Education in/for Socialism
Historical, current and luture perspectives

Edited by Tom G. Griffiths and Zsuzsa Millei



Education Socialism Historical Current Perspectives

Elena Fiddian-Qasmiyeh

Education Socialism Historical Current Perspectives:

Education in/for Socialism Tom Griffiths, Zsuzsa Millei, 2017-10-02 This book re examines aspects of historical socialism and includes case studies of education within twenty first century socialist and post socialist contexts shaped by the trajectories of historical socialism Through these case studies contributions offer insights into key questions How are education systems and student subjectivities shaped by post socialist trajectories and current regional politics economics and resistance movements How do sedimented socialist discourses and geographies alter and contest the neoliberal child and childhood in post socialist education How have disjunctures between the rhetoric of historical Marxism Leninism and the practices of educators students and student political organizations played out under socialism and what could we learn from that for our present How much emancipatory potential is there in the theories and practices of popular education for combatting injustice in the absence of mass revolutionary political parties Above all this volume affirms the need to move beyond simplistic accounts of historical socialism and post socialist transitions By exploring how socialist trajectories remain influential and have potential in our current contexts this book contributes to the work of politically engaged educators working to re imagine and reconstruct education This book was originally published as a special issue of Globalisation International Handbook of Interpretation in Educational Research Paul Smeyers, David Societies and Education Bridges, Nicholas C. Burbules, Morwenna Griffiths, 2015-01-06 This handbook focuses on the often neglected dimension of interpretation in educational research It argues that all educational research is in some sense interpretive and that understanding this issue belies some usual dualisms of thought and practice such as the sharp dichotomy between qualitative and quantitative research Interpretation extends from the very framing of the research task through the sources which constitute the data the process of their recording representation and analysis to the way in which the research is finally or provisionally presented The thesis of the handbook is that interpretation cuts across the fields both philosophically organizationally and methodologically By covering a comprehensive range of research approaches and methodologies the handbook gives early career researchers what they need to know in order to decide what particular methods can offer for various educational research contexts fields An extensive overview includes concrete examples of different kinds of research not limited for example to teaching and learning examples as present in the Anglo Saxon tradition but including as well what in the German Continental tradition is labelled p dagogisch examples from child rearing and other contexts of non formal education with full description and explanation of why these were chosen in particular circumstances and reflection on the wisdom or otherwise of the choice combined in each case with consideration of the role of interpretation in the process The handbook includes examples of a large number of methods traditionally classified as qualitative interpretive and quantitative used across the area of the study of education Examples are drawn from across the globe thus exemplifying the different opportunities and constraints that educational research has to confront in different societies (Re)Constructing Memory:

School Textbooks and the Imagination of the Nation James H. Williams, 2014-08-08 This book examines the shifting portrayal of the nation in school textbooks in 14 countries during periods of rapid political social and economic change Drawing on a range of analytic strategies the authors examine history and civics textbooks and the teaching of such texts along with other prominent curricular materials children's readers a required text penned by the head of state a holocaust curriculum etc The authors analyze the uses of history and pedagogy in building reinforcing and or redefining the nation and state especially in the light of challenges to its legitimacy The primary focus is on countries in developing or transitional contexts Issues include the teaching of democratic civics in a multiethnic state with little history of democratic governance shifts in teaching about the Khmer Rouge in post conflict Cambodia children's readers used to define national space in former republics of the Soviet Union the development of Holocaust education in a context where citizens were both victims and perpetuators of violence the creation of a national past in Turkmenistan and so forth The case studies are supplemented by commentary an introduction and conclusion Childhood and Schooling in (Post)Socialist Societies Iveta Silova, Nelli Piattoeva, Zsuzsa Millei, 2017-12-07 This book explores childhood and schooling in late socialist societies by bringing into dialogue public narratives and personal memories that move beyond imaginaries of Cold War divisions between the East and West Written by cultural insiders who were brought up and educated on the eastern side of the Iron Curtain spanning from Central Europe to mainland Asia the book offers insights into the diverse spaces of socialist childhoods interweaving with broader political economic and social life These evocative memories explore the experiences of children in navigating state expectations to embody model socialist citizens and their mixed feelings of attachment optimism dullness and alienation associated with participation in building socialist futures Drawing on the research traditions of autobiography autoethnography and collective biography the authors challenge what is often considered normal and natural in the historical accounts of socialist childhoods and engage in re writing histories that open space for new knowledges and vast webs of interconnections to emerge This book will be compelling reading for students and researchers working in education sociology and history particularly those within the interdisciplinary fields of childhood and area studies The authors of this beautiful book are professional academics and intellectuals who grew up in different socialist countries Exploring socialist childhoods in myriad ways they draw on memories and collective history emotional insider knowledge and the measured perspective of an analyst What emerges is life that was caught between real optimism and dullness ethical commitments and ideological absurdities selfless devotion to children and their treatment as a political resource Such attention to detail and examination of the paradoxical nature of this time makes this collective effort not only timely but remarkably genuine Alexei Yurchak University of California USA

