

Research Report on History Education in Chinese and American Higher Education

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I. Introduction

The selection of this research topic was driven by our shared academic interests. During our initial group discussion, we identified a collective concern regarding historical education in higher institutions across China and the United States. This consensus led us to focus our investigation on three core aspects: the current status of historical pedagogy, comparative differences, and potential areas for improvement in university-level history education between these two nations.

A study of history education in Chinese and American universities holds significant value. First of all, by comparing the curriculum content and value orientations of history education in Chinese and American universities, this research can reveal divergent perspectives on historical narratives between the two nations. Such insights help students, scholars, and the public transcend cultural biases and establish fact-based, rational dialogue mechanisms. From a microscopic perspective, in an era of globalization, history education must address shared human challenges (e.g. climate change, racial equity). By analyzing how Chinese and American history education integrates global issues, this research can advance the cultivation of "global citizens" equipped with cross-cultural collaboration skills, thereby contributing to future international governance. From a macroscopic perspective, history education serves as a critical vehicle for shaping national identity and disseminating cultural values. Investigating the interactions and differences in Sino-American historical pedagogy can inform the design of more inclusive cultural exchange programs. These initiatives may strengthen public diplomacy efficacy and foster international recognition of both cultures.

After finalizing the theme, we proceeded to advance the research. Given the inherently expansive nature of historical studies, our first methodological step involved temporal and thematic

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delimitation. Through collaborative analysis, we identified eleven post-World War II historical events deemed pivotal to both national narratives and Sino-American relations. These included domestically significant Chinese events (the Chinese Civil War, the Reform and Opening-Up Policy, and the Handover of Hong Kong), landmark American occurrences (the Civil Rights Movement, 911 attacks, and 2008 Financial Crisis), and bilateral milestones (the Cold War, Korean War, Vietnam War, Nixon's visit to China, and One-China Policy). These selections served as foundational case studies for assessing historical literacy.

Subsequently, we designed a structured questionnaire comprising four dimensions: demographic profiles, historical knowledge assessment, experiential evaluation of pedagogical approaches, and comparative analysis of educational paradigms. Following content validation, the survey was distributed digitally, yielding 95 valid responses from Chinese participants and 10 valid responses from American participants, which provided a robust dataset for analysis.

Through systematic data integration and critical interpretation of findings, this research synthesizes empirical evidence to address our core inquiries. The resultant paper constitutes both our comprehensive investigation and final academic deliverable.

II. Literature review

History often comprises so-called facts that contradict one another and historians may reconstruct history with their varied historical approaches, as "factual" accounts are often structured by unconscious narrative conventions. Eric Foner's *Who Owns History?: Rethinking the Past in a Changing World* holds that history is often rewritten for nationalist ideologies, which renders students unprepared for confronting the nations' reality⁵. Hayden White's *Metahistory* posits that historical writing is inherently emplotted through tropes, undermining claims to objectivity⁶. As the scholarly writing of history originated from the west, a plethora of studies examine how Chinese history is studied by western scholarship with a western-centric bias. Paul A. Cohen's book *Discovering History in China* articulates that by focusing on western impact and Chinese response, many western historians adopt a western-centric approach of constructing Chinese history⁷. For instance, western scholars' treatment of historical events like Opium War that

⁵ Foner, E. (2002). *Who owns history?: rethinking the past in a changing world*. Macmillan.

⁶ White, H. (2014). *Metahistory: The historical imagination in nineteenth-century Europe*. jhu Press.

⁷ Cohen, P. A. (2010). *Discovering history in China: American historical writing on the recent Chinese past*. Columbia University Press.

brought about the fierce confrontation between China and the western world overstates the western impact and overlooks Chinese consciousness. Also, Cohen elaborates on the criticism of exaggerated differentiation of authoritarian China and liberal West.

