

NEWSLETTER

Citizenship Education Research Network

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Réseau de recherche sur l'éducation à la citoyenneté

A Message from our Chair

Dear CERN and CERJ members,

We are excited to bring you our Fall newsletter. In this newsletter, we share upcoming events and news related to Citizenship Education. We remember the contributions of Dr. Yvonne Marie Hébert to the foundation of CERN, as well Dr. Peter Seixas' contributions to History Education in Canada. We also share the profiles and research of some of our members, both faculty and students in the field. Please check out our updated website page.

We welcome any news related to Citizenship Education which you would like to share with us, such as any upcoming conferences, publications, awards or events. Please send these details to me (catherine.broom@ubc.ca) for inclusion in our next newsletter.



Submitted by author

Editor: Dr. Catherine Broom, UBC
A/Editor: Rebecca Evans, Queen's



Planning is going well for CERN-CSSE, which will be held largely in person at York University. We are organizing an engaging schedule that will include our annual AGM, with a Key Note Speaker. We will also have some positions available in the CERN executive for the following year. We hope you will consider signing up for one of these positions. We are always looking for reviewers for both CERN as well as the Citizenship Education Research Journal (CERJ). We include a Call to our next CERJ edition on our Reminders page. Please consider submitting your paper to our next edition. Papers are double-blind, peer reviewed. Thank you for being part of CERN/CERJ. We appreciate all your contributions to the field of Citizenship Education.

Remembering Dr. Yvonne Marie Hébert



Photo Credit: Calgary Herald Obituaries

We would like to recognize the passing of our friend and colleague, Dr. Yvonne Hébert. Yvonne, who passed away on December 1st, 2021, was a founding member of CERN. Her career was dedicated to moving scholarship and practice forward in the areas of citizenship, immigration, and democracy in particular. Known for her advocacy to move pluralist dispositions forward, she continued to push the boundaries of inclusive education for all. Yvonne's work with CERN started when a group of interested researchers, decision-makers, and practitioners came together in 1998 to develop consensus around citizenship education in Canada. We are grateful for all of the contributions Yvonne has made to the CERN community over the span of her career. Read more on Yvonne [here](#).

Saying Goodbye to Dr. Peter Seixas

News of Peter's death was felt across the education community. We honour Peter's life and recognize his contributions to history and social studies education across Canada. His work establishing the Centre for the Study of Historical Consciousness, and the pan-Canadian Historical Thinking project have influenced thinking about citizenship across provincial and territorial jurisdictions. We recognize Peter's work in helping to shape how young people think about the past and live in the present. Read more about Peter [here](#).



Photo Credit: Public History Weekly



Reflections from a Bad Student, Dr. Douglas Fleming

This piece has been edited for brevity. The full version is posted at <http://douglasfleming.weebly.com>



Posing with the elusive Ogoogo
Submitted by author

My research and teaching interests have focused on critical and post-structural second language education, citizenship, policy development, inductive instructional approaches and equity. Before becoming an academic in 2007, I worked for over 20 years in public school districts, community colleges and immigrant serving agencies as an activist, teacher and administrator.

As I ask in the introduction to my upcoming book (Fleming, In press), what happens when equity meets the so-called “nice” field of second language education (SLE)? My book is a collection of previously published work and demonstrates how my colleagues and I have

worked through these important concerns over the years. Putting it together has been a rare opportunity to reflect on a life’s work, as I begin to make a slow transition to retirement.

In my book, I try to summarize what led me to drop my established career as a classroom teacher and how my subsequent experiences as a professor led to a deepening of my understanding of the themes of language and philosophy, second language policy, race, gender, decolonization and curriculum. In short, through the different pieces in this book, I attempt to lay out how a critical approach to second language education in Canada necessitates linking notions surrounding language, citizenship, race, gender, policy, decolonization and curriculum.

At the start of my academic career, my thesis focused on how the adult Punjabi-speaking students at my workplace interpreted citizenship. I contrasted their emphasis on the value of multiculturalism and active engagement with the much narrower definition of citizenship found embedded and implied within the Canadian Language Benchmarks. This led to a series of journal articles and book chapters in which I argued that second language learners are often racialized and infantilized in this and other associated documents. A summary of these arguments can be found in Broom, C., Di Mascio, A. & Fleming, D. (2016).

Upon completing my doctoral work, I applied for a tenure-track position at the University of Ottawa, where I now work as a full professor. I have been fortunate to work with many progressive colleagues too numerous to recount here on a full range of projects, both domestic and international. I have had the joy of working with talented graduate students and teaching subject matter on challenging topics connected to equity and diversity.

As I argue in one of my recent lectures, many second-language educators still think of ourselves as so many Professor Higgins' from the famous Hollywood film, *My Fair Lady*. I believe that most of us operate as if our primary task is to promote learner success through a mastery of high-status standard English. Of course, we find ourselves in the dilemma of knowing that our students need to gain a mastery over English for greater material success in our society. However, too often we do not question the ideological assumptions we make in that regard.

During this lecture, I go through and deconstruct various clips from the film while praising the set, direction, casting, acting and (especially) music. The film contains examples of antiquated (and comical) second language methods (from the days of the audio-lingual approach) and fully illustrates how a standardized notion of language is used as a weapon against the marginalized. In short, Professor Higgins is a sexist monster, the poor are depicted stereotypically, the plot deviates from the original George Bernard Shaw play despicably, the "ethnicism" is clear and the upper social class given ridiculous roles that make them appear harmless (they are far from that, of course). It is old-time Hollywood after all. I encourage my students to note how Higgins uses descriptive phonetics to justify language prescription and critically assess his convoluted belief that "cleaning up" the language of the poor will automatically result in their uplifting within society.