Reimagining Utopias Iveta Silova, Noah W. Sobe, Alla Korzh, Serhiy Kovalchuk, 2017-07-13 Reimaginig Utopias explores the shifting social imaginaries of post socialist transformations to understand what happens when the new and old utopias of post socialism confront the new and old utopias of social science This peer reviewed volume addresses the theoretical

methodological and ethical dilemmas encountered by researchers in the social sciences as they plan and conduct education research in post socialist settings as well as disseminate their research findings Through an interdisciplinary inquiry that spans the fields of education political science sociology anthropology and history the book explores three broad questions How can we re imagine research to articulate new theoretical insights about post socialist education transformations in the context of globalization How can we re imagine methods to pursue alternative ways of producing knowledge And how can we navigate various ethical dilemmas in light of academic expectations and fieldwork realities Drawing on case studies conceptual and theoretical essays autoethnographic accounts as well as synthetic introductory and conclusion chapters by the editors this book advances an important conversation about these complicated questions in geopolitical settings ranging from post socialist Africa to Eastern Europe and Central Asia The contributors not only expose the limits of Western conceptual frameworks and research methods for understanding post socialist transformations but also engage creatively in addressing the persisting problems of knowledge hierarchies created by abstract universals epistemic difference and geographical distance inherent in comparative and international education research This book challenges the readers to question the existing education narratives and rethink taken for granted beliefs theoretical paradigms and methodological frameworks in order to reimagine the world in more complex and pluriversal ways Second International Handbook of <u>Urban Education</u> William T. Pink, George W. Noblit, 2017-01-06 This second handbook offers all new content in which readers will find a thoughtful and measured interrogation of significant contemporary thinking and practice in urban education Each chapter reflects contemporary cutting edge issues in urban education as defined by their local context One important theme that runs throughout this handbook is how urban is defined and under what conditions the marginalized are served by the schools they attend Schooling continues to hold a special place both as a means to achieve social mobility and as a mechanism for supporting the economy of nations This second handbook focuses on factors such as social stratification segmentation segregation racialization urbanization class formation and maintenance and patriarchy The central concern is to explore how equity plays out for those traditionally marginalized in urban schools in different locations around the globe Researchers will find an analysis framework that will make the current practice and outcomes of urban education and their alternatives more transparent and in turn this will lead to solutions that can help improve the life options for students historically underserved by urban schools **Comparative Education** Robert F. Arnove, Carlos Alberto Torres, Stephen Franz, 2013 Now in its fourth edition Comparative Education The Dialectic of the Global and the Local remains the same groundbreaking book when it first debuted its collection of outstanding scholars in examining the changing transnational landscape of education With the addition of new coeditor Stephen Franz the book provides new perspectives on the dynamic interplay of global national and local forces as they shape the functions and outcomes of education systems The book calls for a rethinking of the nation state as the basic unit for analyzing school society relations and emphasizes the need to study