Many researchers also challenge the politics and nation-building in history education. Plenty of studies review the textbooks of different countries to examine how one identical historical event that involved these countries is interpreted in pedagogical context, as politics and ideology are associated with the national formal school curricula⁸, in which textbooks, source of “official knowledge⁹”, acts as important educational tools of building national identity¹⁰. Yeow (2013) uses the case of Ontario High School’s history curriculum during the 1947 until the 1980s to illustrate how post Second World War Chinese history is presented with the emphasized description of China being static and isolated in contrast to the west portrayed as the side of modernity, reflecting a tradition-modernity approach and the stereotypical western-centric gaze¹¹. Meanwhile, American scholars also examine how American history is interpreted by China. In the 1980s, Richard Gross from Stanford University conducted a project to explore how China and the U.S. were depicted in each other’s textbooks. He concluded that Chinese textbooks highlighted the anti-British America during the colonization era and also portrayed the U.S. as a capitalist country subject to economic crisis, reflecting a socialist perspective¹².

The history of the U.S. is also interpreted in different ways by textbooks of different regions. Important historical events such as the Korean War, Cold War, in which both China and the U.S. played crucial roles in, are found to be given diverse accounts by different textbooks. In Lindaman’s book *History Lessons: How textbooks from around the world portray U.S. history*, the author points out the insularity of national textbooks on a given historical event, as the text is a sort of state-sanctioned version of historical story¹³. The Boxer Rebellion in American textbook is interpreted

⁸ Fiala, R. (2007). Educational ideology and the school curriculum. In *School knowledge in comparative and historical perspective: Changing curricula in primary and secondary education* (pp. 15-34). Dordrecht: Springer Netherlands.

⁹ Jackson, L., Apple, M. W., Yan, F., Lin, J. C., Jiang, C., Li, T., & Vickers, E. (2024). The politics of reading textbooks: Intergenerational and international reflections on China. *Educational Philosophy and Theory*, 56(12), 1156-1166.

¹⁰ De Giorgi, L. (2009). Learning history in globalizing China: An overview of Chinese high-school history textbooks. *History at stake in East Asia*, 21(1), 155.

¹¹ Tong Chia, Y. (2013). Through the “western” gaze: Chinese history in Ontario high school world history syllabus and textbooks, 1947-ca. 1980s. *History of Education Review*, 42(2), 199-211.

¹² Gross, R. E. (1996). The United States as presented in Chinese texts. *Social Studies*, 87(3), 133. Retrieved from <https://www.proquest.com/scholarly-journals/united-states-as-presented-chinese-texts/docview/1296505260/se-2>

¹³ Lindaman, D., and K. Ward. 2004. *History lessons: How textbooks from around the world portray U.S. history*. New York: New Press.

as a revolt against American economic imperialism while in Hong Kong Chinese textbooks, the description of the event “emphasizes the unique origins of the revolt and the aggressive intentions of the foreign powers”. This book also mentions that other countries are also portrayed within the context of the impact of the American foreign policy or from the viewpoint of U.S. interests. Lin Lin et al. adopt a bilateral comparison of the different interpretations of the Korean War in Japanese, South Korean and Chinese and American textbooks, with the conclusion that each country’s textbooks highlight its own political perspective¹⁴. Lisa Dyson examines the narration of the Cold War in Chinese history textbooks in terms of the origin of the Cold War, the relations between past and present and China’s self image depicted in the text. She points out that China highlights its independence, which is reinforced in account of the Korean War, and also America’s ambitions that may be potential impediment to globalisation¹⁵. In conclusion, numerous studies have revealed that history textbooks are organized and written to serve the aim of ideological control. Joseph Zajd points out that in the process of nation-building, it is hard to reach a desirable consensus on a balanced reconstructed history¹⁶.

Scholars also criticize the impact of political expectations on history education. In the book *History Textbooks and the Wars in Asia Divided Memories*, Gi-Wook Shin’s cross-national study of ~~Northeast Asian textbooks finds that~~ mutually antagonistic portrayals of territorial disputes reinforce "competitive victimhood" among students¹⁷. Also, various agencies, including international governmental institutions, NGOs, and academic and pedagogical institutions, are engaged in projects to revise history teaching in post-conflict societies. Falk Pingel examines such efforts to reconcile divergent narratives through joint textbook commissions, though the effects remain limited by political constraints¹⁸.

