Abstracts

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La formation du citoyen: Une perspective philosophique

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Starting from the idea that the present concern with citizenship education is a form of reminiscence of the philosophical interest of the Ancients regarding this question, this article attempts to demonstrate that the recovery of this tradition is apt to enlighten the pedagogical stakes of this concern. Not only is the critical formation of the citizen posited by the philosophers as an essential structure for the vitality and the political balance of a society but it is found very often at the centre of their philosophical project. By adopting a historical-critical approach, I wish in this way to develop the idea that the formation of critical thinking, beyond all acquisition of transversal competence, constitutes the pillar of civic competence. This last point will allow us to bring out certain paradoxes regarding the finality of civic education. Finally it is by restoring the ancient dilemma of the conflict between the critical and the civic, as illustrated by the Socratic figure, that I shall propose a model of citizenship practice.

Key words: Socratic citizenship, philosophy, civic virtues, critical thinking.

De la tolerancia al reconocimiento mutuo: Programa de formación para una ciudadanía activa

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This article describes the theoretical and methodological basis that is fundamental to the elaboration, application and evaluation of a training program for active citizenship specifically designed for women. The program, which is being developed under the auspices of the University of Barcelona, is based in the methodology of participatory action research, which allows for the research subjects' participation in the entire process, including the evaluation. The research confirms the necessity of creating spaces for citizenship participation that foster the rights and responsibilities of participation, allow people to acquire the necessary citizenship competencies in order to have an active presence in the public sphere, and promote a type of civic identity based in dialogue and in the value of solidarity.

Key words: Tolerance, recognition, training program, active citizenship, participatory evaluation.

What kind of citizen? Political choices and educational goals

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The notion of democracy occupies a privileged place in our society. Educators and policymakers are increasingly pursuing a broad variety of programs that aim to promote democracy through civic education, service learning, and other pedagogies. The nature of their underlying beliefs, however, differs. "What Kind of Citizen?" calls attention to the spectrum of ideas represented in education programs about what good citizenship is and what good citizens do. Our argument derives from an analysis of both democratic theory and a two year study of educational programs in the U.S. that aim to promote democracy. The study employed a mixed-methods approach, combining qualitative data from observations and interviews with analysis of program documents and quantitative analysis of pre/post survey data. We detail three conceptions of the "good" citizen: personally responsible, participatory, and justice oriented that emerged from literature analysis and from our study. We argue that these three conceptions embody significantly different beliefs regarding the capacities and commitments citizens need in order for democracy to flourish; and they carry significantly different implications for pedagogy, curriculum, evaluation, and educational policy. We underscore the political implications of education for democracy and suggest that the narrow and often ideologically conservative conception of citizenship embedded in many current efforts at teaching for democracy reflects not arbitrary choices but rather political choices with political consequences.

Key words: Citizenship, education, democracy, justice, civic engagement.

The political integration of newcomers of Latin American origin to Canada: An examination of the role and relevance of prior knowledge

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The purpose of this research was to map the understanding of the concept of political participation held by newcomers to Canada from countries from Spanish-speaking Latin America. The relevance of the work lies in the view that this prior knowledge plays a significant role in how newcomers adjust to political activity in the new society. Canada has tacitly recognized the full spectrum of participation and belonging for newcomers, including its economic, social and political dimensions, but the historical emphasis in policies and programs has been upon economic and social integration. Here, attention is directed to the issue of integration into the political fabric of the nation. The research employed a phenomenographic method and data were generated from 70 individuals from 30 families. The findings revealed that the participants attach considerable

importance to political participation whether through conventional electoral politics or through grass-roots actions. For the study participants, the concept of political participation includes components related to emotional commitments, community involvement, social action, freedom of conscience, the power to make a difference and identification with Canada. The findings show that the motivational force to belong channels the preferred forms of political engagement.

Key words: Political participation, citizenship, social studies, immigration, Latin-Canadians, prior knowledge.

