

Elusive Reform: French Universities, 1968-78

Cohen, Habiba S.

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Elusive Reform The French Universities 1968 1978

Padhraic Smyth



Elusive Reform The French Universities 1968 1978:

Elusive Reform Habiba S. Cohen,1978-12-05 *The Long March of French Universities* Christine Musselin,2013-02-01

The main point of this book is to argue that French universities experienced a quiet but important change during the last decade which allowed them to become pertinent and more autonomous actors within the French university system

Memories of May '68 Chris Reynolds,2011-09-15 For over forty years now the French events of 1968 have been the focus of much attention both within France and beyond While mai 68 is certainly seen as a watershed in the development of French society a common narrative that portrays it in an increasingly reductive light has become prevalent In fact it is less and less portrayed as the very serious nationwide crisis and largest strike in French history but more as a bon enfant tantrum led principally by a spoilt generation of Parisian students intent on wreaking havoc during a period of much required and today much longed for political and economic stability 2008 saw a continuation in the decennial commemorations that have been fundamental in shaping the doxa and thus furnished an excellent opportunity to assess any developments in how these events are represented perceived and remembered How and why has the common narrative come to dominate representations What has been the impact on how the events are perceived by today's youth To what extent does this interpretation fall short of painting the entire picture This study answers such questions by arguing that the memory of 1968 has been shaped and cultivated in such a way that undermines its true magnitude Why this is the case who benefits from the dominance of this consensus and to what extent the history of 1968 is retrievable are the questions that underpin *Memories of mai 68* France's Convenient Consensus

China's Universities and the Open Door Ruth Hayhoe,2016-07-22 Recent events in Tianamen Square have made such books abruptly important though in some aspects outdated This one examines reforms in higher education from before the republic to March 1988 and focuses on educational and economic relations with groups outside China and the effect the reforms may

Why There Is No Poststructuralism in France Johannes Angermuller,2015-10-08 French thinkers such as Lacan and Derrida are often labelled as representatives of poststructuralism in the Anglophone world However in France where their work originated they use no such category this group of theorists the poststructuralists were never perceived as a coherent intellectual group or movement Outlining the institutional contexts affinities and rivalries of among others Althusser Barthes Foucault Irigaray and Kristeva Angermuller drawing from Bourdieu's concepts of cultural capital and the academic field insightfully explores post structuralism as a phenomenon By tracing the evolution of the French intellectual field after the war Why There is No Poststructuralism in France places French Theory both in the specific material conditions of its production and the social and historical contexts of its reception accounting for a particularly creative moment in French intellectual life which continues to inform the theoretical imaginary of our time

International Trends in University Governance Michael Shattock,2014-06-05 Governance is becoming increasingly important in universities just as it is in the wider world of commerce and banking

Historically universities were run by their academic communities but as mass higher education has taken root as university research has become a critical element in national economies and as the demand for more accountability both financial and in academic performance has grown pressure has mounted for a modernisation of governance structures One aspect of modernisation particularly important in many European systems and in Japan has been the decision by governments to give institutions greater autonomy more control over their budgets and legal responsibility for the employment of their staff International trends to introduce greater competition between institutions to encourage greater institutional differentiation and give greater play to market forces has led to an emphasis on leadership a more systematic involvement of external stakeholders and a more corporate style of governance At the same time this has often led to a sense of loss of collegiality a redistribution of authority and a growing gap between the centre and the periphery within universities This book analyses governance change in nine major higher education systems Australia Finland France Germany Italy Japan Norway the UK and the USA each account being the result of independent research by a leading authority in the field and describes how a convergence of governance structures has been mediated by the historical cultural political and social characteristics of the different systems Michael Shattock is a leading authority on university governance this study offers the most up to date account of governance reform in a range of higher education systems an analysis of the common trends and an assessment of their impact on the idea of a university It will be essential reading for academics postgraduates and practitioners in higher education

International Higher Education Volume 1 Philip Altbach, 2014-06-23 This encyclopedia is the result of a highly selective enterprise that provides a careful selection of key topics in essays written by top scholars in their fields Comprehensive and in depth coverage of a limited number of countries regions and themes is provided The essays not only feature statistical and factual information but significant interpretation of those facts and figures The chapters on themes and topics are both analytic and interpretative and deal with the most important topics relevant to higher education everywhere More than a compendium of facts and figures the encyclopedia is a comprehensive overview of a growing field of research and analysis

