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EDUCATION FOR DEMOCRATIC CITIZENSHIP 2001-2004

Bibliography on Education for Democratic Citizenship (EDC) and Human Rights Education (HRE)

DRAFT VERSION

(comments on other relevant bibliography welcome by 25 September)

by

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EXECUTIVE SUMMARY

Over the last two decades, the theory of citizenship and citizenship education have evolved from a marginal issue in political theory and education policy to one of among the major topics in contemporary theoretical discussions about the civic purposes of public schooling. Social and political changes have considerably influenced the meaning and the role of citizenship education in the curriculum of public education and brought about the revival of the theory of citizenship and citizenship education within the broader field of the social sciences. The place and contribution of citizenship education has become one of the central points of discussion and debate in philosophy of education and political philosophy, in terms of theory, research, policy and practice.

One of the main objectives of the second phase of the *Council of Europe's* project *Education for Democratic Citizenship* (2001-2004) is »to achieve mutual understanding of EDC«. The selected bibliography on Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) presented in here comprises a short description of the most important books, book chapters, journal special issues, Council of Europe project reports and recommendations and is divided into the following categories:

- a) theory of citizenship;
- b) theory of citizenship education;
- c) training of professionals and methodology
- d) non-formal learning for EDC

COUNCIL OF EUROPE EDC PROJECT REPORTS, RECOMMENDATIONS AND PUBLICATIONS

François Audigier (2000). *Basic Concepts and Core Competences for Education for Democratic Citizenship*. Strasbourg: Council of Europe. 31 p.
DGIV/EDU/CIT(2000) 23.

Cesar Birzea (2000). *Education for Democratic Citizenship: A Lifelong Learning Perspective*. Strasbourg: Council of Europe.

Liam Carey and Keith Forrester (2000). *Sites of Citizenship: Empowerment, Participation and Partnership*. Strasbourg: Council of Europe. 41 p.
DGIV/EDU/CIT(99)62DEF2

Karlheinz Duerr, Vedrana Spajic-Vrkas, Isabel Ferreira Martins (2000). *Strategies for Learning Democratic Citizenship*. Strasbourg: Council of Europe. 77 p.
DGIV/EDU/CIT(2000)16

Keith Forrester (2000). *»Education for Democratic Citizenship« - Final Conference Report – Strasbourg, 14-16 September 2000*. Strasbourg: Council of Europe. 81 p.
DGIV/EDU/CIT(2000)41

This set of 5 publications/reports is the result of the first part (1997-2000) of the Council of Europe's project *Education for Democratic Citizenship* (EDC). It forms the collection of basic definitions and core competences underpinning the EDC project to be used as a basis for policy recommendations and for the implementation of future programmes and projects in the area of Education for Democratic Citizenship. A useful resource for experts in citizenship education involved in educational policy making, teachers of citizenship education, and related disciplines.

***Adopted Texts on Education for Democratic Citizenship*. Strasbourg: Council of Europe. ISBN 92-871-4042-1 (paperback), 54 p.**

This collection of adopted texts on EDC (published both in English and French) includes the *Declaration and programme on education for democratic citizenship, based on the rights and responsibilities of citizens* (accepted by the Committee of Ministers) and two recommendations, i.e. the *Recommendation 1346 (1997) on human rights education* and the *Recommendation 1401 (1999) on education in the responsibilities of the individual*.

Audigier, François & Lagelée, Guy (2000). *Human Rights (Les droits de l'homme (French edition))*. Strasbourg: Council of Europe. ISBN 92-871-4044-8 (paperback).

The book is structured in two separate but interrelated and equally important parts: a guide for teachers (includes the presentation of basic texts and writings on human rights, practical aspects and possible approaches for teaching of human rights, etc.) and the section for students (includes a good collection of basic texts (conventions, declarations and other documents) related with human rights).

Council of Europe Publishing (2000). *Concepts of Democratic Citizenship*. Strasbourg: Council of Europe (published also in French). ISBN 92-871-4451-6 (paperback), 166 p.
Includes articles by Jean-Paul Harpes, Elizabeth Meehan, Jean-Marc Ferry, Alain Renaut, Rudolf M. Rizman, Péter Kovács and Hans Köchler.

An interesting collection of essays on various dimensions of the theory of citizenship, e.g. the rights and the responsibilities of citizens, the relation of nationalism and democratic

citizenship, the issue of education and democratic citizenship in the age of European integration, the role of universities in the creation of a shared European democratic culture.

Council of Europe Publishing (co-ordinated by Jean Carpentier) (2001). *The Emergence of Human Rights in Europe: An Anthology*. Strasbourg: Council of Europe. ISBN 92-871-4514-8 (paperback), 250 p.

This book is a comprehensive collection of various documents (essays, prayers, statutes, declarations and other writings) from some European states that in a way anticipated the idea of universal human rights and their importance for contemporary democratic societies. This book forms a unique collection of its kind.

Brander, Patricia et al. (2002). *COMPASS: A Manual on Human Rights Education with Young People*. Strasbourg: The Council of Europe Press (published also in French, Russian and different other languages).

This volume of more than 400 pages is an excellent resource for a comprehensive approach to human rights education. The first chapter presents some basic themes for understanding HRE. The second chapter contains a number of practical activities and methods for human rights education. Chapter 3-5 contain some background information on human rights and some global themes (e.g. citizenship, democracy, globalisation, poverty, etc.).

Council of Europe (1995). *Education Pack: Ideas, resources, methods and activities for informal intercultural education with young people and adults*. Strasbourg: Council of Europe Publishing. (paperback), 212p.

This book is one of the pioneering resources addressing the theory and practice of intercultural education at the same time. It is divided in two equally important parts, i.e. Part A (key concepts and basis for intercultural education) and Part B (activities, methods and resources). Part B includes a number of activities for various age groups to challenge discrimination and exclusion in contemporary intercultural societies.

Recommendation 2002(12) of the Council of Europe's Committee of Ministers to the member states on EDC (adopted by the Committee of Ministers on 16 October, 2002).

Recommendation R(85)7 of the Council of Europe's Committee of Ministers to member states on teaching and learning about human rights in schools (adopted by the Committee of Ministers on 14 May, 1985).

O'Shea, Karen (2002). *Education for democratic citizenship: policies and regulatory frameworks* (seminar report). Strasbourg: Council of Europe Publishing. ISBN 92-871-4949-6 (paperback), 60 p.

Taylor, Mark (2002). *Critical approach to the media in civic education* (final report). Strasbourg: Council of Europe Publishing. ISBN 92-871-4546-6 (paperback), 126 p.

Belanger, Paul (2001). *Education for democratic citizenship: methods, practice and strategies* (final report). Strasbourg: Council of Europe Publishing. ISBN 92-871-4509-1 (paperback), 60 p.

Heydt, Jean-Marie (2001). *Education for democratic citizenship: words and actions* (report). Strasbourg: Council of Europe Publishing. ISBN 92-871-4507-5 (paperback), 46 p.

(2001). *Education for democratic citizenship and social cohesion* (report). Strasbourg: Council of Europe Publishing. ISBN 92-871-4505-9 (paperback), 48 p.

(2001). *Responsibility: from principles to practice* (proceedings). Strasbourg: Council of Europe Publishing. ISBN 92-871-4511-3 (paperback), 130 p.

