet Union and China in the victory over fascism and Japanese militarism in World War II" was held in Moscow in May 2015 5th-6th. All participants agreed that "the Chinese battlefield in Asia undoubtedly bears the primary task against Japanese militarism aggression. The Chinese people made a huge sacrifice and constituted the chief cornerstone for World War II victory" (Xu Bo, 2015, p.33). In the conference, some scholars pointed out that before the outbreak of the Pacific War in 1941, the Chinese battlefield was the only battlefield to fight against Japan, which greatly hampered the Japanese army (Xu Bo, 2015, p.35).

In sum, the UK history textbooks should absorb the latest research findings worldwide and supplement the latest historical sources about the Second Sino-Japanese War, as well as reevaluate the role of China in the Second Sino-Japanese War and intensify the writing of China's role in World War II.

## Conclusions

In 30 UK history textbooks, there are 16 history textbooks allocating some space to the Second Sino-Japanese War. The researcher at first used frequency analysis to calculate the proportion and the terms related to the Second Sino-Japanese War in 16 UK history textbooks. And then the researcher used discourse analysis to analyze the representations of the Second Sino-Japanese War in the UK history textbooks.

From the frequency statistics, we can see that except for three history textbooks which have allocated 8-10 pages to the Second Sino-Japanese War; other 13 UK history textbooks only allocated one to two pages or just a few sentences to the War. In addition, among 30 UK history textbooks, there are another 14 textbooks which didn't allocate some space to the Second Sino-Japanese war. We can draw such a conclusion that the Second Sino-Japanese War is weakened or even neglected in most UK history textbooks.

After discussing the cause of the Second Sino-Japanese War depicted in 3 history textbooks, *Longman 20th Century History Series: China since 1900*, *Mastering Modern World History*, *China 1900-1976*, we can conclude that the Kwantung Army deliberately attacked northeast China, and the outbreak of the war was inevitable. The description of the cause of the Second Sino-Japanese War in U.K history textbook is correct and objective.

The narrative about the CCP and the KMT in the Second Sino-Japanese War spoke highly of the CCP who led a successful guerrilla war against the Japanese in contrast with the belittling of KMT.

Most UK history textbooks allocated little pages to the anti-humane crime the Japanese army committed to the Chinese people, such as the Unit 731, the comfort women, the Nanjing massacre, few narrated and not deep-going.

Because of the Cold War, different culture background and historical view, the UK history textbooks narrated the Second World War from the perspective of Europe and America. They mostly focused on the history of the European battlefields and the Pacific War. The UK history textbooks regarded that China, which relied on foreign

aid to resist the Japanese army, contributed little to the World War II.

The Western discourse dominated the evaluation about the role of China in World War II; in other words, China was in a discourse disadvantage, an international public opinion environment that was extremely unjust to China. Textbook writing depends on the social context. The knowledge written in textbooks is a mirror reflection of dominant culture. Neither a book is neutral or interest-free. Through the selection, tailoring and collage of the events, figures and facts of the Second Sino-Japanese War, U.K history textbooks formed a historical narrative of Sino-Japanese war under the Western ideology. This historical reconstruction of China and the discourse reconstruction showed that the Japanese invasion of China and the atomic bomb of the United States have led to the surrender of Japan. On the selection of text materials, one-sided quotation of Stilwell's viewpoint, U.K history textbook display its possible bias by presenting Chinese history selectively.

### **4.3 Tiananmen Square Event in history textbooks of the United Kingdom**

In the spring of 1989, a rally involving 1 million protesters took place in Tiananmen Square, which was the heart of China's capital and also the most important place of political rallies and program activities. The demonstrations began on 17 April for demanding democracy, freedom and political reform. The demonstrations coincided with a visit to China by Gorbachev, the leader of the former Soviet Union. On the night of 3 June, after lasting for 48 days of demonstration, the leader of China Deng Xiaoping issued an order on the PLA to advance to Tiananmen Square. When the troop advanced in the Muxidi, located at the west of the Tiananmen Square, a conflict occurred between the citizens and the troop; some people died and injured.

How did the UK history textbooks depict the Tiananmen Square Event? After looking through 30 UK history textbooks, the researcher found that nine history textbooks contain such contents. In the following section, the researcher will analyze the frequency of the term about Tiananmen Square Event, and then use discourse

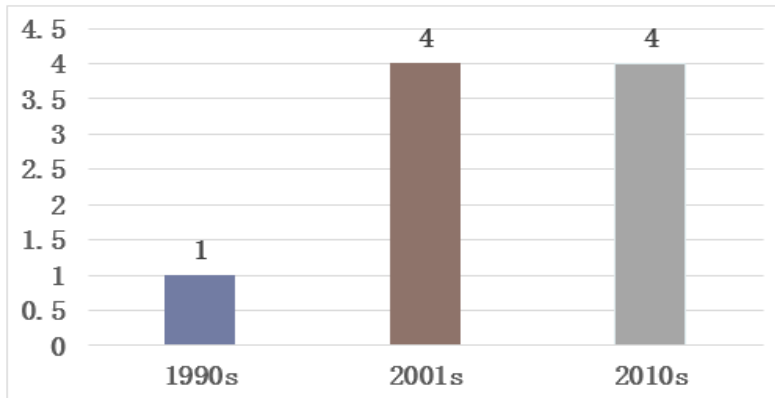
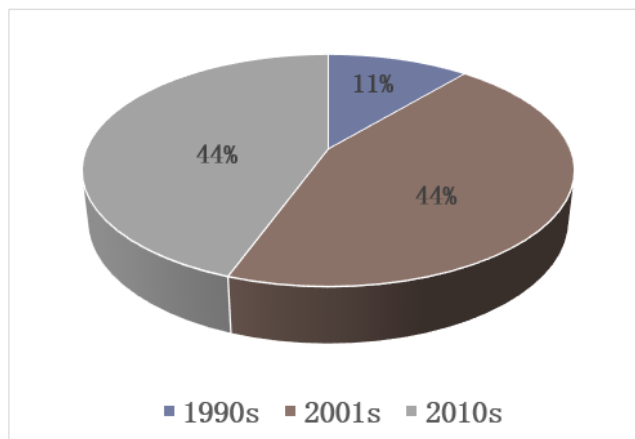
analysis to draw conclusions based on close reading of the nine textbooks. They were:

- Whitfield, R. (2015). *The transformation of China, 1936-1997*. Oxford: Oxford University Press.
- Waugh, S. (2014). *Essential modern world history*. Cheltenham: Nelson Thornes.
- Lowe, N. (2013). *Mastering modern world history (5th ed.)*. Basingstoke [u. a.]: Macmillan Press Ltd.
- Dhillon, G., Elliott, A. & Vicki A. Jolly (2011). *Intermediate modern studies*. UK: Hodder Gibson.
- Bryden, J., Elder K., McGovern, B., & Murray, D. (2006). *Standard grade modern studies: the world, second edition*. Paisley: Hodder Gibson.
- Grant, R. G. (2005). *Systems of government: communism*. London: Evans.
- Todd, A. (2001). *Oxford history for GCSE: the modern world*. Oxford (u. a.): Oxford Univ. press.
- Culpin, C. (2001). *Making history: world history from 1914 to the present*. London: Collins.
- Aylett, J. F. (1991). *In search of history: the twentieth century world*. London: Hodder & Stoughton.

In nine UK history textbooks, there is one history textbooks published in the 1990s, occupying 11%; four published in the 2001s, occupying 44%; four published in the 2010s, occupying 44%<sup>①</sup>. The history textbooks published in the 21st century occupying 88%, taking up the majority of the nine textbooks. The time distribution of nine history textbooks as the following:

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<sup>①</sup> Because of rounding, the three numbers add up to is 99%, not 100%.

**Figure 4.5 Time distribution of 9 history textbooks****Figure 4.6 Proportion distribution of 9 history textbooks**

A range of the UK history textbooks published between 1911 to 2015 were examined to look for the continuity and change of the description of Tiananmen Square Event. This research is based on a self-constructed corpus: a corpus of Tiananmen Square Events. Texts collected into corpus come from the content of Tiananmen Square Events in nine UK history textbooks.

In this section, the researcher will discuss the representations of Tiananmen Square Event in nine UK history textbooks from the following three aspects. At first the researcher will use text search to find out the key words and frequency about Tiananmen Square Event depicted in history textbooks, and then use multimodal

discourse analysis to analyze the images about Tiananmen Square Event in the textbooks. Finally, the researcher will discuss and draw conclusions.

#### 4.3.1 The frequency analysis of Tiananmen Square Event

After looking through 30 UK history textbooks, the researcher found that there are nine textbooks describing Tiananmen Square Events (Whitfield, R., 2015; Waugh, S., 2014; Lowe, N., 2013; Dhillon, G., Elliott, A., & Vicki A. Jolly, 2011; Bryden, J., Elder K., McGovern, B., & Murray, D., 2006; Grant, R.G., 2005; Todd, A., 2001; Culpin, C., 2001; Aylett, J. F., 1991). In the nine history textbooks, there are seven UK history textbooks allocating prominent sections to Tiananmen Square Events, another two UK history textbooks describing Tiananmen Square Events in the form of images (Culpin, C., 2001; Aylett, J. F., 1991). The researcher will calculate the proportion of Tiananmen Square Event in the section of Chinese history in nine UK history textbooks and relative key terms and frequency covered in the UK history textbooks in this section.

