

## **EDC G 696 Independent Study: Civic Education**

University of Massachusetts Boston  
College of Education and Human Development  
Fall Semester 2021  
Location: TBD  
Time: TBD

*Democracy means the belief that humanistic culture should prevail.*

-John Dewey

*The educator with a democratic vision ... cannot avoid... insisting on  
the critical capacity, curiosity, and autonomy of the learner.*

-Paulo Freire

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### **General Course Description:**

Study of the historical, philosophical, theoretical, and curricular foundations of civic education/education for democracy. Open to doctoral students, CAGS students, and master's students.

### **Course Overview:**

Designed as a readings course, students are assigned readings covering the breadth and depth of civic education and engagement. In weekly meetings, the students and instructor will discuss the readings, emphasizing ways to connect the topics to possible research interests.

This course will cover theory and research in civic education. It is organized around the three major themes in civics education: civic engagement and political socialization, citizenship education, and global citizenship. The final assessment in this course is the creation of a ready-for-publication research or conceptual article.

### **Objectives:**

The overarching goal of the course is to help students develop a sense of the major arguments/positions in civic education:

- Investigate research and practices in civic education, which is a discipline of social studies
- Be able to read the current academic discourses in civic education
- Provide a foundation from which to undertake self-directed research in area of interest
- Write an academic paper (conceptual or research) suitable for publication in a peer-reviewed practitioner or research journal

## Assignments:

NOTE: Due dates will be set cooperatively between instructor and student(s).

### Assignment 1: Paper Proposal (15 points)

Students will submit a proposal of the final paper mid-semester.

### Assignment 2: Annotated Bibliography (15 points)

Students will submit an annotated bibliography that summarizes the course readings. For articles, each annotation should be 1-2 paragraphs. For books, each annotation should be 1-2 pages.

### Assignment 3: Final Paper (70 points)

Rooted in the course readings, students will write a civic education paper (research study or conceptual piece) suitable for publication in a quality social studies journal (i.e. *Theory and Research in Social Education*, *International Journal of Social Education*, *Journal of Social Studies Research*, *The Social Studies*, *Social Studies Research and Practice*, and *Citizenship Teaching & Learning*).

NOTE: Practicing teachers may choose to do a curriculum design project in place of the final paper.

Below is the UMass Boston grade scale.

Grading Scale		
Grade	Percentage	Points
A	93-100%	4.00
A-	90-92%	3.70
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
C	73-76%	2.00
F	0-72%	0.0

Grading Policies		
NA	<a href="#">Not Attending</a> (student appeared on roster, but never attended class). NA has no effect on cumulative GPA. Student is still responsible for tuition and fee charges.	N/A
W	Received if <a href="#">withdrawal</a> occurs before the withdrawal deadline (see the <a href="#">academic calendar</a> ). Student is still responsible for tuition and fee charges.	N/A
INC	<a href="#">Incompletes</a> are given at the discretion of the instructor and only when satisfactory work has been accomplished in the majority of the course work, i.e. a passing grade at the withdrawal deadline, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must sign a contract with the course instructor to receive a grade of incomplete. Incompletes will turn into F's if the work is not completed within one year.	N/A

## Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. Students with disabilities who need accommodations in this course must contact the Ross Center for Disability Services to discuss needed accommodations. Students must be registered with the Ross Center for Disability Services, CC UL 211, [www.umb.edu/academics/vpass/disability](http://www.umb.edu/academics/vpass/disability), [ross.center@umb.edu](mailto:ross.center@umb.edu), 617.287.7430 before requesting accommodations.

## Academic Integrity and The Code of Student Conduct

It is the expressed policy of the University that every aspect of academic life not only formal coursework situations, but all relationships and interactions connected to the educational process shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit indicates that the work is the student's own and is in compliance with University policies. In cases where academic dishonesty is discovered after completion of a course or degree program, sanctions may be imposed retroactively, up to and including revocation of the degree. Any student who reasonably believes another student has committed an act of academic dishonesty should inform the course instructor of the alleged violation. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and on their Website and in relevant program student handbook(s) or websites: [http://www.umb.edu/life\\_on\\_campus/policies/code/](http://www.umb.edu/life_on_campus/policies/code/)

You are encouraged to visit and review the UMass website on Plagiarism:  
<http://umb.libguides.com/plagiarism>

## Reading List:

**Selected Texts:** *Students should choose texts following each category's instructions*

### 1. Civic Education Overview:

Books (Choose 2 of these texts):

Feith, D. (Ed.). (2011). *Teaching America: The case for civic education*. Lanham, MD: Rowman & Littlefield Education.