BOOKS ON THE THEORY OF CITIZENSHIP

Beiner, Ronald (1995). *Theorizing Citizenship*. New York: SUNY. ISBN 0-7914-2336-0 (paperback), 336 p.

Includes articles by: Ronald Beiner, J.G.A. Pocock, Michael Ignatieff, George Armstrong Kelly, Richard E. Flathman, Michael Walzer, Iris Marion Young, Alasdair MacIntyre, Joseph H. Carens, Jürgen Habermas, Will Kymlicka & Wayne Norman.

This edited collection of papers brings together some of the most prominent authors in contemporary political theory. Topics covered in this book focus on various important issues, e.g. citizenship and national identity, patriotism, a critique of the ideal of universal citizenship, the ideal of citizenship since classical times, the role of civic society, etc.

Bell, Daniel A. & De-Shalit, Avner (eds.) (2003). *Forms of Justice: Critical Perspectives on David Miller's Political Philosophy*. Lanham: Rowman & Littlefield. ISBN 0-7425-2179-6 (paperback), 386 p.

This book contains 17 essays covering various areas of David Miller's political philosophy. Articles in Part II of the book (Chapter 6-12) pay particular attention to Miller's important contribution to the debate on citizenship and national identity addresses in his two books *On Nationality* (1995) and *Citizenship and National Identity* (2000).

Benhabib, Seyla (2002). *The Claims of Culture: Equality and Diversity in the Global Era*. Princeton: Princeton University Press. ISBN 0-691-04863-0 (paperback), 246 p.

This book explores the various dimensions of the »We/Others« dictotomy and develops a double-track model of deliberative democracy. It reviews the redistribution/recognition paradigmatic change in contemporary politics, analyzes in detail the transformation of citizenship practices in contemporary European Union countries and puts particular emphasis on the dilemmas of citizenship.

Cohen, Joshua (ed.) (1996). *For Love of Country: Debating the Limits of Patriotism*. Boston: Beacon Press. ISBN 0-8070-4313-3 (paperback), 156 p.

This collection of essays originally published in a thematic issue of *The Boston Review* in 1994 includes Martha Nussbaum's famous essay »Patriotism and Cosmopolitanism« and the response articles from some of the leading international scholars, e.g. Hilary Putnam, Amartya Sen, Michael Walzer, K. Anthony Appiah, Charles Taylor, Benjamin R. Barber, Amy Gutmann, Immanuel Wallerstein, etc. It presents a standard advocacy of the cosmopolitanist model of citizenship and citizenship education.

Crick, Bernard (2002). *Democracy: A Very Short Introduction*. Oxford: Oxford University Press. ISBN 0-19-280250-X (paperback), 130 p.

After the publication of the »Crick Report« in 1998, and the *Essays on Citizenship* in 2000, this »long essay or short book« by Prof. (Sir) Bernard Crick is again going to generate interest among those interested in political theory and citizenship studies. It presents a lucid historical overview of the doctrine, practices and institutions of democracy and the ambiguous nature of this »essentially contested concept«. The last chapter of this book (»Democratic citizenship«) deals with the status of citizenship in contemporary democracies. A useful list of books for further reading is added.

Dagger, Richard (1997). *Civic Virtues: Rights, Citizenship, and Republican Liberalism*. Oxford: Oxford University Press. ISBN 0-19-510634-2 (paperback), 258 p.

Freeman, Michael (2002). *Human Rights: An Interdisciplinary Approach*. Cambridge: Polity Press. ISBN 0-7456-2356-5 (paperback), 202 p.

Although this book is designed for students of the social sciences and human rights law, it is more than just a traditional »introductory text« on human rights. It presents all the major contemporary theoretical debates and disputes over the theory and practice of human rights after the II. World War and the adoption of the UDHR in 1948.

Gagnon, France, McAndrew, Marie & Pagé, Michel (1995). *Pluralisme, citoyenneté & éducation*. Paris: Hartmann. ISBN 2-89489-007-9 (paperback), 348 p.

Includes articles by: Will Kymlicka, Daniel M. Weinstock, Chantal Mouffe, Joseph Carens, Françoise Lorciere, Bhikhu Parekh, Benjamin R. Barber, Michel Pagé, Daiva Stasiulis, Yves Lafontaine, Guy Bourgeault & Linda Pietrantonio, Jean-Pierre Proulx, Marie Mc Andrew, Anne Laperrière, Janine Hohl, and the introductory chapter by France Gagnon, Marie McAndrew and Michel Pagé.

Galston, William A. (2002). *Liberal Pluralism: The Implications of Value Pluralism for Political Theory and Practice*. Cambridge: Cambridge University Press. ISBN 0-521-01249-X (paperback), 138 p.

Galston's unpaired role in contemporary political theory and practice gives him a privileged role in debates over many of the topics in contemporary political philosophy including the debates over citizenship education in public education policy. The book also develops further some of the previously published articles on the authority over education in the liberal pluralist state.

Gutmann, Amy (ed.) (1994). *Multiculturalism: Examining the Politics of Recognition*. Princeton: Princeton University Press. ISBN 0-691-03779-5 (paperback), 176 p.

Includes articles by: Amy Gutmann, Charles Taylor, K. Anthony Appiah, Jürgen Habermas, Steven S. Rockefeller, Michael Walzer, Susan Wolf.

This collection of essays is structured around Charles Taylor's famous paper »The Politics of Recognition«.

Gutmann, Amy (ed.) (1999). *Freedom of Association*. Princeton: Princeton University Press. ISBN 0-691-05759-1 (paperback), pp. 382.

Includes articles by: Amy Gutmann, George Kateb, Michael Walzer, Nancy L. Rosenblum, Kent Greenawalt, Peter de Marneffe, Will Kymlicka, Yael Tamir, Daniel A. Bell, Sam Fleischacker, Alan Ryan, Stuart White.

Gutmann, Amy (2003). *Identity in Democracy*. Princeton: Princeton University Press. ISBN 0-691-09652-X (hardback), 246 p.

This book presents a rigorous, insightful and much needed reconsideration of the status of identity in contemporary democracies. It offers an in-depth response to various fundamental questions and controversies related to identity politics in contemporary debates within political philosophy for more than a decade now.

Ignatieff, Michael (2002): *Human Rights Between Politics and Idolatry*. Princeton: Princeton University Press. ISBN 0-691-08893-4 (hardback), 188 p.

Together with the responses by four acclaimed authors and the introductory chapter by Amy Gutmann (author of *Democratic Education*, etc.), the two chapters by Michael Ignatieff based on the *Tanner Lectures on Human Values* that Ignatieff delivered at Princeton University in 2000 present a well grounded and critical review of the »human rights revolution«.

Kymlicka, Will (1995). *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford: Oxford University Press. ISBN 0-19-829091-8 (paperback), 280 p.

Kymlicka, Will & Norman, Wayne (eds.) (2000). *Citizenship in Diverse Societies*. Oxford: Oxford University Press. ISBN 0-19-829770-X (paperback), 444 p.

This collection of articles by some of the most important scholars from a range of disciplines (political theory, law, education, etc.) examines the specific points of convergence and conflict between concerns for citizenship and diversity in modern, pluralistic democratic societies. It also includes two important articles on citizenship education and religion in public schooling by Jeff Spinner-Halev (chapter 1) and Eamonn Callan (chapter 2).