**Table 4.7 The proportion of the Tiananmen Square Event in the section of the Chinese history in 9 UK history textbooks**

<b>Books</b>	<b>Pages<sup>①</sup></b>	<b>...%</b>
Mastering modern world history	1.5/30	5
Standard grade modern studies: the world	1.5/30	5
In search of history: the twentieth century world	0.2/4	5
Intermediate modern studies	1/28	4

<sup>①</sup> Note: Number of pages relating to the contents of the Tiananmen Square Event and the Chinese history in UK history textbooks. The first number indicates the number of pages devoted to the Tiananmen Square Event, the second one indicates the number of pages devoted to Chinese history.



Essential modern world history	2/49	4
Systems of government: communism	0.3/7	4
Oxford history for GCSE: the modern world	0.5/20	3
Making history: world history from 1914 to the present	0.5/25	2
The transformation of China, 1936-1997	5.5/224	2

In 30 UK history textbooks, there are 9 history textbooks allocating some space to Tiananmen Square Event. The one with the largest proportion is *Mastering Modern World History, Standard Grade Modern Studies: The World* and *In Search of History: The Twentieth Century World*, each occupying 5% of the whole Chinese history. The one with the lowest ratio is *Making History: World History From 1914 to the Present* and *The Transformation of China, 1936-1997*, each occupying 2%. The average proportion of Tiananmen Square Event in the Chinese history is no more than 4%. Except for *The Transformation of China, 1936-1997* which allocated 5.5 pages to Tiananmen Square Event, other eight history textbooks just used one or two pages, even just a few sentences to describe Tiananmen Square Event. So, we can see that Tiananmen Square Event has a very low proportion in Chinese history.

The researcher put all the materials about Tiananmen Square Event together to build a corpus, and then use text search to find out the key words and frequency depicted in 9 UK history textbooks. The results areas the following:

**Table 4.8 The key terms and frequency about Tiananmen Square Event depicted in 9 history textbooks**

Key terms	Frequency
Demonstration(s)	16
Democracy (Democratic)	14
Arrest	10

<b>Key terms</b>	<b>Frequency</b>
Massacre	10
Reform(s)	8
Human rights	8
Troop(s)	8
Killed	7
Shoot	4
Crackdown	4
Justice	3
Corruption	3
Condemn (condemnation)	2
Wounded	2
Casualties	2
Persecution	1
Intimidation	1
Brutal	1
Suppression	1

When the UK history textbooks described Tiananmen Square, they always referred to China's human rights (Dhillon, G., Elliot, A., & Vicki A. Jolly, 2011, p.179, Todd, A., 2001, p.287, Bryden, J., Elder K., McGovern, B., & Murray, D., 2006, p.54). Some textbooks put Tiananmen Square Event in the section of the human rights in China (Bryden, J., Elder K., McGovern, B., & Murray, D., 2006, p.54). The textbooks said that China today "has a very poor human rights record" (Bryden, J., Elder K., McGovern, B., & Murray, D., 2006, p. 54). One book described the Tiananmen Square with the crisis of communism (Lowe, N., 2013, p.439).

The UK history textbooks described Tiananmen Square as following: "*The deaths of the hundreds, perhaps thousands of people in June 1980*", "*the massacre*

*which brought a brutal end to many weeks of demonstrations” (Dhillon, G., Elliot, A., & Vicki A. Jolly, 2011, p.179 ), “over 50000 troops, supported by tanks, were involved in the suppression”, “about 1000 students and workers were killed” (Todd, A., 2001, p.287), “the People’s Liberation Army attacked the square, firing on the protesters” (Grant, R.G., 2005, p.39)“the government sent troops into Tiananmen Square to end the demonstrations. The troops attacked the students and hundred were killed, wounded or arrested”, “Since Tiananmen Square, China’s human rights record remains extremely poor” (Bryden, J., Elder K., McGovern, B., & Murray, D., 2006, p.67), “the army, using paratroopers, tanks and infantry, attacked the students, killing between 1500 and 3000 of them”, “There was worldwide condemnation of the massacres” (Lowe, N., 1997, p.367), “In 1989, Chinese troops shot hundreds of students who had been demonstrating for reform in Beijing. The Chinese government told its people that it had put down a rebellion” (Aylett, J. F., 1991, p.57).*

From above, we can see that such words and sentence like *massacre, suppression, the troops attacked and killed students, worldwide condemnation, human rights record remains extremely poor; etc.* In short, Chinese government ordered troops killed many students who demonstrated for reform; this anti-human rights behavior of Chinese government was condemned by the whole world. The meaning the textbooks conveyed to the students was that Tiananmen Square was a massacre. The Chinese government should be condemned worldwide.

#### **4.3.2 The discourse analysis of the Tiananmen Square Events**

This section will choose the book *Standard Grade Modern Studies: The World* and four images as the following: *Tiananmen Mothers, Students demonstrated for reform in Beijing, Student demonstration in Tiananmen Square, Tanks advance in Tiananmen Square, Beijing, June 1989* as examples to analyze how the UK history textbooks depicted Tiananmen Square Events.

### **The discourse analysis of the book *Standard Grade Modern Studies: The World***

In the 9 UK history textbooks, the book *Standard Grade Modern Studies: The World* typically represented the views of UK history textbooks. From the location where the author put *Tiananmen Square Event* in the textbook, as well as *case study*, *students' activities*, *the image of Tiananmen Mothers*, the textbook author illustrated *Tiananmen Square Event* as the following:

At first, the textbook author put *Tiananmen Square Event* in the section of *human rights in China*. The textbook said that “the troops attacked the students and hundreds were killed, wounded or arrested”. “according to Amnesty International, China has a very poor human rights record”. As followed, the main forms of human rights abuses in China were detailed below. Then the author listed an image of *Tiananmen Mothers* (Bryden, J., Elder K., McGovern, B., & Murray, D., 2006, p.56, see figure 4.7). Focusing on the image of *Tiananmen Mothers*, the author used *a case study* and *students' activities* to detail *the Tiananmen Square Event*.

From the image, we can see that some helpless people sit on the ground surrounded by many armed swaggering police. The annotations of the image are as the following: *Tiananmen Mothers campaigning for justice after the massacre of the protesters in 1989*. The author especially used such words *Tiananmen Mothers*, *justice*, *massacre*, and the term *Tiananmen Mothers* was linked with justice and massacre. In the following the researcher will detail the image by using multimodal discourse analysis.

Below the image of *the Tiananmen Mothers*, the textbook author listed a *case study* about three people coming from the “families of victims of the 1989 crackdown” who campaigned for justice, “despite persistent government intimidation and persecution”. And then based on the image and the case study, the author designed some students' activities as the following:

1 Who are the Tiananmen Mothers? (2 marks)

2 What do the Tiananmen Mothers want? (2 marks)

3 How has the Chinese Government responded to the Tiananmen Mothers?

(2 marks)

4 What offences have Yan Jun<sup>①</sup> been accused of? (2 marks)

5 How have Yan Jun's human rights been abused by the Chinese Authorities?

(3 marks)

6 Why was Wang Wanxing<sup>②</sup> arrested? (2 marks)

7 What has happened to Wang Wanxing? (2 marks)

(Bryden, J., Elder K., McGovern, B., & Murray, D., 2006, p.57)

In short, from the location of Tiananmen Square Event in the book and the image of Tiananmen Mothers, the case study of three people and the students' activities, the textbook *Standard Grade Modern Studies: The World* regarded that Chinese government abused human rights, while the protesters are innocent as most of the UK history textbooks described Tiananmen Square Event.

In the above we take the book *Standard Grade Modern Studies: The World* as an example to analyze how the UK history textbooks described Tiananmen Square Event. In this example, the image of *Tiananmen Mothers* played a very vital role in helping students to evaluate Tiananmen Square Event. Actually, apart from the image of *Tiananmen Mothers*, there are other images in the UK history textbooks that have the same effect on students' understanding of Tiananmen Square Event. In the following section, the researcher will examine other three visual images about Tiananmen Square Event in the UK history textbooks.

### **Multimodal discourse analysis of the images about Tiananmen Square Event**

Textbooks are adorned with images. Compared with narrative text, these visual sources play an important role in shaping students' consciousness of Tiananmen

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<sup>①</sup> Yan Jun, a biology teacher, was charged with "inciting subversion" for posting material on the Internet critical of the Tiananmen Square crackdown and calling for greater democracy.

<sup>②</sup> Wang Wanxing tried to put up a banner in Tiananmen Square in 1992 to commemorate 1989 demonstrations.

Square Event. These images affected the way the UK thought about Tiananmen Square Event.

