

Civic Education Civic Virtue In The Schools Asc2

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).

“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. In this comprehensive response to the education crisis, the author of Teaching as a Subversive Activity returns to the subject that established his reputation as one of our most insightful social critics. Postman presents useful models with which schools can restore a sense of purpose, tolerance, and a respect for learning.

The violent transitions that have dominated developments since the Arab Uprisings demonstrate deep-seated divisions in the conceptions of state authority and citizen rights and responsibilities. Analysing the Middle East through the lens of the ‘citizenship approach’, this book argues that the current diversity of crisis in the region can be ascribed primarily to the crisis in the relations between state and citizen. The volume includes theoretical discussions and case studies, and covers both Arab and non-Arab countries.

Teaching to Justice, Citizenship, and Civic Virtue

Virtues as Integral to Science Education

Essays on American Politics, Law, and Public Philosophy

The Ethics of Confucius and Aristotle

Teaching Respect as a Civic Virtue in Diverse Societies

Negotiating Civic Virtue during the Early Republic

The Struggle for Civic Virtue in Education Reform

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.

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.

Wide ranging and up to date, this is the single most comprehensive treatment of the most influential political philosopher of the 20th century, John Rawls. An unprecedented survey that reflects the surge of Rawls scholarship since his death, and the lively debates that have emerged from his work Features an outstanding list of contributors, including senior as well as ?next generation? Rawls scholars Provides careful, textually informed exegesis and well-developed critical commentary across all areas of his work, including non-Rawlsian perspectives Includes discussion of new material, covering Rawls's work from the newly published undergraduate thesis to the final writings on public reason and the law of peoples Covers Rawls's moral and political philosophy, his distinctive methodological commitments, and his relationships to the history of moral and political philosophy and to jurisprudence and the social sciences Includes discussion of his monumental 1971 book, A Theory of Justice, which is often credited as having revitalized political philosophy Any liberal democratic state must honour religious and cultural pluralism in its educational policies. To fail to honour them would betray ideals of freedom and toleration fundamental to liberal democracy. Yet if such ideals are to flourish from one generation to the next, allegiance to thedistinctive values of liberal democracy is a necessary educational end, whose pursuit will constrain pluralism. The problem of political education is therefore to ensure the continuity across generations of the constitutive ideals of liberal democracy, while remaining hospitable to a diversity ofconduct and belief that sometimes threatens those very ideals. Creating Citizens addresses this crucial problem. In lucid and elegant prose, Professor Callan, one of the world's foremost philosophers of education, identifies both the principal ends of civic education, and the rights that limittheir political pursuit. This timely new study sheds light on some of the most divisive educational controversies, such as state sponsorship and regulation of denominational schooling, as well as the role of non-denominational schools in the moral and political development of children. Oxford Political Theory presents the best new work in contemporary political theory. It is intended to be broad in scope, including original contributions to political philosophy, and also work in applied political theory. The series will contain works of outstanding quality with no restrictionsas to approach or subject matter. The series editors are David Miller and Alan Ryan.

Democracy, Civic Virtue and Liberal Education

Philosophical Perspectives on Moral and Civic Education

Understanding the Intellectual, Moral, and Civic Value of Science and Scientific Inquiry

The Collapse and Revival of American Community

Bowling Alone

Diversity and Distrust

The End of Education

“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.”

Extending the ideas of John Rawls, Macedo defends a “civic liberalism” in culturally diverse democracies that supports the legitimacy of reasonable efforts to inculcate shared political virtues while leaving many larger questions of meaning and value to private communities.

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. Examines the orthodox view that education for civic character must be limited to avoid compromising its recipients' ability to think and act as critically autonomous citizens, arguing that traits such as law-abidingness, civic identification, and support for society's institutions are equally essential.

Citizenship Education And The Modern State

Zoom in on Civic Virtues (Set)

The Education of Citizens from Plato's Republic to The Wealth of Nations

Adult Civic Education

Shaping Citizens and Their Schools

Redefining the Value of School

How We Are Leaving Young Americans Unprepared for Citizenship in a Free Society

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.

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.

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.

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, charlatanism, 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.

Justice and Reciprocity in Aristotle's Political Philosophy

Isocrates and Civic Education

Virtues in the Public Sphere

Civics Beyond Critics

The Education of Citizens

At Last, "A Civics Lesson for All of Us"

The Middle East in Transition

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 illustrates how Aristotle's ethical concepts such as justice, reciprocity and friendship offer a basis for his political philosophy. In particular, it points out the importance of Aristotle for articulating the concept of a civic relationship and developing a theory of integration, by exploring how he includes a wide variety of people within the deliberative and judicial processes. Comparisons between Aristotle's own thought and present-day 'Aristotelian' political theories, such as communitarianism, civic republicanism and the capabilities approach, are also among the unique approaches offered by the book and are used to illustrate his original vision of politics. They can also, however, offer new insights into the problems of how to read his texts appropriately in their context and why we now need to read them, not only out of an antiquarian interest but also out of our concern for politics.