Kymlicka, Will (2001). *Politics in the Vernacular: Nationalism, Multiculturalism, and Citizenship*. Oxford: Oxford University Press. ISBN 0-19-924098-1 (paperback), 384 p.

This book by one of the most important contemporary political philosophers includes eighteen essays on citizenship, nationalism and multiculturalism that focus on his well-known theory of minority rights. Chapter 16, »Education for Citizenship« (pp. 291-316), presents a lucid theoretical outline of the citizenship education debate.

MacLeod, Colin & Archard, David (eds.) (2002). *The Moral and Political Status of Children*. Oxford: Oxford University Press. ISBN 0-19-924268-2 (hardback), 296 p.

Both the moral and the political status of children have been poorly discussed in contemporary as well as classical debates in political theory. This collection of contributions from thirteen moral and political philosophers is certainly going to change the course of various debates on children in contemporary liberal democracies. Each author contributing to this volume (Eamonn Callan, Harry Brighouse, Shelley Burt, Joe Coleman, etc.) deals with a particular question related to this area.

Miller, David (2000). *Citizenship and National Identity*. Cambridge: Polity Press. ISBN 0-7456-2394-8 (paperback), 216 p.

This book by one of the leading authors in a range of debates in contemporary political philosophy develops a theory of national identity that overcomes the liberal citizenship model and explains how the republican model of citizenship serves disadvantaged groups better than currently fashionable forms of identity politics. Miller's book has important implications for all those interested in the theory of citizenship and national identity, identity politics, minority nationalisms and European integration as well as citizenship education and philosophy of education.

Putnam, Robert D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster. ISBN 0-684-83283-6 (hardback), 542 p.

This book is a manifesto for rebuilding social capital in USA as well as one of the most important theoretical accounts about the decline in public life in USA. The book links

sociological theory with data from surveys that report in detail on Americans' changing behaviour over the past twenty-five years. It thus forms an important source for all those interested in the decline of active participation in contemporary societies.

Spinner-Halev, Jeff (1994). *The Boundaries of Citizenship: Race, Ethnicity, and Nationality in the Liberal State*. Baltimore and London: Johns Hopkins University. ISBN 0-8018-5239-0 (paperback), 230 p.

Spinner-Halev, Jeff (2000). *Surviving Diversity: Religion and Democratic Citizenship*. Baltimore and London: The Johns Hopkins University Press. ISBN 0-8018-6346-5 (hardback), 246 p.

The author provides an excellent and much needed overview of the debate over religion, cultural recognition, inclusion, and difference in contemporary political philosophy. It examines the way to which religious identities might be reconciled with the demands of citizenship in contemporary liberal democracies. A special chapter (Chapter Five: »Educating Citizens and Educating Believers«) is dedicated to the importance of inclusion and its relevance for educating citizens.

Isin, Engin F & Wood, Patricia K. (1999). *Citizenship and Identity*. London: Sage Publications. ISBN 0-7619-5829-0 (paperback), 190 p.

Tomasi, John (2001). *Liberalism Beyond Justice: Citizens, Society, and the Boundaries of Political Theory*. Princeton and Oxford: Princeton University Press. ISBN 0-691-04969-6 (paperback), 164 p.

An innovative and challenging book on liberal political theory that raises important questions that has implications for contemporary tradition of liberal political theory. In chapter 5, »The Formative Project«, Tomasi develops a challenging account of civic education that overcomes the traditional »substantive« approach to citizenship and citizenship education.

Voet, Rian (1998). *Feminism and Citizenship*. London: Sage Publications. ISBN 0-7619-5860-6 (paperback), 182 p.

Young, Iris M. (1990). *Justice and the Politics of Difference*. Princeton: Princeton University Press. ISBN 0-691-02315-8 (paperback), 286 p.

Young, Iris M. (2000). *Inclusion and Democracy*. Oxford: Oxford University Press. ISBN 0-19-829754-8 (hardback), 304 p.

This book by one of the leading authors in contemporary political philosophy and identity politics studies has important implications both for political philosophy and political theory as well as educational theory and philosophy of education. Chapter 3, »Social Difference as a Political Resource«, develops further some of the ideas presented in her previous books and articles over the past decade that rely on her well known concept of »differentiated citizenship« which was extensively used both in citizenship studies and in citizenship education.

BOOKS ON CITIZEN EDUCATION

Arthur, James with Richard Bailey (2000). *Schools and Community: The Communitarian Agenda in Education*. London: Falmer Press. ISBN 0-7507-0954-5 (paperback), 176 p.

This book provides a comprehensive introduction to the topic of the communitarian movement. It includes an in-depth analysis of the communitarian thought and its relevance for classroom teachers and those working in education. Chapter four (»Citizenship Education and the Common Good«) presents the communitarian agenda of citizenship education.

Audigier, François & Lagelée, Guy (1996). *Education civique et initiation juridique dans les collèges*. Paris: INRP. ISBN 2-7342-0507-6 (paperback), 268 p.

Arnot, Madeleine & Dillabough, Jo-Anne (eds.) (2000). *Challenging Democracy: International Perspectives on Gender, Education and Citizenship*. London: Routledge/Falmer. ISBN 0-415-20316-3 (paperback), 338 p.

Includes articles by Jo-Anne Dillabough & Madeleine Arnot, Ann Brooks, Heidi Safia Mirza and Diane Reay, Lynda Stone, Elaine Unterhalter, Helena C. Araújo, Kathleen Weiler, G. Iverson with M. Arnot, H. C. Araújo, K. Deliyanni and A. Tomé, Jo-Anne Dillabough, Tuula Gordon, Janet Holland and Elina Lahelma, Victoria Foster, Christine Callender and Cecile Wright, Gloria Bonder, Sue Lees, Lynn Davies, Penny Enslin, Jane Kenway with Diana Langmead.

A well researched collection of articles by some of the leading international educationalists focusing on a highly topical and new field of study: that of gender, education and citizenship. The book gives an international perspective to the contemporary debate on the nature of democratic citizenship, linking together feminist political theory with specific educational analysis.

Arthur, James, Ian Davies, Andrew Wrenn, Terry Haydn, David Kerr (2001). *Citizenship Through Secondary History*. London: Routledge/Falmer. ISBN 0-415-24001-8 (paperback), 180 p.

This book, written by authors who have a strong background in history education and a longstanding professional interest in citizenship education, is a useful resource for teaching citizenship education through history at the secondary level. It includes a review of the links between citizenship education and the teaching and learning of history, an analysis of how citizenship education is characterized, the methodological aspects related to teaching citizenship through history, and case studies, e.g. on slavery, offering practical teaching suggestions.

Banks, James A. (1997). *Educating Citizens in a Multicultural Society*. New York: Teachers College Press. ISBN 0-8077-3631-7 (paperback), 174p.

Beck, John (1998). *Morality and Citizenship in Education*. London: Cassell. ISBN 0-304-70187-4 (paperback), 150 p.

Buckingham, David (2000). *The Making of Citizens: Young People, News and Politics*. London: Routledge. ISBN 0-415-21461-0 (paperback), 236 p.

A well-documented analysis by one of the leading authors on media education based on research conducted both in Britain and the US. The author's approach links a conceptual analysis to empirical study of both newspaper and the television news as our primary means of access to the public sphere of political debate. The book addresses several interrelated issues of media and »the making of citizens«.

Callan, Eamonn (1997). *Creating Citizens: Political Education and Liberal Democracy*. Oxford: Oxford University Press. ISBN 0-19-829258-9 (hardback), 262 p.

