

Defining The Curriculum Histories And Ethnographies

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Physical Education, Curriculum And Culture - Richard Tinning 2006-05-23

This collection of studies addresses contemporary issues and problems in the physical education curriculum. The editors stress that physical education is a part of social life and is therefore a key site for the production of cultural mores, values and symbols.

Routledge Library Editions: Curriculum - Various 2021-07-09

Reissuing works originally published between 1971 and 1994, this collection includes books which offer a broad spectrum of views on curriculum, both within individual schools and the wider issues around curriculum development, reform and implementation. Some cover the debate surrounding the establishment of the national curriculum in the UK while others are a more international in scope. Many of these books go beyond theory to discuss practical issues of real curriculum changes at primary or secondary level. The Set includes books on cross-curricular topics such as citizenship and environment, and also guidance, careers, life skills and pastoral care in schools. A fantastic collection of education history with much still relevant today.

Learning, Curriculum and Life Politics - Ivor Goodson 2005

Having spent the last thirty years researching, thinking and writing about some of the key issues in education, Professor Ivor Goodson presents twenty of his most important writings in this single volume.

School Knowledge for the Masses - John W. Meyer 2017-04-28

First published in 1992, this book presents unique quantitative data on the content coverage of primary education in a large number of countries since 1920. It demonstrates that these curricular outlines tend to be surprisingly similar across very disparate countries, and suggests the world processes that produced this result. Specifically, the study shows that the contemporary primary curriculum dates from changes in the late nineteenth century; that there has been a general shift towards a 'social studies' subject; that instruction in mathematics and sciences has tended to expand; that there have been substantial increases in foreign language instruction (and changes in the languages taught); and that instruction in the arts and physical education come to the standard world education model much later than other subjects. This work will be of particular interest to those studying primary curriculum, international education and the sociology of education.

The Wiley Handbook of Ethnography of Education - Dennis Beach 2018-03-02

A state-of-the-art reference on educational ethnography edited by leading journal editors This book brings an international group of writers together to offer an authoritative state-of-the-art review of, and critical reflection on, educational ethnography as it is being theorized and practiced today—from rural and remote settings to virtual and visual posts. It provides a definitive reference point and academic resource for those wishing to learn more about ethnographic research in education and the ways in which it might inform their research as well as their practice. Engaging in equal measure with the history of ethnography, its current state-of play as well as its prospects, The Wiley Handbook of Ethnography of Education covers a range of traditional and contemporary subjects—foundational aims and principles; what constitutes 'good' ethnographic practice; the role of theory; global and multi-sited ethnographic methods in education research; ethnography's many forms (visual, virtual, auto-, and online); networked ethnography and internet resources; and virtual and place-based ethnographic fieldwork. Makes a return to fundamental principles of

ethnographic inquiry, and describes and analyzes the many modalities of ethnography existing today Edited by highly-regarded authorities of the subject with contributions from well-known experts in ethnography Reviews both classic ideas in the ethnography of education, such as "grounded theory", "triangulation", and "thick description" along with new developments and challenges An ideal source for scholars in libraries as well as researchers out in the field The Wiley Handbook of Ethnography of Education is a definitive reference that is indispensable for anyone involved in educational ethnography and questions of methodology.

Encyclopedia of Education and Human Development - Stephen J. Farenga 2015-07-17

This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice, making it a unique contribution to the educational reference market. Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education, psychology, sociology, philosophy, law, and medicine. The book focuses on important themes in education and human development. Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings. The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas, institutions, and organizations, and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research.

Physical Education and Curriculum Study (Routledge Revivals) - David Kirk 2014-04-23

The Curriculum is the focal point for the study of educational practice. It is the area in which individual, group and societal needs and interests meet and is consequently the source of much friction and contention. This book, first published in 1988, introduces students to some of the major points of debate; in particular, the role of curriculum-based study in the development of physical education and the credibility of the subject as an educational activity. David Kirk emphasises the beneficial effects of physical education and suggests ways in which instructive programmes can be created. A practical and interesting title, this reissue will be of particular value to students and teachers of sport science, and educational practitioners more generally.

