

Multicultural education forms a large part of the social studies curriculum in Singapore. Educators and scholars will find these articles particularly relevant.

Barr, M. D. (2006). Racialised education in Singapore. *Educational Research for Policy and Practice*, 5, 15-31.

Barr, M. D. (2006). Lee Kuan Yew: Race culture and genes. *Journal of Contemporary Asia*, 29(2), 145-166.

Barr, M. D., & Low, J. (2005). Assimilation as multiracialism: The case of Singapore's Malays. *Asian Ethnicity*, 6(3), 161-182.

Bokhorst-Heng, W. D. (2007). Multiculturalism's narratives in Singapore and Canada: Exploring a model for comparative multiculturalism and multicultural education. *Journal of Curriculum Studies*, 39(6), 629 – 658.

Chin, A., & Singam, C. (Eds.). (2004). *Singapore women re-presented*. Singapore: Landmark Books.

Chua, B. H. (2003). Multiculturalism in Singapore: An instrument of social control. *Race & Class*, 44 (3), 58-77.

Chua, B. H., & Kwok, K.-W. (2001). Social pluralism in Singapore. In R. Hefner (Ed.), *The politics of multiculturalism: Pluralism and citizenship in Malaysia, Singapore, and Indonesia* (pp. 86-118). Honolulu: University of Hawaii Press.

Clammer, J. (1998). *Race and state in independent Singapore 1965-1990: The cultural politics of pluralism in a multiethnic society*. Aldershot: Ashgate Publishing Company.

Ganesan, N. (2004). The political history of ethnic relations in Singapore. In A. E. Lai (Ed.), *Beyond rituals and riots: Ethnic pluralism and social cohesion in Singapore* (pp. 41-64). Singapore: Eastern Universities Press.

Gopinathan, S., Ho, W. K., & Saravanan, V. (2004). Ethnicity management and language education policy: Towards a modified model of language education. In A. E. Lai (Ed.), *Beyond rituals and riots: Ethnic pluralism and social cohesion in Singapore* (pp. 228-256). Singapore: Eastern Universities Press.

Hill, M., & Lian, K. F. (1995). *The politics of nation building and citizenship in Singapore*. New York: Routledge.

Lai, A. E. (Ed.). (2004). *Beyond rituals and riots: Ethnic pluralism and social cohesion in Singapore* . Singapore: Eastern Universities Press.

Mahbubani, K. (1998). The Pacific way. *Foreign Affairs*, 74(1), 100-111.

Moore, R. Q. (2000). Multiracialism and meritocracy: Singapore's approach to race and inequality. *Review of social economy*, LVIII(339-360).

Tan, C. (2008). The teaching of religious knowledge in a plural society: The case for Singapore / *International Review of Education*, 54

(2), 175-191.

ABSTRACT. This paper discusses the issues and challenges involved in the teaching of religious knowledge in Singapore schools, where it is taught in a historical, descriptive and non-evaluative fashion, adopting the phenomenological approach. The government in Singapore hopes that the teaching of religious knowledge will help to inculcate moral values and promote religious harmony in the students. This paper points out the problems associated with the phenomenological approach to the teaching of religious knowledge in Singapore schools. It argues that such an approach may not be effective in helping the government achieve its educational objectives. The discussion adds to the existing literature on the concerns and problems faced by governments in plural societies in their attempts to teach religious knowledge in schools. □

Tan, E. (2004). "We, the citizens of Singapore...": Multiethnicity, its evolution and its aberrations. In A. E. Lai (Ed.), *Beyond rituals and riots: Ethnic pluralism and social cohesion in Singapore* (pp. 65-97). Singapore: Eastern Universities Press.

Tan, K. (2004). The legal and institutional framework and issues of multiculturalism in Singapore. In A. E. Lai (Ed.), *Beyond rituals and riots: Ethnic pluralism and social cohesion in Singapore* (pp. 98-113). Singapore: Eastern Universities Press.