H 603 Educating for Civic Responsibility

Course description
The purpose of this course is to equip potential researchers and practitioners with the critical skills and knowledge regarding education for competent citizenship. The course will address three main issues, and consider the implications of each for effective education. Teaching will be through lectures and class exercises, and workshops using datasets and case study materials. The three issues comprise, firstly, critical perspective on concepts of democracy, civic participation, competence, and socio-moral responsibility. How do these reflect particular cultural and historical contexts, in the USA and elsewhere? How has recent political and social history challenged these concepts? Secondly, what assumptions underpin methods of citizenship education and its goals? How can theories of human development and cultural process usefully inform educational practice? Thirdly, what do the data tell us about the factors that facilitate or inhibit civic participation and citizenship competence? The course will draw on international and national datasets on cultural expectations of the competent citizen, the individual and contextual antecedents of efficacy and participation, the nature and role of the ‘democratic’ classroom, and the assumptions behind the development of different curricula. The course will draw attention to the importance of looking at, and developing, citizenship education within varied cultural and political contexts, narratives and identities.

Books Required
CIRCLE (2003) THE CIVIC MISSION OF SCHOOLS
The Carnegie Corporation. This can be downloaded free from www.civicmissionofschools.org
Cambridge University Press

M Andrews SHAPING HISTORY; NARRATIVES OF POLITICAL CHANGE, Cambridge UP 2007

Students are also STRONGLY RECOMMENDED to read other chapters in the books from which the class readings are drawn.

* hastehe@gse.harvard.edu Larsen Hall 613
**LECTURES AND READINGS**

**Sections will begin in Week 3 (starting Monday October 1).** As the class is on Thursday, Sections will address the topic of the week in the FOLLOWING week, AFTER the class. In Week 3 Sections we will discuss the film (from Week 2) and the readings from Week 1.

Additional materials, data and exercises will be distributed in class.

| 1 September | How is citizenship 'constructed' – as a social and cultural idea, and as an educational goal? A critical perspective ("this isn’t 'civics'").  
Available through Harvard e-resources:  
http://sfx.hul.harvard.edu/citation/sfx_local/ |  
| 2 September | Film, and raising questions about it for the course |  
| 3 October | Defining 'the political' and how it is changing  
| 4 October | Exploring debates around principles behind the goals of citizenship education: rights, inequalities, tolerance – and their problems  
PUTNAM, R (2000) Chapters 1 and 24 *Bowling Alone; the collapse and revival of American community*, Simon & Schuster  
| 5 October | Models of US civic education: goals and frameworks  
How international comparisons challenge US assumptions of the ‘universals’ of democracy and its educational goals: thinking globally about ‘culture’.


What makes a nation? Identities, heroes and narratives in positioning history and change


Becoming involved; what we can learn about ‘engagement’ from protest and activism?


Reader, Blackwell
Available through Harvard e-resources:
http://sfx.hul.harvard.edu/citation/sfx_local/

9 November

Involvement in community activity: a core civic experience?
Available through Harvard e-resources:
http://sfx.hul.harvard.edu/citation/sfx_local/

Available through Harvard e-resources:
http://sfx.hul.harvard.edu/citation/sfx_local/


10 December

Some classroom and curricular proposals and experiments: if it works, how does it work? And what can go wrong.
Available through Harvard e-resources:

FINAL ASSIGNMENT DUE JANUARY 15, 2008