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Pepper, 2000-07-10 The first comprehensive book to cover the whole sweep of twentieth century Chinese education

*Education and the Cultural Cold War in the Middle East* Mahdi Ganjavi, 2023-01-26 WINNER OF THE 2023 MIDDLE EAST LIBRARIANS ASSOCIATION BOOK AWARD The Franklin Book Programs FBP was a private not for profit U S organization founded in 1952 during the Cold War and was subsidized by the United States government agencies as well as private corporations The FBP was initially intended to promote U S liberal values combat Soviet influence and to create appropriate markets for U S books in Third World of which the Middle East was an important part but evolved into an international educational program publishing university textbooks schoolbooks and supplementary readings In Iran working closely with the Pahlavi regime its activities included the development of printing publishing book distribution and bookselling institutions This book uses archival sources from the FBP US intelligence agencies and in Iran to piece together this relationship Put in the context of wider cultural diplomacy projects operated by the US it reveals the extent to which the programme shaped Iran s educational system Together the history of the FBP its complex network of state and private sector the role of U S librarians publishers and academics and the joint projects the FBP organized in several countries with the help of national ministries of education financed by U S Department of State and U S foundations sheds new light on the long history of education in imperialist social orders in the context here of the ongoing struggle for influence in the Cold War

Discourses of Globalisation, Ideology, Education and Policy Reforms Joseph Zajda, Suzanne Majhanovich, 2022-03-28 This book presents a global overview of discourses of globalization current research in education and education policy reforms It first examines globalisation education and policy research and reforms in education including coverage of main trends in education and policy reforms globally as well as specific policy issues such as equity inclusive schooling and quality education for all Next it offers a comparative perspective in evaluating the ambivalent and problematic relationship between

globalisation ideology the state and education reforms globally One significant impact of globalization on education policy and reforms is the competitive comparison of education systems These comparisons are usually based on common achievement tests such as TIMSS PIRLS and PISA Major policy reforms are frequently justified with reference to these achievement data The book features coverage of education reforms globally and academic achievement syndrome Not only do the chapters offer a timely analysis of current issues shaping education policy research but the book also contains ideas concerning the future directions that education and policy reforms could take to offer more democratic and equitable education Respective chapters critically assess the dominant discourses and debates on education and policy reforms By doing so it provides a comprehensive view of the diverse and intersecting discourses on globalisation and policy driven reforms in education Japan's Cultural Policy Toward China, 1918-1931 See Heng Teow, 2020-03-23 Most existing scholarship on Japan's cultural policy toward modern China reflects the paradigm of cultural imperialism In contrast this study demonstrates that Japan while motivated by pragmatic interests international cultural rivalries ethnocentrism moralism and idealism was mindful of Chinese opinion and sought the cooperation of the Chinese government Japanese policy stressed cultural communication and inclusiveness rather than cultural domination and exclusiveness and was part of Japan's search for an East Asian cultural order led by Japan China however was not a passive recipient and actively sought to redirect this policy to serve its national interests and aspirations The author argues that it is time to move away from the framework of cultural imperialism toward one that recognizes the importance of cultural autonomy internationalism and transculturation

**The Cross-cultural Transfer of Educational Concepts and Practices** Masahiro Tanaka, 2005-05-16 This book analyses comparatively the creation of American and Japanese universities on the model of German universities largely in the late nineteenth century and the reform of German and Japanese universities on the model of American universities after the end of the Second World War The argument is that transferring educational concepts and practices from one cultural context to another involves not merely a transfer but a transformation How and why this transformation occurs is what this book is about More precisely it is suggested that transformation of educational concepts and practices during their cross cultural movement can be understood within a theoretical perspective that is proposed and developed in the book This book is divided into six chapters Chapter One as the introduction analyses several scholars approaches to the aspects of educational transfer then attempts to construct a theoretical perspective for the book on the processes of change in educational concepts and practices during their movement across cultures Chapters Two and Three offer two narratives to investigate how German university concepts and practices were transmuted as a consequence of local actors efforts to import these concepts and practices into Japan and the United States Chapters Four and Five provide another two narratives to examine how American university concepts and practices were altered as a result of American actors attempts to export these concepts and practices to Japan and Germany Chapter Six as the conclusion through reflecting on the four narratives given in the main chapters re

examines the ways in which the theoretical perspective of this book is useful to understand the processes of transformation of educational concepts and practices during their movement from one culture to another