Meaning is conveyed not only through language but also through other semiotics, such as images, photographs, pictures, etc. In common with language, images also shape and are shaped by society. Images can be read as discourse. When we analyze textbooks, we should consider the following questions: For what purpose of the textbook author selects and uses the image? Which images to be presented in textbooks? How and where to display the images?

Not only the texts but also the images in the history textbooks conveyed the value-orientations of the authors. The researcher will discuss four images of the Tiananmen Square Events appearing in six history textbooks in the following section.

Tiananmen Square Event was distinguished by some images that seared themselves into the Western public attention. A list includes these four images:

- Tiananmen Mothers (Bryden, J., Elder K., McGovern, B., & Murray, D., 2006, p.56), see figure 4.7.
- Students demonstrated for reform in Beijing (J. F. Aylett, 1991, p.57), see figure 4.8.
- Student demonstration in Tiananmen Square (Christopher Culpin, 2001, p.181), see figure 4.9.
- Tanks advance in Tiananmen Square, Beijing, June 1989 (Todd, A., 2001, p.273; Lowe, N., 2013, p.441; Whitfield, R., 2015, p.203), see figure 4.10.



**Figure 4.7 Tiananmen Mothers**

Let's see figure 4.7 *Tiananmen Mothers*. From the annotations of the image, the author used such word **Tiananmen Mothers** to represent the protesters. As for “the protesters” and “mothers” we would have evaluated them differently. The protesters mean someone who takes part in a public activity such as a demonstration in order to show their opposition to something, such as particular events, policies, or situations. The term of protesters here is neither positive nor derogatory, but a neuter noun. On the contrary, the term of Mothers, as well as the children, the older, to some extent, represents the weak, a protected group in society. And from the image, we can see a woman who sat on the ground, covering her face maybe crying. Near her was also a helpless man. Mother and helpless people sat on the ground in the middle of the image, surrounded by many armed swaggering police. There is a strong visual contrast between the people sitting on the ground and those standing next to them. Many polices in uniform, wear sunglasses, hold telephones, hands rested on hips, or behind their backs, or thrust into trouser pockets. And there was another relaxed plainclothes police, folding his arms around chest, with his head held high.

Poses are one important realm of connotation in images that are able to signify broader values, ideas and identities. Image makers can rely on these established meanings to shape how we will perceive the ideas, values and behaviors of those persons depicted. (David Machin and Andrea Mayr, 2012, p.74)

From the image of *Tiananmen Mothers*, we can see the poses of the police showed that they were relaxed and perky; on the other hand, the poses of Tiananmen Mothers who sat on the ground showed that they were anxious and helpless. The poses are important signals, reflecting the moods and attitudes of the participants in the images. Such information allows us to have empathy with the protesters participating in Tiananmen Square Event.



**Figure 4.8 Student demonstration in Tiananmen Square, Beijing, 1989**

Let's see figure 4.8 *student demonstration in Tiananmen Square, Beijing, 1989*.



If we only see the single image, we can get the information of just many demonstrators gathering together, but with the text below the image:

In 1989 students used Gorbachev's visit to Beijing for a demonstration in Tiananmen Square in front of the world's media for more freedom. After two weeks Deng (at that time the leader of China) ordered them to be shot or arrested. (J. F. Aylett, 1991, p.57)

The textbook author told us to face students' demonstration; the Chinese government just uses force to repress it brutally. On the one hand, the image conveyed the information that there are so many students participating in the demonstration; on the other hand, the text told us that the students asking for more freedom were shot or arrested. The attitude of the author to Tiananmen Square Event is self-evident.



**Figure 4.9 Students demonstrated for reform in Beijing**

Let's see figure 4.9 *Students demonstrated for reform in Beijing*. In this image,

we can see many helmeted police surrounded a cried girl. A policeman took the girl by hand and forced her away, and the cried girl were almost knocked down by the police. Beside her are four people who wanted to help her. The image captured the moment that the cried girl, with her eye closed, were almost knocked down. In the image, there were over 50 police in strong contrast with four ordinary people, especially with a cried girl, which will severely impress the audience. And with the description of the image in the textbook below, “In 1989, Chinese troops shot hundreds of students who had been demonstrating for reform in Beijing. The Chinese government told its people that it had put down a rebellion” (J. F. Aylett, 1991, p.57), the textbook conveyed such information: the Chinese government is repressing the innocent students brutally and mercilessly.



**Figure 4.10 Tanks advance in Tiananmen Square, Beijing, June 1989**

Let's see the last figure: *tanks advance in Tiananmen Square, Beijing, June 1989*. The scenes of the five huge tanks are in contrast with a small lone man standing before the tanks bravely, and such a sharp contrast provokes people unavoidably to think about the Chinese government's ruthlessness for cracking down the demonstrators without mercy and using force against unarmed civilians. If people don't know the ins and outs of Tiananmen Square events, through just reading the image and such words like "a lone protestor confronts government tanks as they moved towards Tiananmen Square to crush the pro-democracy protests there in 1989" and the following students' activity: "why has China continued to be the scene of political upheaval and violence as shown in image" (Todd, A., 2001, p.273), they will make judgments about Tiananmen Square Event that are unjust to the government obviously.

Such images like *Tiananmen Mothers, students demonstrated for reform in Beijing, tanks advance in Tiananmen Square* played a vital role in helping students to evaluate Tiananmen Square Event. Images have important historical and teaching values. Images can be used as historical evidence (Peter Burke, 2001, p.9), supplementing history (Chen Zhongdan, 2013, p.65), making the history more clearly and vividly. Images can attract students' attention, motivating learning, making the boring and difficult contents become more vividly (Li Chunxia, 2011, p.6-9). Nowadays it is an era of reading images. When the students got a textbook, at first, they often look for all kinds of images in the textbooks and then read the text itself. To some extent, the role of images in textbooks is much more important than the text. If textbooks didn't allocate some place to elaborate the ins and outs of the Tiananmen Square, just by seeing the images, most of them will show sympathy to the demonstrators and condemn the government's violence.

#### **4.3.3 Discussion and conclusions**

In the 9 UK history textbooks, most of them described Tiananmen Square Event in 1989 as the Chinese government cracked down the students' demonstration that

asked for political reform and more freedom. Many students were killed and injured. Tiananmen Square Event was a massacre. China had very poor human rights; Chinese government should be condemned worldwide. There were no any other words to explain why did the Tiananmen Square happen? Why did Chinese government send troops into Tiananmen? Were there any other people except for students died or injured?

In fact, besides the information the textbooks conveyed, there are other sources about Tiananmen Square which differ from the textbooks as follows:

“Secret cables from the United States embassy in Beijing have shown there was no bloodshed inside Tiananmen Square. The cables, obtained by WikiLeaks and released exclusively by *The Daily Telegraph*, partly confirm the Chinese government’s account of the early hours of June 4, 1989, which has always insisted that soldiers did not massacre demonstrators inside Tiananmen Square.” (Moore, M. 2011)

The cables of 1989 July 12, 08:57 revealed that a Latin American diplomat and his wife provided their eyewitness account of events at Tiananmen Square. The diplomat said, “there were no mass shootings of students in the square”. He said that “most of the troops were actually armed only with anti-riot gear truncheons and wooden clubs” (WikiLeaks: 2011).

Apart from the cables there are also some video sources<sup>①</sup>. One of the student leaders Hou Dejian said, “he did not see any dead or injured in Tiananmen Square”. Another documentary about Tiananmen Square showed us an episode that the Chinese government spokesman Mr Yuanmu said that “there was a conflict between people and officials in Muxidi, located to the west of the square. He stated that the total number of injured was around 2,000 and the death toll was nearly 300, including

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<sup>①</sup> See Wikileaks: US know there was no bloodshed in Tiananmen Square, 2011, [Video file]. Retrieved from <https://www.youtube.com/watch?v=YrhK1vMjx4s3'13-4'40>  
<https://www.youtube.com/watch?v=rjz-6EdjPi81'49-2'40>

troops”. Another episode about the martial law forces command broadcast: *“To all citizens and students: please do not burn any more rubbish. Do not make the situation in the square any more chaotic.” “To the students: we will clear up the square. We sympathize with your concerns. Please depart the square.”*

When we face such different sources for the same issues, what shall we do? For the Tiananmen Square, we can use discourse analysis to find out what language the source was written in, what country and place the sources were from, who wrote it (and when), and who published it (and when), and how they were received at the time of publication. And we should also try our best to find additional information on the author of the text, as well as their institutional and personal background (Schneider, F., 2013). Judge what genre the source belongs to, a biography, someone’s diary, an interview, a news item, a report, or something else?

