

Civic Education Civic Virtue In The Schools Ascd

Lack of civic knowledge, ignorance about the U.S. Constitution, and general ambivalence about education threaten the fiber of this nation. The remedy to this malaise, advocated in various ways by a diverse group of contributors, is a well-rounded, liberal education that prepares citizens to participate in a free republic.

This collection is a comprehensive scholarly treatment of the breadth of the virtues and their competing vices. Each of the essays in the volume not only covers the basics with respect to their topics, but also advances the discussion and debate concerning the understanding and role of the virtues. Sections focus on the cardinal virtues, the capital vices and corrective virtues, intellectual virtues, and the theological virtues, while the final section discusses the role virtues play in a number of related disciplines, ranging from theology and political theory to neurobiology and feminism. The treatment of the virtues in this present volume is sensitive to the historical heritage of the virtues, including their theological heritage, without paying undue attention to the historical and theological issues. *Virtues and Their Vices* engages contemporary philosophical scholarship as well as relevant scholarship from related disciplines throughout.

Civic virtue and the type of education that produces publicly minded citizens became a topic of debate in American political discourse of the 1980s, as it once was among the intelligentsia of Classical Athens. Conservatives such as former National Endowment for the Humanities chairman William Bennett and his successor Lynn Cheney held up the Greek philosopher Aristotle as the model of a public-spirited, virtue-centered civic educator. But according to the contributors in this volume, a truer model, both in his own time and for ours, is Isocrates, one of the preeminent intellectual figures in Greece during the fourth century B.C. In this volume, ten leading scholars of Classics, rhetoric, and philosophy offer a pathfinding interdisciplinary study of Isocrates as a civic educator. Their essays are grouped into sections that investigate Isocrates' program in civic education in general (J. Ober, T. Poulakos) and in comparison to the Sophists (J. Poulakos, E. Haskins), Plato (D. Konstan, K. Morgan), Aristotle (D. Depew, E. Garver), and contemporary views about civic education (R. Hariman, M. Leff). The contributors show that Isocrates' rhetorical innovations carved out a deliberative process that attached moral choices to political questions and addressed ethical concerns as they could be realized concretely. His notions of civic education thus created perspectives that, unlike the elitism of Aristotle, could be used to strengthen democracy.

Virtues in the Public Sphere features seventeen chapters by experts from a variety of different perspectives on the broad theme of virtue in the public sphere. Spanning issues such as the notion of civic friendship and civic virtue, it sheds light on the role that these virtues play in the public sphere and their importance in safeguarding communities from the threats of a lack of concern for truth, poor leadership, charlatanry, and bigotry. This book highlights the theoretical complexity of putting virtue ethics into practice in the public domain at a time when it has been shaken by unpredictable political, social, technological, and cultural developments. With contributions from internationally acclaimed scholars in the fields of philosophy, psychology, sociology, and education, this book highlights the main issues, both theoretical and practical, of putting virtue ethics into practice in the public domain. Split into three sections – "Virtues and vices in the public sphere", "Civic friendship and virtue", and "Perspectives on virtue and the public sphere" – the chapters offer a timely commentary on the roles that virtues have to play in the public sphere. This timely book will be of great interest to researchers, academics, and post-graduate students in the fields of education, character and virtue studies, and will also appeal to practitioners.

After decades of marginalization in the secularized twentieth-century academy, moral education has enjoyed a recent resurgence in American higher education, with the establishment of more than 100 ethics centers and programs on campuses across the country. Yet the idea that the university has a civic responsibility to teach its undergraduate students ethics and morality has been met with skepticism, suspicion, and even outright rejection from both inside and outside the academy. In this collection, renowned scholars of philosophy, politics, and religion debate the role of ethics in the university, investigating whether universities should proactively cultivate morality and ethics, what teaching ethics entails, and what moral education should accomplish. The essays quickly open up to broader questions regarding the very purpose of a university education in modern society. Editors Elizabeth Kiss and J. Peter Euben survey the history of ethics in higher education, then engage with provocative recent writings by Stanley Fish in which he argues that universities should not be involved in moral education. Stanley Hauerwas responds, offering a theological perspective on the university's purpose. Contributors look at the place of politics in moral education; suggest that increasingly diverse, multicultural student bodies are resources for the teaching of ethics; and show how the debate over civic education in public grade-schools provides valuable lessons for higher education. Others reflect on the virtues and character traits that a moral education should foster in students—such as honesty, tolerance, and integrity—and the ways that ethical training formally and informally happens on campuses today, from the classroom to the basketball court. *Debating Moral Education* is a critical contribution to the ongoing discussion of the role and evolution of ethics education in the modern liberal arts university. Contributors: Lawrence Blum, Romand Coles, J. Peter Euben, Stanley Fish, Michael Allen Gillespie, Ruth W. Grant, Stanley Hauerwas, David A. Hoekema, Elizabeth Kiss, Patchen Markell, Susan Jane McWilliams, Wilson Carey McWilliams, J. Donald Moon, James Bernard Murphy, Noah Pickus, Julie A. Reuben, George Shulman, Elizabeth V. Spelman