**Cultural Imperialism and the Booker T. Washington Educational Program** Brian E. Hamilton, 1982 *The Globalization Conundrum—Dark Clouds behind the Silver Lining* Gagari Chakrabarti, Chitrakalpa Sen, 2018-09-10 This book brings together experts from four continents Asia North America Europe Africa and from varied disciplines to discuss a spectrum of problems created by globalization such as the economic and financial environmental legal cultural socio economic and social media impacts The book not only examines the problems from a number of different perspectives but also considers the impact of globalization in emerging nations around the world Due to the very nature of these problems the approaches adopted are both qualitative and quantitative it includes quantitative research on quantum finance and the financial crisis and also discussions on qualitative problems such as cultural imperialism and neoliberalism Of interest to economic researchers and management professionals the book is also a valuable resource for social media researchers environment scientists and non technical readers concerned with socio political issues This single volume offers a holistic view and therefore a more complete picture of the problems posed by globalization

**Cultural Diversity and Canadian Education** John R. Mallea, 1984 This thorough study will be of assistance to those seeking to understand the role of education in contemporary Canada Education policy and practice regarding language and culture are highlighted as is the crucially important question of cultural transmission

**Cultural and Economic Reproduction in Education** Michael W. Apple, 2017-04-28 First published in 1982 this collection of essays provides an analysis of education's contradictory role in social reproduction It looks at the complex relations between the economic political and cultural spheres of society both historically and at the time of publication and hones the wider range of debate in on education This volume will be of interest to those studying sociology and equality in education

**'Benefits Bestowed'?** J. A. Mangan, 1988 The study of the European Union has historically been a theoretical battleground Since the 1990s new theoretical directions such as neo institutionalism multi level governance and constructivism have provided a new impetus However despite these new inroads empirical work has often remained sociologically and empirically underspecified This volume seeks to bridge the gap between theory and fieldwork by developing an actor centred political sociology In doing so the volume engages in a critical dialogue with the constructivist framework and proposes to build on its insights through a sociological hardening centred on European actors The renewal of European studies through political sociology is only useful if it generates new understandings through empirical observation This volume seeks to take a new tack on constructivism by asking what it is that Europe constructs by looking at three areas social spaces and professions policy problems and policies and policy instruments such as the Eurobarometer

**Education, Cultural Myths, and the Ecological Crisis** C. A. Bowers, 1993-01-01 Annotation Bowers education Portland State U examines how the educational process perpetuates cultural myths that contribute to the ecological crisis particularly how

thought patterns from the past are reproduced through the metaphorical language used in the classroom He suggests that a more ecologically sustainable ideology is being formulated by such writers as Aldo Leopold and Wendell Berry Paper edition unseen 12 95 Annotation c by Book News Inc Portland Or *Critical Literacy* Eugene F. Provenzo, Michael W. Apple, 2015-12-03 In *Critical Literacy* Eugene F Provenzo Jr challenges E D Hirsch s assumptions about culture and education Calling for a broader and more democratic vision than Hirsch Provenzo critiques Hirsch s legacy up through the current conservative educational agenda for education which he argues denies not only the United States diversity but its democratic traditions of democratic participation His book shows why critical faculties and skills of students are essential not only to the success of individual students but to their participation in a healthy democracy Provenzo offers a list of 5 000 things every educated American ought to know none of them the same items as those included on Hirsch s list in *Cultural Literacy* *Critical Literacy* is essential reading for those concerned with our schools and the future of our children Cultural Diversity and the Schools: Human rights, education, and global responsibilities James Lynch, Celia Modgil, Sohan Modgil, 1992 First Published in 1992 Routledge is an imprint of Taylor Francis an informa company **Education Systems in Historical, Cultural, and Sociological Perspectives** Daniel Tröhler, Ragnhild Barbu, 2012-03-26 For nearly half a century research on education systems has been increasingly popular However this popularity was long restricted primarily to internationally linked policy makers and education planners often backed up by international organizations such the OECD but also by governmental or para governmental organizations within the individual countries These institutional affiliations provided education research with a specific character that often centres on notions such as excellence efficiency or standards The specific comparative character of this policy driven research agenda triggered the development of suitable research techniques such as comparative statistics and pertinent sub disciplines such as cognitive psychology Backed up by powerful global institutions this agenda purported to be rather unique and it tended to ignore the cultural complexity of the educational field and those research approaches that address this complexity This volume includes different historical cultural and sociological approaches to the education systems and to questions as to how research on education systems can be undertaken beyond the parameters of the existing research agenda They demonstrate how pertinent problems of research on education systems can only be tackled taking an international and interdisciplinary approach with regard to both research questions and methods concerning education systems

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