



CITIZENSHIP and DEMOCRATIC EDUCATION

Special Interest Group
Comparative & International Education Society

MESSAGE FROM THE CHAIRPERSONS

Greetings!

We hope that this e-newsletter finds you rejuvenated and inspired to promote democracy and human rights values through education. We were happy to see many of you in the CIES conference in Washington DC earlier this year. The CANDE SIG sponsored 14 panels and many new members were recruited. It is gratifying to see that the interest in democratic citizenship education remains so strong among CIES members.

As a global dialogue continues around the post-2015 Sustainable Development Goals (including the goal of education for sustainable development), and as UNESCO works with member states in implementing its Global Citizenship Education initiative, there will be renewed interest in research, teaching and learning around the CANDE SIG themes. In other words, our work is as necessary and timely as ever!

A main focus of the CANDE SIG efforts in the upcoming months will be encouraging members to submit paper and panel submissions for the March 2016 conference that will take place in Vancouver. The early bird submission deadline is 15 September and is fast approaching. However, submissions can be received until 15 October. We hope that you will consider submitting to the CANDE SIG. Please note that when you submit a proposal you will be asked to serve as a reviewer. You should therefore register as a “Volunteer” on the CIES website, indicating that you are interested to review for the CANDE SIG. Here is the direct link to the volunteer form:

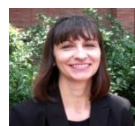
<https://ww2.eventrebels.com/er/Registration/RegistrationForm.jsp?ActivityID=13734&ItemID=52600>

In this issue of the newsletter, we introduce three members: Emil Satra, Laura Quaynor and Susan Garnett Russell. We encourage you to contact them if you have shared research interests.

Please feel free to write either of us with your questions and suggestions. As always, we are looking for information to include about new publications, upcoming conference and members who would like to be spotlighted!




Kristina Brezicha
[kfb126@psu.edu]



Felisa Tibbitts
[ftibbitts@hrea.org]

CONFERENCE ANNOUNCEMENTS



2016 Conference, Vancouver

CIES

CELEBRATING
60
SIXTY YEARS

6-10 March 2016

2016 Comparative & International Education Society 60th Annual Conference

"Six Decades of Comparative and International Education: Taking Stock and Looking Forward"

Vancouver, Canada

Key Deadline

Proposal submission deadline: October 15th, 2015

Conference Website: www.cies2016.org

The CIES was founded in 1956, and is the world's oldest society in the field of comparative and international education. The 1950s were an era of post-war economic growth, decolonization, and Cold War geopolitics – an age of typewriters rather than computers, in which international travel was possible only for the privileged few. The 60th annual conference will consider how the Society and the field have evolved during the decades, and where they are (and/or should be) going.

The field of comparative and international education is wide, and has different emphases in different parts of the world and in different periods of history. Conference participants are invited to address the theme from perspectives of their particular specializations, theoretical and practical standpoints, geographic locations, and academic and professional identities. Much has changed since 1956 and intervening points. What does it mean for the goals, spirit and tools of our work? What would we like to see in the future, and how will we achieve it?

For enquiries: email: registration@cies.us

UPCOMING CONFERENCES

INTERNATIONAL CONFERENCE

Call for Proposals



By The People

Participatory Democracy, Civic Engagement and Citizenship Education

Arizona State University, December 3-5, 2015

The Participatory Governance Initiative of Arizona State University invites proposals for this international conference, which will combine scholarly presentations with practical workshops, and will bring together academics, students, practitioners, researchers, public officials, teachers, administrators, and members of community organizations.

Submission deadline: May 15, 2015

Conference Website:
<https://publicservice.asu.edu/democracyconference>



OTHER ANNOUNCEMENTS

JUDITH TORNEY-PURTA OUTSTANDING PAPER AWARD FOR NEW SCHOLARS FOR CIES CONFERENCE 2016

CANDE SIG is seeking nominations for the Judith Torney-Purta Outstanding Paper award from new and emerging scholars. Only papers that have been accepted for presentation at the CIES Conference can be considered, and the reviewers reserve the right to not appoint a recipient. A new scholar is defined as those enrolled in a doctoral program or having completed their PhD within the past five years. **A full paper should be submitted by February 16, 2016** to the co-chairs. Submissions should include details about eligibility (i.e., doctoral status and/or year of completion of doctorate and associated university).

INTERNATIONAL JOURNAL OF SOCIAL STUDIES EDITOR - NCSS

The International Journal of Social Studies, published by the International Assembly of the National Council for Social Studies, is looking for someone interested in editing their Social Justice Column. The journal is published twice per year online. The column editor would be expected to secure and edit the manuscripts for each issue. Appropriate academic credentials and IA-NCSS membership are expected. If interested, please contact Ruth Reynolds ruth.reynolds@newcastle.edu.au.

