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# Citizenship and Education in Liberal-Democratic Societies: Teaching for Cosmopolitan Values and Collective Identities

Kevin McDonough, Walter Feinberg

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# Education And Citizenship In Liberal Democratic Societies Teaching For Cosmopolitan Values And Collective Identities

**Minjie Lin**



## **Education And Citizenship In Liberal Democratic Societies Teaching For Cosmopolitan Values And Collective Identities:**

*Citizenship and Education in Liberal-Democratic Societies* Kevin McDonough, Walter Feinberg, 2003-08-28 The essays in the volume address educational issues that arise when national sub national and supra national identities compete How can we determine the limits to parental educational rights when liberalism s concern to protect and promote children s autonomy conflicts with the desire to maintain communal integrity Given the advances made by the forces of globalization can the liberal democratic state morally justify its traditional purpose of forging a cohesive national identity Or has increasing globalization rendered this educational aim obsolete and morally corrupt Should liberal education instead seek to foster a sense of global citizenship even if doing so would suppress patriotic identification In addressing these and many other questions the volume examines the theoretical and practical issues at stake between nationalists multiculturalists and cosmopolitans in the field of education The fifteen essays plus an introductory essay by the editors provide a genuine productive dialogue between political and legal philosophers and educational theorists

**Citizenship and Education in Liberal-Democratic Societies** Kevin McDonough, 2003      **Dewey's Democracy and Education Revisited** Patrick M. Jenlink, 2009-04-16 Dewey s *Democracy and Education Revisited* focuses on democratic schools democratic education and the work of teacher and leader practitioners in the new millennium taking into consideration the complex and dynamic nature of preparing leaders for changing roles in schools amidst the challenges of standards and accountability the No Child Left Behind Act licensure certification issues increasing diversity issues of social justice shifting demographics and the myriad of social issues that make democratic leadership necessary The book presents a collection of contemporary discourses that reconsider the relationship of democracy as a political ideology and American ideal i e Dewey s progressivist ideas and education as the foundation of preparing democratic citizens in America Jenlink takes the reader into a reflective and critical examination of Dewey s ideas on democratic education set forth in the classic philosophy text *Democracy and Education* Each chapter draws the reader into a discussion of the salient and relevant points Dewey argued and juxtaposes Dewey s points with the issues challenging educators today in particular focusing on the challenge of fostering democratic education and leadership for America s schools

**Changing Notions of Citizenship Education in Contemporary Nation-states**, 2007-01-01 This book offers an examination into the meanings of citizenship in the contemporary world and trends that are forcing a rethinking of the concept in today s nation states These changing meanings in turn give rise to new understandings of and approaches to citizenship education The underlying values of participation deliberation and loyalty or patriotism that define different notions of citizenship are under strain in a world increasingly defined by global processes by the rise of transnational or supranational institutions and by interconnections that bring different cultures and value systems into closer contact with each other What does this new citizen look like What does this new citizen need to know or need to be able to do

To whom and to what is this new citizen loyal One way to think about this new citizen is as a cosmopolitan a citizen of the world more than of any particular nation state another way to think about it is in terms of different kinds or levels of affiliation existing simultaneously to nation and to regional alliance such as the European Union for example These conditions of citizenship and of citizenship education are rapidly changing and diverse and in some instances they come into conflict This collection of essays an outstanding international group of scholars examines the tensions between national transnational and postnational conceptions of citizenship brought back always to the grounded question of citizenship education and how to go about it The authors illuminate the complexity and subtlety of these issues and offer helpful guidance for rethinking the meanings and values that inform our educational endeavours **What's the Good of**

**Education?** Joseph Dunne, 2025-01-23 In this book Joseph Dunne exposes the damage done by obsession with measurable outcomes in schools and universities He argues for an education that respects the interpersonal fabric of learning and teaching and that takes account of difficulties in late modern societies regarding childhood citizenship the relative prestige accorded to different kinds of knowledge and the forging by individuals of a coherent identity across a whole life course To ask about good education he claims is necessarily to pose the larger question of the human good Central to the book is a concern to elucidate the kind of practices that can best help persons to pursue this good a concern that deepens through reflection in the final chapters on the challenges and fulfilments opened by the spiritual dimension of human life Making his case in a series of inter related essays Dunne draws on his decades long experience in teacher education informed by a reading of classical Greek philosophy and of several recent thinkers including Raimond Gaita Alasdair MacIntyre Iris Murdoch and Charles Taylor who are key conversation partners throughout Leaders in Philosophy of Education

