

Applied Research on World System Theory Taking the Sino-Japanese Relationship After World War II as an Example

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[Applied Research on World System Theory Taking the Sino-Japanese Relationship After World War II as an Example](#)

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Abstract

This paper complements the three-tier structure of "A• Center State", "B• Quasi-surrounding Countries" and "C• Neighboring Countries" from the perspective of the relationship between economic development and democratic development in the world system. The investigation and analysis focus on the history of Sino-Japanese relations after the Second World War. Based on Murakami's "hegemonic system model" and "global capital system and democratic system", the theoretical research results are used as a methodology to compare the economic recovery history of China and Japan after the World War II.

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Second Sino-Japanese War - Second Sino-Japanese War - Stalemate: During the stalemate phase of the war, beginning in 1939, Japan tried to subdue Chinese resistance by blockade. China's main seaports were occupied, from the south to the north. When the communists began to reappear as rivals rather than subordinates, the Nationalist government retaliated with repressive measures, which it also applied to other groups. Essentially an authoritarian regime, it tended to become more repressive and less efficient as the war dragged on. The United States also had wished for China to take a place as a stabilizing influence in eastern Asia after the war. In various ways U.S. representatives in China tried to bring about a reconciliation between the Kuomintang and the communists. *JAPANESE RELATIONS* by Maria Gabriela Romeu Florida International University, 2013. The reasoning behind researching the Japanese history textbook controversy is founded on the tense relationship between Japan and China, two of the most significant powers in the East Asian region, which continue to dispute over issues that reflect back to. 1 In 2001, the Ministry of Education (MOE) and the Ministry for Science and Technology merged to form Ministry of Education, Culture, Sports, Science and Technology (MEXT). 4 Caroline Rose, *Interpreting History in Sino-Japanese Relations: A Case Study in Political Decision-Making* (London: Routledge, 1998); and *Sino-Japanese Relations: Facing the Past, Looking to the Future?* (New York: RoutledgeCurzon, 2005). Previous (Second Italo-Ethiopian War). Next (Secondary education in France). The Second Sino-Japanese War (July 7, 1937-September 9, 1945) was a major war fought between the Republic of China and the Empire of Japan before and during World War II. It was the largest Asian war in the twentieth century. Although the two countries had fought intermittently since 1931, full-scale war started in earnest in 1937 and ended only with the surrender of Japan in 1945. The war was the result of a decades-long Sino-Japanese and German-Polish Relations since World War II, Cambridge: Cambridge University Press. Since the end of the Cold War, more and more specialists in history, psychology and other social. Compared with the Franco-German relationship, it can less easily be qualified as a 'deep reconciliation'. Furthermore, the normative approach which is explicitly chosen in the book - namely. In the US since World War II, this arrangement has amounted to society—through government—giving science both money and relative autonomy while, in return, reaping the practical benefits that inevitably result. The arrangement once may have been appropriate, but it no longer is; we now need a new understanding of how science serves national needs.