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 研究課題名(英文) Teaching and Representing Minority Issues in the Curricula: A Comparative Study of Japan, the United States and the United Kingdom
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研究成果の概要(和文)：分析が続いています。2019年に異文化間教育学会とThe European Association of Japanese Studies Conferenceで発表しました。今論文を出す準備しています。今の予定として、Intercultural Education Journalで出すつもりです。

研究成果の学術的意義や社会的意義
 このプロジェクトはいくつかの理由で重要です。第一に、それにより、機関とその中の個々のアクターとの関係をよりよく理解することができます。マクロレベルの教育的アプローチとポリシーがマイクロレベルでどのように提示されるかを垣間見ることができます。第二に、それは、マイノリティの問題が社会と学校の両方に集中または疎外される方法を、マクロレベルの研究だけが提供するよりもはるかに微妙な方法で検討することを可能にします。第三に、この作業は比較的なものであるため、特定の設定の詳細に関係なく、教師が直面する可能性のある課題を検討することができます。

研究成果の概要(英文)：I am continuing to analyze the materials that I have gathered, both textual and interview based. In 2019 I presented some of these findings at two different academic conferences: The European Association of Japanese Studies Conference held at Tsukuba University, and the 異文化間教育学会 held at Meiji University. I also have a manuscript draft that I am preparing for submission to the Intercultural Education Journal.

研究分野：マイノリティ教育、比較教育

キーワード：minority issues education ideology sociology of education

1 . 研究開始当初の背景

My broader research interests focus on minority issues and schooling. For my first book, I spent one year in two different cities in western Japan, conducting participant observations on third-year junior high school students in schools that serve *hisabetsu buraku* districts. The central component of the research was how children learn about *buraku* issues in school, paying particular attention to what is, and what is not, discussed in the schools. The approaches taken in the two schools in the two communities were quite different, with one school and community taking a very open approach, where there were constant reminders of *buraku* issues and the school itself conducted special classes (*sōgō gakushū*) that focused on the history of *buraku* issues and broader discussions of how to navigate the broader society as *burakumin*. The second community was in stark contrast to the first. I was explicitly told that I could not talk with the students about *buraku* issues, nor was I able to meet with community leaders within the district. The prevailing approach there was silence.

In both settings, I was able to spend the entire school day with the students, having my own desk in the classroom and participating in the classes with the students. I was able to listen to the teacher's lessons, read the various textbooks, and interview students about what they were learning in school, how they viewed their world, and what they felt was important to them. I was also able to interview teachers in the settings about what and how they taught on *buraku* issues and how the students responded. The clear difference in how the two schools approached *buraku* issues led me to consider the discretion available to teachers, even within a system that has very clear guidelines from the national level on what needs to be covered during an academic year. The textbooks that the two schools used were understandably similar (owing to the Ministry of Education's process of textbook reviews), but the materials used beyond that were quite different.

How then, I wondered, do schools in different parts of the world engage with textbook materials and the needs of their student populations? Do teachers make use of outside materials to further educate student populations who may not see their own experiences reflected within the standard curriculum. Based on this consideration, I began the research that is the foundation of this grant.

2 . 研究の目的

How educational systems engage with marginalized populations tells us much about how the society as a whole views such groups. The materials covered in textbooks act to legitimize knowledge in a very concrete manner. Materials covered in textbooks are inherently contentious, as debates regarding textbook adoption, historical memory, religious

issue and scientific content demonstrate (Murakami & Takagi 2013; Blake 2010; Dierkes 2010; Price 2010; Shorto 2010; Loewen 2008). And minority representations have, largely, been left out of these discussions. Yet, as this study will show, they do matter.

We should also consider the power of ideology and the political interests that shape the content of textbooks along with the matter in which teachers grapple with the materials they present to students. As Barnard (2003) has accurately indicated, “the content of the curriculum is not something that is arrived at objectively” (18). This echoes the argument put forth by FitzGerald (1980) who shows that owing to political and social changes, there have been tremendous changes in the material included in textbooks. Thus, textbooks may not accurately represent the reality of the experience of specific groups. How then does this relate to the classroom experience? It is here that we must consider a more qualitative understanding of how teachers, those in the role between youth and the materials in textbooks presented as “facts,” engage in these materials. What do teachers do then, when the materials in the textbooks either minimize or presents an incomplete picture of the social and historical experiences of the students they teach?