To conclude, history textbooks serve as one of the most widely read historical accounts around the world¹⁹. Past studies about how history textbooks of different countries reconstruct historical

¹⁴ Lin, L., Zhao, Y., Ogawa, M., Hoge, J., & Kim, B. Y. (2009). Whose history? An analysis of the Korean war in history textbooks from the United States, South Korea, Japan, and China. *The Social Studies*, 100(5), 222-232.

¹⁵ Dyson, L. (2019). The Emergence of a Multipolar World: Decentring the Cold War in Chinese History Textbooks. *The Cold War in the Classroom: International Perspectives on Textbooks and Memory Practices*, 75-105.

¹⁶ Zajda, J. (2015). Nation-building and history education in a global culture (pp. 185-191). Springer Netherlands.

¹⁷ Shin, G. W., & Sneider, D. C. (Eds.). (2011). *History textbooks and the wars in Asia: Divided memories*. Routledge.

¹⁸ Pingel, F. (2008). Can Truth Be Negotiated? History Textbook Revision as a Means to Reconciliation. *Annals of the American Academy of Political and Social Science*, 617(1), 181 –198..

¹⁹ Lindaman, D., and K. Ward. 2004. History lessons: How textbooks from around the world portray U.S. history.

events that involve collective memory and engagement, emphasize on ideologies and national identity.

III. Brief Introduction of 11 historical events

1. China

(1) End of the Chinese Civil War (1927–1949)

The Chinese Civil War ended in 1949 after years of fighting between the Kuomintang (KMT) and the Chinese Communist Party (CCP). After Japan's defeat in World War II, both sides competed to control China. The CCP gained strong support through land reforms and winning over the rural population, while the KMT struggled with corruption and public dissatisfaction.

Between 1948 and 1949, the CCP won major battles and took control of most of mainland China. On October 1, 1949, Mao Zedong declared the founding of the People's Republic of China. The KMT retreated to Taiwan. This ended the war and reshaped China's political system.

Average understanding score: 3.81(1 for least familiar; 5 for most familiar; same applies below)

(2) Reform and Opening Up (1978–present)

In 1978, China began major economic reforms after years of stagnation. The Chinese Communist Party shifted its focus to economic growth and opening up to the world. Reforms started in the countryside with the household responsibility system, which boosted food production.

Later, changes reached the cities, giving more freedom to businesses and encouraging private ownership. In 1980, China set up Special Economic Zones to attract foreign investment. Deng Xiaoping's 1992 Southern Tour pushed reforms further. These changes helped lift millions out of poverty and turned China into a global economic power.

Average understanding score: 4.04

(3) Hong Kong Handover (1997)

Hong Kong returned to China on July 1, 1997, after over 150 years of British rule. In the 1980s, China and the UK agreed that Hong Kong would return to China under the principle of "one country, two systems." This meant Hong Kong would keep its capitalist system and way of life for 50 years.

The handover ceremony was held in 1997, and President Jiang Zemin announced China's

sovereignty over Hong Kong. This peaceful transition boosted national unity and set an example for the return of Macau in 1999.

Average understanding score: 3.86

2. The US

(1) Civil Rights Movement (1950s-1960s)

The American Civil Rights Movement was a major historical event in the 1950s and 1960s, primarily led by African Americans, aiming for legal and social equality. Its core goals were to abolish racial segregation, gain voting rights, and eliminate racial discrimination. One of the landmark achievements of the movement was the 1954 *Brown v. Board of Education* ruling, which declared racial segregation in public schools unconstitutional.

In 1963, Martin Luther King Jr. delivered his famous “I Have a Dream” speech in Washington, D.C., calling for an end to racial inequality. In 1964, the Civil Rights Act and the Voting Rights Act of 1965 were passed, laying the legal foundation for racial equality in the U.S. The movement not only brought profound changes to American society but also influenced global anti-racism struggles.

