Overview & Objectives

This course is organized around the following fundamental questions:

What is democracy? What is citizenship?
How do people learn to be democratic citizens? How do societies educate for democratic citizenship? To what degree, and in what ways, can “best practices” transfer across specific social and political contexts?
What kinds of values, knowledges, and practices appear to underwrite democratic citizenship, and what kinds of social and cultural difference are possible, even desirable, in democratic citizenship education?
Given the nature of schools as organizations, and of states as providers of public schools, what are the advantages and disadvantages they present in democratic citizenship education? To what degree, and in what way, should such education be developed outside of schools?

As a seminar participant, you should expect to refine your own answers to such questions through an engagement with the relevant literature. Through original or secondary research, you should also expect to deepen your knowledge of a particular problem or region of the world in relation to the topic of democratic citizenship education.

Much of the first part of the course will consist of conceptual readings on democracy and citizenship in relation to education, as well as empirical studies of citizenship education for democracy in various parts of the world. Seminar discussions will focus on the aforementioned questions. We will frame the challenge of education for democratic citizenship in reference to four hugely important change processes under globalization and advanced corporate capitalism:

- “Transition” from authoritarian (colonial, dictatorship) regimes to democracy, and the decline of active citizenship in “established” democracies
- The rise of neoliberal political economies and their associated ideologies
• **Migration** and demographic change in “established” democracies
• The growth of **media** and consumer culture as crucibles for identity formation and citizenship activism

During the first part of the course, we will also formulate final projects, either individually or in groups. The second third of the course will be devoted to these research projects. Each student will complete an in-depth inquiry into one of the key course themes. This is a fine opportunity to conduct a critical literature review or engage in original empirical research. The instructor will make available opportunities to conduct research in conjunction with his current projects, including:

--- The analysis of programs and documents affiliated with the Inter-American Program on Education for Democratic Values and Practices (Organization of American States), including the *Inter-American Journal of Education for Democracy*, which the instructor edits
--- The analysis of the new Mexican secondary school subject on “Civic and Ethical Education”
--- The analysis of media and interviews for *discourses on immigration and citizenship in Indiana*

Our final seminar meeting(s) will be devoted to oral reports of research findings.

### Readings

**Core texts:**
1. Parker, W. *Teaching Democracy*
2. Hahn, *Becoming Political*
3. Stevick and Levinson, *Reimagining Civic Education: How Diverse Societies Form Democratic Citizens*

In addition to these core texts, numerous readings will be made available electronically.

### Assignments & Assessment

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Class attendance and participation</td>
<td>20%</td>
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<tr>
<td>Discussion leadership</td>
<td>20%</td>
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<tr>
<td>Position paper</td>
<td>20%</td>
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<td>Final project proposal</td>
<td>10%</td>
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<tr>
<td>Final project paper and presentation</td>
<td>30%</td>
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Class participation and attendance. This seminar format will emphasize student-centered discussion focused on a critical analysis of the readings assigned. It’s important to be mindful of balancing active participation in the dialogue with allowing space for more reticent participants and diverging points of view. The instructor will provide a conceptual framework and a set of readings as a basis for further discussion. Students must therefore attend class regularly and **take an active role in raising questions for discussion and examination, as well as in listening.** Please let me know, preferably ahead of time, if you must miss a seminar meeting. At the end of the semester, class attendance, along with the quality of contributions to discussion, will be globally assessed and given a score out of 200 points.

Discussion leadership. Each student will sign up to help lead discussion on 2 separate occasions, based on articles or chapters from the assigned reading. This discussant role will consist of two main tasks: 1)
Provide for each seminar participant a set of summary notes and questions for discussion and, ideally, post the notes to Oncourse the night before the seminar. 2) Launch discussion of each reading in no more than 3-5 minutes, by highlighting key points and posing a question or two.

There is no single recommended format for discussants’ notes, but they need to include the following qualities: 1) Be no more than 2 single-spaced pages for each chapter or article; 2) Provide key terms and concepts in outline form; 3) Capture and reproduce key, “emblematic” quotes; 4) Provide a small set of questions or ruminations for discussion. The discussant is also encouraged to make brief reference to other readings assigned in the course (by way of contrast or comparison), as well as to make mention of other authors and readings.

**Position paper.** By November 11th, each student will have submitted a 5-7 page statement about democratic citizenship education. This will be a personal statement crafted in relation and response to course readings, and around the key questions on the syllabus (More guidelines forthcoming). Our class meeting on this day will be devoted to sharing and debating the ideas in these papers.

**Final project proposal and paper.** By October 17th, each student will have submitted a one-page project proposal that consists of a set of guiding questions, and the methods or bibliographic sources that will be used to answer those questions. I will provide feedback on this proposal within a week, and in some cases request revision and re-submission. This proposal will serve as a “contract” for the semester’s research.