social movements in relation to educational reforms It also emphasizes the value of feminist postcolonial and culturally sensitive perspectives for inquiry into the potential of education systems to contribute to individual development and social change This new edition incorporates recent developments in scholarship especially in education policy and practice the impact of the global economic crisis and a new chapter on education in the European Union **South-South Educational** Migration, Humanitarianism and Development Elena Fiddian-Qasmiyeh, 2015-01-09 This ground breaking book is one of the first to analyse the important phenomenon of South South educational migration for refugees It focuses particularly on South South scholarship programmes in Cuba and Libya which have granted free education to children adolescents and young adults from two of the world's most protracted refugee situations Sahrawis and Palestinians Through in depth multi sited fieldwork conducted with and about Sahrawi and Palestinian refugee students in Cuba and Libya and following their return to the desert based Sahrawi refugee camps in Algeria and the urban Palestinian refugee camps in Lebanon this highly pertinent study brings refugees views and voices to the forefront and sheds a unique light on their understandings of self sufficiency humanitarianism and hospitality It critically assesses the impact of diverse policies designed to maximise self sufficiency and to reduce both brain drain and ongoing dependency upon Northern aid providers exploring the extent to which South South scholarship systems have challenged the power imbalances that typically characterise North to South development models Finally this very timely study discusses the impact of the Arab Spring on Libya's support mechanisms for Sahrawi and Palestinian refugees and considers the changing nature of Cuba s educational model in light of major ongoing political ideological and economic shifts in the island state asking whether there is a future for such alternative programmes and initiatives This book will be a valuable resource for students researchers and practitioners in the areas of migration studies refugee studies comparative education development and humanitarian studies international relations and regional studies Latin America Middle East and North Africa Mass Education, Global Capital, and the World T. Griffiths, R. Imre, 2013-12-18 By presenting a series of intricate analyses of educational phenomena through the theoretical lenses offered by Immanuel Wallerstein and Istv n M sz ros the book engages readers and helps them to critically analyze their own participation in the global economy as citizens policy makers and academics or teachers On the Ouestion of **Truth in the Era of Trump**, 2020-04-28 Using a range of critical perspectives On the Question of Truth in the Era of Trump closely examines notions of truth in crisis leading up to and after the election of Donald Trump The authors explore how truth is constructed along the lines of race social class and gender as filtered through the self referential characteristics of social media in particular The authors assert that the US left has shown itself inadequate to the task of confronting right wing ideologies which have only intensified since the 2016 election resulting in increased mobilization of white supremacist and nationalist groups Whether underestimating Trump by downplaying the threat of his candidacy during the primaries trivializing the concerns of women and minorities as identity politics or rushing to prioritize the free speech rights of the far

right left academics and the media have found themselves unable to use their traditional arsenal of evidence rational discourse and appeals to diversity of viewpoints The authors assert that political resistance to the right is not a matter of playful use of signs and symbols or discourse alone and has to be fought directly and in solidarity At this point it is clear that Trump and his supporters have not just deployed relativism as a form of strategy but have fully weaponized it against their perceived enemies women immigrants minorities LGBTQ people along with educational scientific and journalistic institutions It is hoped that this in depth critical dissection of truth in the current political reality will assist in the project of resistance Contributors are Faith Agostinone Wilson Mike Cole Jeremy T Godwin Jones Irwin Austin Pickup Daniel Ian Rubin and Eric C World Yearbook of Education 2022 Daniel Tröhler, Nelli Piattoeva, William F. Pinar, 2021-11-29 The latest volume in the World Yearbook of Education Series explores the relationship between education and the globally prevalent principle of nationalism This book identifies the diverse ways in which educational policies discourses curricula and pedagogy embed and promote the concept of the nation both historically and in the age of globalization By challenging accounts owed to the discourse of globalization which conceal the presence of national epistemologies and interests in education this book offers important insights into the role of education in making nationalism one of the most enduring and yet easily obscured forces of our time Organized into four sections this book looks at the following main issues Historical re production of the nation considers how countries consider and reproduce their national identity and how this is built on their history Hegemonic aspirations and interventions examines how instruction technologies developed during the Cold War have been propagated and disseminated around the world how the development of educational policy based on the human capital theory emerged and analyzes the extent to which tech companies are intent on establishing an imperial order of learning Imperial policies and resurgences of nationalisms explores how global or imperial policies have been indulged in different parts of the world and how new forms of nationalism have been emerging Paradoxes inconsistencies and a self reflection focuses on nations acting imperially as sites of domestic injustices addresses unresolved paradoxes between the global and the national and includes a historically informed critical review of the World Yearbooks of Education Bringing together the voices of researchers from around the globe The World Yearbook of Education 2022 is ideal reading for anyone interested in learning how nationalism has affected the expansion of education systems and how its imperial aspirations are currently affecting education policy and practice Chapter 5 of this book is freely available as a downloadable Open Access PDF at http www taylorfrancis com under a Creative Commons Attribution CC BY 4 0 license The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era Luigi Cajani, Simone Lässig, Maria Repoussi, 2019-06-28 This Handbook provides a systematic and analytical approach to the various dimensions of international ethnic and domestic conflict over the uses of national history in education since the end of the Cold War With an upsurge in political social and cultural upheaval particularly since the fall of state socialism in Europe the importance of history textbooks and curricula as tools for