Many people place great stock in the importance of civic virtue to the success of democratic communities. Is this hope well-grounded? The fundamental question is whether it is even possible to cultivate ethical and civic virtues in the first place. Taking for granted that it is possible, at least three further questions that arise: What are the key elements of civic virtue? How should we cultivate these virtuous dispositions? And finally, how should schools be organized in order to make the education of citizen possible? These interrelated questions are the focus of this collection. By considering these questions from a variety of philosophical perspectives ranging from moral psychology, philosophy of education, and political philosophy, the nine essays assembled here advance our understanding of the challenges we face in trying to shape children to be virtuous citizens.

The last decade has witnessed a growing perception of ethical crisis in public life. Circumstances of political uncertainty, fueled by the rise of international terror and global financial crisis, have placed the practice of civic virtue under severe strain. Our turbulent times have prompted many people to think less about the "good life" and the "good society" and more about their basic needs for safety and reassurance. Consequently, while prominent public commentators call for the reassertion of civic virtue in the public square, it is very hard to see what basis there can be for its practice in present conditions. This book articulates a new perspective on public morality in uncertain times by defending a radical re-orientation of civic ethics away from the pursuit of the good society and toward the prevention of the great evils of human life. Edyvane makes the following central innovations: Uses the resources of philosophy to help us think about vital social, political, and spiritual questions that have dominated the public conversation of liberal democracies since 9/11; Offers a new perspective on key scholarly debates about civic virtue in a way that provokes disquieting questions about the character of religious diversity and conflict and the nature of foundations of public morality; Develops and deploys a novel intellectual approach by drawing on the insights of art and literature to inform and enrich philosophical enquiry.

"What is needed to be a "good" citizen for the twenty-first century? And how can schools and curricula address this question? This book addresses these questions and what it means to be a "good citizen" in the twenty-first century by exploring this concept in two different, but linked, countries. China is a major international power whose citizens are in the midst of a major social and economic transformation.

Australia is transforming itself into an Asian entity in multiple ways and is influenced by its major trading partner – China. Yet both rely on their education systems to facilitate and guide this transformation as both countries search for “good” citizens. The book explores the issue of what it means to be a “good citizen” for the 21st century at the intersection between citizenship education and moral education. The issue of what constitutes a “good citizen” is problematic in many countries and how both countries address this issue is vitally important to understanding how societies can function effectively in an increasingly interconnected world. The book contends that citizenship education and moral education in both countries overlap on the task of how to educate for a “good citizen”. Three key questions are the focus of this book: 1. What is a “good citizen” in a globalizing world? 2. How can “good citizenship” be nurtured in schools? 3. What are the implications of the concept of “good citizen” in education, particularly the school curriculum? Murray Print (PhD) and Chuanbao Tan (PhD) are professors from the University of Sydney, Australia and Beijing Normal University, China respectively. Both are national leaders within their respective countries and they have brought together a group of leading Australian and Chinese citizenship educators to explore these key questions."

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This edited volume showcases work from the emerging field of design-based research (DBR) within social studies education and explores the unique challenges and opportunities that arise when applying the approach in classrooms. Usually associated with STEM fields, DBR's unique ability to generate practical theories of learning and to engineer theory-driven improvements to practice holds meaningful potential for the social studies. Each chapter describes a different DBR study, exploring the affordances and dilemmas of the approach. Chapters cover such topics as iterative design, using and producing theory, collaborating with educators, and the ways that DBR attends to historical, political, and social context.