Selected Papers in Mother Tongue Education / Etudes en Pédagogie de la Langue Maternelle - Gilles Gagné 2020-02-10

Discourses of Education in the Age of New Imperialism - Jerome Satterthwaite 2005

This fourth volume in the Discourse, Power, Resistance series takes the theme into new territory, setting educational thinking and practice firmly in its global political context. Drawing on schools of thought as diverse as Marxism and eco-feminist theology, the contributors to Part 1 (Global Imperialism and Terror: The Theory and Practice of Othering), led by Peter McLaren, examine the possibilities for critical thinking and transformative practice in the aftermath of 9/11 and the new age of cultural and political imperialism. In Part 2 (Praxis: Thinking and Doing) contributors draw on a range of critical perspectives to examine both the theory and practice of education, taking the reader from the self to the system and back again via dynamic systems theory, flow theory and a multiplicity of diverse (and often conflicting) practices of subversion. The book closes with two radical departures from the norm: a seriously playful transgression into the fields of pop art and film, and a searing poetic lament on the current state of educational policy and practice. As

educators, we are all, in William Pinar's words, 'behind enemy lines', in a field which, despite our continued bids for autonomy, is increasingly hijacked by globalizing political forces. This book offers modes of resistance which are startling, unsettling and challenging. It will be of deep interest to students, tutors and researchers in education, policy studies and related fields, and to those who are involved in training, or becoming, the educators of the future. The contributors are Peter McLaren, William Pinar, Mike Cole, Lisa Isherwood, Elizabeth Atkinson, Tamsin Haggis, Sue Clegg, Gill Boag-Munroe, Ros Ollin, Victoria

History of Education: Debates in the history of education - Roy Lowe 2000

This major work brings together some of the most significant and influential writing on the history of education during the past thirty years. It illustrates key themes and their relevance for our understanding of the development of schooling.

Actor-Network Theory and Technology Innovation: Advancements and New Concepts - Tatnall, Arthur 2010-11-30

Actor-Network Theory and Technology Innovation: Advancements and New Concepts provides a comprehensive look at the development of actor-network theory itself, as well as case studies of its use to assist in the explanation of various socio-technical phenomena. This book includes topics relating to technological innovation; both those using actor-network theory as an explanatory framework and those using other approaches. It is an excellent source of information regarding ANT as an approach to technological innovation and its link to ICT (Information Communication Technology).

Defining the Curriculum - Ivor Goodson 2011-12-08

This book explores some of the major processes involved in the definition of school subject knowledge. Using historical ethnographic methods, the contributors to the collection highlight and examine some of the factors involved at national, institutional and classroom levels in the making of school subjects. The first section of the book outlines the theoretical and methodological basis for the study of school subjects, and the reasons for and the possibilities of such a study are considered. In the second section some histories of school curricula are presented from a variety of settings – colonial schools in Africa, working-class schools of the nineteenth century, nursery schools – and the conflicting forces of determination and change in school subjects are identified and examined. The third section focuses on the contemporary school situation and the papers isolate and investigate some of the interest groups and social processes which enter into or affect the realization of school knowledge in the classroom.

Organizational Effectiveness and Improvement in Education - Nigel Bennett 1997-03-16

This book focuses upon the relationship between effectiveness and improvement in schools and colleges. The main theories and research findings concerning organizational effectiveness and improvement are brought together within this single volume. The book aims to provide an understanding of the way in which organizational effectiveness is conceptualized, measured and realized in practice. It also explores the ways in which change associated with organizational improvement is effectively managed. The emphasis throughout the book is upon making theory accessible and of practical use to those concerned with organizational effectiveness and improvement. It will assist practitioners and managers to understand how improvement can be initiated, managed and sustained at all levels within the organization. This volume forms part of the Leadership and Management in Education series. This four book series provides a carefully chosen selection of high quality readings on key contemporary themes in educational management: professional development, reflection on practice, leadership, team working, effectiveness and improvement, quality, strategy and resources. The series will be an important resource for classroom teachers and lecturers as well as those holding designated management posts in schools and colleges and will provide a valuable basis for professional development programmes.

Routledge Library Editions: Education Mini-Set B: Curriculum Theory 15 vol set - Various 2021-12-02

Mini-set B: Curriculum Theory re-issues 15 volumes originally published between 1973 and 1993 and covers curriculum theory, changes in curricula and the politics and sociology of the school curriculum.

Curriculum Politics, Policy, Practice - Catherine Cornbleth 2000-01-01

Studies the intersections of curriculum politics and policy-making throughout the world.