influencing the outlooks of entire generations is thrown into sharp relief Using case studies from 58 countries this book explores how history education has had the potential to shape political allegiances and collective identities The contributors highlight the key issues over which conflict has emerged including the legacies of socialism and communism war dictatorships and genocide issues which frequently point to tensions between adhering to and challenging the idea of a cohesive national identity and historical narrative Global in scope the Handbook will appeal to a diverse academic audience including historians political scientists educationists psychologists sociologists and scholars working in the field of cultural The Palgrave International Handbook of Action Research Lonnie L. Rowell, Catherine D. Bruce, Joseph M. Shosh, Margaret M. Riel, 2016-10-26 The Palgrave International Handbook of Action Research offers a vivid portrait of both theoretical perspectives and practical action research activity and related benefits around the globe while attending to the cultural political social historical and ecological contexts that localize shape and characterize action research Consisting of teachers youth workers counselors nurses community developers artists ecologists farmers settlement dwellers students professors and intellectual activists on every continent and at every edge of the globe the movement sustained and inspired by this community was born of the efforts of intellectual activists in the mid twentieth century specifically Orlando Fals Borda Paulo Freire Myles Horton Kurt Lewin Cross national issues of networking as well as the challenges tensions and issues associated with the transformative power of action research are explored from multiple perspectives providing unique contributions to our understanding of what it means to do action research and to be an action researcher This handbook sets a global action research agenda and map for readers to consider as they embark on new Transnational Perspectives on Curriculum History Gary McCulloch, Ivor Goodson, Mariano projects González-Delgado, 2019-11-22 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 Holocaust Education in Primary Schools in the Twenty-First Century Claus-Christian W. Szejnmann, Paula Cowan, James Griffiths, 2018-07-09 This collection is the first of its kind bringing together Holocaust educational researchers as well as school and museum educators from across the globe to discuss the

potentials of Holocaust education in relation to primary school children Its contributors are from countries that have a unique relationship with the Holocaust such as Germany Israel neutral Switzerland and Allied countries outside the UK Their research provides new insight into the diverse ways in which primary aged students engage with Holocaust education Chapters explore the impact of teaching the Holocaust to this age group school and museum teaching pedagogies and primary students perspectives of the Holocaust This book will appeal to school and museum educators of primary aged students whose work requires them to teach the Holocaust Citizenship or Civics or Human Rights Education Since the turn of the twenty first century there has been a transformation in school and museum based Holocaust education This book clearly demonstrates that primary education has been included in this transformation **Class, Politics and the Economy** (Routledge Revivals) Stewart Clegg, Paul Boreham, Geoff Dow, 2014-11-06 This study first published in 1986 provides a systematic account of the processes and structure of class formation in the major advanced capitalist societies. The focus is on the organizational mechanisms of class cohesion and division theoretically deriving from a neo Marxian perspective Chapters consider the organization and structure of the corporate ruling class the middle class and the working class and are brought together in an overarching analysis of the organization of class in relation to the state and the economy This title will be of particular interest to students researching the impact of recession on societal structure and the processes of political class struggle as well as those with a more general interest in the socio economic theories of Marx Engels and Weber

