

DEMOCRATIC

EDUCATION

in an *Age of
Difference*

Redefining Citizenship
in Higher Education

Richard Guarasci, Grant H. Cornwell
and Associates

Democratic Education In An Age Of Difference

Arturo Cuomo



Democratic Education In An Age Of Difference:

Democratic Education in an Age of Difference Richard Guarasci, Grant H. Cornwell, 1997-05-07 Over the past two decades American campuses have become embroiled in debates and controversies over multiculturalism curriculum free speech and other issues of social ethnic sexual and racial differences But out of this turbulence some exciting innovative experiments have emerged to show students and academic leaders that there are promising maps to bridge acknowledged differences and to create a dynamic new unity behind the principles of democracy *Democratic Education in an Age of Difference* details some of those experiments among them learning communities residential communities and public service and reveals how each approach fosters the development of democratic sensibility citizenship skills and multicultural fluency The authors create a new vision of democracy and democratic education more suitable to a multicentric society They address the need of colleges and universities to design educational experiences that promote the objectives of a free society while recognizing and embracing difference And they include a valuable discussion of successful programs that raise issues of democratic sensibility citizenship and cultural diversity through sophisticated and promising programs The in depth analysis of these exemplary programs offers educators models that are adaptable to the wide variety of campus environments **Journal of Education** ,1908

Direct Deliberative Democracy Crittenden Jack Crittenden, 2019-10-15 As American politics becomes ever more dominated by powerful vested interests positive change seems permanently stymied Left out in the cold by the political process citizens are frustrated and despairing How can we take back our democracy from the grip of oligarchy and bring power to the people In *Direct Deliberative Democracy* Jack Crittenden and Debra Campbell offer up a better way for government to reflect citizens interests It begins with a startlingly basic question e Why don t we the people govern e In this provocative book the authors mount a powerful case that the time has come for more direct democracy in the United States showing that the circumstances that made the Constitutional framers arguments so convincing more than two hundred years ago have changed dramatically and that our democracy needs to change with them With money lobbyists and corporations now dominating local state and national elections the authors argue that now is the time for citizens to take control of their government by deliberating together to make public policies and laws directly At the heart of their approach is a proposal for a new system of e legislative juries e in which the jury system would be used as a model for selecting citizens to create ballot initiatives This would enable citizens to level the playing field bring little heard voices into the political arena and begin the process of transforming our democracy into one that works for not against its citizens **Knowledge, Differences and Identity in the Time of Globalization** James Kusch, 2011-05-25

The discourse of globalization that pertains to higher education reform is troubling The first troubling thing about much of the discourse that concerns globalization is that it most often does not name a human subject We propose that globalization discourse should be written for and directed towards human beings or students The second troubling thing about the discourse of globalization is the way that it antagonizes and

marginalizes who that missing subject might be The two relationships form the themes of this book The nature and logic of discourse about globalization expresses a social rationality that serves as a precondition to constructing relevant meanings The way that we conceive or obscure the subject produces a condition or position where those whom are the subject of the discourse must indeed await its effects who is the pertinent policy about Or for whom is policy intended Much policy discourse holds consequences for the way in which outcomes of policies are understood or explained in the social milieu where policies are enacted The same discourse constructs and deconstructs identities and as we will see the language of reform in fact antagonizes and marginalizes students by virtue of a particular vagueness in the discourse and symbols of the discourse What is at issue in the discourse of globalization is the character and logic of collective identities How then to relate students to the cluster of features that comprise globalization