In response to the dominance of liberalism, some theorists have recently embraced the republican model as an attractive alternative. The overriding appeal of these moves seems to be the robust emphasis that forms of republicanism place on citizenship and civic virtue in light of what many commentators see as a decline in the social nature of modern politics. However, many of these discussions about republicanism are inconsistent and fail to capture the essence of a classical republican theory for today's complex modern world. The result is that the ideals and values of classical republicanism have become diluted and misappropriated as they are utilized by both philosophers and politicians without a clear and consistent sense of their historical pedigree and their relevance to the contemporary world. *Republicanism in the Modern World* develops and extends the theoretical implications of a distinctive republican conception of liberty as non-domination. Building on the recent work of Quentin Skinner and Philip Pettit, Maynor explores the complex interdependent relationship between liberty as non-domination and conflict, citizenship, and civic virtue to develop a modern theory of republicanism. Maynor argues that modern republicanism, inspired and informed by classical versions, can be the basis for a renewed effort to rejuvenate the political ideals and institutions of the modern democratic nation-state. This book will be invaluable to students and scholars in politics, political philosophy and international relations.

During the last two decades interest in children's development of good citizenship has grown among political and educational theorists in the Western world, leading to much debate about the concept of citizenship education. In this study, a specific approach to citizenship education is proposed, namely a virtue-ethical approach, which explicitly links citizenship education to moral education. From the virtue-ethical point of view, citizenship education is aimed at developing the civic virtues (attitudes that enable citizens to contribute to society), such as justice, tolerance and solidarity. Since this study focuses on teachers in Catholic education, these three virtues have been interpreted from a community-centred, active perspective, which is supposed to fit the normative framework of Catholic schools. The central question of this study is to what extent teachers in Dutch Catholic primary education possess the qualities that are needed to stimulate students' civic virtues, and in what way these qualities can be improved. Two kinds of moral pedagogical teacher behaviour are central: the teachers' modelling behaviour and the way teachers arrange their moral classroom discussions. These two kinds of behaviour will be studied as well as their relationship with the teachers' moral beliefs. Furthermore, a teacher course that is designed to stimulate these two kinds of moral pedagogical behaviour is evaluated. Frank Willems (1979, Boxmeer) lived in Vierlingsbeek, a small town in the south eastern part of the Netherlands, the first twenty-two years of his life. After finishing Teacher Training College in 2002, he moved to Nijmegen to study educational sciences at the Radboud University. The next year, he also started studying philosophy of education at the same university. In 2007 he finished both studies. Since that time, he had been working as a junior researcher at the IKO (Institute for Catholic Education), which is connected to the Radboud University. He was involved in research and he developed tools for schools for the implementation of the insights of his study. Currently, Frank is working as a product coordinator at Examenadviesburo, a small company in Nieuwegein (near Utrecht). He is involved in the development of exams for all kinds of professions (brokers, insurers, accountants, and others).

Civic Republicanism is a valuable critical introduction to one of the most important topics in political philosophy. In this book, Iseult Honohan presents an authoritative and accessible account of civic republicanism, its origins and its problems. The book examines all the central themes of this political theory. In the first part of the book, Honohan explores the notion of historical tradition, which is a defining aspect of civic republicanism, its value and whether a continued tradition is sustainable. She also discusses the central concepts of republicanism, how they have evolved, in what circumstances civic republicanism can be applied and its patterns of re-emergence. In the second part of the book, contemporary interpretation of republican political theory is explored and question of civic virtue and participation are raised. What is the nature of the common good? What does it mean to put public before private interests and what does freedom mean in a republican state? Honohan explores these as well as other questions about the sustainability of republican thought in the kind of diverse societies we live in today. *Civic Republicanism* will be essential reading for students of politics and philosophy.

By investigating the re-emergence of intellectual, moral, and civic virtues in the practice and teaching of science, this text challenges the increasing professionalization of science; questions the view of scientific knowledge as objective; and highlights the relationship between democracy and science. Written by a range of experts in science, the history of science, education and philosophy, the text establishes the historical relationship between natural philosophy and the Aristotelian virtues before moving to the challenges that the relationship faces, with the emergence, and increasing hegemony, brought about by the professionalization of science. Exploring how virtues relate to citizenship, technology, and politics, the chapters in this work illustrate the ways in which virtues are integral to understanding the values and limitations of science, and its role in informing democratic engagement. The text also demonstrates how the guiding virtues of scientific inquiry can be communicated in the classroom to the benefit of both individuals and wider societies. Scholars in the fields of Philosophy of Science, Ethics and Philosophy of Education, as well as Science Education, will find this book to be highly useful.