Average understanding score of this historical event: 2.29

(2) 9/11 Attacks (2001)

On September 11, 2001, the United States was struck by a terrorist attack. Nineteen members of the terrorist group al-Qaeda hijacked four commercial planes, crashing two into the Twin Towers of the World Trade Center in New York, one into the Pentagon in Washington D.C., and the fourth into a field in Pennsylvania. Nearly 3,000 people were killed, making it the deadliest terrorist attack in U.S. history.

In the aftermath, the U.S. government launched the War on Terror, invading Afghanistan to dismantle al-Qaeda and the Taliban regime. Domestic security measures were also enhanced, including the establishment of the Department of Homeland Security. The 9/11 attacks profoundly impacted global politics, security, and international relations, marking a new phase in the global fight against terrorism.

Average understanding score of this historical event: 3.24

(3) 2008 Financial Crisis

The 2008 financial crisis was one of the most severe global economic crises in history. The crisis

originated from a collapse in the U.S. housing market bubble, which led to a credit crunch and a global stock market crash, triggering massive bank failures. The collapse of Lehman Brothers was a symbolic event during the crisis.

Governments and central banks implemented emergency measures such as stimulus packages and interest rate cuts to stabilize the financial markets. Despite these efforts, the crisis led to a global recession, rising unemployment, and significant economic changes. It also exposed the vulnerabilities of the global financial system and prompted worldwide financial regulatory reforms.

Average understanding score of this historical event: 3.22

3.Shared Historical Events

(1) The Cold War

The Cold War was a political, military, and economic confrontation between the two superpowers, the United States and the Soviet Union, and their respective blocs, lasting from 1947 to 1991 after World War II. The Cold War was characterized by ideological opposition between the two nations globally, without direct large-scale military conflict, relying instead on proxy wars, espionage, nuclear deterrence, and other means.

During the Cold War, conflicts such as the Korean War, the Vietnam War, and the Cuban Missile Crisis reflected this tense standoff. Ultimately, the dissolution of the Soviet Union in 1991 marked the end of the Cold War. The Cold War profoundly impacted the international political landscape and led to changes in global economic, military, technological, and cultural exchanges.

Average understanding score of this historical event: 3.33

(2) The Korean War

The Korean War broke out in June 1950, triggered by escalating tensions between North and South Korea after the division of the Korean Peninsula. The Democratic People's Republic of Korea (North Korea), under Kim Il-sung, attempted to unify Korea and launched an attack. The United Nations Security Council passed a resolution supporting South Korea and sent U.S. military forces to join the war.

The war lasted three years, and although an armistice agreement was signed in 1953, no formal peace agreement was reached, leaving the Korean Peninsula still divided into North Korea and South Korea. The Korean War was a significant conflict during the Cold War, intensifying

U.S.-Soviet confrontation and leading to major changes in the strategic landscape of East Asia.

Average understanding score of this historical event: 3.65

(3) The Vietnam War

The Vietnam War occurred between 1955 and 1975, between North Vietnam (the socialist camp) and South Vietnam (the anti-communist regime supported by the United States). North Vietnam, under Ho Chi Minh's leadership, sought to unify the country, while South Vietnam, with support from the U.S. and other Western nations, aimed to maintain the division.

The U.S. increased its military aid to South Vietnam and eventually sent large numbers of troops, making the war one of the most controversial in history. The war ended with the defeat of the United States and the victory of North Vietnam, leading to the unification of Vietnam in 1975. The Vietnam War had a profound impact on the U.S. and the world, increasing domestic opposition to the war in the United States.

Average understanding score of this historical event: 2.74

(4) Nixon's Visit to China

In February 1972, U.S. President Richard Nixon made a historic visit to China, marking a turning point in Cold War-era Sino-American relations. This visit led to the formal establishment of diplomatic relations between the United States and the People's Republic of China, ending decades of hostility and isolation between the two countries.