Heater, D. (2004). *Citizenship: The civic ideal in world history, politics, and education*. Manchester, UK: Manchester University Press.

Hess, D. (2009). *Controversy in the classroom: The democratic power of discussion*. New York, NY: Routledge.

Isin, E. F. & Turner, B. S. (2002). *Handbook of citizenship studies*. London, United Kingdom: Sage.

Levine, P. (2015). *The future of democracy: Developing the next generation of American citizens*. Medford, MA: Tufts University Press.

Levinson, M. (2012). *No citizen left behind*. Cambridge, MA: Harvard University Press.

Nef, J. & Reiter, B. (2009). *The democratic challenge: Rethinking democracy and democratization*. New York, NY: Palgrave Macmillan.

Nie, N. H., Junn, J., & Stehlik-Barry, K. (1996). *Education and democratic citizenship in America*. Chicago, IL: University of Chicago Press.

Noddings, N. (2005). *Educating citizens for global awareness*. New York: Teachers College Press

Parker, W. C. (Ed.). (1996). *Educating the democratic mind*. Albany, NY: State University of New York.

Westheimer, J. (2015). *What kind of citizen? Educating our children for the common good*. New York, NY: Teachers College Press.

## 2. Researching Civic Education:

If you have not taken SED SO 933 or SED SO 935 previously, read the below text:

Barton, K. C. (2006). *Research methods in social studies education: Contemporary issues and perspectives*. Charlotte, NC: Information Age Publishing.

Chapters (Choose 3 chapters from these handbooks related to civic education):

Arthur, J., Davies, I., & Hahn, C. (2008). *The Sage handbook of education for citizenship and democracy*. Los Angeles, CA: Sage.

Manfra, M. M. & Bolick, C. M. (Eds.) (2017). *The Wiley handbook of social studies research*. Hoboken, NJ: Wiley-Blackwell.

Levstik, L. S. & Tyson, C. A. (Eds.) (2008). *Handbook of research in social studies education*. New York, NY: Routledge.

Shaver, J. P. (Ed.) (1991). *Handbook of research on social studies teaching and learning*. New York, NY: Macmillan.

## 3. Civic Engagement and Political Socialization

Articles (Choose 5):

Ehman, L. H. (1980). The American school in the political socialization process. *Review of Educational Research*, 50(1), 99-119.

Flynn, N. (2009). Toward democratic discourse: Scaffolding student-led discussions in the social studies. *Teachers College Record*, 111(8), 2021-2054.

Haas, M. E., & Laughlin, M. A. (2002). Teaching the 2000 Election: A K-12 survey. *The Journal of Social Studies Research*, 26(2), 20-30.

Journell, W., & Buchanan, L. B. (2012). Making politics palatable: Using television drama in high school civics and government classes. *The Social Studies*, 103(1), 1-11.

Jacobsen, R., Frankenberg, E. D., & Lenhoff, S. W. (2012). Diverse schools in a democratic society: New ways of understanding how school demographics affect civic and political learning. *American Educational Research Journal*, 49(5), 812-843.

Kahne, J., & Westheimer, J. (2003). Teaching democracy: What schools need to do. *Phi Delta Kappan*, 85(1), 34-66.

Kissling, M. T., & Barton, A. C. (2013). Interdisciplinary study of the local power plant: Cultivating ecological citizens. *Social Studies Research and Practice*, 8(3), 128-142.

Marri, A. (2005). Building a framework for classroom-based multicultural democratic education: Learning from three skilled teachers. *Teachers College Record*, 107(5), 1036-1059.

Misco, T., & Patterson, N. (2007). A study of pre-service teachers' conceptualizations of academic freedom and controversial issues. *Theory & Research in Social Education*, 35(4), 520-550.

Parker, W. C. (2001). Classroom discussion: Models for leading seminars and deliberations. *Social Education*, 65(2), 111-115.

Parker, W. C. (2006). Public discourses in schools: Purposes, problems, possibilities. *Educational Researcher*, 35(8), 11-18.

Torney-Purta, J. (2002). The school's role in developing civic engagement: A study of adolescents in twenty-eight countries. *Applied Developmental Science*, 6(4), 203-212.

