

## Review of the Book:

Wing-Wah Law, *Citizenship and Citizenship Education in a Global Age. Politics, Policies, and Practices in China.*

New York: Peter Lang Publishing, Inc. 2011, 259 pages

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The author, Wing-Wah Law, is an Associate Professor in the Faculty of Education at the University of Hong Kong and a distinguished expert in citizenship, citizenship education. He has been exploring the social and historical interrelation of social change, citizenship, and citizenship education in Mainland China. His research mainly focuses on the social changes in an increasingly globalized world. In fact, this book contains some articles that have been published in such international journals as *Cambridge Journal of Education*, *Comparative Education Review*, *International Journal of Education Development*, and *Teachers Colleges Record*. Thus through his logical adaptation and careful expansion, all the individual texts could coherently synthesize and integrate into the different parts of this book, in correspondence with the flow of discussion. Through reading this informative book, a clear and distinctive overview is revealed about the development of Chinese citizenship education in response to the social change and globalization occurring during the 20th century.

The terms of citizenship and citizenship education first appeared in 1912 during the Republic of China, however; the historical and cultural roots of those terms could be tracked back over two millennia to the Chinese imperial monarchy. Actually, imperial China refers to China from the first unification of the Chinese empire in the Qin Dynasty (221-206 B.C.E.) to the end of the Chinese monarchy (1644-1911 C.E.) by Sun Yat-sen in the 1911 Revolution. During the period of the 2000-year-long imperial system, Confucianism as the state-supported orthodoxy plays role in fostering and reproducing traditional Chinese citizenry. Subsequently, Sun Yat-sen's Three People's Principles, Chinese socialism, multileveled multidimensional citizenship education, and Chinese modern citizenry respectively witnessed social transition, development of citizenship, citizenship education in the response to domestic and external context over time.

The book consists of eight parts. The first part begins with the introduction of three broadly researched themes, globalization, citizenship, and citizenship education, which also plots the overall structure of the book and outlines citizenship and citizenship education in China. In the following 4 chapters, the author analyzes how the historical factors and social changes in domestic and international context influence citizenship and citizenship education in China. Generally speaking, Wing-Wah Law begins his analysis with Confucianism,

sociopolitical values in imperial China, and the historical root in pre-1911 China, then makes an exploration on different changes of Chinese citizenship from the Republic of China 1912-1949, to socialist China PRC (People Republic Communist), and ending with prosperous China post-1978.

Following that in Chapter 2, he argues that in pre-1911 China, the Chinese state adopted a mainly state-centric and "Confucianism"-oriented approach to citizenship and citizenship education with a view of consolidating the ruling class's leadership and interests, while maintaining social harmony in the monarchy. Then, whereas, the next chapter (Chapter 3) explores China's search for a modern citizenry between 1912 and 1949. It also explains that, in that period, the Republic of China attempted to identify and educate a modern citizenry. Meanwhile, the Chinese citizenship and citizenship education were offered and developed by the CNP (Chinese Nationalist Party) and the CPC (Communist Party of China) in their respective areas. On the one hand, both sides struggled for leadership on the field of Chinese citizenship education in the domestic contexts. On the other side, in correspondence with fighting for leadership, there was the ideological competition between capitalism and communism in the international context that affected the curriculum of citizenship education. As mentioned in the Chapter 4, with the founding of New China dramatic changes of socialist citizenship happened in the PRC under the CPC between 1912 and 1949. The author illustrates not only the basic elements of social citizenship, but also the continuities and changes of Chinese socialist citizenship in correspondence with successions of power within the CPC and socialistic government. Simultaneously the chapter also presents international relationship; the markets' role, the state' and people' relations to law, civil society, and Chinese culture. Tracing the changeable notion and versions of Chinese socialist citizenship in the period of Chinese nation building, the following section (Chapter 5) examines how these changes have been refracted and reflected in Chinese citizenship education. This part focuses on changes to the school curriculum's development; and presents its continuities and constant changes in the sequence of Mao's Era (1950-1970), Deng' Epoch (1980's), in the 1980s and early 1990s, and Post-Deng Era since 1990s.

The next section turns to investigating the role of cities in the development of citizenship in China, which particularly focuses on the shaping and reconfiguration of citizenship education in the global

cities or aspiring international centers.

Therefore, the 6th chapter gives two specific cases of aspiring global cities: Hong Kong and Shanghai. The chapter consists of an empirical study focusing on the students' perceptions of the cities' reorganization with regards to citizenship. Through the comparative study, the cases of Hong Kong and Shanghai show that local government can have different degrees of autonomy in addressing economic and sociopolitical problems and in selecting strategies to deal with their relationships with the nation-state and global forces. Meanwhile globalization extends intense economic, political, and cultural competition between nations and between cities into the field of international and regional events, particularly sporting events. Therefore, at the turn of the millennium, China began to host international events, such as the 2008 Beijing Olympic Games and the 2012 Shanghai World Explosion of the later.

Thus, with reference to these two significant international events, the 7th Chapter focuses on the key role China's state plays in defining new notions of citizenship and citizenship education by promoting nationalism and nation-specific elements of citizenship education, while linking its people to an increasingly interconnected world. In the conclusion, the book closes with an open discussion of current events, and challenges that are confronted with fostering a modern Chinese citizenry. Presenting a theoretical framework for globalization, citizenship and citizenship education with reference to a dynamic and context-bounded social construction can be continuously implemented in a multi-levelled and multidimensional polity.

Aside from tracking the development of Chinese' notions of citizenship and citizenship education in the relation to the social changes and historical transition, the work actually owns several distinguishing characteristics. Firstly, the author takes China as a case study for interrelationship among historical development, social changes, citizenship and citizenship education in different periods with reference to transformations of international and domestic contexts. To exemplify such changes and to shed light on globalization and its effects the multidimensional and multileveled citizenship education he focuses on a significant international event that happened in China in the new century: the 2008 Beijing Olympics. Secondly, the author does not only provide a historical, cultural, social analysis of citizenship education in socialist China, he also explores the changes of citizenship's beliefs and the social effects of the dynamic national shift in socialist citizenship and citizenship education since 1949. Last but not at least, he makes a thorough inquiry of the current issues and problems existing in fostering and shaping modern Chinese citizenry in the globalized world of 21st century.

All in all, the book provides certain inspiration towards taking an empirical case study on the significance of hosting international events for later research on citizenship and citizenship education, simultaneously it makes a great contribution to the literature of globalization, citizenship and citizenship education.

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