, 2008-01-01 Since the 1960s we have witnessed the development of philosophy of education as a vital intellectual field Beginning with the work of Israel Scheffler at Harvard and spreading rapidly to the United Kingdom under the influence of R S Peters and Paul Hirst at the London Institute of Education analytical philosophers of education worked toward a new understanding of such central educational concepts as teaching learning explanation curriculum aims and objectives freedom and authority equality and liberal education They also examined theoretical issues in educational research and critiqued reigning ideas in educational psychology By the 1970s interest in the analysis of educational concepts and research methods had waned A new generation of philosophers of education turned to new issues including intellectual and practical virtues individual well being the education of girls and women the ethics of care creative thinking and imagination multicultural education globalization and many others In this book 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early experiences initial encounters with philosophy and philosophy of education creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal

favorites      **The Constitutional Parent** Jeffrey Shulman, 2014-07-01 In this bold and timely work law professor Jeffrey Shulman argues that the United States Constitution does not protect a fundamental right to parent Based on a rigorous reconsideration of the historical record Shulman challenges the notion held by academics and the general public alike that parental rights have a long standing legal pedigree What is deeply rooted in our legal tradition and social conscience Shulman demonstrates is the idea that the state entrusts parents with custody of the child and it does so only as long as parents meet their fiduciary duty to serve the developmental needs of the child Shulman's illuminating account of American legal history is of more than academic interest If once again we treat parenting as a delegated responsibility as a sacred trust not a sacred right we will not all reach the same legal prescriptions but we might be more willing to consider how time honored principles of family law can effectively accommodate the evolving interests of parent child and state      **Focus on Fresh Data on the Language of Instruction Debate in Tanzania and South Africa** Birgit Brock-Utne, Zubeida Desai, Martha Qorro, 2006 This is a series of books from the LOITASA Language of Instruction in Tanzania and South Africa project LOITASA is a NUFU funded Norwegian University Fund project which began in January 2002 and continued till the end of 2006 It is what in donor circles is known as a South South North cooperation project which in this case involves research cooperation between South Africa Tanzania and Norway The first book entitled Language of instruction in Tanzania and South Africa LOITASA focused on the current language in education situation in the two countries by providing a description and analysis of existing language policies and practices      *Spirituality, Philosophy and Education* David Carr, John Haldane, 2003-12-16 The contributors of this collection are all highly respected educational practitioners policymakers and philosophers The book examines the meaning role and possibilities of spirituality in education from a wide range of perspectives      **Muslims and the State in Britain, France, and Germany** Joel S. Fetzer, J. Christopher Soper, 2005 Over ten million Muslims live in Western Europe Since the early 1990s and especially after the terrorist attacks of September 11 2001 vexing policy questions have emerged about the religious rights of native born and immigrant Muslims Britain has struggled over whether to give state funding to private Islamic schools France has been convulsed over Muslim teenagers wearing the hijab in public schools Germany has debated whether to grant public corporation status to Muslims And each state is searching for policies to ensure the successful incorporation of practicing Muslims into liberal democratic society This 2004 book analyzes state accommodation of Muslims religious practices in Britain France and Germany first examining three major theories resource mobilization political opportunity structure and ideology It then proposes an additional explanation arguing that each nation's approach to Muslims follows from its historically based church state institutions      **The Skillful Self** John Stopford, 2009-03-16 The Skillful Self Liberalism Culture and the Politics of Skill presents a political liberal theory of cultural participation and the goals of cultural policy in contemporary pluralistic democracies The ideal of cultural participation which many regard as central to the self conception of modern constitutional

democracies is often subject to the distorting influences of state perfectionism paternalism consumerism and ideology These distortions and the problems they raise are intensified by the forces of social cultural and economic globalization Using the tools of contemporary liberal theory The Skillful Self develops an approach to the politics of culture that focuses on the concept of skill and its place in a liberal conception of the self Support for this approach is derived from the work of Nussbaum and Sen who make a conception of human capability basic to their views of public policy and the design of political institutions But the politics of skill modifies the capability approach by characterizing the central human functional capabilities as functions of the skillful self The final chapters of the book describe the competences of the skillful self elaborating a new typology of skills and explaining why basic institutions are obliged to promote them To make the role of skill in the central capabilities explicit in this way is not to invoke the perfectionist ideal of a culture of skill but rather to focus on the structural role of skill in a nonperfectionist conception of truly human functioning and on the social conditions of individual capability viewed as a function of skill

*Liberalism, Education and Schooling* T.H. McLaughlin, 2017-03-27 A tribute collection of essays edited by author's colleagues and friends

