1. Record Nr. UNINA9910502998403321 Autore Li Hui <1968 September 28-> Titolo The relationship between regime type and civic education: the cases of three Chinese societies / / Hui Li Pubbl/distr/stampa Singapore:,: Springer,, [2021] ©2021 **ISBN** 981-16-5233-3 Descrizione fisica 1 online resource (154 pages) Collana Governance and Citizenship in Asia Disciplina 323.6071 Civics - Study and teaching - China Soggetti Civics - Study and teaching - China - Hong Kong Civics - Study and teaching - Taiwan Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Nota di contenuto Intro -- Series Editor's Foreword -- Preface -- Contents --Abbreviations -- List of Tables -- 1 Introduction -- References -- 2 Regime "Type" and Civic Education: Theoretical Perspectives --Concepts of Regime "Type", Civic Education and the "Good Citizen" --Three Regime Types -- Concepts of Civic Education -- Concept of "Good Citizen" in Chinese and Western Contexts -- Literature Review on Civic Education Across Country Cases -- Large-Scale Studies --

Abbreviations -- List of Tables -- 1 Introduction -- References -- 2
Regime "Type" and Civic Education: Theoretical Perspectives -Concepts of Regime "Type", Civic Education and the "Good Citizen" -Three Regime Types -- Concepts of Civic Education -- Concept of
"Good Citizen" in Chinese and Western Contexts -- Literature Review
on Civic Education Across Country Cases -- Large-Scale Studies -Cross Regional and Cultural Cases Studies -- Within-Region and
Cultural Cases Studies -- Case Studies Across Regimes -- Theoretical
Issues of the Relationship Between Regime "Type" and Civic Education
-- Theoretical Framework Proposed by This Book -- Summary -References -- 3 Authoritarian, Hybrid, and Democratic Regimes in
Mainland China, Hong Kong, and Taiwan -- Mainland China's Regime:
Self-contradictory Authoritarianism -- Regime Transitional Period
(1978-1993) -- Authoritarian Regime Consolidation Period (19932003) -- Authoritarian Regime Development Period (2003 to Present)
-- Hong Kong's Hybrid Regime: Debate Between Democracy and
Authoritarianism -- Regime Transition Period (1980s-1997) -Democratic Development Supported -- Limitations for Democratic

Development -- Hybrid Regime Consolidation Period (1997 to Present) -- Limitations for Democratic Development -- Struggle for Democracy -- Taiwan's Democratic Regime: Multiparty Competition --Authoritarian Regime Period (1949-1987) -- Democratic Transition Period (1987-2000) -- Democratic Consolidation Period (2000 to Present) -- Summary -- References -- 4 The "Good Citizen" and Civic Education in an Authoritarian Regime: The Case of Mainland China --The "Good Citizen" as Expected by China's Authoritarian Regime -- The Re-emergence of Citizen and "Good Citizen" in Mainland China. The "Good Citizen" Defined by China's Authoritarian Regime: A Patriotic, Moral and Market-Oriented Citizen -- Politicized and Obligatory Patriotism -- Moralization of Interpersonal Relationships --Market-Orientated Psychological Quality -- The "Good Citizen" Reflected in Chinese Civic Education -- Individual and State: Ideological Patriotism -- Moralization of Interpersonal Relationships -- A Healthy Psychological Quality -- Students' Perceptions of Being a "Good Citizen" Under China's Authoritarian Regime -- What Is Meant by "Citizen?" --Three Different Definitions of "Citizen" -- "Citizen" Differing from the "People" and "Nationals" -- What Does It Mean to Be a "Good Citizen?" -- Patriotism Is the First Principle, but Love for the Country Does not Mean Love for the Party, Socialism, and Government -- Morality Is Considered as the Most Important Approach in Dealing with Relationships -- A Powerful Psychological Quality for Adjusting to All Difficulties -- Where Do Chinese Students Get the Conceptions of "Citizen" and "Good Citizen?" -- Summary -- References -- 5 The "Good Citizen" and Civic Education in a Hybrid Political Regime: The Case of Hong Kong -- The "Good Citizen" as Desired by Hong Kong's Hybrid Regime -- The Democratic Camp's "Good Citizen" and Civic Education -- The Pro-China Camp's "Good Citizen" and National and Moral Education -- The "Good Citizen" Reflected in Hong Kong's Civics Curriculum -- Social, Communal Identity Versus National Identity --Moralization of Interpersonal Relationships Versus Obeying the Law --The Quality Related to Participation Versus Self-improvement -- Hong Kong Students' Perceptions of the "Good Citizen" -- The Meaning of "Citizen?" -- What Does It Mean to Be a "Good Citizen"? -- Dual Citizenship Identity: Chinese Identity and Hong Kong Identity --Accepting Legal and Moral Obligations. Limited and Rational Civic Participation -- Where Do Hong Kong Students Get Their Conception of the "Good Citizen"? -- Summary --References -- 6 The "Good Citizen" and Civic Education in a Democratic Regime: The Case of Taiwan -- The "Good Citizen" as Required by Taiwan's Democratic Regime -- Authoritarian Regime Period: "Pride of Being Chinese" -- Democratic Transitional Period: "New Taiwanese" --Democratic Consolidation Period: Dual Concept of Citizenship -- The "Good Citizen" as Reflected in the Taiwanese Civics Curriculum -- Brief Overview of Civics Curriculum in Taiwan at the Junior High School Level -- China-Centered Civics Curriculum Under the Authoritarian Regime -- Taiwan-Centered Civics Curriculum in the Democratic Transition Period -- Integrated Civics Curriculum in the Democratic Consolidation Period -- The "Good Citizen" Reflected in Taiwan's Current Civics Curriculum -- Taiwan's Identity and Community Concern Are First Emphasized -- Effective Political Participation and Obeying the Law --Moral Education and Civic Virtues -- Students' Perceptions of Being a "Good Citizen" -- What Is Meant by "Citizen"? -- What Does It Mean to Be a "Good Citizen"? -- Morality is the First Principle for Being a "Good Citizen" -- Good Democratic Knowledge, Low Political Participation --Pride of Being Taiwanese and Deep Sense of Belonging to Taiwan --Where Do Students Get Their Conception of Citizen and "Good Citizen"? -- Summary -- References -- 7 Cross Case Analysis of Regime "Type" and Their Capacity to Create Their Required "Good Citizen" -- Different Regime "Types" Require Different Kinds of "Good Citizens" and Extent of Control Varies with the Regime "Type" -- Three Kinds of "Good Citizen" Required by the Authoritarian, Hybrid and Democratic Regimes -- The Relationship Between Regime "Type" and Regime Capacity: Theories of the State.

Different Regime "Types" Lead to Different Kinds of Civic Education Programs but Their Effectiveness Depends on the Capacity of the State -- Three Kinds of Civic Education Developed by the Authoritarian, Hybrid, and Democratic Regimes -- Three Different Regime Capacities to Develop Civic Education Programs -- Student Perceptions of Being a "Good Citizen" Depends on the Extent of Control Varies with Regime "Type" -- Summary -- References -- 8 Conclusions and Implications --Conclusions of the Book -- Implications of the Book -- Theoretical Implications -- Practical Implications -- The Way Forward for the Development of Civic Education -- Teachers' Civic Teaching --Students' Civic Learning -- Limitations of the Book -- Sample Sizes of Students for Interview -- Literature Review About Regime Theory as Data Sources -- Range of Societies Studied -- Future Directions --Conclusion -- References -- Appendix: Methodology -- Research Questions -- Data Collection -- Data Analysis -- Ethical Issues --Par34.