



NEWSLETTER

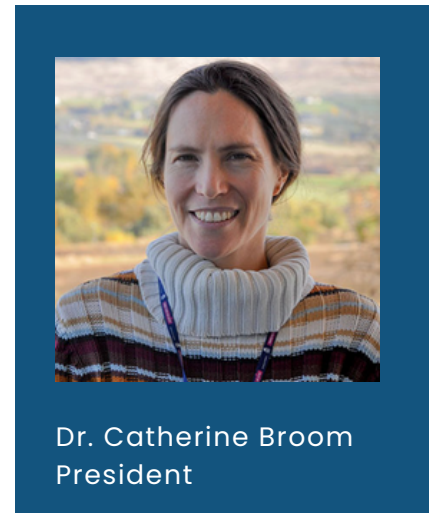
Citizenship Education & Research Network
Réseau de recherche sur l'éducation à la citoyenneté



A LETTER FROM OUR PRESIDENT

Dear CERN and CERJ members,

Welcome to our 2024 Fall newsletter. In this newsletter, we discuss upcoming events and news related to Citizenship Education. We share articles and books that explore the nature of political and civic protest and highlight the importance of democratic Citizenship Education, at this time of local and global tensions. We remember the contributions of Dr. Lorna McLean to CERN. We also share the research of some of our members, both faculty and students in the field, including work by Dr. Joel Westheimer, postdoctorate, and graduate students. Please check out our updated website page linked below in this newsletter.



Dr. Catherine Broom
President

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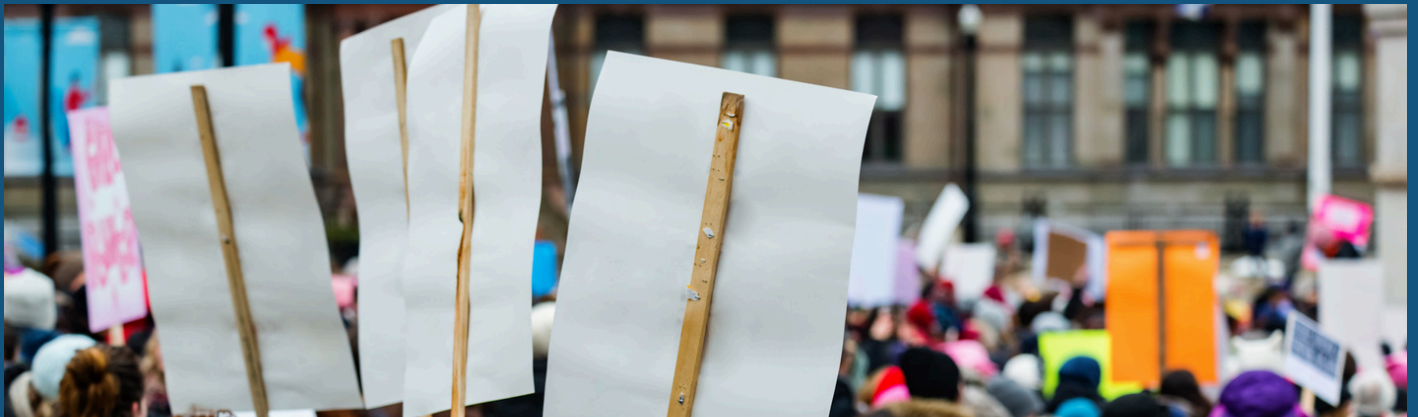
🌐 <https://education.ok.ubc.ca/research-partnerships/citizenship-education-research-network/>

A LETTER FROM OUR PRESIDENT (CONT'D)

Planning is going well for CERN sessions at CSSE, which will be held largely in person at George Brown College. We are organizing an engaging schedule that will include our annual AGM, with a Key Note Speaker. We will 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 also always looking for reviewers for both CERN and Citizenship Education Research Journal (CERJ). We include a Call to our next CERJ edition here too. 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.

CITIZENSHIP IN ACTION: ARE THERE LIMITS TO PROTEST?



By Catherine Broom, UBC Okanagan

In this editorial opinion, I reflect on the events that occurred last year at CSSE in relation to Democratic Citizenship Education. Briefly, McGill Law professors went on strike and asked associations to remove their events from McGill. This was followed by a student encampment protesting the war in Gaza, which called for a boycott of CSSE. Some associations chose to move off McGill campus and host their sessions at other venues in Montreal. After protesting students set up a blockade in a building at McGill, the police were called in and protestors were tear gassed. Subsequently, CSSE removed their events from McGill.