Chauhan, Leena (2000). *Citizenship Education and Human Rights Education: Developments and Resources in the UK*. The British Council. ISBN 0-86355-464-4 (paperback), 52 p.

This book sets out recent citizenship education and human rights education experience in the UK, along with a list of key UK contacts in this area. The aims of the report are to provide an overview of policy development in citizenship education and human rights education in the UK, highlight current activities in citizenship education and human rights education across the UK, provide a list of contacts for the key organizations and individuals active in the fields of citizenship education and human rights education and training in the UK.

***Citizenship: A Scheme of Work for Key Stage 3* (2002). London: Qualifications and Curriculum Authority.**

***Citizenship: A Scheme of Work for Key Stage 4* (2002). London: Qualifications and Curriculum Authority.**

These two packages for teaching citizenship education include a set of lesson plans and the Teacher's Guide for teaching citizenship education at Key Stage 3 and Key Stage 4 in England. They provide a complete guide for teaching citizenship education and illustrate ways in which teachers can develop citizenship learning opportunities that meet the requirements of the key stage 3 and 4.

Cogan, John J. & Derricot, Ray (2000). *Citizenship for the 21st Century: An International Perspective on Education*. London: Kogan Page. ISBN 0-7494-3201-2 (paperback), 198 p.

This book presents the main outcomes and findings of the *Citizenship Education Policy Study* project (CEPS) and develops a new conceptual model of multidimensional citizenship. It presents several detailed case studies of the changing character of citizenship education in participating countries using a cross-cultural adaptation of an Ethnographic Delphi Futures Research (EDFR) model.

Corradini, Luciano & Refrigeri, Giuseppe (eds.) (1999). *Educazione civica e cultura costituzionale: La via italiana alla cittadinanza europea*. Bologna: Il Mulino. ISBN 88-15-06839-2 (paperback), 346 p.

It includes contributions by Agostino Giovanoli, Maria Rita Saulle, Paolo Danuvola, Enzo Balboni, Sonia Giusti, Marcella Farina, Gian Cesare Romagnoli, Stefano Zamagni, Sira Serenella Macchietti, Luciano Corradini, Emilio Butturini, Giuseppe Refrigieri, Carlo Nanni, Annalisa Milletti, Maurizio Gusso, Maurizio Tiriticco, Marisa Valagussa.

This book (in Italian) brings together articles by several renowned Italian scholars to reflect the introduction of citizenship education as an autonomous discipline in Italian schools (entitled »Constitutional Culture« (Cultura costituzionale). The articles focus on three main

topics, i.e. citizenship and civic culture, new dimensions of citizenship education and policy and strategies proposals for citizenship education.

Crick, Bernard (2000). *Essays on Citizenship*. London: Continuum. ISBN 0-8264-4812-7 (paperback), 210 p.

This book brings together a range of outstanding essays by a leading British political theorist on citizenship education and political education. It forms one of the most important collections of essays on citizenship education written between 1969 and 2000. It is a first hand document about the introduction of citizenship education in the curriculum in England and the restatement of various aspects of the »Crick Report«.

Davies, Lynn (2000). *Citizenship Education and Human Rights Education: Key concepts and debates*. The British Council. ISBN 0-86355-463-6 (paperback), 33 p.

This report presents an overview of the key issues and debates that link citizenship education and human rights education in the United Kingdom. It identifies the commonalities between the both areas as well as the possible different concerns between them. Special attention is paid to the implementation of both citizenship education and human rights education.

Davies, Lynn (2000). *Citizenship Education and Human Rights Education: An International Overview*. The British Council. ISBN 0-86355-465-2 (paperback), 16 p.

This report (the third book of the British Council serie »Citizenship Education and Human Rights«) provides an international perspective on the status of citizenship education and human rights education, different approaches to teaching and learning, curriculum implementation, funding of citizenship education and human rights education, etc. in Australia, Austria, Botswana, Canada, Colombia, Denmark, England and Wales, Europe (general), Germany, Guyana, Hong Kong, India, Northern Ireland, Ireland, Latvia, Malaysia, Namibia, Netherlands Nicaragua, Norway, Peru, Poland, Portugal, Russia, South Africa, Sweden, Tanzania, USA.

Déloye, Yves (1994). *École et citoyenneté: L'individualisme républicain de Jules Ferry à Vichy: controverses*. Paris: Presses de la fondation nationale des sciences politiques. ISBN 2-7246-0655-8 (paperback), 430 p.

This book presents a detailed and well-examined socio historical overview about public education and the related debate about citizenship and citizenship education over the last century and a half in France. It focuses on various issues present in political debate in France over the last two centuries, e.g. the contents of textbooks used in public schools, the status of moral education in public education.

Feinberg, Walter (1998). *Common Schools/Uncommon Identities: National Unity & Cultural Difference*. New Haven and London: Yale University Press. ISBN 0-300-08292-4 (paperback), 264 p.

Along with Amy Gutmann's *Democratic Education*, Eamonn Callan's *Creating Citizens*, and Stephen Macedo's *Diversity and Distrust*, Walter Feinberg's book *Common Schools/Uncommon Identities* is a standard reference for the theorizing about citizenship education, multicultural education and public schooling. It presents a sound argument both to accomodate the cultural diversity of it's students and to promote a common civic identity.

Fields, A. Belden & Feinberg, Walter (2000). *Education and Democratic Theory: Finding a Place for Community Participation in Public School Reform*. New York: SUNY. ISBN 0-7914-5000-7 (paperback), 148 p.

This book originates from the Project for Educational Democracy which included an educational reform group of teachers, parents, and community people in »Ed City«. It presents a serious theoretical work about the relationship between education and democracy with particular focus on how to increase access to decision making in their school system, especially for members of the community who had previously been excluded.

Fountain, Susan (1996). *Education pour le développement humain: Un outil pour un apprentissage global*. Paris: De Boeck Université. ISBN 2-8041-2233-6 (paperback), 320 p.

Fullinwider, Robert K. (1996). *Public Education in a Multicultural Society: Policy, Theory, Critique*. Cambridge: Cambridge University Press. ISBN 0-521-49958-5 (paperback), 290 p.

Includes articles by Robert K. Fullinwider, Lawrence A. Blum, Gilbert T. Sewall, K. Anthony Appiah, Jeremy Waldron, Susan Khin Zaw, Amy Gutmann, Gary B. Nash, Sandra Stotsky, Arthur Evenchik.

This book brings together the papers by some of the leading scholars from different disciplines to discuss the importance of public education in contemporary multicultural societies. Papers cover issues such as antiracist civic education, multiculturalism in democratic education, patriotic history, the relationship between multicultural literature and citizenship education, etc.

Gutmann, Amy (1999, 2nd edition). *Democratic Education. With a New Preface and Epilogue*. Princeton: Princeton University Press. ISBN 0-691-00916-3 (paperback), 348 p.

This book (first published in 1987) by one of the leading contemporary political philosopher serves as a standard reference in contemporary educational theory. The 1999 edition of the book includes the epilogue that challenges the newly introduced debates on civic minimalism and cosmopolitanism. *Democratic Education* advocates a truly democratic theory of education in a democratic setting.

Hahn, Carole L. (1998): *Becoming Political: Comparative Perspectives on Citizenship Education*. New York: State University of New York Press. ISBN 0-7914-3748-5 (paperback), 304 p.