The sources about Tiananmen Square vary a lot according to the countries it belonged to. The date of the cables was 1989 July 12, 08:57, just after June 4, and the source came from the United States embassy in Beijing. China’s sources came from the student who was in Tiananmen Square, the government spokesman and the martial law forces command broadcast. Other western countries’ opinions about Tiananmen Square come from America and Spain. There were only two media from America and Spain in Tiananmen Square on the night of 3 June. In the cable of a Latin American diplomat, he also mentioned that “a Spanish television crew might have footage of the reported massacre at the Beijing concert hall and that the Spanish ambassador would be holding a screening for other ambassadors when he received a good copy. Apparently, an earlier version of the tape had been badly **butchered** by editors in Spain who had spliced together pieces of the video in the wrong sequence.” (WikiLeaks: 2011). And as we all know, expectations of the readers are based on socially agreed conventions concerning issues of fact, opinion, objectivity and bias. In most contexts, writers take advantage of these expectations and present their ideas according to the conventions of the particular discourse (Bloor, M. & Bloor, T., 2007, p.47). In all, the truth of information sources from Spain should be considered seriously.

It is worth mentioning that, not like other textbooks that described Tiananmen Square Event in the chapter of human rights in China (Bryden, J., Elder K., McGovern, B., & Murray, D., 2006, p.54), and didn't detail the context of the whole event, *The Transformation of China, 1936-1997* published in 2015 put Tiananmen Square Event into the lesson *Political Developments, 1982-1997*, and the author elaborated on the events leading to Tiananmen Square Event.

At first “no shots are fired and many soldiers appear to show support for the demonstrators”. A number of senior Chinese PLA officers stated that “the army ‘should under no circumstances fire on the people’” (Whitfield, R., 2015, p.202).

On 3 June the PLA move against the demonstrators. The first attempts by the army to occupy the Square were thwarted when crowds surrounded the soldiers. ... When hostile protesters halted the columns of tanks and armoured personnel carriers, soldiers fired into the crowds. There were several clashes on the roads leading to the Square as people fought back with stones, petrol bombs and iron bars. There were casualties on both sides. ... The student leaders had organized an orderly withdrawal (from Tiananmen Square). There was no massacre in Tiananmen Square. (Whitfield, R., 2015, p.202)

There are a thousand Hamlets in a thousand people's eyes. According to different contexts by different people for different purposes, Wasserstrom (1992, p.254-265) summarizes eight “tales of Tiananmen” as the following, see Table 4.9:

**Table 4.9 Eight “tales of Tiananmen”**

<b>Version</b>	<b>Content</b>
Romantic Version No. 1	The Students as New May Fourth Heroes
Romantic Version No. 2	The Students as Anti-Communist Heroes
Romantic Version No. 3	The Students as Maoist Heroes
Romantic Version No. 4	The Students as Revolutionary Martyrs
Tragic Version No. 1	1989 as King Lear
Tragic Version No. 2	1989 as Julius Caesar
Tragic Version No. 3	1989 as Romeo and Juliet
Tragic Version No. 4	1989 as Oedipus

From the perspective of discourse analysis, we should question the neutrality of knowledge and ideology and consider the cultural and historical conditions in which Tiananmen Square Event emerged at that time. Some scholars pointed out:

The students did not set out to pose a mortal challenge to what they knew was a dangerous regime. Nor did the regime relish the use of force against the students. The two sides shared many goals and much common language. Through miscommunication and misjudgment, they pushed one another into positions in which options for compromise became less and less available. (Andrew J. Nathan, 2001, Iv)

For Deng Xiaoping, the leader of the CCP, the protests stirred the historical Chinese fear of chaos and memories of the Cultural Revolution-whatever the stated goals of the demonstrators (Henry Kissinger, 2011, p.410).

The occupation of the main square of a country’s capital, even when completely peaceful, is also a tactic to demonstrate the impotence of the government, to weaken it, and to tempt it into rash acts, putting it at a disadvantage. (Henry Kissinger, 2011, p.411)

In Nov. 1989, Henry Kissinger, the former Secretary of the United States had a private visit to China; in the conversation with Deng Xiaoping, Deng said to build a stable China was to contribute constructively to new international order.

It is very easy for chaos to come overnight. It will not be easy to maintain order and tranquility. Had the Chinese government not taken resolute steps in Tiananmen, there would have been a civil war in China. And because China has one-fifth of the world's population, instability in China would cause instability in the world which could even involve the big powers. (Henry Kissinger, 2011, p.423)

Tiananmen Square Event in 1989 was a turning point of the Western opinions on China. The Western world began to use "human rights" as an excuse to criticize China's human rights issues after Tiananmen Square Event. Human rights issues are beginning to affect the relationship between China and the West. In the media of the world, China was described as an arbitrary authoritarian state that crushed human rights. History textbooks in the UK are Western-dominated grand narrative of democracy and human rights, according to the canon of a UK dimension. For example, some textbooks cited the speeches from the Tiananmen exiles, but due to personal experience, it's very difficult for Tiananmen exiles to talk about Tiananmen Square Event in a fair and objective attitude.

It is undeniable that since the founding of the PRC, especially since Reform and Opening Up, China has made great achievements in the cause of human rights, such as having lifted millions of people out of the poverty and solved the problem of food and clothing for most people. And there existed a big difference in understanding human rights in China and the West, in terms of both the concept and the contents of human rights. As the former Chinese Premier Li Peng stated in December 1992 after the Tiananmen Square Event:



The concept of human rights involves traditions and moral and philosophical values. These are different in China than in the West. We believe that the Chinese people should have more democratic rights and play a more important role in domestic politics. But this should be done in a way acceptable to the Chinese people. (Henry Kissinger, 2011, p.464)

“Naturally in issues like human rights, we can do some things. We can have discussions and without compromising our principles, we can take flexible measures. But we cannot reach a full agreement with the West. It would shake the basis of our society.” (Henry Kissinger, 2011, p.465)

In our opinion, when the UK history textbooks described China, the textbooks' authors should cite the different sources that will be used in textbooks, not only from Western countries but also from the involved country China. Give different sources about Tiananmen Square Events to students from different groups and countries, not only from the memories of the people who participated in the event but also from the government. For if we want to evaluate some events, we should better present the voice from the parties concerned. If there exist some different sources and opinions, the author of history textbooks should at least provide all types of sources to students and lead the students to make a more objective judgment.

“Our beliefs and attitudes are likely to color the way we interpret what we hear or read” (Bloor, M. & Bloor, T., 2007, p.33). “The author's attitude to the topic he is writing about is colored by his own prejudices” (Bloor, M. & Bloor, T., 2007, p.43). Due to lacking communicating and cooperation, the West knows little about China, in spite of the rapid development of China in recent years. The narrative of history textbooks is West-centered or British-centered. We should conquer the limitation of one's own national historical narrative in textbooks writing, as well as define clearly the relationship between “us” and “the others”, seeking a new method of historical research with an internationalization and globalization view, constructing a new

history that goes beyond the limit of nation states, promote international understanding (Pingel, F., 2010, p.8).

## 5 DISCUSSION

In this chapter, results of the research have been further discussed. The chapter has been arranged into four parts. Part one listed the features of the representations of China in history textbooks of the United Kingdom. Part two discussed the factors influencing the representations of China in history textbooks of the United Kingdom. Part three gave some recommendations for government and organizations, history textbook publishers and history teachers. In the final part of the chapter, limitations of the research have been discussed.

### **5.1 The features of the representation of China in history textbooks of the United Kingdom**

Based on frequency analysis on 30 UK history textbooks and discourse analysis on Mao Zedong, the Second Sino-Japanese War, Tiananmen Square Event, we got the features of the representations of China in history textbooks of the United Kingdom, as the following:

Acknowledged that China had a long history and was famous for her splendid mysterious ancient culture, for example the four inventions, the glorious culture of Tang and Song dynasty, the philosophical thought, including Confucianism, Daoism, Legalism, etc.

Focused on the writing of the history of modern China especially Mao Zedong, the Great Cultural Revolution and the Great Leap Forward. Regarded that Modern China has a humiliated and benighted history, for example the self-isolation of the Ming and Qing dynasty.

Depicted many themes about China, including political, economic, cultural, and social field, such as human rights, democracy, political and economic reform, population policy, environmental issues and the life of ordinary people especially women, etc.

Lack in absorbing the latest research results of China worldwide in history textbooks. Some sources cited in the UK history textbooks were out of date and cannot reflect the latest developments and achievements about China. For example, the most typical one is the book *Essential Modern World History*, which has two editions, the first one was published in 2001, the second edition was published in 2014, but there are only little changes about the Chinese history since the book has been published for 14 years.

Exist some bias and prejudice in the writing of China. For example, bias by omission, inappropriate selection of facts about Mao Zedong's achievements and errors; Bias in cumulative implication, presenting students only one side of a many-sided story of the Second Sino-Japanese War and Tiananmen Square Event. Bias in the use of language and in many derogatory terms depicting China in the textbooks.