Being a member of a community, whether it is a classroom or a country, brings with it certain responsibilities. In this series, young readers are taught to consider their roles as citizens and how their actions

affect others. Each book focuses on a key civic virtue, using easy-to-follow terms and real-life examples to explain why that virtue is so important and how it affects others on a local and global scale. Full-color photographs are paired with engaging text centering on democratic principles, laying a solid groundwork for future civics education and future civic participation. Features include: Introduces students to the concept of civic engagement and the critical value of social cooperation. Correlates directly to recommended civics curricula in the C3 Framework for Social Studies at the 2nd grade level. Activity prompt encourages young readers to think more closely about their role in the classroom and the world. Contains Words to Know and Learn More sections designed to teach readers vocabulary and provide further resources for study.

"What does it mean to be a citizen in a multicultural society? And what role must patriotism play in defining our relationship with our country and fellow citizens? In *The Virtuous Citizen* Tim Soutphommasane answers these questions with a critical defence of liberal nationalism. Considering a range of contemporary political debates from Europe, North America and Australia, over issues including multiculturalism, national history, civic education and immigration, Soutphommasane argues that a love of country should be valued alongside tolerance, mutual respect and public reasonableness as a civic virtue. A liberal form of patriotism, grounded in national identity, is if anything essential to a successful polity in a diverse society. This book is required reading not only for political theorists and philosophers but also researchers and professionals in political science, sociology, history and public policy"--

Using comparative qualitative methodology, this book examines three Chinese societies, Taiwan, Hong Kong, and Mainland China, as specific cases of democratic, hybrid and authoritarian regimes, presenting the theoretical underpinnings of civic education in contexts other than liberal democracy. It highlights on the concept of 'good citizens' in these three regime contexts and explores how these concepts are reflected in civic education and perceived by students in the three societies. The book focuses on three levels of comparison to ensure that all relevant issues can be identified: Level 1: regime "type"; Level 2: curriculum and policy formulations; Level 3: students' personal experiences. These three levels are linked with each other and form a continuous process of civic education implementation in Taiwan, Hong Kong, and Mainland China.

In *Teaching to Justice, Citizenship, and Civic Virtue*, a group of teachers considers how students learn and what students need in order to figure out what God is requiring of them. The teachers hear from experts in the fields of civic education, the arts, politics, business, technology, and athletics. In addition, they talk about their own learning and what they want students to know about life after high school. This book, along with its discussion questions, will help parents, teachers, school board members, and administrators talk about what it means to help students work toward God's shalom in a broken but redeemed world.

Tom Wren's book is a masterpiece of intellectual history. It explores the philosophical and historical foundations of democracy in a compelling way. Wren is a sparkling and graceful writer. He makes a potentially dry subject come alive with wit and insight. The issues Wren addresses are extremely timely, as the United States endeavors to advance democracy in the Middle East. George Goethals, University of Richmond, US In this important analysis of democratic thought and treatise on leadership, historian Tom Wren drills down to the essential intellectual paradox: that leadership and democracy are inherently hostile concepts. Wren brilliantly strips down our fictions concerning these domains in his extensive deconstruction of both classical and modern thought. What emerges is a dialectical awakening and a practical new vision of citizen participation and enlightened leadership. Georgia Sorenson, James MacGregor Burns Academy of Leadership, University of Maryland, College Park and US Army An excellent scholarly work that is well written and highly relevant within the context of contemporary politics. Although essential reading for teachers and students of political theory, it will also interest the general reader and armchair politician. *First Trust Bank Economic Outlook and Business Review* Wren is to be commended for attempting to lay bare the underlying assumptions and premises that inform any approach to politics. . . an important contribution to an ongoing conversation about what contemporary leadership should look like. Undergraduates will benefit from his review of important theorists, and practitioners should be challenged by Wren's own theses about leadership. Highly recommended. All readership levels. M.J. Watson, *Choice* The tension between ruler and ruled in democratic societies has never been satisfactorily resolved, and the competing interpretations of this relationship lie at the bottom of much modern political discourse. In this fascinating book, Thomas Wren clarifies and elevates the debates over leadership by identifying the fundamental premises and assumptions that underlie past and present understandings. The author traces the intellectual history of the central constructs: the leader, the people, and, ultimately, the relationship between them as they seek to accomplish societal objectives. He begins with a discussion of the invented notion of the classical paragon of a ruler. Next he pursues the invention of the countervailing concept of a sovereign people, and finally, the need for the invention of a new construct leadership which embodies a new relation between ruler and ruled in regimes dedicated to power in the people. In doing so, he draws upon the giants of the Western intellectual tradition as well as the insights of modern historians, political scientists, sociologists and leadership scholars. The book concludes with a proposed model of leadership for a modern democratic world. Elegantly written and masterfully argued, this comprehensive study will be essential reading for students and scholars of leadership and democracy.

