

EDUCATION, CULTURE, & IDENTITY

IN TWENTIETH-CENTURY CHINA

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Education Culture And Identity In 20th Century China

**Glen Peterson, Ruth Hayhoe, Yongling
Lu**



Education Culture And Identity In 20th Century China:

Education, Culture, and Identity in Twentieth-century China Glen Peterson, Ruth Hayhoe, Yongling Lu, 2001 A comprehensive collection on twentieth century educational practices in China *Teachers' Schools and the Making of the Modern Chinese Nation-State, 1897-1937* Xiaoping Cong, 2011-01-01 During the educational and social transformations in politically tumultuous early twentieth century China Chinese teachers' schools played a critical role. They were a force in the changes that swept Chinese society bridging Chinese and Western ideals empowering women and contributing to rural modernization. This innovative account examines the social and political aspects and impacts of these schools their role in a society in transition and their production of grassroots forces that lead to the Communist Revolution *The Role of American NGOs in China's Modernization* Norton Wheeler, 2013 In the waning years of the Cold War the United States and China began to cautiously engage in cultural educational and policy exchanges which in turn strengthened new security and economic ties. These links have helped shape the most important bilateral relationship in the late twentieth and early twenty-first centuries. This book explores the dynamics of cultural exchange through an in-depth historical investigation of three organizations at the forefront of U.S.-China non-governmental relations: the Hopkins Nanjing Center for Chinese and American Studies, the National Committee on United States-China Relations, and The 1990 Institute. Norton Wheeler reveals the impact of American non-governmental organizations (NGOs) on education, environment, fiscal policy, and civil society in contemporary China. In turn, this book illuminates the important role that NGOs play in complementing formal diplomacy and presents a model of society-to-society relations that moves beyond old debates over cultural imperialism. Finally, the book highlights the increasingly significant role of Chinese Americans as bridges between the two societies. Based on extensive archival research and interviews with leading American and Chinese figures, this book will be of interest to students and scholars of Chinese politics and history, international relations, and transnational NGOs.

Educational Policy Borrowing in China Charlene Tan, 2016-02-22 For over a decade Mainland China has been embarking on an ambitious nationwide education reform: New Curriculum Reform for its basic education. The reform reflects China's propensity to borrow selected educational policies from elsewhere, particularly North America and Europe. Chinese scholars have used a local proverb: the West wind has overpowered the East wind to describe this phenomenon of looking West. But what do we mean by educational policy borrowing from the West? What are the educational policies in China's new curriculum reform that are perceived to be borrowed from the West? To what extent have the borrowed educational policies in China's new curriculum reform been accepted, modified, and rejected by the various educational stakeholders? How does culture influence the various educational stakeholders in China in interpreting and mediating educational policy borrowing from the West? How do the findings of this study on China's education reform inform and add to the existing theories on and approaches to cross-cultural educational policy borrowing? This book answers the above questions by critically discussing China's policy borrowing from the West.

through its current reform for primary and secondary education. It presents the latest in depth research findings from a three year empirical study 2013-2015 with school principals, teachers, students and other educational stakeholders across China. This study offers new insights into China's educational policy borrowing from the West and international implications on cross cultural educational transfer for academics, policymakers and educators.

The Harvard-Yenching Institute and Cultural Engineering Shuhua Fan, 2014-08-21 Through an empirical multi archival study of a transnational foundation, the Harvard Yenching Institute (HYI) from the 1920s to the early 1950s, this book presents the story of transplanting Western American humanities scholarship into Asia, China, and addresses central questions in U.S.-China relations. This book focuses on the HYI's programs in teaching, research and publication of Chinese humanities within China to the early 1950s and to a lesser extent its activities at Harvard that had close ties with its China side. Through the HYI story, the author examines in depth the cooperation, tensions, adaptation and integration in the operation, management and governance of the HYI's programs on both sides of the Pacific and the complex, multi-layered interactions between American educators and their Chinese partners, treating each side sympathetically but without losing sight of the big picture. As the first comprehensive study on the subject, the book adopts a concept of cultural engineering which is defined as a conscious design to use cultural heritage to recreate culture in order to promote a society's development, to look at key issues in a way which accounts for interactions and initiatives on both sides and shows the difficult path toward developing common interests without neglecting tensions and conflicts, thus going beyond the various one-sided historiographies which pit Chinese against Americans or nativist rejection of modernity against cultural imperialism. The HYI experience in China from the 1920s to the early 1950s resonates down to the present day in American relations with the world. The United States faces many similar challenges in the Middle East, Asia, Africa and Latin America today as in revolutionary China of the 1920s to 1950s. Therefore, this study offers a window onto many issues relating to cross cultural interactions today, especially between the United States and non-Western nations.