Exist some knowledge-based mistakes about China in the UK history textbooks. For example, some textbooks described that Xi'an incident broke out in 1937 (Waugh, S., 2001, p.597. Culpin, C., 2001, p.169), however actually, it broke out in 12th December 1936. The Marco Polo incident broke out in the 7th, June 1937 (Wells, M., 2011, p.195), actually, it broke out in 7th July 1936. Some textbooks said, "Spring festival called Qing Ming festival in China" (Hazel Mary Martell, 1998, p.36; Brooman, J. 1991, p.33), but actually, Spring festival and Qing Ming festival are totally different festivals in China. When the book *Twentieth Century History* told the history of China since Chiang Kai-shek, 1949-85, following by the headline were the contents of the Great Leap Forward, the Cultural Revolution and the rise and fall of the Gang of Four (Tony Howarth, T., 1993, p.246-254). And another textbook used a wrong national flag of the PRC (Brooman, J., 1996, p.29), etc.

## **5.2 The factors influencing the representation of China in history textbooks of the United Kingdom**

This part will analyze the factors influencing the presentation of China in history textbooks of the United Kingdom from the following aspects: Why data in history

textbooks were often out of date? Why didn't history textbooks absorb the latest research results about China? And further, the researcher will discuss the question why did the UK history textbooks exist some bias and prejudice in the writing of China?

Considering the textbooks production process, from textbook's writing to the distribution, when a book was published, it will be used for about five to ten years. In the UK, textbook production has been organized by commercial enterprises. In order to make a higher profit, they must control using pictures in textbook and keep the textbook unchanged for as long as possible. Even when the curriculum was modified, normally publishers were reluctant to make alterations. In addition, textbook publishers will consider the total pages of the textbook, to ensure that textbooks only cover the topics included in the national curriculum. The illustrations, the primary sources cited in the textbooks, as well as the number of pages of the whole book are under an economic constraint. So, it's inevitable that the facts and statistics contained in a book cannot reflect the latest research achievements, and some even existed mistakes.

The development and changes of international relationship between China and the United Kingdom reflected the representation of China in UK history textbooks. Discourse is the reflection of ideas and the product of power manufacture. Through studying the discourse in textbooks, we can understand the attitude the international society toward China. The changes of discourse in the UK history textbooks also reflected the development and changes of international relationship between China and the United Kingdom.

At the beginning of the founding of the PRC, many Western countries still acknowledged the power of Jiang Jieshi instead of PRC founded by Mao Zedong, which has been reflected in education that some UK history textbooks called the power of Jiang Jieshi as "the Republic of China", but not "Taiwan". This kind of address conveyed that the UK recognized Taiwan as an independent country instead of a part of China. With the establishment of diplomatic relations between China and the UK, the UK accepted one-China principle, and the UK history textbooks gradually

changed the way they mentioned China. They called China as “the People’s Republic of China” instead of “Communist China” and referred Jiang Jieshi as “China Taiwan” instead of “Republic of China”.

Why did the UK history textbooks exist some bias and prejudice in the writing of China? Firstly, “an individual’s views and interpretations of the world are inevitably influenced by personal and social identities, values and experiences, which in turn influence how the individual assesses and uses resources” (Nova Scotia. Department of Education, 2001, p.2). In the social context, everyone is biased. No materials are bias-free, especially the sources in the subjects of history, politics, civics, etc. Bias existed everywhere. According to Ray Allen Billington’s opinion, there existed five forms of nationalistic bias in history textbooks: bias by inertia, bias by unconscious falsification, bias by omission, bias in the use of language, bias by cumulative implication (Ray Allen Billington, 2018, p.2-14).

It’s very difficult for textbook authors to avoid bias in the writing of history textbooks, as Ray Allen Billington pointed out:

Bias appears to stem not from any deliberate or conscious prejudice on the part of the author, but from the unconscious self. He writes against a background that allows him to see only one side of any story, no matter how hard he strives for objectivity. (Ray Allen Billington, 2018, p.2)

There is no truly “objective” history. Each individual lives in a society where their values and beliefs will be shaped by social environment surrounded them.

The historian views and records events relative to the time and place in which he lives. His goal of objectivity is constantly beyond his grasp, and his published works marred by prejudices that are a part of him as they are a part of the society that shaped his views. (Ray Allen Billington, 2018, p.2)

Secondly, before the Reform and Opening-up of China in 1979, there have been few chances for foreigners to come to China, not to mention doing some research about China. Even after 1979, when studying the history of modern China, such as Mao Zedong, Tiananmen Square Events, the researchers will confront many serious constraints.

There remain vital data that have not been released, for it is very likely that some never will be; nor because the events we describe are so recent, for the assessments of historians are continually subject to revision no matter how great the advantage of distance; but because the experiment is far from over, and only near its completion. (Roderick MacFarquhar & John K. Fairbank, 1987, xiv)

Because of lacking in sources about China, many of the UK history textbooks often cited sources from interviews with the Western residents and émigrés, and some from autobiographies, diaries and letters written by the participants or witnesses at that time. However, as we all know, some of these personal documents were written after the events that happened for many years, or many were written by personal memory and selective recall of the authors. These documents may be non-neutral, selective, partial, biased and incomplete because of their personal background and experience. Furthermore, in order to reflect some group's interests and values or to flatter the public, when these documents were published, some have been gone through an editing process. The contents in the final publications presented to the public may deviate from the authors' original ideas.

Although it's inevitable to avoid bias and prejudice in the writing of history textbooks, we should try our best to reduce bias and prejudice in history textbooks and history teaching. The recommendations will be discussed in the following part.

### **5.3 Recommendations**

This section will give recommendations from the aspects of government and organizations, textbook publishers and authors, as well as history teachers.

### **5.3.1 For government and organizations**

Governments decide on curriculum, having a major influence on which content will be chosen into textbooks. Here, government and organizations mean the educational administrative authorities and non-governmental organizations, including but not limited to Department for Education in the UK, UNESCO, Council of Europe, Georg Eckert Institute, International Society for History Didactics, universities, teachers' associations, etc.

Firstly, for educational administrative authorities, when designing the curriculum for history, they ought to keep a balance between local, national, European and world history in curriculum. More weight should be given to the Chinese history.

Secondly, for organizations, they can cooperate with each other and carry out history textbook research and work worldwide. From the 1950s, the Council of Europe has been carrying out a work on history, to “encourage the highest standards of honesty and fairness in history textbooks, and to eradicate bias and prejudice in history teaching and history textbooks” (Council of Europe, 1995, p.5). They advocated that “not to use history textbook as propaganda but to eliminate the traditional mistakes and prejudices in history textbooks” (Council of Europe, 1995, p.5). The Council of Europe can further cooperate with other organizations, such as Georg Eckert Institute, International Society for History Didactics, to carry out many researches on stereotypes and prejudice in history textbooks, initiating comparative textbook analysis that would help eradicate one-sided historical narratives.

Organizations can organize many international projects, conferences, symposia or workshop on history, providing the opportunity for the officials, historians, curriculum experts and history teachers from all over the world to exchange information and experience. They could also reach that goal through their publications, journals and other databases from the Internet. Experts can discuss how to write



sensitive and controversial issues in history textbooks. For example, through transnational cooperation and coordination, the Korea-Japan Commission for the Joint Study of History, the German-Polish Textbook Commission, the Franco-German Textbook Commission, Sino-Japan-South Korean Textbook Commission have been founded, and scholars from Germany, France, Poland, Israel, Palestine, Japan, South Korean, China gathered together to co-write history textbooks for their countries.

Thirdly, organized training programmes for history teachers. The content of training includes the introduction of the latest historical research results, the skills and methods of how to cultivate students' abilities of critical reading and thinking. And teachers training should equip the trainees to recognize and accept cultural differences.

Finally, publish a series of booklets or teaching packs for history teachers, incorporating up-to-date information in supplementary material booklets. As mentioned before, when a textbook has been published, it will last five to ten years. The currently used textbooks cannot and didn't involve in all the latest research results, thus the historical association can publish pamphlets summarizing the latest scholarly findings in historical research.

In addition, China needs to promote internationalization of research, strengthening the communications and cooperation with foreign academics, making Chinese research achievements known and accepted by the international society.

### **5.3.2 For textbook publishers and authors**

Firstly, revise textbooks, including adding new information, correcting knowledge-based mistakes about China presented in U.K history textbooks, absorbing international research findings, and supplementing the latest historical materials in history textbooks.

Secondly, more weight should be given to the Chinese history. When depicting China, not only focus on the writing of the history of Mao but also increase the proportion of the contents of modern China's developments. Textbook narratives ought to provide a balanced description of all kinds of events. Present both positive

and negative issues in China.

Thirdly, avoid prejudice and bias in the writing of history textbooks. Textbook publishers and authors should present all kinds of materials instead of value judgments, and cautiously use derogatory or exaggerated expressions, providing different sorts of facts and opinions about some events, especially some controversial issues in history textbooks. History textbooks should not be an instrument of ideological manipulation. Textbook writing should be free from bias and avoid presenting history selectively and politically tendentious.

Finally, textbooks should not just transmit knowledge but also stimulate critical thinking. History textbooks should encourage students to approach historical events critically, using the skills and assessment criteria as historians by designing some students' activities in textbooks.

