Abstracts

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Fomentar la Ciudadanía en una Sociedad Multicultural: El Multiculturalismo Canadiense Como un Modelo Político
(234 KB PDF)

Romulo F. Magsino, University of Manitoba

Well-meaning assimilationists, as well as those threatened that the predominantly English culture in Canada and the United States will be overwhelmed by cultural elements brought by ethnocultural immigrant groups with them, have led the strident attacks against multiculturalism in both countries. Though apparently persuasive, close analysis of these attacks in Canada shows that they are based on lack of understanding or ignorance of the multiculturalism policy. The policy can be understood best by making a distinction between a multination state, with sovereignty rights claimed by national groups within it, and a polyethnic state, with polyethnic rights claimed by its cultural minority groups. The Canadian policy of multiculturalism pertains to the latter. Analysis of its intent and its constituent principles reveals that it is consistent with the democratic ethos of the country; as well, its philosophy has found expression not only in official pieces of legislation but also in the constitutionally entrenched Canadian Charter of Rights and Freedoms. Litigation in the courts sustains the view that Section 27 of the Charter, drawing from this philosophy, has given recognition to, and protection for, the rights of ethnocultural members in the country. Indeed, in light of court decisions, and the philosophy behind the policy, there is no need to worry about a kind of multicultural education in which citizenship education occupies a prominent role.

La Escuela Pública en el Canadá de Habla Ingelesa: de Tratamiento de la Diferencia en el Contexto de la Globalización Económica
(291 KB PDF)

Rosa Bruno-Jofré, Queen's University Dick Henley, Brandon University

Our understanding of Canadian polity formation is based on a pluralistic moral democracy that recognizes a fluid concept of cultural retention, differentiated citizenship as explained by Kymlicka, and a social ethic of care. We argue that multicultural education has not addressed issues concerning the national question with respect to Aboriginal nationalist and Quebec demands or has done so only in a fragmentary manner. Anti-racist education has developed a refreshing oppositional approach that deals with structures sustaining racism, sexism, and power issues. However, we contend that the dominance of globalization as an economic ideology and concomitant educational changes have generated conditions to deal with difference in terms of a democracy that has great faith in the power of the free market and lacks confidence in the possibility of conscious collective efforts to build a apace to define and redefine a public good. There is no doubt that the economic agenda is influencing citizenship formation in our schools even as teachers and students mediate those influences. Relevant to the understanding of the building of a Canadian polity is the clarification of

the concept of democracy in light of the market imperative which has permeated language and the construction of meanings.

Regenerar la Sociedad, Construir el Patriotismo o la Ciudadanía: Educación y Socialización Política en la España del Siglo XX
(405 KB PDF)
Alejandro Mayordomo, Universidad de Valencia
The article provides an historical review of the different features that characterized the discurses of civic education during the twentieth century. The different ideas and initiatives examined here are representative of positions taken by the "regeneracionismo", whether liberal or Catholic, by movements related to the working class, by those sustaining authoritarian positions, or by groups that were committed to the establishment and consolidation of democracy in Spanish society. The analysis situates the different objectives, meanings and modalities of the formative process, as well as the different civic values advocated for future citizens, which went from conformity, integration, discipline and information to autonomy.

Hacia una Educación Intercultural: Enfoques y Modelos
(335 KB PDF)
Antonio Muñoz Sedano, Universidad Complutense de Madrid
Pedagogical models are frameworks that guide researchers and educators. They are not neutral because they integrate theories, ideologies, objectives, values, and norms. This article analyzes and classifies educational models that deal with multiculturalism following four socio-political approaches: 1) cultural hegemony that includes three models, assimilationist, segregationist, and compensatory; 2) integrationist, which includes the non-racist education model and an emphasis on human relations; 3) recognition of the plurality of cultures which includes models of multicultural curriculum and orientation, and multicultural competencies; 4) interculturalist approaches, based on cultural symmetry and relying on anti-racist holistic intercultural education. It combines the advantages of antiracist and multicultural education within the context of an education for democracy with a global dimension.