The Ends Of Science Harry Redner, 2019-07-11 In this path breaking and controversial book Harry Redner provides a systematic study of how the epistemologically interesting features of contemporary science are to be understood Taking science to include knowledge from the social sciences and humanities as well as the physical sciences Redner shows how the history of science philosophical theory and current scientific research reveal connections between scientific developments and features of the social organization of science Redner argues that the shift from Classical science to a more complex and less orderly World science after World War II has changed the way scientific research is done and how its knowledge is organized His aim however is not merely to interpret science but to change it Thus this examination is more than a survey and critique it is a positive program for the development of future science Remarkable for its breadth and insight the book is especially valuable for its discussions of authority and social organization with the accompanying themes

of academic politics competition power and corruption and for its catalog of the various contemporary critiques of science. Some of these are European in origin and will be new to many U S readers. A tour de force on several levels, this book is essential reading for scientists, philosophers, sociologists of science, historians of ideas, critics of contemporary culture, and indeed for anyone who takes a serious interest in scientific research and higher learning. **Routledge Library Editions: Education Mini-Set G Higher & Adult Education 11 vol set** Various, 2021-07-14. Mini set G Higher and Adult Education re issues 11 volumes originally published between 1974 and 1992. They discuss and analyze adult education from both theoretical and practical standpoints and look at the challenges facing adult education during the 1970s and 80s as well as examining the history of higher adult education in the UK. The mini set includes one volume which although previously available with another publisher and out of print for some years is now available for the first time from Routledge.

Resources in Education, 1980. *Choice*, 1979. Differentiation Theory and Social Change Jeffrey C. Alexander, Paul Burbank Colomy, 1990. **AAHE-ERIC/higher Education Research Report**, 1978. **Theories of Bildung and Growth** Pauli Siljander, Ari Kivelä, Ari Sutinen, 2012-12-30. Continental philosophy of education and North American educational thinking are two traditions of their own yet it is fruitful to compare for similarities and differences between the two and thus generate interest in a mutual dialogue and exchange between European and North American of philosophy of education. The present book analyzes theoretical thinking on education from the standpoints of both traditions. The book deals with continental educational thinking while discussing the notion of Bildung and its diversity from J A Comenius to Th Adorno. In addition, the book discusses the idea of growth inherited from American progressive education and classical Pragmatism. The various contributors to the book offer insights to the theoretical discussion on education and specify the historical and thematic connections between different thinking models. The book shows that connections between continental educational theories and classical Pragmatism are stronger than generally assumed. As such, the book invites the readers to challenge their own prejudices and views on Bildung and growth and the relationship between them. Education would be tyranny if it did not lead to freedom. J F Herbart: The teacher who can get along by keeping spontaneous interest excited must be regarded as the teacher with the greatest skill. W James. **Proceedings of the ... Annual Meeting of the Western Society for French History** Western Society for French History. Meeting, 2000. **Youth in Regime Crisis** Félix Krawatzek, 2018-09-19. How do political regimes respond to the challenges emanating from youth mobilization? This book seeks to understand regime resilience and breakdown by analysing the public meaning of youth as well as the physical mobilization of young people. Mobilization carried by young people is a key component in understanding the stabilisation of the authoritarian regime structures in contemporary Russia but the Russian experience makes only sense if placed in its broader historical context. Three comparative cases: the breakdown of the authoritarian Soviet Union, the breakdown of the democratic Weimar Republic and the crisis of the democratic regime in France around 1968 highlight how regimes which

lacked popular support have compensated for their insufficient legitimacy by trying to mobilize youth symbolically and politically This book illustrates the symbolic significance of youth and its role in regime crisis by analysing a new data set of newspaper articles with a new method of discourse analysis The combination of qualitative interpretation and quantitative network analysis enables a deeper and more systematic understanding of discursive structures about youth Through this methodological innovation the book contributes to the way we define the categories of youth generation and crisis It makes the case that our conceptualisation should reflect the way terms are being used usages that can be captured in a systematic way with new methods of discourse analysis Oxford Studies in Democratization is a series for scholars and students of comparative politics and related disciplines Volumes concentrate on the comparative study of the democratization process that accompanied the decline and termination of the cold war The geographical focus of the series is primarily Latin America the Caribbean Southern and Eastern Europe and relevant experiences in Africa and Asia The series editor is Laurence Whitehead Senior Research Fellow Nuffield College University of Oxford Towson State Journal of International Affairs ,1978 **International Journal of Institutional Management in Higher Education** ,1982 **International Higher Education Volume 2** Philip Altbach,2014-06-23 This encyclopedia is the result of a highly selective enterprise that provides a careful selection of key topics in essays written by top scholars in their fields Comprehensive and in depth coverage of a limited number of countries regions and themes is provided The essays not only feature statistical and factual information but significant interpretation of those facts and figures The chapters on themes and topics are both analytic and interpretative and deal with the most important topics relevant to higher education everywhere More than a compendium of facts and figures the encyclopedia is a comprehensive overview of a growing field of research and analysis Contemporary French Civilization ,1982

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