

1. Record Nr.	UNINA9910299509803321
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Titolo	Curriculum Studies in Turkey : A Historical Perspective // by Sümer Aktan
Pubbl/distr/stampa	New York : , : Palgrave Macmillan US : , : Imprint : Palgrave Macmillan, , 2018
ISBN	9781137535382 1137535385
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (XXIII, 275 p.)
Collana	Curriculum Studies Worldwide, , 2731-6394
Disciplina	370.09
Soggetti	Education - History Middle East - History Religion and sociology Education - Curricula Education History of Education History of the Middle East Sociology of Religion Curriculum Studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Islamic Civilization and its Classical Curriculum Theory: the Philosophy, Institutions and Important Theoreticians of Classical Curriculum Theory -- Chapter 2. The Classical Curriculum Theory and the Madrasas in the Ottoman Empire -- Chapter 3. The Modernization of Education in the Ottoman Empire: The First Steps, 1730-1839 -- Chapter 4. Institutionalization, Bureaucratization and Westernization in Curriculum Theory, 1839-1908 -- Chapter 5. Curriculum Theory in Early Republic Era: Philosophy and Perspectives -- Chapter 6. Reflections on the New Curriculum Theory: Social Studies Curriculum and Civic Education in Turkey (1924-2004): A Case Study -- Chapter 7. Curriculum Theorists in the Early Republic Period of Turkey -- Chapter 8. Conclusion.

## Sommario/riassunto

This book analyzes curriculum studies in Turkey from the perspective of three paradigms—religion, science, and ideology—since the early 19th century. Using Islam as a guiding point, Turkish curriculum theory later evolved to become the classical curriculum theory. In this book, the author presents a historical account of the long, complex, and contested evolution of the Turkish curriculum, as shaped by the intellectual and international forces of the day. This interplay is designed to inform international curriculum studies across national borders.

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