Nixon's visit paved the way for economic, cultural, and strategic exchanges between China and the U.S., creating conditions for China's reform and opening-up, as well as its international economic cooperation. This visit not only improved bilateral relations but also had a significant impact on the global Cold War dynamics.

Average understanding score of this historical event: 3.17

(5) The "One China" Policy

The "One China Policy" is the core diplomatic principle of the People's Republic of China regarding the Taiwan issue, which asserts that there is only one China in the world and Taiwan is part of China. This policy has been the cornerstone of China's foreign policy since the establishment of the People's Republic of China in 1949.

The policy has been widely recognized internationally, especially after the United Nations General Assembly passed a resolution in 1971 restoring the seat of the People's Republic of China, and

most countries around the world now recognize the "One China" policy. The Taiwan issue remains a focal point in relations between China, the U.S., Taiwan, and the international community.

Average understanding score of this historical event: 4.25

IV.Data Analysis & Interpretation

This report analyzes the results of a survey conducted to understand the current state and differences in history education between China and the United States. The survey aimed to gather insights into students' understanding of historical events, teaching methods, and resources used in both countries. The ultimate goal was to identify areas for improvement in history education to promote better understanding and respect between Chinese and American students.

1.Survey Design and Objectives

Our surveys were designed to collect quantitative and qualitative data from Chinese and American students. It consisted of multiple-choice, sliding scale, and fill-in-the-blank questions. The main objectives of the survey were:

To assess students' familiarity with major historical events in China, the US, and those of common significance.

To understand the teaching methods and resources commonly used in history education.

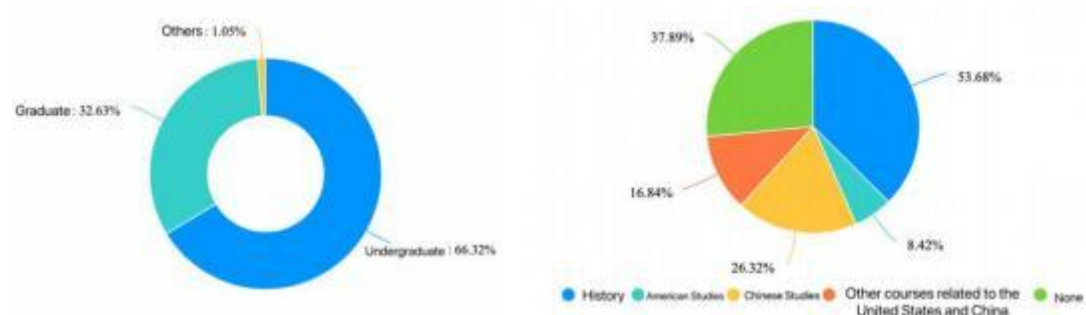
To explore the extent to which multiple perspectives are incorporated into history teaching.

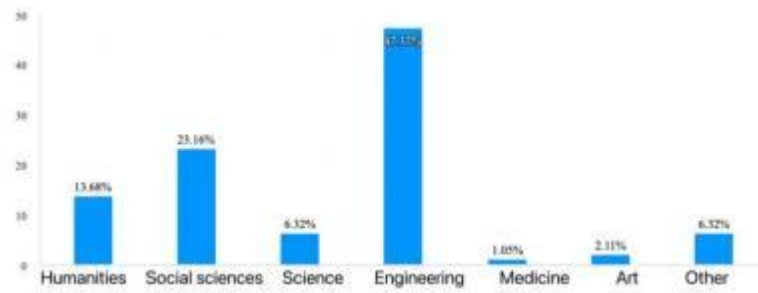
To identify areas of difference and similarity between Chinese and American history education. To gather suggestions for improving history education to foster cross-cultural understanding.