In his work on historical trends and future paths of human rights education in Japan, Yokojima (2001) explains that one reason schools do not address minority issues is owing to the structure of the education and exam system, where minority issues do not come up on entrance exams, and as such, teachers are loathe to spend time on them. Otsu (1996) suggests that Japan could model its approach to minority issues from how US textbooks engage with these issues. For example, it was this concern over there not being enough materials in Japanese textbooks that led to teachers of resident Koreans to create their own printouts to better reflect those experiences (Terashima, Sato and Otsu 2006: 29). This may not be a good approach, however. In a review of US textbooks, Sewall (2004:19) notes that in many textbooks, “diversity takes a toll [as] deliberate omissions and deceptive content are the rule, not the exception.” This, he argues, is a result of the near monopoly held by US textbook publishers, which have “commercial interests [that] collide with quality” (31). Interestingly, in the UK, Oates (2014) found that there is “an underlying ‘anti-textbook ethos’” (8) in how teachers cover materials. Preliminary research on textbooks in Japan suggests that issues related to marginalized groups are not paramount. For example, one textbook company, *Tokyo Shoseki* supplies over fifty percent for the junior high school third-year textbooks. In their 201-page civics textbook, there are only sixteen pages on minority issues and human rights as a whole (Bondy 2015). This does not mean that these minority concerns are necessarily ignored or missing from lessons. In interviews I conducted in one school, where approximately fifty percent of the students are from a minority population, the teachers noted that they attempt to include discussions separate from the textbook,

3 . 研究の方法

In each setting, I recorded the interviews on an IC Recorder and stored them on a computer. I used a flatbed scanner to gather the textbook data, which was also kept on the computer. Both the audio of the interviews and the texts from the schoolbooks were then placed in NVIVO, a qualitative database program that allows for systematic analysis of disparate data sources (i.e., visual, textual and audio). The entry was done by both a research assistant and myself. Questions for the interviews centered on how minority issues are addressed in the classroom, how students respond to these lessons (textbook or otherwise) and if the teachers/boards of education face any response from the local community based on either textbooks or alternative approaches taken in the materials taught. Finally, I asked if they use materials other than the textbooks to highlight these materials, and if so, what they use. The interviews were semi-structured, which allowed for a more casual pattern of interaction, and provided an opportunity for data that the research might not have considered or expected to be collected and analyzed (Flick 2014).

Content Analysis of textbooks focused on categories including, but not limited to, issues of historical contributions, the relationships between minority and majority communities, the placement of minority contributions to the broader society, and challenges minority groups have made to their social position.

In the first stage of the research, I made use of a research assistant and collected materials from the Japan Textbook Research Center(教科書研究センター). I gathered the most widely used textbooks from the start of the *Heisei* Era (1989) until today, in order to examine the manner in which minority issues are addressed and what that can tell us about broader social engagement with such groups over time. In addition, I interviewed teachers and members of boards of education that serve various minority populations. At the second stage of the research, I traveled to several locations to collect data from the US and the UK. In the United Kingdom, I used the holdings of the Bodleian Libraries of the University of Oxford, which holds every volume published in the United Kingdom and Northern Ireland. This formed the foundation of the textbook materials. The interviews within the UK will be based primarily in Manchester. I also was able to interview teachers and review textbooks in County Donegal, Ireland. County Donegal is in the northern part of Ireland and shares a border with Northern Ireland. This location allowed me to consider religious issues as a foundation of the Troubles. Finally, I was able to interview teachers in North Carolina and I made use of the College of Education library at Michigan State University (one of the largest education programs in the US).

4 . 研究成果

I am continuing to analyze the materials that I have gathered, both textual and interview based. In 2019 I presented some of these findings at two different academic conferences: The European Association of Japanese Studies Conference held at Tsukuba University, and the 異文化間教育学会 held at Meiji University. I also have a manuscript draft that I am preparing for submission to the Intercultural Education Journal.

5. 主な発表論文等

〔雑誌論文〕 計1件（うち査読付論文 0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 Christopher Bondy	4. 巻 32
2. 論文標題 New law or old issues: stakeholder expectations on the bill for the promotion of the elimination of Buraku discrimination	5. 発行年 2019年
3. 雑誌名 Japan Forum	6. 最初と最後の頁 1-16
掲載論文のDOI（デジタルオブジェクト識別子） https://doi.org/10.1080/09555803.2019.1594340	査読の有無 無
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1件（うち招待講演 0件／うち国際学会 1件）

1. 発表者名 Christopher Bondy
2. 発表標題 New Law or Old Issues: Stakeholder expectations on the Bill for the Promotion of the Elimination of Buraku Discrimination
3. 学会等名 15th International Conference of the European Association for Japanese Studies (国際学会)
4. 発表年 2017年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

6. 研究組織

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