This book presents a comparative study on civic education and adolescent political attitudes, classroom climate, support for free expression for diverse views, the investigation of controversial public policy issues, etc. in 5 countries (USA, England, Denmark, Germany, the Netherlands). It complements quantitative data with interesting descriptive information from interviews with students and teachers.

Hart, Stuart, Price-Cohen, Cynthia, Farrell-Erickson, Martha and Flekkoy, Målfrid (eds.) (2001). *Children's Rights in Education*. London: Jessica Kingsley Publishers Ltd. ISBN 1-85302-977-7 (paperback), 286 p.

A collection of articles that span across the area of education and children's rights. It includes various interesting papers that cover a wide range of questions associated with the topic of children's rights in education, e.g. the rights of the child with special needs, the

implementation of the rights from the Convention on the Rights of the Child, the role of an ombudsman for children, the importance of children's rights to education, etc.

Hébert, Yvonne M. (2002). *Citizenship in Transformation in Canada*. Toronto: University of Toronto Press. ISBN 0-8020-7835-4 (paperback), 290 p.

Includes articles by Marie Battiste, Guy Bourgeault, Rosa Bruno-Jofré, Cecille DePass, France Gagnon, Celia Haig-Brown, Yvonne M. Hébert, Romulo F. Magsino, Fernando Mata, Marie McAndrew, Stephen P. Norris, Michel Pagé, Linda M. Phillips, Shazia Qureshi, Roberta J. Russell, Helen Semaganis, Veronica Strong-Boag, Harold Troper, Lori Wilkinson. This book is a collection of articles on the changes in concepts of citizenship addressed by some leading theorists and practitioners from Canada. Particular attention throughout the book is paid to the two main critical question, i.e. what constitutes a »good« citizenship in today's liberal democracies? and What social and educational policies are needed to sustain the lives of these citizens?

Holden, Cathie & Clough, Nick (eds.) (1998). *Children as Citizens: Education for Participation*. London: Jessica Kingsley Publishers. ISBN 1-85302-566-6 (paperback), pp. 278.

Includes articles by Cathie Holden & Nick Clough, Liz Wood, Rhiannon Prys Owen & Jane Tarr, Hanns-Fred Rathenow & Norbert H. Weber, Audrey Osler, Chris Spurgeon, Phil Johnson, Doug Harwood, Martin Ashley, Ian Davies & Micheline Rey, Veronica Voiels, Geoff Anderson, Jean-Pierre Branchereau, Marta Utset, Maria Villanueva & Carmen Gonzalo.

Articles included in this book (published in the *Children in Charge* series) focus on the different aspects of active participation of children in contemporary societies, e.g. the role of the teacher in supporting children's social and moral development, the education of pupils with disabilities, citizenship education through literature, anti-racist education, human rights education, etc.

Lambert, David & Machon, Paul (eds.) (2001). *Citizenship Through Secondary Geography*. London: Routledge/Falmer. ISBN 0-415-23160-4 (paperback), 216 p.

Includes articles by Bill Marsden, Michael Williams, Frances Slater, Graham Butt, John Morgan, Crispin Jones, Gwyn Edwards, Paul Machon and David Lambert, John Huckle, Ros Wade, Mary Biddulph.

This collection of essays reveals the potential of geography to engage with citizenship. It links geography and citizenship education through a variety of useful articles and provides theoretical signposts in the form of interesting explanations for key ideas such as racism, values, identity, linking them to suggestions for teaching citizenship through secondary geography.

Larsén, Magdalena (ed.) (2000). *Speak Out! On European Citizenship*. London: Institute for Citizenship.

This teacher guide provides background information on European citizenship, the EU, and nine topical issues, i.e. Diversity in Europe, Free Movement, Human Rights, Sport, Electing the European Parliament, Communicating in Europe, Helping Future Generations through Sustainable Development, EU Enlargement, Working Towards a Single European Currency. It also includes suggested activities and guidelines on how to run discussions and debates thus helping students to familiarise themselves with different issues related with European citizenship.

Leleux, Claudine (2000). *Éducation à la citoyenneté*. Bruxelles: Editions De Boeck. ISBN 2-8041-3692-2 (paperback), 208 p.

This book (in French) includes practical examples and lesson plans on a range of topics associated with moral education in primary schools. It calls for a specific methodology for teaching both moral education and citizenship education. A useful source for teaching moral education from 5 to 14 years.

Levinson, Meira (1999). *The Demands of Liberal Education*. Oxford: Oxford University Press. ISBN 0-19-829544-8 (hardback), 238 p.

This book is among the pioneering writings in political philosophy addressing some of the basic problems in educational theory and citizenship education. It defends a robust liberal educational ideal and argues, among other things, that the liberal state is obliged to help all children develop the capacity for autonomy. It tackles several problems facing public education both in USA and abroad.

Macedo, Stephen (2000). *Diversity & Distrust: Civic Education in a Multicultural Democracy*. Cambridge, Mass: Harvard University Press. ISBN 0-674-21311-4 (hardback), pp. 344.

An outstanding and thought-provoking book on contemporary issues of diversity, civic identity, and citizenship education by one of the most renowned political philosophers. A detailed and well-documented critique of the hands-off stance towards diversity of the »politics of difference« and a pervasive defence of »civic liberalism« that supports a liberal agenda for civic education in a publicly mandated system of education.

Macedo, Stephen & Yael Tamir (2001). *Moral and Political Education*. New York: New York University Press (NOMOS XLIII). ISBN 0-8147-5675-1 (hardback), 484 p.

Includes articles by Stephen Macedo, Amy Gutmann, Christopher L. Eisgruber, Michael W. McConnell, Nancy L. Rosenblum, John Tomasi, Peter de Marneffe, Harry Brighouse, Rob Reich, James G. Dwyer, Randall Curren, Lawrence Blum, William A. Galston, Anita L. Allen, Andrew Valls.

An outstanding collection of papers centered around a group of papers presented at the 1998 meeting of the American Society for Political and legal Philosophy. The authors cover issues such as democratic education, citizenship education, liberal political theory and education, school choice, parental rights, homeschooling, racial integration. A must for those interested in political theory, philosophy of education and its relation to educational policy.

Niemi, Richard G. & Jane Junn (1998). *Civic Education: What Makes Students Learn*. London: Institute for Citizenship. ISBN 0-300-07247-3 (hardback), 204 p.

This book is based on the most extensive assessment of civic education knowledge among American youth – the 1988 National Assessment of Educational Progress (NAEP) Civic Assessment. It includes chapters on civic education and student's knowledge, the way students learn about government, the factors that make students learn and the future of civic education.

Nussbaum, Martha (1997). *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*. Cambridge, Mass: Harvard University Press. ISBN 0-674-17948-X (hardback), 328 p.

O'Shea, Karen, Gill, Barbara & Clifford, Aidan (eds.) (2000). *Towards an Intergrated Approach to Human Rights Education*. CDVEC Curriculum Development Unit and Trócaire. ISBN 0-94-6791-18X (paperback), 80 p.

Includes articles by Terence McCaughey, Anne Looney, Enda McDonagh, Carl ÓDálaigh, Brice Dickson, Rose Malone, Aidan Clifford, Karen O'Shea.