A Comparison of Tendencies in Secondary Education in England and the United States James William Norman,1922 [Educating for Democracy in England and Finland](#) Andrea Raiker,Matti Rautiainen,2016-11-03 With the growth of terrorism instability in the EU following recession and the acceleration of support for right wing political parties in Europe discussions on the nature of democracy and democratic citizenship have never been more important Exploring the relationship between democratic values classroom practices and neo liberalist ideology in England and in Finland [Educating for Democracy](#) argues that it is the role of governments and the education systems they support to create teachers and students who can voice critically appraised judgements to guide their citizenship With chapters co written by English and Finnish authors this book analyses the history and current state of education systems in England and Finland with reference to other European countries in order to establish whether they are effective in creating democratically minded citizens Recent years have seen decreasing control of educator professionalism as governments have become more concerned about economic growth and in some cases survival The contributors to this volume question whether educators are becoming less effectual as a result exploring the idea that democracy is a dying concept and asking whether educators are now simply creating cogs for the neo liberalistic capitalist machine This book will be essential reading for academics and researchers in the fields of teacher education education studies and comparative education It will also be of great interest to those concerned with issues surrounding citizenship democracy and the role of the government in education

Proceedings of the High School Conference of ... Horace Adelbert Hollister,1922 [Proceedings of the High School Conference](#) University of Illinois. High school visitor,1922

Children's Rights from International Educational Perspectives Jenna Gillett-Swan,Nina Thelander,2021-12-01 This book critically examines contemporary educational practices with a children s rights lens Through investigating the factors that contribute to or hinder the realisation of children s rights in and through education in different contexts it discusses how using a rights framework for education furthers the agenda for achieving international educational aims and goals Using diverse international examples the book provides a snapshot of the complexity of children s rights and education It draws on

the expertise of international research teams from Australia England Finland Italy Mexico Poland Portugal Scotland Spain Sweden Switzerland and the United States and highlights wide ranging interpretations of the same mandate across different national contexts Beginning with a critical overview of the broader context of children s rights in education the book explores obligations for States and their representatives tensions and convergences in implementation and implications for teaching and learning Using underutilised educational and theoretical concepts it contributes to broadening understandings of children s rights education and associated theoretical frameworks Despite a human rights framework emphasising the indivisibility interrelatedness and interconnectedness of all rights the right to education Article 28 dominates discussions about children s rights and education As such equally important rights including the aims of education Article 29 are often less considered or absent from the conversation Recognising that children s education rights involve more than just access and provision this book advocates for a much broader understanding of the nuances underpinning children s education related rights Chapter 10 is available open access under a Creative Commons Attribution 4 0 International License via link springer.com

Proceedings of the High School Conference of November 1910-November 1931 ,1917 Report of the Commissioner of Education USA. Bureau of Education,1895 *Annual Report of the Commissioner of Education* United States. Office of Education,1895 The New Educational Organization of China Pu Hwang,1920 **Educational Reform: Essays and Addresses** Charles William Eliot,1898 **School and College** Ray Greene Huling,1892 **School and College** ,1892 *Sessional Papers* Great Britain. Parliament. House of Commons,1902 *Portraits of Teacher Preparation* Patrick M. Jenlink,Karen Embry Jenlink,2005 More often teacher educators and the programs and institutions they represent are often confronted with an increasingly difficult responsibility of preparing teachers to address issues of diversity social justice and equity Here Patrick and Karen Jenlink bring to the foreground current work by teacher educators in universities across the U S It specifically focuses on the challenges of Standards and accountability The No Child Left Behind Act Licensure certification issues Increasing diversity Issues of social justice Shifting demographics and The myriad of social issues that make schools and teaching problematic The editors incorporate portrait as a metaphor and guiding lens for examining their respective programs providing richly detailed descriptions and defining qualities of the teacher preparation programs that illuminate how teachers learn in a field based program The nine portraits presented throughout this book provide the reader an experience of seeing new ways of learning to teach set against the backdrop of a changing America The authors demonstrate an understanding of the need to set aside conventional practices for new mediums of expression and learning and constructing new and alternative pedagogies for learning Importantly the authors present a narrative window into learning to teach that reflects a re imagining of teacher education as a culturally and ethically responsive action towards creating alternative futures for America s schools For faculty and administrators in higher education teacher educators and public school staff *Parliamentary Papers* Great Britain. Parliament. House of Commons,1902 **Los**

Angeles Educational Research Bulletin Board of Education of the City of Los Angeles, 1927

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