Relational citizenship as social networks: Immigrant youth's maps of their friendships

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Seeking to understand what it means for immigrant youth to make new connections in a host country, we explore their networks of social relations and situate these with respect to social capital and to citizenship as a relational and spatial concept. Focusing on graphic representations of friendships of nearly sixty immigrant adolescents, the analysis examines the possible influences of gender, ethnicity, time and context; the philosophical meanings of the horizontal or vertical spatial orientation of these drawings; as well as the youth's own understandings of friendship. The findings indicate that holding a vertical, hierarchical and competitive orientation to friendship may be advantageous, in that the youth's understanding of friendship as a mutually alternating resource allows for weak ties of acquaintances to facilitate social mobility, the transportation of information and integration. Thus, the development of close friends to access the knowledge, skills and perspectives available in such friendships, family and school, is necessary but not sufficient to assure integration and participation in society. The notion of relational citizenship is expanded to include the development of both close friends and acquaintances for the former fosters an understanding of reciprocal trust while the latter allow for investment in action for the common good.

Key words: Immigrant youth, relational and spatial citizenship, orientations to friendship, representations, social networks, reciprocity.

Becoming citizens: High school students and citizenship in British Columbia and Québec

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This article explores how British Columbia and Québec high school students construct and understand their citizenship in light of their history/social studies experience. Two multi-ethnic high schools, one in Montréal and one in Vancouver, provided a window into Québec history (grade 10) and B.C. social studies (grade 11). Key citizenship concepts (rights, participation, cultural pluralism, and identity) developed in political theory guided this study. Using a multiple case study design, this qualitative study employed multiple data collection: document analysis, school and classroom observations, and semi-structured interviews with key participants. The findings suggest that, despite different programs and teaching approaches, students in both sites accord an importance to citizenship. Yet, contrasts emerge between francophone Québécois and anglophone British Columbians, particularly in terms of identity.

Key words: Citizenship education, social studies, history, curriculum.

Building bridges of peace in a Jewish-Palestinian Village in Israel: A role model for social justice and citizenship education

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Neve Shalom/Wahat Al-Salam (the Hebrew and Arabic words for "Oasis of Peace") is a village that began as an intercultural experiment. There, Jews and Palestinians founded a community aimed at demonstrating the possibilities for living in peace – while maintaining their respective cultural heritages and languages. This paper explores the psychological, social and personal dimensions of this unique educational endeavour and draws the reader into the complex journey of Jews and Palestinians who are trying to break down barriers of fear and mistrust that have saturated their daily existence. Feuerverger explore the deep woundings and sense of victimhood that both peoples – Jews and Palestinians – feel in very different ways. This ethnography was written from the heart and it certainly offers some hope in a time of darkness. It invites us all to become fellow dreamers of peace.

Key words: Peace education, conflict resolution, social justice, Hebrew-Arabic bilingual education, qualitative inquiry.

Learning to Teach Citizenship: A Lifelong Learning Approach

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Where do civics teachers learn about the content and methods of civics education? What is the impact of these learning experiences on their teaching approaches? Driven by these questions, we undertook a study with civics

teachers in Ontario, Canada. Whereas citizenship education is often understood as occurring exclusively in formal schooling, and the preparation for teaching civics is usually conceived as occurring in pre-service teacher training, in this study we uncovered civic learning that occurs in nine formal, informal and nonformal settings: early family socialization to primary school, secondary school, pre-service training, other university programs, workshops and conferences, civic participation, the media, and the teaching of civics itself. In relation to the first question, the teachers reported that through a variety of lifelong and lifewide experiences they acquired different amounts and types of learning on civic knowledge, civic values, civic and political skills, political beliefs, and civics teaching.

In order to address the second question, we explored the relationship between the civic learning experienced by teachers, on the one hand, and the content and methods of their teaching, on the other. The settings were found to differentially influence the competencies and pedagogical orientations that civics teachers bring to their classrooms. Informal settings, especially the family and civic participation, were particularly important for teaching about the workings of the political process and for modeling practices of political engagement. Even within the same setting, experiences that produced different impacts were identified. For instance, while the impact of the secondary school curriculum was negligible overall, some interviewees recalled one or two high school teachers as role models who would later influence their own teaching approaches. This study found that teachers' learning experiences, particularly those acquired through their own teaching of civics, provide them with competencies and attitudes that influence both their teaching approaches as well as their levels of political enlightenment and engagement.

Key words: Lifelong citizenship learning, teacher learning, civics teaching, structure-agency dynamics, pedagogical knowledge.