This collection of papers and reflections on human rights education is structured around three keynote addresses focusing on a particular aspect related to HRE. Each of the three chapters (HRE, Imagination and Curriculum; HRE and the Democratisation of Learning; HRE and the Promotion of Equality and Tolerance) includes also a response article and a short discussion.

Osler, Audrey, Rathenow Hanns-Fred, Starkey, Hugh (eds.) (1995). *Teaching for Citizenship in Europe*. Traffordshire: Trentham Books. ISBN 1-85856-052-7 (paperback), 222 p.

Includes articles by Audrey Osler, Teresa Ravazzolo, Stephen Thornton, Mirjam M. Hladnik, Gitte Kragh, Alison Jolly, Hanns-Fred Rathenow & Norbert H. Weber, Carmen Gonzalo & Maria Villanueva, Hugh Starkey, Nick Clough, Ian Menter & Jane Tarr, Jean-Pierre Branchereau, Ian Davies, Roman Dorczak, Sue Thorne, Irina Ahmetova & Ekaterina Rachmanova, John Halocha, Vilgot Oscarsson.

This book offers practical guidance to teachers and schools seeking to put into practice the various recommendations from the Council of Europe. It is structured around 3 main chapters (Concepts of citizenship and human rights; Citizenship and the education of teachers; Children, citizenship and the school curriculum).

Osler, Audrey & Starkey, Hugh (1996). *Teacher Education and Human Rights*. London: David Fulton Publishers. ISBN 1-85346-406-6 (paperback), 202 p.

Osler, Audrey (ed.) (2000). *Citizenship and Democracy in Schools: Diversity, Identity, equality*. Stoke on Trent, UK: Trentham Books. ISBN 1-85856-222-8 (paperback), 218 p.

This book includes articles by Audrey Osler and Hugh Starkey, Sarah Spencer, Eugene Verhellen, Peter Figueroa, Michael Byram and Manuela Guilherme, Robin Richardson, David Brown, Priscilla Anderson, Jeremy Cunningham, Clive Harber, Charlotte Carter, Maud Blair, Mary John, Ian Gittens, Seán Carolan, Lynn Davies.

This book brings together an interesting collection of texts by some of the leading UK scholars working in the area of citizenship education. Particular attention is given to antiracist education, human rights in education and the way how human rights principles are used by schools to challenge inequality.

Parker, Walter C. (ed.) (1996). *Educating the Democratic Mind*. New York: SUNY. ISBN 0-7914-2708-0 (paperback), 381 p.

This edited collection of articles includes the most important papers on civic education and moral learning published during the last century by some of the leading figures in the area of education and democratic theory, e.g. John Dewey, Michael W. Apple, Lawrence Kohlberg, Carole L. Hahn.

Parker, Walter C. (2003). *Teaching Democracy: Unity and Diversity in Public Life*. New York: Teachers College Press. ISBN 0-8077-4272-4 (paperback), 190 p.

Like other work published by Walter Parker over the last two decades, this book has implications both for those working in the academic, primary and secondary education or high schools. It is important for at least two reasons: first, it bridges the widening gap between multicultural education and civic education; second, it presents various very important teaching principles/strategies for teaching issues related to diversity in contemporary education.

Pearce, Nick and Joe Hallgarten (eds.) (2000). *Tomorrow's Citizens: Critical Debates in Citizenship and Education*. London: Institute for Public Policy Research. ISBN 1-86030-096-0 (paperback), 110 p.

Includes articles by: Anthony Giddens, David Miller, Anne Phillips, Stuart Hall, Rabbi Jonathan Sacks, Nick Tate, Bernard Crick, Charles Clarke MP, Jenny Talbot, William Atkinson, Martin Cross.

A collection of interesting articles by a range of leading social commentators, political philosophers and educationalists. This collection of essays examines the contemporary concepts of citizenship education and their implications for education and explores the relationship between the English citizenship curriculum and current social, political and cultural contexts.

Puges-Rouy, Françoise (1999). *Enseigner l'histoire, la géographie et l'éducation civique au collège*. Paris: Éditions Bertrand-Lacoste. ISBN 2-7352-1526-1 (paperback), 192 p.

This book (in French) addresses secondary teachers of citizenship education, geography, and history. It includes sample lesson plans for citizenship education, geography and history in secondary schools. The single lesson plans include a variety of useful resources for teaching, e.g. student activities and learning outcomes, key-words, proposed evaluation, etc.

Quigley, Charles N. & Bahmueller, Charles F. (eds.) (1991). *Civitas: A Framework for Civic Education*. Calabasas, CA: Center for Civic Education. ISBN 0-89818-124-0 (paperback), 666 p.

Reeher, Grant & Cammarano, Joseph (eds.) (1997). *Education for Citizenship: Ideas and Innovations in Political Learning*. Lanham: Rowman & Littlefield. ISBN 0-8476-8366-4 (paperback), 248 p.

Includes articles by Grant Reeher & Joseph Cammarano, Craig A. Rimmerman, Richard M. Battistoni, Otto Feinstein & James D. Chesney, William D. Coplin, Glen A. Halva-Neubauer, Joseph Cammarano & Linda L. Fowler, Marc Lendler, Daniel W. O'Connell, John F. Freie, Naeem Inayatullah, Mark Rupert, William Ball, Kimberley P. Canfield.

Articles appearing in this monograph explore topics related to the wider context surrounding citizenship education in public schooling and the various innovations in political learning. Particular attention is paid to the recent shift in recent work at the intersection of education and citizenship (from *what* students should be learning to the *ways* in which they should learn).

Reich, Rob (2002). *Bridging Liberalism and Multiculturalism in American Education*. Chicago & London: Chicago University Press. ISBN 0-226-70737-7 (paperback), 272 p.

An in-depth and lucid presentation of the civic purposes of education in a liberal and diverse society linking political theory with educational history and policy. This book identifies the

many differences and points of convergence between the multicultural and liberal political theory and its relation to education. A must for both political theorists, philosophers, educators, educational policymakers, as well as teachers and other practitioners.

Sardoc, Mitja, Shaughnessy, Michael F., Ghiraldelli, Paulo jr. & Bendassolli, Pedro F. (eds.) (2003). *Filosofia, Educacao e Politica* (in Portuguese). Sao Paulo (Brasil): DP&A. ISBN 85-7490-160-1 (paperback), 248 p.

This book includes interviews with many important contemporary authors working in the area of political philosophy, citizenship education, philosophy of education and educational theory (Eamonn Callan, Iris Marion Young, Kenneth A. Strike, Michael W. Apple, Peter McLaren, Harry Brighouse, Amy Gutmann). It is an interesting read for those scholars who want a broader look at the issues addressed by these authors in their books and articles.

Skolverket (National Agency for Education) (2000). *Democracy in Swedish Education*. Stockholm: Skolverket (National Agency for Education). ISBN 91-89314-05-0 (paperback), 64 p.

This book offers a useful presentation and critical examination of the efforts being made in the Swedish education system for the promotion of basic democratic skills and values. It gives a well documented analysis of how the teaching and learning of democracy is implemented both on the policy level and in the everyday life in schools.

Spajic-Vrkas, Vedrana, Kukoc, Miroslav & Basic, Slavica (2001). *Interdisciplinarni rječnik* (in Croatian). Zagreb (Croatia): Office of the Croatian National Commission for UNESCO. ISBN 953-98080-3-0 (paperback), 670 p.