Transnational Intellectual Networks Christophe Charle, Jürgen Schriewer, Peter Wagner, 2004 The university system both in America and abroad has always claimed a universal significance for its research and educational models. At the same time, many universities, particularly in Europe, have also claimed another role as custodians of national culture. *Transnational Intellectual Networks* explores this apparent contradiction and its resulting intellectual tensions with illuminating essays that span the nineteenth and early twentieth century nationalization movements in Europe through the postwar era.

A Century of Student Movements in China Xiaobing Li, Qiang Fang, 2019-12-02 In this book, the authors offer their unique perspectives on the important roles Chinese students and intellectuals played in the shaping of the twentieth century China. Their answers to these pivotal questions explore new nationalistic spirit, modern world views and willingness of self-sacrifice which had attributed to the spontaneous actions of the students as a New Culture emerged during the May Fourth Movement. These articles show how China nurtured these spontaneous student movements even though the

Nationalist Party in the Republic of China and the Communist Party in the People's Republic had exerted tight control over schools. Both governments established organizations as well as operations among students that effectively turned some of the student movements into a political instrument by the parties for their own agenda.

ASEAN Industries and the Challenge from China D. Jarvis, A. Welch, 2011-03-08 This book explores the impact of the rise of China on South East Asia addressing the consequences for some of Asia's key economic sectors including educational services, bio technology, financial services and the food industry among others.

China's Christian Colleges Daniel Bays, Widmer, 2009-02-27 China's Christian Colleges explores the cross cultural dynamics that existed on the campuses of the Protestant Christian colleges in China during the first half of the twentieth century. Focusing on two way cultural influences rather than on missionary efforts or Christianization, these campuses, most of which were American supported and had a distinctly American flavor, were laboratories or incubators of mutual cultural interaction that has been very rare in modern Chinese history. In this Sino foreign cultural territory, the collaborative educational endeavor between Westerners and Chinese created a highly unusual degree of cultural hybridity in some Americans and Chinese. The thirteen essays of the book provide concrete examples of why even today, more than a half century after the colleges were taken over by the state, long lasting cultural results of life in the colleges remain.

Chinese Education Models in a Global Age Ching Prudence Chou, Jonathan Spangler, 2016-04-06 China's rise and increasing emphasis on international education benchmarking and a global recognition of East Asian countries' success in this regard have brought the issue of Chinese education to the forefront of public consciousness. In particular, the concept of a Chinese education model is one that has sparked debate and quickly become a major focus of education research around the world, especially in light of regional achievements vis-à-vis university rankings, bibliometric indices, the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and other such benchmarks. *Chinese Education Models in a Global Age* tackles this controversial issue head-on by synthesizing a diversity of analyses from a world class team of twenty seven authors. It reveals that Chinese education models, which are present in many different geographic and institutional contexts, have an important influence on social and institutional norms as well as individual belief systems and behaviors in China and beyond. The first of its kind, this edited volume establishes a foundation for future research while providing a nuanced and tightly integrated compilation of differing perspectives on the role and impact of Chinese education models worldwide. It is essential reading for all scholars, policymakers, students, parents and educators interested in the rising demographic and economic influence of people of Chinese descent on education around the world.

The Oxford Handbook of Confucianism Jennifer Oldstone-Moore, 2023 Comprised of thirty eight original essays by experts from a wide range of disciplines, the Oxford Handbook of Confucianism covers the Confucian tradition chronologically, geographically and topically through textured and innovative examinations of foundational subjects and emerging topics in Confucian studies.

Language Planning in Primary

Schools in Asia Richard Baldauf, Robert Kaplan, Knonko Kamwangamalu, Pauline Bryant, 2013-09-13 In foreign language education decisions must be taken on what languages to teach who will teach them in which schools i e all only urban only rural in which grades the number of hours a week and the cost involved This book explores the answers to these questions across a number of Asian polities It illustrates why some of the efforts undertaken are successful and why some are not why despite significant investments of time and resources some students do not seem to acquire the languages being taught and why some teachers responsible for instruction in the designated foreign languages have problems achieving fluency in the designated language or have other language teaching difficulties It suggests some strategies various polities might attempt to achieve their stated language learning objectives This book was originally published as a special issue of Current Issues in Language Planning

Beyond Citizenship: Literacy and Personhood in Everyday China, 1900-1945 Di Luo, 2022-09-19 Beyond Citizenship focuses on the role of literacy in building a modern nation state by examining the government provision of adult literacy training in early twentieth century China Based on untapped archives and diaries Di Luo uncovers people s strategic use of literacy and illiteracy in social interactions and explores the impact of daily experiences on the expansion of state power Highlighting interpersonal and intergroup relations Beyond Citizenship suggests a new methodology of studying literacy which foregrounds the agentive role of historical actors and so moves away from a more traditional approach that treats literacy itself as the key factor enabling social change

