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This Handbook presents an international collection of essays examining history education past and present. Framing recent curriculum reforms in Canada and in the United States in light of a century-long debate between the relationship between theory and practice, this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts. With contributions ranging from Canada, Finland, New Zealand, Sweden, the Netherlands, the Republic of South Africa, the United Kingdom, and the United States, chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice.

The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe. It challenges scholars to think about the role of education, its funding and the egalitarian approach to widening access to education. The nexus between education, democracy and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language and citizenship from the Zimbabwean experience. The book discusses

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educational successes and challenges by examining the ideological effects of social, political and economic considerations on Zimbabwe's colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students, and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social, political and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case, but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist, universal elementary education to the disarray of contemporary socioeconomic crisis; covering elementary through higher education and

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touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education- how ideology, policy, international pressures, economic factors and shifts in values collectively forge the historical and contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia

In comparing one public school to another, discussions frequently include talk concerning the socioeconomics of a school or district, which then leads to talk about the advantages that one socioeconomic setting has over another. Educators tend to agree that low academic achievement frequently associated with a low socioeconomic status is a characteristic difficult to resolve for a population of school children. The Handbook of Research on Social Inequality and Education is a critical reference source that provides insights into social influences on school and educational settings. Featuring an array of topics including online learning, social mobility, and teacher preparation, this book is excellent for

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educational leaders, educational researchers, teachers, academicians, administrators, instructional designers, and teacher preparation programs.

This book argues that the fourth industrial revolution, the process of accelerated automation of traditional manufacturing and industrial practices via digital technology, will serve to further marginalise Africa within the international community. In this book, the author argues that the looting of Africa that started with human capital and then natural resources, now continues unabated via data and digital resources looting. Developing on the notion of "Coloniality of Data", the fourth industrial revolution is postulated as the final phase which will conclude Africa's peregrination towards recolonisation. Global cartels, networks of coloniality, and tech multi-national corporations have turned Big Data into capital, which is left unguarded in Africa as the continent lacks the strong institutions necessary to regulate the mining of data. Written from a decolonial perspective, this book employs three analytical pillars of coloniality of power, knowledge and being. It concludes with an assessment of what could be done to help to turn the fourth industrial revolution from a curse into a resource. Highlighting the crippling continuation of asymmetrical global power relations, this book will be an important read for researchers of African studies, politics and international political economy.

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The German lied, or art song, is considered one of the most intimate of all musical genres—often focused on the poetic speaker's inner world and best suited for private and semi-private performance in the home or salon. Yet, problematically, any sense of inwardness in lieder depends on outward expression through performance. With this paradox at its heart, *Intimacy, Performance, and the Lied in the Early Nineteenth Century* explores the relationships between early nineteenth-century theories of the inward self, the performance practices surrounding inward lyric poetry and song, and the larger conventions determining the place of intimate poetry and song in the public concert hall. Jennifer Ronyak studies the cultural practices surrounding lieder performances in northern and central Germany in the first quarter of the nineteenth century, demonstrating how presentations of lieder during the formative years of the genre put pressure on their sense of interiority. She examines

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how musicians responded to public concern that outward expression would leave the interiority of the poet, the song, or the performer unguarded and susceptible to danger. Through this rich performative paradox Ronyak reveals how a song maintains its powerful intimacy even during its inherently public performance.

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