

科学研究費助成事業 研究成果報告書

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 研究課題名(和文) Education for Social Justice in East Asia: Perceptions and Practices in Public Schools
 研究課題名(英文) Education for Social Justice in East Asia: Perceptions and Practices in Public Schools
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研究成果の概要(和文)：本研究では、社会正義のためのシティズンシップ教育は日本と中国でどのように解釈されているかを実証的に調査・比較した。教育の言説分析のために社会正義の三次元枠組みを開発したうえ、公式ポリシー、国のカリキュラム、政府公認の教科書など一連の文書を分析しました。また、中国の学校教師にもインタビューした。調査の結果として、日本と中国の社会正義言説は包括的で、変革的で、グローバルな社会正義教育を推進するには至らないことを明らかにした。また、中国の言説において正義が不正義を上回ることを批判した。社会正義のための教育は、社会的不正を無くす教育として方向付けられるべきであると提案した。

研究成果の学術的意義や社会的意義

This research seems to be the first in the field that takes a direct and comparative look at citizenship education for social justice in Japan and China. It sends a clear and compelling message that education for social justice should be oriented as education against social injustice.

研究成果の概要(英文)：This research empirically examined and compared how social justice is interpreted in citizenship education in Japan and China. It developed a three-dimensional framework of social justice for education discourse analysis. It analyzed official policies, national curriculum guidelines and government-authorized textbooks. It also interviewed Chinese schoolteachers. The research found that both cases similarly stop short of promoting comprehensive, transformative and global social justice education. The research also found that justice outweighs injustice in the Chinese discourse. It argued that the positive construction enables the party-state to manipulate social consensus and manufacture depoliticized, individualized and authoritarian citizenship. The research proposes that education for social justice should be oriented as education against social injustice.

研究分野：citizenship education

キーワード：citizenship education social justice Japan China

1 . 研究開始当初の背景

Citizenship education for social justice is integral to recent global educational initiatives and East Asian national curricula. The mentions of social justice in national curriculum guidelines, however, should not lead us to the illusion that social justice means the same thing in different. There was a lack of research taking an empirical and comparative look at how social justice is narratively constructed and how education for social justice is implemented in schools in East Asian societies.

2 . 研究の目的

This research empirically examined and compared how social justice is interpreted and how social justice education is implemented in Japan and China.

3 . 研究の方法

It developed a three-dimensional framework of social justice for educational discourse analysis. It analysed official policies, national curriculum guidelines and government-authorized textbooks. It also interviewed Chinese schoolteachers.

4 . 研究成果

The research reveals discursive divergences and convergences between the Japanese and Chinese cases. Social justice in the Japanese discourse tends to be constructed as recognitive injustice eliminable through identical treatment towards one another by individuals. By contrast, social justice in the Chinese discourse tends to be constructed as distributive justice achievable through differential treatment by the party-state. Common to the two cases is that both pay scant attention to collective actions for and the global bearing of social justice. It argues that the two cases similarly stop short of promoting comprehensive, transformative and global social justice education.

This research also critically examines the discursive subject of social justice in official citizenship education by analysing school textbooks and interviewing schoolteachers. It sheds light on the discursive construction of social justice primarily through narratives of justice rather than injustice. Drawing upon the notion that injustice is distinct from and has priority over justice in moral and political philosophy and social theory, this study argues that the positive discursive construction of social justice enables the party-state to manipulate social consensus and manufacture depoliticised, individualised and authoritarian citizenship. Seeing the lack of opportunity to teach and learn social injustice as epistemic injustice in itself, the study suggests that education for social justice should be oriented as education against social injustice in China and beyond.

It seems that this research is the first in the field that takes a direct and comparative look at citizenship education for social justice in Japan and China in the context of increased social injustices in Asian and global societies alike. It specified and critically discussed the characteristics of social justice education in the two countries. That education for social justice should be oriented as education against social injustice is a clear and compelling suggestion relatable to education in and beyond Asia.

Research results are reported in two peer-reviewed international journal articles:

Chen, Sicong (2022) Educating for social justice in contemporary China: the politics of justice and injustice. *Discourse: Studies in the Cultural Politics of Education* (Routledge, top 10% journal), 43(4), 617-631. DOI: 10.1080/01596306.2021.1885347.

Chen, Sicong (2021) The official discourse of social justice in citizenship education: A comparison between Japan and China. *Education, Citizenship and Social Justice* (Sage), **16(3)**, 197–210. DOI: 10.1177/1746197920971811.

5. 主な発表論文等

〔雑誌論文〕 計2件（うち査読付論文 2件 / うち国際共著 0件 / うちオープンアクセス 0件）

1. 著者名 Chen, Sicong	4. 巻 16
2. 論文標題 The official discourse of social justice in citizenship education: A comparison between Japan and China	5. 発行年 2020年
3. 雑誌名 Education, Citizenship and Social Justice	6. 最初と最後の頁 197 ~ 210
掲載論文のDOI (デジタルオブジェクト識別子) 10.1177/1746197920971811	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 -

1. 著者名 Chen, Sicong	4. 巻 43
2. 論文標題 Educating for social justice in contemporary China: the politics of justice and injustice	5. 発行年 2021年
3. 雑誌名 Discourse: Studies in the Cultural Politics of Education	6. 最初と最後の頁 617 ~ 631
掲載論文のDOI (デジタルオブジェクト識別子) 10.1080/01596306.2021.1885347	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 -

〔学会発表〕 計6件（うち招待講演 4件 / うち国際学会 1件）

1. 発表者名 Chen, Sicong
2. 発表標題 Citizenship and Social Justice Education in Japan and China
3. 学会等名 第11回 公州大学校師範大学-九州大学教育学部 国際学術フォーラム (招待講演)
4. 発表年 2022年

1. 発表者名 Chen, Sicong
2. 発表標題 Education for Social Justice in Japan
3. 学会等名 International Symposium for Emerging Scholars in Education, East China Normal University (招待講演)
4. 発表年 2022年

1. 発表者名 Chen, Sicong
2. 発表標題 Deconstructing the Discourse of Social Justice in Japanese and Chinese Citizenship Education
3. 学会等名 Webinar on Citizenship and Social Justice Education in Asia
4. 発表年 2021年

1. 発表者名 Chen, Sicong
2. 発表標題 「社会正義」の意味：シティズンシップ教育の公的な言説の分析から
3. 学会等名 日本シティズンシップ教育研究大会シンポジウム 「複数性」から問うシティズンシップ教育 日本における実践課題を考える（招待講演）
4. 発表年 2021年

1. 発表者名 Chen, Sicong
2. 発表標題 Citizenship Education for Social Justice in Japan and China: Discourse and Politics
3. 学会等名 Webinar Series at the Department of Educational Administration and Policy, CUHK (招待講演)
4. 発表年 2021年

1. 発表者名 Chen, Sicong
2. 発表標題 The Official Discourse of Social Justice in Citizenship Education: A Comparison between Japan and China
3. 学会等名 World Education Research Association 2019: Focal Meeting in Tokyo (国際学会)
4. 発表年 2019年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

	氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計1件

国際研究集会 Sub-regional Workshop on a Common Curriculum for Peace Education in Northeast Asia	開催年 2023年～2023年
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8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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