Curriculum: Construction and Critique - Prof Alistair Ross 2003-09-02

Although curriculum is central to the schooling process, debates about it are rarely well informed. Over the

past ten years there has been a dearth of books that have informed the debate by examining curriculum in a broader context, beyond the National Curriculum. Ross, in this refreshing re-examination of the area, opens up a more general debate on how the curriculum is shaped and the compromises made between different ideologies of the nature and purpose of education.

Defining The Curriculum - Ivor F. Goodson 2012-05-23

This book explores some of the major processes involved in the definition of school subject knowledge. Using historical ethnographic methods, the contributors to the collection highlight and examine some of the factors involved at national, institutional and classroom levels in the making of school subjects. The first section of the book outlines the theoretical and methodological basis for the study of school subjects, and the reasons for and the possibilities of such a study are considered. In the second section some histories of school curricula are presented from a variety of settings – colonial schools in Africa, working-class schools of the nineteenth century, nursery schools – and the conflicting forces of determination and change in school subjects are identified and examined. The third section focuses on the contemporary school situation and the papers isolate and investigate some of the interest groups and social processes which enter into or affect the realization of school knowledge in the classroom.

The Making Of The Curriculum - Ivor F Goodson 2002-11-01

The first edition of *The Making of Curriculum* was published in 1988 and reviewers hailed it as a seminal work in the field. In that work Goodson explored a number of aspects of the so-called traditional subjects and described the way they develop over time to a point where they can be promoted as 'academic' disciplines. He showed that the claim to be academic was in fact the result of a substantial political contest covering a century or more. The traditional subject was, in short, invented. The first edition of this book provided a series of challenging insights for those desiring to make sense of the current debate over schooling. In this new and extended second edition, Bill Pinar adds an illuminating introduction and Goodson brings his argument up-to-date with a discussion of the National Curriculum - 'a contemporary initiative in the making of curriculum.'

International Handbook of Educational Change - Andy Hargreaves 2014-11-14

The *International Handbook of Educational Change* is a state of the art collection of the most important ideas and evidence of educational change. The book brings together some of the most influential thinkers and writers on educational change. It deals with issues like educational innovation, reform, restructuring, culture-building, inspection, school-review, and change management. It asks why some people resist change and what their resistance means. It looks at how men and women, older teachers and younger teachers, experience change differently. It looks at the positive aspects of change but does not hesitate to raise uncomfortable questions about many aspects of educational change either. It looks critically and controversially at the social, economic, cultural and political forces that are driving educational change. School leaders, system administration, teacher leaders, consultants, facilitators, educational researchers, staff developers and change agents of all kinds will find this book an indispensable resource for guiding them to both classic and cutting-edge understandings of educational change, no other work provides as comprehensive coverage of the field of educational change.

Conceptualising Reflection In Teacher Development - James Calderhead 2003-09-02

First published in 1993. Routledge is an imprint of Taylor & Francis, an informa company.

The Pursuit of Curriculum - William A. Reid 2006-04-01

In this far-reaching discussion of curriculum and liberal education, William A. Reid compares curriculum making to the idea of "pursuit." Like justice, Reid argues that curriculum is not something that we own or possess in a material sense; rather, it is an achievement that anyone involved in schooling must and should pursue. Drawing upon the acclaimed work of Joseph J. Schwab, Reid discusses four traditions within curriculum theory (the systematic, the radical, the existentialist, and the deliberative), and then makes his case that a deliberative perspective is the soundest, most long-lasting philosophical tradition for curriculum theorists to follow. Reid's goal is to persuade readers to engage in the age-old practice of deliberation. Wesley Null introduces readers to Reid's book with a new introduction and postscript that connect the Schwab-Reid tradition to the ancient roots upon which deliberative theory is based. Null also draws connections between Reid's text and contemporary issues facing curriculum and education in 21st century

America. In a world in which passion-driven arguments for extreme views on curriculum often dominate discussions, Reid's book offers a balanced perspective that is rooted in reason, wisdom, and a deep-seated commitment to justice and the public good. This book speaks directly to teachers, school administrators, university faculty, and anyone else who is interested in thinking clearly about the question of what should be taught in America's schools.

Researching School Experience - Martyn Hammersley 1999-09-09

There is a tendency in much educational thinking to view pupils in passive terms, as the material on which schools operate. This damaging view is challenged here. Significant recent research shows the effects of changing educational conditions on the experience of teaching and learning in schools. By redressing the balance and acknowledging the affective side of pupils and their learning, this book shows that improved understanding leads to improved teaching. Contributions from Stephen Ball, Martyn Descombe, Ann Filer, Andy Hargreaves, Bob Jeffrey, Geoff Troman, Andrew Pollard and Peter Woods.