STAY CONNECTED WITH THE CANDE SIG

Are you on Facebook or Twitter? We are! Did you know that CANDE has a Facebook page and Twitter account? Please join our Facebook group if you have not done so already: <https://www.facebook.com/groups/CANDE.SIG/>. This is a place where members can share information, post opportunities and pose questions. Also follow us on Twitter @CANDESIG.

If you wish to be involved in any part of the life of SIG, please contact the Co-Chairs at kfb126@psu.edu or ftribbitts@hrea.org

Check our *Facebook* site <http://www.facebook.com/groups/284370475000501/>
Check our *Twitter* feed: @CANDESIG

IN THE SPOTLIGHT: MEMBERS OF THE CANDE SIG



Emil Satra holds a BA and MA in Education from the University of Oslo, with a specialization in social studies didactics. I wrote my thesis on democratic citizenship education in social studies. I am currently an Assistant Professor in Education at the Norwegian School of Theology.

At the moment I am working on two articles on democratic citizenship education – one in English and one in Norwegian – based on my thesis. The articles will deal with the relationship between how social studies curriculum is organized and how teachers facilitate the acquisition of democratic knowledge, skills and values. Also, an official report on the overall condition of the Norwegian school has just been released, which backs up the empirical findings in my thesis.

Further, in the extension of my thesis, I have started the initial phase of working out a PhD-project. I would very much like to build on the work I have already done, by doing a more in-depth investigation of how democratic education facilitate students acquisition of democratic knowledge, skills, strategies and values. I will most likely base the study on interviews (with teachers) and observation.

Key research interests: Democratic citizenship education, social studies didactics, political socialization, political literacy, controversial issues in democratic education.

Contact information:

Emil Satra
Assistant Professor in Education
Norwegian School of Theology
Gydas vei 4,
Postboks 5144 Majorstuen,
0302 Oslo Norway.
Phone: +47 22 59 05 00
Mobile: +47 47 66 98 76
E-mail: emil.satra@mf.no



Laura Quaynor is an Assistant Professor of Educational Leadership in the College of Education at Lewis University. She previously worked at the University of South Carolina Aiken in the School of Education, and in the K-12 system as an ESL and French Immersion teacher. Her work focuses on citizenship education and language education in contexts of migration and conflict, particularly in West Africa and the United States, drawing on post-colonial and social justice lenses to conceptualize citizenship and citizenship education. Laura Quaynor holds a PhD in Educational Studies from Emory University, where she studied educational foundations and comparative citizenship education.

In her current projects, she is considering the ways that gender mediates the relationships among schooling, extracurricular activities, non-formal civic education, and civic participation in Liberia and Ghana. In addition, she is studying the ways bilingual and multilingual education in the United States intersects with national discourses around citizenship and the civic participation and civic identities of immigrant and refugee youth.

Question for the CANDE SIG community: In both multilingual and monolingual societies, how is multilingualism related to citizenship education, youth civic identity, and civic participation in local, national, and global spheres?

Recent publications:

Quaynor, L. (in press). Preparing globally-minded citizens? Connections and contradictions in two International Baccalaureate Public Schools serving immigrant students. *Teachers College Record*, 117, 10.

Quaynor, L. (2015). Researching citizenship education in Africa: considerations from Ghana and Liberia. *Research in Comparative and International Education*, 10, 120-134. doi: 10.1177/1745499914567822.

Quaynor, L. (2015). "The means to speak": Educating youth for citizenship in post-conflict Liberia. *Journal of Peace Education*, 15(1), 15-36. doi: 10.1080/17400201.2014.931277.

Contact information:

Laura Quaynor
323 De La Salle Hall
Lewis University
Romeoville, IL 60446
Quaynola@lewisu.edu
[\(815\) 836-5145](tel:(815)836-5145) (office)



Susan Garnett Russell is an Assistant Professor of International and Comparative Education at Teachers College, Columbia University, as well as Interim Director of the George Clement Bond Center for African Education. She earned her doctorate in International and Comparative Education from Stanford University. Her research focuses on education and conflict, human rights, citizenship, and gender, particularly in Sub-Saharan Africa.

Recent publications appear in *International Studies Quarterly*, *Prospects*, *Compare*, and *International Sociology*.

Recent Publications:

Russell, Susan Garnett. "Global Civil Society and Education Policy in Post-Genocide Rwanda." *International Sociology* forthcoming 2015.

Russell, Susan Garnett and Monisha Bajaj. 2015. "Schools, Citizens, and Nation-States," pp. 93-109 in *Education and International Development: Practice, Policy and Research*, eds. Tristain McCowan and Elaine Unterhalter.

Russell, Susan Garnett and Dijana Tiplic. 2014. "Rights-Based Education and Conflict: A Cross-National Study of Rights Discourse in Textbooks." *Compare: A Journal of Comparative and International Education*, 44 (3): 314-334.