Students are expected to develop a final seminar paper of some 15-20 double-spaced pages anchored in a significant body of empirical and/or secondary research. Such research can be based on literature reviews or fieldwork opportunities in Indiana schools and communities. The paper should consist of a critical review of a substantial literature (3-5 books, or app. 10-15 articles), or the comparable equivalent of field research. The project can be done individually or in small teams. It may be primarily historical, documentary, policy-analytic, theoretical, or ethnographic. I am open to alternative formats as well: projects that involve curriculum development, arts-based instruction (theatre, music, etc.), popular education, and so forth. Students will work with the instructor to craft a set of guiding questions for the project, and to establish the parameters of acceptable work. Each student will have approximately 15 minutes for a final seminar presentation during the last week(s) of the course. **The final paper is due by Tuesday, December 16th.** Together with the proposal it is worth a full 400 points, or 40% of the grade for the course.
Tentative Course Schedule

September 2  Introduction and Overview
--Introductions and sharing of ideas about citizenship
--Overview of syllabus and signing up for discussion leadership
--Introduction to resources and databases

September 9  Terms of modernity: Origins and meanings of democracy
Read:
Parker, Teaching Democracy, Introduction and Chaps 1-2
Held, Introduction to Models of Democracy
Postman, “Democracy”®
Sousa Santos and Avritzer, “Introduction to Democratizing Democracy”®

September 16 Terms of (post)modernity: Origins and meanings of citizenship
Read:
Smith, “National and other identities”®
Shafir, “Introduction: The evolving tradition of citizenship”®
Jones, “Citizenship in a woman-friendly polity”®
Soysal, “Toward a postnational model of membership”®
Fitzgerald, “Theories of transnationalism and extra-territorial citizenship”®
Rosaldo, “Cultural citizenship and educational democracy”®
Recommended:
Turner, “Outline of a general theory of cultural citizenship”®
Castañeda, “Roads to citizenship” (Mexican migrants in U.S.)®
Rocco, “Transforming citizenship” (U.S. latinos)®

September 23  Philosophies and theories of citizenship education for democracy
Read:
Amy Gutmann, “Back to basics”®
Eamon Callan, “Education and the politics of virtue”®
Harry Brighouse, “Creating citizens”®
Recommended:
M. Levinson, “Culture, choice, and citizenship”®

September 30  Discussion and development of research projects
W. Kymlicka, “Two dilemmas of citizenship education in pluralist societies”®
M. Nussbaum, “Patriotism and cosmopolitanism” (hyper)
Introduction to OAS Interamerican Program and the IJED Statement of initial ideas on final projects
October 3: Sanford Levinson, 9-11 a.m.
October 7  *Studies of political socialization and citizenship education: Political science and the social studies*

**Read:**
- Niemi and Finkel, “Civic education and the development of civic knowledge and attitudes” ©
- Finkel, “Can democracy be taught?” (hyper)
- Torney-Purta, “Comparative perspectives on political socialization and civic education” ©
- Sears and Hyslip-Margison, “The cult of citizenship education” ©
- Stromquist, “Theorizing global citizenship” ©

**Recommended:**
- Patrick, “Teaching democracy globally…” ©

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October 14 (continued)

**Read:**
- Hahn, *Becoming Political* (Chaps. 3-4 optional)
- Torney-Purta et al, Chapters 1 and 10, *Citizenship and Education in 28 Countries* (IEA) ©

**Recommended:**
- Ichilov, *Political Socialization, Citizenship Education, and Democracy*

**Draft of project proposal due by Friday, the 17th!**

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October 21  *Forming democratic citizens: Comparative trends and challenges*

**Part 1, “The U.S. and ‘established’ Northern democracies”**

**Read:**
- Stevick and Levinson, *Reimagining Civic Education*, Introduction, Chaps 1 (Whitman), 4 (Philippou), 8 (Reed-Danahay), and 11 (Motani)
- Buck, “Becoming American in time” (On Somali women in the U.S.) ©
- Abu el Haj, “I Was Born Here…” (Palestinian-American youth) ©

**Recommended:**
- Schiffauer and Baumann, *Introduction to Civil Enculturation* ©
- Mandel, “Second generation non-citizens” (Turkish youth in Germany) ©
- Urciuoli, “Acceptable difference” (Latino identity in the U.S.) ©
- Gordon et al., “Individual citizens” ©

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October 28  *Forming democratic citizens: Comparative trends and challenges*

**Part 2, “Global East and South: Different Trajectories to Democracy”**

**Read:**
- Stevick, “Introduction: Education Policy, National Interests, and Advancing Democracy” ©
- Stevick and Levinson, *Reimagining Civic Education*, Chaps. 2 (Gaylord), 9 (Stevick), and Final Commentary (Torney-Purta)
- Al Sayed, “Discourse versus practice in civic education for development” (on Palestine) ©
- Kubow, “Developing citizenship education curriculum cross-culturally” (Kenya and S. Africa) ©

**Recommended:**
- Stevick, “Foreign influence and economic insecurity…”
- Lukose, “Empty citizenship” (on higher education in Kerala, India) ©
- Thomas, “Values and citizenship”
- Chapters from Lee, Grossman, et al., *Citizenship Education in Asia and the Pacific*
November 4  Teaching democracy: practices and approaches
Read:
W. Parker, Teaching Democracy, Chaps. 3-8
Westheimer and Kahne, “What kind of citizen?” ®
C. MacGregor, “Mapping agency through aesthetic production” (hyper)
Recommended:
M. Minow et al., “Pursuing equal education in societies of difference”
Staudt, “Higher education and civic engagement in the United States” ®
Ravitch, Introduction and Chap. 1 from Making Good Citizens ®
Giroux, “Schooling, citizenship, and the struggle for democracy” ®

November 11
No reading! Position paper due! Bring paper to class and prepare a 10-minute overview of key points

November 18  Forming democratic citizens in Latin America
Read:
Stevick and Levinson, Reimagining Civic Education, 3 (Huff), 5 (Souto-Manning), 10 (Levinson)
Levinson and Berumen, “Democratic citizenship education and the state…” (hyper)
Cox et al., “Education for democratic citizenship in the Americas” (hyper)
Reimers, “Civic education when democracy is in flux” (hyper)
Schmelkes and Levinson, “Interculturalism…” (hyper)

November 25
December 2
NO SEMINAR SESSIONS; Work on final projects

December 9
Project reports

December 16th
Project reports and final gathering, 7-9 p.m.