State-Society Relations and Confucian Revivalism in Contemporary China Qin Pang, 2018-05-25 This book is a study of the causes of the Confucian revival and the party state s response in China today It concentrates on the interactions between state and society and the implications for the Chinese state s control over society or in other words its survival over a rapidly modernizing society The book explores the answers to questions such as Why has Confucianism suddenly gathered great momentum in contemporary Chinese society What is the role of the Chinese state in its rise Is the state really the orchestrator of the Confucian revival as has been widely assumed This book will be of interest to think tank and policy researchers sinologists and those with an interest in Chinese society

Women and China's Revolutions Gail Hershatter, 2018-09-04 If we place women at the center of our account of China s last two centuries how does this change our understanding of what happened This deeply knowledgeable book illuminates the places where the Big History of recognizable events intersects with the daily lives of ordinary people using gender as its analytic lens Leading scholar Gail Hershatter asks how these events affected women in particular and how women affected the course of these events For instance did women have a 1911 revolution A socialist revolution If so what did those revolutions look like Which women had them Hershatter uses two key themes to frame her analysis The first is the importance of women s visible and invisible labor The labor of women in domestic and public spaces shaped China s move from empire to republic to socialist nation to rising capitalist power The second is the symbolic work performed by gender itself What women should do and be was a constant topic of debate during China s transformation from empire to weak state

to partially occupied territory to nascent socialist republic to reform era powerhouse What sorts of concerns did people express through the language of gender How did that language work and why was it so powerful Drawing on decades of Hersatter s groundbreaking scholarship and mastery of a range of literatures this beautifully written book will be essential reading for all students of China s modern history Keeping the Nation's House Helen M. Schneider,2011-03-01 For many the term home economics conjures images of sterile classrooms where young girls and women learn to cook dinner and swaddle dolls far removed from the seats of power Keeping the Nation s House unsettles this assumption by revealing how elite Chinese women helped to build modern China one family at a time Trained between the 1920s and the early 1950s home economists believed that their discipline would transform the most fundamental of political spaces the home by teaching women to nurture ideal families and manage projects of social reform Although their discipline came undone after 1949 it created a legacy of gendered professionalism and reinforced the idea that leaders should shape domestic rituals of the people By focusing on an overlooked group of Chinese women this book genders the past by showing how these women helped make the present and it reveals how a group of intellectuals made the transition to the Communist era Western Psychological and Educational Theory in Diverse Contexts Julian Elliott,Elena Grigorenko,2013-09-13 This book examines aspects of Western psychological and educational theory in relation to educational practice around the world and considers the extent to which current understandings are truly applicable to a range of diverse settings In so doing it also seeks to question where appropriate existing orthodoxies within Western educational systems China and the Philippines Phillip B. Guingona,2023-11-23 Foregrounding the entangled history of China and the Philippines Guingona brings to life an array of understudied but influential characters such as Filipino jazz musicians magnetic Chinese swimmers expert Filipino marksmen leading Chinese educators Philippine Chinese bankers Filipina Carnival Queens and many others Through archival research in multiple languages this innovative study advances a more nuanced reading of world history reframing our understanding of the first half of the twentieth century by bringing interactions between Asian people to the fore and minimizing the role of those who historically dominated global history narratives Through methodologically distinct case studies Guingona presents a critique of Eurocentric approaches to world global history shedding light on the interconnected history of China and the Philippines in a transformative period This title is part of the Flip it Open Programme and may also be available Open Access Check our website Cambridge Core for details "Changing Fate" Helena Obendiek,2016 In this compelling ethnography of the causes and effects of educational desire in an extremely impoverished corner of Gansu province Helena Obendiek pays particular attention to the complex social networks which fund students education placing them in relations of debt to their home villages and extended families Her fieldwork took her to these villages to the county high schools and to the urban settings where the educationally successful attempt to land jobs The result is a rich and holistic portrait Andrew Kipnis Australian National University **Inequality in Education** Donald B. Holsinger,W. James

Jacob, 2009-05-29 *Inequality in Education Comparative and International Perspectives* is a compilation of conceptual chapters and national case studies that includes a series of methods for measuring education inequalities. The book provides up-to-date scholarly research on global trends in the distribution of formal schooling in national populations. It also offers a strategic comparative and international education policy statement on recent shifts in education inequality and new approaches to explore, develop, and improve comparative education and policy research globally. Contributing authors examine how education as a process interacts with government finance policy to form patterns of access to education services. In addition to case perspectives from 18 countries across six geographic regions, the volume includes six conceptual chapters on topics that influence education inequality, such as gender, disability, language, and economics, and a summary chapter that presents new evidence on the pernicious consequences of inequality in the distribution of education. The book offers 1) a better and more holistic understanding of ways to measure education inequalities and 2) strategies for facing the challenge of inequality in education in the processes of policy formation, planning, and implementation at the local, regional, national, and global levels.

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