Buckner, Elizabeth and Susan Garnett Russell. 2013. "Portraying the Global: Cross-National Trends in Textbooks' Portrayal of Globalization and Global Citizenship." *International Studies Quarterly*, 57: 738-750.

Questions for CANDE Community:

- How can civics/citizenship education be used to address past conflict and human rights violations?

Contact Information:

525 West 120th Street
New York, NT 10027
sgrussell@tc.columbia.edu

NEW PUBLICATIONS BY MEMBERS

If you are involved in a book project or would like assistance with a book project why not send us some information and we can publicize it amongst all our members!

Ast, David & Bickmore, Kathy (2014). "Critical Global Citizenship Education: Cultivating Teacher Efficacy Through Professional Collaboration." In (D.Montemurro, M.Gambhir, M.Evans, & K.Broad, Editors) *Inquiry Into Practice: Teaching Global Matters in Local Classrooms* (ISBN 978-1-928167-01-3; online). Toronto: Ontario Institute for Studies in Education, pp. 41-49.

This study examined how a professional learning community of mentor teachers and teacher candidates in Toronto infused critical global citizenship education into their teaching practice—how they conceptualized critical global citizenship education, constructed rationales for why it is important, and designed curriculum to give life to critical global citizenship education in practice. The project was based on Andreotti's (2006) conception of critically reflexive global citizenship education. The project teachers—rather than reproducing the "civilizing-mission" narrative—challenged themselves and their students to address global issues through a historical and critical lens aimed at disrupting inequality in the world.

Bickmore, Kathy (2014). "Citizenship Education in Canada: 'Democratic' Engagement with Differences, Conflicts, and Equity Issues?" *Citizenship Teaching and Learning* 9(3).

Research on citizenship education in Canada illustrates five enduring themes, of interest to comparative educators. First, citizenship education policy mandates carry divergent goals for 'good' citizenship. Second, questions of national and ethno-cultural identity and justice are prominent in Canadian curricular rhetoric, although achievement of mutual understanding and justice is elusive. Third, some Canadian curricula apparently reinforce ignorance about the causes of global problems such as war. Fourth, curriculum policy discourse emphasizes student-centred pedagogy for critical thinking, distinct from typical classroom practice. Last, implicit citizenship education is embedded in daily patterns of discipline and conflict management, community service, and student roles.

Bickmore, Kathy (2014). "Peace-Building Dialogue Pedagogies in Canadian Classrooms." *Curriculum Inquiry* 44(4, September), 553-582. (theme issue, *Peace-building (in) Education: Democratic Approaches to Conflict in Schools and Classrooms*)

Constructively critical and inclusive dialogue about conflictual issues is one necessary ingredient of both democratic citizenship and peacebuilding learning. However, in North American classrooms populated by heterogeneous and non-affluent students, pedagogies involving discussion of conflicts are rarely fully implemented, sustained, or inclusive of all students' voices. This paper reports the results of a study describing contrasting ways in which teachers actually did implement (or attempt) dialogic pedagogies on difficult issues in Canadian public school classrooms, based on a series of observations and interviews in eleven public elementary, intermediate, and secondary classrooms.

Bickmore, Kathy & Parker, Christina (2014). "Constructive Conflict Talk in Classrooms: Divergent Approaches to Addressing Divergent Perspectives." *Theory and Research in Social Education* 42(4), 291-335.

Dialogue about social and political conflicts is a key element of democratic citizenship education—advocated in scholarship but rarely fully implemented, especially in classrooms of ethnically and economically heterogeneous students. Qualitative case studies describe contrasting ways two primary and two middle grade teachers in urban Canadian public schools infused conflict dialogue pedagogies into implemented curricula. The case studies illustrate a democratic education dilemma: Even in the classrooms of skilled and committed teachers, opportunities for recognition of contrasting perspectives and discussion of social conflicts may not necessarily develop into sustained democratic dialogue, nor interrupt prevailing patterns of disengagement and inequity.

Zyngier, D., Traverso, M., & Adrianna Murriello, A. (2015) Democracy will not fall from the sky.' A comparative study of teacher education students' perceptions of democracy in two neo-liberal societies: Argentina and Australia. *Research in Comparative & International Education* vol. 10 no. 2 (pp275-299) doi 10.1177/1745499915571709

This paper compares and contrasts pre-service teachers' (PSTs) beliefs about democracy in Argentina and Australia. While there are many important studies of how school students understand democracy and democratic participation, few have studied what teachers, and especially pre-service teachers, think about democracy. This paper uses a mixed methods approach to present quantitative and qualitative responses to the contrasting understandings of democracy from an established and a newly emerging democracy. Determining the linkage between education and democracy is important as it has implications for how our children will relate to democracy both in the classroom and in society as future citizens.