This dictionary on education for human rights and democracy is a unique source that contains both conceptual as well as practical and policy oriented entries on all the major topics over a range of disciplines, e.g. political theory, philosophy, pedagogy, sociology. It forms a comprehensive source of information for academics, researchers, policy makers and teachers working on citizenship education and human rights education.

Starkey, Hugh (ed.) (1991). *The Challenge of Human Rights Education*. Strasbourg: The Council of Europe Publishing. ISBN 0-304-31943-0 (paperback), 264 p.

Includes articles by Robin Richardson, Hugh Starkey, Peter Leuprecht, Margaret Branson, Martine Abdallah-Pretceille, Pauline Lyseight-Jones, Jeremy Cunningham, Patricia Dye, Francine Best, Micheline Rey, Margherita Rendel, Keith McLeod, David Shiman, Caroline Roaf, Philipa Bobbett, Derek Heater, Ian Lister.

This book covers all the main issues related to human rights education. Part 1 of the book presents the key human rights texts between 1789 and 1989 (including the Council of Europe's Recommendation on the Teaching and Learning of Human Rights in Schools). Part 2 of the book covers the various stages in human rights education (nursery schools, primary education, secondary education, high school, teacher training). Part 3 of the book explores the various other topics related to HRE, e.g. intercultural education, multiculturalism, education of children with special needs, etc.

Torney-Purta, Judith, Rainer Lehmann, Hans Oswald and Wolfram Schulz (2001). *Citizenship and education in twenty-eight countries. Civic Knowledge and Engagement at Age Fourteen.* Amsterdam, The Netherlands: IEA. ISBN 90-5166-834-1 (paperback), 238 p.

This book is the report on the IEA Civic Education Study and presents the first results of Phase 2 of the study. It contains the general introduction to the IEA Civic Education Study, figures comparing countries' performance on some of the scale scores and single variables related to students' civic knowledge, understanding of concepts associated with citizenship education, skills and attitudes examined by the study.

Torney-Purta, Judith, Schwille, John & Amedeo, Jo-Anne (eds.) (1999). *Civic Education Across Countries: Twenty-four National Case Studies from the IEA Civic Education Project.* Amsterdam, The Netherlands: IEA. ISBN 90-5166-671-3 (paperback), 624 p.

This book brings together country case studies which participated in the IEA Civic Education Study. Each country's national report presents a general overview of education policy in the field of civic education, status of civic education in the public school curriculum, information on teacher training, etc. The introductory chapter presents the model of civic education supporting the IEA Civic Education Study.

Torres, Carlos Alberto (1998). *Democracy, Education and Multiculturalism: Dilemmas of Citizenship in a Global World.* Lanham: Rowman & Littlefield. ISBN 0-8476-8535-7 (paperback), 302 p.

Turner, David & Patricia Baker (2000). *Activities for Teaching Citizenship in Secondary Schools.* London: Kogan Page. ISBN 0-7494-3344-2 (paperback), 210 p.

David Turner & Patricia Baker (2000). *Developing Citizenship in Secondary Schools.* London: Kogan Page. ISBN 0-7494-3346-9 (paperback), 160 p.

These two books on citizenship education in secondary schools present a practical guide for the school management team and subject leaders, a set of sample lessons (including lesson plans and activities for use in class) on integrating and developing citizenship in teaching. It provides a complete guide to incorporating citizenship into teaching and the running of schools.

Vincent, Kerry & Osler, Audrey (2002). *Citizenship and the Challenge of Global Education.* Stoke on Trent, UK: Trentham Books. ISBN 1-85856-268-6 (paperback), 144 p.

This book, co-written by Audrey Osler, one of the leading UK scholars on citizenship education and human rights education, draws on case studies from England, Ireland, Denmark and the Netherlands. It examines the strategies, policies and plans how can schools can integrate issues of citizenship, human rights and cultural diversity and on the global dimension of citizenship education in general. An interesting resource for teachers, student teachers and teacher educators responsible for developing citizenship education programmes.

White, Patricia (1996). *Civic Virtues and Public Schooling: Educating Citizens for a Democratic Society.* New York: Teachers College Press. ISBN 0-8077-3499-3 (paperback), 104 p.

JOURNAL SPECIAL ISSUES

***Teaching Citizenship* (Graham Morris, editor). Published by the Questions Publishing Company on behalf of the Association for Citizenship Teaching.**

This journal (The first issue of the journal was published in summer 2001) is a forum for both teachers, policy makers and other experts interested in citizenship education. It covers various aspects of the topics and issues related with citizenship education, e.g. educational policy activities on citizenship education in the UK, etc. The journal's content also includes news, regulars, features and useful resources (websites, organizations) for teaching citizenship education.

The School Field: International Journal of Theory and Research in Education. Vol. X, No. ½, Special Issue: *Theorizing Citizenship Education I*. (Mitja Sardoč, Janez Justin (Guest Editors)).

This journal special issue includes articles by Will Kymlicka, Terence H. McLaughlin, François Audigier, David Buckingham, Janez Justin, an interview with Amy Gutmann.

The School Field: International Journal of Theory and Research in Education. Vol. X, No. ¾, Special Issue: *Theorizing Citizenship Education II*. (Mitja Sardoč, Janez Justin (Guest Editors)).

This journal special issue includes articles by David Kerr, Graham Haydon, Tom Cockburn, John Annette, Eva Gamarnikow & Anthony Green, Pamela Odih & David Knights, Zdenko Kodelja, Igor Ž. Žagar, an interview with Eamonn Callan.

The School Field: International Journal of Theory and Research in Education. Vol. XI, No. ½, Special Issue: *Theorizing Citizenship Education III*. (Mitja Sardoč, Janez Justin, Darko Štrajn (Guest Editors)).

This journal special issue includes articles by Alistair Ross, Joel Westheimer & Joseph Kahne, Tope Omoniyi, Helen Walkington & Chris Wilkins, Dieter Lenzen, an interview with Kenneth A. Strike, Cathie Holden, Paul Naylor & Helen Cowie.

The School Field: International Journal of Theory and Research in Education. Vol. XI, No. ¾, Special Issue: *Theorizing Citizenship Education IV*. (Mitja Sardoč, Janez Justin, Darko Štrajn (Guest Editors)).

This journal special issue includes articles by Bernard Crick, David Kerr, Ian Davies, John J. Cogan, Henry Maitles, an interview with Michael W. Apple.

The School Field: International Journal of Theory and Research in Education, Vol. XIII (2002), no. ¾, Special issue: *Citizenship Education: Common Challenges and Parallels* (David Kerr, Mitja Sardoc (Guest Editors)).

This journal special issue (David Kerr & Mitja Sardoc, guest editors) includes articles by Walter Parker, Carole L. Hahn, David Kerr, Diane Hess, Madeleine Arnot & Jo-Anne Dillabough, Ian Davies, Don Rowe, Sylvia Hogarth, Ted Huddleston, Harry Brighouse, Carole Mutch, Anthony Hourdak, an interview with Stephen Macedo. Articles appearing in it focus on topics related to the theory and teaching of citizenship education, e.g. the role of teaching controversial issues in citizenship education, the deliberative approach to education for democracy, the role of political philosophy in the citizenship education debate.

International Journal of Educational Research. Special Issue: The Development of Civics Values (John J. Cogan & Paul Morris (Guest Editors)).