### **5.3.3 For history teachers**

As the discussion in 5.2, it is necessary to consider the production cost of history textbook, since no textbook will ever be up to date and completely reflect the latest research. History teachers should keep abreast of the latest scholarly findings in historical research through reading articles, journals and monographs, etc. History teachers can provide supplementary materials, giving the students up-to-date information when they are teaching.

Develop students' critical thinking abilities and give a chance to students for the critical evaluation of different kinds of evidence. Encourage students to distinguish the differences between fact and opinion. Consider the reliability of the sources and the credibility of an event described in the textbooks. Cultivate students' ability to recognize and assess various types of bias, such as distortions, stereotypes, fragments, inaccuracies and omissions in history textbooks as well as textbook authors.

History teachers should encourage students to conduct a critical study of controversial issues and to cooperate with other students to check the accuracy of the materials in the textbook, analyzing them with other sources outside the textbook. When dealing with controversial questions, such as the surrender of Japan at the end

of World War II, history teachers ought to present all relevant points of view and abundant materials with different sides.

#### **5.4 Limitations of the research**

Firstly, the research only chose three themes, including Mao Zedong, the Second Sino-Japanese War and Tiananmen Square Event to analyse the representations of China in history textbooks of the UK. These three themes are the typical examples representing China but cannot depict a complete picture of Chinese history. For example, ancient China, Chinese women, and the KMT represented by Jiang Jieshi, etc.

Secondly, limitations exist in the research methodology. Textbook discourse analysis is concerned with the study of the relationship between language presented in textbooks and the ways they are interpreted within social contexts. The researcher lacks professional knowledge of linguistics and has not received relative training. Additionally, it's the first time for the researcher to apply discourse analysis approach to analyse history textbooks. The lack of professional linguistics background and experience has brought about many difficulties in the process of data analysis.

Thirdly, this research has not considered the students' and teachers' use of history textbooks. There are two reasons: first it's very difficult for the researcher to select research samples of history teachers and students who used these textbooks. Unlike many other countries, there are no unified history textbooks in the UK. Every school and teacher have absolute freedom to choose which textbooks to be used in the classroom. So many kinds of history textbooks provided for students and teachers, and this wide selection determined the low usage of each book. Moreover, there is no opportunity and condition for the author to do some research about how history teachers and students use these textbooks in the UK.

The second reason is related to the status of history textbooks in the UK. History textbook is just one of the sources and learning tools for students. Individual history teachers will compile teaching materials by themselves, downloading other materials from the Internet. History teachers and students have become heavily reliant on

PowerPoint, while textbooks are not used so much in recent years. Terry Haydn had made a questionnaire and interview about how much history teachers in the UK use history textbooks in their lessons. The result was that 49% of history teachers used textbooks under 50% of their lessons (Terry Haydn, 2011, p.73).

This dissertation just made a textbook ontology research, focusing on analysing the representations of China in history textbooks of the UK, through which to know about how the UK society has viewed and understood China. So, the research paid little attention to history teaching and learning of history teachers and students.

## 6 CONCLUSION

This study examined the representations of China and China-related topics in history textbooks of the United Kingdom, 1991-2015. 30 history textbooks of the United Kingdom have been chosen as research samples. At first, the study used frequency analysis to calculate the proportion of Chinese history covered in the UK textbooks, as well as the key themes discussed in the UK history textbooks. From the frequency analysis, we can see that issues related to CCP represented by Mao Zedong are the focus point of the UK history textbooks. The Second Sino-Japanese War and Tiananmen Square Event in 1989 are also textbook authors' favorite. So, this study chose these three topics to analyze how China has been presented in history textbooks of the United Kingdom.

In 30 UK history textbooks, there are 22 history textbooks allocating some space to Mao Zedong. From frequency statistics, we can see that the themes related Mao Zedong account for the largest proportion in the section of Chinese history in the UK history textbooks. Mao's achievements were detailed in the textbooks, and the description of Mao's failures has occupied a large proportion of textbook content, for example Mao served as a dictator and murderer because of launching the Great Forward and the Great Cultural Revolution.

Through discourse analysis of Mao Zedong in the UK history textbooks, we draw such conclusions that the representation of Mao Zedong in the UK history textbooks is the glorious images of Mao in his early life and the despotic dictatorship in his later life. The UK history textbooks authors gave priority to the negative evaluation of Mao Zedong, and the narrative of history textbooks focused on the errors made in Mao's later life, while the achievements in his early life were intentionally or unintentionally omitted in some UK history textbooks.

After examining the narrative of the cause of the Second Sino-Japanese War, the CCP and the KMT in the Second Sino-Japanese War, the atrocities of the Japanese

army and the Rape of Nanking, as well as the role of China in World War II in 16 UK history textbooks, we concluded that the UK history textbooks' narrative about the cause of the Second Sino-Japanese War is correct and objective. It spoke highly of the CCP in contrast with the belittling of KMT. As for the atrocities of the Japanese army in the war, the UK history textbooks allocated little pages to the crime the Japanese army committed to the Chinese people. In short, the Second Sino-Japanese War was casually mentioned in the civil war between the CCP and the KMT in the UK history textbooks. The textbook's basic opinions were that, despite Japan's massive invasion, the civil war in China is still ongoing. China, which relied on foreign aid to resist the Japanese army, contributed little to the World War II.

Through discourse analysis on the Second Sino-Japanese war in 16 UK history textbooks since 1991 to 2015, we found that the authors narrated the Second World War from the perspective of Europe and America. They mostly focused on the history of European and the Pacific War. Most textbooks authors were influenced by the European central theory, so that China's war of resistance was seen as an independent war between China and Japan not connected with the World War II. The Western discourse dominated the evaluation about the role of China in the World War II, forming an international public opinion environment that was extremely unfavorable to China. In summary, China was in a discourse disadvantage.

From frequency and discourse analysis of 9 UK history textbooks, especially one book and four images, we found that most of 9 UK history textbooks described Tiananmen Square Event in a depiction that the Chinese government cracked down the students' demonstration of appealing for political reform and more freedom. Many students were killed and injured. Tiananmen Square Event was a massacre. China had very poor human rights. Chinese government should be condemned worldwide.

Based on frequency analysis on 30 UK history textbooks and discourse analysis on Mao Zedong, the Second Sino-Japanese War, Tiananmen Square Event, we got the features of the representations of China in history textbooks of the United Kingdom, i.e. acknowledging China has a long history and was famous for her splendid mysterious ancient culture, focusing on the writing of the history of modern China

especially Mao Zedong, and the latest research results about China were not included in the UK history textbooks and there existed some bias and prejudice in the writing of China.

Having analyzed the features and factors influencing the representations of China in history textbooks of the United Kingdom, recommendations have been proposed. For educational administrative authorities and organizations, when designing the National Curriculum for history, they ought to keep a balance between local, national, European and world history in curriculum. Organizations can cooperate with each other, carrying out history textbook research and work worldwide, providing training program and a series of booklets or teaching packs for history teachers. For history textbooks publishers and authors, it is important to revise textbooks, including adding new information about the latest historical materials and correcting knowledge-based mistakes about China presented in U.K history textbooks, and try to avoid prejudice and bias in the writing of history textbooks. As for history teachers, they are recommended to provide supplementary materials and up-to-date information to students in the teaching. Most importantly, it is essential to develop students' critical thinking abilities, encouraging students to critical study of controversial issues. In addition, China needs to promote internationalization of research, strengthening the communications and cooperation with foreign academic, making Chinese research achievements known and accepted by international society.

As discussed in chapter 5.4 the limitations of the research, further research in this area is still needed.

Firstly, expand the research scope, the sample size and time period. Although these three themes Mao Zedong, the Second Sino-Japanese War, Tiananmen Square Event are the typical representations of China and how Western looked upon China, they cannot represent the whole Chinese history. The researcher will choose more themes related to China and more the UK history textbooks published since the 1900s to analyze the representations of China in UK history textbooks in the future. This work has been under way; the researcher has applied a national project *China in UK History Textbooks since the 1900s* in China.

Secondly, make a deep study of the discourse analysis, especially how to utilize the tool of qualitative data analysis, such as NVivo, ATLAS.TI to help with the analysis process.

Finally, if possible, go to some schools of the UK, visit history classroom, make survey and questionnaire about how history teachers and students use history textbooks to teach and learn. The author will make a further study on how history textbooks have affected history teaching and learning in the future research.