This important volume provides a comprehensive study of the concept of democratic citizenship (including its conditions and pre-requisites), which has an established place in higher education courses in politics, social policy, sociology and social philosophy. The contributing political philosophers and educational theorists collectively provide a critical commentary on the assumptions, principles and presuppositions associated with the idea of education for active democratic citizenship. This book presents an invaluable combination of original essays from established authors and previously published seminal articles specially revised for the volume.

Educating for Critical Democratic Literacy educates pre and in-service elementary school teachers in teaching four key civics concepts through social studies and literacy integration. Written together by both literacy and social studies experts, it is based on a conceptual revision of the notions of civic education and critical literacy called "Critical Democratic Literacy" (CDL). The authors' dual expertise allows them to effectively detail the applications of their knowledge for teachers, from lesson conception to implementation to assessment. Part I explains the theory and basic principles of CDL and provides background information on the role of democracy in education. Part II consists of four sample lessons designed using the National Council for the Social Studies (NCSS) C3 Framework and the Common Core State Standards for English/Language Arts (CSS ELA) standards. Part III includes a primer explaining the four civic concepts that frame the book. Fully aligned to both the CCSS ELA and NCSS C3 Framework, this timely resource provides future and current teachers with specific lessons and tools, as well as the skills to develop their own rigorous, integrated units of study.

Should schools attempt to cultivate patriotism? If so, why? And what conception of patriotism should drive those efforts? Is patriotism essential to preserving national unity, sustaining vigorous commitment to just institutions, or motivating national service? Are the hazards of patriotism so great as to overshadow its potential benefits? Is there a genuinely virtuous form of patriotism that societies and schools should strive to cultivate? In *Patriotic Education in a Global Age*, philosopher Randall Curren and historian Charles Dorn address these questions as they seek to understand what role patriotism might legitimately play in schools as an aspect of civic education. They trace the aims and rationales that have guided the inculcation of patriotism in American schools over the years, the methods by which schools have sought to cultivate patriotism, and the conceptions of patriotism at work in those aims, rationales, and methods. They then examine what those conceptions mean for justice, education, and human flourishing. Though the history of attempts to cultivate patriotism in schools offers both positive and cautionary lessons, Curren and Dorn ultimately argue that a civic education organized around three components of civic virtue—intelligence, friendship, and competence—and an inclusive and enabling school community can contribute to the development of a virtuous form of patriotism that is compatible with equal citizenship, reasoned dissent, global justice, and devotion to the health of democratic institutions and the natural environment. *Patriotic Education in a Global Age* mounts a spirited defense of democratic institutions as it situates an understanding of patriotism in the context of nationalist, populist, and authoritarian movements in the United States and Europe, and will be of interest to anyone concerned about polarization in public life and the future of democracy.