Staff Development in the Secondary School - Chris Day 2018-05-11

Originally published in 1986. Those involved in management in schools are being urged to develop their management skills and many courses are developed for this purpose. At the same time many new issues have arisen which require attention from managers in schools. These include: staff appraisal, curriculum evaluation and action research. This book examines major topics of present concern in the management of secondary schools. It presents much new thinking on these major problems and reports on particular initiatives. The aim is to help improve practice, both by helping trainers focus their courses correctly and by encouraging those involved in school management to approach their work more purposefully. School management is treated from the perspective of the industrial trainer, the Local Education Authority, higher education and the school practitioner.

The Development of the Secondary Curriculum - Michael H. Price 2018-10-03

Originally published in 1986. This book's focus is on English secondary schooling in the late 19th and 20th Centuries, during which the definition of a general 'secondary' education was itself negotiated and consolidated before the development of secondary modern and then comprehensive schools. In each chapter, a specialist contributor considers the changing ideology, shape and status of one of the seven traditional academic subjects, namely Classics, Modern Languages, English, History, Geography, Mathematics and Science. These seven school subjects have dominated the academic school curriculum since the nineteenth century and continue to exert a powerful influence upon the contemporary school curriculum today despite the emergence of various rivals and the growing status of 'practical' subjects.

Rethinking L1 Education in a Global Era - Bill Green 2020-11-24

This book brings together a range of scholars from 10 different countries to address the contemporary state of play in national standard language education - i.e. the L1 subjects. It seeks to understand the field from within a comparative-historical and transnational frame. Four thematic threads are woven through the volume: educationalisation; globalisation; pluriculturalism; and technologization. The chapters range over various aspects of L1 as a school subject: literature, language and literacy; reading and writing; media and digital technology; the dialogue between curriculum inquiry and Didaktik studies; the continuing relevance of Bildung; the significance of history and nation; and new challenges of culture and environment in the face of climate change. The book concludes with a reflection on the prospects for L1 education today and tomorrow, in a now thoroughly globalised context and, accordingly, deeply implicated in a necessary new project of nation re-building.

Curriculum, Personal Narrative and the Social Future - Ivor F. Goodson 2014-06-05

Recent writing on education and social change, and a growing number of new governmental initiatives across Western societies have proceeded in denial or ignorance of the personal missions and biographical trajectories of key public sector personnel. This book stems from an underpinning belief that we have to understand the personal biographical if we are to understand the fate of social and political initiatives. In education a pattern has emerged in many countries around the world. Each new government enshrines targets and tests to ensure that teachers at the frontline delivery are 'more accountable'. Whilst this often provides evidence of symbolic action to the electorate or professional audiences, the evidence at the level of service delivery is often far less impressive. Targets, tests and tables may win wide support from the public,

but there are often negligible or even contradictory effects at the point of delivery, enforced by the ignorance or denial of personal missions and biographical mandates. This book locates most of its analysis and discussion at the point of culture clash between centralised dictates, and individual and collective life missions. Whilst the early part of the book considers a range of issues related to school curriculum, the focus on the biographical and life narrative becomes increasingly important as the analysis proceeds. Curriculum, Personal Narrative and the Social Future will be of key interest to practising teachers, educational researchers and students on teacher training courses, postgraduate courses and doctoral courses.

Physical Education, Sport and Schooling - John Evans 2017-04-28

In Britain the physical education curriculum has been experiencing a period of unrest. For many teachers the practices of decades have become problematic features of their curriculum and teaching. This book, first published in 1986, explores the experiences of teachers and pupils in programmes of physical education from a sociological perspective. It explores a range of issues relating to the organisation and management of physical education departments, deviancy and dissent in sport, gender inequalities and the concepts of community education and leisure education. This title will be of interest to students of sociology and education.

The Curricular Content of Primary Education in Developing Countries - Aaron Benavot 1989

International Perspectives in Curriculum History - Ivor Goodson 2018-10-03

Originally published in 1988. The history of curriculum has now become an extremely important area of curriculum research. The rehabilitation of historical studies has challenged mainstream psychological and philosophical theories of curriculum and it argues for a reformulation of the current dominance of scientific management models of curriculum changes. This book presents comparative data from a range of countries which help define the methodologies employed in curriculum history. It also explores some of the major curriculum issues uncovered in historical studies.