CITIZENSHIP IN ACTION: ARE THERE LIMITS TO PROTEST? (CONT'D)

From a legal perspective, both faculty and students have a legally protected right to protest under Section 2c (Freedom of Peaceful Assembly), and we each have the right to choose not to cross protest lines as a sign of solidarity for the right to peacefully protest. Peaceful protest is an important form of active citizenship that can lead to positive social change. The word “peaceful” is used in the legal clause, so the police can get involved when force is used. Democratic citizenship educators can help students understand the significance of peaceful protest through peace education, which requires thoughtful implementation. **As Kathy Bickmore explains:**

School practices generally disproportionately emphasize ‘negative peace’ – cessation or temporary prevention of overt violence— thereby facilitating social stability, which advantages those currently in power (Galtung, 1969), School ‘peacekeeping,’ the use of coercion to achieve negative peace, typically relies on monitoring and punitive discipline. Even ‘peacemaking’ (conflict resolution) processes, when they emphasize quick or premature settlement rather than messier democratic dialogue to build justice, may contribute more to negative peace than to transformative peacebuilding.

(Bickmore, 2011, p. 11)

Democratic citizenship education includes exploring issues from diverse perspectives, fostering critical and creative thinking, and nurturing conflict resolution processes. As Dr. Westheimer explores in his article discussed on the next page, Democratic Citizenship Education matters.

REMEMBERING LORNA MCLEAN

The CERN community was saddened to hear the passing of Lorna McLean this past March. Lorna made a substantive contribution to citizenship education and the broader CERN community. We remember Lorna for her legacy of scholarship in citizenship education, which focused on women’s peace activism and global education. Lorna’s contribution to CERN will always be remembered and appreciated.

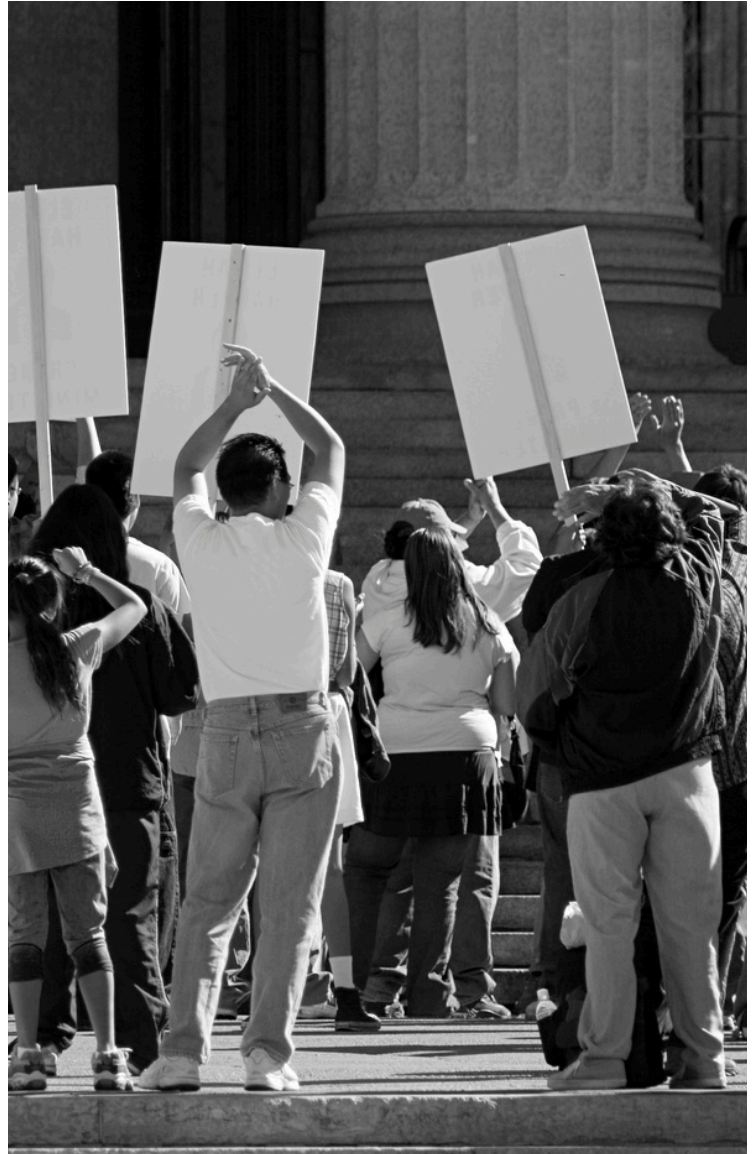


THE IMPORTANCE OF CITIZENSHIP EDUCATION

Joel Westheimer has recently published two opinion pieces in *The Ottawa Citizen*.

Westheimer: Pending uOttawa strike is about much more than money, Nov 20, 2024. Joel explains why the pending strike is about educational ideals that need to be protected from the draw of focusing on financial interests. He describes what is at the core of the controversy: undermining teaching, research, and democratic governance in pursuit of financial interests.

Westheimer: Keeping students from political events undercuts their civic education, Oct 23, 2024. Joel emphasizes the importance of teaching how to think not what to think through exposure to politics.