Westheimer, J. (2006). Politics and patriotism in education. *Phi Delta Kappan*, 87(8), 608-620.

#### **4. Citizenship Education**

Articles (Choose 5):

Apple, M. W. (1983). Politicizing civic values in education. *Journal of Teacher Education*, 34(6), 55-56.

Avery, P. G., & Simmons, A. M. (2001). Civic life as conveyed in United States civics and history textbooks. *International Journal of Social Education*, 15(2), 105-130.

Banks, J. A. (2017). Failed citizenship and transformative civic education. *Educational Researcher*, 46(7), 366-377.

Duncan, K. E. (2020). "What better tool do I have?": A critical race approach to teaching civics. *The High School Journal*, 103(3), 176-189.

Hahn, C. (2008). International political socialization research. In L.S. Levstik and C.A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 81-108). New York, NY: Routledge.

Hess, D. (2008). Controversial issues and democratic education. In L.S. Levstik and C.A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 123-136). New York, NY: Routledge.

Howard, R. W., Berkowitz, M. W., & Schaeffer, E. F. (2004). Politics of character education, *Educational Policy*, 18(1), 188-215.

Ho, L.-C. (2010). "Don't worry, I'm not going to report you": Education for citizenship in Singapore. *Theory & Research in Social Education*, 38(2), 217-247.

Ho, L.-C. (2014). Meritocracy, tracking, and elitism: Differentiated citizenship education in the United States and Singapore. *The Social Studies*, 105, 29-35.

Kahne, J., & Middaugh, E. (2008). High quality civic education: What is it and who gets it? *Social Education*, 72(1), 34-39.

VanSledright, B. A., & Grant, S. G. (1994). Citizenship education and the persistent nature of classroom teaching dilemmas. *Theory & Research in Social Education*, 22(3), 305-339.

Vickery, A. E. (2015). It was never meant for us: Towards a black feminist construct of citizenship in social studies. *The Journal of Social Studies Research*, 39(3), 163-172.

Vickery, A. E. (2016). "I know what you are about to enter": Lived experiences as the curricular foundation for teaching citizenship. *Gender and Education*, 28(6), 725-741.

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237-269.

Woodson, A. N. (2016). We're just ordinary people: Messianic master narratives and Black youths' civic agency. *Theory & Research in Social Education*, 44(2), 184-211.

## 5. Global Citizenship

Articles (Choose 5):

Castro, A. J. (2014). The role of teacher education in preparing teachers for critical multicultural citizenship. *The Journal of Social Studies Research*, 38, 189-203.

Davies, I., Evans, M., & Reid, A. (2005). Globalising citizenship education? A critique of global education and citizenship education. *British Journal of Educational Studies*, 53(1), 66-89.

Dilworth, P. P. (2004). Multicultural citizenship education: Case studies from social studies classrooms. *Theory & Research in Social Education*, 32(2), 153-186.

Gaudelli, W., & Fernekes, W. R. (2004). Teaching about global human rights for global citizenship. *The Social Studies*, 95(1), 16-26.

Holden, C. (2000). Learning for democracy: From world studies to global citizenship. *Theory into Practice*, 39(2), 74-80.

Mathews, S. A., & Patterson Dilworth, P. (2008). Case studies of preservice teachers' ideas about the role of multicultural citizenship education in social studies. *Theory & Research in Social Education*, 36(4), 356-390.

Merryfield, M. M. (1992). Preparing social studies teachers for the twenty-first century: Perspectives on program effectiveness from a study of six exemplary teacher education programs on global education. *Theory & Research in Social Education*, 20(1), 17-46.

Merryfield, M. M. (2002). Rethinking our framework for understanding the world. *Theory & Research in Social Education*, 30(1), 148-151.

Parker, W. C. (In Press). Oppositions and possibilities. In A. Reid, J. Gill, & A. Sears (Eds.), *Globalisation, the nation-state and the citizen: Dilemmas and directions for civics and citizenship education*. New York, NY: Routledge.

Schweisfurth, M. (2006). Education for global citizenship: Teacher agency and curricular structure in Ontario schools. *Educational Review*, 58(1), 41-50.

Ukpokodu, O. N. (2006). The effect of 9/11 on preservice teachers' perspectives and dispositions toward global concerns. *Social Studies Research and Practice*, 1(2), 179-200.