Key Concepts for Understanding the Curriculum - Colin J. Marsh 2018-10-24

First published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

Education in Hong Kong, Pre-1841 to 1941 - Anthony Sweeting 1990-05-01

To reflect the development and history of education in Hong Kong, the author has collected a wide range of fascinating and illuminating material from different sources, and, wherever appropriate, has included his own commentaries. The book will be a valuable source of reference for educationalists and others who are interested in the development of education in Hong Kong.

Curriculum as Institution and Practice - William A. Reid 2012-12-06

This volume brings together a collection of essays by William A. Reid that present and elaborate the deliberative tradition of curriculum theory, and examine the implications of a deliberative perspective for approaches to policy making and school systems. The essays illustrate the development of Reid's understanding of the deliberative tradition and his efforts to extend it from a focus on practice to one that embraces conceptions of schooling as an institution. Institution and practice are the key concepts which guide and illuminate the central thesis of the book: To be effective, a theory of curriculum must be able to talk not only about questions of desirable practice, but also about questions of how practice may be aided or constrained by the nature of the institution within which it takes place. This significant new contribution to the literature of curriculum studies: *represents a unique attempt to synthesize what have often been treated as quite separate issues: questions of the philosophical basis for curriculum decision making, questions of processes of decision making, and questions of the nature of schools and classrooms; *presents its material in an evolutionary way, focusing on the continuing development of ideas, rather than on a "rhetoric of conclusions"; and *offers a summing up of thought and achievement in the deliberative tradition that is not otherwise available.

An Introduction to Curriculum Studies - Philip H. Taylor 2018-10-03

Originally published in 1979 with a second edition in 1985. A basic text for students of education and teachers who are coming to terms for the first time with the nature of the curriculum. It introduces the reader to the professional field that is of concern to all engaged in the practical enterprise of education in a way which provides a 'feel' for the preoccupations of the area and a 'sense' of its complexities. With

annotated further reading included, the book reflects developments in all the major areas in curriculum design and evaluation and in effecting curriculum change, plus research and theory.

Transnational Perspectives on Curriculum History - Gary McCulloch 2019-12-16

This book offers a remarkable range of research that emphasises the need to analyse the shaping of curricula under historical, social and political variables. Teachers' life stories, the Cold War as a contextual element that framed curricular transformations in the US and Europe, and the study of trends in education policy at transnational level are issues addressed throughout. The book presents new lines of work, offering multidisciplinary perspectives and provides an overview of how to move forwards. The book brings together the work of international specialists on Curriculum History and presents research that offers new perspectives and methodologies from which to approach the study of the History of Education and Educational Policy. It offers new debates which rethink the historical study of the curriculum and offers a strong interdisciplinary approach, with contributions across Education, History and the Social Sciences. This book will be of great interest for academics and researchers in the fields of education and curriculum studies. It will also appeal to educational professionals, teachers and policy makers.

Life Politics - Ivor F. Goodson 2011-10-23

This book on life politics comprises a collection of interviews and commentaries. The notion of life politics covers a number of different meanings within the book. Most importantly is the way that the genre of interviews helps cover a range of cultural contexts and intellectual milieu. Part of the life politics represented in this book is built around the belief that if we are to act as public intellectuals in the field of education and culture in the current globalised setting we need to travel. This book shows how public intellectual work gets interrogated and implemented in different social and cultural settings.

Storying the Public Intellectual - Pat Sikes 2019-10-17

Storying the Public Intellectual: Commentaries on the Impact and Influence of the Work of Ivor Goodson offers a critical commentary on Goodson's work that avoids hagiography whilst recognising the global reach of his scholarship. With contributors from around the world, those who have collaborated with him or those who have taken up his work, the book provides the sort of social and historical contextualising that Goodson has always advocated. The accounts in this collection highlight how Goodson's integration of moral imperatives into strategically responsive scholarship can provide a useful roadmap when negotiating a path through the contemporary academic research landscape. By using his historian's orientation and sensibilities he is able to get to the heart of the logics of schooling. By connecting with other scholars and researchers around the world, he exposes how the global neo-liberal project plays out in particular settings, and so challenges pervasive understandings about the meaning of global - and the power of the neo-liberal project itself. This book is ideal reading for academics, scholars and researchers in the field of education, including those involved in initial and in-service teacher education.