WHEN STUDENTS ATTEND EVENTS LIKE THE GRASSY NARROWS RALLY, THEY GAIN EXPOSURE TO REAL-WORLD ISSUES – ENVIRONMENTAL JUSTICE, INDIGENOUS RIGHTS, AND THE INTERSECTIONS OF GLOBAL STRUGGLES. THESE ARE EXACTLY THE KINDS OF EXPERIENCES THAT CAN ENRICH THEIR UNDERSTANDING OF DEMOCRACY AND SOCIAL RESPONSIBILITY. THE CHALLENGE LIES IN ENSURING THAT SUCH EXPOSURE PROMOTES CRITICAL THINKING RATHER THAN INADVERTENTLY PUSHING A SPECIFIC AGENDA. SCHOOLS ARE PLACES WHERE STUDENTS SHOULD LEARN HOW TO THINK, NOT WHAT TO THINK. - JOEL WESTHEIMER, OCT 23, 2024, THE OTTAWA CITIZEN



CENTRING CLIMATE JUSTICE IN CITIZENSHIP EDUCATION BY SARA KARN, MCMASTER UNIVERSITY

The Existential Toolkit for Climate Justice Educators: How to Teach in a Burning World, edited by Jennifer Atkinson and Sarah Jaquette Ray, offers a new pedagogy for navigating the emotional aspects of one of the most significant civic issues of our time: ecological degradation and social injustice. As the editors

explain, “With students coming into the classroom already aware of how bad things are, the old model of scaring them into caring is no longer working” (p. 1). Rather, educators are invited to focus on centring emotions in ways that support students’ ability to learn and build resilience in an age of crisis. The book features 37 chapters by scholars, educators, activists, artists, game designers, and others who explore a wide range of themes, including embodied pedagogies, storytelling and imagination, difficult knowledge, fear and joy, community and kinship, and skills for the Climate Generation. In Chapter 5, “Empathy and Care: Activities for Feeling Climate Change,” Sara Karn (Postdoctoral Fellow, McMaster University), presents a series of guiding questions and activities that educators can use to address the affective dimensions of climate change histories, while fostering empathy and care towards humans and more-than-humans in the past and present.



RECENT SCHOLARSHIP ON CITIZENSHIP EDUCATION

Broom, C and Partridge, J. Literature Review of Citizenship Education scholarship. CTL, 19 (3).

Arce, M and Rice, R. (2019). Protest and Democracy. University of Calgary press.

THE ONTARIO CITIZENSHIP FRAMEWORK & YOUTH CLIMATE ACTION BY BECCA EVANS, QUEEN'S UNIVERSITY



Youth are engaging in climate action in significant ways. Citizenship educators are well positioned to encourage and build on these efforts, as young people address climate crisis in authentic ways. In this article, alongside my co-authors, Heather McGregor and Brenda Reed, we highlight the pedagogical principles for supporting socially just youth climate action. We include examples from Sioux (of Standing Rock) and Inuit youth to showcase the diverse and distinct ways youth use their agency and engage in an issue they care deeply about. After outlining the pedagogical principles for supporting youth climate action (e.g., viewing youth as both educators and learners, tending to affective dimensions), we propose a curriculum analysis schema that we then apply to the Ontario Citizenship Framework. We call for revisions that include a shift toward centring Indigenous knowledges, integrating climate justice, and upholding relationality to the land and all that it sustains. Youth illustrate engaged citizenship through their actions to change how the climate crisis is currently being addressed. Citizenship education has the potential to better support youth agency. Climate crisis is one issue where youth-led activism has been loud and clear.

Evans, R. S., McGregor, H. E., & Reed, B. (2024). [Pedagogical Principles for Encouraging \(Socially Just\) Youth Climate Action: A Schema for Citizenship Education Curriculum Analysis](https://education.ok.ubc.ca/research-partnerships/citizenship-education-research-network/). *Education, Citizenship and Social Justice* [online first].

CHECK OUT THE CITIZENSHIP EDUCATION RESEARCH JOURNAL! **BY BECCA EVANS, QUEEN'S UNIVERSITY**

Our latest edition of the Citizenship Education Research Journal was published this past spring. This edition features articles that connect to two continuing themes in citizenship education—inclusion and democratic teaching. Citizenship ideas change, while at the same time maintaining links to past work and ideas in society. This issue highlights this reality, as authors critically explore the nature of citizenship education in diverse contexts. The following papers are featured:

Twenty Five Years of Citizenship Education Scholarship Presented at CERN

by Catherine Broom

From a Shattered Self to an Integrated Self

by Sofia Noori

Democratic Characteristics of Classroom Discourse in Social Studies Lessons in Turkey

by Zafer kuş

Learning in Community: Politicizing Democratic Citizenship Education in Civil Society Organizations

by Rebecca Evans

**Submit a paper for the next edition of the
Citizenship Education Research Journal**

Our peer reviewed open access journal is now accepting papers to be included in the next edition. For more information, email catherine.broom@ubc.ca

UPCOMING EVENTS

5th Global Conference on Education and Research, Florida, Dec 16-19, 2024

American Educational Research Association, April 23-27, 2025, Denver, Colorado

Citizenship Education Research Network, at the Canadian Society for the Study of Education, May 31 - June 5, 2025, Toronto, Ontario

Academic Network on Global Education & Learning (ANGEL) Conference
June 4-6, 2025