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## APPENDIX A

### List of 30 UK history textbooks

- 1) Nichol, J. & Lang, S. (1991). Work out modern world history GCSE. Basingstoke [u. a.]: Macmillan education Ltd.
- 2) J. F. Aylett. (1991). In search of history: the twentieth century world. London: Hodder & Stoughton.
- 3) Heater, D. (1991). Presenting the past book 3 Reform and revolution. Oxford [u. a.]: Oxford Univ. Press.
- 4) Middleton, H. & Heater, D. (1991). Atlas of modern world history. Oxford [u. a.]: Oxford Univ. press.
- 5) Brooman, J. (1991). Imperial China: from the first emperor to Kublai Khan. Harlow: Longman.
- 6) Bryn O'Callaghan (1992). A history of the twentieth century. London and New York: Longman.
- 7) Howarth, T. (1993). Twentieth century history. Harlow: Longman.
- 8) R. D. Cornwell (1993). World history in the twentieth century. UK: Longman Group UK Limited.
- 9) Tate, N. (1993). GCSE modern world history. London: Hodder and Stoughton.
- 10) Brooman, J. (1996). Longman 20th century history series: China since 1900. Harlow, Essex: Longman Inc.
- 11) Lancaster, T. & Peaple, D. (1996). The modern world. Lancashire: Causeway Press Ltd.
- 12) Edmonds, J. (1998). Philip's history atlas: 2000 years of world and British history. London [u. a.]: Philip.
- 13) Hazel Mary Martell. (1998). Imperial China from 221BC to AD 1294. London: Evans Brothers Limited.
- 14) Culpin, C. (2001). Making history: world history from 1914 to the present.

London: Collins.

15) Todd, A. (2001). Oxford history for GCSE: the modern world. Oxford (u.a.): Oxford Univ. press.

16) DeMarco, N. (2001). The world, this century: working with evidence. London: Collins.

17) Grant, R. G. (2005). Systems of government: Communism. London: Evans.

18) Bryden, J., Elder K., McGovern, B., & Murray, D. (2006). Standard grade modern studies: the world, second edition. Paisley: Hodder Gibson.

19) Stewart, G. (2006). China 1900-1976. UK: Heinemann.

20) Whitfield, R. (2008). The impact of Chairman Mao: China, 1946-1976. UK: Nelson Thornes Ltd.

21) Collier, M. & Rees, R. (2008). History in progress Book 1 1066-1603.

22) Boughey, N., Day, S., Roberts, C., & Webb, S. (2010). History in progress Book 2 1603-1901. UK: Heinemann.

23) Clayton, S., Collier, M., Day, S., & Rees, R. (2011). History in progress Book 3 1901-present day. UK: Heinemann.

24) Dhillon, G., Elliott, A., & Vicki A. Jolly (2011) Intermediate modern studies. UK: Hodder Gibson.

25) Todd, A., & Waller, S. (2011). History for the IB Diploma: authoritarian and single-party states. Cambridge: Cambridge University Press.

26) Wells, M. (2011). History for the IB Diploma: causes, practices and effects of wars. Cambridge: Cambridge University Press.

27) Lowe, N. (2013). Mastering modern world history (5th ed.). Basingstoke [u. a.]: Macmillan Press Ltd.

28) Dawson, I., Bates, N., Fisher, A., & Mcfahn, R. (2014). Making sense of history 1066-1509. UK: Hodder Education

29) Waugh, S. (2014). Essential modern world history. Oxford: Oxford University Press.

30) Whitfield, R. (2015). The transformation of China, 1936-1997. Oxford: Oxford University Press.

## APPENDIX B

### **The titles, sub-titles and table of contents of Chinese history in 30 UK history textbooks**

**1) Nichol, J. & Lang, S. (1991). Work out modern world history GCSE. Basingstoke [u. a.]: Macmillan education Ltd.**

The modern world, 1962-90

Problems of the 1980s

China, 1919-80

The War lords, 1919-27

The Guomintang and the Communists, 1927-37

China and Japan 1937-45, and the Communist Victory, 1946-9

The Communist Regime, 1949-56

The Great Leap Forward-Communistisation

The Cultural Revolution

The struggle for power

**2) J. F. Aylett. (1991). In search of history: the twentieth century world. London: Hodder & Stoughton.**

China and revolution

**3) Heater, D. (1991). Presenting the past book 3 Reform and revolution. Oxford [u. a.]: Oxford Univ. Press.**

China

Fall of Manchus

The Kuomintang

The Long March

War with Japan

The Communist Revolution

the Cultural Revolution

**4) Middleton, H. & Heater, D. (1991). Atlas of modern world history. Oxford [u. a.]: Oxford Univ. press.**

China under the Western heel before 1912

The extension of Nationalist (Kuomintang) control, 1928-37

CCP fortunes until 1936

The end of the Chinese civil war, 1945-9

China in the world

**5) Brooman, J. (1991). Imperial China: from the first emperor to Kublai Khan. Harlow: Longman.**

The first emperor

The great dynasties

Life and belief

Science and invention

China and the west

**6) Bryn O'Callaghan. (1992). A history of the Twentieth century. London and New York: Longman.**

The beginning of modern China

The Communists win power

Mao's China

Deng's China

**7) Howarth, T. (1993). Twentieth century history. Harlow: Longman.**

China between the Wars

China since Chiang Kai-shek, 1949-85

**8) R. D. Cornwell. (1993). World history in the twentieth century. UK: Longman Group UK Limited.**

China

Beginning of the twentieth century

The end of the Manchus 1900 to 1912

The period of the war lords 1912 to 1928

The Kuomintang and the Communists

1928-1937

War against Japan 1937 to 1945

The communist victory 1945 to 1949

China under communism

**9) Tate, N. (1993). GCSE modern world history. London: Hodder and Stoughton.**

China in the twentieth century

China in the early twentieth century

Civil war between the Kuomintang and the communists

Mao Zedong and the creation of a communist society, 1949-76

China since the death of Mao

China's foreign policies, 1949 to the present day

**10) Brooman, J. (1996). Longman 20th century history series: China since 1900.**

**Harlow, Essex: Longman Inc.**

China since 1900

Part One: pre-communist China

1 China in 1900

2 the revolution of 1911

3 warlord China, 1912-27

4 the new revolutionaries

5 conquest and extermination, 1928-34

6 The Long March

Part Two: China at war

7 the threat from Japan

8 from Manchuria to a united front, 1931-7

9 the Japan-China War, 1937-45

10 the two Chinas: communist and Guomindang

11 the final struggle, 1945-9

Part Three: China under Communist rule

12 the communist state



- 13 years of great change, 1950-3
- 14 a Five-Year Plan and a Hundred flowers, 1953-7
- 15 the Great Leap Forward, 1958
- 16 'three bitter years': the crisis of 1959-61
- 17 the Cultural Revolution, 1966-9
- 18 power struggles, 1969-76
- 19 the 'new historical period': 1976 to the present
- 20 China and the world, 1949 to the present

**11) Lancaster, T. & Peple, D. (1996). The modern world. Lancashire: Causeway Press Ltd.**

the emergence of modern China

Why was it difficult to rule China in the early 20th century?

What was it like to live in China at the start of the 20th century?

Why did relations between the CCP and the GMD deteriorate after 1927?

How did the CCP manage to win power?

What impact did Communist rule make on China?

What were the causes and aims of the Cultural Revolution?

**12) Edmonds, J. (1998). Philip's history atlas: 2000 years of world and British history. London [u. a.]: Philip.**

Ancient and medieval China

Japan and China 1931-45

Civil war in China 1945-49

**13) Hazel Mary Martell. (1998). Imperial China from 221BC to AD 1294. London: Evans Brothers Limited.**

Introduction

the Middle Kingdom

China before the first emperor

The Qin dynasty

The Han dynasty

Chaos and division

Chinese society

Everyday life

Science and technology

Arts and crafts

The Mongol invasion

**14) Culpin, C. (2001). Making history: world history from 1914 to the present.**

**London: Collins.**

China to 1949

Early history

Sun Yatsen and the 1911 revolution

Chiang Kaishek and civil war

War with Japan

Civil war, 1945-1949

China since 1949

China in 1949

The early years

Women's rights

The government

The Great Leap Forward 1958-1965

The Cultural Revolution 1966-1976

China after Mao

Foreign affairs

Mao Zedong 1893-1976

**15) Todd, A. (2001). Oxford history for GCSE: the modern world. Oxford (u.a.):**

**Oxford Univ. press.**

The rise of Communist China

The rise of Communists

The birth of Communist China

Communist transformation 1950-1957

The Great Leap Forward

Mao and the Cultural Revolution

Right against left

Developments in China since 1980

China and the world

**16) DeMarco, N. (2001). The world, this century: working with evidence. London: Collins.**

China this century

China before 1911

The 'Revolution of the Double Tenth'

The civil war part one: 1927-37

The civil war part two: 1945-49

China under Mao: problems in 1949

Industry: The Five Year Plan

The Great Leap Forward

the Cultural Revolution 1966-69

Mao's achievement

China since Mao

China's foreign policy since 1949

**17) Grant, R. G. (2005). Systems of government: Communism. London: Evans.**

Mao Zedong

The Cultural Revolution

The single-party system

How government works in China

Party membership and privileges

Political manoeuvring

Participation of the masses

The fall of the Gang of Four

Abuses of power

Lack of individual freedom

Experiments in collective living

The Four Modernisations

Deng Xiaoping

Tiananmen Square

Free enterprise in China

Capitalism and corruption

Chinese materialism

**18) Bryden, J., Elder K., McGovern, B., & Murray, D. (2006). Standard grade modern studies: The world, second edition. Paisley: Hodder Gibson.**

Ideologies-China

The Communist Party of China (CPC)

How many political parties are there in China?