2.Analysis of Survey Results

(1) Respondent Background

For the survey distributed to Chinese students, all 95 respondents were Chinese, born and raised in China. The majority were undergraduate (66.32%) or graduate students (32.63%), representing a range of disciplines, with Engineering being the most common (47.37%). For the survey distributed to American students, not all 10 respondents were from the United States, but the majority were undergraduate students (70.00%), and many majored in Chinese Studies, History, or a combination of both (60.00%).

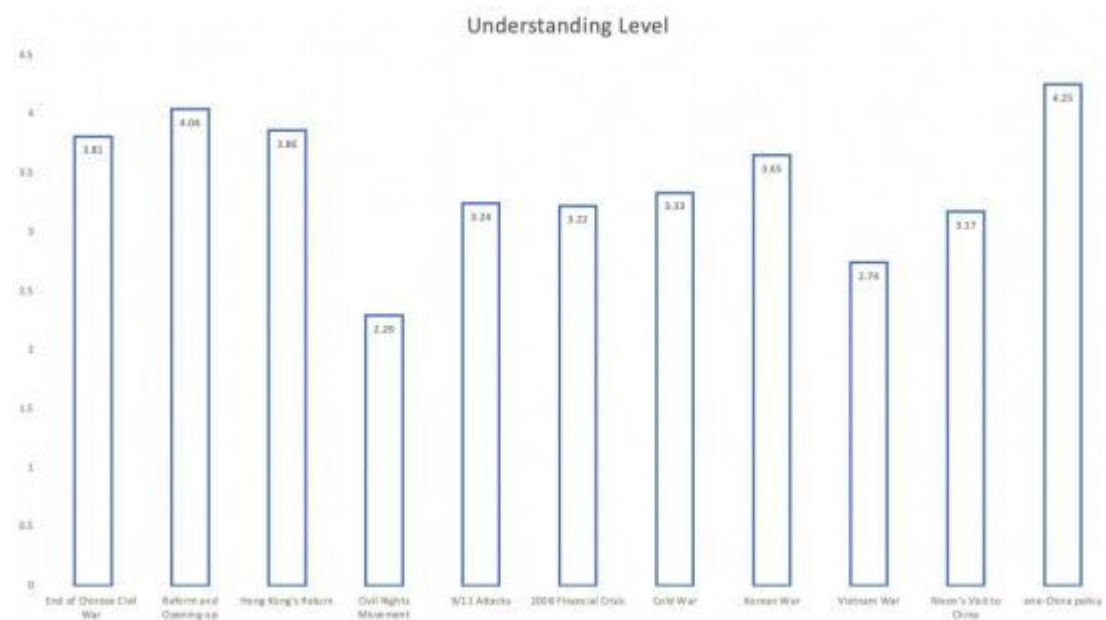




(2) Understanding of Historical Events

The results showed a significant difference in students' understanding of Chinese and American historical events. For the survey focused on Chinese students, Chinese events like the "Reform and Opening Up" (4.04) and the "End of the Chinese Civil War" (3.81) scored much higher than American events like the "Civil Rights Movement" (2.29) and the "9/11 Attacks" (3.24). For shared historical events, "One China Policy" (4.25) and "Nixon's Visit to China" (3.17) scored higher than the "Vietnam War" (2.74).

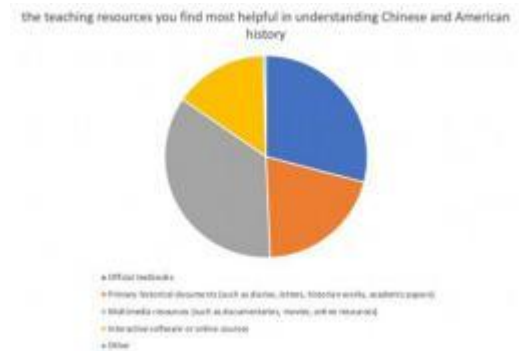
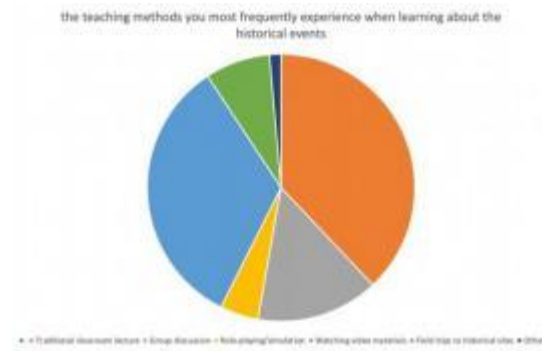
Similarly, results from the survey focused on American students suggest that students in the United States are much more familiar with American history than Chinese history, with confidence in the latter averaging at 2.08 out of five and in the former averaging 3.14 out of five. Knowledge of shared history was higher compared to Chinese domestic history, but lower than knowledge specific to America, averaging a confidence level of 2.57. This indicates that historical education and awareness in the United States has a tendency to emphasize domestic history over world history.