My lecture is a critical examination of the film as a perfect example of how popular media perpetuates false and destructive notions around language. Even the film remains one of my favorite movies from my childhood (under the influence of my own Cockney grandmother), I recognize it as containing multiple classist, racist, sexist, and homophobic elements. My critical treatment of *My Fair Lady* is a fair summary of my overall aim as a professor. While acknowledging the complexities and contradictions in our work as second language educators, our goal should be to move away from standardized notions of language that are too often used to dominate and subjugate minoritized people, whether they be women, racialized, "lingualized", or marginalized in terms of ethnicity, ability, non-binary sexuality or social class. So, what does happen when equity meets the so-called nice field of second language education (SLE)?

I believe it creates an opportunity in regards to engaging the complexity of the interlocking systems related to power, privilege, citizenship; race; gender, ethnicity, colonization and other forms of minoritization that pervades our work as second language educators. In short, a serious engagement with these interlocking systems is how we, as academics and practitioners, engage with meaningful issues related to the daily struggles of our students and colleagues. It has been a privilege to work with my CERN colleagues and an honor to be asked to write this for the newsletter. - Doug

Broom, C., Di Mascio, A. & Fleming, D. (2016). Citizenship education in Canada: Past and present. In C. Broom (Ed.), *Youth civic engagement in a globalized world: Citizen education in comparative perspectives* (pp.15-36). New York: Palgrave, MacMillan.

Fleming, D. (In press). *Critical Second Language Education in Canada: Intersecting Language, Citizenship, Race, Gender, Policy, Decolonization and Curriculum*. DIO Press, New York, NY.

A Message from Our Past Chair, Xingtan Cao

I had the privilege of working as the Program Chair for CERN at the 2020 and 2021 CSSE conferences. When I first took the position, I was both excited and intimidated. As a PhD student, I was excited to share my own research with scholars in the same domain but I also feared that I do not have the qualifications to oversee a research organization across Canada. The support and encouragements I had received from scholars, professors, as well as graduate students like me at CERN immediately defeated all the fears I had. My passion for citizenship education grew with my experience of working with CERN members. As citizenship education researchers, I believe our work is to constantly refine our understanding of citizenship and to make our society more just and democratic. Ultimately, we hope our work would dismantle oppressions and injustices of any kind. For this reason, our research really does matter.



Submitted by author

Extending Ontario's Citizenship Framework for Climate Action

Rebecca Evans is a doctoral student at Queen's University in Kingston, Ontario. She became part of CERN through her work on communication projects over the past year. Among Rebecca's research interests is the intersection of citizenship education and climate action.

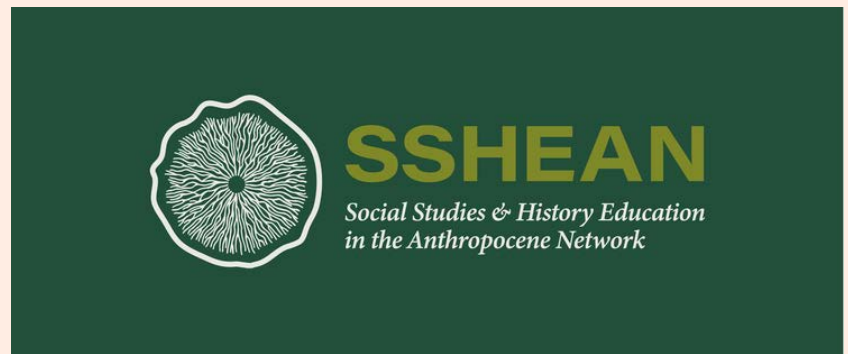


Lake Ontario, Kingston Submitted by author



This section features her recent work in support of the Social Studies and History Education in the Anthropocene Network (sshean.ca), which she found particularly engaging. Rebecca is working on a paper presentation for CSSE, co-authored by Dr. Heather McGregor, also of Queen's University that examines the existing citizenship

framework in the Ontario curriculum. Drawing on recent literature, the authors consider to what extent the framework supports or limits learning outcomes related to youth climate action. They outline what is absent, incommensurable, or contradictory within the existing framework when centering the goals of engaging youth in climate action, including imagining possible futures for citizenship education. Rebecca is looking forward to future work in support of SSHEAN, which is dedicated to rethinking social studies and history education to address climate change and its associated challenges.



Reminders

CSSE|SCÉE
CONFERENCE • CONGRÈS

27 MAY – 1 JUNE 2023
27 MAI AU 1^{ER} JUIN 2023

CERJ • RREC

The angel network series is back and here are some upcoming events:

- 24 November: Exploring the links: Development cooperation & global citizenship education
- 25 January: Challenging the Dominant Economic Paradigm in Development Education

 **National Council for the Social Studies**

Please join us at CERN **at the Canadian Society for the Study of Education Conference in 2023.**

Call for papers for the Citizenship Education Research Journal (CERJ): Please consider submitting a paper to our peer reviewed journal. Details are available at: <https://ojs-o.library.ubc.ca/index.php/CERJ/index>



The NCCSS Annual Conference is taking place in **Philadelphia, PA December 2-4, 2022**