“Patrolling the neighborhoods of central Fort Worth, sorting through trash piles, exploring dumpsters, scanning the streets and the gutters for items lost or discarded, I gathered the city's degraded bounty, then returned home to sort and catalogue the take.” —From the Introduction In December of 2001 Jeff Ferrell quit his job as tenured professor, moved back to his hometown of Fort Worth, Texas, and, with a place to live but no real income, began an eight-month odyssey of essentially living off of the street. *Empire of Scrounge* tells the story of this unusual journey into the often illicit worlds of scrounging, recycling, and second-hand living. Existing as a dumpster diver and trash picker, Ferrell adopted a way of life that was both field research and free-form survival. Riding around on his scrounged BMX bicycle, Ferrell investigated the million-dollar mansions, working-class neighborhoods, middle class suburbs, industrial and commercial strips, and the large downtown area, where he found countless discarded treasures, from unopened presents and new clothes to scrap metal and even food. Richly illustrated throughout, *Empire of Scrounge* is both a personal journey and a larger tale about the changing values of American society. Perhaps nowhere else do the fault lines of inequality get reflected so clearly than at the curbside trash can, where one person's garbage often becomes another's bounty. Throughout this engaging narrative, full of a colorful cast of characters, from the mansion living suburbanites to the junk haulers themselves, Ferrell makes a persuasive argument about the dangers of over-consumption. With landfills overflowing, today's highly disposable culture produces more trash than ever before—and yet the urge to consume seems limitless. In the end, while picking through the city's trash was often dirty and unpleasant work, unearthing other people's discards proved to be unquestionably illuminating. After all, what we throw away says more about us than what we keep.

This book explores the inherent tension in civic education. There is a surging belief in contemporary European society that liberal democracy should work harder to reproduce the civic and normative setups of national populations through public education. The cardinal notion is that education remains the best means to accomplish this end, and educational regimes appropriate tools to make the young more tolerant, civic, democratic, communal, cosmopolitan, and prone to engaged activism. This book is concerned with the ambiguities that strain standard visions of civic education and educational statehood. On the one hand, civic-normative education is expected to drive tolerance in the face of conflicting good-life affirmations and accelerating worldview pluralisation; on the other hand, nation-states are primarily interested in reproducing the normative prerogatives that prevail in restricted cultural environments. This means that civic education unfolds on two irreconcilable planes at once: one cosmopolitan/tolerant, another parochial/intolerant. The book will be of significant interest to students and scholars of education, sociology, normative statehood, democracy, and liberal political culture, particularly those working in the areas of civic education; as well as education policy-makers.

An overview to the historical development of, and issues surrounding, the concept of citizenship. The authors place their discussion in the context of current debates about citizenship and constitutional reform in Britain. The text also includes a chapter on the European dimension. Providing an accessible introduction to a complex topic, the authors bring together law, politics, history, development and contemporary relevance of the theory of citizenship. Tables, diagrams and boxed quotations are featured throughout the text.

"The book is beautifully written, elegantly organised and it achieves with splendid efficiency all of the goals that it sets for itself. I recommend it warmly."--Mind "Dagger's book makes a very important contribution to our understanding of citizenship through its clear demonstration that state promotion of civic virtue is compatible with individual autonomy."--Political Studies Argues that Plato's dialogues contain a surprisingly neglected account of Socrates' education about the love of noble virtue and that recovering this education could help broaden and deepen liberalism's moral and political horizon.

This book consists of a selection of papers that discuss the challenges in the increasingly complex world of education and various educational problems such as moral degradation, lack of literacy, pedagogical curriculum and innovation, educational technology. Moreover, the book provides papers that deal with educational innovation in the era of Society 5.0, with a view to discuss and resolve various social challenges, issues, and problems relating to educators, students, the dynamics of the education system, and social dynamics. The subject areas treated in this book are: Character Education in Society 5.0 Era, Multiliteracy Education in Society 5.0 Era, Early Childhood Education in Society 5.0 Era, Inclusive Education in Society 5.0 Era, Curriculum, Media and Educational Technology for Primary Education in Society 5.0 Era, Joyful and Meaningful Learning in Society 5.0 Era, and HOTS in Society 5.0 Era. This book will help educators, stakeholders, and also parents to cope with the challenges in education.

This book critically explores civic republicanism in light of contemporary republican political theory and the influence of republican models of citizenship in recent developments in civic education across a number of Western nations.

Citizenship education has recently re-emerged as an important issue, both in policy and in practice. As the nation state undergoes rapid transformation at the end of the 20th century, both Eastern and Western states have focused attention on using the school curriculum as a medium for sustaining cohesion and unity within society. But, as we approach the 21st century, is the possibility of a common citizenship a reality?; This book is designed to provide educators with access to ideas and information that will help them to understand current citizenship- education

initiatives across a number of countries. It provides a theoretical rationale in which to consider those issues; illustrates how such issues are being worked out in practice in a number of countries; and provides assistance for policy makers, teacher educators and teachers who are responsible for making decisions about the context of citizenship education programmes for schools.

