

# RUSSIA'S FUTURE

The Communist  
Education  
of Soviet Youth

KITTY WEAVER



# Russias Future The Communist Education Of Soviet Youth

**Kitty D. Weaver**



## **Russias Future The Communist Education Of Soviet Youth:**

Russia's Future Kitty Weaver,1981      **Russia's Future** Kitty D. Weaver,1981      **Russian and Soviet Education, 1731-1989** William W. Brickman,John T. Zepper,1992 First Published in 1992 Routledge is an imprint of Taylor Francis an informa company      **The Private World of Soviet Scientists from Stalin to Gorbachev** Maria Rogacheva,2017-07-10 A major new contribution to understanding the transition of Soviet society from Stalinism to a more humane model of socialism

The Contemporary Soviet City Henry W. Morton,Robert C. Stuart,2017-07-05 This anthology of short stories reflects the writers shared core experience of Korea s trajectory from an inward looking feudal state through Japanese colony and battle ground for the Korean War to a modernizing society Three stories have been added to the original edition      Material Culture in Russia and the USSR Graham H. Roberts,2020-05-28 Material Culture in Russia and the USSR comprises some of the most cutting edge scholarship across anthropology history and material and cultural studies relating to Russia and the Soviet Union from Peter the Great to Putin Material culture in Russia and the USSR holds a particularly important role as the distinction between private and public spheres has at times developed in radically different ways than in many places in the more commonly studied West With case studies covering alcohol fashion cinema advertising and photography among other topics this wide ranging collection offers an unparalleled survey of material culture in Russia and the USSR and addresses core questions such as what makes Russian and Soviet material culture distinctive who produces it what values it portrays and how it relates to high culture and consumer culture      **Soviet Life** ,1982      Sacrificing Childhood Julie K. deGraffenried,2014-11-18 During the Soviet Union s Great Patriotic War from 1941 to 1945 as many as 24 million of its citizens died 14 million were children ages fourteen or younger And for those who survived the suffering was far from over The prewar Stalinist vision of a happy childhood nurtured by a paternal loving state had given way out of necessity What replaced it the dictate that children be prepared to sacrifice everything including childhood itself created a generation all too familiar with deprivation violence and death The experience of these children and the role of the state in shaping their narrative are the subject of this book which fills in a critical but neglected chapter in the Soviet story and in the history of World War II In Sacrificing Childhood Julie deGraffenried chronicles the lives of the Soviet wartime children and the uses to which they were put not just as combatants or workers in factories and collective farms but also as fodder for propaganda their plight a proof of the enemy s depredations Not all Soviet children lived through the war in the same way but in the circumstances of a child in occupied Belarus or in the Leningrad blockade a young deportee in Siberia or evacuee in Uzbekistan deGraffenried finds common threads that distinguish the child s experience of war from the adult s The state s expectations however were the same for all children as we see here in children s mass media and literature and the communications of party organizations and institutions most notably the Young Pioneers whose relentless wartime activities made them ideal for the purposes of propaganda The first in depth study of where Soviet children fit into the history of the

war *Sacrificing Childhood* also offers an unprecedented view of the state's changing expectations for its children and how this figured in the nature and direction of post-war Soviet society. ***Creating Chinese Modernity*** Peter Gue Zarrow, 2006

Over the first half of the twentieth century the lives of millions of urban Chinese were transformed by new ideas, new objects, new jobs, new leisure pursuits, new forms of transportation, new architecture, in a word, new life styles and habits of mind. What did these changes mean to ordinary people? The essays in this book examine how prevailing discourses on nationalism, feminism, democracy, individualism, socialism, and the like emerged and were absorbed into the lived experiences and material culture of ordinary Chinese. Only from intimate personal experiences with forces ranging from war, revolution, and state building to advertising blitzes and boycotts was Chinese modernity forged out of forces larger than individuals but simultaneously observed, interpreted, adapted, and absorbed by those individuals. ***Ecology and the Sacred*** Roy A. Rappaport, 2001

A meaningful homage to an extraordinary anthropologist. ***Teacher Education in Russia*** Ian Menter, 2021-08-04