Canadian Higher Education and Citizenship in the Context of State Restructuring and Globalization
(236 KB PDF)
Jamie-Lynn Magnusson, OISE/University of Toronto
This paper explores the reshaping of higher education within a neoliberal paradigm of economic development and the implications for universities and colleges as sites of citizenship formation. The work of Torfing, in particular his critical integration of the work of Laclau, Mouffle, and Zizek, provides the theoretical framework for the analysis. After revisiting the relation between higher education and the development of the welfare state, the paper examines the restructuration that is taking place in curriculum, pedagogical method, governance, and administration. Constructivism, dominant paradigm in educational circles, the author argues, supports the neoliberal ideology within the global economy. The implications of the changes are also evident in the deregulation of fees and the sanctioning of private degree-granting institutions. The

paper not only examines how the institutions are contributing to the expansion of the hegemonic discourse but also refers to emancipatory movements emerging from the areas of health, environment, social equity, and motivated by democratic concerns.

Higher education has a role in political resistance.
Images of the Other in Childhood: Researching the Limits of Cultural Diversity in Education from the Standpoint of New Anthropological Methodologies
(349 KB PDF)
Gonzalo Jover and David Reyero, Universidad Complutense de Madrid
This paper presents the justification, methodology, main results and pedagogical implications of a study on how children represent others, carried out with primary school children in the Madrid Autonomous Community. Based on a methodological design suggested by the new ways Cultural studies and Visual anthropology provide for approaching reality, we have tried to answer the question, "What do these children see in the images of those who are culturally different?" One of the results of the study indicates how cultural differences such as customs and forms of dress outweigh physical differences such as skin color in the representations the children made of others. Most of all, the results reveal the great richness of detail the children saw hidden behind the images of others. We should take steps so that the current education system's efforts to promote tolerance and recognition do not drown that rich and varied detail in conceptions of cultural diversity that are too narrow and unyielding. Now more than ever, cultures ought not be seen as closed units that build walls and unsavable limits between themselves, but as sets of interacting trends. Educating in a multicultural environment thus means teaching to see the relativity and artificiality of cultural borders, helping to find the "you" living in the other, the particular biography superseding all tags and labels.

Restoring 'Duty' to the Discourse of Rights and Citizenship Education: A Radical Retrenchment?
(206 KB PDF)
Catherine Haire, Peel District Board of Education Michael Manley-Casimir, Brock University
This paper presents an argument that serious consideration of citizenship education requires a reconsideration of the principle of duty. Such a view is in marked counterpoint to the argument about the need to educate young Canadians about their 'rights' under provincial human rights regimes and the Canadian Charter of Rights and Freedoms. Important as 'rights education' and the development of a 'rights consciousness' are in Canada, we shall argue that such a perspective tends to downplay the notion--philosophically correlative to 'right'–that of 'duty'. The argument, relying on Selbourne's analysis, develops a perspective about the restoration of the primacy of civic duty in this discourse, together with the consequent discussion of civic obligations as essential constituent elements of citizenship education.

<u>La Escuela Como Comunidad Democrática</u>
(285 KB PDF)
Josep M. Puig, Universidad de Barcelona
In which way may schools contribute to the process of integration in differentiated societies? In which way may schools contribute to the formation of citizens in pluralistic geopolitical spaces that are characterized by cultural diversity? In order to answer these questions, I examine present times to understand the rapid processes of differentiation and how these processes affect social cohesion. I then examine how the phenomenon has been approached by sociologists and by philosophers. I end the first part of the article describing interpersonal relationships and examining their contribution to social integration and citizen participation. The second part of the article analyses the school as an institution to explore how the school reflects the ways to understand integration and citizenship examined in the first part of the article. I then introduce the basic features of a form of school integration that I will call "democratic community".