Includes contributions by John J. Cogan and Paul Morris, Paul Morris and Esther Morris, Kazuko Otsu, Meihui Liu, John J. Cogan and Patricia Pederson, Murray Print, Somwung Pitayanuwat and Siridej Sujiva, Paul Morris and John J. Cogan.

Cambridge Journal of Education. Vol. 33, No. 1 (March 2003). Special Issue: *Citizenship Education in Divided Societies* (Alan Smith & Murray Print (Guest Editors)).

Includes contributions by Alan Smith, Vedrana Spajic-Vrkas, Peter Lemish, Penny Enslin, Harry C. Boyte, Mike Bottery, Murray Print & David Coleman.

BOOKS AND OTHER MATERIALS ON TRAINING OF PROFESSIONALS AND METHODOLOGY

Adams, Maurianne, Bell, Lee Anne & Griffin, Pat (eds.) (1998). *Teaching for Diversity and Social Justice: A Sourcebook*. London: Routledge. ISBN 0-415-91057-9 (paperback), 374 p.

A useful collection of articles that present the theoretical foundations and frameworks for social justice teaching practice. The single book chapters give a useful presentation of a wide range of samples of classroom and workshop activities and the critical examination of several forms of social oppression, including racism, sexism, antisemitism, ableism, etc.

Audgier, Francois & Lagele, Guy (eds.) (1987). *Éducation aux droits de l'homme*. Paris: INRP. ISBN 2-7342-0179-8 (paperback), 372 p.

Audigier, François et al. (2000). *Stratégies pour une éducation civique au niveau de l'enseignement primaire et secondaire*. Strasbourg: Editions du Conseil de l'Europe. ISBN 92-871-4048-0 (paperback), 156 p.

A methodological guide to some areas, both conceptual and practical, related to the teaching of citizenship education, intercultural education, and human rights education in primary and secondary schools. A useful resource for teacher training in methodology and its utilisation in activities related to education for democratic citizenship.

Danish Ministry of Education, National Education Authority (2001). *Citizenship Education: learning at school and in society (additional material, references and useful addresses)*. Danish Research and Development Centre for Adult Education.

This CD-ROM (published both in English and French) is a well documented collection of the work done by major international agencies, e.g. UNESCO, the Council of Europe, IEA, SICI in the field of citizenship education. It includes various reports and other documents, examples of good practice, a list of books for further reading about citizenship education, a set of useful addresses including information about institutes and organizations that carry out work within the field of citizenship education.

Davies, Ian, Ian Gregory and S. Riley (1999). *Good Citizenship and Educational Provision*. London: Routledge/Falmer. ISBN 0-7507-0959-6 (paperback), 150 p.

This book is divided into three equally important parts. The first part captures the main features of citizenship education in recent decades. The second part of the book presents the research project that principally focused on teachers' perception of »good citizenship«. The third part of the book gives recommendations for work in schools and on programmes of in-service and pre-service teacher education. It is a useful resource for both educational policy and classroom practice.

Dupoizat, Danièle et al. (eds.) (1996). *Apprendre la citoyenneté avec la presse et la télévision*. Lyon: CRDP. ISBN 2-86625-205-5 (paperback), 88 p.

This book is a fine example of linking media education with civic education. It includes a range of interesting classroom activities for critical analysis of media messages, the functioning of institutions, presentation of diverse facts, etc. The book is structured around 4

chapters (Citizen, politics and the media; Citizen, society and the media; Justice, citizen and the media; Citizen, economy and the media).

Gardner, Roy, Jo Cairns & Lawton, Denis (eds.) (2000). *Education for Values: Morals, Ethics and Citizenship in Contemporary Teaching*. London: Kogan Page. ISBN 0-7494-3065-6 (hardback), 340 p.

Includes articles by Jo Cairns, Graham Haydon, Colin Wringle, Robert Fisher, Philip Goggin, Paul Yates, Brahm Norwich and Jenny Corbett, John Annette, Michael Totterdell, John Tomlinson and Vivienne Little, Stuart Ainsworth and Andrew Johnson, Val Fraser and Mick Saunders, David Scott, Paul Armstrong, Jane Erricker, Robert Balfour, Elwyn Thomas, Xiaopeng Li, Gavin Faichney, Hannah Alexander, Steven Ratuva, Donald Santor.

Giolitto, Pierre (ed.) (1993). *Enseigner l'éducation civique à l'école*. Paris: Hachette Éducation. ISBN 2-01-02-06-03-7 (paperback), 112 p.

Mougniotte, Alain (1994). *Éduquer à la démocratie*. Paris: CERF. ISBN 2-204-05028-8 (paperback), pp. 128.

Robert, François (1999). *Enseigner le droit à l'école*. ESF éditeur. ISSN 1275-0212 (paperback), 128 p.

Stradling, Robert (2001). *Teaching 20th-century European History*. Strasbourg: Council of Europe Publishing. ISBN 92-871-4466-4 (paperback), 290 p.

An innovative handbook produced by the Council of Europe's project »Learning and Teaching About the History of Europe in the 20th Century«. The handbook includes an in-depth presentation of various historical themes and topics, sources and resources, and methods and approaches to teaching and learning history. It also covers teaching sensitive issues, »reading« visual archives, analysing »history« on television, etc.

UNESCO, Education Sector (Documentation and Information Service (2001). *Educating for Citizenship* (CD-ROM).

This CD-ROM (published in English, French and Spanish) is a useful resource both for those starting in citizenship education and for those with a deeper insight into this field of educational research. It includes a glossary of basic concepts in education for citizenship, a list of books and cases of good practice, and, most importantly, some practical material for teaching citizenship education.

BOOKS CHAPTERS ON EDC AND HRE

Galeotti, Anna Elisabetta (2002). *Toleration as Recognition* Cambridge: Cambridge University Press. ISBN 0-521-80676-3 (hardback), 242 p.

Contemporary liberal theories of toleration have come under attack by several advocates of the »politics of difference«. This book is an effort to overcome the liberal/multicultural divide on this basic liberal virtue by revising and expanding the liberal theory and proposing an alternative, toleration as recognition. Chapter 4: »The Islamic Veil in French Schools« examines the notoriously famous case of »*L'affaire du foulard*«.

Galston, William A. (1991). *Liberal Purposes: Goods, Virtues, and Diversity in the Liberal State*. Cambridge: Cambridge University Press. ISBN 0-521-42250-7 (paperback), 210 p.

White, Patricia & Enslin, Penny (2002). Democratic Citizenship. In: *The Blackwell Guide to the Philosophy of Education*. London: Blackwell Publishing. ISBN 0-631-22119-0 (paperback), 110-125 p.

This book chapter presents a general overview of the debate on citizenship and education during the last two decades. It is structured around single thematic areas: i.e. citizens as bearers of rights, civic virtues, nationality and citizenship, citizenship as deliberation, cosmopolitan citizenship, feminist theory and active citizenship, aims of citizenship education.

Salomone, Rosemary C. (2000). *Visions of Schooling: Conscience, Community, and Common Education*. New Haven and London: Yale University Press.

This book evaluates some of the debates over American public schooling and demonstrates how contemporary conflicts are the product of past educational and social movements. Chapter 7, »Education for Democratic Citizenship«, advances an interesting and detailed account on citizenship education in American public education by reviewing some of the leading contemporary political philosophers (Amy Gutmann, Stephen Macedo, Martha C. Nussbaum, etc.) and their position on citizenship education.