"A convincing portrait of teachers actively engaged in educational reform...offering a hopeful yet realistic vision of revitalized democracy inspired by a passion for the public good. This book is an eloquent defense of civic virtue." —Jonathan Kozol, author of Amazing Grace and Souched Inequalities "Rich, realistic, invigorating, and scary. Any middle school educator who has been part of an effort to reform the educational process will see himself or herself in this book--as the brave risk taker, the naive visionary, the frightened frontline trooper, and the touched individual who can make a difference." —Judy Cunningham, principal, South Lake Middle School, Irvine, California This book tells the stories of sixteen schools in California, Illinois, Massachusetts, Texas, and Vermont that sought to alter their structures and practices and become places fostering innovative ideas, caring people, principles of social justice, and democratic processes. Based on longitudinal, comparative case-study research, these accounts attest to the power of committing to public virtue and the struggle of educators to transform that commitment into changed school practice. The authors argue that better schools will come only when policy makers, educators, and citizens move beyond technical and bureaucratic reforms to engage in the same educative, socially just, caring, and participatory processes they want for schoolchildren. Those processes constitute betterment--both the means and the ends of school reform. Becoming Good American Schools is for administrators, policy makers, practitioners, and citizens who are prepared to blend inspiration and caution, idealism and skepticism in their own pursuit of good schools.

"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

Civic Virtues

Becoming Good American Schools

Civic Republicanism and Civic Education

Education for Democratic Citizenship

Stimulating Civic Virtue in Students

Educating for Critical Democratic Literacy

Character Education in a Liberal Democracy

Shows how changes in work, family structure, women's roles, and other factors have caused people to become increasingly disconnected from family, friends, neighbors, and democratic structures--and how they may reconnect.

"The emergence of virtue ethics, which might be the most significant development in contemporary ethics, takes Aristotle's ethics as the most important paradigm. Aristotle's ethical thinking, in contrast to modern Western moral philosophy, starts with a reflection on human life, moral acts, and focuses on character and virtue instead of on principles and rules. This way of doing ethics is shared by Confucius. First, Confucius seeks to find the human dao, i.e. the way to become a good person. Second, to become a good person, one must cultivate de, tha (indeed, de has been generally translated as "virtue" in English). Confucius calls this dispositional character ren. Ren has been generally translated as "benevolence" or "humanity," but is also widely referred to as "virtue," "complete virtue," or "cardinal virtue."" "It is in elaborating t become a good person by cultivating ren that Confucius reflects on and discusses issues such as human nature and its fulfillment, the doctrine of the mean, the role of social customs and traditions, self-cultivation and moral education, love, family, virtue politics, moral emotion, on. These are also the central themes in Aristotle's theory of virtue. To a great extent, Aristotle's ethics is taken as the model in contemporary virtue ethics precisely because these important ethical concerns have been left out or at least marginalized in dominant modern moral theory.

The radical Democratic-Republican Societies that emerged during the 1790s not only challenged conventional interpretations of the civic republican tradition, they also adopted Enlightenment principles in their advocacy for universal public education. Brian W. Dotts' The Political Negotiating Civic Virtue during the Early Republic shows that, unlike mainstream educational philosophy of the period, radical democrats supported universal political education as essential in protecting liberty and political equality.

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 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 Rousseauia 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 read 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 past treatments 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, 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

the heart of Rousseauian civic education

Making Virtue Reign

Rights, Citizenship, and Republican Liberalism

Civility and Democratic Education

Integrating Social Studies and Literacy in the Elementary Classroom

The Wisdom of the Commons
The Political Education of Democratus
Recovering Civic Virtue

Essays from prominent American thinkers on what individuals can do to re-establish their bonds with society.

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.

Here, a distinguished cast of some of the world's finest political and legal theorists offer criticisms of Michael Sandel's Democracy's Discontent, a recent, popular, and influential call for a more moralistic democracy. In this collection, Sandel's liberal and feminist critics square off with his communitarian and civic republican sympathizers in a lively and wide-ranging discussion that spans constitutional law, culture, and political economy. Such practical, topical issues as immigration, gay marriage, federalism, adoption, abortion, corporate speech, militias, and economic disparity are debated alongside theories of civic virtue, citizenship, identity, and community. Not only does Debating Democracy's Discontent afford the most comprehensive and insightful critique to date of Sandel's volume, it also makes a significant, substantive contribution to contemporary political and legal philosophy in its own right. This book will prove essential to all who are interested in the future of American politics, law, and public 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.

A Companion to Rawls
The Centrality of Citizenship
Political Education and Liberal Democracy
Debating Democracy's Discontent
Creating Citizens
Civic Education for Media Professionals: A Training Manual
A Brief History of Citizenship

The author argues that we are failing to prepare today's young people to be responsible American citizens—to the detriment of their life prospects and those of liberty in the United States of the future. He identifies the problems—the declines in civic purpose and patriotism, crises of faith, cynicism, self-absorption, ignorance, indifference to the common good—and shows that our disregard of civic and moral virtue as an educational priority is having a tangible effect on the attitudes, understanding, and behavior of large portions of the youth in our country today.

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.

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.

Failing Liberty 101

Mirrors of Virtue

Issues of Theory and Practice

Citizenship and Civic Education in the Political Philosophy of Jean-Jacques Rousseau

Civic and Moral Learning in America

Citizenship, Civic Friendship and Duty

The Character of a High School Through the Eyes of Faith