International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so

Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg

Policies and Pedagogies of Canadian Offshore Schools Fei Wang, André Elias Mazawi, 2024-07-08 This book

critically examines the international geopolitical policy institutional and curricular challenges facing Canadian offshore school programs Bringing together scholars and practitioners concerned with addressing the pedagogical organizational curriculum and policy aspects of this transnational mode of schooling it represents a ground breaking exploration of K 12 offshore schools within the wider contexts of global geopolitics and forms of soft power The book examines the vulnerability that arises from having to manoeuvre political social geopolitical and economic policy simultaneously in both the host and home licencing countries It delves into conflicts within the context of neoliberal economic agendas neocolonial and geopolitical interests and social class reproduction within host countries The book is the first scholarly space that questions how international educational initiatives are affected by emerging global threats such as the recent Covid pandemic Additionally it unpacks the question of citizenship and its intersections with social class immigration and sociocultural dynamics It explores how these intersections forge new paths not only to mobility but also to new configurations of power and new spaces of politics and identity With a range of reflexive empirical and theoretical contributions that cover every aspect of offshore schools the book reassesses the trope of globalization dominated by Eurocentric perspectives It decompartmentalizes diverse perspectives and insights on the internationalisation of schooling opportunities and provides an overview of the challenges and possibilities open to offshore schools in different cultural contexts making it the first comprehensive body of research on this type of schooling This book will be of great value to researchers faculty scholars and postgraduate students working across international and comparative education It will be particularly useful to those interested in the intersections between education and geopolitically situated forms of soft power

[The Wiley Handbook of School Choice](#) Robert A. Fox, Nina K. Buchanan, 2017-03-14 The Wiley Handbook of School Choice presents a comprehensive collection of original essays addressing the wide range of alternatives to traditional public schools available in contemporary US society A comprehensive collection of the latest research findings on school choices in the US including charter schools magnet schools school vouchers home schooling private schools and virtual schools Viewpoints of both advocates and opponents of each school choice provide balanced examinations and opinions Perspectives drawn from both established researchers and practicing professionals in the U S and abroad and from across the educational spectrum gives a holistic outlook Includes thorough coverage of the history of traditional education in the US its current state and predictions for the future of each alternative school choice

**Silent Partners in Multicultural Education** Tuija Itkonen, Fred Dervin, 2017-02-01 This volume aims to stimulate interest in the under researched role of silent partners SPs in multicultural education Silent partners include formal and informal places spaces in schools e g architecture classroom facilities libraries corridors playgrounds canteens objects e g teaching aids furniture wall decorations and overall interior design interactive technologies use of devices and applications but also often taken for granted and not immediately visible patterns of thought ideologies and assumptions People involved in education all engage and work with a number of SPs that contribute to the

delivery of curricula but also to social life and well being in and out of schools The way places spaces objects and technologies influence the school community s experiences of learning well being and social justice is rarely observed and problematised in education hence the adjective silent in the term silent partners This book not only fills a significant empirical gap but it can also inject public debate over future working environments in schools for multicultural education It will be relevant to both researchers interested in developing their knowledge on these issues from a different perspective but also educators in search of inspiration for multicultural education Praise for Silent Partners in Multicultural Education How to organize your classroom s configuration in such a manner that all pupils feel welcome and comfortable While most of those invested in multicultural education focus on the optimization of various linguistic aspects Itkonen Dervin and their colleagues give voice to the non verbal aspects of education In this book they elaborate how formal and informal places spaces in schools can unintentionally reflect ideologies and cultural assumptions They illustrate this perspective with telling examples that come from what is widely perceived as one of the best educational systems in the world This book is an important innovative contribution to the question of inclusion of all pupils in our school systems It provides an eye opening perspective to researchers in the field teachers principals and stakeholders willing to work for social justice in their schools Emmanuelle Le Pichon Vorstman Researcher and Assistant Professor Languages Literature and Communication Department Utrecht Institute of Linguistics Congratulations are in order for this ground breaking and significant book As the editors and authors convey convincingly and often poignantly multicultural education is an increasingly politicised phenomenon that needs all the friends and allies that it can garner The book s coverage of silent partners in education objects and technologies operating in specific places and spaces is therefore timely Yet as the book also highlights these silent partners can exert negative power as well as positive influence on educational outcomes The book presents a compelling account of the fundamental ambivalence framing these partners and formal educational provision more broadly Rendering these silent educational partners visible and open to scrutiny is a significant scholarly achievement by the Education for Diversities Research Group in the Department of Teacher Education at the University of Helsinki Finland building on their well deserved reputation for exploring the implicit and tacit and yet impactful dimensions of intercultural education and understanding The book is appropriately diverse and inclusive in its concerns with attention being directed at education in Finland France and the United States Likewise the coverage traverses international and national schools higher education teacher education and productive methodologies for researching silent partners This innovative and thought provoking volume is highly recommended for its originality in helping us to see education for diversities in a new and powerful light Patrick Alan Danaher Professor in Educational Research in the School of Linguistics Adult and Specialist Education Associate Dean Research and Research Training in the Faculty of Business Education Law and Arts Toowoomba campus of the University of Southern Queensland Australia Adjunct Professor in the School of Education and the Arts Central Queensland University