Defining Physical Education (Routledge Revivals) - David Kirk 2012-11-12

First published in 1992, David Kirk's book analyses the public debate leading up to the 1987 General Election over the place and purpose of physical education in British schools. By locating this debate in a historical context, specifically in the period following the end of the Second World War, it attempts to illustrate how the meaning of school physical education and its aims, content and pedagogy were contested by a number of vying groups. It stresses the influence of the culture of postwar social reconstruction in shaping these groups' ideas about physical education. Through this analysis, the book attempts to explain how physical education has been socially constructed during the postwar years and, more specifically, to suggest how the subject came to be used as a symbol of subversive, left wing values in the campaign leading to the 1987 election. In more general terms, the book provides a case study of the social construction of school knowledge. The book takes an original approach to the question of curriculum change in physical education, building on increasing interest in historical research in the field of curriculum studies. It adopts a social constructionist perspective, arguing that change occurs through the active involvement of competing groups

in struggles over limited material and ideological (discursive) resources. It also draws on contemporary developments in social and cultural theory, particularly the concepts of discourse and ideological hegemony, to explain how the meaning of physical education has been constructed, and how particular definitions of the subject have become orthodoxes. The book presents new historical evidence from a period which had previously been neglected by researchers, despite the fact that 1945 marked a watershed in the development of the understanding and teaching of physical education in schools.

Teachers Who Teach Teachers - Tom Russell 2013-09-13

This is a reflection on the education of teachers, written by teacher educators who discuss features of their work and the challenges facing teacher education in the 1990s. The book invites the reader to attempt similar analyses of personal practice and development in their own teaching.; The book deals with the personal development of both new and experienced teacher educators, illustrating how strongly teacher educators are influenced by their visions and by the challenge to prove themselves in the university setting. In addition, the book examines the ways in which teacher educators have acted to promote their own professional development and study their own practices, including writing as a tool for reflection, a life-history approach to self-study, as well as a study of educative relationships with others, and the analysis of a personal return to the classroom. Finally, it takes a broader look at the professional development of teacher educators and offers a challenge to all teacher educators to consider the tension between rigour and relevance.

Hong Kong's Chinese History Curriculum from 1945 - Flora L.F. Kan 2007-01-01

Hong Kong's Chinese History Curriculum from 1945: Politics and Identity investigates the ways in which Chinese history has evolved as a subject in Hong Kong secondary schools since 1945, and the various social, political and economic factors that have shaped the curriculum, through an examination of a wide range of primary and secondary source materials and interviews. This book examines how the aims, content, teaching, learning and assessment of the Chinese history curriculum have evolved since 1945. It describes how Chinese history became an independent subject in secondary schools in Hong Kong despite the political sensitivity of the subject, how it consolidated its status during the colonial period, and how it has faced threats to its independence since the return of Hong Kong to China in 1997. An important element of the book is its in-depth analysis of the major socio-political and socio-economic forces that have been involved in the development of Chinese history. This book will be of interest to all who are interested in history education and curriculum development, and readers who are concerned with history education.

Syria and Lebanon Under the French Mandate - Idir Ouahes 2018-07-30

French rule over Syria and Lebanon was premised on a vision of a special French protectorate established through centuries of cultural activity: archaeological, educational and charitable. Initial French methods of organising and supervising cultural activity sought to embrace this vision and to implement it in the exploitation of antiquities, the management and promotion of cultural heritage, the organisation of education and the control of public opinion among the literate classes. However, an examination of the first five years of the League of Nations-assigned mandate, 1920-1925, reveals that French expectations of a protectorate were quickly dashed by widespread resistance to their cultural policies, not simply among Arabists but also among minority groups initially expected to be loyal to the French. The violence of imposing the mandate 'de facto', starting with a landing of French troops in the Lebanese and Syrian coast in 1919 - and followed by extension to the Syrian interior in 1920 - was met by consistent violent revolt. Examining the role of cultural institutions reveals less violent yet similarly consistent contestation of the French mandate. The political discourses emerging after World War I fostered expectations of European tutelages that prepared local peoples for autonomy and independence. Yet, even among the most Francophile of stakeholders, the unfolding of the first years of French rule brought forth entirely different events and methods. In this book, Idir Ouahes provides an in-depth analysis of the shifts in discourses, attitudes and activities unfolding in French and locally-organised institutions such as schools, museums and newspapers, revealing how local resistance put pressure on cultural activity in the early years of the French mandate.