This book examines the approach to civic education in six societies located on the Pacific Rim: Australia, Japan, Hong Kong, Taiwan, Thailand, and the US. In these scrupulously designed studies, the contributors investigate the recent re-emergence of civic education in this region. Developments such as globalization, nationalism, and sovereignty have profound effects on how schools make "good citizens." These essays reveal how definitions of citizenship are contested and revised under such influences, and interrogate differences in civic education from nation to nation. As societies attempt to strike a balance between obedience and critical thinking, schools become the primary site of these transformations. Analyzing both educational policy and its implementation, these contributors offer a groundbreaking, comparative study that grounds civic education historically and politically.

Stimulating Civic Virtue in Students An Exploratory Study of Teachers in Dutch Catholic Primary Education Waxmann Verlag

From its formative years to the present, advocates of various persuasions have written and spoken about the country's need for moral and civic education. Responding in part to challenges posed by B. Edward McClellan, this book offers research findings on the ideas, people, and contexts that have influenced the acquisition of moral and civic learning in the America.

This book explores how and why civility contributes to a vibrant democratic society, and how it can be fostered and cultivated as a key part of democratic education. It suggests that civility only makes sense as a civic virtue if it is conceived in relation to civic friendship, concord and fellow-feeling. This book offers a timely snapshot of civility as a pressing, yet enduring, concern in democratic life and education. It elucidates a virtue-based conceptualization of civility and its place within democratic education, and makes use of real-life examples and cases to illustrate its arguments and to engage a range of readers. In short, this book is interested in what civility is and how schools can and do cultivate civility.

Shortly after Canadian confederation, Thomas D'Arcy McGee proclaimed that education was "an essential condition of our political independence" and that its role was to form citizens for the new regime. Comparing this idea of education for citizenship, or civic education, to the modern goals of education, Liberal Education, Civic Education, and the Canadian Regime explores the founders' principles, their sources, and the challenges that threaten their vision for Canada. The collection's first essays analyze the political thought of early Canadians such as Brown, McGee, Ryerson, and Bourinot, while later chapters examine enduring principles of liberal democracy derived from Aristotle, de Tocqueville, and Hobbes. The final chapters bring the discussion forward to such topics as the decline of Canadian Catholic liberal arts colleges and the emerging role of our Supreme Court as a self-appointed "moral tutor." Moreover, as it deals with the changing roles of universities in contemporary Canada, Liberal Education, Civic Education, and the Canadian Regime engages current debates about the value and place of a traditional liberal education and the consequences of turning our back on the concepts that inspired our founding leaders. Considering whether Canada's early documents and traditions can revive past debates and shed light on contemporary issues, this highly original collection presents education as an essential condition of our independence and asks whether current educational principles are threatening Canadians' capacity for self-government.

This dissertation is a study of Jean-Jacques Rousseau's conceptions of citizenship and civic education. Its basic conceit is that the former--what it means to be a citizen--can be understood fully only in light of the latter--what it means to become a citizen. It argues that Rousseau's conception of civic education--a denaturing, psychically transformative process whereby human beings become citizens who virtuously exercise their rights and fulfill their duties under the social contract--poses a critical, yet, in a way, friendly, challenge to us as liberal democrats. For as radically as Rousseauian civic education differs from ours, it is grounded in premises that we, as liberal democrats, affirm, i.e., that human beings are naturally free and equal and therefore that the only authority to which human beings may be legitimately subject is that to which they consent. Hence, our own premises compel us to confront the challenge posed by Rousseau's writings on citizenship and civic education. Contemporary disillusionment with citizenship across the liberal-democratic West makes doing this only more urgent and potentially illuminating and fruitful. Consisting in careful textual analysis of the various works and passages in which Rousseau treats civic education, the dissertation is organized around a heretofore insufficiently examined distinction between a preliminary stage of civic education and civic education proper. Whereas, in the former, future citizens are persuaded by legislators effectively to enact wise laws by means of ingenious yet disingenuous appeals to divine authority, in the latter, dutifulness to such authority is replaced as the moral basis for civic virtue with patriotism. The thesis of the dissertation is that, in order to understand the limits and possibilities of Rousseauian citizenship, it is necessary to understand this shift that lies at the heart of Rousseauian civic education

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