This book examines the history, recent developments, and direction of travel of Russian teacher education. It draws on scholarly expertise and professional experience in Russia and locates the policies and practices that are discussed within the context of the continuing global reform of teacher education. Providing a rich description of the trajectory of teacher education in Russia, the book analyses the processes of change between the history, current practice, and future directions for Russian teacher education. The chapters consider the relationship between research, policy, and practice and examine the respective influences of the former USSR, processes of wider reform in the Russian Federation since glasnost and perestroika, and of globalisation within education. What emerges from the book is that the Russian case is a prime example of vernacular globalisation in teacher education. Many important insights into processes of education reform and some of the major themes in teacher education are discussed, thus providing new perspectives that are likely to be of interest to scholars and researchers of comparative education and teacher education as well as policymakers. ***A History of Russia and the Soviet Union*** David MacKenzie, Michael W. Curran, 1987

***Soviet Politics and Education*** Frank M. Sorrentino, Frances R. Curcio, 1986-01-21

By employing the writings of philosophers, political leaders, journalists, political scientists, and educators, the two authors explore the interrelationship of politics and education in the Soviet Union and analyze how the educational system and the sociological structure reinforces the political ideologies of the communist system.

***Russia's Youth and its Culture*** Hilary Pilkington, 2013-01-11

Since the political whirlwinds of the mid 1980s and the fall of communism in 1991, Russia has undergone dramatic social change, much of which has escaped the attention of Western media. In her new book, Hilary Pilkington applies the methods of cultural studies research to the study of Russian youth. She does this by deconstructing the social discourses within which Russian youth has been constructed and by providing an alternative reading of youth cultural activity based on an ethnographic study of Moscow youth culture at the end of the 1980s. The book also charts the passage of western youth cultural studies in the twentieth century and suggests some new ways

forward in the light of the Russian experience Hilary Pilkington traces the cultural themes of youth culture in the Anglo American tradition and within the Soviet Union before examining the impact of perestroika on the media and its ramifications for the discussion of youth The book ends with a study of young people in Moscow and youth cultural groups the product of field work and interviews in the city

*China Rule of Law and the West* Michael Hooper, 2024-08-30 This book reveals how the Chinese Party State uses ideological political education to inculcate young citizens with official narratives on law It provides an account of China's version of rule of law under the Yifa Zhiguo paradigm arguing that authorities see law as a tool to apply when convenient and ignore when it impedes Party State goals Moving beyond the question of whether China's system can count as a rule of law order this book identifies three consistent features of Chinese law reform since the Opening and Reform era began the supremacy of the Communist Party of China over the law instrumentalism and reform repression dualism This book uniquely combines the what with the how of China's rule of law efforts China law researchers will benefit from understanding how China's young adults learn about official law narratives A more general audience interested in China's legal and political system will gain valuable insights from the analysis of China's rule of law The growing tensions between China and the West mean that now more than ever scholars and policymakers need to properly understand China Understanding what Chinese officials mean when they talk about the rule of law in China helps avoid policy errors made from mistakenly assuming that Western definitions are universal The contents of this book can also inform government and university efforts to properly accommodate Chinese students in the West while mitigating harmful manifestations of the nationalist ideology in part implanted by ideological political education

USSR: Strategic Survey United States. Department of the Army, 1969

*Strategy and Tactics of World Communism* United States. Congress. Senate. Committee on the Judiciary. Subcommittee to Investigate the Administration of the Internal Security Act and Other Internal Security Laws, 1954

*The Communist Conspiracy: Communism outside the United States. section A. Marxist classics. section B. The U.S.S.R. section C. The world congresses of the Communist International. section D. Communist activities around the world. section E. The Comintern and the CPUSA* United States. Congress. House. Committee on Un-American Activities, 1956

**Sociology of Education**, 1928 Provides a forum for studies in the sociology of education and human social development It publishes research that examines how social institutions and individuals' experiences within these institutions affect educational processes and social development Such research may span various levels of analysis ranging from the individual to the structure of relations among social and educational institutions The journal presents a balance of papers examining all stages and all types of education at the individual institutional and organizational levels

*Report* United States. Congress. House,

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