(3) Teaching Methods and Resources

Traditional lectures (86.32%) and video materials (75.79%) were the most common teaching methods. Interactive methods like group discussions (33.68%) and role-playing/simulations (10.53%) were less frequently used.

Official textbooks (69.47%) and multimedia resources (84.21%) were considered the most helpful resources. Primary source documents (48.42%) and interactive software/online courses (35.79%) were less utilized.



(4) Multiple Perspectives and Content Emphasis

Most respondents reported having opportunities to learn from different perspectives, such as reading historical documents from different countries or watching documentaries. An interesting note is that many students who had been educated in the United States expressed a feeling of being undereducated on Chinese history and even distrust of the American public education system on historical matters pertaining to foreign countries, providing answers such as “in America, only the American perspective is taught.”

Respondents believed that multi-perspective teaching helps to understand historical events more comprehensively and objectively, avoiding the limitations of a single perspective.

The content emphasized in history education included causal analysis of historical events (86.32%), contemporary significance of historical events (75.79%), and international impact of historical events (73.68%).

3.Solutions and Recommendations

Based on the survey findings, the following solutions and recommendations are proposed to improve history education and promote cross-cultural understanding:

Increase Interactive Teaching Methods: Encourage the use of group discussions, role-playing, and simulations to enhance student engagement and participation.

Enrich Teaching Resources: Utilize a wider range of resources, including primary source documents and interactive software, to provide students with deeper insights into historical events.

Strengthen Multi-Perspective Teaching: Guide students to view historical events from different perspectives to cultivate critical thinking and cross-cultural understanding.

Balance Chinese and American History in Curriculum: Increase the coverage of American history in Chinese curricula and vice versa, while also focusing on the interactions and influences between the two countries.

Promote Exchange Programs: Encourage student exchange programs between China and the US to facilitate firsthand experiences and cultural immersion.

4.Conclusion

The survey reveals differences in the understanding of historical events and teaching approaches

between Chinese and American students. By implementing the proposed solutions, we can enhance history education to foster mutual understanding and respect between the two cultures. This will contribute to building stronger bridges between China and the US, promoting peace and cooperation in the future.

This is a starting point for further research and dialogue on improving history education in both China and the United States. It highlights the importance of cross-cultural understanding in an increasingly interconnected world.

V. Conclusion

The questionnaire findings reveal a constrained comprehension of contemporary American history among current Chinese university students, manifested through notably low enrollment rates in U.S. history-related curricula and incomplete awareness of pivotal modern U.S. historical events. Against the backdrop of escalating Sino-American geopolitical tensions, this study identifies formidable challenges facing transnational pedagogical dialogue in historical education. Nevertheless, we maintain the conviction that such obstacles can be mitigated through multi-tiered strategies. Prioritizing academic collaborations between Sino-American institutions and integrating structured cultural immersion programs could significantly enhance cross-national historical literacy. By cultivating comparative analytical frameworks in historical studies, these initiatives would enable students to transcend ethnocentric historiographical perspectives.