Australia Silent partners do not only reflect the ways we conceive of education but they also influence our practices as educators Being silent they are often taken for granted The strength of this book lies in its critical questioning of the notion of silent partners The chapters enlighten about the untold and the effects they have in an educational environment The readers especially in the fields of education and social justice will definitely acquire a more sensitive perception of how silent partners affect our approaches to multicultural education Dr Regis Machart Senior Lecturer Universiti Putra Malaysia Adjunct Professor University of Helsinki Finland

**Socializing Justice** Clara Sabbagh,2023 This book offers a comprehensive view of the numerous roles of justice in three education spheres public and globalized schools nonformal education and the family It relies on the quantitative and ethnographic methodological traditions in these fields to identify controversies and illustrate how the forms of justice underlying educational spheres are universal yet sensitive to sociocultural variation

Kant's Embedded Cosmopolitanism Georg Cavallar,2015-05-19 Kant s omnipresence in contemporary cosmopolitan discourses contrasts with the fact that little is known about the historical origins and the systematic status of his cosmopolitan theory This study argues that Kant s cosmopolitanism should be understood as embedded and dynamic Inspired by Rousseau Kant developed a form of cosmopolitanism rooted in a modified form of republican patriotism In contrast to static forms of cosmopolitanism Kant conceived the tensions between embedded local attachments and cosmopolitan obligations in dynamic terms He posited duties to develop a cosmopolitan disposition *Gesinnung* to establish common laws or cosmopolitan institutions and to found and promote legal moral and religious communities which reform themselves in a way that they can pass the test of cosmopolitan universality This is the cornerstone of Kant s cosmopolitanism and the key concept is the vocation *Bestimmung* of the individual as well as of the human species Since realizing or at least approaching this vocation is a long term arduous and slow process Kant turns to the pedagogical implications of this cosmopolitan project and spells them out in his later writings This book uncovers Kant s hidden theory of cosmopolitan education within the framework of his overall practical philosophy

Multiculturalism Michael Murphy,2013-03-01 What is multiculturalism and what are the different theories used to justify it Are multicultural policies a threat to liberty and equality Can liberal democracies accommodate minority groups without sacrificing peace and stability In this clear introduction to the subject Michael Murphy explores these questions and critically assesses multiculturalism from the standpoint of political philosophy and political practice The book explores the origins and contemporary usage of the concept of multiculturalism in the context of debates about citizenship egalitarian justice and conflicts between individual and collective rights The ideas of some of the most influential champions and critics of multiculturalism including Will Kymlicka Chandran Kukathas Susan Okin and Brian Barry are also clearly explained and evaluated Key themes include the tension between multiculturalism and gender equality cultural relativism and the limits of liberal toleration and the impact of multicultural policies on social cohesion ethnic conflict Murphy also surveys the legal

practices and policies enacted to accommodate multiculturalism drawing on examples from the Americas Australasia Europe Asia and the Middle East Multiculturalism A Critical Introduction is an ideal starting point for anyone coming to the topic for the first time as well as those already familiar with some of the key issues     *The Future of Civic Education* Elizabeth Yeager Washington, Keith C. Barton, 2024-10-01 Speaking to the need to move beyond traditional formulations this textbook presents radical visions for transforming civic education in the United States Drawing on the experience of educators and scholars including those rooted in feminist queer abolitionist global and race conscious perspectives this work offers new practical ideas for civic education reform Responding to recent political crises many scholars educators and public commentators have called for a rebirth of civic education but these all are grounded in the premise that the goal of civic education should be to teach students about the U S Constitutional system and how to operate within it This book argues that the U S governmental system including the Constitution is infused with racist and anti democratic premises and procedures It asks How can we seek a new path one that is more democratic more equitable and more humane A diverse range of leading civic educators who are willing not just to push the boundaries of civic education but to operate outside its assumptions altogether explore what future possibilities for civic education might look like and how these innovative ideas could be implemented in the classroom Combining theory with practice *The Future of Civic Education* will be important reading for those studying or researching in social studies methods social studies issues citizenship and civic education It will also be beneficial to social studies teachers at elementary and secondary levels as well as policymakers and non governmental organizations NGOs

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