The History of Social Movements in Global Perspective Stefan Berger, Holger Nehring, 2017-01-12 Social movements have shaped and are shaping modern societies around the globe this is evident when we look at examples such as the Arab Spring Spain's Indignados and the wider Occupy movement In this volume experts analyse the classic and new social movements from a uniquely global perspective and offer insights in current theoretical discussions on social mobilisation Chapters are devoted both to the study of continental developments of social movements going back to the nineteenth century and ranging to the present day and to an emphasis on the transnational dimension of these movements Interdisciplinary and truly international this book is an essential text on social movements for historians political scientists sociologists philosophers and social scientists **Controversial Histories - Current Views on the Crusades** Felix Hinz, Johannes Meyer-Hamme, 2020-05-18 Engaging the Crusades is a series of volumes which offer windows into a newly emerging field of historical study the memory and legacy of the Crusades Together these volumes examine the reasons behind the enduring resonance of the Crusades and present the memory of crusading in the modern period as a productive exciting and much needed area of investigation Controversial Histories assembles current international views on the Crusades from across Europe Russia Turkey the USA and the Near and Middle East Historians from the related countries present short narratives that deal with two questions What were the Crusades and What do they mean to us today Narratives are from one of possible several typical points of view of the related country and present an international comparison of the

dominant image of each respective historical culture and cultures of remembrance Bringing together victim perspectives and perpetrator perspectives key players and minor players they reveal both shared and conflicting memories of different groups The narratives are framed by an introduction about the historical and political significance of the Crusades and the question of history education in a globalized world with contradicting narratives is discussed along with guidelines on how to use the book for teaching at university level Offering extensive material and presenting a profile of international academic opinions on the Crusades Controversial Histories is the ideal resource for students and educators of Crusades history in a global context as well as military history and the history of memory Educational Policies and Legislation in China Xiaozhou Xu, Weihui Mei, 2018-09-18 This book provides a comprehensive overview of the development of educational policies and legislation in China particularly following the introduction of Reform and Opening Up in 1978 The scope of this book 1 provides the theoretical basis and framework of educational policies 2 explains key educational laws and legislation and 3 introduces readers to policies for educational internationalization private education lifelong learning and teacher education The book is intended for researchers teachers and graduate students in the field of comparative education educational policy and legislation educational management Readers will find essential information on the most important educational laws and legislation as well as the recent characteristics of and trends in educational policies in China Proceedings of the 2024 3rd International Conference on Humanities, Wisdom Education and Service Management (HWESM 2024) Intakhab Alam Khan, Siti Hajar Halili, Vishalache Balakrishnan, Rose Amnah Abd. Rauf, 2024-05-27 This is an open access book About HWESM 2024 2024 3rd International Conference on Humanities Wisdom Education and Service Management Service Management What service management should study is how to manage and succeed in the service competitive environment It includes the analysis of service profit chain the interactive process and quality of service information technology in service quality management and the comparison between service product marketing and manufacturing product marketing Increase customer satisfaction with service Service management comes from many disciplines It is a management activity involving enterprise management production operation organization theory human resource management quality management and other disciplines The practice and theoretical research of service management is of great strategic significance to the development of enterprises The research on this problem has attracted extensive attention of scholars and experts at home and abroad Intelligent Education Intelligent education namely educational informatization refers to the process of comprehensively and deeply using modern information technology to promote educational reform and development in the imp field of Education educational management educational teaching and educational scientific research Its technical characteristics are digitization networking intelligence and multimedia Its basic characteristics are openness sharing interaction cooperation and ubiquitous Promote educational modernization with educational informatization and change the traditional mode with information technology Education itself is providing services creating an environment for users and

providing resources It is an industry where people deal with each other so the attribute of service is inevitable Aims and Scope 2024 3rd International Conference on Humanities Wisdom Education and Service Management HWESM 2024 will be held in Wuhan China from March 29 to 31 2024 The purpose of the conference is to provide an international platform for experts scholars engineers and technicians and technical R D personnel engaged in related fields such as humanities wisdom education and service management to share scientific research results broaden research ideas collide with new ideas and strengthen academic research and to explore the key challenges and research directions faced by the development of this field and promote the industrialization cooperation of academic achievements Experts scholars business people and other relevant personnel from universities and research institutions at home and abroad are cordially invited to attend and exchange

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