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| Nota di contenuto | Foreword / James A. Banks -- Acknowledgements -- Introduction : minority education in China : balancing unity and diversity in an era of critical pluralism / James Leibold and Chen Yangbin -- Diversity in unity or unity in diversity -- Education and cultural diversity in multiethnic China / Gerard Postiglione -- The power of Chinese linguistic imperialism and its challenge to multicultural education / He Baogang -- How do you say "China" in Mongolian? : toward a deeper understanding of multicultural education in China / Naran Bilik -- Minority education on the frontier : language and identity -- Bilingual education and language policy in Tibet / Ma Rong -- Popularizing basic education in Tibet's nomadic regions / Gerard Postiglione, Ben Jiao, Li Xiaoliang, and Tsamla -- The practice of ethnic policy in education : Xinjiang's bilingual education system / Zuliyati Simayi -- Trilingual education and school practice in Xinjiang / Linda Tsung -- Multicultural education and ethnic integration : a case study of girls' education in the Lahu Area / Teng Xing, Yang Hong, and Yang Qixue -- Educational integration in China proper : pathways and barriers -- Towards another minority educational elite group in Xinjiang? / Chen Yangbin -- Uyghur university students and Ramadan : challenging the |

Minkaomin/Minkaohan labels / Timothy Grose -- The trilingual trap : "imagined" empowerment among ethnic Mongols in China / Zhao Zhenzhou -- Identity and multilingualism : negotiating multiculturalism among ethnic Korean teachers in China / Gao Fang -- Styles, stereotypes, and preferences : hurdles for minority education --- Intellectual styles and their implications for multicultural education in China / Li-fang Zhang -- Han Chinese reactions to preferential minority education in the PRC / James Leibold -- How university administrators view ethnic minority students / Yu Haibo -- Notes -- Bibliography -- Index.

Sommario/riassunto

This edited volume brings together essays by leading experts exploring different aspects of ethnic minority education in China: among these are the challenges associated with bilingual and trilingual education in Xinjiang and Tibet; Han Chinese reaction to preferential minority education; the role of inland boarding schools for minority students, and the mediation of religion and culture in multiethnic schools. The book covers these topics from a range of different perspectives: Uyghur, Tibetan, Korean, Mongolian, Han, and those of the West, combining empirical field studies with theoretical approaches. Previous scholarship has explored the pedagogical and policy challenges of minority education in China; this is the first volume to recast these problems in the light of the Chinese party-state's efforts to create ethnic harmony and stability through a shared sense of national belonging.