The foundational imperative lies in curricular reforms from China's academic perspective, advocating for systematic integration of American historical studies, contemporary U.S. sociopolitical analyses, and Sino-American bilateral relations into Chinese higher education systems. This integration should materialize through dual pathways: expanding specialized electives dedicated to U.S.-China studies while embedding essential bilateral modules within compulsory civic education courses. Such pedagogical restructuring addresses the critical geopolitical reality of Sino-American relations as the cornerstone of China's foreign policy framework. Given escalating risks of strategic decoupling—a scenario antithetical to China's developmental objectives—these educational interventions serve dual purposes: mitigating perceptual asymmetries through objective knowledge dissemination and cultivating youth populations equipped for nuanced cross-cultural engagement. By demystifying U.S. historical

trajectories and institutional frameworks, such curricular innovations could reduce cognitive biases among Chinese students, thereby fostering grassroots diplomatic channels essential for stabilizing bilateral discourse.

Concurrently, institutional collaboration between Chinese and American universities could prioritize establishing transnational "Parallel Historiography Seminars". This initiative would involve synchronized curriculum development focusing on identical historical phenomena—exemplified by the Yalta System—taught reciprocally by specialists from both nations. Chinese institutions would deliver seminars on U.S. Cold War strategies to American cohorts, while U.S. counterparts would instruct Chinese students through lenses of anti-hegemonic discourse. Central to this model are structured comparative dialogues, particularly mandatory Q&A sessions designed to expose methodological divergences in historical interpretation and deconstruct national historiographical paradigms. Through such dialectical engagement, students gain transnational analytical competencies, develop empathetic understanding of historiographical pluralism, and acquire intellectual frameworks for reconciling conflicting historical memories. The operationalization of this pedagogical architecture not only enriches disciplinary rigor but also institutionalizes mechanisms for sustained academic cooperation, ultimately cultivating a generation of youth capable of transcending ethnocentric narratives to advance bilateral epistemic reconciliation.

Furthermore, in advanced historical education, the integration of interactive and diversified pedagogical approaches can significantly enhance students' engagement and motivation. For instance, classroom simulations of diplomatic negotiations could be organized, requiring students to assume the roles of U.S. and Chinese decision-makers during pivotal historical events such as the 1972 Nixon-Mao diplomatic negotiations. These simulations should encompass both domestic political dynamics – including how Chinese leadership rationalized normalization of Sino-American relations and mobilized public opinion through media channels – and American institutional mechanisms, particularly the balance of power and compromises within the separation of powers framework. Crucially, the simulation should prioritize analyzing the strategic considerations underlying the final agreement between both parties. This multi-layered negotiation framework enables students to comprehend the operational logic of foreign political systems, thereby fostering analytical capabilities to contextualize real-world policy decisions made by

counterpart governments.

Finally, social media platforms hold substantial potential to cultivate mutual trust between Chinese and American youth. Initiatives such as the #HiddenHistory social media campaign could be implemented on global platforms, encouraging users to uncover localized historical connections between the two nations through oral history projects – for instance, interviewing family members about personal experiences related to Sino-American relations. This micro-history approach allows historical participants to articulate individual perspectives, fostering empathetic understanding that counters generic national stereotypes. Concurrently, presenting "third-party perspective" historical narratives on social media – such as examining how the Korean War is narrated in textbooks from non-aligned nations like Thailand – provides ideologically neutral vantage points. These alternative historiographies counteract nationalist historiography biases while deconstructing binary oppositional frameworks, thereby advancing public diplomacy objectives through comparative historical analysis.

When intergovernmental exchanges between China and the United States encounter challenges, citizen-level interactions and engagements assume heightened significance and warrant preservation. Public diplomacy demonstrates relative autonomy and resilience against adversities, proving particularly capable of manifesting its unique value and advancing peaceful cooperation during periods of diplomatic strain. The aforementioned proposals not only facilitate intellectual interchange but also cultivate "historical empathy". By anchoring diplomatic reconciliation in mutual historical understanding, such paradigms create institutional memory that transcends cyclical political tensions, thereby ensuring the sustainability of non-governmental exchanges as enduring channels for bilateral reconciliation.