Human rights in China

China's economy

Agriculture in China

Economic growth in China

**19) Stewart, G. (2006). China 1900-1976. UK: Heinemann.**

1 Introduction

2 The last years and fall of the Qing Dynasty

3 The new China: a troubled and chaotic childhood, 1912-27

4 Rival visions of the new China, 1928-37

5 War with Japan

6 Civil war and communist victory

7 The new dynasty: China, 1949-56

8 Politics, personalities, dissent and repression: China, 1954-58

9 The Great Leap Forward

10 Recovery and revolution: China, 1961-69

11 China and the world, 1949-76

12 The last years of the red emperor: China 1969-76

**20) Whitfield, R. (2008). The impact of Chairman Mao: China, 1946-1976. UK: Nelson Thornes Ltd.**

Introduction

Crisis in China

The end of Qing dynasty

Communism and the Comintern

The White Terror

Nationalist rule

Communist survival

The Long March

War against Japan

Nationalist retreat

Guerrilla warfare

Section 1

The civil war, 1946-9

1 Communists and Nationalists

2 War and Communist victory

Section 2

The consolidation of power, 1949-53

3 Mao and the Party

4 reforming China

Section 3

Economic planning and its results, 1953-67

5 Controlling the economy

6 The Great Leap Forward

7 The aftermath of the Great Leap Forward

Section 4

the Cultural Revolution and its aftermath, 1966-76

8 The aims, origins and course of the Cultural Revolution

9 The impact of the Cultural Revolution

10 The aftermath of the Cultural Revolution

11 Mao's death and his impact on China

**21) Collier, M. & Rees, R. (2008). History in progress Book 1 1066-1603.**

What was life like in China in the Middle Ages?

What was life like in the city of Khanbaliq?

**22) Boughey, N., Day, S., Roberts, C., & Webb, S. (2010). History in progress Book 2 1603-1901. UK: Heinemann.**

1 The Chinese Qing: a forgotten empire?

2 Was the Qing Dynasty educated, cultured and equal?

**23) Clayton, S., Collier, M., Day, S., & Rees, R. (2011). History in progress Book 3 1901-present day. UK: Heinemann.**

How did Chairman Mao change China?

What was The Great Leap Forward?

What was the Cultural Revolution?

**24) Dhillon, G., Elliott, A., & Vicki A. Jolly (2011) Intermediate modern studies. UK: Hodder Gibson.**

The People's Republic of China

The land and the People

Political and economic Ideology

A brief history of politics in China

the Chinese Communist Party (CCP)

The structure of government in China,

Political participation in China

Voting in elections

Membership of the Chinese Communist Party

Human rights in China

Political dissidents

One Child Policy

Religious freedom

Economic change and progress in China

Changes to the Chinese economy under Deng Xiaoping

A shift away from communism

Government response to economic downturn

Inequality in wealth and income

Employment and unemployment

Education

Health

Housing

Crime

**25) Todd, A., & Waller, S. (2011). History for the IB Diploma: authoritarian and single-party states. Cambridge: Cambridge University Press**

Mao and China

Unit 1 Origins and rise, 1894-1949

What was China like in the early 20th century?

How did Mao Zedong achieve leadership of the Chinese Communist Party?

Why did civil war break out in China in 1946?

Why did Mao become ruler of China in 1949?

Unit 2 Ideology and the nature of the state

What were the origins of Maoist Ideology?

What were the key elements of 'Mao Zedong Thought'?

In what ways and with what effect did Mao's Ideology influence his rule in China between 1949 and 1976?

Unit 3 Establishment and consolidation of Mao's rule

By what means did Mao establish Communist control in China in the years 1949-54?

What part did mass mobilisation campaigns and purges play in ensuring Mao's authority in the years 1949-54?

How did Mao maintain political control between 1954 and 1976?

What parts were played by propaganda and repression in Mao's consolidation of power and was Mao's China a totalitarian state?

Unit 4 Domestic policies and their impact

What were the main influences of economic policy in Mao's China?

How did Mao apply communism to agriculture?

How did Mao apply communism to industry?

Did Mao succeed in making China a great economic power?

What was the position of women in Mao's China?

What was the attitude of the CCP government towards education and youth?

What was the relationship between the Communists and the Churches within China?

How did Maoism affect the arts and cultural life?

**26) Wells, M. (2011). History for the IB Diploma: causes, practices and effects of wars. Cambridge: Cambridge University Press.**

The Chinese civil war

Unit 1 origins and causes of the Chinese civil war

What were the main long-term causes of the war?

What were the short-term causes of the war?

Unit 2 nature and practice of the Chinese civil war

What was the nature of the Chinese civil war?

What were the main events of the war and why did the Communists win?

How important were technology and tactics?

What was the involvement of civilians in the war?

What was the role of resistance and revolution?

Unit 3 effects and results of the Chinese civil war

What were the political consequences of the war for China?

What were the social and economic consequences?

How did the war affect China's position in the world?

**27) Lowe, N. (2013). Mastering modern world history (5th ed.). Basingstoke [u. a.]: Macmillan Press Ltd.**

Relations between Japan and China

China and the USA

Relations between the USSR and China

China, 1900-49

Revolution and the warlord era



The Kuomintang, Dr Sun Yat-sen and Chiang Kai-shek

Mao Zedong and the Chinese Communists Party

The Communist victory, 1949

China since 1949: the Communists in control

How successful was Mao Zedong in dealing with China's problems?

Life after Mao

Tiananmen Square, 1989, and the crisis of communism

The changing face of communism in China

The world economies in 2012

**28) Dawson, I., Bates, N., Fisher, A., & Mcfahn, R. (2014). Making sense of history 1066-1509. UK: Hodder education**

Why is China in 1300 such an exciting place to land your time machine?

Are there advanced medical ideas?

Is there any danger of foreign invasion?

Is there a well-organised government?

Will life be comfortable?

Are people developing new ideas and inventions?

**29) Waugh, S. (2014). Essential modern world history. Oxford: Oxford University Press.**

China 1911-90

China in 1900

China 1911-28

Mao Tse Tung and communism, 1920-34

War with Japan 1931-45

Communist victory, 1945-49

Communist China 1949-58

The Great Leap Forward

The Cultural Revolution 1966-69

China under Deng, 1977-90

China's relations with other countries

**30) Whitfield, R. (2015). The transformation of China, 1936-1997. Oxford: Oxford University Press.**

Part one: AS and A Level

The emergence of the People's Republic of China, 1936-1962

Section 1

The origins of the Civil War, 1936-1946

1 The condition of China in 1936

2 The Chinese Communist Party

3 The Sino-Japanese War, 1937-1945

4 From war to Civil War in China, 1945-1946

Section 2

Communist victory and the consolidation of Mao's rule, 1946-1952

5 Communist victory in the Civil War, 1946-1949

6 The People's Republic of China

7 The consolidation of power, 1949-1952

8 The international position of the People's Republic of China

Section 3

The transition to socialism, 1952-1962

9 The political development of the PRC

10 The economic development of the PRC, 1952-1962

11 Social developments, 1952-1962

12 Foreign affairs, 1952-1962

Part two: A Level

The People's Republic of China: economic growth and the transformation of the state, 1962-1997

Section 4

Reform and control 1962-1966

13 Leadership in the PRC

14 Economic developments, 1962-1966

15 Social change in China

16 International relations, 1962-1966

Section 5

The Cultural Revolution, 1966-1976

17 The origins of the Cultural Revolution

18 The development of the Cultural Revolution, 1966-1976

19 The impact of the Cultural Revolution, 1966-1976

20 Foreign affairs, 1966-1976

Section 6

The PRC under Deng Xiaoping, 1976-1997

21 Political developments in the post-Mao era, 1976-1981

22 Economic developments, 1979-1997

23 Political developments, 1982-1997

24 China as a global power; foreign policy 1976-1997

## APPENDIX C

### Notes on the transcription of Chinese words into English

A list of Chinese names that appear in this dissertation, in both the Pinyin and the Wade-Giles versions.

Pinyin	Wade-Giles
Guomindang	Kuomintang
Jiang Jieshi	Chiang Kai-shek
Mao Zedong	Mao Tse-tung
Yan'an	Yenan
Sun Zhongshan	Sun Yat-sen (Sun Yatsen)
Songjiang	Sunkiang
Tang Shengzhi	Tang Sheng-chih

## APPENDIX D

### List of Abbreviations

UK	United Kingdom
GSCE	General Certificate of Secondary Education
UNESCO	United Nations Educational, Scientific, and Cultural Organization
GEI	Georg Eckert Institute for International Textbook Research
GCE	General Certificate of Education
SHP	Schools History Project
CCP	Chinese Communist Party
USA	United States of America
USSR	Union of Soviet Socialist Republics
KMT	Kuomintang
PRC	People's Republic of China
PLA	People's Liberation Army